



INSTRUCTIONAL PACKAGE

PTH 270

Physical Therapy Special Topics

Effective Term

Fall 2024/Spring 2025/Summer 2025

INSTRUCTIONAL PACKAGE

Part I: Course Information

Effective Term: Fall 2024/Spring 2025/Summer 2025

COURSE PREFIX: PTH 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.

***Online/Hybrid** courses require students to complete the [Distance Learning Orientation Video](#) prior to enrolling in an online course.

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. *Pierson and Fairchild's Principles & Techniques of Patient Care* 7th Ed. St. Louis, MO: Elsevier, Inc.; 2023.
- Goodman and Fuller's Pathology for the Physical Therapy Assistant 3rd Ed., Marshall, C. Elsevier. St. Louis, Missouri. 2024.
- 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:

Scrubs

TECHNICAL REQUIREMENTS:

Access to Desire2Learn (D2L), HGTC's learning management system (LMS) used for course materials.

Access to myHGTC portal for student self-services.

College email access – this is the college's primary official form of communication.

CLASSROOM ETIQUETTE:

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

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

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 Manual. 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 Manual.

[Student Manual](#)

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 using the International Classification of Functioning, Disability and Health (ICF) framework to describe impairments of body function and structure, activity limitations and participation restrictions.
 - a. Assessments: Lecture Examinations and Skill Check Assessments
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.

- a. Assessments: Lecture Examinations and Skill Check Assessments
- 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.
 - a. Assessments: Lecture Examinations and Skill Check Assessments
- 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.
 - a. Assessments: Lecture Examinations and Skill Check Assessments
- 5. Compare and contrast stages of pressure wounds with regards to contributing factors, clinical presentation, management, assessment, and long-term effects.
 - a. Assessment: Assignment and Final Comprehensive Examination
- 6. Be proficient with objective data collection and physical therapy interventions for wound care management.
 - a. Assessment: Assignment and Final Comprehensive Examination
- 7. 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 during data collection procedures on a mock patient scenario.
 - a. Assessment: Skill Check Assessments
- 8. Demonstrate compliance within the scope of practice of a Physical Therapist Assistant in both legal and ethical dimensions.
 - a. Assessments: Lecture Examinations and Skill Check Assessments
- 9. Demonstrate effective communication, collaboration, and teamwork skills within interprofessional healthcare teams, fostering a patient-centered approach to care delivery.
 - a. Assessments: Lecture Examinations, Interprofessional Education Reports
- 10. Accurately and timely documents components of data collection in SOAP note format, including specific treatment parameters, application techniques, and treatment outcomes with correct billing for reimbursement for a mock patient scenario.
 - a. Assessments: Assignments in Trajecsys

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 Handout (not graded), 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.

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 PTAs 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.

2. Describe the continuum of cardiac rehabilitation, including exercise programming and patient progression through each phase of cardiac rehabilitation.

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 Handout (not graded); Documentation Assignment

1. Create a therapeutic exercise program using the International Classification of Functioning Disability and Health (ICF) worksheet following a review of current information from the physical therapy record prior to carrying out the physical therapy plan of care to achieve the established goals and outcomes in phase 1 cardiac rehabilitation.
2. Recognize when additional clarification, supervision or action is required by the supervising physical therapist prior to implementation of therapeutic exercise.
3. Recognize when a therapeutic exercise intervention is inappropriate and should be discontinued based on the patient's presentation and review of the physical therapy data in collaboration with the supervising physical therapist.
4. Modify and adjust therapeutic exercise interventions utilizing clinical decision-making based on the patient's presentation and review of the physical therapy data in collaboration with the supervising physical therapist.
5. Appropriately respond to a mock patient's concerns related to therapeutic exercise by utilizing active listening skills during the mock scenario.
6. Accurately document and correctly bill for services provided 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 PTAs 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 12; The Rehabilitation Specialist's Handbook Section V; ACSM's Guidelines for Exercise Testing and Prescription Chapter 9; ICE simulation platform videos.

