

HGTC

Horry-Georgetown
Technical College

COURSE INSTRUCTIONAL PACKAGE

PNR 110

Fundamentals of Nursing

Effective Term

Fall 2026/Spring 2027/Summer 2027

Part I: Course Information

Effective Term: Fall 2026/Spring 2027/Summer 2027

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 basic knowledge and skills 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 fundamentals 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 of the Practical Nursing Program

MAT 155, BIO 210, and PNR 121 (Co-Req)

(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 Online Student Orientation prior to completing an online course. The DLI Online Student Orientation can be found on WaveNet, under the My Student tab.

REQUIRED MATERIALS:

Please visit the [BOOKSTORE](#) online site for most current textbook information. Enter the semester, course prefix, number and section when prompted and you will be linked to the correct textbook.

ADDITIONAL REQUIREMENTS:

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
Wristwatch (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 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

IDENTIFICATION VERIFICATION:

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

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 changes.

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.”

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.

****Students – please refer to the Instructor’s Course Information sheet for specific information on assessments and due dates.***

Unit I: Orientation to PNR 110 & Resources/Introduction to Nursing/Nursing Process/Cultural Aspects

MATERIALS COVERED:

PNR 110 Instructional Packet, Instructors Course Information Sheet, Nursing Student Handbook.

TIMBY’S: Chapters 1, 2, 4, 5, & 6. Kaplan Basics

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. Differentiate between primary, secondary, tertiary, and extended care.
7. Describe how nursing care is administered when the following methods are used: functional nursing, case method, team nursing, primary nursing, and nurse managed care.
8. Discuss the following in relation to health care: providers, services, regulation, financing, and the system.
9. Name the five levels of human needs by Maslow and apply the principles to nursing.
10. 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.
11. Discuss the aspects of well-being that characterize health, trends that influence and enhance health promotion.
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.
16. Develop a beginning understanding of transcultural nursing.
17. Learn to differentiate between culture, ethnicity, race, and religion.
18. Evaluate the influence of culture on the ways health care consumers

manage their health and health care resources.

19. Identify the primary features of cultural competence.

20. Critically evaluate the effect of poverty on the quality and accessibility of health care.

21. Develop an understanding of the nurse's role in providing culturally congruent care.

22. Explain the use of the nursing process.

23. Identify the components of the nursing process.

24. Identify the steps of the problem-solving process.

25. List the steps used in making decisions.

26. Identify ways to improve critical reasoning and clinical judgement.

Unit 2: Critical Thinking, Communication, Code of Ethics, Documentation, & Legal Aspects in Nursing

MATERIALS COVERED:

TIMBY'S: Chapters 3, 7, 8, & 9. Kaplan Basics

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 use of critical thinking and clinical judgment in nursing.
2. Apply the critical thinking process to a real-life problem.
3. Discuss the use of critical thinking in nursing.
4. Describe the clinical judgement model.
5. Compare and contrast the terms critical thinking, clinical reasoning, and clinical judgment.
6. Identify ways to improve clinical reasoning and clinical judgement.
7. Discuss how computers are being utilized in relation to client care, Kardex usage, and other methods used to exchange information.
8. Identify a reference that describes the rights of clients
9. Describe the purpose of a code of ethics, review ethical decision making, and identify ethical issues that affect care.
10. List examples of client teaching provided by nurses.
11. List five benefits of client teaching.
12. Identify factors that nurses assess before teaching clients.
13. Describe the three domains of learning.

14. Discuss characteristics unique to older adult learners.
15. List common emotional responses that the nurse may observe in clients.
16. 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.
17. Discuss seven uses for client records, the differences between traditional and problem-oriented records.
18. List and describe six methods of charting, discuss methods of appropriate charting, and reasons for unapproved abbreviations, practices for making client records.
19. Explain the principles of setting priorities for nursing care.
20. 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.

Unit 3: Controlling & Preventing Spread of Microorganisms/Personal Protective Equipment

MATERIALS COVERED:

TIMBY'S: Chapters 10 & 22. Kaplan Basics

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 are usually 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-associated infections (HAI's) and describe three ways 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; disposing of soiled linens, trash, and sharps; 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.

Unit 4: Safety & Hygiene/ Health Body Sensory/Environment Safety

MATERIALS COVERED:

TIMBY'S: Chapter 16, 17, & 19. Kaplan Basics

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 for a patient in isolation.
3. Discuss Maslow's Hierarchy in relation to patient care needs.
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 precautions 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.

