



Horry-Georgetown
Technical College

COURSE INSTRUCTIONAL PACKAGE

OTA 162

Psychosocial Dysfunction

Effective Term

Fall 2026

Part I: Course Information

Effective Term: Fall 2026

COURSE PREFIX: OTA 162

COURSE TITLE: Psychosocial Dysfunction

CONTACT HOURS: Lecture 2.0/Lab 3.0

CREDIT HOURS: 3.0

RATIONALE FOR THE COURSE:

This course will enable students to develop and apply an understanding of mental health disorders, pathology, psychological and psychosocial occupational therapy practice models to create appropriate interventions for clients during the occupational therapy process. Students will be able to demonstrate and adapt the necessary skills for therapeutic use of self, safety, and group techniques to treat those with mental health disorders. Students will be able to distinguish and design effective mental health interventions by analyzing, adapting, and grading activities of daily living, education, work, leisure, social participation, emotional regulation and cognitive, sensory and motor skills.

COURSE DESCRIPTION:

This course examines the occupational therapy process related to psychosocial challenges across the life span. Topics include pathologies, interventions, and promotion of health and wellness.

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 in the following Fields of Study: Occupational Therapy Assistant

REQUIRED MATERIALS:

Myer, C. (2024). Early's mental health concepts and techniques for the occupational therapy assistant (6th ed.). Walters Kluwer. ISBN 9781975189891

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.

ATTENDANCE VERIFICATION:

The Add/Drop Period is the first 7 days of the semester for **full term** classes. Add/Drop periods are shorter for accelerated format classes. Please refer to the [academic calendar](#) for deadlines for add/drop. You must attend at least one meeting of all 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

STUDENT COURSE EVALUATIONS:

Each semester, students are provided with an opportunity to participate in course evaluation surveys. These evaluations offer crucial feedback to instructors and the College, leading to enhancement of educational quality. By completing these surveys, you play a key role in the ongoing improvement of teaching methods and course content, ensuring future students enjoy a better learning experience. Students are encouraged to complete these surveys as your active participation in this process reflects your dedication to your education and drives positive change.

CLASSROOM ETIQUETTE AND STUDENT RIGHTS AND RESPONSIBILITIES:

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.

To ensure a positive College experience, guidelines exist in numerous areas of campus life. The Student Code for The South Carolina Technical College System "The Student Code" (3-2-106.1) applies to all HGTC students. The Student Code sets forth rights and responsibilities of the individual student, identifies behaviors that are not consistent with the values of college communities, and describes the

procedures that will be followed to adjudicate cases of alleged misconduct. Students are expected to conduct themselves in a civil manner, that is respectful of the rights of others, and that is compatible with the college's educational mission. Students are expected to comply with all of the college's duly established rules and regulations regarding student behavior while on campus; while participating in off-campus college sponsored activities; and while participating in off-campus clinical, field, internship, or in-service experiences. Students are expected to comply with all course requirements as specified by instructors in course syllabi and to meet the standards of acceptable classroom behavior set by instructors. For more information, login to your myHGTC account under "Student Rights and Responsibilities" card then select "Student Code of Conduct" or the "Student Catalog and Handbook."

Part II: Student Learning Outcomes

COURSE LEARNING OUTCOMES and ASSESSMENTS*:

After successful completion of this course, the student will be able to meet the following outcomes:

1. Differentiate between motivation, changes, occupational performance, and mental health factors that occur throughout the developmental lifespan.

[B.1.1 Human Body, Development, and Behavior]

Assessments: Lifespan Development and OT Mental Health Models Assignment, Lecture Exams, Final Exam

2. Identify psychological and occupational therapy psychosocial models and their components.

[B.2.1. Scientific Evidence, Theories, Models of Practice, and Frames of Reference]

Assessments:

Psychological Model Case Study Assignment, Lifespan Development and OT Mental Health Models Assignment, Lecture Exams, Final Exam

3. Describe the importance of the DSM-5-TR and the psychiatric diagnoses associated with the consumers of occupational therapy.

[B.2.6. Effects of Disease Processes]

Assessments: DSM-5 Diagnosis and OT Assignment, Lecture Exams, Final Exam

4. Apply appropriate safety techniques and respond appropriately to symptoms and behaviors associated with mental health disorders.

[B.2.8. Safety of Self and Others]

Assessments: Safety and Home Modification Lab Practical, Lecture Exams, Final Exam

5. Develop therapeutic use of self and clinical reasoning for occupational therapy group concepts and techniques to effectively lead occupational therapy mental health groups.

