HORRY GEORGETOWN TECHNICAL COLLEGE

INSTRUCTIONAL PACKAGE

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AHS 167

PHLEBOTOMY CAPSTONE EXPERIENCE

2020-2021

INSTRUCTIONAL PACKAGE

Part I: Course Information

Effective Term: 2020-2021

COURSE PREFIX: AHS 167 COURSE TITLE: Phlebotomy Capstone Experience

CONTACT HOURS: 1-6-3 CREDIT HOURS: 3

RATIONALE FOR THE COURSE:

AHS 167 is intended to build upon the principles and foundations encountered in AHS 141. This course allows the student to do clinical rotations at medical facilities, which prepares them for employment. This course also prepares the student for the national certification exam.

COURSE DESCRIPTION:

This course provides the opportunity for the student to function as a team member during a phlebotomy clinical experience and provides the knowledge and skills needed to pass the national certification exam.

PREREQUISITES/CO-REQUISITES:

BIO 112 or BIO 210 or BIO 211, or BIO 110, AHS 106, AHS 141

***Online/Hybrid** courses require students to complete the DLi Online Student Orientation prior to completing an online course. The DLi Online Student Orientation can be found in WaveNet, under the My Student tab.

REQUIRED MATERIALS:

Please visit the BOOKSTORE online site for most current textbook information. Use the direct link below to find textbooks.

Enter the semester, course prefix, number and section when prompted and you will be linked to the correct textbook.

ADDITIONAL REQUIREMENTS:

All AHS 167 students will be required to purchase an online practice exam and practice modules from National HealthCareer Association (NHA) during their first week of classes.

TECHNICAL REQUIREMENTS:

Access to Desire2Learn (D2L), HGTC's student portal for course materials.

WaveNet and D2L email access.

STUDENT IDENTIFICATION VERIFICATION:

Students enrolled in online courses will be required to participate in a minimum of one (1) proctored assignment and/or one (1) virtual event to support student identification verification. Please refer to your Instructor Information Sheet for information regarding this requirement.

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

COURSE LEARNING OUTCOMES and ASSESSMENTS*:

Module #1 Test #1
Material Covered:
Chapters 7, 15, 16, 17

Chapter 7 Cardiovascular and Lymphatic Systems

1. Define the functions of the cardiovascular and lymphatic systems.
2. Identify and describe the structures and functions of the heart.
3. List pathologic conditions and common laboratory tests associated with the cardiovascular and lymphatic systems.
4. Trace the flow of blood through the cardiovascular system.
5. Describe different types of blood vessels, the properties of arterial blood, venous blood, and capillary blood.
6. Identify and describe the cellular and noncellular components of blood.
7. Describe the differences and similarities between whole blood, serum, and plasma.
8. Locate and name the veins most commonly used for phlebotomy procedures.
9. Define hemostasis and describe the basic process of coagulation and fibrinolysis.

Chapter 15 Blood Cultures, Arterial, Intravenous, and Special Collection Procedures

1. List the steps and equipment in blood culture collections.
2. Discuss the requirements for the glucose and lactose tolerance tests.
3. Explain the special precautions and types of equipment needed to collect arterial blood gases.
4. Differentiate cannulas from fistulas.

5. List the special requirements for collecting blood through intravenous (IV) catheters.
6. Differentiate therapeutic phlebotomy from autologous transfusion.
7. Describe the special precautions needed to collect blood in therapeutic drug monitoring (TDM) procedures.
8. List the types of patient specimens that are needed for trace metal analyses.
9. Discuss the use of infrared light to locate veins.
10. Describe the use of ultrasound for arterial and venous blood vessel location, assessment, and puncture.
11. List the steps and equipment required for use of ultrasound.

