



INSTRUCTIONAL PACKAGE

PTH 270

Physical Therapy Special Topics

Effective Term

Fall 2022/Spring 2023/Summer 2023

INSTRUCTIONAL PACKAGE

Part I: Course Information

Effective Term: Spring 2023

COURSE PREFIX: PTH 270

COURSE TITLE: Physical Therapy Special Topics

CONTACT HOURS: 5/week

CREDIT HOURS: 3 hours

RATIONALE FOR THE COURSE:

This course introduces the student to the basic pathophysiology, management, and physical therapy interventions of the cardiopulmonary system through simulation-based training. The course also introduces the student to wound care management.

COURSE DESCRIPTION:

This course provides opportunities for specialized study of selected topics in physical therapy.

PREREQUISITES/CO-REQUISITES:

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

REQUIRED MATERIALS:

- American College of Sports Medicine. *ACSM's Guidelines for Exercise Testing and Prescription* 10th Ed. Philadelphia, PA: Wolters Kluwer; 2017.
- Roy SH, Wolf SL, Scalzitti, DA. *The Rehabilitation Specialist's Handbook* 4th Ed. Philadelphia, PA: F. A. Davis Company; 2013.
- Fairchild SL, O'Shea RK, Washington RD. *Principles & Techniques of Patient Care* 6th Ed. St. Louis, MO: Elsevier, Inc.; 2018.
- Pathology for the Physical Therapy Assistant 2nd Ed., Goodman, C., Fuller, K. Elsevier. St. Louis, Missouri. 2017.
- First Hand Student Kit American Physical Therapy Association

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:

Laptop, Scrubs

TECHNICAL REQUIREMENTS:

Access to Desire2Learn (D2L), HGTC's student portal for course materials.
myHGTC and college email access.

CLASSROOM ETIQUETTE:

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

Part II: Student Learning Outcomes

After successfully completing the Horry-Georgetown Technical College Physical Therapist Assistant Program, the graduate will be able to achieve the program learning outcomes. The student is advised to view the program learning outcomes in the student clinical handbook. Reviewing the outcomes will assist the student in understanding how the terminal course objectives achieve the program learning outcomes.

Use the direct link below to find the student clinical handbook.

[Handbook](#)

COURSE LEARNING OUTCOMES and ASSESSMENTS*:

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

1. Compare and contrast cardiopulmonary pathologies or conditions with regards to anatomy, contributing factors, clinical presentation, diagnostic tests and procedures, management, assessment, and long-term effects.
2. Review the medical record and physical therapy documentation to select, implement, and modify a therapeutic exercise program for a cardiopulmonary patient within the parameters of the physical therapist plan of care.
3. Perform appropriate data collection techniques to assist the physical therapist in monitoring the effects of therapeutic exercise interventions and discharge planning for a cardiopulmonary patient.
4. 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.
5. Compare and contrast stages of pressure wounds with regards to contributing factors, clinical presentation, management, assessment, and long-term effects.
6. Be proficient with objective data collection and physical therapy interventions for wound care management.

STUDENT UNIT LEARNING OUTCOMES PER MODULE

Lecture & Lab Objectives: After successful completion of the classroom activity, the student will be able to meet the following instructional objectives:

*Modules can change per discretion of the instructor.

Module #1

Lecture

Materials Covered: Pathology for the Physical Therapist Assistant Chapter 9, The Rehabilitation Specialist's Handbook Section V; ACSM's Guidelines for Exercise Testing and Prescription Chapters 1, 2, 5 and 6

Assessment(s): Lecture Exam

1. Review the normal structure and function of the cardiovascular system and list the normal values for adult and pediatric heart rate, blood pressure, respiration rate, oxygen saturation, and temperature.
2. Explain the response of the cardiovascular system to aging.
3. Identify signs and symptoms of cardiovascular disease.
4. Identify gender differences as it pertains to the cardiovascular system.
5. Discuss the basic physiology and benefits of aerobic exercise and accurately explain the physiological response a normal adult should exhibit to aerobic exercise or activity in terms of heart rate, blood pressure, and respiration rate.
6. Discuss the general principles of exercise prescription for aerobic (cardiorespiratory) exercise.

