



Horry-Georgetown
Technical College

COURSE INSTRUCTIONAL PACKAGE

AHS 163
Long Term Care

Effective Term
Fall 2026/Spring 2027/Summer 2027

Part I: Course Information

Effective Term: Fall 2026/Spring 2027/Summer 2027

COURSE PREFIX: AHS 163

COURSE TITLE: Long-term Care (CAN)

CONTACT HOURS: 5

CREDIT HOURS: 3-5

RATIONALE FOR THE COURSE:

This certificate course will help 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 states certification as Certified Nursing Assistants (CNA).

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. Enter the semester, course prefix, number and section when prompted and you will be linked to the correct textbook.

Hartman's Nursing Assistant Care: The Basics

https://hortec.bncollege.com/c/Hartmans-Nursing-Assistant-Care-The-Basics/p/MBS_7886140_new

Hartman's Nursing Assistant Care: The Basics Workbook

https://hortec.bncollege.com/c/Hartmans-Nursing-Assistant-Care-The-Basics---Workbook/p/MBS_7886145_new

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

1. Course Instructional Package
2. Instructor's Course Information Sheet/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.

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.

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."

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 resident's 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. Demonstrate how to recognize and respond to medical emergencies
6. Describe and demonstrate infection prevention and control practices

Module 3

Materials 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

Module 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 Outcomes:

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 basic 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 Outcomes:

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 10

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.***

GENERAL EDUCATION OUTCOMES:

This course fulfills the following General Education Outcomes through the (list the appropriate assessment – programs should select which GELO applies). Upon completion of this course, students will be able to:

(Check all that apply.)

☒ Communication – Students will be able to communicate effectively, orally and/or in written format.

☒ Critical thinking – Students will be able to demonstrate higher order of thinking when problem solving.

☒ Career Readiness/Lifelong Learning – Students will be able to effectively engage in the professional world or transition to higher level learning.

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	60%
Workbook Assignments Quizzes	25%
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, 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.

Part V: Student Resources



THE STUDENT SUCCESS AND TUTORING CENTER (SSTC):

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

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

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

STUDENT INFORMATION CENTER – TECH Central:



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

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

**HGTC LIBRARY:**

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

STUDENT TESTING:

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

- Digitally through D2L
- In writing on paper
- Through a publisher platform (note: some publisher platforms carry an associated fee)

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

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

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

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

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

DISABILITY SERVICES:

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

It is the student's responsibility to self-identify as needing 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 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.

Student and prospective student inquiries concerning the federal laws and their application to the College or any student decision may be directed to Dr. Melissa Batten, Vice President, Student Affairs, and Section 504 & Title II Coordinator, Horry-Georgetown Technical College, Building 1100C, Room 107A, 2050 HWY 501 E, PO Box 261966-6066, 843-349-5228, Melissa.Batten@hgtc.edu.

Employee and applicant inquiries concerning the federal laws and their application to the College may be directed to Jacquelyne Synder, Vice President, Human Resources and Employee Relations and the College's Affirmative Action/Equal Opportunity Officer, Horry-Georgetown Technical College, Building 200C, Room 205B, 2050 HWY 501 E, PO Box 261966, Conway, SC 29528-6066, 843-349-5212, Jacquelyne.Snyder@hgtc.edu.

TITLE IX REQUIREMENTS:

Title IX of the Education Amendments of 1972 protects students, employees, applicants for admission and employment, and other persons from all forms of sex discrimination.

HGTC prohibits the offenses of sexual harassment, domestic violence, dating violence, sexual assault, and stalking and will provide students, faculty, and staff with necessary information regarding prevention, policies, procedures, and resources.

Any student, or other member of the college community, who believes that they have been a victim of sexual harassment, domestic violence, dating violence, sexual assault, or stalking may file a report with the college's Title IX Coordinator or campus law enforcement*.

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

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

PREGNANCY ACCOMMODATIONS

Under Title IX, colleges must not exclude a pregnant student from participating in any part of an educational program. Horry-Georgetown Technical College is committed to ensuring that pregnant students receive reasonable 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](#).