

2006 Mississippi Curriculum Framework

Adult Short-Term Home Health Aide

(Program CIP: 51.2602 – Home Health Aide)

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Table of Contents

Acknowledgments.....	3
Program Description	5
Course Outline	6
Home Health Aide	7
Unit 1: Fundamentals of Home Care	7
Unit 2: Health Care Assisting Concepts and Skills	11
Unit 3: Human Needs/Growth and Development.....	15
Unit 4: Nutrition and Hydration Needs of Clients	18
Unit 5: Special Care Procedures	21
Recommended Tools and Equipment	25
Student Competency Profile for Home Health Aide	28
Appendix A: National Health Care Skill Standards	29
Appendix B: Related Academic Standards.....	30
Appendix C: Workplace Skills for the 21 st Century	31
Appendix D: National Educational Technology Standards for Students.....	32

Program Description

Home Health Aide services are supportive, therapeutic services provided in the home by a trained Home Health Aide. These services help the family or individual remain in their home when health or social problems occur, or to return to home after specialized care. The Home Health Aide program prepares the individual to assist in providing health care in the home as a member of the home health care team under the direction of a home health care professional.

Graduates of this 80-hour program will be awarded the Certificate of Home Health Aide upon passing the competency exam administered through the Mississippi Department of Education Office of Vocational and Technical Education.

Industry standards are based on the *National Health Care Skill Standards*.

Course Outline

Adult Short-Term Home Health Aide

Course CIP Code: 51.1615

Unit	Title	Hours
1	Fundamentals of Home Care	14
2	Health Care Assisting Concepts and Skills	32
3	Human Needs/Growth and Development	7
4	Nutrition and Hydration Needs of Clients	4
5	Special Care Procedures	23
TOTAL HOURS		80

Home Health Aide**Unit 1: Fundamentals of Home Care****(14 hours)**

Competencies and Suggested Objectives
<p>1. Develop employability skills.</p> <ul style="list-style-type: none"> a. Describe purposes of health care facilities. b. Maintain personal hygiene. c. Utilize interpersonal communication skills. d. Prepare a resume. e. Complete a job application form. f. Explain the role of an applicant in a job interview. g. Discuss job-keeping skills. h. Prepare a letter of resignation. i. Discuss time management techniques for the home health aide.
<p>2. Discuss services provided by the home health aide.</p> <ul style="list-style-type: none"> a. Describe the role of the home health aide in providing personal care services. b. Define role limitations of the home health aide. c. Describe the benefits of working in home health care.
<p>3. Explain professional ethics, legal responsibility, and client rights.</p> <ul style="list-style-type: none"> a. Discuss the Code of Ethics. b. Define confidentiality, including HIPAA laws. c. Identify protective services and the Vulnerable Adult Act as related to clients. d. Identify client's rights in all health care settings. e. Discuss state, federal, and Joint Commission of Health Care Organizations regulations. f. Explain legal guidelines for client protective devices. g. List guidelines for avoiding liability while working as a home health aide. h. Report signs and symptoms of client abuse and neglect.
<p>4. Recognize safety precautions and procedures.</p> <ul style="list-style-type: none"> a. Identify safety precautions. b. Describe accident prevention guidelines. c. Discuss procedures for dealing with safety hazards. d. Report product and equipment defects. e. Discuss the safe use of oxygen in the home setting. f. Describe client safety in electrical and fire emergencies. g. Identify safety guidelines for client protective devices. h. Obtain CPR American Heart Saver Certification.
<p>5. Use communication and observation skills in the home care environment.</p> <ul style="list-style-type: none"> a. Utilize communication skills. b. Identify communication techniques with special needs clients. c. Explain the importance of responding to client's request for assistance in a timely manner. d. Assist client with reality orientation support. e. Report and record pertinent client observations. f. Describe the role of the home health aide as a member of the health care team. g. Discuss the roles of members of the health care team. h. Discuss home health aide care plan.

Competencies and Suggested Objectives

6. Use medical terminology.
 - a. Demonstrate the use of medical references to spell medical terms correctly.
 - b. Identify common abbreviations and their meanings.
 - c. Translate medical terms and abbreviations into common language.

