



# **INSTRUCTIONAL PACKAGE**

OTA 105

Therapeutic Analysis

Effective Term

Fall 2024/Spring 2025/Summer 2025

# INSTRUCTIONAL PACKAGE

## Part I: Course Information

EFFECTIVE TERM: Fall 2024/Spring 2025/Summer 2025

COURSE PREFIX: OTA 105

COURSE TITLE: Therapeutic Analysis in OT

CONTACT HOURS: 2hrs lecture, 3hrs lab

CREDIT HOURS: 3 credit hours

### RATIONALE FOR THE COURSE:

This course provides a study of occupation and activities that have meaning and purpose in an individual's life. Activity analysis identifies the physical and temporal needs required for an activity, required client factors and performance skills, and the therapeutic benefit of the activity. A complete activity analysis can assist in determining whether the activity in question will achieve the intended goals of therapy within the available timeframe, requires grading or adaption and if the activity is appropriate for the specific client.

### COURSE DESCRIPTION:

This course focuses on the observation and analysis of therapeutic exercise, activities, and human occupations across the lifespan. Coursework incorporates hands-on experience into the application of therapeutic interventions.

### PREREQUISITES/CO-REQUISITES:

Prerequisites: ENG 101 and BIO 210 and BIO 211 and PSY 201 and (MAT 110 or MAT 120), credit or minimal grade of "C"

### RESTRICTIONS:

Must be enrolled the following Fields of Study: Occupational Therapy Assistant

### REQUIRED MATERIALS:

Occupational and Activity Analysis, 3<sup>rd</sup> ed., Heather Thomas, ISBN 9781630918903

Crafts & Creative Media in Therapy, 5<sup>th</sup> ed., Carol Tubbs, ISBN 9781630911096

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.

### TECHNICAL REQUIREMENTS:

Access to Desire2Learn (D2L), HGTC's learning management system (LMS) used for course materials.

Access to myHGTC portal for student self-services.

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

### STUDENT IDENTIFICATION VERIFICATION:

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

## **CLASSROOM ETIQUETTE:**

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

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

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

1. Apply knowledge of occupational therapy history, philosophical base, theory, and sociopolitical climate and their importance in meeting society's current and future occupational needs as well as how these factors influence and are influenced by practice.
  - B.2.1. Scientific Evidence, Theories, Models of Practice & Frames of Reference  
Assessment: Lecture Exams, Lab Handouts, Lab Assignments
2. Demonstrate knowledge of and apply the interaction of occupation and activity, including areas of occupation, performance skills, performance patterns, context, and client factors.
  - B.2.3. Interaction of Occupation & Activity  
Assessment: Lecture Exams, Lab Handouts, Lab Assignments
3. Explain to the community of interest (e.g., consumers, potential employers, colleagues, third-party payers, regulatory boards, policymakers, and the public) the distinct nature of occupation and the evidence that occupation supports performance, participation, health, wellness, and well-being.
  - B.2.4. Communicate the Distinct Nature of Occupation  
Assessment: Lecture Exams, Lab Handouts, Lab Assignments
4. Apply and analyze scientific evidence to explain the importance of balancing areas of occupation, role of occupation in the promotion of health and wellness and prevention of disease, illness, and dysfunction for persons, groups, and populations.
  - B.2.5. Role of Promotion of Health & Prevention  
Assessment: Lecture Exams, Lab Handouts, Lab Assignments
5. Demonstrate activity analysis in areas of occupation, performance skills, performance patterns, context, and client factors to implement the intervention plan.
  - B.2.7. Activity Analysis  
Assessment: Lecture Exams, Lab Handouts, Lab Assignments
6. Demonstrate sound judgment regarding safety of self and others and adhere to safety regulations throughout the occupational therapy process as appropriate to the setting and scope of practice. This must include the ability to assess and monitor vital signs (e.g., blood pressure, heart rate, respiratory status, and temperature) to ensure that the client is stable for intervention.
  - B.2.8. Safety of Self & Others  
Assessment: Lecture Exams, Lab Handouts, Lab Assignments
7. Demonstrate therapeutic use of self, including one's personality, insights, perceptions, and judgments, as part of the therapeutic process in both individual and group interaction.
  - B.3.1. Therapeutic Use of Self  
Assessment: Lecture Exams, Lab Handouts, Lab Assignments
8. Demonstrate professional reasoning to inform occupation-based interventions that focus on client factors, performance patterns, and performance skills.
  - B.3.2. Professional Reasoning  
Assessment: Lecture Exams, Lab Handouts, Lab Assignments

