INSTRUCTIONAL PACKAGE

NURSING 201
TRANSITION NURSING

Effective Term
Fall 2024/Spring 2025/Summer 2025

INSTRUCTIONAL PACKAGE

Part I: Course Information

Effective Term: <u>Fall 2024/Spring 2025/Summer 2025</u>

COURSE PREFIX: NUR 201   COURSE TITLE: Transitions in Nursing

CONTACT HOURS: 5.0   CREDIT HOURS: 3.0
Fall/Spring   2.0 Lecture Hours   9.0 Lab Hours (Last 5 weeks)
Summer   3.0 Lecture Hours   9.0 Lab Hours (Last 5 weeks)

RATIONALE FOR THE COURSE:

The Nursing Department has developed a process to award credit to the Licensed Practical Nurse (LPN) and/or Certified Paramedic for previous learning and work experience. This process allows eligible candidates to advance beyond the fundamental and basic nursing courses covered in the ADN program's early portions. This course is labeled NUR 201.

COURSE DESCRIPTION:

This course studies the transition required of an LPN and/or Certified Paramedic to an associate degree in nursing (ADN). It emphasizes the tools needed for adaptation to a healthcare environment that is changing almost moment by moment.

The course emphasizes applying the nursing process, critical thinking, communication, and management to promote, maintain, and restore clients' health and experience various health problems. For laboratory experiences, introductory and intermediate nursing care and skills are reviewed.

PREREQUISITES:

Advanced placement as a Licensed Practical Nurse or Certified Paramedic

CO-REQUISITES:
NUR 162 and/or NUR 150

***Online/Hybrid** courses require students to complete the DLi Online Student Orientation before 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's online site for the most current textbook information. Use the direct link below to find textbooks.
- Lewis's Textbook of Medical-Surgical Nursing 12th edition.
- Enter the semester, course prefix, number, and section when prompted, and you will be linked to the correct textbook.

ADDITIONAL REQUIREMENTS:

1. Course instructional package and required texts
2. Kaplan Nursing, The Basics
3. Complete HGTC student nurse's uniform, HGTC ID Badge
4. Pen, pencil, paper, calculator
5. Penlight, Stethoscope
6. Nursing Pack available in the bookstore

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 is the college's primary official form of communication.
Kaplan Student Account

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 courtesy to other students and your professor, please turn off cell phones and other communication/entertainment devices before class begins. If you are experiencing an emergency, please notify your professor before class and switch your cell phone ringers to vibrate. Please refer to the Nursing Student Handbook for policies regarding student nurses' use of technology and social media.

NETIQUETTE: THIS 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*:

Support the associate degree Nursing Program Outcomes. Upon completion of NUR 201, the student will:

1. SAFETY

   Demonstrate the application of safety concepts in the provision of nursing care to individuals experiencing chronic illness.

2. CLINICAL DECISION MAKING

   Implement nursing care that reflects critical thinking and application of the nursing process for adults with selected chronic health problems.

3. TEAMWORK and COLLABORATION

   Demonstrate the integration of active teamwork, collaborative processes, and the effective use of appropriate communication to facilitate positive patient outcomes.

4. PROFESSIONAL BEHAVIORS

   Model the behaviors that demonstrate accountability and reflect the standards of the profession.

5. PATIENT-CENTERED CARE

   Respect the rights of individual patients while establishing a caring and empathetic connection with diverse patient populations.

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

EFFECTIVE PROFESSIONAL AND INTERPERSONAL COMMUNICATION (EPIC):

This course fulfills HGTC's Quality Enhancement Plan for Effective Professional and Interpersonal Communication. Upon completion of this course, students will be able to:

(Check all that apply.)

☒ Utilize appropriate communication formats when conveying professional and interpersonal thoughts and ideas.

☒ Apply appropriate language when speaking and writing for their chosen field of study or Industry.

☒ Demonstrate appropriate communication techniques when engaging audiences.

