



# **INSTRUCTIONAL PACKAGE**

NUR 220  
Family Centered Nursing

Effective Term  
Fall 2025/Spring 2026/Summer 2026

# INSTRUCTIONAL PACKAGE

## Part I: Course Information

Effective Term: Fall 2025/Spring 2026/Summer 2026

COURSE PREFIX: NUR 220

COURSE TITLE: Family Centered Nursing

CONTACT HOURS: 4 class hours per week    CREDIT HOURS: 7  
135 clinical hours per semester

### **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:**

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

### **REQUIRED MATERIALS:**

Please visit the [BOOKSTORE](#) online site for most current textbook information.

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

### **ADDITIONAL REQUIREMENTS:**

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 learning management system (LMS) used for course materials.

2025-2026

Access to myHGTC portal for student self-services.

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

## **STUDENT IDENTIFICATION VERIFICATION**

Students enrolled in online courses will be required to complete identity verification. Please refer to your Instructor Information Sheet for information regarding this requirement.

## **CLASSROOM ETIQUETTE:**

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

## **Part II: Student Learning Outcomes**

### **COURSE LEARNING OUTCOMES and ASSESSMENTS\*:**

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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:**

##### **\*Assessments(s):**

Chapters 1 and 2

Healthy People 2030 Objectives: <http://www.healthypeople.gov/>

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. 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. Compare and contrast traditional and critical thinking.
5. Analyze variables in reporting/charting by adapting to different agency formats.
6. Analyze agency and community resources which contribute to family-centered nursing care.
7. 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.
8. Explain guidelines for establishing a setting for therapeutic communication
9. Compare appropriate principles of communication for interacting within the family-centered environment.
10. Analyze family-centered nursing activities associated with the three roles of the ADN.
11. Analyze priorities for two or more clients with comprehensive health needs within the family-centered nursing environment.
12. Analyze appropriate guidance and follow-up measures when delegating tasks to other personnel.
13. 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):**

Kaplan *The Basics* book

Kaplan Focused Review Tests, Kaplan Integrated Test

PrepU Quizzing

Unit Test, Final Exam

Lab Stations

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 a significant factor of patient-centered care in a family-centered care environment from a regional, national and global perspective are.
11. Analyze one application of clinical decision making based on the ANA standards of practice in a family-centered care environment.

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**Pediatric Module #1****Materials Covered:**

Chapters 30-33, 35, 36 &amp; 50

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

Simulation: Pediatric Assessment

Kaplan Focused Review Tests, Integrated Test

PrepU Quizzing

Unit Test, Final Exam

Kaplan RN *Review of Content* videos**Learning Outcomes:**

1. Explain the key terms for the assigned chapter(s).
2. Compare differences between the anatomy & physiology systems in children versus adults.
3. Explain the major components and concepts of family-centered care.
4. Explain the role of the Child Life Specialist and apply the use of play therapy in the pediatric hospital system.
5. Describe concepts of providing atraumatic care to children and families.
6. Explain normal physical examination findings for age groups newborn to adolescents.
7. Explain safety precautions and key techniques for performing the physical examination, modifying the approach specific to each age group.
8. Demonstrate a complete assessment on a child (history, VS, PE, BMI)
9. Explain and demonstrate the use of pediatric pain assessment tools and management of pain in the pediatric patient.
10. Perform a physical assessment on different age groups of children.
11. Apply the principles of growth and development in the assessment of the pediatric patient.
12. Explain how professional behaviors are implemented during pediatric assessment.
13. Explain and provide examples of hospital procedures specific to the pediatric patient.
14. Explain the importance of teamwork and collaboration/professional behaviors expected within the family centered care environment.

