



INSTRUCTIONAL PACKAGE

NUR 220

Family Centered Nursing

201910

Fall/2019

INSTRUCTIONAL PACKAGE

Part I: Course Information

Effective Term: 201820

COURSE PREFIX: NUR 220

COURSE TITLE: Family Centered
Nursing

CONTACT HOURS: 4 class hours per week
135 clinical hours per semester

CREDIT HOURS: 7

RATIONALE FOR THE COURSE:

The course emphasizes a family-centered approach to nursing care of childbearing women and children. Campus labs, acute care facilities, and various community settings are used for clinical experiences to reinforce the behaviors of the professional nurse: safety, clinical decision making, teamwork and collaboration, and patient centered care with communication an integral component of each of the concepts.

COURSE DESCRIPTION:

This course facilitates the application of the nursing process in the care of persons during the childbearing years and from birth through adolescence to promote optimal individual health and development at any stage of the health continuum.

PREREQUISITES/CO-REQUISITES:

PREREQUISITES:

NUR 101, NUR 120, NUR 150, NUR 162, NUR 201

COREQUISITES:

None required. May take with NUR 161

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. Pocket calculator (bring to labs, Simulation lab experiences and clinical each day)
2. Stethoscope
3. Pen light
4. HGTC Nursing Student Uniform

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:

Refer to Student Code, I General Rights of Students, F. Classroom Behavior in the Academic Catalog & Student Handbook

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*:

Upon completion of this course in the ADN curriculum, the student will be able to:

1. SAFETY

Promote a culture of safety within contemporary health care environments.

- Integrate basic principles of safety while taking into consideration additional measures required for maintaining a safe environment for obstetrical, newborn, and pediatric clients in a family centered care environment
- Calculate selected medication dosage problems with 100% accuracy by the third attempt.

2. CLINICAL DECISION MAKING

Formulate effective clinical decisions, using analytical processes and the effective use of information technology, to guide the delivery of quality nursing care for obstetrical, newborn, and pediatric patients within a family-centered care environment.

- Formulate nursing judgments which adhere to the Association of Women's Health, Obstetric, and Neonatal Nurses (AWHONN) Standards for Professional Nursing Practice in the Care of Women and Newborns, the NANN Standards of Newborn Care, and the ANA's Pediatric Standards of Nursing Practice to promote the health of child-bearing women, neonates, and children using goal-directed, ethical problem-solving which consistently is based on application of nursing concepts.
- Utilize CRITICAL THINKING in classroom and clinical settings by integrating knowledge from basic to advanced nursing concepts as foundational materials derived from prior courses as well as supplemental resources may be utilized as evaluation methods for this course.

3. TEAMWORK AND COLLABORATION

Facilitate coordinated patient care by integrating effective communication skills with inter-professional collaborative processes.

- Integrate principles of teamwork and collaboration in providing safe, sensitive, progressive and comprehensive health care to obstetrical, newborn, and pediatric clients in a family centered care environment

4. PROFESSIONAL BEHAVIOR

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

- Integrate the three roles of the ADN nurse in promoting, maintaining, and restoring health of obstetrical, newborn, and pediatric clients in a family centered care environment.

5. PATIENT-CENTERED CARE

Manage patient-centered care that values individual rights and needs while respecting diversity.

- Integrate nursing strategies to provide and coordinate quality, cost-effective nursing care while supporting positive change and serving as an advocate for obstetrical, newborn, and pediatric clients in a family centered care environment.

MODULE 1

Materials Covered: Chapter 1

***Assessments(s):** Healthy People 2020 Objectives:

<http://www.healthypeople.gov/>

Unit Test

Kaplan *The Basics* book

Kaplan *RN Review of Content* videos

D2L quiz

Learning Outcomes:

1. Interpret how the final grade for this course is calculated.
2. Explain requirements for passing the Medication Calculation (Math) Exam.
3. Explain special course requirements/projects and how each will be evaluated.
4. Explain family and family-centered care nursing
5. Compare and contrast traditional and critical thinking.
6. Analyze variables in reporting/charting by adapting to different agency formats.
7. Analyze agency and community resources which contribute to family-centered nursing care.
8. Analyze information for each phase of the nursing process to formulate evidence-based clinical judgments which are sociologically, spiritually, and psychologically appropriate within the family-centered care (FCC) environment, from a regional, national and global perspective.
9. Explain guidelines for establishing a setting for therapeutic communication
10. Compare appropriate principles of communication for interacting within the family-centered environment.
11. Analyze family-centered nursing activities associated with the three roles of the ADN.
12. Analyze priorities for two or more clients with comprehensive health needs within the family-centered nursing environment.
13. Analyze appropriate guidance and follow-up measures when delegating tasks to other personnel.
14. Explain how each of the five major strands of the curriculum is applicable to family-centered nursing care

MODULE 2

Materials Covered: Chapters 1 and 2

***Assessment(s):** PrepU quiz

Unit Test

Kaplan *The Basics* book

Kaplan RN Review of Content videos

Learning Outcomes:

1. Analyze the key terms for the assigned chapters.
2. Compare the evolution of maternal and child health to current family-centered nursing.
3. Analyze major mortality/morbidity factors affecting this population
4. Analyze ethical issues affecting family-centered nursing care.
5. Compare how major social issues affect family-centered nursing care.
6. Explain family related factors which impact the health of child-bearing women, newborns, children and poverty.
7. Analyze receptive and contributive behaviors of a well-adapted family.
8. Explain various parenting, discipline, and communication styles of families.
9. Explain one safety issue within the family centered care environment that can be monitored for quality improvement.
10. Explain how cultural implications are a significant factor of patient-centered care in a family-centered care environment from a regional, national and global perspective.
11. Analyze one application of clinical decision making based on the ANA standards of practice in a family-centered care environment.
12. Explain the importance of teamwork and collaboration within the family centered care environment.
13. Compare at least two specific professional behaviors expected in the family centered care environment.