[B.3.1. Therapeutic Use of Self]

Assessments: OT Mental Health Group Project, Lecture Exams, Final Exam

6. Interpret the components of the occupational evaluation, data assessment and selecting appropriate interventions, and the role of the OTA in the occupational therapy process.

B.3.3. Standardized and Nonstandardized Screening and Assessment Tools

Assessments: OTA Assessment Lab Practical, Intervention Implementation Lab Practical, Lecture Exams, Final Exam

7. Integrate the use of analyzing, selecting, adapting, and grading appropriate intervention techniques for ADLs, IADLs, education, work, leisure, social skills, emotion regulation, cognition, sensory and motor skills for mental health consumers.

[B.3.6. Provide Interventions and Procedures]

Assessments: ADL/Leisure/Work/Social Lab Practical, OT Mental Health Group Project, Lecture Exams, Final Exam

8. Compare and contrast the different types of settings where occupational therapy is performed for those with mental health disorders, and the effect the context has on the interventions that are provided.

[B.4.1. Factors, Policy Issues, and Social Systems]

Assessments: Lecture/Final Exam, Lecture Exams, Final Exam

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:

Dates:	Lecture: Tuesday Lab: Thursday
Week 1	<u>Lecture:</u> <i>Materials Covered:</i> Chapter 1: History and Foundations Chapter 2: Medical and Psychological Theories, Frames of Reference, and Models of Mental Health and Illness <i>Learning Outcomes:</i> 1. Contrast the difference between mental health and mental illness and the relation of occupational functioning to mental health. 2. Explain the value of occupational therapy in addressing occupational needs of a person with mental disorders. 3. Recognize key events and figures in the history of mental health treatment and OT. 4. Describe the roles of the OTA in mental health practice. 5. Explain the importance and use of psychological theories, frames of reference, and models used in mental health practice. 6. Relate major concepts associated with these psychological theories, frames of reference, or models to occupational therapy practice. <u>Lab:</u> <i>Materials Covered:</i> Chapter 2: Medical and Psychological Theories, Frames of Reference, and Models of Mental Health and Illness <i>Learning Outcomes:</i> 1. Recognize terms associated with each of these psychological theories, frames of reference, or models. 2. Interpret and illustrate the major concepts associated with these psychological theories, frames of reference, or models. 3. Analyze and demonstrate how the theories or models used in mental practice could apply to client case studies. <i>Assessment(s):</i> Psychological Model Case Study Assignment, Lecture Exam, Final Exam

Week 2**Lecture:*****Materials Covered:***

Chapter 4: Understanding Psychiatric Diagnoses – Intro & Neurodevelopmental Disorders

Chapter 5: Human Occupation and Mental Health Throughout the Life Span with Those We Serve

Learning Outcomes:

1. Identify the purpose of the DSM-5 and explain how it can be useful to the OT practitioner.
2. Describe the ICD system and its relationship to the DSM system.
3. Name and describe major mental disorders affecting clients seen in OT.
4. Explain the importance of understanding psychiatric diagnosis for occupational therapy professionals.
5. Analyze the motivations for performance of occupation.
6. Outline changes in occupational performance from childhood through late life.
7. Contrast participation in various occupations at different ages and stages of life.

Lab:***Materials Covered:***

Chapter 4: Understanding Psychiatric Diagnoses

Chapter 5: Human Occupation and Mental Health Throughout the Life Span with Those We Serve

Learning Outcomes:

1. For each neurodevelopmental disorder, describe the effects on occupational performance.
2. Recognize the typical problems and occupational deficits addressed by occupational therapy for each diagnosis.
3. Explain and demonstrate, in general terms, the type of occupational therapy interventions for each diagnosis.
4. Identify important achievements in occupational development at various life stages.
5. Recognize psychiatric disorders that typically appear in childhood, adolescence, adulthood and later life.
6. Describe the effects of mental disorders on performance of occupation at different stages of life.

