

HGTC

Horry-Georgetown
Technical College

COURSE INSTRUCTIONAL PACKAGE

EMS 150

Introduction to Advanced Care

Effective Term

Fall 2026/Spring 2027/Summer 2027

Part I: Course Information

Effective Term: Fall 2026/Spring 2027/Summer 2027

COURSE PREFIX: EMS 150

COURSE TITLE: Introduction to Advanced Care

CONTACT HOURS: 4-3-5

CREDIT HOURS: 5

RATIONALE FOR THE COURSE:

To develop in the student a working knowledge of pathophysiology's and modalities of treatment used in the pre-hospital emergency treatment of trauma, medical emergencies. This is accomplished through a study of body systems, patient assessment and the skills needed to treat various patient populations.

COURSE DESCRIPTION:

This course covers advanced care preparatory material, trauma, advanced airway material and shock management.

PREREQUISITES/CO-REQUISITES:

Prerequisites: EMS 109 & EMS 212 – SC & NREMT EMT

Certification Corequisites: BIO 112 (or BIO 211), EMS 113, EMS 119, EMS 223

REQUIRED MATERIALS:

Please visit the [BOOKSTORE](#) online site for most current textbook information. Enter the semester, course prefix, number and section when prompted and you will be linked to the correct textbook.

ADDITIONAL REQUIREMENTS:

Computer access, Background Check, Urine Drug Screen, Immunization Requirements & Health Physical.

TECHNICAL REQUIREMENTS:

- Access to Desire2Learn (D2L), HGTC's learning management system (LMS) used for course materials.
- Access to myHGTC portal for student self-services.
- College email access – this is the college's primary official form of communication.

Additional Technical Requirements Specific to EMS

Receives calls from dispatchers, responds verbally to emergency calls, reads maps, drives ambulances to emergency sites, uses most expeditious route, and observes traffic ordinances and regulations. Works as a member of a two-person team.

Determines nature and extent of illness or injury, takes pulse, blood pressure, visually observes changes in skin color, auscultate breath sounds, makes determination regarding patient status, establishes priority for emergency care, renders appropriate emergency care (based upon competency and certification level); may administer intravenous drugs of fluid replacement as directed by a physician and based upon competency and certification level. May use equipment (based upon competency and certification level) such as but not limited to, defibrillator, electrocardiograph, performs endotracheal intubation to open airways and to ventilate patient, inflates pneumatic counter-pressure devices to improve patient's blood circulation.

Assisting in lifting, carrying, and transporting patient to ambulance and on to a medical facility. Reassures patients and bystanders, avoids mishandling patient and undue haste, and searches for medical identification emblem to aid in care. Extricates patients from entrapment, assess extent of injury, uses prescribed techniques and appliances, radios dispatcher for additional assistance or services, provides light rescue service if required, provides additional emergency care following established protocols.

Complies with regulations in handling deceased, notifies authorities, and arranges for protection of property and evidence at scene. Determines appropriate facility to which patient will be transported, report nature and extent of injuries or illness to the facility, ask for direction from hospital physician or emergency department (based upon competency and

certification level). Observes patient enroute and administers care as directed by physician or emergency department or according to published protocol based on competency and certification level. Identifies diagnostic signs that require communication with facility. Assist in removing patient from ambulance and into emergency facility. Reports verbally and in writing observations about and care of patients at the scene and enroute to facility, provides assistance to emergency staff as required.

Replaces supplies, prepares and / or sends used supplies for sterilization and / or disposal in accordance with state and OSHA regulations and published standard operating procedures. Checks all equipment for future readiness, maintains ambulance in operable condition, ensures ambulance cleanliness and orderliness of equipment and supplies, decontaminates vehicle interior determines vehicle readiness by checking oil, gas, water in battery and radiator, and tire pressure, maintains familiarity with all specialized equipment.

ALL EMT's MUST BE ABLE TO PERFORM THESE ESSENTIAL JOB FUNCTIONS:

1. Ability to communicate verbally, via telephone and radio equipment;
2. Ability to lift, carry, and balance up to 125 pounds (250 pounds with assistance);
3. Ability to read and interpret written, oral, and diagnostic form instructions;
4. Ability to use good sound judgment and remain calm in high-stress situations;
5. Ability to work effectively in an environment with loud noises and flashing lights;
6. Ability to function efficiently throughout an entire work shift;
7. Ability to calculate weight and volume ratios and read small print, both under life threatening time constraints;
8. Ability to read and understand English language manuals and road maps;
9. Accurately discern street signs and address numbers;
10. Ability to interview patient, family members, and bystanders;

11. Ability to document, in writing, all relevant information in prescribed format in light of legal ramifications of such;
12. Ability to converse in English with co-workers and hospital staff as to status of patient;
13. Good manual dexterity, with ability to perform all tasks related to highest quality patient care;
14. Ability to bend, stoop, and crawl on uneven terrain;
15. Ability to withstand varied environmental conditions such as extreme heat, cold, and moisture;
16. Ability to work in low light, confined spaces, and other dangerous environments.

ATTENDANCE VERIFICATION:

The Add/Drop Period is the first 7 days of the semester for **full term** classes. Add/Drop periods are shorter for accelerated format classes. Please refer to the [academic calendar](#) for deadlines for add/drop. You must attend at least one meeting of all your classes during that period. If you do not, you will be dropped from the course(s) and your Financial Aid will be reduced accordingly

IDENTIFICATION VERIFICATION:

Students enrolled in online courses will be required to complete identity verification. Please refer to your Instructor's Course Information Sheet for information regarding this requirement.

STUDENT COURSE EVALUATIONS:

Each semester, students are provided with an opportunity to participate in course evaluation surveys. These evaluations offer crucial feedback to instructors and the College, leading to enhancement of educational quality. By completing these surveys, you play a key role in the ongoing improvement of teaching methods and course content, ensuring future students enjoy a better learning experience. Students are encouraged to complete these surveys as your active participation in this process reflects your dedication to your education and drives positive change.

CLASSROOM ETIQUETTE AND STUDENT RIGHTS AND RESPONSIBILITIES:

As a matter of courtesy to other students and your professor, please turn off cell phones and other communication/entertainment devices before class begins. If you are monitoring an emergency, please notify your professor prior to class and switch cell phone ringers to vibrate.

