



# INSTRUCTIONAL PACKAGE

AHS 163

Long Term Care

201920

Spring 2020

# INSTRUCTIONAL PACKAGE

## Part I: Course Information

Effective Term: 201920

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.

<https://hortec.bncollege.com/shop/hgtc/textbook/hartmans-nursing-assistant-carebasics-600008838023?sectionId=94164625&displayStoreId=51560&sectionList=&booksAddedforSec=&fromTBLList=true>

<https://hortec.bncollege.com/shop/hgtc/textbook/hartmans-nursing-assistantworkbook-600008838999?sectionId=94164625&displayStoreId=51560&sectionList=&booksAddedforSec=&fromTBLList=true>

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, as well as a white scrub uniform, and white socks and non-skid shoes.

STUDENTS MUST PASS THE LECTURE AND LAB PORTION OF AHS 163 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\*:**

#### **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
11. Discuss the issue related to elder abuse
12. Describe the role of the ombudsman
13. Convert between standard time and military time
14. Record vital signs on chart, graph, and nursing assistant notes
15. Discuss the process of documentation and the Nurse Assistant role in the care planning meeting
16. List types of charting documents and the use for each
17. Explain how to accurately complete ADL assessment for MDS
18. 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. Identify and discuss Maslow's Hierarchy of Needs
2. Define communication and therapeutic communication and identify two routes of communication
3. Describe reasons for communication breakdown
4. Describe effective communication skills used with residents, their families, and guests
5. Describe conflict measures of conflict resolution
6. Discuss touch as a form of communication, including body language and personal space
7. Describe family communication/interaction patterns and the role of the Nurse Assistant
8. Describe communication between the members of the health care team
9. Describe the application, removal and care for "behind the ear" hearing aids
10. Describe the role of the Nurse Assistant in emergency disaster, and fire situations
11. Describe common emergency codes used in facilities
12. Describe general rules for providing safe environment for the Nurse Assistant
13. Describe general rules for providing a safe environment for the resident
14. Describe two of the top safety issues for residents and interventions to prevent these
15. Describe major causes of fire and general fire prevention rules
16. Explain the purpose and rules for proper body mechanics
17. Describe appropriate body mechanics used to ambulate a resident
18. Identify the six parts of the chain of infection

19. Describe signs and symptoms of infection
20. Differentiate between medical and surgical asepsis
21. Explain standard precautions
22. Describe personal protective equipment and proper you DONNING and DOFFING
23. Define transmission based precautions
24. Describe the immediate intervention in a medical emergency
25. List the causes and signs of choking and discuss the use of abdominal thrusts for relief of obstructed airway
26. Describe common emergency codes used in long-term care facilities
27. Identify medical terminology and abbreviations generally used in medical facilities
28. Define observations and list the senses used to observe a resident
29. 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. Describe procedures and responsibilities for postmortem care