Assessment(s): Lifespan Development Assignment, Lecture Exam, Final Exam

Week 3	<u>Lecture:</u> <i>Materials Covered:</i> Chapter 4: Understanding Psychiatric Diagnoses – Schizophrenia Spectrum Chapter 3: Occupational Therapy Frames of Reference and Practice Models <i>Learning Outcomes:</i> 1. Name and describe frames of reference and practice models used in psychosocial occupational therapy. 2. Recognize concepts and terms associated with each frame of reference and practice model. 3. Discuss which frame of reference or practice model might best address the needs of a particular client and situation. 4. Describe the symptoms and occupational impact of schizophrenia spectrum disorders. 5. Identify occupational therapy interventions and communication strategies for clients with schizophrenia spectrum disorders. <u>Lab:</u> <i>Materials Covered:</i> Chapter 3: Occupational Therapy Frames of Reference and Practice Models <i>Learning Outcomes:</i> 1. Illustrate and select appropriate occupational therapy models and occupational therapy interventions for psychiatric diagnoses and the stages of life. 2. For a chosen psychosocial disorder, describe the effects on occupational performance. 3. Recognize the typical problems and occupational deficits addressed by occupational therapy for the chosen diagnosis. 4. Explain and demonstrate, in general terms, the type of occupational therapy interventions for the chosen diagnosis. <i>Assessment(s):</i> DSM-5 Diagnosis and OT Models Assignment, Lecture Exam, Final Exam
Week 4	<u>Lecture:</u> <i>Materials Covered:</i> Chapter 4: Understanding Psychiatric Diagnoses – Bipolar and Related Disorders Chapter 6: Methods and Models of Interaction and Intervention

	Learning Outcomes: 1. Identify the key concepts of the Model of Human Occupation (MOHO) and their application in occupational therapy interventions. 2. Analyze the components and metaphorical elements of the Kawa Model and its role in client-centered goal setting. 3. Understand the principles of the Occupational Adaptation Model and its application in normative human processes. 4. Explain the Biopsychosocial Model and its significance in holistic occupational therapy outcomes. 5. Evaluate the impact of cultural factors on mental health and the skills needed to relate effectively with clients from different cultures. 6. Identify the major dimensions supporting recovery and the guiding principles of the recovery model. Describe the signs, symptoms, and occupational impact of bipolar and related disorders. 7. Describe the signs, symptoms, and occupational impact of bipolar and related disorders. 8. Identify occupational therapy interventions for individuals with bipolar and related disorders. Lab: Materials Covered: Chapter 6: Methods and Models of Interaction and Intervention Learning Outcomes: 1. Evaluate individualized strategies for pain management, incorporating fear avoidance and pain neuroscience education. 2. Analyze the psychosocial consequences of mental health issues and their impact on daily life. 3. Recognize coping strategies for individuals with physical disabilities and apply motivational approaches in the therapeutic process. 4. Apply biopsychosocial and cognitive-behavioral approaches in occupational therapy interventions for individuals with chronic pain. Assessment(s): Lecture Exam, Final Exam
Week 5	Lecture: Materials Covered: Chapter 7: Service Areas, Environments, and Focuses Chapter 8: Medications, Medication Considerations and Concerns, Medical-Based Treatments, Complementary Practices, and Detoxification Learning Outcomes: 1. Understand the role of occupational therapy professionals in diverse

	mental health settings. 2. Explore the impact of different settings on the delivery of occupational therapy services. 3. Analyze roles and participation of individuals in occupational therapy across diverse settings. 4. Explore the systematic process of using social determinants and epidemiology in mental health occupational therapy. 5. Understand the interconnected nature of environmental system levels and their influence on individuals. 6. Identify the major categories of medications used to treat mental disorders and their side effects. 7. Name and describe medical treatments and complementary health practices that clients may use. 8. Recognize occupational therapy considerations toward the process of detoxification. <u>Lab:</u> <i>Materials Covered:</i> Chapter 8: Medications, Medication Considerations and Concerns, Medical-Based Treatments, Complementary Practices, and Detoxification <i>Learning Outcomes:</i> 1. Describe appropriate strategies to assist clients to cope with adverse effects of psychotropic medications. 2. Identify the responsibilities of occupational therapy professionals regarding clients and their medications and discuss reasons why clients may have difficulty with adherence (to taking medication). 3. Compare ways to obtain current and accurate information about a specific medication. 4. Examine how to interact with the client during the detoxification process and know safety considerations during occupational therapy intervention with the client in the detoxification process. <i>Assessment(s):</i> Psychotropic Medication Assignment, Lecture Exam, Final Exam
Week 6	<u>Lecture:</u> <i>Materials Covered:</i> Chapter 4: Understanding Psychiatric Diagnoses – Depressive & Anxiety Disorders Chapter 10: Responding to Symptoms and Behaviors <i>Learning Outcomes:</i>