OB MODULE 1

Materials Covered: Chapters 17, 18, and 35

***Assessment(s):** Lab Stations
Kaplan *The Basics* book
Kaplan Focused Review Tests
Kaplan Integrated Test
PrepU Quiz
Unit Test
SIM Lab
Kaplan RN Review of Content videos

Learning Outcomes:

1. Explain the key terms for the assigned chapters.

2. Analyze the action, dosage, side effects, and indication for various newborn medications.
3. Explain normal physiological integrity assessment data for the newborn.
4. Compare newborn vital signs and lab values to adult values.
5. Explain abnormal data that is considered normal for the newborn 24 hours after birth
6. Analyze caloric and fluid requirements for the newborn.
7. Analyze 5 common reflexes and how to elicit.
8. Apply appropriate nursing diagnoses and selectively implement nursing interventions to promote physiological integrity of the newborn.
9. Use clinical decision making to evaluate outcomes of nursing diagnoses based on specific and individualized criteria for the newborn client.
10. Use a patient-centered care approach in educating parents of a newborn about important factors related to adaptation to extra-uterine life.
11. Use nursing process to make clinical judgments regarding management of the normal newborn.
12. Analyze how a newborn develops trust in psychological development.
13. Explain safety concerns for the newly born infant.
14. Compare effective methods of teamwork and collaboration in initial assessment and ongoing monitoring related to extra-uterine adaptation.
15. Analyze specific professional behaviors expected for family centered care nurses during family-nurse encounters.

OB MODULE 2

Materials Covered: Chapters 15 and 16

***Assessment(s):** Lab Stations
 Kaplan *The Basics* book
 Kaplan Focused Review Tests
 Kaplan Integrated Test
 PrepU Quiz
 Unit Test
 SIM Lab
 Kaplan *RN Review of Content* videos

Learning Outcomes:

1. Explain the key terms for the assigned chapters.
2. Explore the focused assessment completed on the postpartum client.
3. Explain the normal changes in the postpartum client after delivery
4. Explain how physiological needs are managed during the postpartum period.

5. Explain nutritional needs during the postpartum period.
6. Compare sources of pain during the postpartum period and treatments for each.
7. Analyze how to educate the postpartum client what danger signs to watch for after discharge.
8. Explore rubella and rhogam status during the postpartum period.
9. Explore return of menses and ovulation during the postpartum period.
10. Compare differences in postpartum emotional disorders which affect self-concept.
11. Explore the phases of maternal attachment and signs of appropriate parental bonding.
12. Prepare appropriate nursing diagnoses related to psychological needs of the childbearing client and newborn.
13. Analyze outcomes using specific and individualized psychosocial criteria.
14. Analyze how to communicate, using therapeutic techniques, with childbearing clients to promote, restore or maintain positive self-concept.
15. Explain potential safety concerns and/or danger signs to watch for after discharge.
16. Explain the pharmacology of medications utilized during the postpartum period.
17. Analyze the clinical decision making process for identification of priority needs during the postpartum period.
18. Explain the importance of teamwork and collaboration in ensuring positive post-partum outcomes for mother and baby.
19. Explain appropriate professional behaviors when explaining lactation and feeding method with the client.
20. Analyze how to perform patient centered care that includes prioritized nursing diagnoses and appropriate nursing interventions for the client with an uncomplicated delivery and postpartum period.

OB MODULE 3

Materials Covered: Chapter 24

***Assessment(s):** Lab Stations
 Kaplan *The Basics* book
 Kaplan Focused Review Tests
 Kaplan Integrated Test
 PrepU Quiz
 Unit Test
 SIM Lab
 Kaplan *RN Review of Content* videos

Learning Outcomes:

1. Explain the key terms for the assigned chapters.
2. Discover criteria used to determine gestational age of newborn.
3. Compare SGA and LGA infants and the risks for both.
4. Compare the characteristics of preterm and post-term infants and possible risks.
5. Analyze how to educate parents regarding pertinent data about managing their high risk newborn.
6. Analyze how to communicate pertinent data about newborn experiencing an altered gestational state to peers and health team members.
7. Explain the common problems affecting the physiological integrity of the newborn.
8. Compare hemolytic to hemorrhagic disease of the newborn.
9. Explain the factors that lead to Respiratory Distress Syndrome (RDS) in the newborn.
10. Explain risk factors in the mother that may cause a problem with newborn physiological integrity.
11. Explain the pharmacology of medications utilized for the newborn.
12. Practice prioritizing appropriate nursing diagnoses and selectively implementing nursing interventions for the newborn experiencing a physiological integrity problem.
13. Employ clinical decision making to evaluate outcomes of nursing diagnoses based on specific and individualized criteria for the newborn client with birth related stressors.
14. Use the nursing process to make clinical judgments regarding the management of the newborn experiencing a complication.
15. Employ a patient-centered care approach in educating parents of a newborn about perspective complications of the newborn.
16. Analyze safety concerns for a high-risk newborn or one with birth-related stressors.
17. Compare effective methods of teamwork and collaboration in communicating pertinent data for high-risk newborns and those with birth-related stressors.
18. Explain specific professional behaviors expected for family centered care nurses during family-nurse encounters when complications arise in the newborn.