9. Contribute to the evaluation process of client(s)' occupational performance by completing an occupational profile and administering standardized and nonstandardized screenings and assessment tools as delegated by the occupational therapist.  
Explain the importance of using psychometrically sound assessment tools when considering client needs, and cultural and contextual factors.  
B.3.3. Standardized & Nonstandardized Screening & Assessment Tools  
Assessment: Lecture Exams, Lab Handouts, Lab Assignments
10. Provide direct interventions and procedures to persons, groups, or populations to enhance safety, health and wellness, chronic condition management, and performance in occupations. Includes the ability to collaborate with the occupational therapist related to interventions and selecting and delivering occupations and activities: Occupations as a therapeutic intervention, Interventions to support occupations including therapeutic exercise, Interventions to support well-being (e.g., complementary health and integrative health), Interventions to support self-advocacy related to the person, groups, or populations, Virtual interventions  
B.3.6. Provide Interventions & Procedures  
Assessment: Lecture Exams, Lab Handouts, Lab Assignments
11. Assess, grade, and modify the way persons, groups, and populations perform occupations and activities by adapting processes, modifying environments, implementing assistive technology or adaptive equipment, and applying ergonomic principles to reflect the changing needs of the client, sociocultural context, and technological advances.  
B.3.8. Grade & Adapt Processes or Environments  
Assessment: Lecture Exams, Lab Handouts, Lab Assignments
12. Design and implement occupation-based interventions using the strategies of establish, restore, and modify approaches to address deficits in performance skills.  
B.3.9. Establish, Restore, & Modify  
Assessment: Lecture Exams, Lab Handouts, Lab Assignments
13. Demonstrate effective communication with clients, care partners, communities, and members of the intraprofessional and interprofessional teams in a responsive and responsible manner that supports a team approach to promote client outcomes.  
B.3.21. Effective Communication  
Assessment: Lecture Exams, Lab Handouts, Lab Assignments
14. Demonstrate knowledge of various reimbursement systems and funding mechanisms (e.g., federal, state, local, third party, private payer), appeals mechanisms, treatment/diagnosis codes (e.g., CPT®, ICD, DSM® codes), and durable medical equipment coding (e.g., HCPCS) and documentation requirements (e.g., equipment justifications) that affect consumers and the practice of occupational therapy. Documentation must effectively communicate the need and rationale for occupational therapy services.  
B.4.3. Documentation of Services  
Assessment: Lecture Exams, Lab Handouts, Lab Assignments

## Student Learning Outcomes Per Module:

### Lecture & Lab Learning Objectives:

After successful completion of the classroom and laboratory activities, the student will be able to meet the following instructional objectives:

<b>Dates:</b>	
<b>Unit 1: Introduction to the OTPF &amp; Activity Analysis</b>	
<p>Week 1 Tuesday, August 27<sup>th</sup>, 2024</p>	<p><u>Lecture:</u> Occupational Therapy Practice Framework, 4<sup>th</sup> Ed.</p> <ol style="list-style-type: none"> <li>1. Explain why the OTPF was developed by the American Occupational Therapy Association.</li> <li>2. Identify the domains &amp; correlating occupations listed in the OTPF, 4<sup>th</sup> ed.</li> <li>3. Explain how the OTPF, 4<sup>th</sup> Ed. is utilized as a basis for understanding activity analysis.</li> <li>4. Briefly explain how the international Classification of Functioning, Disability, and Health and the World Health Organization (WHO) influence the OTPF.</li> </ol> <p><u>Assessment:</u> Lecture Exam 1</p>
<p>Thursday, August 29<sup>th</sup>, 2024</p>	<p><u>Lab:</u></p> <ol style="list-style-type: none"> <li>1. Identify occupations as defined by the OTPF, 4<sup>th</sup> ed.</li> <li>2. Identify contexts as defined by the OTPF, 4<sup>th</sup> ed</li> <li>3. Identify performance patterns as defined by the OTPF, 4<sup>th</sup> ed</li> <li>4. Identify performance skills as defined by the OTPF, 4<sup>th</sup> ed.</li> <li>5. Identify client factors as defined by the OTPF, 4<sup>th</sup> ed</li> </ol> <p><u>Assessment:</u> Lecture Exam 1, Lab Assignment</p>
<p>Week 2 Tuesday, September 3<sup>rd</sup>, 2024</p>	<p><u>Lecture:</u> What is Activity Analysis?</p> <ol style="list-style-type: none"> <li>1. Define activity analysis.</li> <li>2. Describe the difference between occupation-based activity analysis &amp; activity analysis.</li> <li>3. Differentiate occupations, activities, &amp; tasks</li> <li>4. Describe how occupational therapy practitioners utilize activity analysis.</li> <li>5. Understand how the OTPF, 4<sup>th</sup> Ed. is utilized as a basis for understanding activity analysis.</li> </ol> <p><u>Assessment:</u> Lecture Exam 1</p>
<p>Thursday, September 5<sup>th</sup>, 2024</p>	<p><u>Lab:</u> What is Activity Analysis</p> <ol style="list-style-type: none"> <li>1. Compare and contrast an activity analysis vs occupation-based activity analysis.</li> <li>2. Describe the use of activity analysis in conjunction with the OTPF, 4<sup>th</sup> ed., in development of client centered intervention.</li> </ol> <p><u>Assessment:</u> Lecture Exam 1</p>

