



INSTRUCTIONAL PACKAGE

NUR 120

Basic Nursing Concepts

201920

Summer 2020

INSTRUCTIONAL PACKAGE

Part I: Course Information

Effective Term: 201920.

COURSE PREFIX: NUR 120

COURSE TITLE: Basic Nursing Concepts

CONTACT HOURS: 6.0

CREDIT HOURS: 7.0

RATIONALE FOR THE COURSE:

The purpose of this course is to continue the foundational and sequential preparation of the associate degree nursing student by integrating knowledge, skills, and attitudes into a format that prepares the nursing student to competently administer nursing care. The course builds upon the concepts introduced in NUR 101 while increasing in complexity. The course focuses on continuing development, application, and integration of the concepts of safety, clinical decision making, teamwork and collaboration, professional behavior, and patient-centered care into nursing practice concentrating on nursing care of patients with selected common health problems within the peri-operative environment.

COURSE DESCRIPTION:

This course introduces the application of the nursing process in the care of persons throughout the lifespan who are experiencing selected common health problems.

PREREQUISITES/CO-REQUISITES:

Prerequisites: NUR 101, NUR 161, MAT 110 or MAT 120, BIO 210, and ENG 101

Co-requisites: BIO 211, ENG 102, and PSY 201

REQUIRED MATERIALS:

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

[BOOKSTORE](#).

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

ADDITIONAL REQUIREMENTS:

1. Designated student uniform
2. HGTC student ID badge
3. Lab supplies (NUR 120 supply kit available in College bookstore)
4. Bandage scissors
5. Hemostat
6. Wrist watch with a second hand
7. Stethoscope
8. Penlight

TECHNICAL REQUIREMENTS:

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

COURSE LEARNING OUTCOMES and ASSESSMENTS*:

1. SAFETY
 - a. Demonstrate the application of safety concepts when administering nursing care.
2. CLINICAL DECISION MAKING
 - a. Implement nursing care that reflects critical thinking and application of the nursing process for patients with selected common health problems within the peri-operative environment.

3. TEAMWORK AND COLLABORATION
 - a. Demonstrate the integration of active teamwork, collaborative processes, and the effective use of appropriate communication in order to facilitate positive patient outcomes.
4. PROFESSIONAL BEHAVIOR
 - a. Model behaviors that demonstrate accountability and reflect standards of the profession.
5. PATIENT-CENTERED CARE
 - a. Respect the rights of individual patients while establishing a caring and empathetic connection with diverse patient populations.

Module 1 –Preoperative Nursing Management and application of nursing concepts seen within the peri-operative environment

Materials Covered: Lewis’s Medical Surgical Nursing: Chapters 1, 3, and 17

*Assessments: Module test, case studies, quizzes, Kaplan

Learning Outcomes

1. Explain how the nurse applies the concepts of safety; clinical decision-making; teamwork and collaboration; professional behaviors; and patient-centered care when administering nursing care to the client within the peri-operative environment.
2. Discuss the role of integrating safety and quality improvement processes into nursing practice and apply concepts of evidence-based practice to nursing practice.
3. Evaluate nursing responsibilities, assessment considerations and list the Nursing diagnoses/ problems related to supporting sociological, psychological, and spiritual integrities of the client within the peri-operative environment.
4. Distinguish among emergency, comprehensive, and focused types of assessment in the peri-operative environment.
5. Identify the causes of preoperative psychological stress and nursing interventions to promote psychological need integrity and identify stressors that may affect an individual’s response to the pain experience.
6. Assess the client for the presence of surgical risk factors and describe preoperative nursing measures that decrease the risk for infection and other postoperative complications.
7. Describe the immediate preoperative preparation of the client and identify legal and ethical considerations related to the operative permit and informed consent.
8. Decide how a client’s stage of psychosocial development, culture, age, level of education, and coping skills will influence the nurse’s approach to preoperative teaching.
9. Develop a preoperative teaching plan designed to promote adaptive responses and recovery and to prevent postoperative complications.
10. Develop a sample nursing care plan for the preoperative experience focusing on promoting physiological safety needs within the framework of holistic care.

