Arizona CTE

Home Health Aide

EXAMINE ROLES AND RESPONSIBILITIES OF THE HOME HEALTH CARE AGENCY 1.0

- **1.1** Describe settings for direct care and support services 1.1
- **1.2** Describe types of services provided to individuals and families (e.g., homemaking, companion services, personal care, and attendant care) 1.2
- **1.3** Identify Arizona agencies and programs that offer direct care services and require training and testing for direct care workers 1.3
- **1.4** Distinguish among activities of daily living (ADLs) and instrumental activities of daily living (IADLs) 1.4
- **1.5** Describe the basics functions of the service team and the importance of teamwork in providing services 1.5
- **1.6** Describe the training requirements for a home health aide/direct care worker 1.6
- **1.7** Describe positive caregiver traits and professional standards (i.e., appearance, being on time, etc.) 1.7
- **1.8** Explain how professional standards influence the relationship between the direct care worker (DCW) and the person receiving services 1.8
- **1.9** Explain the importance of notifying the agency/supervisor about a change in the direct care worker's schedule 1.9
- **1.10** Describe the supervisory role with examples of questions about specific procedures 1.10

DEMONSTRATE ETHICAL AND LEGAL CONDUCT IN ALL ACTIVITIES 2.0

- **2.1** Define legal terms that apply to direct care and support including legal consequences [e.g., abuse, neglect, and exploitation; fraud; assault and battery; abandonment; negligence; liability; false imprisonment (i.e., improper restraints, etc.)] 2.1
- **2.2** Explain "mandatory reporting" according to Adult Protective Services (APS) and Child Protective Services (CPS) 2.2
- **2.3** Describe the role and purpose of a service plan (i.e., care plan, support plan, etc.) 2.3

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	2.4 Explain consumer rights and responsibilities in building a good provider-patient relationship 2.4
	2.5 Explain the legal and ethical responsibility of the DCW to safeguard consumer information and confidentiality [e.g., according to the Health Insurance Portability and Accountability Act of 1996 (HIPAA); in face-to-face conversations and on the phone; conduct in the event of a confidentiality breach; and meaning of the "need to know rule"] 2.5
	2.6 Explain how the direct career worker can promote an individual's independence and the right to make personal choices 2.6
	2.7 Describe advance directives used for healthcare planning (e.g., Living Will, Durable Power of Attorney for Medical, and Pre-hospital Medical Directive) 2.7
UTILIZE OBSERVATION, REPORTING, AND DOCUMENTATION SKILLS 3.0	**3.1** Explain the purpose of reporting and documenting 3.1
	3.2 Describe how to record information accurately 3.2
	3.3 Analyze the difference between documenting and reporting facts versus opinions or feelings 3.3
	3.4 Explain the importance of and reporting observed changes in individuals 3.4
DEMONSTRATE COMMUNICATION AND CULTURAL COMPETENCY 4.0	**4.1** Compare effective verbal and non-verbal communication 4.1
	4.2 Describe barriers to communication (i.e., judgment based on personal bias or perceptions, poor listening habits, etc.) 4.2
	4.3 Distinguish among aggressive communication, passive communication, and assertive communication 4.3
	4.4 Give examples of respectful interactions (i.e., regarding personal preferences, avoiding unprofessional forms of address, etc.) 4.4
	4.5 Demonstrate techniques for communicating with individuals with disabilities (e.g., persons who are blind or have low vision, persons who are deaf or hard of hearing, persons who have aphasia, persons who have mental illness, persons who have a cognitive disability, and persons who do not communicate using the spoken language) 4.5
	4.6 Give examples of and explain the importance of "person first language" 4.6
	4.7 Demonstrate how to respond in a nonthreatening way to another person's behavior 4.7
	4.8 Practice problem-solving and conflict resolution techniques (i.e., active listening, open-ended questions, showing empathy, etc.) 4.8