<b>Dates:</b>	
<p>Week 3 Tuesday, September 10<sup>th</sup>, 2024</p> <p>Thursday, September 12<sup>th</sup>, 2024</p>	<p>Lecture: Introduction to Crafts &amp; Media</p> <ol style="list-style-type: none"> <li>1. Discuss the ways that creative activities are relevant to patient care.</li> <li>2. Articulate the therapeutic value of crafts/activities/creative media.</li> <li>3. Describe how crafts are consistent with the holistic philosophy of OT.</li> <li>4. Relate crafts and creative activities to concepts of occupation and client centered practice.</li> <li>5. Differentiate grading and adaption relative the therapeutic application.</li> <li>6. Describe methods and rationale for structuring the same activity in different ways to meet individual client needs.</li> <li>7. Describe the relationship between grading and adaption and remediation/compensation</li> <li>8. Describe functional performance indicators that can be observed/measured during completion of a craft.</li> <li>9. Describe how to make skilled intervention evident in documentation of crafts/creative media use.</li> <li>10. Describe the elements of clinical reasoning used in choosing crafts or other creative activities in treatment.</li> </ol> <p><u>Assessment:</u> Lecture Exam 1</p> <p><u>Lab:</u> Paper Craft Activities</p> <ol style="list-style-type: none"> <li>1. Identify the advantages of paper activities in therapy.</li> <li>2. Identify general &amp; client population precautions of paper activities.</li> <li>3. Describe ways to use paper activities with various client populations.</li> <li>4. Demonstrate up or down grading of a paper activity.</li> </ol> <p><u>Assessments:</u> Paper Craft Assignment – graded (refer to craft rubric)</p>
<p>Week 4 Tuesday, September 17<sup>th</sup>, 2024</p> <p>Thursday, September 19<sup>th</sup>, 2024</p>	<p style="text-align: center;"><b>Lecture Exam 1:</b> <i>Occupational Therapy Practice Framework, Ch. 1: What is Activity Analysis? Introduction to Crafts</i></p> <p><u>Lab:</u> Wood Craft Activities</p> <ol style="list-style-type: none"> <li>1. Identify the advantages of woodworking activities in therapy.</li> <li>2. Identify general &amp; client population precautions of woodworking activities.</li> <li>3. Describe ways to use woodworking activities with various client populations.</li> <li>4. Demonstrate up grading and down grading of a woodworking activity.</li> <li>5. Effectively document the therapeutic use of a woodworking activity.</li> </ol> <p><u>Assessment:</u> Wood Craft Assignment – graded (refer to craft rubric)</p>