11. Using appropriate interviewing and physical assessment skills, obtain a pain assessment focusing on acute post-operative pain and critically analyze the relationship of pain as it relates to other areas of human functioning.
12. Critically review the nurse's legal responsibilities associated with the administration of narcotic analgesics.

Module 2 - Intraoperative nursing management and the sociological and psychological considerations for the client within the peri-operative environment

Materials Covered: Lewis's Medical Surgical Nursing: Chapters 2, 4, 6 and 18

*Assessments: Module test, case studies, quizzes, Kaplan

Learning Outcomes

1. List the Nursing diagnoses/ problems related to sociological and psychological integrities of the client within the peri-operative environment.
2. Explain how culture and ethnicity may affect a person's physical and psychologic health in the peri-operative environment.
3. Critically examine the collaborative and interdisciplinary approach to care of the client during surgery.
4. Describe the basic principles of surgical asepsis.
5. Discuss application of basic rules of surgical asepsis to standards of nursing care, nursing ethics, and cost containment.
6. Examine the collaborative roles of the nurse and anesthesiologist.
7. Identify risk factors related to surgery of the elderly client and nursing interventions to reduce these risks.
8. Critically evaluate nursing responsibilities for the client with regard to various types of anesthesia.
9. Critically review the nurse's legal responsibilities associated with the administration of narcotic analgesics.
10. Explore how culture, ethnicity, age, and gender are variables which affect a client's interpretation of and response to the pain experience.
11. Identify the nurse's responsibility in assisting the family to cope during the operative phases of the client's surgical experience.

Module 3 - Post-operative nursing management and pain management for the client within the peri-operative environment

Materials Covered: Lewis's Medical Surgical Nursing: Chapters 8, 9, and 19

*Assessments: Module test, case studies, quizzes, Kaplan

Learning Outcomes

1. Distinguish the purpose of palliative care in relation to the peri-operative environment.

2. Discuss how the nurse would prioritize physiological needs for the client in the immediate postoperative period.
3. Describe the gerontologic considerations related to postoperative nursing management of clients.
4. Identify assessment parameters appropriate for the early detection of postoperative complications.
5. Describe various interactions appropriate in managing post-operative complications in the peri-operative environment and develop a sample nursing care plan for the postoperative experience focusing on promoting physiological needs integrity by the prevention of complications.
6. Explain how knowledge of wound classification, the physiology of wound healing, and wound complications may be used as a basis for making decisions and employing therapeutic nursing interventions to promote effective adaptive responses in the client with safety needs.
7. Describe the advantages and process of ambulatory surgery.
8. Critically examine factors that may positively or negatively impact the client's post-operative recovery period and distinguish among emergency, comprehensive, and focused types of assessment in the peri-operative environment.
9. Administer selected analgesic agents safely by monitoring for the desired level of analgesia and minimizing undesirable side effects.
10. Collaborate with the members of other health care disciplines concerning using different treatment modalities to promote pain relief and use teaching and counseling skills to empower clients to manage their own pain.
11. Descriptively and accurately document pain assessment findings, therapeutic interventions and outcomes on the client record and summarize nursing responsibilities related to client controlled analgesic

Module 4 - Urinary elimination problems and related concepts seen within the peri-operative environment

Materials Covered: Lewis's Medical Surgical Nursing: Chapters 44, 45, and 46

*Assessments: Module test, case studies, quizzes, Kaplan

Learning Outcomes

1. Assess the adult for signs and symptoms of ineffective urinary elimination functioning.
2. Compare the pathophysiologic processes of selected urinary elimination problems with clinical manifestations and assessment findings.
3. Identify nursing responsibilities related to diagnostic testing for selected urinary elimination problems.
4. Review the nursing care of the client with a urinary catheter.
5. Prioritize comprehensive nursing diagnoses for the adult with a urinary elimination problem.
6. Summarize nursing responsibilities related to the pharmacological management of selected urinary tract disorders with sulfonamides and other urinary agents.
7. Apply the nursing process to the care of the client undergoing kidney surgery.

