



Horry-Georgetown  
Technical College

**COURSE INSTRUCTIONAL PACKAGE**

RES 253

Advanced Clinical Studies I

Effective Term

Fall 2026/Spring 2027/Summer 2027

## Part I: Course Information

Effective Term: Fall 2026

COURSE PREFIX: RES 253

COURSE TITLE: Advanced Clinical Studies I

CONTACT HOURS: 18

CREDIT HOURS: 6

### **RATIONALE FOR THE COURSE:**

RES 253 is a clinical course that further expands your clinical experience by integrating clinical and classroom theory. In RES 253, you will demonstrate the ability to apply current and previously acquired clinical skills to patients in current clinical rotations in a professional manner. You will perform basic respiratory care procedures in a safe and effective manner, as well as demonstrate communication skills to deliver an appropriate respiratory care plan. Furthermore, continue to develop skills from previous clinical application courses.

### **COURSE DESCRIPTION:**

This course includes clinical instructions in advanced patient care practice.

### **PREREQUISITES/CO-REQUISITES:**

Respiratory Care Clinical courses RES 152 and RES 154. Required prerequisite courses must be completed with a grade of "C" or better.

### **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:**

Scrubs, shoes, watch, stethoscope, hemostats, scissors, and pocket pulse oximeter

### **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 change.

**CLASSROOM ETIQUETTE AND STUDENT RIGHTS AND RESPONSIBILITIES:**

As a matter of courtesy to other students and your professor, please turn off cell phones and other communication/entertainment devices before class begins. If you are monitoring an emergency, please notify your professor prior to class and switch cell phone ringers to vibrate. Cell phones are not to be used/visible in-patient care areas on clinical assignments. Refer to the clinical handbook for policies and procedures on cell phone usage during clinical assignments.

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](#).

See Clinical Handbook for experiential Policy and Procedures

## Part II: Student Learning Outcomes

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

1. Administer intermittent positive Pressure breathing to a critical care patient.
2. Administer chest physiotherapy to a critical care patient.
3. Administer airway care to a critical care patient.
4. Administer oxygen therapy to a critical care patient.
5. Administer aerosol therapy to a critical care patient.
6. Administer incentive spirometry to a critical care patient.
7. Assess a critical care patient including palpation; percussion; and auscultation; evaluation of radiograph, laboratory, and other diagnostic materials.
8. Perform airway care including assessment, cleaning, and changing artificial airway tubes.
9. Monitor ventilator parameters.
10. Assess ventilator functions.
11. Collect arterial blood through arterial puncture and arterial catheters.

12. Handle collected blood.
13. Analyze arterial blood for blood gas and acid base parameters.
14. Perform an EKG study.
15. Explain basic EKG arrhythmia.
16. Perform respiratory care on standard and critically ill pediatric and neonatal patients including patient assessment, chest physiotherapy, airway care, medical gas therapy, oxygen therapy, aerosol therapy, and mechanical ventilation.
17. Abide by all rules and regulations of the respiratory care program.

### Module I

Material Covered: Basic Respiratory Care of Critical Care Patients

Assessments:

- Case Study/Clinical Competency/TMC Exam
- Clinical Performance Affective Behaviors Evaluation
- Clinical Logs

Learning Outcomes:

1. Administer intermittent positive Pressure breathing to a critical care patient.
2. Administer chest physiotherapy to a critical care patient.
3. Administer airway care to a critical care patient.
4. Administer oxygen therapy to a critical care patient.
5. Administer aerosol therapy to a critical care patient.
6. Administer incentive spirometry to a critical care patient.
7. Assess a critical care patient including palpation; percussion; and auscultation; and evaluation of radiograph, laboratory, and other diagnostic materials.

### Module II

Material Covered: Ventilatory Management – Airway Care

Assessments:

- Case Study/Clinical Competency/TMC Exam
- Clinical Performance Affective Behaviors Evaluation
- Clinical Logs

Learning Outcomes:

1. Perform airway care including assessment, cleaning, and changing artificial airway tubes.
2. Monitor ventilator parameters.
3. Assess ventilator functions.

### Module III

Material Covered: Hemodynamics

EKG Interpretation "Oakes" Chapter 4

Dana Oakes, Neonatal and Pediatric Guide

Assessments:

- Case Study/Clinical Competency/TMC Exam
- Clinical Performance Affective Behaviors Evaluation
- Clinical Logs

Learning Outcomes:

1. Collect arterial blood through arterial puncture and arterial catheters.
2. Handle collected blood.
3. Analyze arterial blood for blood gas and acid base parameters.
4. Perform an EKG study.
5. Explain basic EKG arrhythmia.
6. Completion of Advanced Critical Life Support (ACLS) Certification.

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

**Trajecsys clinical assessment sheets are available diagnostic competency and are required to evaluate a Student’s psychomotor, cognitive, and effective evaluation.**

## **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.

#### **Cognitive**

- Quizzes, tests, case studies, and presentations, etc.

#### **Psychomotor**

- All courses required in Skill Check Assessment and Laboratory Competency Practical Examination must be completed.