**Pediatric Module #2****Materials Covered:**

Ricci: Chapters 25 - 29

Kaplan Nursing Basics: pages 485-493

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

Kaplan Focused Review Tests and Integrated Test

PrepU Quizzing

Unit Test, Final Exam

Simulation, Clinical evaluation

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. Apply Erikson's Developmental Theory to care of the pediatric patient.
4. Explain physical, psychosocial, and environmental differences between children and adults.
5. Explain how professional behaviors are implemented in the care of the hospitalized pediatric patient.
6. Articulate the differences in hospitalization of the pediatric patient versus the adult patient.
7. Explain the role of vaccination on the prevention of communicable disease.
8. Demonstrate knowledge of the principles of immunization and potential barriers to immunization.
9. Explain the teamwork and collaboration necessary when performing school screening in the community.
10. Demonstrate proper school screening technique for hearing, eyesight, height/weight measurements.
11. Demonstrate safety in the clinical setting when providing nursing care to pediatric patients, including performing administration of medications, and prevention of communicable diseases (including immunizations).

### **Pediatric Module #3**

**Materials Covered:** Chapter 49 & 50

**\*Assessment(s):** Kaplan *The Basics* book  
 Kaplan Focused Review Tests, Kaplan Integrated Test  
 PrepU Quizzing  
 Unit Test, Final Exam  
 Kaplan *RN Review of Content* videos

### **Learning Outcomes:**

1. Explain the key terms listed at the beginning of the chapter.
2. Discuss the etiology and prevention of suicide in adolescents.
3. Explain the etiology, pathophysiology, clinical manifestations, diagnostic testing, nursing assessment, treatment, and management of care for the pediatric patient with cognitive disorders, autism, and genetic disorders.
4. Explain potential safety concerns of administration of medications related to management of cognitive disorders, autism, and genetic disorders in the pediatric patient.
5. Develop a teaching plan for the pediatric patient with cognitive disorders, autism, and genetic disorders.
6. Explain the clinical decision-making process for effectively managing cognitive disorders, autism, and genetic disorders.
7. Demonstrate patient centered care approaches that take into consideration the child's diagnoses safety, age, psychosocial needs, and developmental level in preparing for nursing interventions,

major invasive diagnostic, and surgical procedures for the pediatric patient cognitive disorders, autism, and genetic disorders (trisomy 21, turners' syndrome).

8. Explain the importance of teamwork/collaboration and professional behaviors in providing education and support to both the pediatric patient and parent(s) in the care of a child with cognitive disorders, autism, and genetic disorders.
9. Explain specific professional behaviors expected for family centered care nurses when interacting with pediatric patients who are cognitively impaired.
10. Demonstrate safety in the clinical setting when providing nursing care to pediatric patients, including performing administration of medications, and prevention of communicable diseases (including immunizations).
11. Explain pathophysiology, clinical manifestations, assessment, interventions, and treatment modalities for children of suspected abuse, differentiating between neglect, physical, and emotional abuse.
12. Explore effective methods of teamwork and collaboration in ensuring child safety in cases of suspected abuse.
13. Explain specific professional behaviors expected for children with suspected abuse cases.
14. Identify the process for reporting abuse as a mandatory reporter.

#### **Pediatric Module #4**

##### **Materials Covered:**

Chapter 37, 39 & 47

##### **\*Assessment(s):**

Kaplan: *The Basics* book

Kaplan Focused Review Tests, Integrated Test

PrepU Quiz

Unit Test, Final Exam

Clinical Evaluation

Kaplan *RN Review of Content* videos

##### **Learning Outcomes:**

1. Explain the key terms listed at the beginning of the chapter.
2. Explain the pathophysiology and therapeutic management of a child with a fever.
3. Explain the etiology, pathophysiology, clinical manifestations, diagnostic testing, nursing assessment, treatment, and management of care for the child with a viral/bacterial infection, and communicable disorders.
4. Explain potential safety concerns with administration of medications related to infectious diseases.
5. Develop teaching plans for the pediatric patient with a viral/bacterial infection, communicable disorder.
6. Explain the clinical decision making process for effectively managing a child with a viral/bacterial infection, communicable disorder.
7. Demonstrate patient centered care approaches that take into consideration the child's diagnoses safety, age, psychosocial needs, and developmental level in preparing for nursing interventions, major invasive diagnostic, and surgical procedures for the pediatric patient with a viral/bacterial infection, communicable disorder,