<b>Dates:</b>	
<b>Unit 2: Determine What is Being Analyzed, Relevance &amp; Importance to the Client, &amp; Sequencing &amp; Timing</b>	
<p>Week 5 Tuesday, September 24<sup>th</sup>, 2024</p> <p>Thursday, September 26<sup>th</sup>, 2024</p>	<p><u>Lecture:</u> Determine What is Being Analyzed</p> <ol style="list-style-type: none"> <li>1. Understand how an occupation-based activity analysis is different from a standard activity analysis.</li> <li>2. Determine when to conduct an occupation-based activity analysis or a standard activity analysis.</li> <li>3. Divide a large occupation into smaller manageable activities or tasks to allow for analysis.</li> <li>4. Understand how each area of occupation relates to occupational therapy practice.</li> <li>5. Identify the difference between activities of daily living (ADLs), instrumental activities of daily Living (ADLs), rest and sleep, work, education, play leisure and social participation.</li> </ol> <p><u>Assessments:</u> Classroom Handout – ungraded, Lecture Exam 2</p> <p><u>Lab:</u> Macrame</p> <ol style="list-style-type: none"> <li>1. Identify the advantages of macrame crafts in therapy.</li> <li>2. Identify general &amp; client population precautions of macrame crafts.</li> <li>3. Describe ways to use macrame crafts with various client populations.</li> <li>4. Demonstrate up grading and down grading of a macrame craft.</li> <li>5. Effectively document the therapeutic use of a macrame craft.</li> </ol> <p><u>Assessment:</u> Macrame Craft Assignment – graded (refer to craft rubric)</p>
<p>Week 6 Tuesday, October 1<sup>st</sup>, 2024</p> <p>Thursday, October 3<sup>rd</sup>, 2024</p>	<p>No Class – Blood Connection Mobile Blood Drive</p> <p><u>Lecture:</u> Determine the Relevance &amp; Importance to the Client</p> <ol style="list-style-type: none"> <li>1. Identify which aspects of the client are key to conducting an occupation-based activity analysis.</li> <li>2. Identify how the client’s values, beliefs, and spirituality influence participation in occupations and activities.</li> <li>3. List the information gathered during an occupational profile.</li> <li>4. Explain how the client’s physical, social, cultural, personal, temporal, and virtual contexts can influence his or her performance in occupations and activities.</li> <li>5. Identify how performance patterns such as habits, routines, rituals, and roles all influence participation in occupations and activities.</li> </ol> <p><u>Assessments:</u> Lecture Exam 2, Classroom Handout – ungraded</p>

<b>Dates:</b>	
<p>Week 7 Tuesday, October 8<sup>th</sup>, 2024</p> <p>Thursday, October 10<sup>th</sup>, 2024</p>	<p><u>Lecture:</u> Determine the Sequence &amp; Timing</p> <ol style="list-style-type: none"> <li>1. Identify methods to determine the sequence and timing of the steps of an activity.</li> <li>2. Determine the positive and negative aspects of each method for determining the steps of an activity.</li> <li>3. List the elements to be included when using procedural task analysis to list the step of an activity.</li> <li>4. Understand how occupations can exist within occupations.</li> <li>5. Define how occupations can be nested within other occupations.</li> </ol> <p><u>Assessments:</u> Lecture Handout – ungraded, Lecture Examination 2</p> <p><u>Lab:</u> Nature/Rock Painting</p> <ol style="list-style-type: none"> <li>1. Identify the advantages of gardening and nature activities in therapy.</li> <li>2. Identify general &amp; client population precautions of gardening and nature activities.</li> <li>3. Describe ways to use gardening and nature activities with various client populations.</li> <li>4. Demonstrate up grading and down grading of a gardening and nature activity.</li> <li>5. Effectively document the therapeutic use of a gardening and nature activity.</li> </ol> <p><u>Assessment:</u> Rock Painting Assignment – graded (refer to craft rubric)</p>
<p>Week 8 Tuesday, October 15<sup>th</sup>, 2024</p> <p>Thursday, October 17<sup>th</sup>, 2024</p>	<p><u>Lecture:</u> Determine Object, Space &amp; Social Demands</p> <ol style="list-style-type: none"> <li>1. Explain how frames of reference and ecological models shape our understanding of the ways the environment can influence participation in occupations and activities.</li> <li>2. Understand how to determine the required equipment, tools, and supplies for an activity or occupation.</li> <li>3. Identify the properties of objects used during an activity and the influence on performance.</li> <li>4. Define the space demands of activity and their effect on participation.</li> <li>5. Understand how to determine the social demands of an activity and how they affect participation.</li> </ol> <p><u>Assessments:</u> Classroom Handout – ungraded, Lecture Examination 2</p> <p><u>Lab:</u> Glass Crafts</p> <ol style="list-style-type: none"> <li>1. Identify the advantages of glass activities in therapy.</li> <li>2. Identify general &amp; client population precautions of glass activities.</li> <li>3. Describe ways to use glass activities with various client populations.</li> <li>4. Demonstrate up grading and down grading of a glass activity.</li> <li>5. Effectively document the therapeutic use of a glass activity.</li> </ol> <p><u>Assessment:</u> Faux Stained Glass Activity – graded</p>