To ensure a positive College experience, guidelines exist in numerous areas of campus life. The Student Code for The South Carolina Technical College System "The Student Code" (3-2-106.1) applies to all HGTC students. The Student Code sets forth rights and responsibilities of the individual student, identifies behaviors that are not consistent with the values of college communities, and describes the procedures that will be followed to adjudicate cases of alleged misconduct. Students are expected to conduct themselves in a civil manner, that is respectful of the rights of others, and that is compatible with the college's educational mission. Students are expected to comply with all of the college's duly established rules and regulations regarding student behavior while on campus; while participating in off-campus college sponsored activities; and while participating in off-campus clinical, field, internship, or in-service experiences. Students are expected to comply with all course requirements as specified by instructors in course syllabi and to meet the standards of acceptable classroom behavior set by instructors. For more information, login to your myHGTC account under "Student Rights and Responsibilities" card then select "Student Code of Conduct" or the "Student Catalog and Handbook."

NETIQUETTE: is the term commonly used to refer to conventions adopted by Internet users on the web, mailing lists, public forums, and in live chat focused on online communications etiquette. For more information regarding Netiquette expectations for distance learning courses, please visit [Online Netiquette](#).

Part II: Student Learning Outcomes

COURSE LEARNING OUTCOMES and ASSESSMENTS*:

To prepare competent entry-level Emergency Medical Technician – Paramedics in the cognitive (knowledge), psychomotor (skills) and affective (behavior) learning domains.

Module #1

Material Covered

Chapters 9-12

Assessments:

Online Quizzes and AI Bot Assignments located in Desire2Learn

Test #1 – Includes Modules 1 & 2, Chapters 11-14 (Note: Chapters 9-10 reviewed in class)

Learning Outcomes:

Chapter 9

1. Define pathophysiology, including its role in diagnosing and treating disease. (p 488)
2. Compare atrophy, hypertrophy, hyperplasia, dysplasia, and metaplasia as means of cellular adaptation. (p 488)
3. List factors that can affect or upset homeostasis. (pp 489–490)
4. Explain the causes, clinical manifestations, assessment, and management of edema. (pp 490–491)
5. Discuss types of fluid deficits and potential resulting complications. (p 491)
6. Explain the physiologic consequences of electrolyte imbalances in sodium, potassium, calcium, phosphate, and magnesium. (pp 491–494)
7. Compare respiratory acidosis, respiratory alkalosis, metabolic acidosis, and metabolic alkalosis. (pp 495–498)
8. Outline how cellular injury occurs in patients with hypoxia, chemical exposures, infection (sepsis), immunologic exposures (hypersensitivity reactions), inflammatory conditions, genetic disorders, nutritional imbalances, physical damage (mechanical

- injury), and other harmful exposures, such as extremes of hot and cold. (pp 498–503)
9. Explain the concept of apoptosis. (p 503)
 10. Define perfusion, including the physiologic consequences of hypoperfusion. (pp 504–505)
 11. Analyze the mechanisms by which the body compensates for hypoperfusion. (pp 504–505)
 12. Discuss the causes of central and peripheral shock, including cardiogenic, obstructive, hypovolemic, and distributive shock. (pp 505–508)
 13. Explain how to manage a patient in shock. (pp 508–509)
 14. Describe multiple organ dysfunction syndrome. (pp 509–510)
 15. Examine the body's three defense mechanisms against pathogens: anatomic barriers, the immune response, and the inflammatory response. (pp 510–523)
 16. Explain how plasma protein systems—the complement system, the coagulation (clotting) system, and the kinin system—modulate the inflammatory response. (pp 519–520)
 17. Compare wound healing by primary intention with wound healing by secondary intention. (pp 521–523)
 18. Outline each of the four types of hypersensitivity reactions and mechanisms for immunologic injury. (pp 524–526)
 19. List several autoimmune reactions. (pp 526–527)
 20. Compare inherited and acquired immunodeficiencies. (pp 527–529)
 21. Analyze the controllable and uncontrollable risk factors that intersect to cause disease. (pp 529–530)
 22. Outline how incidence, prevalence, morbidity, and mortality data are used to analyze disease risk. (p 530)
 23. Recognize autosomal dominant and autosomal recessive patterns of inheritance. (pp 530–532)
 24. Analyze risk factors for cancer and cardiovascular disease. (pp 533–537)
 25. Describe how hematologic disorders occur. (pp 534–535)
 26. Name common renal, gastrointestinal, and neuromuscular disorders. (pp 537–540)
 27. List the stages of the general adaptation syndrome and explore the

relationship between stress and disease. (pp 541–544)

Learning Outcomes:

Chapter 10

1. Know the terms used to designate the following developmental stages of life: infants, toddlers and preschoolers, school-age children, adolescents (teenagers), early adults, middle adults, and late adults. (pp 555–574)
2. Describe the major physiologic and psychosocial characteristics of an infant's life. (pp 556–561)
3. Describe the major physiologic and psychosocial characteristics of a toddler's and preschooler's life. (pp 561–564)
4. Describe the major physiologic and psychosocial characteristics of a school-age child's life. (pp 564–565)
5. Describe the major physiologic and psychosocial characteristics of an adolescent's life. (pp 565–567)
6. Describe the major physiologic and psychosocial characteristics of an early adult's life. (p 567)
7. Describe the major physiologic and psychosocial characteristics of a middle adult's life. (pp 568–569)
8. Describe the major physiologic and psychosocial characteristics of a late adult's life. (pp 569–574)

Learning Outcomes:

Chapter 11

1. Name the components of the patient assessment process; include the most important determination made by paramedics. (pp 584–585)
2. Explain how to determine the mechanism of injury (MOI) or nature of illness (NOI) at an emergency medical scene; include why it is essential to differentiate trauma patients from medical patients. (pp 592–593)
3. Discuss possible hazards that may be present at an

emergency medical scene, ways to recognize them, and precautions to protect personal safety. (p 593)

4. List the minimum standard precautions EMS personnel should follow and the personal protective equipment that should be worn at an emergency medical scene; include examples of when additional precautions would be appropriate. (p 593)

5. Describe the principal goals of the primary survey process. (p 594)

6. Describe how a general impression of a patient is formed as part of the primary survey; include why this step is critical to patient management. (pp 595–596)

7. Recall how to identify life threats by inspecting and palpating for open and closed findings during the primary survey. (p 594)

8. Explain how to assess the airway status in responsive and unresponsive patients; include examples of possible signs and causes of airway obstruction in each case, and the appropriate response by paramedics. (pp 596–597)