8. Explain the importance of teamwork/collaboration and professional behaviors in providing education and support to both the pediatric patient and parent(s) in the care of a child with a viral/bacterial infection, and communicable disorder.
9. Explain the etiology, pathophysiology, clinical manifestations, diagnostic testing, nursing assessment, treatment, and management of care for the pediatric patient with immunodeficiency.
10. Demonstrate patient centered care approaches that take into consideration the child's diagnoses safety, age, psychosocial needs, and developmental level in preparing for nursing interventions, major invasive diagnostic, and surgical procedures for the pediatric patient with juvenile arthritis, Guillain- Barre Syndrome.
11. Articulates the public safety concerns of HIV in children and identifies prevention strategies.
12. Explain implications of food allergies/intolerances on nutritional status.
13. Explain the treatment of anaphylaxis and the administration of an epi pen.

## **Pediatric Module #5**

### **Materials Covered:**

Chapter 40

### **\*Assessment(s):**

Kaplan: *The Basics* book

Kaplan Focused Review Tests, Kaplan Integrated Test

PrepU Quizzing

Unit Test, Final Exam

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 pediatric patient which contribute to acute and chronic respiratory disorders.
3. Explain common signs of ineffective oxygenation and compensatory mechanisms used by children to improve oxygenation.
4. Explain the pathophysiology, clinical manifestations, diagnostic testing, nursing assessment, treatment, and management of care for the pediatric patient with acute and chronic respiratory disorders.
5. Explain potential safety concerns with administration of medications related to management of respiratory disorders.
6. Develop a teaching plan for the pediatric patient with acute/chronic respiratory disorders.
7. Explain the clinical decision-making process for effectively managing oxygen delivery and care of a child with acute/chronic respiratory disorders.
8. Demonstrate patient centered care approaches that take into consideration the child's diagnoses safety, age, psychosocial needs, and developmental level in preparing for nursing interventions, major invasive diagnostic, and surgical procedures for the pediatric patient with acute/chronic respiratory disorders.
9. Explain the importance of teamwork/collaboration and professional behaviors in providing education and support to both the pediatric patient and parent(s) in the care of a child with acute/chronic respiratory disorders.

## **Pediatric Module #6**

**Materials Covered:** Chapter 41

**\*Assessment(s):** Kaplan: *The Basics* book  
Kaplan Focused Review Tests, Kaplan Integrated Test  
PrepU Quizzing  
Unit Test, Final Exam  
Kaplan *RN Review of Content* videos

### **Learning Outcomes:**

1. Explain the key terms listed at the beginning of each chapter.
2. Explain the etiology, pathophysiology, clinical manifestations, diagnostic testing, nursing assessment, treatment, and management of care for the pediatric patient with congestive heart failure, acquired and congenital heart disease.
3. Explain potential safety concerns of administration of medications related to management of congestive heart failure, acquired and congenital heart disease in the pediatric patient.
4. Develop a teaching plan for the pediatric patient with acquired and congenital heart disease.
5. Explain the clinical decision-making process for effectively managing congestive heart failure, acquired and congenital heart disease.
6. Demonstrate patient centered care approaches that take into consideration the child's diagnoses safety, age, psychosocial needs, and developmental level in preparing for nursing interventions, major invasive diagnostic, and surgical procedures for the pediatric patient with acquired and congenital heart disease.
7. Explain the importance of teamwork/collaboration and professional behaviors in providing education and support to both the pediatric patient and parent(s) in the care of a child with acquired and congenital heart disease.

## **Pediatric Module #7**

**Materials Covered:** Chapter 42 & 43

**\*Assessment(s):** Kaplan Focused Review Tests, Kaplan Integrated Test  
PrepU Quizzing  
Unit Test, Final Exam  
Kaplan *RN Review of Content* videos

### **Learning Outcomes:**

1. Explain the key terms listed at the beginning of each chapter.
2. Explain the differences between the three levels of dehydration and safety concerns for different age groups.
3. Explain clinical manifestations and appropriate treatment modalities for diarrhea, vomiting, and dehydration in children.
4. Identify foods and fluids for appropriateness and therapeutic value for a child with a specific gastrointestinal and genitourinary condition.