## **Modules 4**

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

### **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
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 proper body mechanics used to ambulate a resident
7. Identify guidelines for providing skin care and preventing pressure ulcers
8. List ways to maintain healthy skin and identify at risk patients
9. Describe causes, signs and symptoms, and staging of pressure sores
10. Describe general nursing measures to prevent and treat pressure sores
11. Identify and assist residents with daily routine care, promoting independence and dignity
12. List the responsibilities of the Nurse Assistant in promoting resident self-care
13. Identify benefits of bathing and list five areas of the body that require bathing daily
14. Describe the steps for bathing residents and safety guidelines
15. List purposes and schedule for oral hygiene
16. Identify the Nurse Assistant role and responsibility for resident nail care
17. Identify the Nurse Assistant role and responsibility for caring for hair of residents
18. Discuss rationale for use of street clothes and guidelines for dressing or undressing a resident
19. Explain guidelines for assisting with toileting
20. 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.
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 what happens in the circulatory system to produce blood pressure
10. Identify factors that increase or decrease blood pressure
11. Identify parts of the blood pressure equipment
12. Discuss the procedure for taking blood pressure
13. Discuss observation and reporting of resident's pain
14. Record vital signs on chart, graph, and Nursing Assistant Notes
15. Convert common measurements between the household and metric systems
16. Measure and record weight, height, and volume using the metric and household systems
17. Define fluid balance and explain intake and output (I & O)
18. Describe the Nursing Assistant's role in assisting the resident to maintain fluid balance
19. Describe the Nursing Assistant's role in the use of bandages, binders, and dressings
20. Describe the purpose and general rule of care for urinary catheters
21. Describe the Nursing Assistant's role in collecting specimens (sputum, urine, and/stool)
22. Describe the Nursing Assistant's role in administering an enema
23. List the safety rules to be followed for the resident receiving oxygen therapy
24. Describe the safe application of postural supports and the implications for their use
25. Discuss the legal and psychological implications of the use of postural supports
26. Discuss a resident's unit and related care
27. 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 proper techniques for feeding residents
8. Discuss cultural and religious influences on dietary practices
9. Describe factors that influence food preferences
10. Explain special diets
11. Describe how to assist residents in maintaining fluid balance
12. List ways to identify and prevent unintended weight loss
13. Identify ways to promote appetites at mealtime
14. Demonstrate how to assist with eating
15. Identify signs and symptoms of swallowing problems
16. Identify alternate ways to administer nutrition
17. 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\*

Workbook Assignments	10%
Quizzes	15%
Tests	60%
Final Exam	15%
	100%

***\*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.

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 80 percent (80%) of their classes in order to receive credit for any course. Due to the varied nature of courses taught at the college, some faculty may require up to 90 percent (90%) attendance. Pursuant to 34 Code of Federal Regulations 228.22 - Return to Title IV Funds, once a student has missed over 20% of the course or has missed two (2) consecutive weeks, the faculty is obligated to withdraw the student and a student may not be permitted to reenroll. **Instructors define absentee limits for their class at the beginning of each term; please refer to the Instructor Course Information Sheet.**

## 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 or go to the [Online Resource Center](#) to access on-demand resources any time.

### TECH Central – Student Information Center



TECH Central provides quality enrollment and collegiate guidance for students, faculty, and staff. Services include phone, walk-in, and online technical support for technology training and troubleshooting. Additionally, we offer support in Office 365, Outlook E-mail setup, and ID cards.

**Phone:** 843-349-5340

**Email:** [techcentral@hgtc.edu](mailto:techcentral@hgtc.edu)

**Text:** 843-357-8552

**TECH Talk (Live Chat):** Located on the "Home" tab in WaveNet.

**Website:** [www.hgtc.edu/techcentral](http://www.hgtc.edu/techcentral)

### **Locations:**

Conway Building 1100, Room 132D

Grand Strand Building 200, Room 136

### **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 Beth Havens, 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, sex, national or ethnic origin, age, religion, disability, marital or family status, veteran status, political ideas, sexual orientation, gender identity, or pregnancy, childbirth, or related medical conditions, including, but not limited to, lactation in educational programs and/or activities.

Inquiries regarding the non-discrimination policies: Students and prospective student inquiries concerning Section 504, Title II, and Title IX and their application to the College or any student decision may be directed to the Vice President for Student Affairs, Dr. Melissa Batten, VP Student Affairs, Title IX Coordinator, Building 1100, Room 107A, Conway Campus, PO Box 261966, Conway, SC 29528-6066, 843-349-5228, [Melissa.Batten@hgtc.edu](mailto:Melissa.Batten@hgtc.edu). Employee and applicant inquiries concerning Section 504, Title II, and Title IX and their application to the College may be directed to the Vice President for Human Resources, Jacquelyne Snyder, VP Human Resources, Section 504, Title II, and Title IX Coordinator, Building 200, Room 212A, Conway Campus, PO Box 261966, Conway, SC 29528-6066, 843-349-5212, [Jacquelyne.Snyder@hgtc.edu](mailto:Jacquelyne.Snyder@hgtc.edu).

### **Title IX Requirements**

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

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

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