Lab

Materials Covered: Principles & Techniques of Patient Care Chapter 3; The Rehabilitation Specialist's Handbook Section V; ACSM's Guidelines for Exercise Testing and Prescription Chapters 3, 4 & 5

Assessment(s): Lab Activity, Skill Check Assessment (Vitals)

1. Locate pertinent information in the medical chart that a PTA must review prior to treating a patient with cardiac or pulmonary disease and explain why communication with nursing is necessary.
2. Accurately measure and record your lab partner's blood pressure, heart rate, respiration rate, oxygen saturation, and body temperature.
3. Explain to a patient/client or family member the significance of measuring and monitoring vital signs.
4. Locate on a lab partner the appropriate locations for cardiac auscultation.
5. Perform cardiac auscultation on a lab partner and on a high-fidelity simulator and explain the basic heart sounds.
6. Explain the use of field tests, a multi-stage test, Graded Exercise test, to measure physical fitness.
7. Perform the following field tests and discuss the clinical significance of each: 6 min walk test and 5 Meter Walk Test.

Module #2

Lecture

Materials Covered: Pathology for the Physical Therapist Assistant Chapter 9, The Rehabilitation Specialist's Handbook Section V, ACSM's Guidelines for Exercise Testing and Prescription Chapter 9 and 10

Assessment(s): Lecture Exam

1. After successful completion of this module, the student will be able to meet the following objectives for: Coronary Artery Disease (Arteriosclerosis, Atherosclerosis), Angina Pectoris, Hypertension and Myocardial Infarction
 - a) Identify the anatomy involved in a pathology or condition.

- b) Identify the contributing factors for the development of a pathology or condition.
- c) Define how a pathology or condition is managed medically.
- d) Define how a pathology or condition is assessed and managed by a physical therapist.
- e) Identify the PTA's role in the management of the pathology or condition.
- f) Define the long-term effects of a pathology or condition.
- g) Compare and contrast pathologies or conditions with regards to anatomy, contributing factors, clinical presentation, diagnostic tests and procedures, management, assessment, and long term effects.

Lab

Materials Covered: The Rehabilitation Specialist's Handbook Section V; ACSM's Guidelines for Exercise Testing and Prescription Chapter 9 and 10; ICE simulation platform acute care videos

Assessment(s): Lab Activity, Documentation Assignment

1. Describe the continuum of cardiac rehabilitation, including exercise programming and patient progression through each phase of cardiac rehabilitation focusing on phase I.
2. Reviews a mock physical therapist plan of care and acknowledge a mock patient's goals in phase I of cardiac rehabilitation.
3. Teach a patient with sternal precautions how to perform bed mobility, ambulation, and wheelchair mobility.
4. Perform appropriate therapeutic exercise interventions for phase 1 cardiac rehabilitation mock patients using FITT recommendations.
5. Perform mobility interventions for a patient with cardiopulmonary disease utilizing assistive devices and managing patient lines and tubes.
6. Recognize absolute and relative indications for terminating exercise in cardiac rehabilitation phase I mock patients.
7. Accurately documents the interventions in a SOAP note.

Module #3

Lecture

Materials Covered: Pathology for the Physical Therapist Assistant Chapter 9, The Rehabilitation Specialist's Handbook Section V, ACSM's Guidelines for Exercise Testing and Prescription Chapter 9 and 10

Assessment(s): Lecture Exam

1. After successful completion of this module, the student will be able to meet the following objectives for: Congestive Heart Failure, Orthostatic Hypotension, Myocardial Disease (myocarditis, cardiomyopathy) and Trauma
 - a) Identify the anatomy involved in a pathology or condition.
 - b) Identify the contributing factors for the development of a pathology or condition.
 - c) Define how a pathology or condition is managed medically.
 - d) Define how a pathology or condition is assessed and managed by a physical therapist.
 - e) Identify the PTA's role in the management of the pathology or condition.

- f) Define the long-term effects of a pathology or condition.
- g) Compare and contrast pathologies or conditions with regards to anatomy, contributing factors, clinical presentation, diagnostic tests and procedures, management, assessment, and long-term effects.