Module 5 - Infection, inflammation, immunity concepts within the peri-operative environment

Materials Covered: Lewis's Medical Surgical Nursing: Chapters 11, 13, and 14

*Assessments: Module test, case studies, quizzes, Kaplan

Learning Outcomes

1. Identify nursing responsibilities related to management of selected infection, problems seen within the peri-operative environment.
2. Define inflammation and describe nursing responsibilities related to inflammation seen within the peri-operative environment.
3. Define immunity concepts and describe nursing responsibilities related to immunity concepts seen within the peri-operative environment.

Module 6 - Introduction to nursing care of the client with cancer within the peri-operative environment

Materials Covered: Lewis's Medical Surgical Nursing: Chapter 15 and 29

*Assessments: Module test, case studies, quizzes, Kaplan

Learning Outcomes

1. Describe epidemiological factors related to cancer development.
2. Identify the nurse's role in cancer prevention.
3. Describe the pathophysiology of cancer, including the characteristics of malignant cells, growth of neoplasms, and nature of metastases.
4. Apply the nursing process to care of the client in the diagnostic and treatment phases of cancer.
5. Explain the symptomatic effects of bone marrow suppression secondary to chemotherapy and the resulting client needs.
6. Discuss the major nursing care concerns for clients undergoing surgery, radiation therapy, chemotherapy, or biotherapy for treatment of cancer.

Module 7 - Integumentary problems and related concepts seen within the peri-operative environment

Materials Covered: Lewis's Medical Surgical Nursing: Chapters 22, 23, 29 (Vascular Skin Lesions) and 48

*Assessments: Module test, case studies, quizzes, Kaplan

Learning Outcomes

1. Describe a complete skin assessment for the peri-operative client.

2. Identify types of diagnostic evaluations for skin conditions.
3. Describe the treatments used for surgical wounds.
4. Using the nursing process as a framework, care for the client with skin cancer.
5. Summarize teaching points for the prevention of skin cancer.
6. Explain the ABCDs of mole assessment.

Module 8 - Oxygenation problems and related concepts seen within the peri-operative environment

Materials Covered: Lewis's Medical Surgical Nursing: Chapters 25, 26, 27, and 28

*Assessments: Module test, case studies, quizzes, Kaplan

Learning Outcomes

1. Explain the concepts of perfusion and ventilation and the relationship to oxygenation.
2. Apply the nursing process to the client experiencing selected problems with ventilation or perfusion.
3. Explore the process of clinical decision-making related to the client with selected oxygenation or perfusion problems.
4. Determine appropriate nursing interventions based on the interpretation of selected oxygenation assessment findings.
5. Safely implement designated nursing interventions to promote oxygenation.
6. Describe the purpose, function, and nursing responsibilities related to chest tubes and chest drainage systems.
7. Explain various diagnostic tests and the nurses' role related to the peri-operative environment.

Module 9 - Nutrition/metabolic problems and related concepts seen with in the peri-operative environment

Materials Covered: Lewis's Medical Surgical Nursing: Chapters 38, 39, 40, 47, and 49

*Assessments: Module test, case studies, quizzes, Kaplan

Learning Outcomes

1. Compare the pathophysiologic processes with manifestations of symptoms associated with common esophageal, gastric, and duodenal disorders affecting nutrition needs.
2. Describe nursing responsibilities related to client preparation for diagnostic studies of the esophagus, stomach, and duodenum.
3. Using the nursing process as a framework, plan care for the client with altered nutritional needs as the result of specific pathophysiological processes affecting gastric, duodenal, and esophageal functioning.
4. Identify nursing responsibilities and expected outcomes of pharmacological therapy used for the treatment of common gastric disorders.

5. Examine the benefits and deficiencies of a bland diet.
6. Assess the adult for signs and symptoms of selected thyroid disorders.
7. Describe nursing responsibilities related to diagnostic tests for thyroid disorders.
8. Using the nursing process as a framework, plan care for the client with alterations in thyroid functioning and undergoing thyroid surgery.
9. Critically evaluate the expected outcomes of pharmacological therapy for the treatment of selected thyroid disorders.
10. Explain nursing assessments and interventions, as well as the rationale for each, when caring for the client receiving total (central) parenteral nutrition.

