# INSTRUCTIONAL PACKAGE

## PNR 110
## Fundamentals of Nursing

Effective Term
Summer 2023

# INSTRUCTIONAL PACKAGE

## Part I: Course Information

Effective Term: Summer 2023

COURSE PREFIX: PNR 110                              COURSE TITLE:  Fundamentals of Nursing

CONTACT HOURS: 9.0                                 CREDIT HOURS:  5.0

### 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.
BOOKSTORE
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)

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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 Requirement including all required documentation, current throughout enrollment in the Practical Nursing Program
Stethoscope of good quality
Wristwatch (with second hand)
HGTC Student picture ID badge
HGTC library card
PNR 110 Nurse Pack (available at HGTC bookstore)

## 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.

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 successful completion of this course, the student will be able to:
1. Safety
   a. Plan nursing care to promote a safe health care environment for diverse patient populations.
2. Clinical decision making
   a. Revise nursing care based on previous experiences of clinical decision making while incorporating current standards of practice.
3. Teamwork and collaboration

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a. Combine input from the health care team into nursing care and collaborating effectively with the health care team to optimize patient outcomes.
4. Professional behaviors
    a. Generate a professional skill set applicable to the patient care environment.
5. Patient centered care
    a. Plan nursing care for diverse individuals with individual rights in various health care settings.

## Module 1: Orientation to PNR 110 and Resources/Introduction to Nursing and Healthcare.

***MATERIALS COVERED:***
PNR 110 Instructional Packet, Instructors Course Information Sheet, Nursing Student Handbook, and deWIT/WILLIAMS: Chapters 1 & 2

***ASSESSMENTS:*** Module examinations, in class assignments including case studies, content-based worksheets, hands on activities, group discussions, standardized examinations, reflective journal entries, 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 and lab.
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.
6. Name the five levels of human needs by Maslow and apply the principles to nursing.
7. 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.
8. Discuss the aspects of well-being that characterize health, trends that influence and enhance health promotion.
9. Differentiate between primary, secondary, tertiary, and extended care.
10. Describe how nursing care is administered when the following methods are used: functional nursing, case method, team nursing, primary nursing, and nurse managed care.
11. Discuss the following in relation to health care: providers, services, regulation, financing, and the system.
12. Define homeostasis and holism, discuss stressors to homeostasis, and discuss philosophic concept of holism.
13. Describe human adaptation, the general adaptation syndrome and the possible positive and negative effects.
14. 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.
15. 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 2: Critical thinking/Communication in nursing/Nursing Code of Ethics/Legal

**Aspects of Nursing**
***MATERIALS COVERED:***
deWit/ WILLIAMS: Chapters 2, 3, 4, & 9
***ASSESSMENTS:*** Module examinations, in class assignments including case studies, content-based worksheets, hands on activities, group discussions, standardized examinations, reflective journal entries, simulation activities, and clinical performance.
**LEARNING OUTCOMES:**
1. Compare and contrast the terms critical thinking, clinical reasoning, and clinical judgment.
2. Describe the clincal judgement model.
3. Identify ways to improve clinical reasoning and clinical judgement.
4. Discuss the use of critical thinking and clinical judement in nursing.
5. List common emotional responses that the nurse may observe in clients.
6. Discuss selected situations such as the purpose of a referral and typical information included in a referral, the client refusing treatment or leaving the hospital against medical advice, and identifying discharge needs.
7. 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.
8. Describe the purpose of a code of ethics, review ethical decision making, and identify ethical issues that affect care.
9. Identify a reference that describes the rights of clients

**Module 3**: **Controlling and preventing the spread of microorganisms/Personal Protective Equipment**
***MATERIALS COVERED:***
deWIT/WILLIAMS: Chapters 16 & 17
***ASSESSMENTS:*** Module examinations, in class assignments including case studies, content-based worksheets, hands on activities, group discussions, standardized examinations, reflective journal entries, 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. Discuss the links in the infection process and give an example of each.
3. Explain how the body's protective mechanisms work to prevent infection.
4. Identify means for removal or destruction of microorganisms on animate and inanimate objects.
5. Compare and contrast medical asepsis and surgical asepsis.
6. State the four rules of surgical asepsis.
7. Discuss the surveillance, prevention, and control of infections in hospitalized patients.
8. Demonstrate proper hand hygiene techniques.
9. Demonstrate the application of the CDC Standard and Transmission-Based Precautions while caring for patients.
10. Prepare patient education for a home care patient on how to prevent spread of infection to family members.