9. Explain how to assess a patient's breathing status; include the key information paramedics must obtain during this process and the care required for patients with adequate and inadequate breathing. (pp 597–598)

10. Explain how to assess a patient's circulatory status; include the different methods to obtain a pulse and appropriate management depending on the patient's status. (pp 598–599)

11. Explain how to assess a patient's skin using color, temperature, and condition (CTC); include examples of normal and abnormal findings, and how this information relates to the patient's status. (pp 599–600)

12. Determine the priority of patient care and transport at an emergency scene, include examples of conditions that necessitate immediate transport. (pp 602–603)

13. Identify the MOIs most likely to produce life-threatening injuries. (pp 623–626)

14. Discuss the process of obtaining a patient history; include the purpose and the initial approach to a patient. (pp 604–605)

15. Give examples of different techniques paramedics may use to obtain full and accurate information from patients during the history-taking process. (pp 605–608)
16. Discuss challenges paramedics may face when obtaining a patient history in which sensitive information must be collected; include strategies to facilitate such situations. (pp 608–610)
17. Understand the unique challenges that arise during history taking involving pediatric and geriatric patients. (pp 617–619)
18. Identify the elements of the history to be obtained from responsive medical patients, from family or bystanders in the case of unresponsive medical patients, and from trauma patients. (pp 619–626)
19. Recognize which aspects of the body systems should be covered during the history-taking process. (pp 626–628)
20. Apply clinical reasoning, based on the results of the primary survey and patient history, to form a differential diagnosis. (p 629)
21. Explain the purpose of performing a secondary assessment; include physical exam techniques, and equipment used in the secondary assessment. (pp 630–641)
22. Name the devices used to monitor a patient's medical condition during the secondary assessment and reassessment. (pp 689–692)
23. Explain the importance of assessing a patient's mental status; include examples of different methods used to assess alertness, responsiveness, and orientation. (pp 645– 647)
24. Explain general (systemic) conditions considered during the secondary assessment; include examples of what the secondary assessment should include based on a patient's chief complaint. (pp 630, 641–644, 649–655, 657–666, 671, 672, 682–687)
25. Describe normal and abnormal lung sounds heard during auscultation. (pp 657– 662)
26. Explain the importance of performing patient reassessment; include reassessing mental status and ABCDE as well as reassessing transport priority and any interventions

applied. (pp 693–695)

Chapter 12

1. Describe the four cornerstones of effective paramedic practice. (pp 706–709)
2. Explain the benefits and drawbacks of patient protocols or standing orders and patient care algorithms in the emergency medical services (EMS) system. (p 708)
3. Explain how to distinguish patients with critical life threats from those in serious condition and those with minimal, non-life-threatening injuries. (pp 709–710)
4. Describe the five stages of critical thinking and thought processing in the prehospital setting. (pp 710–715)
5. Describe the Six Rs of clinical decision making. (pp 715–719)

Module #2

Material Covered: Chapters 13 – 15

Assessments:

Online Quizzes and AI Bot Assignments located in Desire2Learn

Test #1 – Includes Modules 1 & 2, Chapters 11–14 (Note: Chapter 15 reviewed in class)

Midterm Progression Exam – Platinum Planner (see Instructor Information Sheet for details)

Learning Outcomes:

Chapter 13

1. Explain how pharmacology relates to paramedic clinical practice. (p 726)
2. Describe the regulatory measures affecting medications administered in the prehospital setting. (pp 726–727)
3. Describe how drugs are classified. (pp 727–728)
4. Outline reliable sources of medication information available to paramedics. (pp 728– 729)
5. List the components of a medication profile. (p 731)
6. Discuss requirements for medication storage, security, and accountability. (pp 732–733)

7. Describe the pharmacokinetic and pharmacodynamic properties of medications in general. (pp 733–734, 745–747)
8. Identify situations in which medication effects will be altered by the age, sex, weight, and other characteristics of a particular patient. (pp 737–741)
9. Identify steps to reduce the incidence of medication errors and limit the severity of harmful effects associated with medication administration. (pp 755–757)
10. Discuss the prevention, recognition, and management of adverse medication reactions. (pp 742–743)
11. Select the optimal medication and method of medication administration for patients with a particular clinical condition or situation. (pp 747–752)
12. Identify the various classes of medications that influence the sympathetic nervous system. (pp 757–761)
13. List notable classes of medications that may be taken by patients in the prehospital setting. (pp 762–765)
14. Explain the medications likely to be used by patients with respiratory conditions, including what each medication is used for. (pp 767–768)
15. Recognize the medications commonly prescribed to patients with cardiovascular diseases. (pp 768–770)
16. Describe the role of medical direction in medication administration. (p 798)
17. Discuss the benefits of performing a Medication Administration Cross-Check® (MACC) before administering a medication. (p 799)
18. Explain the importance of properly documenting medication administration. (p 798)
19. Discuss paramedics' responsibilities related to security of medications stocked on the ambulance. (p 799)
20. Explain the difference between aseptic, clean, and sterile techniques. (p 800)
21. Describe the use of standard precautions related to medication administration. (p 801)
22. Discuss the signs and symptoms that can occur with

changes in the body's fluid status. (pp 801–803)

23. List commonly used intravenous (IV) fluid compositions and types of IV solutions. (pp 803–806)

24. Discuss the techniques for performing IV therapy. (pp 806–821)

25. Discuss the factors to consider when choosing an IV solution. (p 807)

26. Discuss the factors to consider when choosing an administration set. (pp 808–809)

27. Discuss the factors to consider when choosing an IV site. (pp 809–812)

Chapter 14

1. List the types of IV catheters. (p 847)

2. Describe special considerations when performing IV therapy on a pediatric or older adult patient. (pp 820–821)

3. List the factors to check if the IV flow rate is incorrect. (p 821)

4. Describe complications that can occur as a result of IV therapy. (pp 821–825)

5. Discuss transport considerations for a patient undergoing a blood transfusion. (p 827)

6. Discuss the advantages, disadvantages, and techniques for establishing an intraosseous (IO) IV line. (pp 827–834)

7. List the types of IO devices available. (pp 829–831)

8. Discuss the potential complications of IO infusion. (pp 831–834)

9. Discuss the systems of weights and measures used when administering medication. (pp 837–840)

10. Explain the principles of drug dose calculations, including desired dose, concentration on hand, volume on hand, volume to administer, and IV drip rate. (pp 839–843)