Module 10 - Application of fundamental concepts of fluids and electrolytes to nursing practice

Materials Covered: Lewis's Medical Surgical Nursing: Chapter 16

*Assessments: Module test, case studies, quizzes, Kaplan

Learning Outcomes

1. Assess the client for evidence of fluid and electrolyte imbalances.
2. Identify the effects of aging on fluid and electrolyte regulation.
3. Examine the relationship of osmosis and osmolality to fluid and electrolyte balance and imbalance.
4. Plan effective care for clients with fluid and electrolyte imbalances.
5. Make appropriate clinical decisions based on the interpretation of assessment findings and diagnostic results related to fluids and electrolytes.
6. Use appropriate nursing diagnoses to describe ineffective responses to fluid and electrolyte problems.
7. Critically examine the significance of intravenous therapy in preventing or correcting fluid/electrolyte problems.
8. Compare the therapeutic benefits of isotonic, hypotonic, and hypertonic intravenous solutions.
9. Plan nursing care to focus on the assessment and prevention of complications associated with IV therapy.

Module 11 - Bowel elimination problems and related concepts seen within the peri-operative environment

Materials Covered: Lewis's Medical Surgical Nursing: Chapters 41, 42, and 43

*Assessments: Module test, case studies, quizzes, Kaplan

Learning Outcomes

1. Assess the adult for signs and symptoms of ineffective bowel elimination functioning.
2. Compare the pathophysiologic processes of bowel obstructions with clinical manifestations and assessment findings.

3. Identify nursing responsibilities related to diagnostic testing for bowel obstructions.
4. Review nursing care for the client undergoing intestinal decompression.
5. Apply the nursing process to the care of the client undergoing small and large bowel resection.
6. Use the nursing process as a framework for care of clients with cholelithiasis and those undergoing cholecystectomy.
7. Specify the post-operative nursing care of the client undergoing liver transplantation.
8. Explain Liver function tests, and the clinical manifestations of liver dysfunction in relation to pathophysiologic alterations of the liver.
9. Explain the nursing management of bariatric surgical care.
10. Plan care for the client undergoing gastric surgery, including addressing the development of short-term and long-term complications.

Module 12 – Sensory problems and related concepts seen within the peri-operative environment

Materials Covered: Lewis’s Medical Surgical Nursing: Chapters 20 and 21

*Assessments: Module test, case studies, quizzes, Kaplan

Learning Outcomes

1. Sing appropriate interviewing and physical assessment skills, complete an assessment of a client experiencing alterations in vision or auditory sensation.
2. Critically examine the impact of altered vision/auditory sensation on other areas of human functioning.
3. Using the nursing process as a framework, care for the client with cataracts.
4. Describe nursing responsibilities related to care of the client with retinal detachment, orbital trauma and enucleation.
5. Describe perioperative nursing responsibilities related to care of the client with auditory surgery.
6. Identify common medications used for auditory and visual disturbances.

Module 13 - Selected mobility problems and related concepts seen within the peri-operative environment

Materials Covered: Lewis’s Medical Surgical Nursing: Chapters 55, 56, 60, 61, 62, and 63

*Assessments: Module test, case studies, quizzes, Kaplan

Learning Outcomes

1. Using the nursing process as a framework, administer nursing care to the client with the following selected mobility problems:
 - a. Fractures
 - b. Surgical correction of herniated lumbar/cervical disks
 - c. Hip fractures treated with total hip replacement or open reduction with internal fixation
 - d. Total knee replacement

2. Describe complications associated with fractures and related nursing measures to prevent complications.
3. Explain nursing care issues related to the treatment modalities of traction and casts.
4. Complete a neurovascular assessment.
5. Collaborate as indicated with the appropriate health care professionals in order to address rehabilitation, discharge planning, and home care needs.
6. Review the process of crutch-walking.