Unit 5: Vital signs/Physical Assessment/Observation/Oxygenation

MATERIALS COVERED:

TIMBY'S: Chapter 12, 13, & 21. Kaplan Basics

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 is considered the fifth 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 examinations.
12. Describe methods for gathering 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.
18. Explain the difference between ventilation and respiration.
19. List signs of inadequate oxygenation.
20. Name nursing interventions that can be used to improve ventilation and oxygenation.
21. List common oxygen delivery devices.
22. Discuss hazards related to the administration of oxygen.
23. Discuss facts concerning oxygenation that affect the care of older adults

Unit 6: Basic activity/ Posture/ Positioning

MATERIALS COVERED:

TIMBY'S: Chapter 23, 24, 25, & 26. Kaplan Basics

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 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

Unit 7: Pain Management/Comfort/Rest & Sleep

MATERIALS COVERED:

TIMBY'S: Chapter 18 & 20. Kaplan Basics

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 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.

Unit 8: Basic Nutrition/Medication Administration

MATERIALS COVERED:

TIMBY'S Chapter 15, 29, 32, 33, 34, & 35. Kaplan Basics

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 clients:

dysphagic, prone, and clients with special feeding needs

4. Compare and contrast a full liquid diet with a clear liquid diet.
5. Explain the different dietary modification levels: pureed, mechanically altered, advanced, and regular.
6. Describe health issues related to nutrition.
7. Using therapeutic communication, assist a patient who requires a special diet.
8. Demonstrate feeding a patient through a nasogastric tube or percutaneous endoscopic gastrostomy (PEG) tube.
9. Identify the principles of medication administration
10. Identify and demonstrate the methods for administering medications by the following

routes: Oral, topical, inhaled, intradermal, subcutaneous, intramuscular and intravenous.

11. Describe and demonstrate recommended techniques for administering parenteral

medications by the following methods: subcutaneous, intramuscular, intravenous, intradermal.

12. Identify indications for IV therapy.

Unit 9: Urinary & Bowel Elimination/Care

MATERIALS COVERED:

TIMBY'S: CHAPTERS 30 & 31. Kaplan Basics

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.

Unit 10: Loss, Grief, Death, & Dying.

MATERIALS COVERED:

TIMBY'S: Chapter 38. Kaplan Basics

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. Correlate the stages of grief and of dying with their associated behaviors and feelings.
2. Discuss the benefit of grieving and signs that grief is being resolved.
3. Define terminal illness.
4. Name the stages of dying.
5. Describe methods by which nurses can promote the acceptance of death in dying clients.
6. Define respite care.
7. Discuss the philosophy of hospice care.
8. List aspects of terminal care.
9. Name signs of multiple organ failure.
10. Explain why a discussion of organ donation must take place as expeditiously as possible following a client's death.
11. Name components of postmortem care.

Unit 11: Patient Teaching.

MATERIALS COVERED:

TIMBY'S: Chapters 11. Kaplan Basics

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. Use patient teaching to promote the national goals of health promotion and disease prevention as listed in Healthy People 2030 and the Health Canada.
2. Describe three ways in which people learn and correlate the importance of these types of learning to teach.
3. Describe barriers to teaching and learning.
4. Discuss types of resources available to assist in patient teaching.
5. Name three things that must be included in the documentation of patient teaching.
6. Describe ways in which teaching can be continued following hospital discharge

****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	80%
Final Exam	10%
Quizzes/Assignments: (see below)	10%
*CoursePoint Assignments: 3%	
*PrepU, KITs, & After Exam Quizzes: 7%	
Total =	100%

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

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

Example:

Unit test average	$77.54 \times .80$	=	62.03
Final exam grade	$81.04 \times .10$	=	<u>8.1</u>
Total points	$70.13 / .90$	=	77.9

GRADING SYSTEM:

GRADING SYSTEM:

A = 100 – 90

B = 80 – 89

C = 79 – 77

D = 76 – 69

F=Less than 69

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

TESTING GUIDELINES:

Please refer to the Testing Guidelines below, for testing within the Nursing Department. All testing will occur on campus, in person, and are computerized.