11. Discuss the advantages, disadvantages, and techniques of oral medication administration. (pp 843–844)

12. Discuss the advantages, disadvantages, and techniques of rectal medication administration. (pp 844–845)

13. Discuss the advantages, disadvantages, and techniques of intradermal medication administration. (pp 852–853)

14. Discuss the advantages, disadvantages, and techniques of subcutaneous medication administration. (pp 853–854)
15. Discuss the advantages, disadvantages, and techniques of intramuscular medication administration. (pp 855–857)
16. Discuss the advantages, disadvantages, and techniques of IV medication administration. (pp 857–864)
17. Discuss the advantages, disadvantages, and techniques of IO medication administration. (pp 864–865)
18. Discuss the advantages, disadvantages, and techniques of transdermal medication administration. (pp 865–867)
19. Discuss the advantages, disadvantages, and techniques of sublingual medication administration. (p 867)
20. Discuss other methods of medication administration, including the buccal, ocular, and aural routes. (pp 867–869)
21. Discuss the advantages, disadvantages, and techniques of intranasal medication administration. (p 869)
22. Discuss the advantages, disadvantages, and techniques of inhaled medication administration. (pp 869–875)
23. Discuss the rates at which medication is absorbed through various routes. (p 878)

Chapter 15

1. Explain the common elements of a drug profile. (p 888)
2. Define the abbreviations used in drug profiles. (p 889)
3. Give the generic and trade names, actions, indications, contraindications, adverse effects, interactions, routes of administration, and doses of medication that may be administered by the paramedics as dictated by state protocols and local medical direction. (pp 888–951)
4. Give the generic and trade names, actions, indications, contraindications, adverse effects, interactions, routes of administration, and doses of intravenous fluids that may be administered by the paramedic as dictated by the state protocols and local medical direction. (pp 947–951)

Module #3

Material Covered: Chapters 30 – 33**Assessments:**

Online Quizzes and AI Bot Assignments located in Desire2Learn

Test #2 – Chapters 30–33

Learning Outcomes:**Chapter 30**

1. Define trauma, including how it relates to energy, kinetics, and biomechanics. (p 1773)
2. Describe some of the factors that affect types of injuries. (pp 1773–1774)
3. Define mechanism of injury and index of suspicion, including how each one relates to paramedics' assessment of trauma. (pp 1774–1775)
4. Explain multisystem trauma and the special considerations that are required for patients who fit this category. (p 1777)
5. Define blunt trauma, including an example of the mechanism of injury that would cause blunt trauma. (pp 1777–1785)
6. Describe how impact patterns can help paramedics determine or predict injury types following motor vehicle crashes (MVCs). (pp 1778–1780)
7. Name the five types of MVCs and the injury patterns associated with each one. (pp 1780–1785)
8. Describe the benefits of seat belt restraints during an MVC. (pp 1785–1786)
9. Name the four types of impacts in motorcycle crashes. (pp 1787–1788)
10. Describe the three predominant mechanisms of injury during a vehicle versus pedestrian collision. (p 1789)
11. Explain the five factors to consider when assessing a patient who has been injured in a fall. (pp 1790–1791)
12. Define penetrating trauma, including the mechanisms of injury that would cause low-, medium-, and high-velocity injuries to occur. (p 1791)
13. Explain the factors to consider when assessing a patient who has sustained a gunshot wound. (pp 1792–1795)

14. Discuss primary, secondary, tertiary, quaternary (miscellaneous), and quinary blast injuries, including the damage to the body that is anticipated with each one. (pp 1795–1796)
15. Describe the components that affect the speed, duration, and pressure of the blast shock wave. (pp 1796–1797)
16. Explain the special considerations when assessing and managing a patient with a blast injury. (pp 1798–1799)
17. Outline the major components of trauma patient assessment, including special considerations related to multisystem trauma. (pp 1799–1804)
18. Explain trauma management, including special considerations related to multisystem trauma and the trauma lethal triad. (p 1806)
19. Summarize the American College of Surgeons Committee on Trauma and Centers for Disease Control and Prevention field triage decision scheme for criteria for referral to a trauma center. (pp 1806–1810)
20. Summarize the American College of Surgeons Committee on Trauma

classification of trauma centers and how it relates to making an appropriate destination selection for a trauma patient. (pp 1806–1810)

21. Explain trauma patient management in relation to scene time and transport selection, and the Association of Air Medical Services criteria for the appropriate use of emergency air medical services. (pp 1810–1811)

Chapter 31

1. Discuss the anatomy and physiology of the cardiovascular system. (pp 1820–1824)
2. Discuss the pathophysiology of external and internal hemorrhage. (pp 1824–1825)
3. Describe the body's physiologic response to hemorrhage. (pp 1825–1826)
4. Describe the types of shock. (p 1826)
5. Discuss the pathophysiology of hemorrhagic shock. (pp 1827–1829)

6. Discuss the classes of hemorrhage. (p 1828)
7. Discuss the phases of shock. (p 1828)
8. Describe the assessment and management of a bleeding patient. (pp 1829–1843)
9. Describe the assessment and management of a patient with hemorrhagic shock. (pp 1830–1833, 1843–1846)
10. Describe how to assess and manage a patient with external hemorrhage. (pp 1829–1830, 1833–1842)
11. Describe how to apply a commercial tourniquet. (pp 1835–1838)
12. Describe how to assess and manage a patient with internal hemorrhage. (pp 1831–1833, 1842–1843)

Chapter 32

1. Review the anatomy and physiology of the skin, including the layers of the skin. (pp 1855–1856)
2. Understand functions of the skin, and its role in the inflammatory process. (p 1855)
3. Explain skin tension lines and how they relate to wound healing. (pp 1856–1857)
4. Discuss the pathophysiology of soft-tissue injuries, including closed injuries and open injuries. (pp 1855, 1857–1858)
5. Discuss the process of wound healing, including hemostasis, inflammation, epithelialization, neovascularization, and collagen synthesis. (pp 1858–1860)
6. Discuss alterations in the wound healing process, including anatomic factors, high-risk wounds, abnormal scar formation, pressure injuries, and wounds requiring closure. (pp 1860–1861)
7. Discuss the pathophysiology of infection. (pp 1861–1862)
8. Describe the assessment process for patients with a soft-tissue injury, including when to perform a physical exam. (pp 1862–1864)
9. Describe the relationship between airway management and patients with closed and open injuries. (p 1869, 1877)
10. Discuss emergency medical care of a patient with a soft-tissue injury. (p 1864)