Lab

Materials Covered: The Rehabilitation Specialist's Handbook Section V; ACSM's Guidelines for Exercise Testing and Prescription Chapter 9; ICE simulation platform videos

Assessment(s): Lab Activity, Documentation Assignment

1. Describe the continuum of cardiac rehabilitation, including exercise programming and patient progression through each phase of cardiac rehabilitation focusing on phase II.
2. Reviews a mock physical therapist plan of care and acknowledge a mock patient's goals in phase II of cardiac rehabilitation.
3. Perform appropriate therapeutic exercise interventions for phase II cardiac rehabilitation mock patients using FITT recommendations.
4. Recognize absolute and relative indications for terminating exercise in cardiac rehabilitation phase II mock patients.
5. Perform the following field tests: Dynamic Gait Index, Timed Up and Go Test, submaximal treadmill test, and submaximal step test.
6. Explain the use of the Ankle Brachial Index (ABI).
7. Determine the ABI for a lab partner and explain the results.
8. Create an aerobic and strengthening exercise program for a cardiac condition, case study provided by instructor, using the guidelines and recommendations in previous modules.
9. Accurately documents the interventions in a SOAP note.

Module #4

Lecture

Materials Covered: Pathology for the Physical Therapist Assistant Chapter 9, The Rehabilitation Specialist's Handbook Section V; ACSM's Guidelines for Exercise Testing and Prescription Chapter 9 and 10

Assessment(s): Lecture Exam

1. After successful completion of this module, the student will be able to meet the following objectives for: Arrhythmias, Valvular Heart Disease (Mitral Stenosis, mitral regurgitation, mitral valve prolapse), Aneurysm, Peripheral Vascular Disease (PAD, thrombosis, pulmonary embolism, chronic venous insufficiency, Raynaud's Disease and Raynaud's Phenomenon).
 - a) Identify the anatomy involved in a pathology or condition.
 - b) Identify the contributing factors for the development of a pathology or condition.
 - c) Define how a pathology or condition is managed medically.
 - d) Define how a pathology or condition is assessed and managed by a physical therapist.
 - e) Identify the PTA's role in the management of the pathology or condition.
 - f) Define the long-term effects of a pathology or condition.

- g) Compare and contrast pathologies or conditions with regards to anatomy, contributing factors, clinical presentation, diagnostic tests and procedures, management, assessment, and long-term effects.

Lab

Materials Covered: Principles & Techniques of Patient Care Chapter 3 and 10; The Rehabilitation Specialist's Handbook Section V; ACSM's Guidelines for Exercise Testing and Prescription Chapter 9 and 10

Assessment(s): IPE Report (IPE activity with Practical Nursing students)

1. Treat a mock patient with cardiopulmonary pathology in the acute care environment demonstrating effective management of the patient's special equipment.
2. Respond to the mock patient's fears of mobility in the acute care environment by demonstrating compassion and respect.

Module #5

Lecture

Materials Covered: Pathology for the Physical Therapist Assistant Chapter 9, The Rehabilitation Specialist's Handbook Section V

Assessment(s): Lecture Exam

1. Identify normal and abnormal electrocardiogram tracings and discuss the physical therapy implications.
2. Explain the effect of common cardiovascular medications used in management of pathology on therapeutic exercise response.

Lab

Materials Covered: Principles & Techniques of Patient Care Chapter 3 and 12; The Rehabilitation Specialist's Handbook Section V

Assessment(s): CPR quiz

1. Recognize normal and abnormal basic electrocardiogram (ECG) interpretation.
2. Perform cardiopulmonary resuscitation on mannequins and the high fidelity simulator following the current guidelines.
3. Appropriately respond to an emergency situation by activating the emergency response system.

Module #6

Lecture

Material(s) Covered: Pathology for the Physical Therapist Assistant- Chapter 7; Principles & Techniques of Patient Care Chapter 11

Assessment(s): Lecture Exam

1. Explain the role of an entry-level Physical Therapist Assistant Student in wound care interventions.
2. Recognize the contributing factors of pressure wounds and peripheral vascular wounds.
3. Describe the clinical presentation of pressure wounds and peripheral vascular wounds.
4. Discuss the diagnostic tests and procedures of pressure wounds and peripheral vascular wounds.
5. Provide the rationale for the management of pressure wounds and peripheral vascular wounds.
6. Explain the assessment procedures for a pressure wound and peripheral vascular wounds.
7. Summarize the long-term effects of pressure ulcers and peripheral vascular wounds.
8. Compare and contrast the clinical manifestations of arterial, venous, and neuropathic (diabetic)

ulcers.