5. Explain the etiology, pathophysiology, clinical manifestations, diagnostic testing, nursing assessment, treatment, and management of care for the pediatric patient with dehydration, gastrointestinal, and genitourinary disorders.
6. Explain potential safety concerns with administration of medications related to management of dehydration, gastrointestinal, and genitourinary disorders.
7. Develop a teaching plan for the pediatric patient with dehydration, gastrointestinal, and genitourinary disorders.
8. Explain the clinical decision-making process for effectively managing dehydration, gastrointestinal, and genitourinary disorders.
9. Demonstrate patient centered care approaches that take into consideration the child's diagnoses safety, age, psychosocial needs, and developmental level in preparing for nursing interventions, major invasive diagnostic, and surgical procedures for the pediatric patient with dehydration, gastrointestinal, and genitourinary disorders.
10. Explain the importance of teamwork/collaboration and professional behaviors in providing education and support to both the pediatric patient and parent(s) in the care of a child with dehydration, gastrointestinal, and genitourinary disorders.

## **Pediatric Module #8**

**Materials Covered:** Chapter 45

**\*Assessment(s):** Kaplan: *The Basics* book  
 Kaplan Focused Review Tests, Kaplan Integrated Test  
 PrepU Quizzing  
 Unit Test, Final Exam  
 Kaplan *RN Review of Content* videos

## **Learning Outcomes:**

1. Explain the key terms listed at the beginning of each chapter.
2. Identify the common integumentary disorders that affect the pediatric population.
3. Compare and contrast clinical manifestations of dermatitis, acne, bacterial, viral, fungal skin infections.
4. Explain potential safety concerns of administration of medications related to management of integumentary disorders and burn care in the pediatric patient.
5. Explain the pathophysiology, clinical manifestations, diagnostic testing, nursing assessment, treatment, and management of care for the pediatric patient with an integumentary disorder and/or burns.
6. Describe the complex internal and external system responses to burn trauma, including nutritional implications.
7. Develop a teaching plan for the pediatric patient with an integumentary disorder and burns.
8. Explain the clinical decision-making process for effectively managing an integumentary disorder and burns in the pediatric patient.

9. Demonstrate patient centered care approaches that take into consideration the child's diagnoses safety, age, psychosocial needs, and developmental level in preparing for nursing interventions, major invasive diagnostic, and surgical procedures for the pediatric patient with an integumentary disorder and/or burns.
10. Explain the importance of teamwork/collaboration and professional behaviors in providing education and support to both the pediatric patient and parent(s) in the care of a child with an integumentary disorder and/or burns.

### **Pediatric Module #9**

**Materials Covered:** Chapter 34 & 46

**\*Assessment(s):** Kaplan: *The Basics* book  
 Kaplan Focused Review Tests, Kaplan Integrated Test  
 PrepU Quizzing  
 Unit Test, Final Exam  
 Kaplan *RN Review of Content* videos

### **Learning Outcomes:**

2. Explain the key terms listed at the beginning of each chapter.
3. Identify the common cancers that affect the pediatric population.
4. Explain potential safety concerns of administration of medications related to management of cancer and hematologic disorders in the pediatric patient.
5. Explain the etiology, pathophysiology, clinical manifestations, diagnostic testing, nursing assessment, treatment, and management of care for the pediatric patient with cancer and hematologic disorders.
6. Explain the treatment process of Hematopoietic Stem Cell Transplantation.
7. Develop a teaching plan for the pediatric patient with cancer and hematologic disorders.
8. Explain the clinical decision-making process for effectively managing cancer and hematologic disorders.
9. Demonstrate patient centered care approaches that take into consideration the child's diagnoses safety, age, psychosocial needs, and developmental level in preparing for nursing interventions, major invasive diagnostic, and surgical procedures for the pediatric patient with cancer and hematologic disorders.
10. Explain the importance of teamwork/collaboration and professional behaviors in providing education and support to both the pediatric patient and parent(s) in the care of a child with cancer and hematologic disorders.