11. Discuss principles for treating a closed wound. (p 1857)
12. Discuss principles for treating an open wound. (p 1858)
13. Describe complications of improperly applied dressings. (p 1866)
14. Understand functions and types of sterile dressings and bandages. (pp 1864– 1865)
15. Discuss methods of application and materials for site-specific dressings. (pp 1866–1867)
16. Discuss the role of pain control when managing patients with soft-tissue injuries. (p 1870)
17. Discuss the pathophysiology, assessment, and management of abrasions, lacerations, puncture wounds, impaled objects, avulsions, amputations, bite wounds, and high-pressure injection injuries. (pp 1870–1877)
18. Discuss the pathophysiology, assessment, and management of soft-tissue injuries to specific anatomic sites, including facial and neck injuries, thoracic injuries, and abdominal injuries. (pp 1877–1878)
19. Discuss the pathophysiology, assessment, and management of soft-tissue infections, including myositis, gangrene, tetanus, necrotizing fasciitis, paronychia, and flexor tenosynovitis of the hand. (pp 1878–1880)

Chapter 33

1. Describe the anatomy and physiology of the skin, including the layers of the skin. (pp 1889–1890)
2. Describe the anatomy of the surface of the eye. (pp 1890–1891)
3. Summarize the general pathophysiology of burn injuries. (pp 1891–1898)
4. Discuss the symptoms of hypovolemic shock. (p 1892)
5. Describe five types of thermal burns. (pp 1892–1893)
6. Identify some of the warning signs of intentional burns associated with the potential abuse of children, older adults, and people with disabilities. (p 1893)
7. Define and describe the characteristics of superficial,

partial-thickness, and full-thickness burns. (pp 1894–1896)

8. Describe the pathophysiology of inhalation burns. (pp 1896–1898)

9. Summarize the safety concerns that must be addressed during the size-up of a burn scene. (p 1899)

10. Summarize the primary survey and secondary assessment processes for a patient with a burn injury. (pp 1899–1904)

11. Compare three different methods for determining the extent of the burn or the total body surface area burned. (pp 1894–1896, 1902–1903)

12. Contrast the burn severity classification for patients of different ages. (p 1903)

13. List the referral criteria for transporting a patient to a burn unit. (p 1902)

14. Describe the phases of definitive burn care. (p 1904)

15. Discuss emergency medical care of a patient with a burn injury, including specific airway management techniques, fluid resuscitation techniques, and pain management. (pp 1904–1907)

16. State the Consensus formula, and discuss its use as it pertains to the prehospital environment, including types of solutions to use and amounts to administer during the prehospital phase. (pp 1906–1907)

17. Explain the management of hypovolemic shock. (pp 1907–1908)

18. Explain the management of thermal burns. (p 1908)

19. Explain the management of thermal inhalation burns. (p 1909)

20. Explain the pathophysiology, assessment, and management of chemical burns of the skin. (pp 1909–1912)

21. Explain the pathophysiology, assessment, and management of inhalation burns from other toxic chemicals. (pp 1912–1913)

22. Explain the pathophysiology, assessment, and management of chemical burns of the eye. (pp 1913–1914)

23. Explain the pathophysiology, assessment, and management of electrical burns, including lightning-related

injuries. (pp 1914–1920)

24. Explain the pathophysiology, assessment, and management of radiation burns. (pp 1920–1922)

25. Discuss special considerations involved in the treatment of pediatric and geriatric patients. (pp 1922–1923)

26. Summarize some of the long-term consequences of burn injury on the patient's quality of life and on the paramedic's psychologic well-being. (p 1923)

Module #4

Material Covered: Chapters 34–39

Assessments:

Online quizzes and AI Bot Assignments located in Desire2Learn

Test #3 – Chapters 34–39

Final Progression Exam – Platinum Planner (see Instructor Information Sheet for details)

Learning Outcomes:

Chapter 34

1. Discuss the anatomy and physiology of the head, face, and neck, including major structures and specific important landmarks. (pp 1933–1937)
2. Describe the factors that may cause obstruction of the upper airway following a facial injury. (pp 1935, 1937, 1941, 1945, 1958, 1962)
3. Discuss the general patient assessment process for a patient with a face or neck injury. (pp 1937–1940)
4. Discuss general emergency care of a patient with a face or neck injury, including the importance of airway management. (p 1940)
5. Discuss different types of facial injuries, including soft-tissue injuries, maxillary fractures, nasal fractures, mandibular fractures, orbital fractures, and zygomatic fractures, and patient care considerations related to each one. (pp 1941–1944)
6. Describe the process of providing emergency care to a patient who has sustained face and neck injuries, including assessment of the patient, review of signs and symptoms, and management of care. (pp

1944–1945)

7. Describe the care of a patient who has a foreign body in the throat. (p 1945)
8. List the steps in the emergency medical care of the patient with soft-tissue wounds of the face and neck. (pp 1945–1946)
9. Discuss different types of eye injuries, including lacerations, corneal abrasion, foreign bodies, impaled objects, blunt trauma, and burns, and related patient care considerations. (pp 1946–1956)
10. List the steps in the emergency medical care of the patient with an eye injury, including lacerations and corneal abrasion, blunt trauma, foreign object, impaled object, and burns. (pp 1952–1956)
11. Discuss different types of ear injuries, including soft-tissue injuries, foreign body in the ear, and a ruptured eardrum, and related patient care considerations. (pp 1956– 1957)
12. List the steps in the emergency medical care of the patient with injuries of the ear, including lacerations and foreign body insertions. (pp 1956–1957)
13. Discuss different oral injuries, including soft-tissue injuries and dental injuries, and related patient care considerations. (pp 1957–1959)
14. List the steps in the emergency medical care of the patient with dental and cheek injuries, including how to handle an avulsed tooth. (pp 1958–1959)
15. Discuss specific injuries to the anterior part of the neck, including soft-tissue injuries, injuries to the larynx, injuries to the trachea, and injuries to the esophagus. (pp

1959–1964)

16. List the steps in the emergency medical care of the patient with a penetrating injury to the neck, including how to control regular and life-threatening bleeding. (pp 1963–1964)
17. Discuss spine trauma that does not involve the spinal cord, including the pathophysiology of sprains and strains, and their assessment and management. (pp 1964–1965)

Chapter 35

1. Differentiate head trauma, head injury, and traumatic brain

injury. (p 1973)