OB MODULE 4

Materials Covered: Chapter 22

***Assessment(s):** Lab Stations
Kaplan The Basics book
Kaplan Focused Review Tests
Kaplan Integrated Test
PrepU Quiz
Unit Test

SIM Lab
Kaplan RN Review of Content videos

Learning Outcomes:

1. Explain the key terms for the assigned chapters.
2. Analyze the signs of hemorrhage and shock.
3. Compare common problems affecting the physiological integrity of the postpartum client.
4. Explain the pathophysiology of each cause of postpartum hemorrhage.
5. Explain the pathophysiology of causes of postpartum infection.
6. Explain the pathophysiology of thromboembolytic disease during the postpartum period.
7. Analyze outcomes of nursing diagnoses based on specific and individualized criteria for the postpartum client.
8. Analyze how to teach postpartum clients about danger signs during the postpartum period.
9. Use nursing process to make clinical judgments about managing postpartum complications.
10. Explain the pharmacology of medications used to treat postpartum hemorrhage.
11. Explain the pharmacology of medications used to treat postpartum infection and postpartum thromboembolytic disease.
12. Compare potential safety concerns for the client experiencing postpartum hemorrhage.
13. Explain the clinical decision making process for effectively managing a client with postpartum hemorrhage.
14. Explain how teamwork and collaboration should be integrated for a postpartum client experiencing a complication of hemorrhage or infection.
15. Compare several professional behaviors expected of family centered care nurses in dealing with clients who progressively worsen from hemorrhage to shock.
16. Analyze how to perform patient centered care that includes prioritized nursing diagnoses and appropriate nursing interventions for the client with postpartum complications of hemorrhage or infection.

OB MODULE 5

Materials Covered: Chapters 3, 4 and 10

***Assessment(s):** Kaplan *The Basics* book
Kaplan Focused Review Tests
Kaplan Integrated Test

PrepU Quiz
Unit Test
SIM Lab

Learning Outcomes:

1. Explain the key terms for the assigned chapters.
2. Explain the structures and functions of the female and male reproductive systems.
3. Explain the effects of female hormones and the reproductive cycle.
4. Explain the pharmacology of medications utilized for the reproductive cycle and conception.
5. Discover how and where conception takes place.
6. Analyze the functions of the placenta.
7. Compare how the fetus develops each trimester.

OB MODULE 6

Materials Covered: Chapters 10, 11, 12 and 20

***Assessment(s):** Lab Stations
Kaplan *The Basics* book
Kaplan Focused Review Tests
Kaplan Integrated Test
PrepU Quiz
Unit Test
SIM Lab
Kaplan *RN Review of Content* videos

Learning Outcomes:

1. Explain the following: gravida, para, term, preterm, abortion, stillbirth, GTPALM, presumptive signs, probable signs, non-stress test, contraction stress test, Rh factor.
2. Explain and calculate estimated date of birth (EDB) using Naegele's Rule.
3. Explain normal assessment data of reproductive changes during pregnancy.
4. Explain the importance of prenatal care.
5. Explain risk factors during pregnancy.
6. Explain the pharmacology of medications utilized during pregnancy.
7. Compare the presumptive, probable, and positive signs of pregnancy.
8. Explain various tests that may be ordered during the antepartum period.
9. Analyze when and why antepartum tests are indicated.
10. Compare tests for fetal maturity vs. fetal well-being.
11. Analyze testing used to assess fetal well-being (reassuring versus non-reassuring)

- fetal heart patterns).
12. Compare prenatal blood studies to non-pregnant blood studies.
 13. Compare differences in daily requirements for pregnant and non-pregnant clients.
 14. Explain normal changes of the circulatory and respiratory systems during pregnancy.
 15. Explain how pregnancy affects the woman's safety, elimination, mobility, comfort/sleep, and sensory needs.
 16. Explain common teratogens throughout pregnancy.
 17. Compare factors that contribute to adolescent pregnancy.
 18. Analyze data used to promote physiological integrity of the antepartum client.
 19. Explain how clinical decision making is demonstrated when assessing baseline nutrition status and increased needs during pregnancy.
 20. Explain how nurses exhibit teamwork and collaboration when educating antepartum clients about prenatal care and the anticipated physiologic changes of pregnancy.
 21. Compare professional behaviors of the family centered care nurse when communicating sensitive antepartum test results.
 22. Compare patient-centered care for an adolescent pregnant client versus that for an adult pregnant client.
 23. Explain the key terms for the assigned chapters.
 24. Explain developmental changes of pregnancy.
 25. Employ clinical judgments utilizing appropriate data and interventions which promote positive self-concept.
 26. Explore techniques utilized for childbirth preparation.
 27. Explore concepts of preconception counseling.
 28. Evaluate outcomes using specific and individualized psychosocial criteria.
 29. Explore ways to communicate pertinent psychosocial data and specific individualized interventions to peers and health care team.
 30. Explore ways to communicate, using therapeutic techniques, with childbearing clients in order to promote, restore or maintain positive self-concept.
 31. Explain safety implications for postpartum clients suffering from emotional disorders affecting self-concept.
 32. Explain clinical decision making factors which may increase or decrease common stressors associated with the childbirth process.
 33. Compare ways teamwork and collaboration is incorporated in the childbirth preparation process.
 34. Compare specific professional behaviors expected for nurses when caring for clients with impairments of the bonding process.
 35. Analyze integration of patient centered care for the expectant family during labor.

OB MODULE 7

Materials Covered: Chapters 12, 19 and 20

***Assessment(s):** Kaplan *The Basics* book
Kaplan Focused Review Tests
Kaplan Integrated Test
PrepU Quiz
Unit Test
SIM Lab
Kaplan *RN Review of Content* videos

Learning Outcomes:

1. Explain the terms: leukorrhea, kegel exercises, pelvic tilt, ptialism, pyrosis, epistaxis.
2. Explain common discomforts of pregnancy interfering with physiological integrity in specific trimesters of pregnancy.
3. Explore methods to teach a client symptoms of discomforts interfering with physiological integrity during each trimester of pregnancy.
4. Explore potential safety concerns of the client during each of the trimesters.
5. Explain the procedure for assessing fetal activity.
6. Compare how teamwork and collaboration of the nursing care team varies as the client advances in trimesters of pregnancy.
7. Compare professional behaviors expected of the family centered care nurse in discussing potentially embarrassing discomforts of pregnancy.
8. Explain how the nursing process guides patient centered care in management of the discomforts of pregnancy.
9. Explain the key terms for the assigned chapters.
10. Explain diagnostic testing for gestational diabetes.
11. Compare treatment regimens for gestational diabetes and diabetes mellitus.
12. Explore methods to teach client/family/significant others common side effects and management of hypoglycemic agents.
13. Explain the most critical time during pregnancy for the client with heart disease.
14. Compare the treatment for Fe-deficiency anemia versus sickle-cell anemia.
15. Explore methods of communication, using therapeutic techniques, with antepartum clients of how to promote, restore, and maintain physiological integrity during pregnancy.
16. Explain potential safety concerns for the client with gestational diabetes.
17. Explain the pharmacology of medications utilized for the pregnancy at risk.
18. Explore clinical decision making pertaining to implications for maternal asthma on the fetus.
19. Explore how teamwork and collaboration is demonstrated for patients with pre-existing or newly acquired problems upon admission to the labor and delivery unit.

20. Evaluate patient centered care approaches for gestational diabetic clients during each trimester.
21. Explain the key terms for the assigned chapters.
22. Compare sign and symptoms of hemorrhage during each trimester.
23. Explain common complications of pregnancy that may lead to hemorrhage.
24. Explain pathophysiology of hemorrhagic conditions.
25. Compare metabolic acidosis and metabolic alkalosis in hyperemesis gravidarum.
26. Explore the type of abortions and their various manifestations.
27. Explain the manifestations and dangers of molar pregnancy
28. Explain the manifestations and dangers of ectopic pregnancy.
29. Compare complications of incompetent cervix.
30. Compare how each complication of pregnancy is managed to maintain or restore physiological integrity of the antepartum client.
31. Explain the pharmacology of medications utilized for the pregnancy at risk.
32. Explain the classical symptoms of pre-eclampsia.
33. Compare HELLP syndrome to pre-eclampsia.
34. Compare the different types of hypertensive states of pregnancy.
35. Explore education methods for clients regarding relevant symptoms of bleeding complications and pre-eclampsia, to reduce risk potential.
36. Implement nursing interventions to promote physiological integrity of the client with a bleeding complication or pre-eclampsia.
37. Discuss complications of disseminated intravascular coagulation.
38. Explore potential safety concerns of the client being treated with magnesium sulfate.
39. Integrate effective clinical decision making processes in the management of bleeding complications and pre-eclampsia.
40. Explain how effective teamwork and collaboration is crucial in caring for clients with pregnancy complications such as pre-eclampsia and hemorrhage.
41. Describe professional behaviors expected of the L&D nurse in caring for patients with incompetent cervix and molar pregnancy.
42. Evaluate patient centered care techniques that promote positive outcomes for patients with HELLP syndrome and DIC.

OB MODULE 8

Materials Covered: Chapters 13 and 14

***Assessment(s):** Kaplan *The Basics* book
Kaplan Focused Review Tests
Kaplan Integrated Test
PrepU Quiz
Unit Test

SIM Lab
Kaplan RN Review of Content videos

Learning Outcomes:

1. Explain the key terms for the assigned chapters.
2. Compare the 5 P's of labor and their relationship to each other and the labor process.
3. Compare premonitory and true signs of labor.
4. Explain the 4 stages of labor and components.
5. Explore the different types of deliveries.
6. Compare safety concerns for vaginal versus c-section deliveries.
7. Discuss how the nursing process is used in clinical decision making for the intrapartum client.
8. Compare specific teamwork and collaboration efforts during the initial stages of labor.
9. Explain expected professional behaviors during the admission process to the labor unit.
10. Explore patient centered care approaches to preparing the client for the labor process.
11. Explain the key terms for the assigned chapters.
12. Explain the physiology of contractions.
13. Explore the importance of an adequate pelvis for the labor process.
14. Explore the most common fetal presentations.
15. Explain each fetal presentation.
16. Explore where fetal heart tones would be auscultated in each fetal presentations.
17. Explain the physiology of pain during labor.
18. Compare the different types of anesthesia and their perspective risks.
19. Explain the action, dosage, side effects and why client taking each pain relief drug.
20. Explain common risks to the fetus during labor.
21. Evaluate outcomes of nursing diagnoses based on specific and individualized criteria for the intrapartum client.
22. Explore methods to teach intrapartum clients about labor discomfort and interventions to relieve discomfort.
23. Compare safety concerns of administration of analgesics versus anesthetics.
24. Explore the clinical decision making process regarding the management of pain relief and its impact on fetal well-being during labor.
25. Explain how teamwork and collaboration should occur among peers and health care team (including labor progress and pain relief interventions).
26. Explain appropriate professional behaviors in caring for non-English speaking clients during the labor process.

27. Develop patient centered care planning that prioritized nursing diagnoses and includes appropriate nursing interventions for the laboring client.

OB MODULE 9

Materials Covered: Chapters 14 and 21

***Assessment(s):** Kaplan *The Basics* book
Kaplan Focused Review Tests
Kaplan Integrated Test
PrepU Quiz
Unit Test
SIM Lab
Kaplan *RN Review of Content* videos

Learning Outcomes:

1. Explain the key terms: preterm labor, Tocolytics, Rh Immunoglobulin (RhoGam), TORCH
2. Explain assessment findings of premature rupture of membranes (PROM).
3. Explore clinical therapy and nursing management for the client with premature rupture of membranes (PROM).
4. Explore risks associated with preterm labor and multiple gestation pregnancy.
5. Explain pathophysiology of UTI and its relationship with preterm labor.
6. Explain criteria for RhoGam administration.
7. Explore different tocolytic therapies for pre-term labor and their safety implications.
8. Explain the action, dosage, side effects and why client is taking each tocolytic drug.
9. Explore the clinical decision making process for effectively managing a client who has suffered trauma during pregnancy.
10. Explain pathophysiology, risks, complications and nursing care for the client with a post-term pregnancy.
11. Compare effective versus ineffective teamwork and collaboration in preparing for post-term delivery and potential complications.
12. Explain appropriate professional behaviors in caring for clients with a multiple gestation pregnancy.
13. Develop a patient centered care plan that included education about pertinent symptoms of preterm labor and the medications prescribed.
14. Explain the key terms for the assigned chapters.
15. Explore common problems with contractions that affect the physiological integrity of the intrapartum client.
16. Explain how these problems affect the physiological integrity of the laboring

client.