- Telephones on silent and placed in front of the room.
- Scratch paper will be provided by faculty. You may not use your own.
- No drinks, snacks, mints, cough drops during the test. Any drink must be placed in the trash or in the front of the classroom during the test.
- Please use the bathroom prior to the test. If you must use the bathroom, you will be escorted by a proctor. No additional time will be added to your testing time.
- No hats or hoods.
- No questions during the test.
- Raise your hand if there are technology issues.
- All belongings must be stored along the wall of the classroom. You may not access these bags during the testing period (ex. no unzipping your purse to

get your phone when you finish the test to take it outside. It is distracting to the other students. Instead, quietly take all belongings with you when you leave the room.)

- If you have a medical condition that may require a rapid sugar source, please have it available and give it to the instructor, who will hold it in front of the classroom.

All alternate format questions (select-all-that-apply, ordering, matching) will be graded as right-minus-wrong (+/-). These modifications are necessary to ensure the security of the testing environment.

Kaplan is a requirement for progression. The Kaplan Integrated Test (KIT) for this course is "PN Foundations of Nursing, B" and requires a benchmark of 65.3% for progression. To pass this KIT, you must obtain a benchmark score of 65.3% and complete remediation. Remediation is defined as: one (1) minute per question (right and wrong) on Kaplan website and one (1) Kaplan remediation card for each Incorrect answer.

If the benchmark is not met on the first attempt:

- Students must complete full remediation and retake the exam.

If the second attempt benchmark score is $\leq$ the first attempt score:

- Students must complete full remediation and will be referred to a remediation specialist for targeted support.

If the second attempt benchmark score is $>$ the first attempt score, this demonstrates measurable improvement.

- Students must complete full remediation.
- Improvement may be defined as a score increase of one (1) point from the highest score.

If this test is not completed within this course time frame, the student will receive an Incomplete (I) in this course.

There is 1 Kaplan Focused Review (KFR) that is required for progression in this course. It is "PN FR Fundamentals A, NGN". To pass this KFR you must obtain a benchmark score of at least 80% and complete remediation. You may attempt these 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. If this test is not completed within this course time frame, the student will receive an Incomplete (I) in this course.

LABORATORY/CLINICAL EVALUATION:

Satisfactory/Unsatisfactory (must achieve a satisfactory evaluation to progress in the Practical Nursing program). Skill content will be tested in the theory portion of the course.

The assigned clinical instructor will evaluate students weekly. Students will be graded as Satisfactory (S), Unsatisfactory (U), or Needs Improvement (NI). Please see PNR 140 Clinical Evaluation Tool (Online CPE) for specific grading requirements. To progress in the practical nursing program, the student must receive a satisfactory clinical evaluation. Clinical failure is defined as receiving: 2 unsatisfactory evaluations in one learning outcome, 3 unsatisfactory evaluations under different learning outcomes, or an incident of a critical event. A critical event is defined as, but not limited to, a dangerous action that injures or has the potential to injure, illegal or unethical behavior, and alcohol or drug use in the clinical setting.

Any changes in health status will require a physician statement regarding students' ability to complete clinical requirements independently. A change in health status consists of but not limited to the following:

- a. ANY major or minor vehicle accident.
- b. ANY major or minor health procedure.
- c. ANY illness that involves seeking medical treatment.

An updated Health Science Division Health Record form must be submitted to the Clinical Admissions Coordinator before returning to class/clinical/lab.

CHAIN OF COMMAND

Please refer to Chain of Command document found under Content.

Please refer to the diagram below regarding the appropriate process to address issues which arise during the semester.

Step 1: Clinical Instructor or Lecturer	Step 2: Course Coordinator	Step 3: Assistant Dept. Chair then Dept. Chair
- Initial issues or concerns are addressed with the clinical instructor or lecturer. This is an opportunity to resolve the issue. - Concerns which affect the class (not an individual) are to be addressed by the class representative using the same chain of command.	If the problem or concern remains unresolved, an appointment is made with the Course Coordinator. The student (or class rep) presents the concern and provides the course coordinator with an opportunity to investigate and respond to the issue.	If the response of the Course Coordinator is unsatisfactory, the student (or class rep) makes an appointment with the Assistant Department Chair. If the issue remains unresolved, the student (or class rep) makes an appointment with the Department Chair to address the concern.

Classroom Decorum:

Please arrive on time for class. If late for class, please enter the room as quickly and quietly as possible. For dates with online testing or assignments, please turn on the computer on arrival. Written assignments are to be turned in as scheduled.

LATE ASSIGNMENTS:

A student at Horry-Georgetown Technical College is responsible for all course work and all assignments made in class and clinical. Written assignments are to be turned in as scheduled.