	1. Define the term symptom and recognize how symptoms are useful in understanding patient behavior and feelings. 2. Identify the three tools used by OT to help consumers with psychiatric symptoms function to engage in occupation. 3. Describe the possible symptoms of mental health problems and the diagnoses associated with them. 4. Describe the signs, symptoms, risk factors, and occupational performance challenges associated with depressive and anxiety disorders. 5. Explain the role of the OTA in implementing client-centered interventions and therapeutic communication strategies to support occupational participation for individuals with depressive and anxiety disorders. Lab: Materials Covered: Chapter 10: Responding to Symptoms and Behaviors – D2L document Learning Outcomes: 1. Describe and identify the symptoms of anxiety, depression, mania, hallucinations, delusions, paranoia, anger, hostility, aggression, seductive behavior, sexual acting out, negative behaviors associated with neurocognitive disorders, cognitive deficits and attention deficits and the diagnoses associated with each. 2. Identify the symptoms associated with mental health disorders and distinguish and apply how the OTA can use self, environment and activity to facilitate increased functioning for the patient case studies. 3. Plan and implement appropriate activities for a person experiencing mental health symptoms. Assessment(s): Mental Health Symptoms Intervention Assignment, Lecture Exam, Final Exam
Week 7	Lecture: Materials Covered: Chapter 4: Understanding Psychiatric Diagnoses – Obsessive Compulsive Disorders Chapter 9: Safety Techniques Learning Outcomes: 1. Explain why safety must be considered in all interactions with clients. 2. Recognize the occupational therapy professional's responsibility to maintain current knowledge and skills of immediate personal safety needs and emergency aid procedures. 3. List recommendations for infection control and safety in the clinic.

	4. Discuss psychiatric emergencies, how to prevent and respond, and teach clients about safety. 5. Describe the signs, symptoms, risk factors, and occupational performance challenges associated with obsessive-compulsive and related disorders. 6. Explain the role of the OTA in implementing client-centered interventions and therapeutic communication strategies to support occupational participation for individuals with obsessive-compulsive and related disorders. Lab: Materials Covered: Chapter 9: Safety Techniques Learning Outcomes: 1. Discuss and role-play the psychiatric emergencies of suicide, elopement, and assault, and explain how to prevent and respond to these emergencies. 2. Interpret and illustrate home modifications that will increase safety for the cognitively compared consumer. 3. Plan and enact methods and activities to educate consumers about safety. Assessment(s): Safety and Home Modification Lab Practical, Lecture Exam, Final Exam
Week 8	Lecture: Materials Covered: Chapter 16: Group Concepts and Techniques in OT Practice Learning Outcomes: 1. Describe the types of groups commonly used in OT practice. 2. Discuss the role(s) of occupational therapy professionals in selecting, designing, and applying intervention activities within a group context. 3. Apply the insights from group developmental theories in planning and facilitating occupational therapy groups. 4. Articulate the importance of balancing task-oriented roles with social-emotional roles for effective group dynamics. 5. Discuss ways to address goals of individuals within a group and how to track individual progress. 6. Evaluate the developmental nature of group interaction skills across the lifespan. 7. Analyze leadership styles (directive, facilitative, advisory) and their applicability in different group contexts. Lab:

	- Safety and Home Modification Lab Practical Assessment(s): OT Mental Health Group, Lecture Exam, Final Exam
Week 9	<u>Lecture:</u> <i>Materials Covered:</i> Chapter 4: Understanding Psychiatric Diagnoses – Trauma and Stressor-Related Disorders Chapter 12: Evaluation and Data Collection <i>Learning Outcomes:</i> 1. Identify how the evaluation process serves as a basis for designing intervention plans. 2. Recognize the significance of identifying barriers and supports to health, well-being, and occupational participation. 3. Explain the client-centered approach in occupational therapy, including building therapeutic relationships and establishing client-centered outcomes. 4. Differentiate between the OT and OTA responsibilities with evaluation and describe appropriate practices when obtaining information. 5. Identify and describe assessments appropriate for OTA administration. 6. Describe the types, signs and symptoms, and occupational performance challenges associated with trauma and stressor-related disorders. 7. Explain the role of the OTA in implementing client-centered interventions, trauma-informed care, and therapeutic communication strategies to support occupational participation for individuals with trauma and stressor-related disorders. <u>Lab:</u> <i>Materials Covered:</i> Chapter 12: Evaluation and Data Collection <i>Learning Outcomes:</i> 1. Interpret and apply the OTA's responsibilities with evaluation and appropriate practices when obtaining information by reviewing medical records, mock interviews of clients, use of observation techniques and proper documentation procedures. 2. Identify and complete appropriate assessments for the OTA involving occupational history and performance interviews, observation checklists, assessments of daily living skills, patterns, social supports, process skills and mental functions, sensory functions and leisure interests/social participation. 3. Apply and demonstrate effective documentation skills with OT assessments.