### **Pediatric Module #10**

**Materials Covered:** Chapters 38 & 44

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

PrepU Quizzing  
 Unit Test  
 Kaplan RN Review of Content videos

### **Learning Outcomes:**

1. Explain key terms at the beginning of each chapter.
2. Identify the neurologic disorders and neuromuscular disorders specific to the pediatric population.
3. Explain potential safety concerns of administration of medications related to management of neurologic disorders and neuromuscular disorders in the pediatric patient.
4. Explain the pathophysiology, clinical manifestations, diagnostic testing, nursing assessment, treatment, and management of care for the pediatric patient with neurologic disorders and neuromuscular disorders
5. Develop a teaching plan for the pediatric patient with neurologic disorders and neuromuscular disorders.
6. Explain the clinical decision-making process for effectively managing neurologic disorders and neuromuscular disorders.
7. Demonstrate patient centered care approaches that take into consideration the child's diagnoses safety, age, psychosocial needs, and developmental level in preparing for nursing interventions, major invasive diagnostic, and surgical procedures for the pediatric patient with neurologic disorders and neuromuscular disorders
8. Explain the importance of teamwork/collaboration and professional behaviors in providing education and support to both the pediatric patient and parent(s) in the care of a child with neurologic disorders and neuromuscular disorders.

### **OB Module #1**

#### **Materials Covered:**

Chapters 17, 18, & 35

#### **\*Assessment(s):**

Kaplan *The Basics* book

Kaplan Focused Review Tests, Kaplan Integrated Test

PrepU Quizzing

Unit Test, Final Exam

Clinical Evaluation

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 & 16

### **\*Assessment(s):**

Kaplan *The Basics* book

Kaplan Focused Review Tests, Kaplan Integrated Test

PrepU Quizzing

Unit Test, Final Exam

Clinical Evaluation

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 23 & 24

#### **\*Assessment(s):**

Kaplan *The Basics* book

Kaplan Focused Review Tests, Kaplan Integrated Test

PrepU Quizzing

Unit Test, Final Exam

Clinical Evaluation

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):**Kaplan *The Basics* book

Kaplan Focused Review Tests, Kaplan Integrated Test

PrepU Quizzing

Unit Test, Final Exam

Clinical Evaluation

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 thromboembolic 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 thromboembolic 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 4 &amp; 9

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

Kaplan Focused Review Tests, Kaplan Integrated Test

PrepU Quizzing

Unit Test, Final Exam

Clinical Evaluation

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 and 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).

## **OB Module #6**

### **Materials Covered:**

Chapters 3, 4 & 10

### **\*Assessment(s):**

Kaplan *The Basics* book

Kaplan Focused Review Tests, Kaplan Integrated Test

PrepU Quizzing

Unit Test, Final Exam

Clinical Evaluation

Kaplan *RN Review of Content* videos

### **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 #7**

### **Materials Covered:**

Chapters 10, 11, 12 & 20

### **\*Assessment(s):**

Kaplan *The Basics* book

Kaplan Focused Review Tests, Kaplan Integrated Test

PrepU Quizzing

Unit Test, Final Exam  
Clinical Evaluation  
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 developmental changes of pregnancy.
24. Employ clinical judgments utilizing appropriate data and interventions which promote positive self-concept.
25. Explore techniques utilized for childbirth preparation.
26. Explore concepts of preconception counseling.
27. Evaluate outcomes using specific and individualized psychosocial criteria.
28. Explore ways to communicate pertinent psychosocial data and specific individualized interventions to peers and health care team.
29. Explore ways to communicate, using therapeutic techniques, with childbearing clients in order to promote, restore or maintain positive self-concept.
30. Explain safety implications for postpartum clients suffering from emotional disorders affecting self-concept.