LATE ASSIGNMENTS ARE NOT ACCEPTED FOR CREDIT. IF A STUDENT IS ABSENT ON THE DUE DATE FOR A WRITTEN ASSIGNMENT, THE STUDENT MUST HAND IN THEIR WORK TO THE FACULTY MEMBER'S OFFICE PRIOR TO THE BEGINNING OF THE NEXT DAY PRESENT FOR CLASS TO RECEIVE CREDIT. DROP BOX ASSIGNMENTS ARE OPEN FOR SEVERAL DAYS AND LATE DROP BOX ASSIGNMENTS ARE NOT ACCEPTED.

USE OF TECHNOLOGY

- Recording nursing lectures is not allowed.
- Personal electronic devices will be on "Silent Mode" during all learning times.
- Personal electronic devices (smart technology, tablets, laptop, etc.) may be

used in classroom and laboratory environments for educational, content-related purposes only.

- The above-described use of all electronic devices may only be used according to the discretion of the instructor(s).
- In all clinical settings, HGTC Nursing Students will comply with the technology policy as defined by the institution in which the clinical learning experience is occurring.

TEST MAKE-UP POLICY:

Students are strongly encouraged to be present for ALL scheduled examinations as scheduled in the Course Calendar. Students may miss a maximum of one (1) scheduled exam for certain reasons. The score on the final exam will be used as the score on the missed exam and 5 points will be deducted for the replaced grade only. (DOES NOT REPLACE OR SUBSTITUTE FOR THE LOWEST EXAMINATION SCORE).

Example:

Student misses Unit 1 Exam

Student scores an 80 on his/her Final Exam.

The student will be assigned a score of 75 for his/her missed Unit 1 Exam

The student will

maintain a score of 80 for his/her Final Exam

If you know in advance that you must be absent for one of the reasons listed in the student handbook, then you must notify the course instructor or course coordinator at least 1 week in advance or at least two weeks in advance if due to a religious observance. If you fail to present advanced notice of absence and/or acceptable documentation, then you will receive a grade of zero (0) for the missed unit test and/or final exam.

Any subsequently missed exams will receive a grade of zero (0) and no option for make-up will be allowed. Students are not allowed to substitute for the Final Exam grade.

QUIZ MAKE UP POLICY:

In class quizzes missed cannot be made up and a grade of 0 will be assigned unless prior arrangements are approved by the instructor.

ACADEMIC DISHONESTY:

As part of your learning journey, it's important to engage with your assignments and projects in an authentic and meaningful way. While AI can be a useful tool for research or inspiration, using AI-generated assignments is not an appropriate way to complete your work. Submitting AI-generated content as your own is considered academic dishonesty and undermines your ability to truly grasp the material.

Your personal effort, critical thinking, and creativity are essential to your development. By completing assignments yourself, you gain the skills and knowledge necessary for success in both school and life. Remember that the process of learning is just as important as the final product. Let's keep our academic integrity strong and continue to take pride in our own work!

PLAGIARISM:

The college defines "Plagiarism" as (1) the appropriation of any other person's work and the unacknowledged incorporation of that work in one's own work or (2) submitting content for academic purposes that are created by artificial intelligence, technology platforms, or writing services and representing that such content is the person's own work product. While AI can be a useful tool for research or inspiration, using AI-generated assignments is not an appropriate way to complete your work. Submitting AI-generated content as your own is considered academic dishonesty and undermines your ability to truly grasp the material. Your personal effort, critical thinking, and creativity are essential to your development. By completing assignments yourself, you gain the skills and knowledge necessary for success in both school and life. Remember that the process of learning is just as important as the final product. Let's keep our academic integrity strong and continue to take pride in our own work! If plagiarism is identified by similarity score greater than 25% the student will earn a zero ("0") for the assignment. If plagiarism is identified by similarity score greater than 50% the student will be turned in for academic misconduct.

TESTING POLICY:

All tests for PNR 130 will occur on campus, in-person. If you are tardy for a scheduled unit test or final exam, you may not be allowed to take the test. See Nursing Student Handbook.

In situations of a public health restriction that prevents a student from on campus attendance, Honorlock is an option available for course testing. To use this testing service, students must have access to a PC or Mac with internet connection, the Google Chrome browser, webcam (either internal or external) and microphone, as well as the ability to download and install the Honorlock Chrome extension on the computer. Students must present a valid student ID or driver's license to take the exam. There is a fee (\$10 per exam) for using this service, which is paid directly to Honorlock at the time the exam is taken. This service is ONLY available for those students who has been placed on quarantine.