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	4.9 Identify culture-specific concepts or practices and explain the impact of culture on a person's needs and preferences 4.9
	4.10 Analyze cultural barriers to communication (i.e., one's own upbringing and perceptions, etc.) 4.10
	4.11 Explain "cultural competence" and actions that support culturally competent care 4.11
DEMONSTRATE JOB MANAGEMENT AND SELF-CARE SKILLS 5.0	**5.1** Distinguish between positive and negative stress 5.1
	5.2 List causes and effects of stress 5.2
	5.3 Identify appropriate strategies for coping with stress and reducing work-related stress 5.3
	5.4 Identify ways to practice appropriate time management 5.4
	5.5 Identify strategies to improve organizational skills 5.5
	5.6 Distinguish between personal and professional boundaries 5.6
	5.7 Describe the rights of DCWs including personal safety precautions 5.7
APPLY STANDARD PRECAUTIONS AND INFECTION CONTROL MEASURES 6.0	**6.1** Define and give examples of standard precautions (universal precautions) 6.1
	6.2 Analyze measures that prevent and control infections 6.2
	6.3 Demonstrate appropriate hand-washing technique 6.3
	6.4 Explain when to wear gloves and demonstrate how to apply, remove, and dispose of gloves 6.4
	6.5 Demonstrate compliance procedures for handling and disposing of sharps and other waste 6.5
ANALYZE SAFETY AND EMERGENCY PROCEDURES 7.0	**7.1** Describe common emergency situations including guidelines for handling emergencies (i.e., when to call 911, etc.) 7.1
	7.2 Describe an individual emergency plan including when to contact the family and/or supervisor 7.2
	7.3 Describe a service plan to include risk factors, safety precautions, and assistance to the person receiving services 7.3
	7.4 Describe fire safety procedures and risk factors 7.4
	Describe and simulate (role-play) the use of a fire extinguisher 7.5

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	7.6 Identify hazards in the home such as frayed cords and poisonous cleaning materials 7.6
	7.7 Describe ways to promote oxygen safety 7.7
EXAMINE NUTRITIONAL NEEDS AND FOOD PREPARATION TECHNIQUES 8.0	**8.1** Identify food groups and nutrients for a healthy diet and good health 8.1
	8.2 Explain the order of ingredients listed on the food label 8.2
	8.3 Explain the terms “portion” and “serving” 8.3
	8.4 List health issues that may require a modified diet 8.4
	8.5 Plan a menu based on individual preference and/or a modified diet based on dietary needs and/or a medically recommended diet 8.5
	8.6 Identify nutrients that may be monitored for certain diets 8.6
	8.7 Explain ways to encourage a person to eat and/or comply with a medically recommended diet 8.7
	8.8 Identify assistive devices to help a person feel more in control of the meal planning and eating process 8.8
	8.9 Describe proper food preparation and storage 8.9
	8.10 Define foodborne illness and describe ways to reduce foodborne illness 8.10
FACILITATE HOME ENVIRONMENT MAINTENANCE 9.0	**9.1** Utilize the service plan to determine cleaning tasks and how and who is responsible for completion 9.1
	9.2 Distinguish between personal choice and the need to complete tasks to avoid health and safety risks 9.2
	9.3 Identify cleaning solutions and the proper concentration of these solutions 9.3
	9.4 Explain procedures for trash disposal and cleaning up clutter 9.4
	9.5 Practice general procedures for homemaking skills (i.e., washing dishes, doing laundry, cleaning the bathroom, etc.) 9.5
UTILIZE PROPER BODY MECHANICS AND BACK SAFETY TECHNIQUES 10.0	**10.1** Explain the importance of good body mechanics and lifting techniques 10.1
	10.2 Describe elements of good body mechanics such as proper use of leg muscles and keeping the center of gravity over the base of support 10.2
	10.3 Demonstrate good techniques for moving objects with good body alignment 10.3

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	10.4	Identify assistive devices 10.4
ANALYZE CHRONIC DISEASES AND PHYSICAL DISABILITIES 11.0	11.1	Differentiate among aging, chronic illness, and disability 11.1
	11.2	Identify body systems and determine their function (e.g., heart and circulation; lungs, brain and nervous system; skin, muscles, and bones; and stomach, bowels, and bladder) 11.2
	11.3	Identify common conditions affecting body systems and their potential effect on a person's care 11.3
	11.4	Describe the effects of aging on the body 11.4
	11.5	Describe signs and symptoms of anxiety and depression 11.5
	11.6	Explain the terms "paralysis" and "amputation" 11.6
EXAMINE PHYSICAL AND EMOTIONAL NEEDS OF AN INDIVIDUAL 12.0	12.1	Describe the impact of aging on the physical and emotional needs of an individual 12.1
	12.2	Describe the physical and emotional needs of a person with a psychological or cognitive condition 12.2
	12.3	Give examples of how to determine a person's abilities, needs, and desires when providing services 12.3
	12.4	Discuss the possible emotional impact of a physical disability or a chronic disease 12.4
	12.5	Describe how age, illness, and disability affect sexuality 12.5
UTILIZE TRANSFERRING AND POSITIONING SKILLS 13.0	13.1	Identify common assistive devices (i.e., walkers, wheelchairs, etc.) 13.1
	13.2	Explain the importance of proper transfer skills and the safe use of assistive devices 13.2
	13.3	Explain the importance of repositioning to prevent skin damage and pressure ulcers 13.3
	13.4	Describe the use of a mechanical lift and/or slide board 13.4
	13.5	Practice assistance with ADLs (e.g., gait belt, ambulation, positioning a person in bed or a wheelchair, transferring a person out of bed, and transferring a person in and out of a wheelchair) 13.5
DEMONSTRATE PE CO	14.1	Explain the relationship between a person's service plan and the DCW's role when providing ADLs 14.1