Lab

Material(s) Covered: Principles & Techniques of Patient Care- Chapter 11

Assessment(s): Skill Check Assessment: Wound Care: Removal and Application of Sterile Dressing & Bandage; Wound Measurement; Set Up Sterile Field

1. Teach a mock patient appropriate skin hygiene.
2. Assess the condition of a patient's skin (e.g., dry, moist, loose, taut, warm, discolored, etc.)
3. Review dermatomal and peripheral nerve patterns of the upper and lower extremity.
4. Teach a mock patient appropriate pressure relief.
5. Perform hand hygiene for surgical asepsis.
6. Perform open glove asepsis technique.
7. Prepare and set up a sterile field.
8. Apply and remove protective garments for aseptic isolation.
9. Collect data on characteristics of a wound: periwound, size, depth, edges, tunneling, exudate, tissue, and odor.
10. Remove and apply dressings (e.g., hydrogels) and bandages.
11. Apply topical agents (e.g., cleansers, creams, moisturizers, ointments, sealants) to clean and treat a wound.
12. Seek input from a peer or instructor on how to improve your skills in wound care interventions.

Module #7

Lecture

Materials Covered: Pathology for the Physical Therapist Assistant Chapter 11, The Rehabilitation Specialist's Handbook Section VI

Assessment(s): Lecture Exam

1. Explain the normal structure and function of the respiratory system.
2. Explain the response of the respiratory system to aging.
3. Identify signs and symptoms of pulmonary disease.
4. Describe the clinical presentation of a patient who has pulmonary disease.
5. Identify the most common physical diagnostic tests and procedures performed for a patient who has pulmonary disease.
6. Identify the most common therapeutic interventions for a patient who has pulmonary disease.

Lab

Materials Covered: Pathology for the Physical Therapist Assistant Chapter 11, The Rehabilitation Specialist's Handbook Section VI

Assessment(s): Skill Check Assessment (Breathing Techniques)

1. Describe pulmonary auscultation, normal breath sounds, abnormal and adventitious breath sounds.
2. Locate on a lab partner the appropriate locations for pulmonary auscultation.
3. Perform pulmonary auscultation on a lab partner and on a high-fidelity simulator and explain the lung sounds.
4. Assess chest mobility on a lab partner measuring chest excursion.
5. Teach a mock patient appropriate therapeutic exercise to mobilize the chest within the parameters of the physical therapist plan of care.
6. Teach a patient appropriate breathing strategies (e.g., diaphragmatic, segmental, posterior basal expansion, glossopharyngeal, active cycle breathing, autogenic breathing, paced breathing, pursed lip breathing) within the parameters of the physical therapist plan of care.

7. Accurately documents the interventions in a SOAP note.

Module #8

Lecture

Materials Covered: Pathology for the Physical Therapist Assistant Chapter 11, The Rehabilitation Specialist's Handbook Section VI

Assessment(s): Lecture Exam

1. After successful completion of this module, the student will be able to meet the following objectives for: Pneumonia, Cystic Fibrosis, Pulmonary Embolism and Cor Pulmonale.

- a) Identify the anatomy involved in a pathology or condition.
- b) Identify the contributing factors for the development of a pathology or condition.
- c) Define how a pathology or condition is managed medically.
- d) Define how a pathology or condition is assessed and managed by a physical therapist.
- e) Identify the PTA's role in the management of the pathology or condition.
- f) Define the long-term effects of a pathology or condition.
- g) Compare and contrast pathologies or conditions with regards to anatomy, contributing factors, clinical presentation, diagnostic tests and procedures, management, assessment, and long-term effects.

Lab

Materials Covered: Pathology for the Physical Therapist Assistant Chapter 11; The Rehabilitation Specialist's Handbook Section VI

Assessment(s): Lab Activity

1. Accurately perform manual/mechanical airway clearance techniques on a lab partner and on a high-fidelity simulator (e.g., percussion, vibration, shaking) within the parameters of the physical therapist plan of care.
2. Teach a mock patient appropriate manual/mechanical airway clearance technique (assistive cough, postural drainage, active cycle of breathing, autogenic breathing) within the parameters of the physical therapist plan of care.