31. Explain clinical decision making factors which may increase or decrease common stressors associated with the childbirth process.
32. Compare ways teamwork and collaboration is incorporated in the childbirth preparation process.
33. Compare specific professional behaviors expected for nurses when caring for clients with impairments of the bonding process.
34. Analyze integration of patient centered care for the expectant family during labor.

## **OB Module #8**

### **Materials Covered:**

Chapters 12, 19 & 20

### **\*Assessment(s):**

Kaplan *The Basics* book

Kaplan Focused Review Tests, Kaplan Integrated Test

PrepU Quizzing

Unit Test, Final Exam

Clinical Evaluation

Kaplan *RN Review of Content* videos

### **Learning Outcomes:**

1. Explain the terms: leukorrhea, Kegel exercises, pelvic tilt, ptalism, 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 diagnostic testing for gestational diabetes.
10. Compare treatment regimens for gestational diabetes and diabetes mellitus.
11. Explain potential safety concerns for the client with gestational diabetes.
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 the pharmacology of medications utilized for the pregnancy at risk.
17. Explore clinical decision making pertaining to implications for maternal asthma on the fetus.
18. Explore how teamwork and collaboration is demonstrated for patients with pre-existing or newly acquired problems upon admission to the labor and delivery unit.
19. Evaluate patient centered care approaches for gestational diabetic clients during each trimester.

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

## **OB Module #9**

### **Materials Covered:**

Chapters 13 & 14

### **\*Assessment(s):**

Kaplan *The Basics* book

Kaplan Focused Review Tests, Kaplan Integrated Test

PrepU Quizzing

Unit Test, Final Exam

Clinical Evaluation

Kaplan *RN Review of Content* videos

### **Learning Outcomes:**

1. Explain the key terms for the assigned chapters.
2. Compare the 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 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 physiology of contractions.
12. Explore the importance of an adequate pelvis for the labor process.
13. Explore the most common fetal presentations.
14. Explain each fetal presentation.
15. Explore where fetal heart tones would be auscultated in each fetal presentations.
16. Explain the physiology of pain during labor.
17. Compare the different types of anesthesia and their perspective risks.
18. Explain the action, dosage, side effects and why client taking each pain relief drug.
19. Explain common risks to the fetus during labor.
20. Evaluate outcomes of nursing diagnoses based on specific and individualized criteria for the intrapartum client.
21. Explore methods to teach intrapartum clients about labor discomfort and interventions to relieve discomfort.
22. Compare safety concerns of administration of analgesics versus anesthetics.
23. Explore the clinical decision making process regarding the management of pain relief and its impact on fetal well-being during labor.
24. Explain how teamwork and collaboration should occur among peers and health care team (including labor progress and pain relief interventions).
25. Explain appropriate professional behaviors in caring for non-English speaking clients during the labor process.
26. Develop patient centered care planning that prioritized nursing diagnoses and includes appropriate nursing interventions for the laboring client.

## **OB Module #10**

### **Materials Covered:**

### **\*Assessment(s):**

Chapters 14 & 21  
 Kaplan *The Basics* book  
 Kaplan Focused Review Tests, Kaplan Integrated Test  
 PrepU Quizzing  
 Unit Test, Final Exam  
 Clinical Evaluation  
 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. Explore common problems with contractions that affect the physiological integrity of the intrapartum client.
15. Explain how these problems affect the physiological integrity of the laboring client.
16. Compare hypertonic and hypotonic uterine dysfunction.
17. Explore pathophysiology of precipitous delivery and resulting nursing management.
18. Explore pathophysiology of uterine rupture and resulting nursing management.
19. Evaluate outcomes of nursing diagnoses based on specific and individualized criteria for the intrapartum client.
20. Explore methods of communication, using therapeutic techniques, with the intrapartum client pertinent data about her complication of labor.
21. Explore nursing management for the client during labor.
22. Compare pharmacological and non-pharmacological therapy utilized for cervical ripening and labor induction.
23. Use nursing process to make clinical judgments about the management of complications in the laboring client.
24. Explore potential safety concerns for the mother and fetus with each complication of labor.
25. Explore the clinical decision making process for effectively managing a client who is experiencing complications of labor.
26. 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).
27. Explain how professional behaviors can be breached when caring for laboring clients with complications.
28. Formulate patient centered care planning that prioritized nursing diagnoses and includes appropriate nursing interventions for the laboring client with complications.
29. Explore common problems of labor caused by the passenger.
30. Explore the pathophysiology of each problem.
31. Explore risks to mother and fetus with each problem.
32. Explore the common problem associated with the pelvis.
33. Explore the pathophysiology of the problem with the pelvis.
34. Compare the most common reasons for cephalic-pelvic disproportion.
35. Develop nursing diagnoses for the intrapartum client whose physiological integrity is affected by problems with the fetus or pelvis.
36. Compare nursing interventions to promote physiological integrity of the intrapartum client.