Chapter 16 Urinalysis, Body Fluids, and other Specimens

1. Identify body fluid specimens, other than blood, that are analyzed in the clinical laboratory, and identify the correct containers and procedures for collecting and/or transporting these specimens to the laboratory.
2. Describe the correct methodology for labeling urine specimens.
3. Explain the procedural steps for collecting a urine specimen from an infant.
4. Identify specimens collected for microbiological, throat, sputum, and nasopharyngeal cultures and the protocol that must be followed when transporting these specimens.
5. List the types of patient specimens that are needed for gastric and sweat chloride analyses.
6. List three types of urine specimen collections and differentiate the uses of the urine specimens obtained from these collections.
7. Instruct a patient in the correct procedure for collecting a timed urine specimen and a midstream clean-catch specimen.

Chapter 17 Drug Use, Forensic Toxicology, Workplace Testing, Sports Medicine, and Related Areas

1. Define toxicology and forensic toxicology.
2. Give five examples of forensic specimens and the role of the health care worker in handling, transporting, or processing them.
3. Describe the two-part process for testing drug abuse.
4. Describe why drug testing is valuable and explain the role of the health care worker in drug-testing programs.
5. Describe the role of paternity testing in legal cases and the role that the health care worker has in specimen collection for these cases.
6. Define and describe the function of a chain of custody.
7. Describe how to detect adulteration of urine specimens.
8. List two methods of measuring blood alcohol and at least three factors that affect testing.

Module #2 Test #2

Materials Covered

Chapters 11, 12, 13, 14

Chapter 11 Capillary Blood Specimens

1. Describe the reasons for acquiring capillary blood specimens for adults, children, and infants.
2. List common laboratory tests for which capillary specimens may be collected.

3. Explain why capillary blood from a skin puncture is different from blood taken by venipuncture and the impact on laboratory tests.
4. Identify the proper sites for performing a skin puncture procedure and explain why it is necessary to control the depth of the incision.
5. Describe the procedure for performing a skin puncture.
6. Describe the purpose and procedure for making blood smears and and the characteristics of an acceptable blood smear.

Chapter 12 Specimen Handling, Transportation, and Processing

1. Describe at least three sources of preexamination error that can occur during blood specimen handling.
2. Describe at least three sources of preexamination error that can occur during blood specimen transportation.
3. Describe at least three sources of preexamination error that can occur during specimen processing or storage.
4. Name three methods commonly used to transport specimens.
5. Describe at least three basic shipping requirements for the safe transportation of infectious substances.

Chapter 13 Pediatric and Geriatric Procedures

1. Describe fears or concerns that children in different developmental stages might have toward the blood collection process.
2. List suggestions that might be appropriate for parental and health care worker behavior during a venipuncture or skin puncture.
3. Identify puncture sites for a heelstick on an infant and describe the procedure.
4. Describe the venipuncture sites for infants and young children.
5. Discuss the types of equipment and supplies that must be used during microcollection and venipuncture of infants and children.
6. Discuss the use of assistive devices in phlebotomy such as ultrasound and infrared light.
7. Explain the special precautions and types of equipment needed to collect capillary blood gases.
8. Describe the procedure for specimen collection for neonatal screening.
9. Define five physical and/or emotional changes that are associated with the aging process.
10. Describe how a health care worker should react to physical and emotional changes associated with older adults.

Chapter 14Point-of-Care Collections

1. List two other terms that are synonymous with point-of-care testing.
2. Identify four analytes whose levels can be determined through point-of-care testing.
3. Describe the most widely used application of point-of-care testing.
4. Define quality assurance and its requirements in point-of-care testing.

Module #3 Test 3

Materials Covered

Chapters 5, 6, 8, 9, 10

Chapter 5 Safety and First Aid

1. Discuss safety awareness for health care workers.
2. Explain the measures that should be taken for fire, electrical, radiation, mechanical, and chemical safety in a health care facility.
3. Describe the essential elements of a disaster emergency plan for a health care facility.
4. Explain the safety policies and procedures that must be followed in specimen collection and transportation.
5. Describe the safe use of equipment in health care facilities.
6. List three precautions that can reduce the risk of injury to patients.