#### **Affective**

- Development of appropriate attitudes is as important as skill and knowledge development.
- Affective evaluation will focus on attention on the development of professional behaviors.

Students who consistently are unable to meet the clinical objectives, use unsafe methods of delivering patient care, who show inadequate preparation in caring for patients, or who demonstrate unprofessional conduct in the clinical area may receive an unsatisfactory clinical evaluation. An unsatisfactory clinical evaluation constitutes failure of the course and

immediate withdrawal from the program.

#### Competency Areas:

Mechanical Ventilation Setup

Mechanical Ventilator Check

Mechanical Ventilator Transport Setup

Tracheal Care

ACLS

#### **EVALUATION\***

|                         |      |
|-------------------------|------|
| Clinical Documentation  | 25%  |
| Case Studies/Aff. Evals | 25%  |
| Clinical Competencies   | 20%  |
| Lab Exam                | 15%  |
| Final Exam              | 15%  |
|                         | 100% |

#### Missing/Late Assignments:

1. Missing daily logs will be considered an absence student will incur an absence and will be required to make up the day.
2. Daily logs are required to be completed before leaving clinical to be eligible to receive full credit.
3. A late grade will be given for logs not submitted by end of the shift with points deduction per clinical policy manual.
4. Missing daily logs is considered an unexcused absence.
5. Late homework assignments will have a deduction of ten points each day and 0 after 5 days late.
6. Absences will incur zero (0) daily grade and follow absence policy in clinical manual.
7. Each student must demonstrate safety and competence in clinical competency practical examinations.

#### Clinical Competency and Skill Check Assessment:

Competencies and skill checks must be completed satisfactorily in assigned laboratory classes before completing competencies in the hospital in the clinical course.

#### Summary Performance Evaluation

The following will be used to evaluate the clinical performance:

Satisfactory – Completion of first attempt (85-100%) Performed procedure accurately or was able to correct performance without injury to the patient or decreasing effect of therapy being given.

Each competency and skill check are considered a pass/failure. If a student makes less than 85% on the first attempt. The student may repeat the competency/skill check an additional time after the first attempt.

Unsatisfactory performance – Completion of first attempt (less than <85%. Requires remediation under the following categories.

- The psychomotor portion of the performance evaluation is a pass/fail grading criterion. After a student's second attempt, if the student does not pass the physical portion with an 85% or greater. Failure of the physical portion of the course will result in failure of the course.
- Failure to complete a critical skill after the first attempt within the psychomotor evaluation will also result as a failure of the course.

#### Affective Evaluations

Affective evaluations are the third part of the clinical evaluation process. They represent the instructors' overall view of the student's ability to communicate, confidence and independence, initiative and cooperation, maturity, professional ethics, organization, and theory application. Points for the observed level of performance are assigned. Guidelines for outstanding behavior are outlined in the Student Handbook, Policies and Procedures of the Respiratory Care program.

#### 5= Exceptional

Ready for clinical application with minimal supervision. Always arrives on time and prepared. Always exhibits concern for the dignity and welfare for patients and team members; prevents conflict of interest; always takes measures to deal with conflict effectively. Demonstrates a superior understanding of the concepts, facts, and theories specific to the situation. Can perform the skill with confidence, without error and greatly exceeding standards. Seldom requires assistance. Plans, always works efficiently, and manages time wisely.

#### 4= Above Average

Regularly arrives on time and prepared. Consistently displays concern for dignity and welfare of patients and team members; prevents conflict of interest; seeks assistance when conflict arises. Demonstrates a complete and thorough understanding of the concepts, facts, and theories specific to the situation. Can perform the skill with confidence and above the expected standards. Requires minimal assistance. Completes assigned tasks in a timely fashion, and seldom needs direction.

#### 3= Acceptable

Rarely absent but informs appropriate personnel; is seldom late or unprepared but notifies appropriate personnel. Generally, displays concern for dignity and welfare of patients and team members; avoids conflict of interest; and recognizes conflicts as they arise. Demonstrates a general knowledge of the concepts, facts, and theories specific to the situation. Carries out the skill without significant error and meets the accepted standards most of the time. Requires



occasional assistance. Completes assigned tasks, needs occasional direction.

## 2= Below Average

Is periodically late or unprepared. Sometimes neglectful of patients or team members dignity or welfare; occasionally fails to recognize conflict of interest; needs direction in avoiding conflict. Demonstrates an incomplete understanding of the concepts, facts, and theories specific to the situation. Makes non-critical errors when performing the skill and barely meets the expected standards. Inconsistent in completing tasks and needs help in prioritizing work. Requires frequent prompting or assistance.

## 1 = Unacceptable

Absent repeatedly and neglects to inform appropriate personnel; student is frequently late and unprepared. Is negligent or inconsiderate of patients or team member's dignity or welfare; or demonstrates conflict of interest; or provokes conflict. Demonstrates no understanding of the concepts, facts, and theories specific to the situation. Cannot perform the skill or is in danger of harming the patient. Needs constant assistance. Rarely completes assigned tasks, wastes time, and needs constant assistance and direction.