37. Explore the pathophysiology, maternal risks, fetal risks, and nursing management for the client experiencing cord prolapse.
38. Evaluate outcomes of nursing diagnoses based on specific and individualized criteria for the intrapartum client.
39. Explore common causes of perinatal loss.
40. Explore the grief process in relation to the death or disability of a fetus/infant.
41. Explore potential safety concerns for the mother and fetus with cephalic-pelvic disproportion is evident.
42. Explore the clinical decision making process for effectively decreasing risk to mother and baby when cephalic-pelvic disproportion is present.
43. Explore nursing care for the client experiencing persistent occiput posterior (POP) presentation.
44. 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.
45. Explore management of care, risk factors and complications for the client experiencing shoulder dystocia during delivery.
46. Explore management of care for the client undergoing a cesarean section delivery.
47. Explore management of care for the client experiencing a multiple gestation delivery.
48. Explore the importance of teamwork and collaboration in ensuring positive mother-baby outcomes when complications occur involving the fetus or pelvis.

***\*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\*

<u>Clinical Component</u>	S/U
<u>Theory Component</u>	
Unit Exams	80%
Quizzes/Assignments	10%
Final Exam (Comprehensive – OB & Peds)	10%
	100%

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

**\*Other assignments will be added to the grade once the 77 average is achieved on**

**the unit and final exams to calculate the overall theory grade.**

**\*Once other assignments are added, the student must achieve a final calculated grade of 77 or greater.**

***\*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 – 69, F = less than 69.

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

The Add/Drop Period is the first 5 days of the semester for **full term** classes. Add/Drop periods are shorter for accelerated format courses. Please refer to the [academic calendar](#) for deadlines for add/drop. You must attend at least one meeting of all of your classes during that period. If you do not, you will be dropped from the course(s) and your Financial Aid will be reduced accordingly.

## **KAPLAN TESTING:**

There will be 2 required Kaplan Integrated Tests (KITs) for NUR 220 (1 covering OB content, 1 covering pediatric content). Students are only required to reach Benchmark (63%) on 1 of the 2 KITs for course progression.

## **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. For NUR 220, you are allowed to miss a **maximum of 5 lecture days**. If you are absent more than 5 days, you will be withdrawn from the course by the instructor. You are allowed to miss 1 (one) clinical day (in-person) that must be made up on a specified date at the end of the semester.

Late clinical paperwork will be counted as an absence from clinical. Tardies to clinical (even 1 minute late) will result in an NI (Needs Improvement) for the first occurrence and a U (unsatisfactory) with consecutive occurrences. Three (3) U's in any area will result in a clinical failure. Please refer to Clinical Performance CPE on D2L.



## Part V: Student Resources



### THE STUDENT SUCCESS AND TUTORING CENTER (SSTC):

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

1. Academic tutors for most subject areas, Writing Center support, and Academic Coaching for college success skills.
2. Online tutoring and academic support resources.
3. Professional and interpersonal communication coaching in the EPIC Labs.

Visit the [Student Success & Tutoring Center](#) website for more information. To schedule tutoring or coaching, contact the SSTC at [ssc@hgtc.edu](mailto:ssc@hgtc.edu) or self-schedule in the Penji iOS/Android app or at [www.penjiapp.com](http://www.penjiapp.com). Email [ssc@hgtc.edu](mailto:ssc@hgtc.edu) or call SSTC Conway, 349-7872; SSTC Grand Strand, 477-2113; and SSTC Georgetown, 520-1455, or go to the SSTC [Online Resource Center](#) to access on-demand resources.