2. Review key points of head and spine anatomy and physiology. (pp 1973–1980)
3. Explain patient assessment for a person with a suspected head or spine injury, including variations that may be required for specific injuries. (pp 1980–1990)
4. Discuss general signs and symptoms of a head injury. (p 1980)
5. Discuss mechanisms of head and spine injury that paramedics should consider when assessing a patient. (pp 1981–1982)
6. Describe cases in which paramedics would use advanced airway techniques to gain definitive airway control in a patient with a head injury versus a spinal cord injury (SCI). (pp 1982–1983)
7. Describe the circumstances in which paramedics should establish intravenous access in a patient with a head or spine injury, including the importance of judicious fluid administration. (pp 1983–1990)
8. Discuss specific assessments used with a patient with possible SCI, including a neurologic exam. (pp 1990–1994)
9. Discuss patient assessment and management of scalp lacerations. (p 1996)
10. Discuss types of skull fractures, including linear, depressed, basilar, and open skull fractures. (pp 1996–1998)
11. Explain the difference between a primary (direct) injury and a secondary (indirect) injury, giving examples of mechanisms of injury (MOIs) that could cause each injury. (pp 1998–1999)
12. Discuss the pathophysiology of intracranial pressure and posturing that can appear with brain injury. (pp 1999–2001)
13. Discuss diffuse brain injuries, including cerebral concussion and diffuse axonal injury, and their corresponding signs and symptoms. (pp 2001–2006)
14. Discuss focal brain injuries, including cerebral contusion and the various types of intracranial hemorrhage, and signs and symptoms of each. (pp 2006–2009)

15. Describe management of head and brain injuries, including thermal management, treatment of associated injuries, and pharmacologic therapy. (pp 2009– 2010)
16. Discuss MOIs that may damage the cervical, thoracic, or lumbar spine, including flexion, rotation with flexion, vertical compression, and hyperextension. (pp 2011– 2014)
17. Differentiate primary SCI and secondary SCI, including complete versus incomplete cord injury. (pp 2014–2015)
18. Discuss various cord syndromes and the signs and symptoms, including anterior cord syndrome, central cord syndrome, posterior cord syndrome, cauda equina syndrome, and Brown-Séquard syndrome. (pp 2015–2017)
19. Discuss the signs and symptoms of neurogenic shock and spinal shock. (p 2017)
20. Discuss the evolution of spinal care. (pp 2017–2019)
21. Describe the sequence of emergency medical care for a patient with a spinal injury and the steps for performing manual in-line stabilization, including the spinal motion restriction (SMR) of a supine patient, a seated patient, and a standing patient. (pp 2019–2030)
22. Discuss when and how to perform rapid extrication. (pp 2030–2035)
23. Explain how to remove and package a patient with a possible spinal injury from a water incident. (pp 2035–2036)
24. Explain the various circumstances in which the helmet of a patient with a possible head or spinal injury should be left on or removed; include the steps paramedics must take to remove a helmet, including the alternative method for removing a football helmet. (pp 2036–2037)
25. Describe prehospital pharmacologic treatment of patients with SCI. (pp 2037– 2038)
26. Discuss possible complications of SCI, including autonomic dysreflexia, requiring prehospital management. (pp 2038–2039)
27. Discuss nontraumatic spinal conditions, including causes of low back pain and conditions requiring prehospital treatment. (pp 2039–2040)

Chapter 36

1. Review the anatomy and physiology of the chest. (pp 2054–2055)
2. Understand the mechanics of ventilation in relation to chest trauma. (p 2058)
3. Describe the assessment process for patients with chest trauma. (pp 2057–2061)
4. Discuss the significance of various signs and symptoms of chest trauma, including changes in pulse rate, dyspnea, jugular venous distention, muffled heart sounds, circulatory changes, and changes in mental status. (pp 2057–2059)
5. Discuss the emergency medical care of a patient with chest trauma. (pp 2061–2062)
6. Discuss the pathophysiology, assessment, and management of chest wall injuries, including flail chest, rib fractures, sternal fractures, and clavicle fractures. (pp 2062– 2066)
7. Discuss the pathophysiology, assessment, and management of lung injuries, including simple pneumothorax, open pneumothorax, tension pneumothorax, hemothorax, and pulmonary contusion. (pp 2066–2075)
8. Discuss the pathophysiology, assessment, and management of myocardial injuries, including cardiac tamponade, myocardial contusion, myocardial rupture, and commotio cordis. (pp 2075–2078)
9. Discuss the pathophysiology, assessment, and management of vascular injuries, including traumatic aortic disruption and penetrating wounds of the great vessels. (pp 2078–2080)
10. Discuss the pathophysiology, assessment, and management of other chest injuries, including diaphragmatic injury, esophageal injury, tracheobronchial injuries, and traumatic asphyxia. (pp 2080–2083)

Chapter 37

1. Describe the anatomy and physiology of the abdomen, including an explanation of abdominal quadrants and boundaries. (pp 2091–2095)
2. List the vascular structures contained in the abdomen. (p 2108)

3. Discuss the solid and hollow organs of the abdomen. (p 2093)
4. Describe the anatomy and physiology of the female and male genitourinary systems, and distinguish between hollow and solid organs. (pp 2093–2094)
5. Discuss closed abdominal injuries, providing examples of the mechanisms of injury that are likely to cause this type of trauma in a patient. (pp 2096–2097)
6. Discuss open abdominal injuries and provide examples of the mechanisms of injury that would cause them. (p 2105)
7. Discuss the assessment of a patient who has experienced an abdominal or genitourinary injury. (pp 2099–2104)
8. Discuss special considerations related to patient privacy when assessing a patient with a genitourinary injury. (p 2103)
9. Describe the different ways solid organs of the abdomen, including the liver, spleen, and pancreas, can be injured, and list the signs and symptoms a patient might exhibit depending on the organ or organs involved. (pp 2106–2107)
10. Describe the different ways hollow organs of the abdomen, including the small intestine, large intestine, and stomach, can be injured, and list the signs and symptoms a patient might exhibit depending on the organ involved. (pp 2108–2109)
11. Discuss the emergency medical care of a patient who has sustained a closed abdominal injury. (p 2105)
12. Discuss the emergency medical care of a patient who has sustained an open abdominal injury, including penetrating injuries and abdominal evisceration. (pp 2104– 2106)
13. Describe how retroperitoneal injuries can occur and the signs and symptoms associated with them. (p 2108)
14. Discuss abdominal vascular injuries and the signs and symptoms associated with them. (pp 2108–2109)
15. Describe duodenal injury and the signs and symptoms associated with it. (p 2109)
16. Discuss the assessment and emergency medical care of a patient who has sustained a genitourinary injury related to the kidneys, ureters, urinary bladder, and urethra. (pp 2109–2111)
17. Discuss the assessment and emergency medical care of a

patient who has sustained trauma to the internal or external genitalia.
(pp 2111–2113)