Chapter 6 Medical Terminology, Anatomy, and Physiology of Organ Systems

1. Define medical terminology using word elements such as roots, prefixes, and suffixes.
2. Define words commonly used in the clinical laboratory.
3. Describe how laboratory testing is used to assess body functions and disease,
4. Define the differences among the terms *anatomy*, *physiology*, and pathology.
5. Describe the directional terms, anatomic surface regions, and cavities of the body.
6. Describe the role of homeostasis in normal body functioning.
7. Describe the purpose, function, and structural components of the major body systems.
8. Identify examples of pathologic conditions associated with each organ system.
9. Describe the types of specimens that are analyzed in the clinical laboratory.
10. List common diagnostic tests associated with each organ system.

Chapter 8 Blood Collection Equipment

1. Describe the latest phlebotomy safety supplies and equipment and evaluate their effectiveness in blood collection.
2. List the various types of anticoagulants and additives used in blood collection, their mechanisms of action on collected blood, examples of tests performed on collected blood, and the vacuum collection tube color codes for these anticoagulants and additives.
3. Identify the various supplies that should be carried on a specimen collection tray when collecting blood by venipuncture or skin puncture.
4. Identify the types of safety equipment needed to collect blood by venipuncture and skin puncture.
5. List substances that can interfere in clinical testing of blood analytes.

Chapter 9 Preexamination/Preanalytical Complications Causing Medical Errors in Blood Collection

1. Describe preanalytical (preexamination) complications related to phlebotomy procedures and impacting patient safety.
2. Explain how to prevent and/or handle complications in blood collection.
3. List at least five factors about a patient's physical disposition (i.e., makeup) that can affect blood collection.
4. List examples of substances that can interfere in clinical analysis of blood constituents, and describe methods used to prevent these interferences.
5. Describe how allergies, a mastectomy, edema, and thrombosis can affect blood collection.

6. List preanalytical complications that can arise with test requests and identification.
7. Describe complications associated with tourniquet pressure and fist pumping.
8. Identify how the preanalytical factors of syncope, petechiae, neurological complications, hemoconcentration, hemolysis, and intravenous therapy affect blood collection.
9. Describe methods used to prevent these interferences.

Chapter 10 Venipuncture Procedures

1. Describe the steps a health care worker should take in preparing him- or herself for a venipuncture procedure.
2. List supplies and equipment used in a typical venipuncture procedure.
3. Describe detailed steps in the patient identification process and what to do if information is missing.
4. Describe methods for hand hygiene.
5. Identify the most appropriate sites for venipuncture and situations when these sites might not be acceptable.
6. Identify alternative sites for the venipuncture procedure.
7. Describe the process and time limits for applying a tourniquet to a patient's arm.
8. Describe the decontamination process and the agents used to decontaminate skin for routine blood tests and blood cultures.
9. Describe the steps of a venipuncture procedure using the evacuated tube method, syringe method, and butterfly method according to the CLSI Approved Standard.
10. Describe the "order of draw" for collection tubes.
11. Describe how to react when the patient has fainted or experiences nausea, vomiting, or convulsions.
12. Define and explain the clinical reason for the terms *fasting*, *STAT*, and *timed specimens*.

Module #4 Test #4
Materials Covered
Chapters 1, 2, 3, 4

Chapter 1 Phlebotomy Practice and Quality Assessment

1. Define phlebotomy and identify health professionals who perform phlebotomy procedures.
2. Identify the importance of phlebotomy procedures to the overall care of the patient.
3. List professional competencies for phlebotomists, the role in delivering, collecting and/or transporting specimens the laboratory, and key elements of a performance assessment.
4. List members of a health care team who interact with phlebotomists.
5. Describe the roles and qualifications of clinical laboratory personnel and common laboratory departments/sections.
6. Describe the health care delivery system and settings in which phlebotomy services are routinely performed.

7. Describe the clinical laboratory workflow pathway, or testing cycle, from beginning laboratory requests to reporting laboratory test results.
8. Explain components of professionalism and desired character traits for phlebotomists.
9. Describe coping skills that are used to reduce stress in the workplace.
10. List the basic tools used in quality improvement activities and give examples of how a phlebotomist can participate in quality improvement activities.
11. Define the difference between quality improvement and quality control procedures.

