INSTRUCTIONAL PACKAGE

PNR 110
Fundamentals of Nursing

Effective Term
Fall 2021

INSTRUCTIONAL PACKAGE

Part I: Course Information

Effective Term: 202110

COURSE PREFIX: PNR 110   COURSE TITLE: Fundamentals of Nursing

CONTACT HOURS: 9   CREDIT HOURS: 5

RATIONALE FOR THE COURSE:

This course introduces the student to the knowledge and skills basic for the practice of the Licensed Practical Nurse. While the major focus of the course is on the care of the individual who is ill, preventative, rehabilitative, legal, and ethical aspects of nursing care are also included. During the course, students will practice basic nursing skills in the laboratory, which will serve as the foundation for future clinical experiences. This course is designed to introduce the student to the application of the fundamental of nursing practice. This course is the foundation for future nursing courses and clinical experiences in which the student will participate in the application of nursing skills and methodology.

COURSE DESCRIPTION:

This course provides an introduction to basic principles and beginning skills necessary to the nursing process. Concepts are integrated relating to physiological and psychosocial needs of the individual. Legal and ethical roles of the practical nurse are emphasized

PREREQUISITES/CO-REQUISITES:

Acceptance into the Practical Nursing Program
AHS 126, MAT 155 and BIO 210
(Please note: meeting graduation requirements is contingent upon previous successful completion within the specified time specified by the current HGTC college catalog, or current enrollment in these courses)

*__Online/Hybrid__ courses require students to complete the [DLi Orientation Video](#) prior to enrolling in an online course.

REQUIRED MATERIALS:

Please visit the [BOOKSTORE](#) online site for most current textbook information. Use the direct link below to find textbooks.

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

ADDITIONAL REQUIREMENTS:

HGTC Nursing Uniform (see Nursing Department Handbook for specifications)
Current CPR for the Health Care Provider Certification (must remain current for the duration of

enrollment in the nursing program)
Professional liability insurance (included in tuition)
Current South Carolina State Law Enforcement Division background check
Complete compliance with the current Student Health Report, including all required documentation in
Student Tracker (must remain current throughout enrollment in the Practical Nursing Program)
Stethoscope of good quality
Watch (with second hand)
HGTC Student picture ID badge
HGTC library card
Nurse Pack (available at HGTC bookstore)
Calculator

TECHNICAL REQUIREMENTS:

Access to Desire2Learn (D2L), HGTC's student portal for course materials.
myHGTC and college email access.

STUDENT IDENTIFICATION VERIFICATION:

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

CLASSROOM ETIQUETTE:

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.

NETIQUETTE: is the term commonly used to refer to conventions adopted by Internet users on the web,
mailing lists, public forums, and in live chat focused on online communications etiquette. For more
information regarding Netiquette expectations for distance learning courses, please visit [Online
Netiquette.](#)

Part II: Student Learning Outcomes

COURSE LEARNING OUTCOMES and ASSESSMENTS*:

Upon completion of this course in the PN curriculum, the student will be able to:
1. **Safety**
   Promote safe practices in contemporary health care environments.
2. **Clinical Decision-Making**
   Promote efficient clinical decision making in contemporary health care environments.
3. **Teamwork and Collaboration**
   Promote teamwork and collaboration practices in contemporary health care environments.

4. **Professional Behavior**

    Promote professional behaviors in contemporary health care environments.

5. **Patient-Centered Care**

    Promote patient centered care practices in contemporary health care environments.

Module 1:
A. Orientation to PNR 2021 and Resources/The role of the Practical Nurse
MATERIALS COVERED:
PNR 110 Instructional Packet/ Course Information/ Nursing Student Handbook
deWIT/WILLIAMS: Chapters 1, and 2
deWIT Med-surg:
ASSESSMENTS: Student portfolio*, unit examinations*, in class assignments including case studies, content-based worksheets, hands on activities, group discussions, reflective journal entries*, standardized examinations*, simulation activities and clinical performance*.
LEARNING OUTCOMES:
1. Discuss the organizing framework of the Horry-Georgetown Technical College nursing department
2. Discuss Student Responsibilities
3. Discuss online and textbook resources used in the class
4. Identify major historical periods, the changes that have occurred in definitions of nursing and discuss four representative nursing theorists and their theories
5. Describe the educational preparation of nurses, two nursing organizations for the LPN/LVN, and describe the differing roles within the health care system