MODULE ONE (1) – Student Success, Nursing Theory & Practice
Material Covered:
- Instructional Package, calendar, course policies, testing policy, and course assignments.
- D2L introduction
- Test Success Modules
- Concept Integration Model of the HGTC Associate Degree Nursing Program
  The Roles of the RN
- Kaplan Webinar
- Chapter 1 (Lewis's Medical Surgical Nursing)
- ANA Scope of practice

Assessment:
- Assignments, Exams
- Lab: Dimensional Analysis, PPE, Hand Hygiene, skin care, Physical assessment, Sterile procedure

Learning Outcomes:
- Reinforce learning and using proper test-taking skills and effective study techniques.
- Evaluate and discuss reasons for continuing nursing education.
- Examine the multiple and competing roles of the adult returning to school.
- Comparison/Contrast of the LPN and Certified Paramedic Roles to the
- Define values and ethics.
- Examine the scope of practice for licensed nurses in a state's rules and regulations.
- Describe sources of nursing knowledge.
- Discuss the ANA's Standards of Professional Performance and the ANA Code of Ethics components for nurses.
- Review QSEN (Quality and Safety Education for Nurses) and related KSAs (knowledge, skills, and attitudes) related to nursing education and the implications of improved client care.
- State the integrated concepts utilized in the HGTC nursing program. Explain how the nurse applies the concepts of safety, clinical decision-making, teamwork and collaboration, professional behaviors, and patient-centered care when administering nursing.
- Students will be able to demonstrate professional communications standards (lab).
- Discuss responsibility and accountability in professional nursing practice.
- Students will demonstrate and be able to verbalize safe nursing care with Hand hygiene, PPE, and sterile procedures.

MODULE TWO (2) – Assessment & Nursing Process
Material Covered:
- D2L Content
- Chapter 3 (Lewis's Medical Surgical Nursing)

Assessment:
- Assignments, Exams, Case study, Clinical Judgement Paperwork
- Lab: Math Quiz #1, IVF, IV start, Restraints, NG insertion, Oxygen delivery, medication administration, Trach care
- Kaplan: Health Assessment A NGN, Basic Math A

Learning Outcomes:
- Identify the components & core competencies of professional nursing practice.
- Describe the difference between a total, focused, and admission health assessment.
- Differentiate activities designed for primary, secondary, and tertiary health.
- Describe the concepts of critical thinking, clinical reasoning, and clinical judgment.
- Discuss the imperative for safety in the healthcare setting, including using the SBAR.
- Explore and analyze the five steps of the nursing process.
- Discuss the purposes of a physical assessment and how it relates to nursing care.
- Differentiate between subjective and objective data.
- Describe the essential components of a physical assessment.
- Understand fundamental lab values, including CBC, coagulation studies, and BMP average values, and relate findings to the physical assessment.
- Recognize the difference between normal and abnormal assessment findings.
- Accurately document a physical assessment on a standardized tool
- Discuss using critical thinking in the assessment phase of the nursing process.
- Name the significant types of nursing diagnoses and formulate actual and risk nursing diagnoses.
- Discuss how Maslow's Hierarchy of Human Needs and stages of development are used to guide practice and Prioritization.
- Utilize the SMART goal-setting process.
- Differentiate nurse-initiated interventions, physician-initiated interventions, and collaborative interventions.
- Review the Nursing Interventions Classifications (NIC) and the Nursing Outcomes Classification (NOC) systems and their use in the evaluation phase.
- Evaluate client outcomes to determine the effectiveness of nursing care.
- Review current safety initiatives in the context of the nursing process.

MODULE Three (3) – Legal and Documentation Considerations
Material Covered:
- D2L Content
- South Carolina Legislature
- Chapter 3 (Lewis's Medical Surgical Nursing)

Assessment:
- Assignments, Exams, Clinical Judgement Paperwork
- Lab: Skills checkoffs, CPR simulation, Artifact checklist
- Kaplan: Gastrointestinal A, Respiratory A

Learning Outcomes:
- Define "law" and describe four sources of law.
- Summarize Nursing responsibilities regarding consent.
- Discuss the implications of the South Carolina Good Samaritan law for nurses.
- Identify the components of professional nursing practice.
- Relate core competencies for health professionals to professional nursing practice.
- Discuss responsibility and accountability in professional nursing practice.
- Review the professional and legal regulation of nursing practice in South Carolina.
- Cite examples of credentialing, including accreditation, licensure, and certification
- Identify grounds for suspension or revocation of a nursing license.
- Describe, with examples, intentional torts (assault and battery, defamation, invasion of privacy, false imprisonment, and fraud) and unintentional torts (negligence)
- Evaluate areas of potential liability in nursing
- Integrate legally prudent documentation practices into clinical documentation.
- Discuss legal guidelines for reporting.
- Explain the purpose of incident reports.
- Examine approaches to nursing practice that help to avoid malpractice suits.
- Compare student accountability with that of the professional nurse.
- Students will perform satisfactorily with NG Insertions, Foley catheter Insertion, physical assessment, vital signs, and restraint application.