Chapter 2 Communication, Computer Essentials, and Documentation

1. Outline the basic communication loop.
2. Describe methods for effective verbal and nonverbal communication, active listening, and written communication.
3. List examples of positive and negative body language.
4. Describe methods to achieve cultural competence and sensitivity in the workplace.
5. Describe the basic components of the medical record and provide examples of how to maintain confidentiality and privacy related to patient information.
6. Describe essential elements of laboratory test requisitions, specimen labels, and test results.
7. Identify potential clerical or technical errors that may occur during labeling or documentation of phlebotomy procedures.
8. Identify essential components and functions of computers in health care and list ways that health care workers use them to accomplish job functions.

Chapter 3 Professional Ethical, Legal, and Regulatory Issues

1. Define basic ethical and legal terms and explain how they differ.
2. Differentiate ethics and bioethics.</para></objective>
3. Describe types of consent used in health care settings, including informed consent and implied consent
4. Describe how to avoid litigation as it relates to blood collection.
5. Define standard of care from a legal and a health care provider's perspective.-
6. Identify key elements of the Health Insurance Portability and Accountability Act (HIPAA).
7. List key factors common to health professional liability insurance policies.
8. List common issues in lawsuits against health care providers and prevention tips to avoid lawsuits in phlebotomy.
9. Explain the term liability and what it means for health care providers.

Chapter 4 Infection Control

1. Explain the infection control policies and procedures that must be followed in specimen collection and transportation
2. Define the terms *health care–associated*, *health care–acquired*, and *nosocomial infections.*

3. Identify the basic programs for infection control and isolation procedures.
4. Explain the proper techniques for handwashing, gowning, gloving, masking, double bagging, and entering and exiting the various isolation areas.
5. Identify steps to avoid transmission of blood-borne pathogens.
6. Identify ways to reduce risks for infections and accidental needlesticks.
7. Describe measures that can break each link in the chain of infection.
9. Describe the components for the chain of infection.
10. State the central purpose of hand hygiene.
11 .Describe the CDC procedure for collection and transport of specimens for Ebola virus testing.
12. Describe the major organisms responsible for healthcare-associated infections.

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

GENERAL EDUCATION OUTCOMES:

GELO- Grading Rubric Phlebotomy

COMMUNICATION- GELO

Indicator

Students will be able to communicate effectively by:
1. Inferring correct or reasonable conclusions through critical reading.
2. Using effective listening skills to be able to respond appropriately

Artifact: Student Clinical Evaluation Form

Scoring System:
Above Average – Overall score of 90% or greater.
Average- Overall score of 80-89%.
Below Average- Overall score of 79% or less.

CRITICAL THINKING – GELO

Indicator

Students will be able to demonstrate higher order of thinking when problem solving by:
1. Utilizing inductive and/or deductive reasoning skills.

Artifact: National Healthcareer Association Exam Results

Scoring System:
Above Average – Overall score of 90% or greater.
Average- Overall score of 80-89%.
Below Average- Overall score of 79% or less.

SELF-DEVELOPMENT – GELO
Indicator

Students will be able to effectively engage in the professional world or transition to higher level of learning by:
1. Responding appropriately to challenging situations.
2. Collaborating well in a team environment.

Artifact: Student Clinical Evaluation Form

Scoring System:
Above Average – Overall score of 90% or greater.
Average- Overall score of 80-89%.
Below Average- Overall score of 79% or less
This course fulfills the following General Education Outcomes. Upon completion of this course, students will be able to:

☐Communicate effectively;
☐Think critically;
☐Self and professional development.

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	55%
Homework – Modules	5%
Resume Project	5%
Clinical	5%
Final Exam	30%
	100%

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

GRADING SYSTEM:
State the College's or departmental grading system as delineated in the Catalog. 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. You must have your Dean's approval if changes in the scale are made.