STANDARDS

National Health Care Skill Standards

- HCS1 Health care workers will know the academic subject matter required for proficiency within their area. They will use this knowledge as needed in their role.
- HCS2 Health care workers will know the various methods of giving and obtaining information. They will communicate effectively, both orally and in writing.
- HCS3 Health care workers will understand how their role fits into their department, their organizations, and the overall health care environment. They will identify how key systems affect services they perform and quality of care.
- HCS4 Health care workers will understand how employability skills enhance their employment opportunities and job satisfaction. They will demonstrate key employability skills and will maintain and upgrade skills, as needed.
- HCS5 Health care workers will understand their legal responsibilities, limitations and implications of their actions within the health care delivery setting. They will perform their duties according to regulations, policies, laws and legislated rights of clients.
- HCS6 Health care workers will understand accepted ethical practices with respect to cultural, social and ethnic differences within the health care environment. They will perform quality health care delivery.
- HCS7 Health care workers will understand the existing and potential hazards to clients, co-workers and self. They will prevent injury or illness through safe work practices and follow health and safety policies and procedures.
- HCS8 Health care workers will understand the roles and responsibilities of individual members as part of a health care team, including their ability to promote the delivery of quality health care. They will interact effectively and sensitively with all members of the health care team.

Related Academic Standards

- R1 Interpret Graphic Information (forms, maps, reference sources)
- R2 Words in Context (same and opposite meaning)
- R3 Recall Information (details, sequence)
- R4 Construct Meaning (main idea, summary/paraphrase, compare/contrast, cause/effect)
- R5 Evaluate/Extend Meaning (fact/opinion, predict outcomes, point of view)
- A5 Measurement (money, time, temperature, length, area, volume)
- L1 Usage (pronoun, tense, subject/verb agreement, adjective, adverb)
- L2 Sentence Formation (fragments, run-on, clarity)
- L3 Paragraph Development (topic sentence, supporting sentence, sequence)

- L4 Capitalization (proper noun, titles)
- L5 Punctuation (comma, semicolon)
- L6 Writing Conventions (quotation marks, apostrophe, parts of a letter)
- S1 Vowel (short, long)
- S2 Consonant (variant spelling, silent letter)
- S3 Structural Unit (root, suffix)

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Workplace Skills for the 21st Century

- WP1 Allocates resources (time, money, materials and facilities, and human resources).
- WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.
- WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
- WP5 Selects, applies, and maintains/troubleshoots technology.
- WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
- WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
- WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

National Educational Technology Standards for Students

- T1 Basic operations and concepts
- T2 Social, ethical, and human issues
- T3 Technology productivity tools
- T5 Technology research tools

Suggested References

- Azain, G., Baker, S., Eighmy, J., & Schmiedeke, K. (1993). *The natural process of aging* [Videotape]. (Available from Medcom, Inc., 6060 Phyllis Drive, Cypress, CA 90630)
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- Dodelin, J., Sicking, J., & Stillwagon, M. J. (1998). *Age-specific competencies* [Videotape]. (Available from Medcom, Inc., 6060 Phyllis Drive, Cypress, CA 90630)
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Home Health Aide**Unit 2: Health Care Assisting Concepts and Skills****(32 hours)**

Competencies and Suggested Objectives
<p>1. Utilize OSHA regulations.</p> <ul style="list-style-type: none"> a. Utilize principles of medical asepsis and infection control. b. Adhere to standard precautions. c. Relate standard precautions to the transmission of infectious diseases including HIV, AIDS, HBV, and TB. d. Demonstrate hand washing technique. e. Demonstrate donning and removing disposable gloves. f. Clean washable supplies, such as linens and equipment, using pertinent regulatory guidelines including OSHA standards. g. Follow prescribed isolation techniques. h. Dispose of contaminated material according to approved policy. i. Assist with instruction of client and caregiver in medical asepsis and isolation techniques.
<p>2. Maintain client's personal care setting.</p> <ul style="list-style-type: none"> a. Demonstrate unoccupied and occupied bed making skills. b. Maintain aesthetic environment.
<p>3. Assist with lifting, moving, and transporting clients.</p> <ul style="list-style-type: none"> a. Utilize principles of body mechanics. b. Position client in bed or chair. c. Turn and reposition client in bed or chair. d. Assist client in ambulation. e. Transfer client to and from bed and chair. f. Transfer client using special devices. g. Transport client by wheelchair. h. Assist client and caregiver in use of assistive devices.
<p>4. Assist with personal care skills.</p> <ul style="list-style-type: none"> a. Provide client privacy. b. Assist with dressing and undressing client. c. Assist with nail care. d. Provide foot care. e. Shampoo client's hair. f. Provide hair care. g. Shave client. h. Bathe client. i. Perform oral hygiene. j. Discuss prosthetic care. k. Provide perineal care. l. Provide skin care. m. Give back rub. n. Record and report pertinent observations.