MODULE Four (4) – Nursing Communication Standards, Teaching and Delegation
Material Covered:
- D2L Content
- Chapter 4 (Lewis's Medical Surgical Nursing)
- Principles of delegation

Assessment:
- Assignments, Exams
- Lab: Incentive Spirometry, VS self-assessment, Anti-embolic skills, traction, and Bedside shift report; students will submit video performing skills
- Kaplan: Pharmacology A NGN, Fundamentals A NGN

Learning Outcomes:
- Describe the essential elements of the communication process.
- Identify significant features and therapeutic outcomes of the nurse-client helping relationship.
- Describe therapeutic communication and relationships between a nurse and client.
- Describe ways in which people communicate verbally and nonverbally.
- Describe how each type of ineffective communication hinders communication.
- Communicate with other nurses and health care providers using a standardized communication technique (e.g., SBAR).
- Discuss nursing roles of client advocate, manager of care, and provider of care.
- Describe strategies that counteract disruptive professional communication and behaviors.
- Identify effective communication interventions for clients with special needs.
- Use appropriate communication techniques when interacting with patients from different cultures.
- Describe the interrelation between communication and the nursing process.
- Describe professional responsibilities when using electronic communication and other communication technologies in the health care environment.
- Describe the teaching-learning process.
- Describe factors to assess in the learning process.
- Describe the domains of learning.
- Discuss strategies to improve health literacy and promote patient safety.
- Discuss the role of the nurse coach in promoting behavior change.
- Identify methods for evaluating learning.
- Discuss the difference between leadership and management.
- Recognize the responsibilities associated with the delegation of nursing care.
- Discuss the 5 Rights of nursing delegation.
- Discuss What can be delegated to LPNs and UAPs and what cannot.

MODULE Five (5) – Oxygenation and Blood Administration
Material Covered:
- D2L Content
- Chapters 33 & 34 (Lewis's Medical Surgical Nursing)
- Kaplan: Oxygenation

Assessment:
- Assignments, Exams
- Lab: Ambulation, Chest tubes, General care, specimen collections, PCA, comfort, and sleep.
- Lab exam on all material presented during 5 weeks of lab
- Kaplan: Heme-Immune A NGN

Learning Outcomes:
- Explain the concepts of perfusion and ventilation and their relationship to oxygenation.
- Apply the nursing process to the client experiencing selected problems with ventilation or perfusion.
- Explore the clinical decision-making process for the client with selected oxygenation or perfusion problems.
- Determine appropriate nursing interventions based on the interpretation of selected oxygenation assessment findings.
- Safely implement designated nursing interventions to promote oxygenation.
- Describe the purpose, function, and nursing responsibilities related to tracheostomies, chest tubes, and chest drainage systems.
- Identify pharmacological therapies, including indications and common adverse reactions.
- Identify and describe different blood components, including red blood cells, plasma, platelets, and cryoprecipitate. Explain the function of each blood component in the body.
- Demonstrate knowledge of ABO and Rh blood typing.
- Explain the importance of crossmatching blood before transfusion.
- Describe obtaining informed consent before administering blood.
- Identify any contraindications or potential risks.
- Recognize signs and symptoms of transfusion reactions.
- Know when to escalate concerns or seek assistance.
- Understand the appropriate interventions in the event of a transfusion reaction.
- Describe measures to prevent and control infection during blood administration.
- Utilize appropriate equipment and transfusion sets.
- Monitor the patient during and after blood transfusion.
- Recognize and respect cultural beliefs and preferences related to blood transfusion.

MODULE Six (6) – Perioperative Process
Material Covered:
- D2L Content
- Chapters 18-20 (Lewis's Medical Surgical Nursing)

Assessment:
- Assignments, Exams, Case study, Clinical Judgement Paperwork
- Lab: Math Quiz #1, IVF, IV start, Restraints, NG insertion, Oxygen delivery, medication administration, Trach care
- Perio-operative Assignment

Learning Outcomes:
Pre-operative
- Describe the client's immediate preoperative preparation and identify legal and ethical considerations for the operative permit and informed consent.
- Identify risk factors related to surgery of the elderly client.
- Explain various diagnostic tests and the nurses' role related to the peri-operative environment.
- Assist the client and family in coping during the operative phases.
- Identify nursing responsibilities related to the management of selected infection problems.
- Identify Components of a neurovascular assessment.

Intra-operative
- Identify pharmacological therapies, including indications and common adverse reactions.
- Describe intraoperative nursing responsibilities related to the client's care.
- Describe different types of anesthesia and the nurse's role.
- Demonstrate competence in maintaining the sterile field.
- Describe the roles commonly encountered in the Operating Room
- Assist the surgeon and other team members during surgical procedures.
- Anticipate the needs of the surgical team and provide support accordingly.