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 (ACADEMIC CALENDAR). 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.**

Students are responsible for all course work and class assignments; therefore, they are expected to regularly and promptly attend each meeting of classes for which they are enrolled. Students should limit absences to those that are unavoidable and, with the professor's consent, should make up all work missed. Late homework will *not* be accepted. If a student is absent on test day, they are responsible for contacting the professor and making that test up before the next classroom lecture. If they do not take the test within that time period, they will receive a 0 grade for that test. Any test not taken with the class on test day will need to be made up at the testing center. A one-day notice is needed for the testing center to administer a test. If a student is late on a test day, they will not be able to enter the classroom. No disruptions will be allowed. The student will have to make an appointment with the testing center and make up the test there. The test will have to be made up within one week of being administered.

A student may miss 10% of the total lecture classroom hours in the Phlebotomy program for any reason. The student should also understand that arriving to class late or leaving class early counts towards the allotted hours of time missed. Once the student misses 10% of the hours of absences in lecture, the student will be terminated from the course and will not be eligible to attempt the NHA certification examination. Three tardies count as one absence. If tardy more than 30 minutes, it will count as an absence. If the student leaves within one hour of class starting, it will count as an absence.

Attendance records begin on the first day of class for both new and returning students, regardless when he/she registers during the five-day registration and add/drop period at the beginning of each term.

All Clinical Classroom hours will be on the Grand Strand Campus

If a student knows they are going to be absent for a clinical rotation, they must email me and also call their site to let them know. If the site is not open when they call and they leave a message, they must call back during business hours and talk to the supervisor of the site. The student must make up the missed day during the next clinical week. If the student misses more than two clinical rotations, they will be dropped from the AHS 167 program with a WF. Clinical Rotations end at the end of the semester. Rotations will continue until the week before finals.

If the student has any infraction that results in an absence, they will incur the penalty as explained above of a decrease of 15 points for the clinical rotation, for the first offense, 30 for the second and dismissal from the program for the third infraction.

If the student is removed from a site for any reason, they will also be removed from the program with a grade of WF.

DRESS CODE POLICY

PHLEBOTOMY DRESS CODE POLICY:

The personal appearance and demeanor of Phlebotomy students at HGTC reflects both the College and Program standards and are indicative of the student's interest and pride in the profession. There is no place for fashion trends in Phlebotomy, especially with the fairly conservative area our patient population will come from. Appearance of the phlebotomist is the first impression of your skills that your patients will have. Use it to your advantage. Each student is expected to following these general guidelines:

1) Male and female students will purchase a program-approved uniform
2) Uniforms should be clean, properly fitted, have the appearance of being pressed, and **display proper identification**.
3) Shoes must be clean and polished at all times. Low-top, athletic shoe-type, all-white, all-leather uniform shoes are allowed. They must not display stripes or prominent brand-name labels. Clogs or sandal-type shoes without a back are not allowed for safety reasons.
4) A white or navy long sleeve shirt may be worn under the uniform top if needed. It should not be of thin "tee shirt" type material and should be the type of shirt that could be worn alone without the top. Thermal underwear type shirts are not allowed.
5) Scrub-style uniforms will be worn during clinical rotations. Navy scrubs must be worn.
6) Hair will be neat, clean, and dry at all times. Long hair must be kept tied back and out of the face. Mustaches and/or beards must be kept neatly trimmed. Scarves and other hair ornaments are unacceptable, except for discreet clasps or barrettes. Make-up should be discrete and well

applied. Perfumes, scented (perfumed) lotions, scented (perfumed) powders, or after-shaves are not allowed. Hair coloring and styling should be of a conservative nature. Only natural color hair will be allowed. No unnatural colorings.

7) Students may wear wedding, class, or other small rings, but for reasons of practicality, rings with a set may not be worn. Rings will be limited to one per hand. No necklaces, bracelets, or medallions are allowed for reasons of personal safety

8) **Only one pair of small, stud-type earrings that do not extend below the earlobe may be worn**. No other visible type of body piercing is acceptable. No tongue piercing is acceptable. All visible tattoos must be adequately concealed while performing clinical rotations.

9) Fingernails must be kept short, clean, and neat for reasons of proper hand washing and patient safety. Fingernails must not extend beyond the tip of the finger. No tips and their equivalent, as well as nail polish are allowed.

10) Gum chewing is NOT allowed during clinical rotations.