Module 2: **Controlling and preventing the spread of microorganisms**
MATERIALS COVERED:
deWIT/WILLIAMS: Chapters 16, and 17
ASSESSMENTS: Student portfolio*, unit examinations*, in class assignments including case studies, content-based worksheets, hands on activities, group discussions, reflective journal entries*, standardized examinations*, simulation activities and clinical performance*.
LEARNING OUTCOMES:
1. Discuss the conditions that must usually be present to support the growth of microorganisms, examples of natural body defenses, reasons for increased risk of infection, and the spread of microorganisms
2. Explain the differences between medical and surgical asepsis, common nursing practices of medical asepsis, and examples from everyday living, personal grooming and clinical practice, identify apparel that may be worn to prevent the spread of microorganisms between the patient and the nurse
3. Describe the proper method for disposing of needles and sharp objects
4. List two explanations for the progress in controlling communicable diseases, and methods for infection control recommended by the Centers for Disease Control
5. Identify and explain how transmission barriers are used for infection control, types of protective equipment used, and methods the nurse employs to protect from infection

Module 3: Introduction to nursing and health care/ Critical thinking/communication in

2021-2022

nursing/
   learning styles
MATERIALS COVERED:
deWit/ WILLIAMS: Chapters 1, 2, and 4
deWit Med-surg: Chapters
ASSESSMENTS: Student portfolio*, unit examinations*, in class assignments including case studies, content-based worksheets, hands on activities, group discussions, reflective journal entries*, standardized examinations*, simulation activities and clinical performance*.
LEARNING OUTCOMES:
1. Explain the concept of a health-illness continuum, differentiate the terms, health, wellness, and illness, review cultural beliefs regarding health, discuss potential for high-level wellness
2. Define homeostasis and holism, discuss stressors to homeostasis, and discuss philosophic concept of holism
3. Describe human adaptation, the general adaptation syndrome and the possible positive and negative effects
4. List nursing activities that are helpful when managing the care of stress-prone clients, stress reduction, and the need for the nurse to maintain wellness
5. Discuss the influence of culture, religion, and lifestyles on nursing practice, methods to provide culturally sensitive care, and the benefits of incorporating culture into nursing practice

Module 4: **Safety & Hygiene/PPE/Bathing/ Health bodySensory/Environment safety**
MATERIALS COVERED:
deWit/ WILLIAMS: Chapter 16, 17, & 19
ASSESSMENTS: Student portfolio*, unit examinations*, in class assignments including case studies, content-based worksheets, hands on activities, group discussions, reflective journal entries*, standardized examinations*, simulation activities and clinical performance*.
LEARNING OUTCOMES:
1. Describe the four stages of infection.
2. List two common health care–associated infections (HAIs) and describe three ways to decrease the occurrence of each.
3. Explain how Transmission-Based Precautions are used with Standard Precautions.
4. Compare and contrast Airborne Precautions with Droplet Precautions.
5. Discuss the special requirements for Airborne Precautions when the patient has pulmonary tuberculosis.
6. Compare infection prevention and control procedures appropriate for the hospital with those used in the home.
7. List techniques for handling specimens; disposing of soiled linen, trash, and sharps; and cleaning equipment in the isolation setting.
8. Give three examples of how the nurse can provide psychosocial care of a patient in isolation.
9. Name the five levels of human needs by Maslow and apply the principles to nursing
10. List the reasons for bathing
11. Discuss the components of healthy skin, mucous membranes, nails, hair, vision, and hearing

12. Discuss the care of eyeglasses, contact lenses, artificial eyes, and hearing aids
13. List suggested measures for promoting personal hygiene in selected situations
14. Describe a comfortable, attractive, and practical room for a client in terms of space, furniture, personal care items, décor, temperature, humidity, and ventilation
15. Discuss Fall precaution and list ways to make a client's environment safe
16. Explain the steps to take when an accident occurs
17. Discuss nursing responsibilities for environmental management.
18. Identify common noises in health care facilities and ways to minimize their effects on   patients.
19.   Explain the importance of neatness and order in the patient's environment.

Module 5: Vital signs
MATERIALS COVERED:
deWit/ WILLIAMS: Chapter 21, and 28
ASSESSMENTS: Student portfolio*, unit examinations*, in class assignments including case studies, content-based worksheets, hands on activities, group discussions, reflective journal entries*, standardized examinations*, simulation activities and clinical performance*.
LEARNING OUTCOMES:
1. Summarize briefly how the body functions to maintain normal body temperature, pulse and respiratory rates, and blood pressure, discuss the average vital sign ranges by age group, and identify variables that occur using appropriate <u>medical terminology</u>
2. Discuss the frequency with which vital signs are ordinarily obtained from hospitalized clients
3. Discuss scenarios where monitoring of blood pressure, heart rate, respiratory rate, temperature, and oxygen saturation reflect the patient's health status.
4. Identity vitals signs needing immediate attention from the healthcare givers.
5. List nursing care utilized during vital signs monitoring.
6. Discuss how to utilize vital signs documentation in the patient's chart and plan for future interventions.