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Related Academic Standards

- R1 Interpret Graphic Information (forms, maps, reference sources)
- R2 Words in Context (same and opposite meaning)
- R3 Recall Information (details, sequence)
- R4 Construct Meaning (main idea, summary/paraphrase, compare/contrast, cause/effect)
- R5 Evaluate/Extend Meaning (fact/opinion, predict outcomes, point of view)
- A5 Measurement (money, time, temperature, length, area, volume)
- A6 Geometry (angles, Pythagorean theory)
- L1 Usage (pronoun, tense, subject/verb agreement, adjective, adverb)
- L2 Sentence Formation (fragments, run-on, clarity)
- L3 Paragraph Development (topic sentence, supporting sentence, sequence)
- L4 Capitalization (proper noun, titles)
- L5 Punctuation (comma, semicolon)
- L6 Writing Conventions (quotation marks, apostrophe, parts of a letter)
- S1 Vowel (short, long)
- S2 Consonant (variant spelling, silent letter)

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Workplace Skills for the 21st Century

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National Educational Technology Standards for Students

- T1 Basic operations and concepts
- T2 Social, ethical, and human issues
- T6 Technology problem-solving and decision-making tools

Suggested References

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When someone you love has Alzheimer's disease [Videotape]. (1995). (Available from Medcom, Inc., 6060 Phyllis Drive, Cypress, CA 90630)

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Home Health Aide**Unit 3: Human Needs/Growth and Development****(7 hours)**

Competencies and Suggested Objectives	
1.	Explain physical and emotional needs throughout the life span focusing on older adulthood. <ol style="list-style-type: none"> Discuss basic body systems structure and function. Identify client's basic physical and emotional needs. Recognize actions to meet client's physical and emotional needs. Describe the stages of grief. Demonstrate care of the dying client.
2.	Discuss responsibilities of a home health aide's role within a family. <ol style="list-style-type: none"> List the functions of a family. Recognize reasons that family structure and function are changing in today's society. Become aware of the home health aide's role as she/he enters to work within a family unit. Discuss the difference between discipline and punishment.

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Related Academic Standards

- R1 Interpret Graphic Information (forms, maps, reference sources)
- R2 Words in Context (same and opposite meaning)
- R3 Recall Information (details, sequence)
- R4 Construct Meaning (main idea, summary/paraphrase, compare/contrast, cause/effect)
- R5 Evaluate/Extend Meaning (fact/opinion, predict outcomes, point of view)
- L1 Usage (pronoun, tense, subject/verb agreement, adjective, adverb)
- L2 Sentence Formation (fragments, run-on, clarity)
- L3 Paragraph Development (topic sentence, supporting sentence, sequence)
- L4 Capitalization (proper noun, titles)
- L5 Punctuation (comma, semicolon)
- L6 Writing Conventions (quotation marks, apostrophe, parts of a letter)
- S1 Vowel (short, long)
- S2 Consonant (variant spelling, silent letter)
- S3 Structural Unit (root, suffix)

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Workplace Skills for the 21st Century

- WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.
- WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
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Home Health Aide**Unit 4: Nutrition and Hydration Needs of Clients****(4 hours)**

Competencies and Suggested Objectives	
1.	Explain nutrition and hydration needs of all clients. <ol style="list-style-type: none"> Identify basic nutritional needs for all age groups. Discuss the Food Guide Pyramid. Describe the types of therapeutic diets.
2.	Provide appropriate care to meet nutrition and hydration needs of clients. <ol style="list-style-type: none"> Prepare a light nutritious meal. Demonstrate how to assist and feed a client. Document appropriate observations of nutrition and hydration intake and output.