USE OF ARTIFACTS:

Student graded assignments may be used for organization accreditation.

MIDTERM SURVEY:

Must be completed at the Midterm Point, after Unit Test #2. Refer to Course Calendar for specific date.

END OF COURSE SURVEY:

Must be completed prior to end of semester. Refer to Course Calendar for specific date.

Accident and/or Illnesses Occurring on or off Campus:

Accidents involving Faculty, Staff and Student Workers (work-study, clinical student or students on a required internship):

An accident/illness involving faculty, staff or student worker must be reported immediately to the Human Resources Department before seeking medical treatment, if possible, so an accident/incident report can be completed, and Worker's Compensation can be notified. In the event someone in Human Resources cannot be notified, the injured party may contact the College's Worker's Compensation insurance carrier, CompEndium Services, to complete an accident/incident report and to receive clearance for treatment at 877.709.2667. If the incident is an emergency, please notify Human Resources as soon as the proper medical attention has been rendered for verification of the workers' compensation coverage.

In any event, if an accident occurs, proper documentation needs to be completed.

An accident report needs to be filled out stating the name of the injured party, the location of the accident, his/her identification number (social or H number), his/her address & phone number, the date & time of the accident, whether there were witnesses, and a brief description of what occurred. Attached is a copy of the Accident/Incident Report form. A copy of the report needs to be distributed to the following departments: Human Resources, the respective Supervisor, and the Dean/Provost of the specific campus.

If you need to go to the doctor's office, the following locations work in conjunction with our Worker's Compensation:

Convenient for the Grand Strand Campus:

Doctors Care - Carolina Forest	200 Middleburg Dr Myrtle Beach, SC 29579	Mon-Fri 8am- 8pm Sat/Sun 9am- 5pm	843-903- 6650
Doctors Care - North Myrtle Beach	1714 Hwy 17 Myrtle Beach, SC 29582	Every day 8am- 8pm	843-361-0705
Doctors Care - Strand Medical	1220 21st Ave. Myrtle Beach, SC	Every day 8am- 8pm	843-626- 9379

Convenient for the Conway Campus:

Doctors Care - Church Street (Hwy 501)	1113 Church St Conway, SC	Every day 8am- 8pm	843-248- 6269
Doctors Care - Main Street	1400 Main Street Conway, SC 29526	8am-6p Mon-Fri ONLY (NO WEEKENDS)	843-381- 8206

Convenient for the Georgetown Campus:

Doctors Care - Georgetown	1068 North Frazier St Georgetown, SC 29440	Mon-Fri 8am- 8pm Sat/Sun 9am- 5pm	843-545- 7200
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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 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, refer to your Instructor's Course Information Sheet for any required on-site meeting times. In online courses, attendance is fulfilled through the submission of academic work. Please be aware that instructors may require exams to be proctored either online or at an approved testing site. If you choose to use a testing center other than those provided by HGTC, that center may charge a fee for its services.

ATTENDANCE POLICY:

Successful completion of any nursing course requires the student to:

1. Attend at least 80% of all nursing classes. Students attending less than 80% of all classes in any nursing course will be withdrawn from the course.
2. Attend 100% of all clinical/lab hours on any nursing course. A maximum of 1 (one) of the total clinical/lab assigned days may be missed.
 - a. Students who fail to notify the clinical/lab instructor prior to each clinical absence may not be allowed to make up the hours.
 - b. Absence more than 1 (one) of the total clinical/lab assigned days or failure to make up the missed clinical/lab time will result in a grade of “unsatisfactory” for clinical and a failing grade (D) for the course.
3. Attendance at all scheduled conferences as specified in each course syllabus is required to pass the course.

TARDY POLICY:

Students are expected to be on time for class and to stay for the entire session. Three events of tardiness, or leaving class early, five minutes or longer, will be counted as one class absence.

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 accommodation 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 accommodation. Students may begin the accommodations process at any time; however, accommodation is **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 accommodation.

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 require 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 people with disabilities.

All inquiries regarding the federal laws as they relate to discrimination based on 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 accommodation to ensure access to our educational programs.

Students should advise the Title IX Coordinator of a potential need for accommodation as soon as they know they are pregnant. It is extremely important that communication between students, 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 accommodation, please complete the *Pregnancy Intake Form* that can be found [here](#).