



INSTRUCTIONAL PACKAGE

AHS 163

Long-Term Care

Fall 2018

INSTRUCTIONAL PACKAGE

PART I: COURSE INFORMATION

Effective Term: 201810

COURSE PREFIX: AHS 163

COURSE TITLE: Long-Term Care (CNA)

CONTACT HOURS: 5

CREDIT HOURS: 3-6-5

RATIONALE FOR THE COURSE:

This certificate course will equip students with the necessary skills to function as a high quality, entry-level certified nursing assistant in a long-term care facility. Graduates will be prepared to practice safely within their identified scope of practice and to promote, protect, and improve the health of a diverse community. Graduates of this course are eligible to apply to take the Competency Exams for state certification in Certified Nursing Assistant.

COURSE DESCRIPTION:

This course emphasizes the basic skills needed to care for residents in the long-term care setting. Students will apply practical use of these skills through clinical experiences in a long-term care facility.

PREREQUISITES/CO-REQUISITES:

None

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.

The following materials are essential and must be provided by the student

1. Course Instructional Package
2. Instructors Course Information/Calendar
3. Required text/workbook

ADDITIONAL REQUIREMENTS:

For Lab/Clinical you will need a stethoscope, a manual sphygmomanometer (Blood Pressure Cuff), a watch with a second hand (No digital watches), as well as a white scrub uniform with a lab coat, and white no-skid shoes. A thermometer is optional.

STUDENTS MUST PASS THE LECTURE AND LAB PORTION OF AHS 163 WITH A "C" OR BETTER IN ORDER TO PARTICIPATE IN THE CLINICAL PORTION.

TECHNICAL REQUIREMENTS:

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

STUDENT IDENTIFICATION VERIFICATION

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

CLASSROOM ETIQUETTE:

As a matter of courtesy to other students and your professor, please turn off cell phones and other communication/entertainment devices before class begins. If you are monitoring for an emergency, please notify your professor prior to class and switch cell phone ringers to vibrate.

Part II: Student Learning Outcomes

COURSE LEARNING OUTCOMES and ASSESSMENTS*:

COURSE LEARNING OUTCOMES

Module 1

Materials Covered: Chapter 1: The Nursing Assistant in Long Term Care

Assessment(s):

Complete laboratory skills

Accompanying workbook assignments, chapter 1

Test 1

Learning Outcomes:

1. Define key terminology
2. Discuss legal implications, OBRA
3. Identify Nurse Assistant requirements as set forth in OBRA
4. Describe qualities of a successful Nurse Assistant
5. Describe the roles and responsibilities of the Nurse Assistant
6. Describe professionalism for the Nurse Assistant
7. Explain the ethical behavior expected of the Nurse Assistant
8. Describe behaviors that maintain confidentiality
9. Explain the purpose of a long term care facility
10. Recognize the role of the Nurse Assistant in maintaining resident rights as stated in federal state regulation
11. Discuss resident rights as well identify resident rights, which support a residents need for security, belonging, and self esteem
12. Discuss the issue related to elder abuse
13. Describe the role of the ombudsman
14. Convert between standard time and military time
15. Record vital signs on chart, graph, and nursing assistant notes
16. Discuss the process of documentation and the Nurse Assistant role in the care planning meeting
17. List types of charting documents and the use for each
18. Explain how to accurately complete ADL assessment for MDS
19. Discuss procedure used when recording on a resident's chart

Module 2

Materials Covered: Chapter 2, Foundations of Resident Care

Assessment(s):

Complete laboratory skills

Accompanying workbook assignments, chapter 2

Test 1

Learning Outcomes:

1. Define terminology
2. Identify and discuss Maslow's Hierarchy of Needs
3. Recognize and report resident's behavior that reflect unmet needs
4. Define communication and therapeutic communication and identify two routes of communication
5. Describe reasons for communication breakdown
6. Describe effective communication/interpersonal skills used with residents, their families, and guests
7. Describe conflict measures of conflict resolution
8. Discuss touch as a form of communication, including body language and personal space
9. Identify common psychological defense mechanisms
10. Describe family communication/interaction patterns and the role of the Nurse Assistant
11. Describe social and cultural factors influencing communication and emotional reactions to illness and disability
12. Describe communication between the members of the health care team
13. Describe common prosthetic devices and their care (artificial limbs, hearing aids, contact lenses, dentures, and eyeglasses)
14. Describe the application, removal and care for "behind the ear" hearing aids
15. Describe the role of the Nurse Assistant in emergency disaster, and fire situations
16. Describe ways the Nurse Assistant can help residents, families, and visitors remain calm in an emergency situation
17. Describe common emergency codes used in facilities
18. Describe general rules for providing safe environment for the Nurse Assistant
19. Describe general rules for providing a safe environment for the resident
20. Describe two of the top safety issues for residents and interventions to prevent these
21. Describe major causes of fire and general fire prevention rules
22. Explain the purpose and rules for proper body mechanics
23. Describe appropriate body mechanics used to ambulate a resident
24. Describe overview of bioterrorism
25. Identify the six parts of the chain of infection
26. List four lines of defense against infection in the body
27. Describe signs and symptoms of infection
28. Differentiate between medical and surgical asepsis
29. Identify the roles of the Centers for Disease Control (CDC) and the Occupational Safety Health Administration (OSHA) in the prevention of infections
30. Explain standard precautions
31. Describe personal protective equipment and proper you DONNING and DOFFING
32. Define transmission based precautions
33. Identify the psychological effects of standard precautions and transmission based precautions on residents