11)**Cell phones will not be allowed on site. If anyone is caught with their cell phone at any time, they will be sent home and that day will be counted as an absence**.

12) The smell of alcohol is reason for immediate dismissal!

13) If anyone is out of uniform when the clinical coordinator for the program visits for an evaluation, or if I get a call from the site supervisor, the student will be sent home, and that day will count as an absence and will incur the penalty for absences.

ACCIDENT AND/OR ILLNESS OCURRING ON OR OFF CAMPUS

Accidents involving Faculty, Staff and Student Workers (work-study, clinical student or students on a required internship):

An accident/illness involving faculty, staff or student worker must be reported immediately to the Human Resources Department before seeking medical treatment, if possible, so an accident/incident report can be completed and Worker's Compensation can be notified. In the event someone in Human Resources cannot be notified, the injured party may contact the College's Worker's Compensation insurance carrier, **CompEndium Services**, to complete an accident/incident report and to receive clearance for treatment at **877.709.2667**. If the incident is an emergency, please notify Human Resources as soon as the proper medical attention has been rendered for verification of workers' compensation coverage.

In any event, if an accident occurs, proper documentation needs to be completed. An accident report needs to be filled out stating the name of the injured party, the location of the accident,

his/her identification number (social or H number), his/her address & phone number, the date & time of the accident, whether there were witnesses, and a brief description of what occurred. Attached is a copy of the Accident/Incident Report form. A copy of the report needs to be distributed to the following departments: Human Resources, the respective Supervisor, and the Dean/Provost of the specific campus.

If an accident happens while you are at your clinical site, please call me immediately (cell phone is best). You will also have to call CompEndium and report the accident. I will fill out the accident report for the college, and your site will fill out an accident report as well. I will need the accident report from the site. If it is a Needle stick accident, the patient's blood will be drawn, as well as yours. The patient's blood report will need to be faxed to me so I can then fax it to CompEndium. When the patient's report is faxed, their name will be crossed out, so no HIPAA violations will occur. A copy of your blood work should also be faxed to me. My fax number is 843-839-1128.

If you need to go to the doctor's office, the following locations work in conjunction with our Worker's Compensation:

Convenient for the Grand Strand Campus:

-Doctors Care Carolina Forest – 200 Middleburg Dr. Myrtle Beach, SC 843-903-6650

Monday – Friday 8am-8pm

-Doctors Care North Myrtle Beach – 1714 Hwy 17 N. Myrtle Beach, SC 843-361-0705

Monday – Friday 8am-8pm

-Doctors Care Strand Medical – 1220 21st Ave. Myrtle Beach, SC 843-626-9379

Monday – Friday 8am-8pm

Convenient for the Conway Campus

-Doctors Care – 1113 Church St. Conway, SC 843-248-6269

Convenient for the Georgetown Campus

-Doctors Care – 1068 North Frasier St Georgetown, SC 29440 843-545-7200

Monday – Friday 8am-8pm

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.

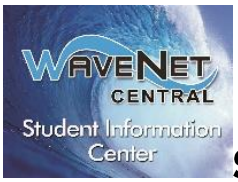
Part V: Student Resources

The Student Success and Tutoring Center (SSTC)

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

1. **Academic coaches** for most subject areas, **Writing Center Support**, and **college success skills.**
2. **On-line student success and academic support resources.**

Visit the SSTC website: Student Success & Tutoring Center and visit the student services tab in your WaveNet account to schedule appointments using TutorTrac. For more information, 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 any time.



Student Information Center: WaveNet Central (WNC)

WNC offers to all students the following **free** resources:

1. **Getting around HGTC**: General information and guidance for enrollment!
2. Use the **Online Resource Center (ORC)** for COMPASS support, technology education, and online tools.
3. **Drop-in technology support or scheduled training** in the Center or in class.
4. **In-person workshops, online tutorials and more services** are available.

Visit the WNC website: Wavenet Central. Live Chat and Center locations are posted on the website. Or please call one of the following locations: WNC Conway, 349-5182; WNC Grand Strand, 477-2076; and WNC Georgetown, 520-1473.

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