Module 6: Basic activity/ Posture/ Positioning/Rest/ Sleep
MATERIALS COVERED:
deWit/ WILLIAMS: Chapters 18, and 20
ASSESSMENTS: Student portfolio*, unit examinations*, in class assignments including case studies, content-based worksheets, hands on activities, group discussions, reflective journal entries*, standardized examinations*, simulation activities and clinical performance*.
LEARNING OUTCOMES:
1. Identify characteristics of proper posture in a standing, sitting, or lying position, identify principles of body mechanics and the importance of back safety
2. List positioning devises used for the safety and comfort of clients confined to bed and explain the purpose of each, pressure relieving devices, and common terms for client positioning

3. List the benefits of exercise, risks from impulsive exercise, fitness evaluation, and types of exercises, methods to promote safe exercise practices, range of motion exercises, and the risks associated with an inactive lifestyle
4. List the general purposes for mechanical immobilization devices; splints, slings, casts, and braces.
5. Discuss the role of the nurse in providing care and education for the patient with an immobilization device
6. Describe observations that the nurse may use to determine that traction is being properly maintained, reasons traction is used, and care of the patient in traction
7. Discuss facts that are associated with the characteristics of sleep, stages of sleep, methods to promote sleep, identify sleep disorders, and discuss relaxation techniques

Module 7: **Basic activity and comfort/Pain Management**
MATERIALS COVERED:
deWit/ WILLIAMS: Chapter 31, and 32
ASSESSMENTS: Student portfolio*, unit examinations*, in class assignments including case studies, content-based worksheets, hands on activities, group discussions, reflective journal entries*, standardized examinations*, simulation activities and clinical performance*.
LEARNING OUTCOMES:
1. Describe characteristics of pain, and essential interventions to manage pain
2. Discuss the application of The Joint Commission pain standards in planning patient care, including the clarification of the standards.
3. Give the rationale for why pain is considered the "fifth vital sign."
4. Illustrate the physiology of pain using the gate control theory.
5. Discuss the use of complementary and alternative medicine (CAM) in integrative medicine.
6. Consider each therapy that is considered a part of CAM.

Module 8: **Physical Assessment**
MATERIALS COVERED:
deWit/ WILLIAMS: Chapters 5, & 22
ASSESSMENTS: Student portfolio*, unit examinations*, in class assignments including case studies, content-based worksheets, hands on activities, group discussions, reflective journal entries*, standardized examinations*, simulation activities and clinical performance*.
LEARNING OUTCOMES:
1. List information that is usually obtained in a health history, examples of signs and symptoms, and types of documentation
2. Identify four examination methods used during a physical examination; describe the nurse's role in performing and assisting with patient examinations, list common types of equipment used during a physical exam
3. Describe common examination procedures and give some indications for their use.
4. Identify the purpose of assessment (data collection).
5. Discuss the three basic methods used to gather a patient database.
6. Differentiate objective data from subjective data.
7. Use sources of data for the formulation of a patient database.
8. Analyze the data collected to determine patient needs.
9. Identify appropriate problem statements from the Prioirity Problem List for each assigned

patient.

Module 9: **Basic Nutrition**
MATERIALS COVERED:
deWit/ WILLIAMS: Chapter 27
ASSESSMENTS: Student portfolio*, unit examinations*, in class assignments including case studies, content-based worksheets, hands on activities, group discussions, reflective journal entries*, standardized examinations*, simulation activities and clinical performance*.
LEARNING OUTCOMES:
1. Review the guidelines for a nutritional assessment
2. List examples of food and eating habits influenced by culture
3. Verbalize the rationale for assisted feedings
4. Discuss methods of feeding clients to include the following:
   a.dysphagic clients
   b.prone clients
   c.clients with special feeding needs
5. Identify the nurse's role related to nutritional therapy and special dietary needs.
6. Compare and contrast a full liquid diet with a clear liquid diet.
7. Explain the different dietary modification levels: pureed, mechanically altered, advanced, and regular.
8. Describe health issues related to nutrition.
9. Using therapeutic communication, assist a patient who requires a special diet.