	Assessment(s): OTA Assessment Lab Practical, Lecture Exam, Final Exam
Week 10	<u>Lecture:</u> Materials Covered: Chapter 4: Understanding Psychiatric Diagnoses – Feeding & Eating Disorders Chapter 13: Determining the Type and Approach to Intervention Chapter 14: Matching Occupational Demands to Intervention Types for Improved Occupational Outcomes Learning Outcomes: 1. Recognize and analyze challenges specific to planning interventions for clients with mental disorders. 2. Compare and contrast the intervention planning process for individuals with physical dysfunction versus psychiatric dysfunction. 3. Emphasize the importance of evidence-based, occupationally focused intervention planning. 4. Summarize the five main approaches to intervention: health promotion, restoration, maintenance, modification, and prevention. 5. Recognize the key concepts associated with the development of an occupational therapy intervention plan and the connection between client priorities and occupation-centered goals. 6. Associate how to apply dynamic performance analysis while a client is engaged in performing an activity. 7. Identify and discuss the collaborative role(s) of both OT and OTA in selecting intervention tasks and activities. 8. Describe the processes of activity analysis, adaptation, and grading, and discuss how these processes help support different client needs in psychosocial settings. 9. Describe the signs, symptoms, occupational performance challenges, and the OTA's role in supporting individuals with feeding and eating disorders through client-centered interventions. <u>Lab:</u> - OTA Assessment Lab Practical Assessment(s): Intervention Implementation Lab Practical, Lecture Exam, Final Exam
Week 11	<u>Lecture:</u> Materials Covered: Chapter 4: Understanding Psychiatric Diagnoses – Sleep-Wake Disorders

	Activities of Daily Living Leisure and Social Participation Learning Outcomes: 1. Identify and analyze the types of difficulties that persons with mental disorders may have with daily living skills. 2. Identify cognitive and sensory reasons why clients may perform poorly in some ADLs. 3. Discuss the effects of family background, social support, financial means and culture on performance of daily living skills. 4. Examine the obstacles to effective engagement in leisure and social participation for those with mental disorders. 5. Recognize general principles that guide interventions to assist clients with leisure and social participation. 6. Describe the signs, symptoms, occupational performance challenges, and the OTA's role in supporting individuals with sleep-wake disorders through client-centered interventions and sleep hygiene education. Lab: Materials Covered: Activities of Daily Living Leisure and Social Participation 1. Apply the roles of practice, repetition, and varying conditions on the development of habits and routines. 2. Identify and utilize training activities and environmental compensations for a range of daily skills. 3. Guide clients in exploring and participating in leisure and social activities. 4. Demonstrate ways to assist clients to improve and maintain their social participation. Assessment(s): Intervention Implementation Lab Practical, Lecture Exam, Final Exam
Week 12	Lecture: Materials Covered: Chapter 4: Understanding Psychiatric Diagnoses – Substance-Related and Addictive Disorders Education and Work Learning Outcomes: 1. Examine the needs of students diagnosed with mental, emotional and cognitive disorders and explain the role of OT.

	2. Recognize the place of habit and skill development in occupational engagement in school and work. 3. Identify the challenges faced by all ages with mental disorders to engage in roles of the student and worker 4. Describe appropriate roles for OT in assisting clients to succeed in education and work, as well as the transition to retirement. 5. Differentiate between the following programs: work potential evaluation, vocational evaluation, vocational training, employment seeking/acquisition, task group, work group, work adjustment program, sheltered work, transitional employment, and worker cooperatives. 6. Discuss how substance-related and addictive disorders influence occupational engagement and identify occupational therapy approaches that promote recovery and participation. <u>Lab:</u> Intervention Implementation Lab Practical <u>Assessment(s):</u> Lecture Exam, Final Exam
Week 13	<u>Level I–A Psychosocial Dysfunction Fieldwork</u>
Week 14	<i>No Classes – Thanksgiving Break</i>
Week 15	<u>Lecture:</u> <i>Materials Covered:</i> Chapter 4: Understanding Psychiatric Diagnoses – Neurocognitive Disorders/Personality Disorders – Emotion Regulation, Self-management, Communication, and Interaction Cognitive, Sensory, and Motor Factors <i>Learning Outcomes:</i> 1. Discuss the relationship between emotion regulation and occupational performance. 2. Identify several emotion regulation programs utilized in occupational therapy. 3. Recognize the effects of cognitive, motor and sensory factors in performance of skills needed for occupation. 4. Identify cognitive, motor and sensory impairments of those with mental disorders and compensatory strategies for specific cognitive impairments. 5. Discuss the relationship of cognitive, sensory, and motor functions to emotion regulation.

