



INSTRUCTIONAL PACKAGE

AHS 163

Long Term Care

Effective Term

Fall 2025/Spring 2026/Summer 2026

INSTRUCTIONAL PACKAGE

Part I: Course Information

Effective Term: Fall 2025/Spring 2026/Summer 2026

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 as Certified Nursing Assistants.

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 the most current textbook information.

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

<https://hortec.bncollege.com/shop/hgtc/textbook/hartmans-nursing-assistantworkbook-600008838999?sectionId=94164625&displayStoreId=51560§ionList=&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 scrub uniform with the college monogramming, black socks and black non-skid, closed heeled and toed 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.
[myHGTC](#) and college 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. Compare Long -term care to other health care settings
2. Describe a typical long – term care facility
3. Explain Medicare and Medicaid
4. Describe the nursing assistant role

5. Describe the care team and the chain of command
6. Define policy , procedures, and professionalism
7. List examples of legal and ethical behaviors and explain residents' rights
8. Explain legal aspects of the resident's medical record
9. Explain the minimum data safety set (MDS)
10. Discuss incident reports

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. Understand the importance of verbal and written communication
2. Describe barriers to communication
3. List guidelines for communication with residents with special needs
4. Identify ways to promote safety and handle non-medical emergencies
5. Demonstrates how to recognize and respond to medical emergencies
6. Describe and demonstrate infection prevention and control practices

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. Identify basic human needs
2. Define holistic care
3. Explain why promoting independence and self-care is important
4. Identify ways to accommodate cultural differences
5. Describe the need for activity
6. Discuss family roles and their significance in health care
7. Describe the stages of human growth and development

8. Discuss developmental disabilities
9. Describe types of mental health disorders
10. Explain how to care for residents who are dying
11. Define the goals of hospice 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. Describe the integumentary system
2. Describe the musculoskeletal system and related conditions
3. Describe the nervous system and related conditions
4. Describe the circulatory system and related conditions
5. Describe the respiratory system and related conditions
6. Describe the urinary system and related conditions
7. Describe the gastrointestinal system and related conditions
8. Describe the endocrine system and related conditions
9. Describe the reproductive system and related conditions
10. Describe the immune and lymphatic system and related conditions

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. Discuss confusion and delirium
2. Describe dementia and discuss Alzheimer's disease
3. List strategies for better communication with residents with Alzheimer's disease
4. List and describe interventions for problems with common activities of daily living (ADLS)
5. List and describe interventions for common difficult behaviors related to Alzheimer's disease
6. 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. Explain personal care of residents
2. Identify guidelines for providing skin care and preventing pressure injuries
3. Describe guidelines for assisting with bathing
4. Describe guidelines for assisting with grooming
5. List guidelines for assisting with dressing
6. Identify guidelines for proper oral hygiene
7. Explain guidelines for assisting with elimination
8. Explain guidelines for safely positioning and moving residents

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

1. Explain admission, transfer, and discharge of a resident
2. Explain the importance of monitoring vital signs
3. Explain how to measure height and weight
4. Explain restraints and how to promote a restraint-free environment
5. Define fluid balance and explain intake and output
6. Explain care guidelines for urinary catheters, oxygen therapy, and IV therapy
7. Discuss a resident unit and related care
8. Explain the importance of sleep and perform proper bedmaking
9. Discuss dressing and bandages

Module 8

Materials covered: Chapter 8, Nutrition and Hydration

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

Learning Outcomes:

1. Identify the six basics nutrients and explain My Plate
2. Describe the factors that influence food preferences
3. Explain special diets
4. Describe how to assist residents in maintaining fluid balance
5. List ways to identify and prevent unintended weight loss
6. Identify ways to promote appetites at mealtime
7. Demonstrate how to assist with eating
8. Identify signs and symptoms of swallowing problems
9. 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. Discuss rehabilitation and restorative care
2. Describe the importance of promoting independence and list ways exercise improves health
3. Discuss ambulation and describe assistive devices and equipment
4. Explain guidelines for maintaining proper body alignment
5. Describe care guidelines for prosthetic devices
6. Describe how to assist with range of motion exercises
7. 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 feedback
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. You must attend at least one meeting of all of your classes during that period. If you do not, you will be dropped from the course(s) and your Financial Aid will be reduced accordingly.