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Related Academic Standards

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- R2 Words in Context (same and opposite meaning)

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- R3 Recall Information (details, sequence)
- R4 Construct Meaning (main idea, summary/paraphrase, compare/contrast, cause/effect)
- R5 Evaluate/Extend Meaning (fact/opinion, predict outcomes, point of view)
- M1 Addition of Whole Numbers (no regrouping, regrouping)
- M2 Subtraction of Whole Numbers (no regrouping, regrouping)
- M3 Multiplication of Whole Numbers (no regrouping, regrouping)
- M4 Division of Whole Numbers (no remainder, remainder)
- M5 Decimals (addition, subtraction, multiplication, division)
- M6 Fractions (addition, subtraction, multiplication, division)
- M7 Integers (addition, subtraction, multiplication, division)
- M8 Percents
- M9 Algebraic Operations
- A1 Numeration (ordering, place value, scientific notation)
- A2 Number Theory (ratio, proportion)
- A3 Data Interpretation (graph, table, chart, diagram)
- A4 Pre-Algebra and Algebra (equations, inequality)
- A5 Measurement (money, time, temperature, length, area, volume)
- A7 Computation in Context (whole numbers, decimals, fractions, algebraic operations)
- A8 Estimation (rounding, estimation)
- L1 Usage (pronoun, tense, subject/verb agreement, adjective, adverb)
- L2 Sentence Formation (fragments, run-on, clarity)
- L3 Paragraph Development (topic sentence, supporting sentence, sequence)
- L4 Capitalization (proper noun, titles)
- L5 Punctuation (comma, semicolon)
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- S1 Vowel (short, long)
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Workplace Skills for the 21st Century

- WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.
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Home Health Aide**Unit 5: Special Care Procedures****(23 hours)**

Competencies and Suggested Objectives
1. Assist with diagnostic procedures for clients. <ol style="list-style-type: none"> Measure and record vital signs. Weigh client and record findings. Perform specimen collection and transfer to the laboratory. Perform common urine tests.
2. Assist with treatments for clients. <ol style="list-style-type: none"> Assist client with sitz bath. Apply elbow and heel protectors. Apply elastic stockings. Apply arm sling. Assist client in performing active and passive range-of-motion exercises. Assist in applying binders. Assist with caring for client with drainage tubes. Provide care for client with skin-care and comfort devices. Assist with care for client's tests, examinations, and treatments. Assist with care for client receiving oxygen therapy. Assist with cast care for client. Assist with postmortem care.
3. Assist with elimination needs of clients. <ol style="list-style-type: none"> Place and remove bedpan. Provide and remove urinal. Assist client to bathroom and bedside commode. Care for incontinent client. Care for indwelling urinary catheter and drainage system. Demonstrate care for external urinary catheter and drainage system. Assist client with bowel and bladder training.

STANDARDS*National Health Care Skill Standards*

- HCS1 Health care workers will know the academic subject matter required for proficiency within their area. They will use this knowledge as needed in their role.
- HCS2 Health care workers will know the various methods of giving and obtaining information. They will communicate effectively, both orally and in writing.
- HCS3 Health care workers will understand how their role fits into their department, their organizations, and the overall health care environment. They will identify how key systems affect services they perform and quality of care.
- HCS4 Health care workers will understand how employability skills enhance their employment opportunities and job satisfaction. They will demonstrate key employability skills and will maintain and upgrade skills, as needed.

- HCS5 Health care workers will understand their legal responsibilities, limitations and implications of their actions within the health care delivery setting. They will perform their duties according to regulations, policies, laws and legislated rights of clients.
- HCS6 Health care workers will understand accepted ethical practices with respect to cultural, social and ethnic differences within the health care environment. They will perform quality health care delivery.
- HCS7 Health care workers will understand the existing and potential hazards to clients, co-workers and self. They will prevent injury or illness through safe work practices and follow health and safety policies and procedures.
- HCS8 Health care workers will understand the roles and responsibilities of individual members as part of a health care team, including their ability to promote the delivery of quality health care. They will interact effectively and sensitively with all members of the health care team.