	6. Relate the purpose of using sensorimotor activities in the treatment of persons with mental disorders. 7. Give examples of appropriate interventions for each of the following: low registration, high registration, sensation avoiding and sensation seeking. Lab: Practice for OT Mental Health Group Project Presentations Learning Outcomes: 1. Plan and implement a developmentally appropriate occupational therapy group intervention for a specific mental health diagnosis. 2. Apply and demonstrate knowledge of mental health pathology, safety, and group leadership skills for an occupational therapy group. 3. Write a SOAP note justifying occupational therapy group intervention utilizing appropriate documentation skills. Assessment(s): Lecture Exam, Final Exam
Week 16	- Comprehensive Lecture Final Exam - OT Mental Health Group Project Presentations

****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*

5 Lecture Exams	40%
5 Lecture/Lab Assignments	10%
3 Lab Practicals	15%
Mental Health Group	13%
Class Participation	2%
Final Exam	<u>20%</u>
	100%

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

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, and Is also negatively impact academic progression and financial aid status.

Part IV: Attendance

Occupational Therapy Assistant Program Classroom Attendance Policy:

An absence is defined as missing greater than 10 minutes of classroom time or leaving class early with more than 10 minutes remaining.

For a 15-week course (Fall and Spring) the allowed number of misses is as follows:

For T/Th classes: 2 absences are allowed for lecture and 2 absences from lab, regardless of the reason

Tardy Policy:

Students are expected to be on time for class and to stay for the entire session. A tardy is defined as being late 10 minutes or more of classroom time. Three tardies will be counted as one class absence.

Horry-Georgetown Technical College maintains a general attendance policy requiring students to be present for a minimum of 80 percent (80%) of their classes 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.**

Part V: Student Resources



THE STUDENT SUCCESS AND TUTORING CENTER (SSTC):

The SSTC offers 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.

Visit the [Student Success & Tutoring Center](#) website for more information. To schedule tutoring or coaching, contact the SSTC at sstc@hgtc.edu or self-schedule in the Penji iOS/Android app or at www.penjiapp.com. Email sstc@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 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. You may also call (843) 349-5199.

**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 HGTC courses may occur during regularly scheduled class time or online, with or without proctoring. Tests may be delivered in the following formats:

- Digitally through D2L
- In writing on paper
- Through a publisher platform (note: some publisher platforms carry an associated fee)

Tests may include time limits and may require proctoring depending on the course.

When proctoring is required and is not provided by the course instructor in the classroom, students may complete their test face-to-face at an [HGTC Testing Center](#) or another approved testing site, or online using HGTC's online proctoring provider. For more information about available proctoring options, visit the [Online Testing](#) section of the HGTC Testing Center webpage.

Students testing at an HGTC Testing Center should note the following:

- **Appointments must be scheduled at least 24 hours in advance.**
- **A physical, government-issued photo ID is required to test.**

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 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 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 age, race, color, sex, religion, national origin, disability, and genetic information or any other protected classes deemed unlawful under State or Federal law 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 Jen Riddei, Title IX Coordinator, Horry-Georgetown Technical College, Building 1100C, Room 107B, 2050 HWY 501 E, PO Box 261966, 843-349-5218, Jenifer.Riddei@hgtc.edu.

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, and Section 504 & Title II Coordinator, Horry-Georgetown Technical College, Building 1100C, Room 107A, 2050 HWY 501 E, PO Box 261966-6066, 843-349-5228, Melissa.Batten@hgtc.edu.

Employee and applicant inquiries concerning the federal laws and their application to the College may be directed to Jacquelyne Synder, Vice President, Human Resources and Employee Relations and 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.

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 sexual harassment, 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).

All inquiries regarding the federal laws as they relate to discrimination on the basis of sex may be directed to Jen Riddei, Title IX Coordinator, Horry-Georgetown Technical College, Building 1100C, Room 107B, 2050 HWY 501 E, PO Box 261966, 843-349-5218, Jenifer.Riddei@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](#).