Post-operative
- Discuss how the nurse would prioritize client needs in the immediate postoperative period.
- Identify appropriate assessments for the early detection of postoperative complications.
- Verbalize appropriate physical assessment skills and obtain a pain assessment.
- Collaborate with members of other healthcare disciplines to promote pain relief.
- Using the nursing process as a framework, administer nursing care to the client for spinal Surgeries and hip/knee replacements.
- Explain nursing care issues related to the treatment modalities of traction and casts.
- Collaborate with the appropriate healthcare professionals to address rehabilitation, discharge planning, and home care needs.

MODULE Seven (7) – Oncological Nursing
Material Covered:
- D2L Content
- Chapters 14-16 (Lewis's Medical Surgical Nursing)

Assessment:
- Assignments, Exams
- Kaplan: Oncology A NGN

Learning Outcomes:
- Identify the nurse's role in cancer prevention.
- Describe the pathophysiology of cancer, including the characteristics of malignant cells, growth of neoplasms, and nature of metastases.
- Apply the nursing process effectively during cancer care's diagnostic and treatment phases.
- Explain the symptomatic effects of bone marrow suppression secondary to chemotherapy.
- Discuss the major nursing care concerns for clients undergoing radiation therapy, chemotherapy, or biotherapy for cancer treatment.
- Identify the types of rejections after transplantation.
- Identify pharmacological therapies, including indications and common adverse reactions.
- Communicate appropriately with the adult client relevant data regarding the status and progress toward expected goals.
- Apply the nursing process to the client with Lung cancer, including the diagnostic and treatment phases.
- Apply the nursing process to the client with Colorectal and stomach, including the diagnostic and treatment phases.
- Apply the nursing process to the cervical and Breast cancer client, including the diagnostic and treatment phases.
- Compare the therapeutic usefulness of chemotherapy, surgery, and radiation in treating breast cancer.
- Describe the physical, psychosocial, and rehabilitative needs of the client who has had a mastectomy or hysterectomy.
- Apply the nursing process to the client with prostate cancer and testicular cancer, including the diagnostic and treatment phases.
- Identify pharmacological therapies, including indications and common adverse reactions.

MODULE Eight (8) Integumentary Nursing Care
Material Covered:
- D2L Content
- Chapters 18-20 (Lewis's Medical Surgical Nursing)
- APA Manual 7th edition (In the content section

Assessment:
- Exams, Transplantation assignment
- Kaplan: Integrated Exam Fundamentals D NGN

Learning Outcomes:
- Describe the pathophysiology of wound development.
- Identify risk factors for pressure injury development.
- Demonstrate interventions independently and as a health care team to prevent pressure injury and manage existing pressure injury, including protective positioning.
- Provide nursing interventions to prevent pressure ulcers, including protective positioning.
- Identify factors that affect wound healing.
- Identify and describe the care of clients with different wound drains.
- Describe the staging of pressure injuries.
- Document wound and dressing conditions clearly and accurately.
- Discuss patient teaching plans specific to medication administration.
- Explain how knowledge of wound classification, the physiology of wound healing, and wound complications may be used to make decisions and employ therapeutic nursing interventions to promote effective adaptive responses in the client with safety needs.
- Describe the expected assessment findings of an ostomy client; discuss the skin's importance.

MODULE Nine (9) Gastrointestinal Nursing Care
Material Covered:
- D2L Content
- ANA Code of Ethics
- Chapters 43-45 (Lewis's Medical Surgical Nursing)

Assessment:
- Assignments, Exams
- Kaplan: Integrated Exam Fundamentals D NGN

Learning Outcomes:
- Describe nursing responsibilities and expected outcomes of bariatric surgery, surgery to the gastrointestinal tract, oral cancer, and radical neck dissection.

- Examine the benefits and deficiencies of a bland diet.
- Explain the nursing management and plan of care for the client undergoing gastric surgery, including addressing the development of short-term and long-term complications.
- Review nursing care for the client undergoing intestinal decompression.
- Apply the nursing process to the client undergoing small and large bowel resection care.
- Use the nursing process to care for clients with cholelithiasis and those undergoing cholecystectomy.
- Specify the post-operative nursing care of the client undergoing liver transplantation.
- Describe nursing interventions to prevent unwanted vagal stimulation and nursing interventions appropriate to the care of the client who has experienced vagal stimulation.
- Demonstrate application of external fecal collection devices
- Describe appropriate nursing interventions when administering enemas, rectal suppositories, rectal catheters, and performing digital stool removal.