Related Academic Standards

- R1 Interpret Graphic Information (forms, maps, reference sources)
- R2 Words in Context (same and opposite meaning)
- R3 Recall Information (details, sequence)
- R4 Construct Meaning (main idea, summary/paraphrase, compare/contrast, cause/effect)
- R5 Evaluate/Extend Meaning (fact/opinion, predict outcomes, point of view)
- M1 Addition of Whole Numbers (no regrouping, regrouping)
- M2 Subtraction of Whole Numbers (no regrouping, regrouping)
- M3 Multiplication of Whole Numbers (no regrouping, regrouping)
- M5 Decimals (addition, subtraction, multiplication, division)
- M6 Fractions (addition, subtraction, multiplication, division)
- M7 Integers (addition, subtraction, multiplication, division)
- A3 Data Interpretation (graph, table, chart, diagram)
- A5 Measurement (money, time, temperature, length, area, volume)
- A7 Computation in Context (whole numbers, decimals, fractions, algebraic operations)
- L1 Usage (pronoun, tense, subject/verb agreement, adjective, adverb)
- L2 Sentence Formation (fragments, run-on, clarity)
- L3 Paragraph Development (topic sentence, supporting sentence, sequence)
- L4 Capitalization (proper noun, titles)
- L5 Punctuation (comma, semicolon)
- L6 Writing Conventions (quotation marks, apostrophe, parts of a letter)
- S1 Vowel (short, long)
- S2 Consonant (variant spelling, silent letter)
- S3 Structural Unit (root, suffix)

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Workplace Skills for the 21st Century

- WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.

- WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
- WP5 Selects, applies, and maintains/troubleshoots technology.
- WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
- WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
- WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

National Educational Technology Standards for Students

- T1 Basic operations and concepts
- T2 Social, ethical, and human issues
- T3 Technology productivity tools
- T6 Technology problem-solving and decision-making tools

Suggested References

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Zucker, E. (2000). *Being a homemaker/home health aide* (5th ed.). Upper Saddle River, NJ: Prentice Hall Health.

Recommended Tools and Equipment

CAPITALIZED ITEMS

1. Bed with Electrical Controls and Side Rails (1 per program)
2. CPR Head, Adult (1 set of 10 per program)
3. Lift, Hoyer (1 per program)
4. Manikin (adult), Client Care (2 per program)
5. Washer (1 per program)
6. Wheelchair (1 per program)
7. Dryer (1 per program)

NON-CAPITALIZED ITEMS

1. Basin, Bath (10 per program)
2. Basin, Emesis (10 per program)
3. Basin, Shampoo (1 per program)
4. Bath, Sitz (1 per program)
5. Bed Pan, Fracture (2 per program)
6. Bed Pan, Regular (2 per program)
7. Bedspreads (4 per program)
8. Belt, Gait (2 per program)
9. Blankets, Bath (2 per program)
10. Binder, Abdominal (2 per program)
11. Cabinets (to store supplies) (1 per program)
12. Cane, Quad (1 per program)
13. Chair, Commode (1 per program)
14. Cuff, Blood Pressure Kit (4 per program)
15. Crutches, Adjustable (1 pair per program)
16. Dentures (2 per program)
17. Denture Cup (2 per program)
18. Manicure Set (2 per program)
19. Meal Service Equipment (2 per program)
20. Dispenser, Soap, Wall Mounted (1 per sink)
21. Gown, Hospital (4 per program)
22. Heel-Bo, Protectors (4 per programs)
23. Mattress, Hospital Bed (2 per program)
24. Mat, Egg Crate, Twin Size (1 per program)
25. Pads, Incontinent (4 per program)
26. Pillows (4 per bed)
27. Pillowcases (8 per bed)
28. Pitchers, Plastic (1 per bed)
29. Razor, Electric (1 per program)
30. Rehabilitative Feeding Equipment (plate, cup, fork, knife, spoon) (2 sets per program)
31. Scales, Weight (1 per program)
32. Sheets, Hospital Bed (2 sets per bed)