17. Compare hypertonic and hypotonic uterine dysfunction.
18. Explore pathophysiology of precipitous delivery and resulting nursing management.
19. Explore pathophysiology of uterine rupture and resulting nursing management.
20. Evaluate outcomes of nursing diagnoses based on specific and individualized criteria for the intrapartum client.
21. Explore methods of communication, using therapeutic techniques, with the intrapartum client pertinent data about her complication of labor.
22. Explore nursing management for the client during labor induction.
23. Compare pharmacological and non-pharmacological therapy utilized for cervical ripening and labor induction.
24. Use nursing process to make clinical judgments about the management of complications in the laboring client.
25. Explore potential safety concerns for the mother and fetus with each complication of labor.
26. Explore the clinical decision making process for effectively managing a client who is experiencing complications of labor.
27. Explain the importance of teamwork and collaboration in ensuring positive mother-baby outcomes when complications occur during labor (communication with peers and health care team).
28. Explain how professional behaviors can be breached when caring for laboring clients with complications.
29. Formulate patient centered care planning that prioritized nursing diagnoses and includes appropriate nursing interventions for the laboring client with complications.
30. Explain the key terms for the assigned chapters.
31. Explore common problems of labor caused by the passenger.
32. Explore the pathophysiology of each problem.
33. Explore risks to mother and fetus with each problem.
34. Explore the common problem associated with the pelvis.
35. Explore the pathophysiology of the problem with the pelvis.
36. Compare the most common reasons for cephalic-pelvic disproportion.
37. Develop nursing diagnoses for the intrapartum client whose physiological integrity is affected by problems with the fetus or pelvis.
38. Compare nursing interventions to promote physiological integrity of the intrapartum client.
39. Explore the pathophysiology, maternal risks, fetal risks and nursing management for the client experiencing cord prolapse.

40. Evaluate outcomes of nursing diagnoses based on specific and individualized criteria for the intrapartum client.
41. Explore common causes of perinatal loss.
42. Explore the grief process in relation to the death or disability of a fetus/infant.
43. Explore potential safety concerns for the mother and fetus with cephalic-pelvic disproportion is evident.
44. Explore the clinical decision making process for effectively decreasing risk to mother and baby when cephalic-pelvic disproportion is present.
45. Explore nursing care for the client experiencing persistent occiput posterior (POP) presentation.
46. Explore management of care, risk factors and complications for the client experiencing a malpresentation of the fetus during delivery, such as breech or transverse presentation.
47. Explore management of care, risk factors and complications for the client experiencing shoulder dystocia during delivery.
48. Explore management of care for the client undergoing a cesarean section delivery.
49. Explore management of care for the client experiencing a multiple gestation delivery.
50. Explore the importance of teamwork and collaboration in ensuring positive mother-baby outcomes when complications occur involving the fetus or pelvis.
51. Explore how professional behaviors can be breached in caring for clients with perinatal loss.
52. Apply patient centered care planning that includes prioritized nursing diagnoses and appropriate nursing interventions for the client with complications involving the fetus or pelvis.

OB MODULE 10

Materials Covered: Chapters 4, 5, 6, 7 and 9

***Assessment(s):** Lab Stations
Kaplan *The Basics* book
Kaplan Focused Review Tests
Kaplan Integrated Test
PrepU Quiz
Unit Test
SIM Lab

Kaplan RN Review of Content videos

Learning Outcomes:

1. Explain the key terms for the assigned chapters.
2. Compare the advantages, disadvantages, and effectiveness of contraceptive methods.
3. Compare various methods of natural family planning.
4. Compare the benefits and risks associated with use of oral contraceptives.
5. Compare the benefits and risks associated with use of mechanical contraceptives.
6. Explain common screening procedures used to promote health for women.
7. Discover a teaching plan for victims of abuse.
8. Explain the nurse's role in ensuring the safety of an abuse victim.
9. Explain the manifestations and treatments utilized for those with reproductive issues.
10. Explain the pharmacology of medications utilized for patients with reproductive issues.
11. Explain ways the nurse uses clinical decision making in caring for patients with reproductive issues or problems.
12. Compare how teamwork and collaboration may differ for a female versus male dealing with reproductive issues.
13. Compare specific professional behaviors of the nurse when caring for a patient with reproductive issues.
14. Compare examples of patient-centered care related to issues or problems with the female and male reproductive systems.
15. Explain the signs and symptoms and implications for fertility or endometriosis.
16. Explain the indications for tests and treatments utilized in an infertility workup.
17. Explain the indications of delayed childbirth.
18. Analyze safety implications for the patient undergoing infertility testing.
19. Employ a plan of care which fosters the concept of patient centered care for couples during infertility treatment (making sure to include the role of educator and advocate).

PEDS MODULE 1

Materials Covered: Chapters 25, 26, 27, 28, 29 and 35

***Assessment(s):** Kaplan *The Basics* book
Kaplan Focused Review Tests

Kaplan Integrated Test
PrepU Quiz
Unit Test
Lab Stations
Kaplan *RN Review of Content* videos

Learning Outcomes:

1. Explain the key terms for the assigned chapter(s).
2. Explain the common developmental milestones occurring at each stage of growth and development
3. Analyze the major theories of development in children.
4. Apply the role of play in growth and development of the pediatric client
5. Explain specific nutrition needs and common nutritional deficiencies of each age group
6. Explain implications of food allergies/intolerances on nutritional status
7. Explain one major safety concern for each of the developmental age groups.
8. Explain at least one patient-centered care/cultural implication which may impact the nutritional status of children.
9. Compare ways the nurse integrates clinical decision making into childhood nutritional health.
10. Compare teamwork and collaboration approaches for dealing with childhood nutrition issues versus that for adult populations.
11. Explain how professional behaviors are implemented in assessing childhood growth and development.