Module 10: **Input and output Monitoring/ Nursing Documentation/ Patient Teaching**
MATERIALS COVERED:
deWit/ WILLIAMS: Chapters 7, 8, and 9
ASSESSMENTS: Student portfolio*, unit examinations*, in class assignments including case studies, content-based worksheets, hands on activities, group discussions, reflective journal entries*, standardized examinations*, simulation activities and clinical performance*.
LEARNING OUTCOMES:
1. Identify what is measured as fluid intake and output
2. Discuss methods of recording intake and output
3. Demonstrate correct calculation of intake and output
4. Discuss seven uses for client records, the differences between traditional and problem oriented records
5. List and describe six methods of charting, discuss methods of appropriate charting, and reasons for unapproved abbreviations, practices for making client records.
6. Discuss how computers are being utilized in relation to client care, kardex usage, and other methods used to exchange information
7. Use patient teaching to promote the national goals of health promotion and disease prevention as
   listed in *Healthy People 2030* and the *Health Canada*.
8. Describe three ways in which people learn and correlate the importance of these types of learning to
   teaching.
9. Describe barriers to teaching and learning.

10. Discuss types of resources available to assist in patient teaching.
11. Name three things that must be included in the documentation of patient teaching.
12. Describe ways in which teaching can be continued following hospital discharge

Module 11: The Nursing Process
MATERIALS COVERED:
deWit/ WILLIAMS: CHAPTERS 4, 5, and 6
ASSESSMENTS: Student portfolio*, unit examinations*, in class assignments including case studies, content-based worksheets, hands on activities, group discussions, reflective journal entries*, standardized examinations*, simulation activities and clinical performance*.
LEARNING OUTCOMES:
1. Explain the use of the nursing process.
2. Identify the components of the nursing process.
3. Compare and contrast the terms *critical thinking, clinical reasoning,* and *clinical judgment.*
4. Identify the steps of the problem-solving process.
5. List the steps used in making decisions
6. Identify ways to improve critical reasoning skills.
7. Apply the critical thinking process to a real-life problem.
8. Discuss the use of critical thinking in nursing
9. Explain the basic principles of setting priorities for nursing care. Discuss the five parts of the nursing process in the order in which they are carried out, describe each of the steps and discuss examples

Module 12: Nursing Code of Ethics/ Legal Aspects of Nursing
MATERIALS COVERED:
deWit/ WILLIAMS: CHAPTERS1, 3, and 9
ASSESSMENTS: Student portfolio*, unit examinations*, in class assignments including case studies, content-based worksheets, hands on activities, group discussions, reflective journal entries*, standardized examinations*, simulation activities and clinical performance*.
LEARNING OUTCOMES:
1. Describe at least four common emotional reactions that occur during hospitalization or admission to a nursing home, ways to reduce or eliminate the emotional impact on an individual, the role of the nurse during an admission, transfer, or discharge from a health care facility
2. Discuss selected situations such as the purpose of a referral and typical information included in a eferral, the client refusing treatment or leaving the hospital against medical advice, and identifying discharge needs
3. Discuss laws that control and protect nurses, student nurses, review negligence and malpractice lawsuits, and legal issues that can affect care, professional liability insurance, and ways to prevent lawsuits, and describe written records
4. Describe the purpose of a code of ethics, review ethical decision making, and identify ethical issues that affect care
5. Identify a reference that describes the rights of clients

6. Discuss laws that control and protect nurses, student nurses, review negligence and malpractice lawsuits, and legal issues that can affect care, professional liability insurance, and ways to prevent lawsuits, and describe written records
7. Describe the purpose of a code of ethics, review ethical decision making, and identify ethical issues that affect care

Module 13: **Basic Urinary And Bowel Care**
MATERIALS COVERED:
deWit/ WILLIAMS: CHAPTERS 29, and 30
ASSESSMENTS: Student portfolio*, unit examinations*, in class assignments including case studies, content-based worksheets, hands on activities, group discussions, reflective journal entries*, standardized examinations*, simulation activities and clinical performance*.
LEARNING OUTCOMES:
1. Explain how urine is normally formed and eliminated from the urinary tract, discussing normal and abnormal characteristics of urine, alterations in urinary elimination, and appropriate nursing interventions to assist those with elimination disorders
2. Identify the potential hazards of using an external catheter and nursing measures to avoid them, review and discuss measures for promoting urinary bladder elimination in selected situations, and discuss the emotional and physical impact of disorders of elimination
3. List and describe the functions of the structures involved with the elimination of stool, and discuss common assessments and diagnostic studies of the gastrointestinal system
4. Discuss measures to promote and maintain normal bowel elimination, alterations in bowel elimination, and measures the nurse employs to maintain normal bowel elimination
5. Discuss specific interventions to the lower gastrointestinal system, including but not limited to removal of a fecal impaction, suppository insertion, enema administration, and insertion of a rectal tube