Assessment(s): Lab Handout (not graded); Documentation Assignment

1. Perform the following field tests: Six Minute Walk Test, 10 Meter Walk Test, Timed Up and Go Test, Dynamic Gait Index, submaximal treadmill test, and submaximal step test with appropriate monitoring of vital signs and heart rate recovery.
2. Create a therapeutic exercise program using the International Classification of Functioning Disability and Health (ICF) worksheet following a review of current information from the physical therapy record prior to carrying out the physical therapy plan of care to achieve the established goals and outcomes in phase II cardiac rehabilitation.
3. Recognize when additional clarification, supervision or action is required by the supervising physical therapist prior to implementation of therapeutic exercise.
4. Recognize when a therapeutic exercise intervention is inappropriate and should be discontinued based on the patient's presentation and review of the physical therapy data in collaboration with the supervising physical therapist.
5. Modify and adjust therapeutic exercise interventions utilizing clinical decision-making based on the patient's presentation and review of the physical therapy data in collaboration with the supervising physical therapist.
6. Appropriately respond to a mock patient's concerns related to therapeutic exercise by utilizing active listening skills during the mock scenario.
7. Accurately document and correctly bill for services provided 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): Lab handout (not graded); Documentation assignment

1. Participate in an interprofessional education experience with the nursing program to simulate the acute care setting demonstrating effective management of the mock patient's special equipment with case scenarios.
2. Recognize when additional clarification, supervision or action is required by the supervising physical therapist prior to implementation of therapeutic exercise.
3. Recognize when a therapeutic exercise intervention is inappropriate and should be discontinued based on the patient's presentation and review of the physical therapy data in collaboration with the supervising physical therapist.
4. Modify and adjust therapeutic exercise interventions utilizing clinical decision-making based on the patient's presentation and review of the physical therapy data in collaboration with the supervising physical therapist.
5. Appropriately respond to a mock patient's concerns related to therapeutic exercise by utilizing active listening skills during the mock scenario.
6. Explain the use of the Ankle Brachial Index (ABI) and perform on a lab partner analyzing the results.
7. Perform clinical tests for peripheral vascular disease including claudication time test, rubor dependency test, venous filling time test, capillary refill time and the Homan's Sign and discuss the significance of each.

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): Lab Handout (not graded); 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

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): Lab Handout (not graded); 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 document and correctly bill for services provided in a SOAP note.

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. 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 PTAs 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 Handout (not graded)

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 #8

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 Handout (not graded)

1. Create a therapeutic exercise program using the International Classification of Functioning Disability and Health (ICF) worksheet following a review of current information from the physical therapy record prior to carrying out the physical therapy plan of care to achieve the established goals and outcomes.
2. Recognize when additional clarification, supervision or action is required by the supervising physical therapist prior to implementation of therapeutic exercise.
3. Recognize when a therapeutic exercise intervention is inappropriate and should be discontinued based on the patient's presentation and review of the physical therapy data in collaboration with the supervising physical therapist.
4. Modify and adjust therapeutic exercise interventions utilizing clinical decision-making based on the patient's presentation and review of the physical therapy data in collaboration with the supervising physical therapist.
5. Appropriately respond to a mock patient's concerns related to therapeutic exercise by utilizing active listening skills during the mock scenario.

Module #9

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: 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.
2. 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

Assessment(s): Lab Activity

1. Create a therapeutic exercise program using the International Classification of Functioning Disability and Health (ICF) worksheet following a review of current information from the physical therapy record prior to carrying out the physical therapy plan of care to achieve the established goals and outcomes.
2. Recognize when additional clarification, supervision or action is required by the supervising physical therapist prior to implementation of therapeutic exercise.
3. Recognize when a therapeutic exercise intervention is inappropriate and should be discontinued based on the patient's presentation and review of the physical therapy data in collaboration with the supervising physical therapist.
4. Modify and adjust therapeutic exercise interventions utilizing clinical decision-making based on the patient's presentation and review of the physical therapy data in collaboration with the supervising physical therapist.
5. Appropriately respond to a mock patient's concerns related to therapeutic exercise by utilizing active listening skills during the mock scenario.

Module #10Lecture

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.