PEDS MODULE 2

Materials Covered: Chapter 32

***Assessment(s):** Kaplan *The Basics* book
Lab Stations: Pediatric Assessment
Kaplan Focused Review Tests
Kaplan Integrated Test
PrepU Quiz
Unit Test
Kaplan *RN Review of Content* videos

Learning Outcomes:

1. Explain the key terms for the assigned chapter(s).
2. Apply principles of anatomy & physiology to the physical assessment of the child.

3. Explain key techniques for performing the physical examination, modifying the approach specific to each age group.
4. Explain normal physical examination findings.
5. Demonstrate a complete assessment on a child (history, VS, PE, BMI)
6. Analyze pediatric values for common lab tests
7. Integrate traditional narrative documentation to problem-oriented/focused charting format using appropriate terminology.
8. Explain safety precautions which should be integrated while performing a pediatric assessment.
9. Explain how clinical decision making guides the assessment of a well-child versus a sick-child.
10. Explain at least one example of teamwork and collaboration when performing an admission assessment of a pediatric patient to the acute care setting.
11. Explain the importance of professional behaviors leading into the physical assessment of a pediatric patient.
12. Compare the differences in implementing patient centered care when assessing a pediatric versus an adult patient.

PEDS MODULE 3

Materials Covered: Chapters 26, 27, 28, 29, 31 and 33

***Assessment(s):** Kaplan *The Basics* book
Kaplan Focused Review Tests
Kaplan Integrated Test
PrepU Quiz
Unit Test
Lab Stations
Kaplan *RN Review of Content* videos

Learning Outcomes:

1. Explain the key terms listed at the beginning of each chapter.
2. Explain common external (environmental) influences affecting a child's health.
3. Explain the physiologic changes that occur during each stage.
4. Summarize the growth & development and developmental milestones for each stage.
5. Differentiate between the four categories of developmental skills by performing a DDST.
6. Explain health maintenance expectations, including immunizations, for each stage.
7. Explain safety issues pertaining to risk-taking behaviors for school age children and adolescents.

8. Analyze alterations to clinical decision making based on a family's health practices/beliefs
9. Explain how teamwork and collaboration is integrated in health promotion and maintenance of a child during each stage of development.
10. Compare and contrast appropriate versus inappropriate behaviors of the professional nurse in addressing socio-economic and cultural factors of childhood health from a regional, national and global perspective.
11. Explore the nurse's role in patient-centered care when educating the patient/family regarding appropriate anticipatory guidance.

PEDS MODULE 4

Materials Covered: Chapters 37 and 47

***Assessment(s):** Kaplan *The Basics* book
Kaplan Focused Review Tests
Kaplan Integrated Test
PrepU Quiz
Unit Test
Sim Lab
Kaplan *RN Review of Content* videos

Learning Outcomes:

1. Explain the key terms listed at the beginning of each chapter.
2. Explore common manifestations and treatment modalities for children experiencing immune complex and autoimmune disorders.
3. Explain safety implications of administration of medications used in preventing or treating communicable diseases (including immunizations).
4. Explain effective clinical decision making practices for protecting children with immuno-compromised states from communicable diseases., from a regional, national and global perspective.
5. Explain the pathophysiology and therapeutic management of a child with common immune function problems.

PEDS MODULE 5

Materials Covered: Chapter 39

***Assessment(s):** Kaplan *The Basics* book
Kaplan Focused Review Tests
Kaplan Integrated Test
PrepU Quiz
Unit Test

SIM Lab
Kaplan RN Review of Content videos

Learning Outcomes:

1. Explain the key terms listed at the beginning of each chapter.
2. Explore specific adaptation techniques for a child with sensory alterations that facilitate optimal communication ability.
3. Identify children at risk of sensory alterations and appropriate resources to promote early diagnosis and treatment for these conditions.
4. Differentiate between congenital and acquired sensory disorders and the potential growth & developmental interruptions which may occur.
5. Explain common treatments and medications for sensory deficits/alterations.
6. Explain priority needs for a child post-tonsillectomy
7. Compare appropriate and inappropriate professional behaviors of the family centered care nurse for children admitted with sensory impairment or loss.

PEDS MODULE 6

Materials Covered: Chapters 40, 41 and 42

***Assessment(s):** Kaplan *The Basics* book
Kaplan Focused Review Tests
Kaplan Integrated Test
PrepU Quiz
Unit Test
SIM Lab
Kaplan RN Review of Content videos

Learning Outcomes:

1. Explain the key terms listed at the beginning of each chapter.
2. Explain key anatomic differences in a child which contribute to respiratory infections.
3. Explain common signs of ineffective oxygenation and compensatory mechanisms used by children
4. Compare the differences between upper and lower respiratory tract infections.
5. Develop a teaching plan regarding home care of a child with asthma.
6. Explore potential safety issues associated with children hospitalized for oxygenation problems.
7. Explain the clinical decision making process for adaptation and selection of appropriate oxygen delivery in a child and facilitation of compliance with treatment regimen.