11. Describe the four stages of infection.
12. List two common health care-associatied infections (HAI's) and describe three wasy to decrease the occurrence of each.
13. Explain how Transmission-Based precautions are used with standard precautions.
14. Compare and contrast Airborne Precautions with Droplet Precautions.
15. List techniques for handling specimens; diposing of soiled linens, trash, and shartps; and cleaning equipment in the isolation setting.
16. Explain common nursing practices of medical asepsis and examples from everyday living, personal grooming, and clinical practice.

## Module 4:  Safety & Hygiene/ Health bodySensory/Environment safety
***MATERIALS COVERED:***
deWit/ WILLIAMS: Chapter 16, 17, 19, & 20
***ASSESSMENTS:***  Module examinations, in class assignments including case studies, content-based worksheets, hands on activities, group discussions, standardized examinations, reflective journal entries, simulation activities, and clinical performance.

**LEARNING OUTCOMES:**
1. Compare infection prevention and control procedures appropriate for the hospital with those used in the home.
2. Give three examples of how the nurse can provide psychosocial care of a patient in isolation.
3. Discuss Maslow's Hierarchy in relation to patient care need.
4. Discuss the purposes of bathing.
5. Discuss the components of healthy skin, mucous membranes, nails, hair, vision, and hearing.
6. Discuss the care of eyeglasses, contact lenses, artificial eyes, and hearing aids.
7. List suggested measures for promoting personal hygiene in selected situations.
8. Describe a comfortable, attractive, and practical room for a client in terms of space, furniture, personal care items, décor, temperature, humidity, and ventilation.
9. Discuss Fall precaution and list ways to make a client's environment safe.
10. Explain the steps to take when an accident occurs.
11. Discuss nursing responsibilities for environmental management.
12. Identify common noises in health care facilities and ways to minimize their effects on patients.
13. Explain the importance of neatness and order in the patient's environment.

## Module 5:  Vital signs/Physical Assessment
***MATERIALS COVERED:***
deWit/ WILLIAMS: Chapter 5, 21, & 22
***ASSESSMENTS:***  Module examinations, in class assignments including case studies, content-based worksheets, hands on activities, group discussions, standardized examinations, reflective journal entries, simulation activities, and clinical performance.
**LEARNING OUTCOMES:**

1. Identify the physiologic mechanisms that regulate temperature, heart rate, blood pressure, and respiration.
2. Discuss the average vital sign ranges by age group, and identify variables that occur using appropriate medical terminology.
3. Discuss scenarios where monitoring of blood pressure, heart rate, respiratory rate, temperature, and oxygen saturation reflect the patient's health status.
4. Demonstrate and discuss the measuring and recording of body temperature, apical pulse, radial pulse, respirations, manual blood pressure, and automatic blood pressure with pulse.
5. Discuss normal and abnormal characteristics of the pulse.
6. Describe the respiratory patterns considered to be normal and abnormal.
7. Explain the relationship of Korotkoff sound to systolic and diastolic blood pressure.
8. State why pain in considered the fitfth vital sign.
9. 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.
10. Discuss the types of assessment used in various situations and identify the purpose of assessment (data collection).
11. Demonstrate the techniques used during physical examination.
12. Describe methods for gather information for a comprehensive database for a patient.
13. Perform a basic physical examination on a patient.
14. Discuss the three basic methods used to gather a patient database.
15. Differentiate objective data from subjective data.
16. Use sources of data for the formulation of a patient database.
17. Analyze the data collected to determine patient needs.

## Module 6: **Basic activity/ Posture/ Positioning**
*MATERIALS COVERED:*
deWit/ WILLIAMS: Chapter 18
*ASSESSMENTS:* Module examinations, in class assignments including case studies, content-based worksheets, hands on activities, group discussions, standardized examinations, reflective journal entries, simulation activities, and clinical performance.
**LEARNING OUTCOMES:**
1. Describe the anatomy and function of the musculoskeletal system.
2. Explain the importance of proper body mechanics, alignment, and position change for both patient and nurse.
3. Discuss the principles of safe body movement and positioning, giving an appropriate example for each principle.
4. Identify ways to maintain the patient's correct body alignment in bed or in a chair.
5. Describe the proper method for transferring a patient between a wheelchair and a bed.
6. Correctly position a patient in the following positions: supine, prone, fowlers, and modified left lateral recumbent