Part IV: Attendance

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

For online and hybrid courses, check your Instructor's Course Information Sheet for any required on-site meeting times. Please note, instructors may require tests to be taken at approved testing sites, and if you use a testing center other than those provided by HGTC, the center may charge a fee for its services.

Part V: Student Resources



THE STUDENT SUCCESS AND TUTORING CENTER (SSTC):

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

1. **Academic tutors** for most subject areas, **Writing Center support**, and **college success skills**.
2. Online **tutoring** and academic support resources.
3. Professional and interpersonal communication **coaching** in the EPIC Labs.

Visit the [Student Success & Tutoring Center](#) website for more information. To schedule tutoring, contact the SSTC at sstc@hgtc.edu or self-schedule in the Penji iOS/Android app or at www.penjiapp.com. Email sstc@hgtc.edu or call SSTC Conway, 349-7872; SSTC Grand Strand, 477-2113; and SSTC Georgetown, 520-1455, or go to the [Online Resource Center](#) to access on-demand resources.



STUDENT INFORMATION CENTER: TECH Central

TECH Central offers to all students the following **free** resources:

1. **Getting around HGTC:** General information and guidance for enrollment, financial aid, registration, and payment plan support!

2. Use the [Online Resource Center \(ORC\)](#) including Office 365 support, password resets, and username information.
3. **In-person workshops, online tutorials and more services** are available in Desire2Learn, Student Portal, Degree Works, and Office 365.
4. **Chat with our staff on TECH Talk**, our live chat service. TECH Talk can be accessed on the student portal and on TECH Central's website, or by texting questions to (843) 375-8552.

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

STUDENT TESTING:

Testing in an **online/hybrid** course and in **make-up exam** situations may be accomplished in a variety of ways:

- Test administered within D2L.
- Test administered in writing on paper.
- Test administered through Publisher Platforms (which may have a fee associated with the usage)

Furthermore, tests may have time limits and/or require a proctor.

Testing candidates must make their appointments 24 hours in advance.

Students must bring a physical ID in order to take a test.

Proctoring can be accomplished either face-to-face at an approved site or online through our online proctoring service. To find out more about proctoring services, please visit the [Online Testing](#) section of the HGTC's Testing Center webpage.

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

Disability Services:

HGTC is committed to providing an accessible environment for students with disabilities. 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 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 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 sex, race/color, religion, national origin, age, disability, service in the uniformed services (as defined in state and federal law), veteran status, political ideas, marital or family status, pregnancy, childbirth, or related medical conditions, including, but not limited to, lactation, genetic information, genetic identity, gender expression, or sexual orientation 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.

INQUIRIES REGARDING THE NON-DISCRIMINATION/TITLE IX POLICIES:

Student and prospective student inquiries concerning Section 504, Title II, Title VII, and Title IX and their application to the College or any student decision may be directed to the Vice President for Student Affairs.

Dr. Melissa Batten, VP Student Affairs

Title IX, Section 504, and Title II Coordinator

Building 1100, Room 107A, Conway Campus

PO Box 261966, Conway, SC 29528-6066

843-349-5228

Melissa.Batten@hgtc.edu

Employee and applicant inquiries concerning Section 504, Title II, and Title IX and their application to the College may be directed to the Vice President for Human Resources.

Jacquelyne Snyder, VP Human Resources

Affirmative Action/Equal Opportunity Officer and Title IX Coordinator

Building 200, Room 205B, Conway Campus

PO Box 261966, Conway, SC 29528-6066

843-349-5212

Jacquelyne.Snyder@hgtc.edu

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 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 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).

Student and prospective student inquiries concerning Title IX and its application to the College or any student decision may be directed to the Vice President for Student Affairs.

Dr. Melissa Batten, VP Student Affairs

Title IX, Section 504, and Title II Coordinator
Building 1100, Room 107A, Conway Campus
PO Box 261966, Conway, SC 29528-6066
843-349-5228
Melissa.Batten@hgtc.edu

Employee and applicant inquiries concerning Title IX and its application to the College may be directed to the Vice President for Human Resources.

Jacquelyne Snyder, VP Human Resources

Affirmative Action/Equal Opportunity Officer and Title IX Coordinator
Building 200, Room 205B, Conway Campus
PO Box 261966, Conway, SC 29528-6066
843-349-5212
Jacquelyne.Snyder@hgtc.edu

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](#).