33. Sling, Arm (4 per program)
34. Stethoscope, Teaching or Dual (1 per program)
35. Stethoscope, Regular (4 per program)
36. Stockings, Elastic (1 knee high & 1 thigh high)
37. Thermometer, Glass Oral (2 per program)
38. Thermometer, Digital (2 per program)
39. Thermometer, Glass Rectal (2 per program)
40. Toothbrush (4 per program)
41. Towels (1 dozen per program)
42. Urinal (2 per program)
43. Walker (minimum 1 per program)
44. Wash Cloths (1dozen per program)
45. Supplies
 - a. Alcohol (4 containers per program)
 - b. Bags, Biohazardous Specimen (12 per program)
 - c. Bleach, Gallon (2 per program)
 - d. Cotton Balls (4 containers per program)
 - e. Covers, Thermometer (2 containers per thermometer)
 - f. Cups, Specimen (1 sleeve per program)
 - g. Cream, Shaving (1 can per program)
 - h. Denture Care Kit to include Denture Brush, Effervescent Tablets, Denture adhesive (2 per program)
 - i. Deodorant (2 containers per program)
 - j. Detergent, Laundry (2 containers per program)
 - k. External Catheter with Closed Drainage System (2 per program)
 - l. Foley Catheter with Closed Drainage System (2 per program)
 - m. Floss, Dental (4 containers per program)
 - n. Gloves, Disposable (2 boxes per program)
 - o. Hair Care Kit to include Brush, Comb, Mirror (2 per program)
 - p. Lotion, Body (2 containers per program)
 - q. Mouthwash (4 containers per program)
 - r. Personal Protective Kit to include Gown, Gloves, and Mask (1 per student)
 - s. Powder, Body (2 containers per program)
 - t. Razors, Disposable (1 dozen per program)
 - u. Shampoo and Conditioner (4 containers per program)
 - v. Shroud Kit (1 per program)
 - w. Soap, Liquid (4 per program)
 - x. Toothpaste (2 containers per program)

RECOMMENDED INSTRUCTIONAL AIDS

It is recommended that instructors have access to the following items:

1. Cabinet, File w/Lock, 4 drawer (2 per program)
2. Overhead Projector (1 per program)
3. Projector Screen (1 per program)

4. Table, AV Equipment (1 per program)
5. TV, 25" Color Monitor (1 per program)
6. VCR (1 per program)

*Access to tools and equipment is acceptable.

Student Competency Profile for Home Health Aide

Student: _____

This record is intended to serve as a method of noting student achievement of the competencies in each unit. Noted in parentheses beside each unit is the cluster competency from the MS-CPAS. This form may be duplicated for each student and serve as a cumulative record of competencies achieved in the course.

As an alternative to the use of this form, you may note competency achievement by attaching a report showing comparable results for each student. Please indicate that you are using this alternative report by checking here. _____

Unit 1: Fundamentals of Home Care

- _____ 1. Develop employability skills.
- _____ 2. Discuss services provided by the home health aide.
- _____ 3. Explain professional ethics, legal responsibility, and client rights.
- _____ 4. Recognize safety precautions and procedures.
- _____ 5. Use communication and observation skills in the home care environment.
- _____ 6. Use medical terminology.

Unit 2: Health Care Assisting Concepts and Skills

- _____ 1. Utilize OSHA regulations.
- _____ 2. Maintain client's personal care setting.
- _____ 3. Assist with lifting, moving, and transporting clients.
- _____ 4. Assist with personal care skills.

Unit 3: Human Needs/Growth and Development

- _____ 1. Explain physical and emotional needs throughout the life span focusing on older adulthood.
- _____ 2. Discuss responsibilities of a home health aide's role within a family.

Unit 4: Nutrition and Hydration Needs of Clients

- _____ 1. Explain nutrition and hydration needs of all clients.
- _____ 2. Provide appropriate care to meet nutrition and hydration needs of clients.

Unit 5: Special Care Procedures

- _____ 1. Assist with diagnostic procedures for clients.
- _____ 2. Assist with treatments for clients.
- _____ 3. Assist with elimination needs of clients.

Appendix A: National Health Care Skill Standards¹

- HCS1 Health care workers will know the academic subject matter required for proficiency within their area. They will use this knowledge as needed in their role.
- HCS2 Health care workers will know the various methods of giving and obtaining information. They will communicate effectively, both orally and in writing.
- HCS3 Health care workers will understand how their role fits into their department, their organizations, and the overall health care environment. They will identify how key systems affect services they perform and quality of care.
- HCS4 Health care workers will understand how employability skills enhance their employment opportunities and job satisfaction. They will demonstrate key employability skills and will maintain and upgrade skills, as needed.
- HCS5 Health care workers will understand their legal responsibilities, limitations and implications of their actions within the health care delivery setting. They will perform their duties according to regulations, policies, laws and legislated rights of clients.
- HCS6 Health care workers will understand accepted ethical practices with respect to cultural, social and ethnic differences within the health care environment. They will perform quality health care delivery.
- HCS7 Health care workers will understand the existing and potential hazards to clients, co-workers and self. They will prevent injury or illness through safe work practices and follow health and safety policies and procedures.
- HCS8 Health care workers will understand the roles and responsibilities of individual members as part of a health care team, including their ability to promote the delivery of quality health care. They will interact effectively and sensitively with all members of the health care team.