- N/A Not Applicable- Objective not applicable to this clinical setting
- N/O Not Observed-Objective Not Observed to the extent that a rating is appropriate.

\*\*\*Students who receive a score less than 3 regardless of average affective score will receive a verbal warning for 1st offense, 2nd offense student will receive a written warning and 10-point deduction in overall course grade, and 3rd offense student will be removed from clinical rotations with a "F" as the final clinical grade

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

## GRADING SYSTEM:

Please note the College adheres to a 10-point grading scale A = 100 – 90, B = 89–80, C = 79 – 70, D = 69 – 60, F = 59 and below.

A grade of "C" or better must be achieved in all required respiratory care program courses for a student to progress through the program. A final grade of less than 75% is not passing in the Respiratory Care Program and does not meet the requirements for progression within the program. This policy is different than the Horry Georgetown Technical College Grading Policy.

## GRADING SCALE:

100 - 90 = A

89 - 80 = B

79 - 75 = C  
 74 - 69 = D  
 68 - 0 = F

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

## Part IV: Attendance

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.

**See Student Clinical Manual for Clinical Attendance Policy.**

## 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](mailto:sstc@hgtc.edu) or self-schedule in the Penji iOS/Android app or at [www.penjiapp.com](http://www.penjiapp.com). Email [sstc@hgtc.edu](mailto:sstc@hgtc.edu) or call SSTC Conway, 349-7872; SSTC Grand Strand, 477-2113; and SSTC Georgetown, 520-1455, or go to the SSTC [Online Resource Center](#) to access on-demand resources.

### **STUDENT INFORMATION CENTER – TECH Central:**



TECH Central offers all students the following free resources:

1. Getting around HGTC: General information and guidance for enrollment, financial aid, registration, and payment plan support!
2. In-person and remote assistance are available for Desire2Learn, Student Portal, Degree Works, and Office 365.
3. Chat with our staff on TECH Talk, our live chat service. TECH Talk can be accessed on the student portal and on TECH Central's website, or by texting questions to (843) 375-8552. Visit the [Tech Central website](#) for more information. Live Chat and Center locations are posted on the website. You may also call (843) 349-5199.



### **HGTC LIBRARY:**

Each campus location has a library where HGTC students, faculty, and staff may check out materials with their HGTC ID. All three HGTC campus libraries have librarians and staff who can aid with research, computers to support academic research and related school-work, and individual/group study rooms. Printing is available as well at each location. Visit the [Library](#) website for more information or call (843) 349-5268.

### **STUDENT TESTING:**

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

- Digitally through D2L

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

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

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

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

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

The **Instructor Information Sheet** will have more details on test requirements for your course.

### **DISABILITY SERVICES:**

HGTC is committed to providing an accessible environment for students with disabilities. Students seeking accommodations are encouraged to visit HGTC's [Accessibility and Disability Service webpage](#) for detailed information.

It is the student's responsibility to self-identify as needing accommodations and to provide appropriate documentation. Once documentation is submitted, the student will participate in an interactive process with Accessibility and Disability Services staff to determine reasonable accommodations. Students may begin the accommodations process at any time; however, accommodations are **not retroactive** and will only be applied from the point at which they are approved. Students must contact the office **each semester** to renew their accommodations.

For assistance, please contact the Accessibility and Disability Services team at [disabilityservices@hgtc.edu](mailto: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](mailto:counseling@hgtc.edu) or visit the website the [Counseling Services webpage](#).

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

Our sincere commitment to both effective business management and equitable treatment of our employees requires that we present this Policy Statement as an embodiment of that commitment to the fullest.

Discrimination is conduct that includes unjust or prejudicial treatment based upon an individual's age, race, color, sex, religion, national origin, disability, and genetic information or any other protected classes deemed unlawful under State or Federal law that excludes an individual from participation in, denies the individual the benefits of, treats the individual differently, or otherwise adversely affects a term or condition of a person's working or learning environment. This includes failing to provide reasonable accommodation, consistent with state and federal law, to persons with disabilities.

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

### **PREGNANCY ACCOMMODATIONS**

Under Title IX, colleges must not exclude a pregnant student from participating in any part of an educational program. Horry-Georgetown Technical College is committed to ensuring that pregnant students receive reasonable accommodations to ensure access to our educational programs.

Students should advise the Title IX Coordinator of a potential need for

accommodations as soon as they know they are pregnant. It is extremely important that communication between student, instructors, and the Title IX Coordinator begin as soon as possible. Each situation is unique and will be addressed individually.

Title IX accommodations DO NOT apply to Financial Aid. Financial Aid regulations do not give the College any discretion in terms of Financial Aid eligibility.

Certain educational programs may have strict certification requirements or requirements mandated by outside regulatory agencies. Therefore, in some programs, the application of Title IX accommodations may be limited.

To request pregnancy accommodations, please complete the *Pregnancy Intake Form* that can be found [here](#).