### STUDENT INFORMATION CENTER: TECH Central

TECH Central offers to all students the following **free** resources:

1. Getting around HGTC: General information and guidance for enrollment, financial aid, registration, and payment plan support!
2. In-person and remote assistance are available for Desire2Learn, Student Portal, Degree Works, and Office 365.
3. Chat with our staff on TECH Talk, our live chat service. TECH Talk can be accessed on the student portal and on TECH Central's website, or by texting questions to (843) 375-8552. Visit the Tech Central website for more information. Live Chat and Center locations are posted on the website. Or please call (843) 349 – TECH (8324), Option # 1.



### HGTC LIBRARY:

Each campus location has a library where HGTC students, faculty, and staff may check out materials with their HGTC ID. All three HGTC campus libraries have librarians and staff who can aid with research, computers to support academic research and related school-work, and

individual/group study rooms. Printing is available as well at each location. Visit the [Library](#) website for more information or call (843) 349-5268.

### **STUDENT TESTING:**

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

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

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

Testing candidates must make their appointments 24 hours in advance.

Students must bring a physical ID in order to take a test.

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

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

### **DISABILITY SERVICES:**

HGTC is committed to providing an accessible environment for students with disabilities. Students seeking accommodations are encouraged to visit HGTC's [Accessibility and Disability Service webpage](#) for detailed information.

It is the student's responsibility to self-identify as needing accommodations and to provide appropriate documentation. Once documentation is submitted, the student will participate in an interactive process with Accessibility and Disability Services staff to determine reasonable accommodations. Students may begin the accommodations process at any time; however, accommodations are **not retroactive** and will only be applied from the point at which they are approved. Students must contact the office **each semester** to renew their accommodations.

For assistance, please contact the Accessibility and Disability Services team at [disabilityservices@hgtc.edu](mailto:disabilityservices@hgtc.edu) or 843-796-8818 (call or text).

### **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](mailto:counseling@hgtc.edu) or visit the website the [Counseling Services webpage](#).

### **STATEMENT OF EQUAL OPPORTUNITY/NON-DISCRIMINATION STATEMENT:**

Our sincere commitment to both effective business management and equitable treatment of our employees requires that we present this Policy Statement as an embodiment of that commitment to the fullest.

Discrimination is conduct that includes unjust or prejudicial treatment based upon an individual's sex, race/color, religion, national origin, age, disability, service in the uniformed services (as defined in state and federal law), veteran status, political ideas, marital or family status, pregnancy, childbirth, or related medical conditions, including, but not limited to, lactation, genetic information, genetic identity, gender expression, or sexual orientation that excludes an individual from participation in, denies the individual the benefits of, treats the individual differently, or otherwise adversely affects a term or condition of a person's working or learning environment. This includes failing to provide reasonable accommodation, consistent with state and federal law, to persons with disabilities.

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](mailto:Tamatha.Sells@hgtc.edu).

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](mailto: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](mailto: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).

**Student and prospective student** inquiries concerning Title IX and its 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, Section 504, and Title II Coordinator*  
Building 1100, Room 107A, Conway Campus  
PO Box 261966, Conway, SC 29528-6066  
843-349-5228

[Melissa.Batten@hgtc.edu](mailto:Melissa.Batten@hgtc.edu)

**Employee and applicant** inquiries concerning Title IX and its application to the College may be directed to the Vice President for Human Resources.

**Jacquelyne Snyder, VP Human Resources**

*Affirmative Action/Equal Opportunity Officer and Title IX Coordinator*  
Building 200, Room 205B, Conway Campus  
PO Box 261966, Conway, SC 29528-6066  
843-349-5212

[Jacquelyne.Snyder@hgtc.edu](mailto:Jacquelyne.Snyder@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* that can be found [here](#).