34. Identify common signs and symptoms of conditions associated with resident distress and describe the CNA's role and responsibility in preventing and/or responding
35. Describe the immediate intervention in a medical emergency
36. List the causes and signs of choking and discuss the use of abdominal thrusts for relief of obstructed airway
37. Describe common emergency codes used in long-term care facilities
38. Identify word elements used in medical terms
39. Identify medical terminology and abbreviations generally used in medical facilities
40. Define observations and list the senses used to observe a resident
41. Describe objective and subjective observations

Modules 3

Material Covered: Chapter 3, *Understanding Residents*

Assessment(s):

Complete laboratory skills

Accompanying workbook assignments, chapter 3

Assignment identifying community resources

Test 1

Learning Outcomes:

1. Define key terms
2. Identify and discuss the five basic physical and psychological needs of all humans, as described by Maslow's Hierarchy of Needs
3. Describe common basic human needs and interventions for the elderly resident; environmental, psychological, social, recreational, and spiritual
4. Describe common community resources to meet the needs of the elderly
5. Describe developmental and mental conditions found in the long term care population, their unique needs, and interventions
6. List the responsibilities of the Nursing assistant in promoting resident self-care
7. Identify steps to prevent complications from inactivity
8. Discuss relationship between resident's self-esteem and family involvement in care
9. Describe the stages of human development
10. Discuss developmental disabilities
11. Describe some types of mental illness
12. Describe the five stages of grieving according to Dr. Kubler-Ross
13. List the rights of the dying resident
14. Differentiate between common signs of approaching death and biological death
15. Identify care and comfort measures for the dying resident
16. Identify the philosophy and goals of hospice and the Nurse Assistant's role when the resident is cared for by a licensed hospice nurse
17. Describe procedures and responsibilities for postmortem care
18. Identifying community resources

Modules 4

Materials Covered: Chapter 4, *Body Systems and Related Conditions*

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Assessment(s):

Complete laboratory skills

Accompanying workbook assignments, chapter 4

Test 2

Learning Outcomes:

1. Define key terms
2. Identify and describe anatomical terms of location
3. Describe the body's basic organization and composition
4. List the body systems, including basic anatomy and physiology, common diseases of the elderly with signs and symptoms, Nurse Assistant duties and observations and aging changes and complications of immobility
5. Describe changes in body systems associated with aging
6. Describe the usual frequency pattern for urination
7. List the observations to be made about urine
8. Describe urinary incontinence and the need for immediate care
9. Describe the normal pattern of bowel movements and reportable observations
10. Explain the purpose of an ostomy and the care of residents with an ostomy
11. Describe the Nurse assistant role in giving a suppository

Module 5

Materials Covered: Chapter 5, Confusion, Dementia, and Alzheimer's Disease

Assessment(s):

Complete laboratory skills

Accompanying workbook assignments, chapter 5

Test 3

Learning Outcomes:

1. Define key terms
2. Discuss confusion and delirium
3. Describe dementia and discuss Alzheimer's disease
4. List strategies for better communication with residents with Alzheimer's disease
5. List activities that make up activities of daily living (ADL's)
6. List and describe interventions for problems with common activities of daily living (ADL's)
7. List and describe interventions for common difficult behaviors related to Alzheimer's disease
8. Describe creative therapies for residents with Alzheimer's disease

Module 6

Materials Covered: Chapter 6, Personal Care Skills

Assessment(s):

Complete laboratory skills

Accompanying workbook assignments, chapter 6

Test 3

Learning Outcomes:

1. Define key terms

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2. Explain personal care of residents
3. Review the purpose and rules for proper body mechanics
4. Identify comfort and safety measures used to lift, turn, move, and position residents in bed
5. List and describe body positions for bedridden residents
6. Describe resident transfers
7. Describe proper body mechanics used to ambulate a resident
8. Identify guidelines for providing skin care and preventing pressure ulcers
9. List ways to maintain healthy skin and identify at risk patients
10. Describe causes, signs and symptoms, and staging of pressure sores
11. Describe general nursing measures to prevent and treat pressure sores
12. Identify and assist residents with daily routine care, promoting independence and dignity
13. List the responsibilities of the Nurse Assistant in promoting resident self-care
14. Identify benefits of bathing and list five areas of the body that require bathing daily
15. Describe the steps for bathing residents and safety guidelines
16. List purposes and schedule for oral hygiene
17. Describe procedure of oral hygiene and denture care for a resident needing assistance, and for the unconscious individual
18. Identify the Nurse Assistant role and responsibility for resident nail care
19. Identify the Nurse Assistant role and responsibility for caring for hair of residents
20. Describe procedure for shaving a resident
21. Describe general guidelines for selecting and caring for resident's clothing
22. Discuss rationale for use of street clothes and guidelines for dressing or undressing a resident
23. Explain guidelines for assisting with toileting
24. Describe the use and method of applying anti-embolic hose/elastic stockings

Module 7

Materials Covered: Chapter 7, Basic Nursing Skills

Assessment(s):

Complete laboratory skills

Accompanying workbook assignments, chapter 7

Test 4

Learning Objectives:

Define key terms

Explain admission, transfer, and discharge of a resident and the role of the Nursing Assistant

1. Describe what is meant by vital signs, their purpose, importance, and observations made while performing the procedures
2. Discuss the use of temperature as an indicator of body function
3. Describe ways to raise and lower body temperature
4. Describe the circulatory system as it relates to pulse and identify the pulse sites
5. Describe the factors that increase and decrease pulse and the qualities to observe in taking a pulse
6. Define and describe respiration and factors that affect respiratory rate
7. Describe observations to be made when measuring respirations
8. Describe normal breathing patterns
9. Describe the process for taking TPR as a combined procedure
10. Describe what happens in the circulatory system to produce blood pressure
11. Identify factors that increase or decrease blood pressure

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12. Identify parts of the blood pressure equipment
13. Discuss the procedure for taking blood pressure
14. Discuss observation and reporting of resident's pain
15. Record vital signs on chart, graph, and Nursing Assistant Notes
16. Identify units of measurement in the household and metric systems for weight, length, and volume
17. Identify and describe equipment commonly used by the Nurse Assistant for measuring weight, length, height, and volume
18. Convert common measurements between the household and metric systems
19. Measure and record weight, height, and volume using the metric and household systems
20. Define fluid balance and explain intake and output (I & O)
21. Describe the Nursing Assistant's role in assisting the resident to maintain fluid balance
22. Describe the purpose and procedure for measuring the amount of fluid taken in and fluids excreted by the resident
23. Describe the Nursing Assistant's role in the use of bandages, binders, and dressings
24. Describe the purpose and general rule of care for urinary catheters
25. Describe the Nursing Assistant's role in collecting specimens (sputum, urine, and/stool)
26. Discuss ways to maintain a resident's environment
27. Describe the Nursing Assistant's role in administering an enema
28. List types and uses of gastrointestinal (GI) tubes
29. Describe major nursing care activities for residents with feeding tube (nasogastric or gastrostomy)
30. List reasons for using intravenous (I.V.) therapy
31. List the safety rules to be followed for the resident receiving oxygen therapy
32. Describe the safe application of postural supports and the implications for their use
33. Discuss the legal and psychological implications of the use of postural supports
34. Discuss a resident's unit and related care
35. Explain the importance of sleep
36. Proper body mechanics of bed making

Module 8

Materials covered: Chapter 8, Nutrition and Hydration

Assessment(s): Complete laboratory skills
Accompanying workbook assignments, chapter 8
Test 4

Learning Outcomes:

1. Define key terms
2. Discuss the body's need for food and fluids
3. List common nutrients and their food sources
4. Identify the six basic nutrients and explain My Plate
5. Describe the vegan basic four food groups
6. Discuss nutritional and fluid needs of the elderly
7. Describe the therapeutic diets commonly ordered for residents and the responsibilities of the Nurse Assistant
8. Describe proper techniques for feeding residents
9. Discuss cultural and religious influences on dietary practices

10. Describe factors that influence food preferences
11. Explain special diets
12. Describe how to assist residents in maintaining fluid balance
13. List ways to identify and prevent unintended weight loss
14. Identify ways to promote appetites at mealtime
15. Demonstrate how to assist with eating
16. Identify signs and symptoms of swallowing problems
17. Identify alternate ways to administer nutrition
18. Describe how to assist residents with special needs

Module 9

Materials Covered: Chapter 9, Rehabilitation and Restorative Care

Assessment(s):

Complete laboratory skills

Accompanying workbook assignments, chapter 9

Test 4

Learning Objectives:

1. Define Key terms
2. Discuss rehabilitation (restorative care) and how it promotes independence and resident potential
3. State goals of restorative care that promote independence and resident potential
4. Describe the rehabilitation team, state its purpose and discuss the role of the Nurse Assistant as a member of the team
5. List the responsibilities of the Nurse Assistant in promoting self-care
6. List common comfort and adaptive devices and explain the purpose of each
7. Identify steps to prevent complications from inactivity
8. Describe range of motion (ROM) (active and passive) and how to assist the resident
9. Identify procedures and devices used to promote mobility and ambulation for residents with physical and/or visual impairment
10. Explain importance of maintaining proper body alignment
11. List guidelines for assisting with bladder and bowel retraining

Module 10

Materials Covered: Chapter 10, Caring for Yourself

Assessment(s):

Complete laboratory skills

Accompanying workbook assignments, chapter 9

Test 4

Learning Outcomes:

1. Describe how to find a job
2. Describe a standard job description and explain how to manage time and assignments
3. Discuss how to manage and resolve conflict
4. Describe employee evaluations and discuss appropriate responses to criticism
5. Discuss certification and explain the state's registry

6. Describe continuing education
7. Explain ways to manage stress

**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	50%
Assignments/Workbook	15%
Clinical/Lab	20%
Final Exam	15%
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	100%

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

GRADING SYSTEM:

HGTC has a standardized 10-point grading scale for academic courses: A = 100 – 90, B = 89- 80, C = 79 – 70, D = 69 – 60, F = 59 and below.

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 ([ACADEMIC CALENDAR](#)). 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 eighty percent (80%) of his or her classes in order to be eligible to receive credit for any course. However, due to the varied nature of courses taught at the College, a more rigid attendance policy may be required by individual instructors. At a minimum, a student may be withdrawn from a course(s) after he or she has been absent in excess of ten percent (10%) of the total contact hours for a course. **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, 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

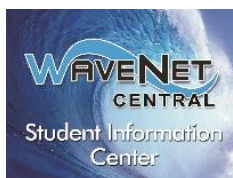


The Student Success and Tutoring Center (SSTC)

The SSTC offers to all students the following **free** resources:

1. **Academic coaches** for most subject areas, **Writing Center Support**, and **college success skills**.
2. **On-line student success and academic support resources**.

Visit the SSTC website: [Student Success & Tutoring Center](#) and visit the student services tab in your WaveNet account to schedule appointments using TutorTrac. For more information, call: SSTC Conway, 349-7872; SSTC Grand Strand, 477-2113; and SSTC Georgetown, 520-1455. Room locations and Live Chat is available on the SSTC website.



Student Information Center: WaveNet Central (WNC)

WNC offers to all students the following **free** resources:

1. **Getting around HGTC**: General information and guidance for enrollment!
2. Use the [Online Resource Center \(ORC\)](#) for COMPASS support, technology education, and online tools.
3. **Drop-in technology support or scheduled training** in the Center or in class.
4. **In-person workshops, online tutorials and more services** are available.

Visit the WNC website: [Wavenet Central](#). Live Chat and Center locations are posted on the website. Or please call one of the following locations: WNC Conway, 349-5182; WNC Grand Strand, 477-2076; and WNC Georgetown, 520-1473.

Student Testing:

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

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

Further more 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 RPNOW, 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 Jocelyn Williams, Director of Student Development on the Conway Campus Jaime Davis, Counselor/Advisor on the Georgetown Campus or Kristin Griffin, Counselor on the Grand Strand Campus. These individuals 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, gender, national or ethnic origin, age, religion, disability, marital status, veteran status, sexual orientation, gender identity, or pregnancy in educational programs and/or activities.

Title IX Requirements

Horry Georgetown Technical College prohibits the offenses of domestic violence, dating violence, sexual assault, and stalking. Any student who believe he or she has experienced or witnessed discrimination including sexual harassment, domestic violence, dating violence, sexual assault or stalking is encouraged to report such incidents to one of the College's Title IX Coordinators.

*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 policies:	
Student and prospective student inquiries concerning Section 504, Title II, and Title IX and their application to the College or any student decision may be directed to the Associate Vice President for Student Affairs.	Employee and applicant inquiries concerning Section 504, Title II, and Title IX and their application to the College may be directed to the Associate Vice President for Human Resources.
Dr. Melissa Batten, AVP Student Affairs <i>Title IX Coordinator</i> Building 1100, Room 107A, Conway Campus PO Box 261966, Conway, SC 29528-6066 843-349-5228 Melissa.Batten@hgtc.edu	Jacquelyne Snyder, AVP Human Resources <i>Section 504, Title II, and Title IX Coordinator</i> Building 200, Room 212A, Conway Campus PO Box 261966, Conway, SC 29528-6066 843-349-5212 Jacquelyne.Snyder@hgtc.edu