7. Demonstrate complete passive range-of-motion (ROM) exercises for a patient.
8. Transfer a patient from a bed to a stretcher.
9. Demonstrate the correct techniques for ambulating a patient and for breaking a fall while ambulating

## Module 7: Pain Management/Comfort/Rest and Sleep
### MATERIALS COVERED:
deWit/ WILLIAMS: Chapter 31 & 32
**ASSESSMENTS**: Module examinations, in class assignments including case studies, content-based worksheets, hands on activities, group discussions, standardized examinations, reflective journal entries, simulation activities, and clinical performance.
### LEARNING OUTCOMES:
1. Discuss facts that are associated with the characteristics of sleep, stages of sleep, methods to promote sleep, and discuss relaxation techniques.
2. Recognize the sleep disorders insomnia, sleep apnea, and narcolepsy.
3. Discuss the application of The Joint Commission pain standards in planning patient care, including the clarification of the standards.
4. Give the rationale for why pain is considered the "fifth vital sign."
5. Illustrate the physiology of pain using the gate control theory.
6. Describe the use of various nursing interventions for pain control, including biofeedback, distraction, guided imagery, massage, and relaxation.
7. Discuss the use of complementary health approaches (CHA's) in integrative medicine.
8. Consider each therapy that is considered a part of CHA's.

## Module 8: Basic Nutrition
### MATERIALS COVERED:
deWit/ WILLIAMS: Chapter 27
**ASSESSMENTS:** Module examinations, in class assignments including case studies, content-based worksheets, hands on activities, group discussions, standardized examinations, reflective journal entries, simulation activities, and clinical performance.
### LEARNING OUTCOMES:
1. Identify the nurse's role related to nutritional therapy and special dietary needs.
2. Verbalize the rationale for assisted feedings
3. Discuss methods of feeding clients to include the following:
   - dysphagic clients
   - prone clients
   - clients with special feeding needs
4. Identify the nurse's role related to nutritional therapy and special dietary needs.
5. Compare and contrast a full liquid diet with a clear liquid diet.
6. Explain the different dietary modification levels: pureed, mechanically altered, advanced, and regular.
7. Describe health issues related to nutrition.

8. Using therapeutic communication, assist a patient who requires a special diet.
9. Demonstrate feeding a patient through a nasogastric tube or percutaneous endoscopic gastrostomy (PEG) tube.

## Module 9: **Input and output Monitoring/ Nursing Documentation/ Patient Teaching**
*MATERIALS COVERED:*
deWit/ WILLIAMS: Chapters 7, 8, & 9
*ASSESSMENTS:* Module examinations, in class assignments including case studies, content-based worksheets, hands on activities, group discussions, standardized examinations, reflective journal entries, 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 10: **The Nursing Process**
*MATERIALS COVERED:*
deWit/ WILLIAMS: CHAPTERS 4, 5, & 6
*ASSESSMENTS:* Module examinations, in class assignments including case studies, content-based worksheets, hands on activities, group discussions, standardized examinations, reflective journal entries, 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. Describe the clincal judgement model.
5. Identify the steps of the problem-solving process.

6. List the steps used in making decisions.
7. Identify ways to improve critical reasoning and clinical judgement.
8. Apply the critical thinking process to a real-life problem.
9. Discuss the use of critical thinking in nursing.
10. Explain the principles of setting priorities for nursing care.
11. 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 11:  Basic Urinary And Bowel Care
***MATERIALS COVERED:***
deWit/ WILLIAMS: CHAPTERS 29 & 30
***ASSESSMENTS:***  Module examinations, in class assignments including case studies, content-based worksheets, hands on activities, group discussions, standardized examinations, reflective journal entries, simulation activities, and clinical performance.
**LEARNING OUTCOMES:**
1. Explain how urine is normally formed and eliminated from the urinary tract.
2. Discuss normal and abnormal characteristics of urine.
3. Discuss alterations in urinary elimination and appropriate nursing interventions to assist those with elimination disorders.
4. Identify the potential hazards of using an external catheter and nursing measures to avoid those hazards.
5. Review and discuss measures for promoting urinary bladder elimination in selected situations, and discuss the emotional and physical impact of disorders of elimination.
6. List and describe the functions of the structures involved with the elimination of stool.
7. Discuss common assessments and diagnostic studies of the gastrointestinal system.
8. Discuss measures to promote and maintain normal bowel elimination.
9. Describe alterations in bowel elimination and measures the nurse employs to maintain normal bowel elimination.
10. 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 fecal management device.