<b>Dates:</b>	
<p>Week 9 Tuesday, October 22<sup>nd</sup>, 2024</p> <p>Thursday, October 24<sup>th</sup>, 2024</p>	<p style="text-align: center;"><b>Lecture Exam 2:</b></p> <p>Ch. 3: Determine What is Being Analyzed, Ch. 4: Determine the Relevance &amp; Importance to the Client &amp; Ch. 5: Determine Object, Space &amp; Social Demands</p> <p><u>Lab:</u> Metal/Aluminum Foil</p> <ol style="list-style-type: none"> <li>1. Identify the advantages of metal/aluminum foil activities in therapy.</li> <li>2. Identify general &amp; client population precautions of metal/aluminum foil activities.</li> <li>3. Describe ways to use metal/aluminum foil with various client populations.</li> <li>4. Demonstrate up grading and down grading of a metal/aluminum foil activity.</li> <li>5. Effectively document the therapeutic use of a metal/aluminum foil activity.</li> </ol> <p><u>Assessment:</u> Metal/Aluminum Foil Assignment – graded</p>
<b>Unit 3: Determining Required Body Functions, Required Body Systems &amp; Actions/Performance Skills</b>	
<p>Week 10 Tuesday, October 29<sup>th</sup>, 2024</p>	<p><u>Lecture:</u> Determine Required Body Functions</p> <ol style="list-style-type: none"> <li>1. Define body functions as they relate to client factors.</li> <li>2. Describe how to determine the extent to which a body function is challenged during an activity.</li> <li>3. Understand how each of the mental function categories are challenged and utilized during activities.</li> <li>4. Define each of the sensory functions and how they are challenged and utilized during activities.</li> <li>5. Understand each of the neuromusculoskeletal and movement-related functions and how they are utilized during performance of activities.</li> <li>6. Describe each of the cardiovascular, hematological, immunological, and respiratory system function and how they are challenged during participation in activity.</li> <li>7. Identify each of the voice and speech functions and how they are challenged during participation in activities.</li> <li>8. Define each of the digestive, metabolic, and endocrine functions as they relate to the demands of participation in an activity.</li> <li>9. Understand each of the genitourinary and reproductive functions and how they are challenged during participation in activities.</li> <li>10. Describe the skin and related structure functions as they relate to the demands of participation in an activity.</li> </ol> <p><u>Assessments:</u> Classroom Handout – ungraded, Lecture Exam 3,</p>

<b>Dates:</b>	
Thursday, October 31 <sup>st</sup> , 2024	<b>Lab: Therapeutic Tool</b> Assignment  <u>Assessment:</u> Therapeutic Tool Rubric
Week 11 Tuesday, November 5 <sup>th</sup> , 2024  Thursday, November 7 <sup>th</sup> , 2024	<u>Lecture:</u> <u>Materials Required:</u> Textbook: Occupation-Based Activity Analysis, 2 <sup>nd</sup> Edition, Thomas Assigned Reading: Chapter 7: Determine Required Body Structures Power Point: Chapter 7: Determine Required Body Structures  <u>Assessments:</u> Lecture Exam 3, Classroom Handout - ungraded  <u>Lab:</u> Beading Craft  <u>Assessment:</u> Beading Craft Assignment – graded (refer to craft rubric)
Week 12 Tuesday November 12 <sup>th</sup> , 2024  Thursday November 14 <sup>th</sup> , 2024	<u>Lecture:</u> <ol style="list-style-type: none"> <li>1. Define body structures according to the Framework.</li> <li>2. Identify the steps to determining the body structures required of an activity.</li> <li>3. Understand why OT practitioners need to have a basic understanding of how body structures influence performance in activities.</li> <li>4. Define the body structures included in the eyes and ears, voice and speech systems, and the cardiovascular, immune, respiratory, digestive, metabolic, endocrine, genitourinary, and reproductive systems, as well as movement and skin-related structures.</li> <li>5. Identify the body function influence by each specific body structure.</li> <li>6. Understand how body systems work collaboratively to meet the demands of activities.</li> </ol> <u>Assessments:</u> Lecture Exam 3, Classroom Handout - ungraded  <u>Lab:</u> Expressive Media Craft  <u>Assessment:</u> Expressive Media Assignment – graded (refer to craft rubric)
Week 13 Tuesday, November 19 <sup>th</sup> , 2024  Thursday, November 21 <sup>st</sup> , 2024	<b>Lecture Exam 3:</b> Ch. 6: Determine Required Body Functions Ch. 7: Determine Required Body Structures & Ch. 8: Determine Required Actions & Performance Skills  <u>Lab:</u> Therapy Tool Presentations  <u>Assessment:</u> Therapy Tool Rubric