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PERSONAL PREFERENCES 14.0	**14.2**	**Give examples of techniques that can be used to preserve dignity and privacy while providing personal care** 14.2
	14.3	**Identify techniques used to preserve independence and respect a person's preferences while providing personal care** 14.3
	14.4	**Identify characteristics of people who might be at risk for skin-integrity concerns** 14.4
	14.5	**Identify the most common causes of skin breakdown** 14.5
	14.6	**Practice assistance with ADLs (e.g., in dressing, with meals, bathing, catheter bag, and the bed pan)** 14.6
FACILITATE ACTIVITIES AND ACTIVITY PLANNING 15.0	**15.1**	**Identify basic principles and purposes of activities and give examples** 15.1
	15.2	**Describe how a person's functional status affects activities** 15.2
	15.3	**Give examples of activities suitable for individuals with specific disabilities** 15.3
	15.4	**Describe the individual's right to choose or refuse activities** 15.4
	15.5	**Give an example of choosing an activity appropriate to a person's cultural or religious background** 15.5
DEMONSTRATE DEMENTIA-SPECIFIC CARE COMPETENCIES 16.0	**16.1**	**Define types of dementia** 16.1
	16.2	**Describe the stages of dementia** 16.2
	16.3	**Describe changes in cognitive abilities and the difference between normal forgetfulness and that associated with dementia** 16.3
	16.4	**Identify dementia-related symptoms of depression and withdrawal from normal life activities** 16.4
	16.5	**Understand changes in behavior and emotions** 16.5
	16.6	**Describe dementia-specific care related to communication issues and the use of a life story; ADLs; managing difficult behaviors; planning activities; pain management; safety issues** 16.6
	16.7	**Practice ways to redirect a person with dementia** 16.7
ASSIST INDIVIDUALS WITH GRIEF AND THE EN PR	**17.1**	**Describe the stages of grieving and the death and dying process** 17.1
	2	**Describe physical and emotional aspects of the dying process** 17.2

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	17.3 Give examples of how cultural and family differences influence the death and dying process 17.3
	17.4 Explain how a death can affect a DCW 17.4
	17.5 Identify and explain coping strategies relevant to grieving and/or dying 17.5
	17.6 Describe community resources available to help with death and dying 17.6
ASSIST INDIVIDUALS WITH DEVELOPMENTAL DISABILITIES 18.0	**18.1** Identify the rights of people with developmental disabilities 18.1
	18.2 Identify ways to build and maintain a positive, professional relationship with the client/patient 18.2
	18.3 Explain the meaning and importance of "self-determination" 18.3
ANALYZE COMMON DEVELOPMENTAL DISABILITIES AND THEIR CARE 19.0	**19.1** Define "developmental disability" 19.1
	19.2 Identify four conditions to qualify for services from the Division of Developmental Disabilities 19.2
	19.3 Identify effects of Cerebral Palsy 19.3
	19.4 Identify effects of Cognitive Disability 19.4
	19.5 Identify effects of Autism 19.5
	19.6 Identify effects of Epilepsy 19.6
	19.7 Describe factors that contribute to seizure activity and how to recognize when a person is having a seizure 19.7
	19.8 Describe what to do and what not to do when a person is having a seizure 19.8
	19.9 Identify when to call 911 when a person is having a seizure 19.9
	19.10 Describe how to document and report seizure activity 19.10
	19.11 Give examples of how to support a person after seizure activity 19.11