8. Explore teamwork and collaboration processes in history collection, assessment, and care for the acutely ill child with a compromised respiratory state.
9. Analyze the following components of patient centered care for the child with a chronic respiratory alteration (pathophysiology, symptoms, interventions, medication management).
10. Compare congenital and acquired heart defects and potential growth & developmental interruptions which may occur.
11. Explain pathophysiology, symptoms, nursing interventions, and medication management for children with congenital heart defects.
12. Compare acyanotic to cyanotic congenital heart defects.
13. Explain potential safety concerns of medication administration of cardiotonics related to congenital heart defects.
14. Explain the clinical decision making process for effectively managing a child who is undergoing cardiac diagnostic or treatment procedures.
15. Explain how effective teamwork and collaboration is crucial in the ongoing management of children with congenital heart defects who require multiple repair procedures.
16. Explain appropriate professional behaviors expected in dealing with the parents of an infant diagnosed with a congenital heart defect.
17. Demonstrate patient centered care approaches that take into consideration the child's age and developmental level in preparing for major invasive diagnostic and surgical procedures for cardiac defects.
18. Analyze foods and fluids for appropriateness and therapeutic value for a child with a nutritional disorder.
19. Explain common acid-base imbalances.
20. Explain the differences between the three levels of dehydration.
21. Explain clinical manifestations and appropriate treatment modalities for diarrhea, vomiting, and dehydration in children.
22. Explore safety concerns for the pediatric patient admitted with fluid, electrolyte, and acid-base disturbances.
23. Compare the clinical decision making process for treatment of an infant, child, and adolescent with a fluid, electrolyte, or acid-base disturbance.
24. Explore effective methods of teamwork and collaboration in initial assessment, treatment, and ongoing monitoring for a patient with severe dehydration.
25. Explore specific professional behaviors expected for family centered care nurses in discussing sensitive nutrition related questions with parents.
26. Evaluate various patient centered care approaches to correcting nutritional deficiencies in children.

PEDS MODULE 7

Materials Covered: Chapters 42 and 43

***Assessment(s):** Kaplan *The Basics* book
Kaplan Focused Review Tests
Kaplan Integrated Test
PrepU Quiz
Unit Test
SIM Lab
Kaplan *RN Review of Content* videos

Learning Outcomes:

1. Explain the key terms listed at the beginning of each chapter.
2. Explain assessment techniques and common diagnostic procedures that help to differentiate between gastrointestinal and genitourinary origin.
3. Explain the pathophysiology, etiology, clinical manifestations, and therapeutic interventions for common GI conditions.
4. Explain the nursing responsibilities and therapeutic effects of pediatric enemas, urinary catheterizations, and special procedures such as IVP and VCUG.
5. Analyze foods and fluids for appropriateness and therapeutic value for a child with a specific elimination problem.
6. Develop a teaching plan with appropriate information on promoting normal bowel and urinary elimination or restoring normal elimination integrity.
7. Contrast the causes, complications, and management of acute and chronic renal failure.
8. Compare acute versus chronic ingestion of poisonings, include manifestations, and anticipated treatment modalities
9. Explain potential safety concerns for children suffering from major GI and GU diseases or disorders.
10. Explain the clinical decision making process for effectively managing a child with bowel and bladder elimination issues.
11. Explain how teamwork and collaboration is crucial for ensuring proper GI and GU function of the child is restored.
12. Explain the importance of professional behaviors in caring for a child with bowel or bladder control issues and/or regressive tendencies.
13. Formulate patient centered care planning that prioritized nursing diagnoses and includes appropriate nursing interventions for the child with GI or GU abnormalities.

PEDS MODULE 8

Materials Covered: Chapter 46

***Assessment(s):** Kaplan *The Basics* book
Kaplan Focused Review Tests

Kaplan Integrated Test
PrepU Quiz
Unit Test
SIM Lab
Kaplan *RN Review of Content* videos

Learning Outcomes:

1. Explain the pathophysiology and therapeutic management of a child with common hematologic alterations.
2. Explain clinical manifestations and appropriate treatment modalities for children diagnosed with sickle cell.
3. Explain clinical manifestations and appropriate treatment modalities for children diagnosed with clotting disorders.
4. Develop a teaching plan for home management of a child with sickle cell anemia.
5. Explain clinical manifestations and appropriate treatment modalities for children diagnosed with blood dyscrasias, such as aplastic, pernicious, and iron-deficiency anemia.
6. Explain treatment process of Hematopoietic Stem Cell Transplantation.
7. Explain professional behaviors expected of family centered care nurses in caring for children with life-threatening illnesses.
8. Develop a nursing care plan in partnership with the family a child with hypersensitivity reactions.

PEDS MODULE 9

Materials Covered: Chapter 44

***Assessment(s):** Kaplan *The Basics* book
Kaplan Focused Review Tests
Kaplan Integrated Test
PrepU Quiz
Unit Test
SIM Lab
Kaplan *RN Review of Content* videos

Learning Outcomes:

1. Explain the key terms at the beginning of the chapter.

2. Explain manifestations indicative of ineffective mobility in children at various ages
3. Summarize common procedures used in diagnosing common musculoskeletal alterations and expected treatment modalities.
4. Explain nursing responsibilities when caring for a child in braces, splints, casts, traction, and learning to crutch walk.
5. Devise a patient-centered care approach when developing a teaching plan to provide parents with appropriate information to promote normal mobility and facilitate restoration and rehabilitation of the child's mobility functioning.
6. Prioritize appropriate nursing diagnoses and selectively implement nursing interventions to promote mobility for children with musculoskeletal problems.
7. Utilize clinical decision making to determine possible complications of musculoskeletal injuries.
8. Explain safety concerns for the child with musculoskeletal impairments.
9. Explore effective methods of teamwork and collaboration in initiation and maintenance of traction devices.
10. Explain specific professional behaviors expected for family centered care nurses in caring for children with profound musculoskeletal impairments.