Module 14 - Male reproductive problems and related concepts seen within the peri-operative environment

Materials Covered: Lewis's Medical Surgical Nursing: Chapter 50, 52, and 54

*Assessments: Module test, case studies, quizzes, Kaplan

Learning Outcomes

1. Apply the nursing process to care of the client with benign prostatic hyperplasia.
2. Critically evaluate nursing responsibilities related to care of the client with CBI.
3. Apply the nursing process to the client with prostate cancer and testicular cancer, including the diagnostic and treatment phases.
4. Develop a teaching plan for early detection of testicular cancer.
5. Formulate nursing judgments regarding the selection of appropriate nursing interventions which promote adaptation in the adult who has selected disorders affecting reproduction
6. Communicate appropriately with the adult client relevant data regarding the status and progress toward expected goals.

Module 15 - Female reproductive problems and related concepts seen within the peri-operative environment

Materials Covered: Lewis's Medical Surgical Nursing: Chapters 50, 51, and 53

*Assessments: Module test, case studies, quizzes, Kaplan

Learning Outcomes

1. Evaluate nursing responsibilities related to diagnostic testing for selected reproductive disorders.
2. Critically apply the nursing process to care of the client with cervical cancer undergoing surgery or radiation therapy.
3. Summarize appropriate nursing considerations related to comprehensive and quality care for the client undergoing radiation therapy.
4. Apply the nursing process to the client undergoing a hysterectomy.
5. Develop a teaching plan for the client needing instructions on self-breast examination.
6. Describe diagnostic tests used to detect breast cancer.
7. Use the nursing process as a framework for care of the client with cancer of the breast.

8. Compare the therapeutic usefulness of chemotherapy, surgery, and radiation in treating breast cancer.
9. Describe the physical, psychosocial, and rehabilitative needs of the client who has had a mastectomy.

****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*

Unit Tests 80%

Quizzes (lowest score will be dropped) 10%

Final Exam 10%

Total 100%

Achieve a weighted exam average of 77 or greater on the unit exams and the final exam.

***Other assignments will be added to the grade once the 77 average is achieved on the unit and final exams to calculate the overall theory grade.**

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

GRADING SYSTEM:

90-100 = A

80-89 = B
77-79 = C
69-76 = D
Less than 69 = F

A grade of "C" is required in all courses in the Associate Degree Nursing Program. Grades below "C" are considered course failures

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.**

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, 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.

TECH Central – Student Information Center



TECH Central provides quality enrollment and collegiate guidance for students, faculty, and staff. Services include phone, walk-in, and online technical support for technology training and troubleshooting. Additionally, we offer support in Office 365, Outlook E-mail setup, and ID cards.

Phone: 843-349-5340

Email: techcentral@hgtc.edu

Text: 843-357-8552

TECH Talk (Live Chat): Located on the "Home" tab in WaveNet.

Website: www.hgtc.edu/techcentral

Locations:

Conway Building 1100, Room 132D

Grand Strand Building 200, Room 136

Student Testing: (If course is offered in multiple format include this section, delete if only F2F sections are offered.)

Testing in an **online/hybrid** course may be accomplished in a variety of ways:

- Test administered within D2L
- Test administered in writing on paper
- Test administered through Publisher Platforms

Further more 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 RPNOW, 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 Beth Havens, Director of Student Development on the Conway Campus Jaime Davis, Counselor/Advisor on the Georgetown Campus or Kristin Griffin, Counselor on the Grand Strand Campus. These individuals 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.

Inquiries regarding the non-discrimination policies: Students 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, Section 504, Title II, and Title IX Coordinator, Building 200, Room 212A, Conway Campus, PO Box 261966, Conway, SC 29528-6066, 843-349-5212, Jacquelyne.Snyder@hgtc.edu.

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).

<p>Inquiries regarding the non-discrimination policies:</p>	
<p>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.</p>	<p>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.</p>
<p>Dr. Melissa Batten, VP Student Affairs <i>Title IX Coordinator</i></p> <p>Building 1100, Room 107A, Conway Campus PO Box 261966, Conway, SC 29528-6066 843-349-5228 Melissa.Batten@hgtc.edu</p>	<p>Jacquelyne Snyder, VP Human Resources <i>Section 504, Title II, and Title IX Coordinator</i></p> <p>Building 200, Room 212A, Conway Campus PO Box 261966, Conway, SC 29528-6066 843-349-5212 Jacquelyne.Snyder@hgtc.edu</p>