Module #9

Lecture

Materials Covered: Pathology for the Physical Therapist Assistant Chapter 11, The Rehabilitation Specialist's Handbook Section VI; ACSM's Guidelines for Exercise Testing and Prescription Chapter 9

Assessment(s): Lecture Exam

1. After successful completion of this module, the student will be able to meet the following objectives for: Obstructive Diseases (COPD, chronic bronchitis, emphysema, and asthma).

- a) Identify the anatomy involved in a pathology or condition.
- b) Identify the contributing factors for the development of a pathology or condition.
- c) Define how a pathology or condition is managed medically.
- d) Define how a pathology or condition is assessed and managed by a physical therapist.
- e) Identify the PTA's role in the management of the pathology or condition.
- f) Define the long-term effects of a pathology or condition.
- g) Compare and contrast pathologies or conditions with regards to anatomy, contributing factors, clinical presentation, diagnostic tests and procedures, management, assessment, and long term effects.

Lab

Materials Covered: Pathology for the Physical Therapist Assistant Chapter 11, The Rehabilitation Specialist's Handbook Section VI; ACSM's Guidelines for Exercise Testing and Prescription Chapter 9
Assessment(s): Lab Activity

1. Treat a mock patient with obstructive lung disease utilizing therapeutic exercise interventions previously covered for effective management of pulmonary conditions.

Module #10Lecture

Materials Covered: Pathology for the Physical Therapist Assistant Chapter 11, The Rehabilitation Specialist's Handbook Section VI

Assessment(s): Lecture Exam

1. After successful completion of this module, the student will be able to meet the following objectives for: Restrictive Diseases (Pulmonary Fibrosis, chest wall trauma, atelectasis, pulmonary edema, acute respiratory distress syndrome, pneumothorax, pleural effusion, pleural fibrosis)

- a) Identify the anatomy involved in a pathology or condition.
- b) Identify the contributing factors for the development of a pathology or condition.
- c) Define how a pathology or condition is managed medically.
- d) Define how a pathology or condition is assessed and managed by a physical therapist.
- e) Identify the PTA's role in the management of the pathology or condition.
- f) Define the long-term effects of a pathology or condition.
- g) Compare and contrast pathologies or conditions with regards to anatomy, contributing factors, clinical presentation, diagnostic tests and procedures, management, assessment, and long-term effects.

Lab

Materials Covered: Pathology for the Physical Therapist Assistant Chapter 11, The Rehabilitation Specialist's Handbook Section VI; ACSM's Guidelines for Exercise Testing and Prescription Chapter 9
Assessment(s): Lab Activity

1. Treat a mock patient with restrictive lung disease utilizing therapeutic exercise interventions previously covered for effective management of pulmonary conditions.

Module #11Lecture

Materials Covered: Pathology for the Physical Therapist Assistant Chapter 11, The Rehabilitation Specialist's Handbook Section VI

Assessment(s): Lecture Exam

1. Discuss the indications, contraindications and precautions of airway adjuncts and airway suctioning procedures for patients with airway and lung disease.
2. Discuss the indications, contraindications, and precautions of mechanical ventilation for patients with pulmonary dysfunction.
3. Explain the role of the physical therapist assistant in management of a patient who is on a mechanical ventilator.
4. Explain the effect of common pulmonary medications used in management of cardiopulmonary pathology on therapeutic exercise response.

Lab

Materials Covered: Pathology for the Physical Therapist Assistant Chapter 11, The Rehabilitation Specialist's Handbook Section VI; ACSM's Guidelines for Exercise Testing and Prescription Chapter 9; ICE Simulation Platform Videos-Ventilator

Assessment(s): Lab Activity

1. Perform a pulmonary function test (PFT) and explain the purpose and results with knowledge of the pulmonary system (IPE activity with Respiratory Students).
2. Watch ICE simulation videos for acute care management of a patient with COPD and on mechanical ventilation and model the treatment interventions with your peer.
3. Perform bed mobility interventions and early ambulation for a patient with cardiopulmonary disease who is on a mechanical ventilator with other health professionals on the patient care team.
4. Integrate knowledge of pulmonary disorders to implement therapeutic exercise for a patient with pulmonary dysfunction provided a mock physical therapist evaluation.
5. Communicate and perform skills as a member of the interdisciplinary team along with respiratory students regarding NIF Manometer, Spirometry, and Proning.