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 Handout (not graded); IPE report

1. Participate in an interprofessional education activity with the respiratory therapy program and perform a pulmonary function test (PFT) and explain the purpose and results with knowledge of the pulmonary system.
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. Communicate and perform skills as a member of the interdisciplinary team along with respiratory students regarding NIF Manometer, Spirometry, and Proning.
5. Create a therapeutic exercise program using the International Classification of Functioning Disability and Health (ICF) worksheet following a review of current information from the physical therapy record prior to carrying out the physical therapy plan of care to achieve the established goals and outcomes.
6. Recognize when additional clarification, supervision or action is required by the supervising physical therapist prior to implementation of therapeutic exercise.
7. Recognize when a therapeutic exercise intervention is inappropriate and should be discontinued based on the patient's presentation and review of the physical therapy data in collaboration with the supervising physical therapist.
8. Modify and adjust therapeutic exercise interventions utilizing clinical decision-making based on the patient's presentation and review of the physical therapy data in collaboration with the supervising physical therapist.
9. Appropriately respond to a mock patient's concerns related to therapeutic exercise by utilizing active listening skills during the mock scenario.

Module #11

Lecture

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

Assessment(s): Wound care quiz

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.

****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*

Lecture Examinations	60%
Assignments (IPE reports, quizzes, discussions)	8%
Skill Check Assessments	8%
Homework/Documentation	2%
Class Participation	2%
Final Comprehensive Examination	20%
Total	100%

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

GRADING SYSTEM:

A= 90%-100%

B= 80%-89%

C= 75%-79%

D= 69%-74%

F= 68% 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, 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 ssc@hgtc.edu or self-schedule in the Penji iOS/Android app or at www.penjiapp.com. Email ssc@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.



HGTC LIBRARY:

Each campus location has a library where HGTC students, faculty, and staff may check out materials with their HGTC ID. All three HGTC campus libraries are equipped with computers to support academic research and related school work; printing is available as well. Visit the [Library](#) website for more information or call (843) 349-5268.

STUDENT TESTING:

Testing in an **online/hybrid** course and in **make-up exam** situations may be accomplished in a variety of ways:

- Test administered within D2L.
- Test administered in writing on paper.
- Test administered through Publisher Platforms (which may have a fee associated with the usage)

Furthermore, tests may have time limits and/or require a proctor.

Proctoring can be accomplished either face-to-face at an approved site or online through our online proctoring service. To find out more about proctoring services, please visit the [Online Testing](#) section of the HGTC's Testing Center webpage.

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

DISABILITY SERVICES:

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

Note: It is the student's responsibility to self-identify as needing accommodations and to

provide acceptable documentation. After a student has self-identified and submitted documentation of a disability, accommodations may be determined, accepted, and provided. Students will need to reach out to the Accessibility and Disability Services staff each semester to renew their accommodations.

COUNSELING SERVICES:

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

STATEMENT OF EQUAL OPPORTUNITY/NON-DISCRIMINATION STATEMENT:

Horry-Georgetown Technical College shall not discriminate in employment or personnel decisions or in student admissions or in student decisions, or in all other segments of the College community on the basis of race, color, sex, national or ethnic origin, age, religion, disability, marital or family status, veteran status, political ideas, sexual orientation, gender identity, or pregnancy, childbirth, or related medical conditions, including, but not limited to, lactation, in the educational programs and activities which it operates, and the college is prohibited from discrimination in such manner by applicable laws. Practices and requirements for nondiscrimination extend to the enrollment of students in programs and activities of the College and employment by the College.

All inquiries regarding the federal laws as they relate to discrimination on the basis of sex may be directed to Tamatha Sells, Title IX Coordinator, Horry-Georgetown Technical College, Building 1100C, Room 107B, 2050 Hwy 501 E, PO Box 261966, Conway, SC 29528-6066, 843-349-5218, tamatha.sells@hgtc.edu or to the US Department of Education Office of Civil Rights. (Telephone: 800-421-3481/Email: OCR@ed.gov).

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

Other student and prospective student inquiries concerning the federal laws and their application to the College or any student decision may be directed to Dr. Melissa Batten, Vice President, Student Affairs, Section 504 & Title II Coordinator Horry-Georgetown Technical College, Building 1100C, Room 107A, 2050 Hwy 501 E, PO

Box 261966, Conway, SC 29528-6066, 843-349-5228, melissa.batten@hgtc.edu.

TITLE IX REQUIREMENTS:

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

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

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

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

For more information, contact Tamatha Sells, Title IX Coordinator, Conway Campus, Building 1100C, Room 107B, 843-349-5218, tamatha.sells@hgtc.edu.

PREGNANCY ACCOMMODATIONS

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

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

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

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

To request pregnancy accommodations, please complete the [Pregnancy Intake Form](#).