Module 14: **Cultural and Spiritual Aspects of Patient Care/Loss, Grief, and End-of-life Care**
MATERIALS COVERED:
deWit/ WILLIAMS: CHAPTERS 14, 15,
ASSESSMENTS: Student portfolio*, unit examinations*, in class assignments including case studies, content-based worksheets, hands on activities, group discussions, reflective journal entries*, standardized examinations*, simulation activities and clinical performance*.
LEARNING OUTCOMES:
1. Develop a beginning understanding of transcultural nursing.
2. Learn to differentiate between culture, ethnicity, race, and religion.
3. Evaluate the influence of culture on the ways health care consumers manage their health and health care resources.
4. Critically evaluate the effect of poverty on the quality and accessibility of health care.
5. Develop an understanding of the nurse's role in providing culturally congruent care.
6. Identify the primary features of cultural competence.
7. Correlate the stages of grief and of dying with their associated behaviors and feelings.
8. Discuss the concept of hospice care.
9. Identify three common fears a patient is likely to experience when dying.

10. Describe common symptoms related to physiologic changes at end-of-life stages.
11. List the common signs of impending death.
12. Illustrate the difference between the patient's right to refuse treatment and assisted suicide.
13. Understand ethical guidelines in the *Code of Ethics for Nurses* regarding the patient's right

    to refuse treatment, euthanasia, and assisted suicide.

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*

Unit Tests	80%
Assignments/Quizzes	10%
Final Exam	10%

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

GRADING SYSTEM:

Students must achieve a minimum of 80% on the unit tests, final exam and assignments/quizzes in order to progress.

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:

90 – 100 = A
80 – 89 = B
77 – 79 = C
69 – 76 = D
Below 69 = F

A grade of "B" is required all courses in the Practical Nursing Program. Grades below "B" are considered course failures.
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 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 [Online Resource Center](#) to access on-demand resources.

STUDENT INFORMATION CENTER: TECH Central

TECH Central offers to all students the following <u>free</u> 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.

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 #2.

STUDENT TESTING:

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

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

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

Proctoring can be accomplished either face-to-face at an approved site or online through 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 staff will review documentation of the student's disability and, in a confidential setting with the student, develop an educational accommodation plan.

Note: It is the student's responsibility to self-identify as needing accommodations and to provide acceptable documentation. After a student has self-identified and submitted documentation of a disability, accommodations may be determined, accepted, and provided.

STATEMENT OF EQUAL OPPORTUNITY/NON-DISCRIMINATION STATEMENT:

Horry-Georgetown Technical College prohibits discrimination and harassment, including sexual

harassment and abuse, on the basis of race, color, sex, national or ethnic origin, age, religion, disability, marital or family status, veteran status, political ideas, sexual orientation, gender identity, or pregnancy, childbirth, or related medical conditions, including, but not limited to, lactation in educational programs and/or activities.

TITLE IX REQUIREMENTS:

All students (as well as other persons) at Horry-Georgetown Technical College are protected by Title IX—regardless of their sex, sexual orientation, gender identity, part- or full-time status, disability, race, or national origin—in all aspects of educational programs and activities. Any student, or other member of the college community, who believes that he/she is or has been a victim of sexual harassment or sexual violence may file a report with the college's Chief Student Services Officer, campus law enforcement, or with the college's Title IX Coordinator, or designee.

> *Faculty and Staff are required to report incidents to the Title IX Coordinators when involving students. The only HGTC employees exempt from mandatory reporting are licensed mental health professionals (only as part of their job description such as counseling services).

INQUIRIES REGARDING THE NON-DISCRIMINATION/TITLE IX POLICIES:

Student and prospective student inquiries concerning Section 504, Title II, and Title IX and their application to the College or any student decision may be directed to the Vice President for Student Affairs.

> **Dr. Melissa Batten, VP Student Affairs**
> *Title IX Coordinator*
> Building 1100, Room 107A, Conway Campus
> PO Box 261966, Conway, SC 29528-6066
> 843-349-5228
> Melissa.Batten@hgtc.edu

Employee and applicant inquiries concerning Section 504, Title II, and Title IX and their application to the College may be directed to the Vice President for Human Resources.

> **Jacquelyne Snyder, VP Human Resources**
> *EEO and Title IX Coordinator*
> Building 200, Room 212A, Conway Campus
> PO Box 261966, Conway, SC 29528-6066
> 843-349-5212
> Jacquelyne.Snyder@hgtc.edu