PEDS MODULE 10

Materials Covered: Chapter 45

***Assessment(s):** Kaplan *The Basics* book
 Kaplan Focused Review Tests
 Kaplan Integrated Test
 PrepU Quiz
 Unit Test
 SIM Lab
 Kaplan *RN Review of Content* videos

Learning Outcomes:

1. Explain the key terms listed at the beginning of the chapter.
2. Compare and contrast clinical manifestations of bacterial, viral, and fungal skin infections.
3. Explain therapeutic management of dermatitis and acne conditions
4. Explore the complex internal and external responses to burn trauma, including nutritional implications
5. Explore nursing responsibilities for a child receiving burn debridement, dressing changes, skin grafts, protective isolation, and gastric lavage.
6. Prioritize appropriate nursing diagnoses and selectively implement nursing interventions for a child with alternations in skin integrity.
7. Utilize clinical decision making to identify short and long-term expected outcomes of treatments and medications used for a child with burns.

8. Integrate a patient-centered care approach in educating parents of a newborn about important factors related to adaptation to extra-uterine life.
9. Explain safety concerns for a child with varying degrees of burns (<10% versus >50% BSA).
10. Explore effective methods of teamwork and collaboration in ensuring optimal burn care management to reduce risk of complications.
11. Explain specific professional behaviors expected for family centered care nurses during dressing changes of children with large BSA burns.

PEDS MODULE 11

Materials Covered: Chapter 48

***Assessment(s):** Kaplan *The Basics* book
Kaplan Focused Review Tests
Kaplan Integrated Test
PrepU Quiz
Unit Test
SIM Lab
Kaplan *RN Review of Content* videos

Learning Outcomes:

1. Explain signs and symptoms of hyper- and hypoglycemia in the diabetic child
2. Develop patient-centered care plan for management of childhood diabetes.
3. Contrast the causes, complications, and management of a child with disorders of the thyroid or parathyroid gland.
4. Practice skills that prioritize appropriate nursing diagnoses and selectively implement nursing interventions for a child with endocrine dysfunction of reproduction.
5. Utilize clinical decision making to evaluate outcomes of nursing diagnoses based on specific and individualized criteria for a child with endocrine dysfunction.
6. Explain safety concerns for the child with diabetes.
7. Explore effective methods of teamwork and collaboration in establishing care of a newly diagnosed pediatric Type 1 diabetic
8. Explain specific professional behaviors expected for family centered care nurses with initial encounter for infant's presenting with an endocrine related reproductive anomaly.

PEDS MODULE 12

Materials Covered: Chapter 51

***Assessment(s):** Kaplan *The Basics* book

Kaplan Focused Review Tests
Kaplan Integrated Test
PrepU Quiz
Unit Test
SIM Lab
Kaplan *RN Review of Content* videos

Learning Outcomes:

1. Explain the key terms listed at the beginning of each chapter.
2. Explain the impact of life-threatening illness or disability on the developmental stages of childhood.
3. Develop appropriate interventions to support the family at the time of death
4. Explain common clinical manifestations of childhood cancer.
5. Discuss the treatment modalities used in the care of children with cancer.
6. Compare home care versus acute care management of children with cancer, including symptom management, infection prevention, and blood transfusions.
7. Differentiate clinical signs of different kinds of tumors in children
8. Explain therapeutic nursing interventions which reflect genuine empathetic caring for the acutely and chronically ill child and their family.
9. Explain potential safety concerns for children with childhood cancers (such as leukemia).
10. Explain the clinical decision making process for effectively managing the care of a child with a new diagnosis of cancer.
11. Explain the process of effectively assessing and managing pain in the pediatric client.
12. Explore the impact of teamwork and collaboration in implementing end-of-life care for a child with an incurable cancer diagnosis.
13. Explain professional behaviors expected of family centered care nurses in caring for children with life-threatening illnesses or injuries.
14. Formulate patient centered care that takes into consideration the client, parents, and siblings' thoughts and reactions to a cancer diagnosis.

PEDS MODULE 13

Materials Covered: Chapters 33, 38 and 50

***Assessment(s):** Kaplan *The Basics* book
Kaplan Focused Review Tests
Kaplan Integrated Test
PrepU Quiz
Unit Test
SIM Lab

Kaplan RN Review of Content videos

Learning Outcomes:

1. Explain key terms at the beginning of each chapter.
2. Explain symptoms, nursing interventions, and medication management for children with intracranial infections
3. Explain the pathophysiology of neural tube defects.
4. Explain nursing implications of common medications used in the management of neurological disorders.
5. Explain safety measures for a child actively seizing.
6. Differentiate between different types of head injuries and their complications
7. Explain common physical and behavioral indications associated with eating disorders.
8. Compare and contrast signs/symptoms of childhood obesity with those of adulthood
9. Explore your role in reporting abuse – appropriate channels.
10. Differentiate between physical and emotional abuse characteristics in childhood abuse.
11. Develop a patient-centered care plan to address home management needs of a child with mental retardation or a developmental delay.
12. Apply clinical decision making to evaluate outcomes of nursing diagnoses based on specific and individualized criteria for a child with Down's Syndrome.
13. Explore effective methods of teamwork and collaboration in providing care for an autistic child.
14. Explain specific professional behaviors expected for family centered care nurses when interacting with children who are cognitively impaired.

****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*

Clinical Component

S/U

<u>Theory Component</u>	
Unit Exams	70%
Quizzes/Assignments	12.5%
Team Teaching Presentation	2.5%
Final Exam (Comprehensive – OB & Peds)	15%
Total:	100%

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

GRADING SYSTEM:

Because competency in nursing theory is a critical component for safe nursing practices, the grading scale for nursing is higher than for some other courses. The grading scale for nursing is: A = 100 – 90, B = 89- 80, C = 79 – 77, D = 76 – 60, F = 59 and below.

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

The Add/Drop Period is the first 5 days of the semester for **full term** classes. Add/Drop periods are shorter for accelerated format courses. Please refer to the academic calendar for deadlines for add/drop ([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

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).

Inquiries regarding the non-discrimination policies:	
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<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>