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

Part III: Grading and Assessment

EVALUATION OF REQUIRED COURSE MEASURES/ARTIFACTS*:

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

EVALUATION*

Tests	60%
Assignments-IPE reports	8%
Skill Check Assessments	8%
Homework/Documentation	2%
Class Participation	2%
Case Presentation	20%
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	100%

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

GRADING SYSTEM:

A= 90%-100%
 B= 80%-89%
 C= 75%-79%
 D= 69%-74%
 F=below 68%

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

The Add/Drop Period is the first 5 days of the semester for **full term** classes. Add/Drop periods are shorter for accelerated format courses. Please refer to the [academic calendar](#) for deadlines for add/drop. You must attend at least one meeting of all of your classes during that period. If you do not, you will be dropped from the course(s) and your Financial Aid will be reduced accordingly.

Part IV: Attendance

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

For online and hybrid courses, check your Instructor's Course Information Sheet for any required on-site meeting times. Please note, instructors may require tests to be taken at approved testing sites, and if you use a testing center other than those provided by HGTC, the center may charge a fee for its services.

Part V: Student Resources



THE STUDENT SUCCESS AND TUTORING CENTER (SSTC):

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

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

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



STUDENT INFORMATION CENTER: TECH Central

TECH Central offers to all students the following free resources:

1. **Getting around HGTC:** General information and guidance for enrollment, financial aid, registration, and payment plan support!
2. Use the [Online Resource Center \(ORC\)](#) including Office 365 support, password resets, and username information.
3. **In-person workshops, online tutorials and more services** are available in Desire2Learn, Student Portal, Degree Works, and Office 365.
4. **Chat with our staff on TECH Talk**, our live chat service. TECH Talk can be accessed on the student portal and on TECH Central's website, or by texting questions to (843) 375-8552.

Visit the [Tech Central](#) website for more information. Live Chat and Center locations are posted on the website. Or please call (843) 349 – TECH (8324), Option #1.

DISABILITY SERVICES:

HGTC is committed to providing an accessible environment for students with disabilities. Inquiries may be directed to HGTC's [Accessibility and Disability Service webpage](#). The Accessibility and Disability staff will review documentation of the student's disability and, in a confidential setting with the student, develop an educational accommodation plan.

Note: It is the student's responsibility to self-identify as needing accommodations and to provide acceptable documentation. After a student has self-identified and submitted documentation of a disability, accommodations may be determined, accepted, and provided.

STATEMENT OF EQUAL OPPORTUNITY/NON-DISCRIMINATION STATEMENT:

Horry-Georgetown Technical College prohibits discrimination and harassment, including sexual harassment and abuse, on the basis of race, color, sex, national or ethnic origin, age, religion, disability, marital or family status, veteran status, political ideas, sexual orientation, gender identity, or pregnancy, childbirth, or related medical conditions, including, but not limited to, lactation in educational programs and/or activities.

TITLE IX REQUIREMENTS:

All students (as well as other persons) at Horry-Georgetown Technical College are protected by Title IX—regardless of their sex, sexual orientation, gender identity, part- or full-time status, disability, race, or national origin—in all aspects of educational programs and activities. Any student, or other member of the college community, who believes that he/she is or has been a victim of sexual harassment or sexual violence may file a report with the college's Chief Student Services Officer, campus law enforcement, or with the college's Title IX Coordinator, or designee.

*Faculty and Staff are required to report incidents to the Title IX Coordinators 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).

INQUIRIES REGARDING THE NON-DISCRIMINATION/TITLE IX POLICIES:

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 the Vice President for Student Affairs.

Dr. Melissa Batten, VP Student Affairs

Title IX Coordinator

Building 1100, Room 107A, Conway Campus

PO Box 261966, Conway, SC 29528-6066

843-349-5228

Melissa.Batten@hgtc.edu

Employee and applicant inquiries concerning Section 504, Title II, and Title IX and their application to the College may be directed to the Vice President for Human Resources.

Jacquelyne Snyder, VP Human Resources

EEO and Title IX Coordinator

Building 200, Room 212A, Conway Campus

PO Box 261966, Conway, SC 29528-6066

843-349-5212

Jacquelyne.Snyder@hgtc.edu