¹ Ananda, S., & DaVanzo, J. (1995). *National health care skill standards*. San Francisco: WestEd.

Appendix B: Related Academic Standards²

Reading

- R1 Interpret Graphic Information (forms, maps, reference sources)
- R2 Words in Context (same and opposite meaning)
- R3 Recall Information (details, sequence)
- R4 Construct Meaning (main idea, summary/paraphrase, compare/contrast, cause/effect)
- R5 Evaluate/Extend Meaning (fact/opinion, predict outcomes, point of view)

Mathematics Computation

- M1 Addition of Whole Numbers (no regrouping, regrouping)
- M2 Subtraction of Whole Numbers (no regrouping, regrouping)
- M3 Multiplication of Whole Numbers (no regrouping, regrouping)
- M4 Division of Whole Numbers (no remainder, remainder)
- M5 Decimals (addition, subtraction, multiplication, division)
- M6 Fractions (addition, subtraction, multiplication, division)
- M7 Integers (addition, subtraction, multiplication, division)
- M8 Percents
- M9 Algebraic Operations

Applied Mathematics

- A1 Numeration (ordering, place value, scientific notation)
- A2 Number Theory (ratio, proportion)
- A3 Data Interpretation (graph, table, chart, diagram)
- A4 Pre-Algebra and Algebra (equations, inequality)
- A5 Measurement (money, time, temperature, length, area, volume)
- A6 Geometry (angles, Pythagorean theory)
- A7 Computation in Context (whole numbers, decimals, fractions, algebraic operations)
- A8 Estimation (rounding, estimation)

Language

- L1 Usage (pronoun, tense, subject/verb agreement, adjective, adverb)
- L2 Sentence Formation (fragments, run-on, clarity)
- L3 Paragraph Development (topic sentence, supporting sentence, sequence)
- L4 Capitalization (proper noun, titles)
- L5 Punctuation (comma, semicolon)
- L6 Writing Conventions (quotation marks, apostrophe, parts of a letter)

Spelling

- S1 Vowel (short, long)
- S2 Consonant (variant spelling, silent letter)
- S3 Structural Unit (root, suffix)

² CTB/McGraw-Hill LLC. (1994). *Tests of adult basic education, Forms 7 and 8*. Monterey, CA: Author. Reproduced with permission of CTB/McGraw-Hill LLC. TABE is a registered trademark of The McGraw-Hill Companies, Inc. Copyright © 1994 by CTB/McGraw-Hill LLC. Reproduction of this material is permitted for educational purposes only.

Appendix C: Workplace Skills for the 21st Century³

- WP1 Allocates resources (time, money, materials and facilities, and human resources).
- WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.
- WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
- WP4 Applies systems concept including basic understanding, monitoring and correction system performance, and designing and improving systems.
- WP5 Selects, applies, and maintains/troubleshoots technology.
- WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
- WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
- WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

³ Secretary's commission on achieving necessary skills. Retrieved July 13, 2004, from <http://wdr.doleta.gov/SCANS/>

Appendix D: National Educational Technology Standards for Students⁴

- T1 Basic operations and concepts
- Students demonstrate a sound understanding of the nature and operation of technology systems.
 - Students are proficient in the use of technology.
- T2 Social, ethical, and human issues
- Students understand the ethical, cultural, and societal issues related to technology.
 - Students practice responsible use of technology systems, information, and software.
 - Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.
- T3 Technology productivity tools
- Students use technology tools to enhance learning, increase productivity, and promote creativity.
 - Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.
- T4 Technology communications tools
- Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.
 - Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.
- T5 Technology research tools
- Students use technology to locate, evaluate, and collect information from a variety of sources.
 - Students use technology tools to process data and report results.
 - Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.
- T6 Technology problem-solving and decision-making tools
- Students use technology resources for solving problems and making informed decisions.
 - Students employ technology in the development of strategies for solving problems in the real world.

⁴ International Society for Technology in Education. (2000). *National educational technology standards for students (NETS)*. Retrieved July 13, 2004, from <http://www.iste.org/>