Chapter 38

1. Describe the incidence, morbidity, and mortality of musculoskeletal injuries. (p 2147)
2. Review the anatomy and physiology of the musculoskeletal system. (pp 2119, 2120)
3. Describe age-associated changes in the bones. (pp 2120–2121)
4. Predict injuries based on the mechanism of injury, including:
 - a) Pathologic (p 2121)
 - b) Direct (p 2121)
 - c) Indirect (pp 2121–2122)
5. Discuss the general pathophysiology of musculoskeletal injuries, including fractures, ligament injuries, dislocations, muscle injuries, tendon injuries, and injuries that may signify fractures. ((pp 2122–2127)
6. Discuss fracture classifications, including linear, transverse, oblique, spiral, impacted, comminuted, segmental, complete, incomplete, nondisplaced, and displaced. (pp 2123–2125)
7. Discuss the pathophysiology of open versus closed fractures. (p 2123)
8. Discuss the signs and symptoms of a fracture. (pp 2125–2126)
9. Discuss the need for assessment of pulses, motor, and sensation before and after splinting. (pp 2126–2127)
10. Explain the process of assessing a patient with a musculoskeletal injury. (pp 2127–2131)
11. Discuss the assessment findings associated with musculoskeletal injuries. (pp 2128–2131)
12. Identify the need for rapid intervention and transport when dealing with musculoskeletal injuries. (pp 2128–2129)
13. List the primary signs and symptoms that can indicate less obvious extremity injury. (p 2130)
14. List the 6 Ps of musculoskeletal injury assessment. (p 2130)
15. List the other signs and symptoms that can indicate less

obvious extremity injury.

(pp 2130–2131)

16. Discuss the general emergency care principles used in managing musculoskeletal injuries. (pp 2131, 2134)
17. Discuss the relationship between volume of hemorrhage and open or closed fractures. (pp 2147–2151)
18. Discuss methods of pain control for a patient with a musculoskeletal injury. (p 2135)
19. Discuss the general guidelines of splinting. (pp 2135–2141)
20. Describe the special considerations involved in femur fracture management. (pp 2135, 2140–2141)
21. Discuss the pathophysiology, assessment, and management of complications of musculoskeletal injuries, including peripheral nerve injuries, compartment syndrome, crush injuries, and thromboembolic disease. (pp 2141–2144)
22. Discuss the pathophysiology, assessment, and management of specific fractures, including shoulder girdle fractures, midshaft humerus fractures, elbow fractures, forearm fractures, wrist and hand fractures, pelvic fractures, hip fractures, femoral shaft fractures, knee fractures, tibia and fibula fractures, ankle fractures, and calcaneus fractures. (pp 2144–2154)
23. Describe the procedure for reduction of an ankle, finger, or knee dislocation or fracture. (pp 2146–2147, 2152–2153, 2156–2157)
24. Discuss the pathophysiology, assessment, and management of specific joint injuries and dislocations, including those to the shoulder girdle, elbow, wrist and hand, finger, hip, and knee. (pp 2154–2159)
25. Explain the importance of manipulating a knee dislocation or fracture with an absent distal pulse. (pp 2152–2153, 2157)
26. Discuss the pathophysiology, assessment, and management of bony abnormalities, including osteomyelitis and tumors. (p 2159)
27. Discuss the pathophysiology, assessment, and management of joint

abnormalities, including arthritis, osteoarthritis, rheumatoid arthritis, gout, and septic arthritis. (pp 2159–2160)

28. Discuss the pathophysiology, assessment, and management of muscle abnormalities, such as myalgia. (p 2160)
29. Discuss the pathophysiology, assessment, and management of overuse injuries, including tendinitis, bursitis, carpal tunnel syndrome, and polyneuropathy. (pp 2160– 2161)

Chapter 39

1. Describe four factors that affect how a person's body compensates in a cold or hot environment and how each factor relates to emergency medical care. (pp 2170–2171)
2. Explain the four mechanisms by which the body can lose heat and strategies to modify the rate and amount of heat loss or gain in an emergency situation. (pp 2172–2176)
3. Describe the various forms of illnesses caused by heat exposure, the signs and symptoms, and the people who are at the greatest risk of developing one of them. (pp 2176–2183)
4. Explain the emergency medical care of a patient who has sustained a heat injury, including assessing the patient, reviewing signs and symptoms, and managing care. (pp 2176–2183)
5. Explain local cold injuries and the underlying causes. (pp 2184–2186)
6. Describe the emergency medical care of a patient who has sustained a local cold injury, including assessing the patient, reviewing signs and symptoms, and managing care. (pp 2184–2186)
7. Discuss hypothermia, including its definition, the signs and symptoms of its four stages, the risk factors for developing it, and its management and treatment. (pp 2187–2194)
8. Explain the importance of following protocols in wilderness emergency medical services operations. (p 2171)
9. Discuss drowning, including its definition, incidence, risk factors, assessment, treatment, and prevention. (pp 2194–2199)
10. Describe the various types of diving emergencies and the process of providing emergency medical care to a patient who has been involved in a diving emergency, including assessing the patient, reviewing signs and symptoms, and managing care. (pp 2199–2208)
11. Discuss the types of dysbarism injuries that may be caused by

high altitudes, including the signs and symptoms and emergency medical treatment in the field. (pp 2208–2211)

12. Discuss lightning injuries, including the incidence, risk factors, assessment, and emergency medical treatment. (pp 2211–2213)

13. Discuss the emergency medical care of patients who have been stung by hymenoptera, including steps the paramedic should follow if a patient develops a severe reaction to the sting or bite. (pp 2213–2214)

14. Identify the species of arachnids (spiders, scorpions, and ticks) found in the United States that may cause life-threatening injuries, and the emergency medical care of patients who have been bitten by each type. (pp 2213–2222)

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

Part III: Grading and Assessment

EVALUATION OF REQUIRED COURSE MEASURES/ARTIFACTS*:

Students’ performance will be assessed, and the weight associated with the various measures/artifacts are listed below.