<b>Dates:</b>	
Tuesday, November 21st, 2024	<u>No Class</u> – Fall Break
Thursday, November 23 <sup>rd</sup> , 2024	<u>No Class</u> – Fall Break
Week 14 Tuesday, November 28 <sup>th</sup> , 2024	Level 1 – A Fieldwork
Thursday, November 30 <sup>th</sup> , 2024	Level 1 – A Fieldwork

**\*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\*:

Student performance will be assessed, and the weight associated with the various measures/artifacts are listed below.

#### EVALUATION\*

Lecture Exams	60%
Lab Assignments	10%
Activity Analysis Project	10%
Therapeutic Tool Assignment	<u>10%</u>
	100%

#### GRADING SYSTEM:

A = 90% - 100%  
 B = 80% - 89%  
 C = 75% - 79%  
 D = 69% - 74%  
 F = below 68%

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.

#### **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, and if you use a testing center other than those provided by HGTC, the center may charge a fee for its services.

#### **Part V: Student Resources**



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

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

1. **Academic tutors** for most subject areas, **Writing Center support**, and **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, 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 [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. Use the [Online Resource Center \(ORC\)](#) including Office 365 support, password resets, and username information.
3. **In-person workshops, online tutorials and more services** are available in Desire2Learn, Student Portal, Degree Works, and Office 365.
4. **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.



### **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 are equipped with computers to support academic research and related school work; printing is available as well. 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.

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. Inquiries may be directed to HGTC's [Accessibility and Disability Service webpage](#). The Accessibility and Disability Services staff will review documentation of the student's disability and, in a confidential setting with the student, engage in an interactive process to develop an educational accommodation plan.

Note: It is the student's responsibility to self-identify as needing accommodations and to provide acceptable documentation. After a student has self-identified and submitted documentation of a disability, accommodations may be determined, accepted, and provided. Students will need to reach out to the Accessibility and Disability Services staff each semester to renew their accommodations.

### **COUNSELING SERVICES:**

HGTC Counseling Services strives to optimize student success through managing personal and academic concerns that may interfere with achieving educational goals. Staff are available to every student for assistance and guidance on personal matters, academic concerns and other areas of

concern. HGTC offers free in-person and telehealth counseling services to students. For more information about counseling services, please reach out to [counseling@hgtc.edu](mailto:counseling@hgtc.edu) or visit the website the [Counseling Services webpage](#).

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

Horry-Georgetown Technical College shall not discriminate in employment or personnel decisions or in student admissions or in student decisions, or in all other segments of the College community on the basis of race, color, sex, national or ethnic origin, age, religion, disability, marital or family status, veteran status, political ideas, sexual orientation, gender identity, or pregnancy, childbirth, or related medical conditions, including, but not limited to, lactation, in the educational programs and activities which it operates, and the college is prohibited from discrimination in such manner by applicable laws. Practices and requirements for nondiscrimination extend to the enrollment of students in programs and activities of the College and employment by the College.

All inquiries regarding the federal laws as they relate to discrimination on the basis of sex may be directed to Tamatha Sells, Title IX Coordinator, Horry-Georgetown Technical College, Building 1100C, Room 107B, 2050 Hwy 501 E, PO Box 261966, Conway, SC 29528-6066, 843-349-5218, [tamatha.sells@hgtc.edu](mailto:tamatha.sells@hgtc.edu) or to the US Department of Education Office of Civil Rights. (Telephone: 800-421-3481/Email: [OCR@ed.gov](mailto:OCR@ed.gov)).

Other employee and applicant inquiries concerning the federal laws and their application to the College may be directed to Jacquelyne Snyder, Vice President, Human Resources and Employee Relations & the College's Affirmative Action/Equal Opportunity Officer, Horry-Georgetown Technical College, Building 200C, Room 205B, 2050 Hwy 501 E, PO Box 261966, Conway, SC 29528-6066, 843-349-5212, [jacquelyne.snyder@hgtc.edu](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).

For more information, contact Tamatha Sells, Title IX Coordinator, Conway Campus, Building 1100C, Room 107B, 843-349-5218, [tamatha.sells@hgtc.edu](mailto:tamatha.sells@hgtc.edu).

## **PREGNANT 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\*\*](#).