## Module 12:  Cultural and Spiritual Aspects of Patient Care/Loss, Grief, and End-of-life Care
***MATERIALS COVERED:***
deWit/ WILLIAMS: CHAPTERS 14 & 15
***ASSESSMENTS:***  Module examinations, in class assignments including case studies, content-based worksheets, hands on activities, group discussions, standardized examinations, reflective journal entries, 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*

| | |
|---|---|
| Tests (3) | 80% |
| Quizzes/Assignments/KIT | 10% |
| Final Exam | <u>10%</u> |
| | 100% |

Students must achieve a minimum of a 77 weighted average on the unit tests and final exam (90% of grade) in order to progress. The grade is calculated as follows:  Unit test average X percentage and Final exam test grade X percentage divided by 90.

As an example:

| | | | |
|---|---|---|---|
| Unit test average | 77.54 X .80 | = | 62.03 |
| Final exam grade | 81.04 X .10 | = | 8.1 |
| Total points | 70.13 /90 | = | 77.9 |

The remaining points from other assignments will be added once the grade of 77 or greater is achieved in order to calculate the overall theory grade.  There is no rounding of any grades.  Grades are calculated to the hundredth decimal place.

## GRADING SYSTEM:

Unit tests and final exam will be averaged using the weighted calculation at the end of the course.  If the student achieves a 77 or greater, the weighted average for the exams (90%) and the quiz weighted average (10%) will be added together to calculate the final grade.

KAPLAN TESTING FOR PROGRESSION:
Kaplan is a requirement for progression. The Kaplan Integrated Test (KIT) for the course is PN Critical Thinking A (KIT). There is no required benchmark. This test is prepatory for taking these types of tests.

There is 1 Kaplan Focused Review (KFR) that is required for progression in this course. The KFR for this course is PN Fundamentals A, NGN. To pass this KFRs you must obtain a benchmark score of at least 80% and complete remediation. You may attempt this as many times as needed to obtain the benchmark. Remediation for KFR's is for the 1st attempt only and is defined as one (1) minute per question (right and wrong) on Kaplan website and a complete Kaplan Focused Review Remediation Sheet with explanation of each Incorrect answer. This KFR is not proctored but has a due date.

**Laboratory/Clinical Evaluation:**
Satisfactory/Unsatisfactory (must achieve a satisfactory evaluation of all skills in order to progress in the Practical Nursing program). Clinical skills and competency will be evaluated by the nursing faculty. Student's performance will be evaluated as satisfactory or unsatisfactory. Evaluation of clinical skills and competencies will be documented in the CPE (Clinical Performance Evaluation) tool.  All students must achieve a satisfactory evaluation for all the assigned skills and clinical competencies in order to receive a passing grade in PNR 110. There is a maximum of three attempts allowed for each skill evaluated.  If after two attempts, the student remains unsuccessful at demonstration of the skill, the student must arrange for individualized instruction with an instructor prior to the third attempt. If a student is unsuccessful after three unsatisfactory evaluations of a skill, it is determined that a student has failed the laboratory portion, and the student will be dropped from Fundamentals of Nursing with either a "D" if passing theory or an "F" if failing theory. Absences at scheduled check-offs times will count as an unsatisfactory attempt unless prior arrangements are made with the course instructor.  Skill content will be tested in the theory portion of the course.

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 **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.

Visit the Tech Central website for more information. Live Chat and Center locations are posted on the website. Or please call (843) 349 – TECH (8324), Option #1.



## HGTC LIBRARY:

Each campus location has a library where HGTC students, faculty, and staff may check out materials with their HGTC ID. All three HGTC campus libraries 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 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,Title VII, 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, Section 504, and Title II Coordinator*
> Building 1100, Room 107A, Conway Campus
> PO Box 261966, Conway, SC 29528-6066
> 843-349-5228
> [Melissa.Batten@hgtc.edu](mailto:Melissa.Batten@hgtc.edu)

**Employee and applicant** inquiries concerning 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**
> *Affirmative Action/Equal Opportunity Officer and Title IX Coordinator*
> Building 200, Room 205B, Conway Campus
> PO Box 261966, Conway, SC 29528-6066
> 843-349-5212
> [Jacquelyne.Snyder@hgtc.edu](mailto:Jacquelyne.Snyder@hgtc.edu)