EVALUATION*

Midterm Exam	25%
Final Exam (Trauma)	25%
Chapter Quizzes	15%
AI Bot Assignments	5%
Module Tests	30%
Total	100%

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

GRADING SYSTEM:

Please note the College adheres to a 10-point grading scale A = 100 – 90, B = 89– 80, C = 79 – 70, D = 69 – 60, F = 59 and below.

Grades earned in courses impact academic progression and financial aid

status. Before withdrawing from a course, be sure to talk with your instructor and financial aid counselor about the implications of that course of action. Ds, Fs, Ws, and Is also negatively impact academic progression and financial aid status.

Note: Students in this EMS course must achieve a minimum score of 75% to progress in the program. Scores of 70–74 will be recorded as a 'C'. However, students must repeat the course in a future cohort to successfully complete the program.

Part IV: Attendance

Horry-Georgetown Technical College maintains a general attendance policy requiring students to be present for a minimum of 80 percent (80%) of their classes to receive credit for any course. Due to the varied nature of courses taught at the college, some faculty may require up to 90 percent (90%) attendance. Pursuant to 34 Code of Federal Regulations 228.22 – Return to Title IV Funds, once a student has missed over 20% of the course or has missed two (2) consecutive weeks, the faculty is obligated to withdraw the student, and a student may not be permitted to reenroll. **Instructors define absentee limits for their class at the beginning of each term; please refer to the Instructor Course Information Sheet.**

For online and hybrid courses, refer to your Instructor's Course Information Sheet for any required on-site meeting times. In online courses, attendance is fulfilled through the submission of academic work. Please be aware that instructors may require exams to be proctored either online or at an approved testing site. If you choose to use a testing center other than those provided by HGTC, that center may charge a fee for its services.

Part V: Student Resources

THE STUDENT SUCCESS AND TUTORING CENTER (SSTC):

The SSTC offers all students the following **free** resources:



1. Academic tutors for most subject areas, Writing Center support, and Academic Coaching for college success skills.
2. Online tutoring and academic support resources.
3. Professional and interpersonal communication coaching.

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

STUDENT INFORMATION CENTER – TECH Central:



TECH Central offers all students the following free resources:

1. Getting around HGTC: General information and guidance for enrollment, financial aid, registration, and payment plan support!
2. In-person and remote assistance are available for Desire2Learn, Student Portal, Degree Works, and Office 365.
3. Chat with our staff on TECH Talk, our live chat service. TECH Talk can be accessed on the student portal and on TECH Central's website, or by texting questions to (843) 375-8552. Visit the [Tech Central website](#) for more information. Live Chat and Center locations are posted on the website. You may also call (843) 349-5199.

HGTC LIBRARY:



Each campus location has a library where HGTC students, faculty, and staff may check out materials with their HGTC ID. All three HGTC campus libraries have librarians and staff who can aid with research, computers to support academic research and related school-work, and individual/group study rooms. Printing is available as well at each location. Visit the [Library](#) website for more information or call (843) 349-5268.

STUDENT TESTING:

Testing in HGTC courses may occur during regularly scheduled class time or online, with or without proctoring. Tests may be delivered in the following formats:

- Digitally through D2L
- In writing on paper
- Through a publisher platform (note: some publisher platforms carry an associated fee)

Tests may include time limits and may require proctoring depending on the course.

When proctoring is required and is not provided by the course instructor in the classroom, students may complete their test face-to-face at an [HGTC Testing Center](#) or another approved testing site, or online using HGTC's online proctoring provider. For more information about available proctoring options, visit the [Online Testing](#) section of the HGTC Testing Center webpage.

Students testing at an HGTC Testing Center should note the following:

- **Appointments must be scheduled at least 24 hours in advance.**
- **A physical, government-issued photo ID is required to test.**

The **Instructor Information Sheet** will have more details on test requirements for your course.

DISABILITY SERVICES:

HGTC is committed to providing an accessible environment for students with disabilities. Students seeking accommodations are encouraged to visit HGTC's [Accessibility and Disability Service webpage](#) for detailed information.

It is the student's responsibility to self-identify as needing accommodations and to provide appropriate documentation. Once documentation is submitted, the student will participate in an interactive process with Accessibility and Disability Services staff to determine reasonable accommodations. Students may begin the accommodations process at any

time; however, accommodations are **not retroactive** and will only be applied from the point at which they are approved. Students must contact the office **each semester** to renew their accommodations.

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

COUNSELING SERVICES:

HGTC Counseling Services strives to optimize student success through managing personal and academic concerns that may interfere with achieving educational goals. Staff are available to every student for assistance and guidance on personal matters, academic concerns and other areas of concern. HGTC offers free in-person and telehealth counseling services to students. For more information about counseling services, please reach out to counseling@hgtc.edu or visit the website the [Counseling Services webpage](#).

STATEMENT OF EQUAL OPPORTUNITY/NON-DISCRIMINATION STATEMENT:

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

Discrimination is conduct that includes unjust or prejudicial treatment based upon an individual's age, race, color, sex, religion, national origin, disability, and genetic information or any other protected classes deemed unlawful under State or Federal law that excludes an individual from participation in, denies the individual the benefits of, treats the individual differently, or otherwise adversely affects a term or condition of a person's working or learning environment. This includes failing to provide reasonable accommodation, consistent with state and federal law, to persons with disabilities.

All inquiries regarding the federal laws as they relate to discrimination on the basis of sex may be directed to Jen Riddei, Title IX Coordinator, Horry-Georgetown Technical College, Building 1100C, Room 107B, 2050 HWY 501 E, PO

Box 261966, 843-349-5218, Jenifer.Riddei@hgtc.edu.

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

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

TITLE IX REQUIREMENTS:

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

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

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

*Faculty and Staff are required to report these incidents to the Title IX Coordinator when involving students. The only HGTC employees exempt from mandatory reporting are licensed mental health professionals (only as part of their job description such as counseling services).

All inquiries regarding the federal laws as they relate to discrimination on the basis of sex may be directed to Jen Riddei, Title IX Coordinator, Horry-Georgetown Technical College, Building 1100C, Room 107B, 2050 HWY 501 E, PO Box 261966, 843-349-5218, Jenifer.Riddei@hgtc.edu.

PREGNANCY ACCOMMODATIONS

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

Students should advise the Title IX Coordinator of a potential need for accommodations as soon as they know they are pregnant. It is extremely important that communication between student, instructors, and the Title IX Coordinator begin as soon as possible. Each situation is unique and will be addressed individually.

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

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

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