MODULE Ten (10) Genitourinary Nursing Care
Material Covered:
- D2L Content
- Chapters 49 & 50 (Lewis's Medical Surgical Nursing)

Assessment:
- Assignments, Exams
- Kaplan: Focused review/Urology A NGN

Learning Outcomes:
- Discuss characteristics of urine, including urine-specific gravity lab values such as BUN, Creatinine, GFR, and UDS
- Prioritize comprehensive nursing diagnoses for adults with a urinary elimination problem.
- Demonstrate nursing interventions that are used to manage urinary incontinence effectively.
- Summarize nursing responsibilities related to the pharmacological management of selected urinary tract disorders with sulfonamides and other urinary agents.
- Apply the nursing process to the client undergoing kidney and bladder surgery.
- Describe the care of a client with an indwelling urinary catheter, including evidence-based practice for infection prevention strategies.
- State reasons for urinary catheterization
- Understand the safe use of external urinary collection devices.
- Demonstrate application and management of urinary diversions.
- Critically evaluate nursing responsibilities related to the care of the client with CBI.

FINAL EXAM
Students – please refer to the Instructor's Course Information sheet and course calendar for specific assessment information and due dates.

Part III: Grading and Assessment
EVALUATION OF REQUIRED COURSE MEASURES/ARTIFACTS*

Because competency in nursing theory is a critical component for safe nursing practice, the grading scale for nursing is higher than for some other courses. The grading scale for nursing is as follows:
90-100 = A
80-89 = B
77-79 = C
69-76 = D
Less than 69 = F

Lab Component: S/U
Lab Instructors will assess Students' lab proficiency weekly as described in the Clinical/Lab Performance Evaluation Tool (CLPET) Guidelines.
Theory Component:
Students' performance will be assessed, and the weight associated with the various measures/artifacts is listed below.

EVALUATION*
UNIT EXAMS	Average (4 @ 20% each)	80%
	Final Exam	10%
	Kaplan/Quizzes/Homework/Classwork	<u>10%</u>
		100%

Unit Tests and Final Exam:

The average score of the unit tests and the final exam will be calculated first. A student must achieve a minimum average score of 77% on these exams. If the student achieves an average of 77% or higher on the unit tests and the final exam, all other assignments will be applied to calculate the final grade:
90% from the weighted average of the exams (unit tests and final exam).
10% from the weighted average of quizzes.

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

GRADING SYSTEM:

Grades earned in courses impact academic progression and financial aid status. Before withdrawing from a class, 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 five days of the semester for **full-term** classes. Add/Drop periods are shorter for accelerated format courses. Please refer to the academic calendar for add/drop deadlines (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 eighty percent (80%) of their classes to be eligible to receive credit for any course. However, due to the varied nature of courses taught at the College, a more rigid attendance policy may be required by individual instructors. At a minimum, a student may be withdrawn from a course(s) after being absent more than ten percent (10%) of the total contact hours for a course. **Instructors define absentee limits for their class at the beginning of each term; please refer to the Instructor Course Information Sheet.**

Check your Instructor's Course Information Sheet for any required on-site meeting times for online and hybrid courses. Please note that 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 all students the following **free** resources:
1. **Academic coaches** for most subject areas, **Writing Center Support**, and **college success skills.**
2. **Online 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 at 349-7872, SSTC Grand Strand at 477-2113, and SSTC Georgetown at 520-1455. Room locations and Live Chat is available on the SSTC website.

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 the course is offered in multiple formats, include this section; delete if only F2F units are offered.)

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

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

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 Honorlock, our online proctoring service. To find out more about proctoring services, please visit the Online Testing section of 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**

Please refer to the Chain of Command document found under Content.
Please refer to the diagram below regarding the appropriate process to address issues that arise during the semester.

Nursing Department Chain of Command
Individual Concern: Begin with step one.   **Class concern:** Refer to the Student Government Chain of Communication Guideline Chart – Provided in the HGTC Nursing Student Handbook

	*** **The Class representative may take the issue or concern to the Standard 3 Committee (student committee) Chair and/or SNA,** if applicable.
Step 1	**Course Instructor(s) and/or Clinical Instructor(s)** - Each nursing course (semester) you will have lecture instructor(s) and a clinical instructor(s)
Step 2	**Course Coordinator** - Each nursing course (semester) will have a course coordinator.
Step 3	**Assistant Academic Chair for Nursing Department:**
Step 4	**Academic Chair for Nursing Department**:
Step 5	**Dean of Nursing and Assistant Vice President of Academic Affairs:**