

# Course Outline

Health Science and Medical Technology

REVISED: August/2017

**Job Title:**

Home Health Aide

**Career Pathway:**

Patient Care

**Industry Sector:**

Health Science and Medical  
Technology

**O\*NET-SOC CODE:**

31-1011.00

**CBEDS Title:**

Nursing Services

**CBEDS No.:**

4279

**77-80-70**

## Home Health Aide (Supplemental)

**Credits:** 5

**Hours:** 40

**Course Description:**

This competency-based course trains students to give basic nursing care in the home setting. Emphasis is given to the philosophy of nursing, safety principles in the home, and infection control methods as used by the home health aide. Nutrition in relation to maintenance of health is stressed. Integrated throughout the program are methods for meeting the social and psychological needs of the client. The competencies in this course are aligned with the California High School Academic Content Standards and the California Career Technical Education Model Curriculum Standards.

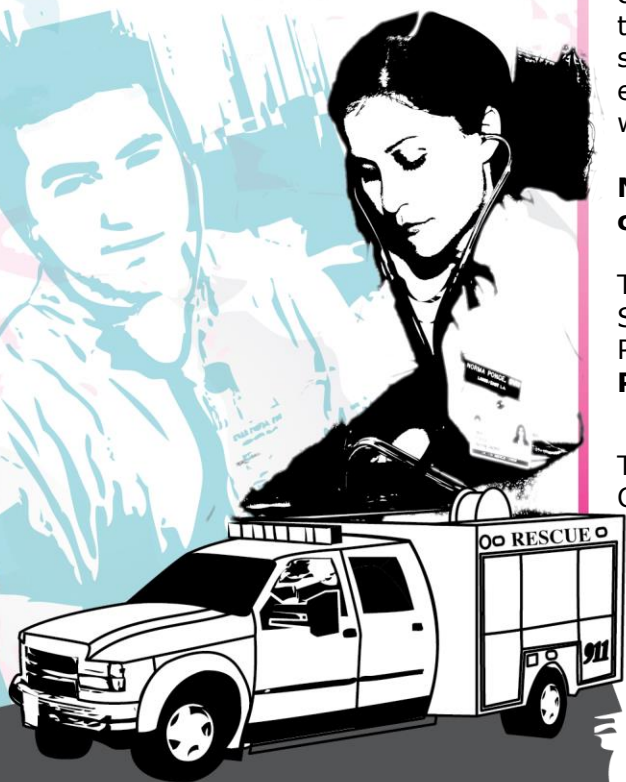
**Prerequisites:**

Enrollment requires a current valid California CNA certification. The candidate for this class must be 16 years of age and test at a 8.0 reading grade level or higher as measured by the TABE D 9/10 test. Prior to contact with patients in the clinical area, the student shall be screened for criminal conviction, present a physical examination form declaring the student to be in good health without restrictions, and show tuberculosis screening.

**NOTE:** For Perkins purposes this course has been designated as a **capstone** course.

THE STUDENT MUST PRESENT A CURRENT CERTIFICATE SHOWING COMPLETION OF AN AHA OR BLS HEALTHCARE PROVIDERS CARDIOPULMONARY RESUSCITATION (CPR) CLASS **PRIOR TO CLINICAL ROTATION.**

This course cannot be repeated once a student receives a Certificate of Completion.



## **COURSE OUTLINE COMPETENCY-BASED COMPONENTS**

A course outline reflects the essential intent and content of the course described. Acceptable course outlines have six components. (Education Code Section 52506). Course outlines for all apportionment classes, including those in jails, state hospitals, and convalescent hospitals, contain the six required elements:

(EC 52504; 5CCR 10508 [b]; Adult Education Handbook for California [1977], Section 100)

### **COURSE OUTLINE COMPONENTS**

### **LOCATION**

#### **GOALS AND PURPOSES**

Cover

The educational goals or purposes of every course are clearly stated and the class periods are devoted to instruction. The course should be broad enough in scope and should have sufficient educational worth to justify the expenditure of public funds.

The goals and purpose of a course are stated in the COURSE DESCRIPTION. Course descriptions state the major emphasis and content of a course, and are written to be understandable by a prospective student.

#### **PERFORMANCE OBJECTIVES OR COMPETENCIES**

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Objectives should be delineated and described in terms of measurable results for the student and include the possible ways in which the objectives contribute to the student's acquisition of skills and competencies.

Performance Objectives are sequentially listed in the COMPETENCY-BASED COMPONENTS section of the course outline. Competency Areas are units of instruction based on related competencies. Competency Statements are competency area goals that together define the framework and purpose of a course. Competencies fall on a continuum between goals and performance objectives and denote the outcome of instruction.

Competency-based instruction tells a student before instruction what skills or knowledge they will demonstrate after instruction. Competency-based education provides instruction which enables each student to attain individual goals as measured against pre-stated standards.

Competency-based instruction provides immediate and continual repetition and In competency-based education the curriculum, instruction, and assessment share common characteristics based on clearly stated competencies. Curriculum, instruction and assessment in competency-based education are: explicit, known, agreed upon, integrated, performance oriented, and adaptive.

**COURSE OUTLINE COMPETENCY-BASED COMPONENTS**  
**(continued)**

**COURSE OUTLINE COMPONENTS**

**LOCATION**

**INSTRUCTIONAL STRATEGIES**

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Instructional techniques or methods could include laboratory techniques, lecture method, small-group discussion, grouping plans, and other strategies used in the classroom.

Instructional strategies for this course are listed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructional strategies and activities for a course should be selected so that the overall teaching approach takes into account the instructional standards of a particular program, i.e., English as a Second Language, Programs for Adults with Disabilities.

**UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOTTED FOR EACH UNIT**

Cover

The approximate time devoted to each instructional unit within the course, as well as the total hours for the course, is indicated. The time in class is consistent with the needs of the student, and the length of the class should be that it ensures the student will learn at an optimum level.

pp. 7-10

Units of study, with approximate hours allotted for each unit are listed in the COMPETENCY AREA STATEMENT(S) of the course outline. The total hours of the course, including work-based learning hours (community classroom and cooperative vocational education) is listed on the cover of every CBE course outline. Each Competency Area listed within a CBE outline is assigned hours of instruction per unit.

**EVALUATION PROCEDURES**

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The evaluation describes measurable evaluation criteria clearly within the reach of the student. The evaluation indicates anticipated improvement in performances as well as anticipated skills and competencies to be achieved.

Evaluation procedures are detailed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructors monitor students' progress on a continuing basis, assessing students on attainment of objectives identified in the course outline through a variety of formal and informal tests (applied performance procedures, observations, and simulations), paper and pencil exams, and standardized tests.

**REPETITION POLICY THAT PREVENTS PERPETUATION OF STUDENT ENROLLMENT**

Cover

After a student has completed all the objectives of the course, he or she should not be allowed to reenroll in the course. There is, therefore, a need for a statement about the conditions for possible repetition of a course to prevent perpetuation of students in a particular program for an indefinite period of time.

## **ACKNOWLEDGMENTS**

Thanks to ALMA ALVAREZ and LUZ GRANADOS for developing and editing this curriculum. Acknowledgment is also given to ERICA ROSARIO for designing the original artwork for the course.

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# **CALIFORNIA CAREER TECHNICAL EDUCATION MODEL CURRICULUM STANDARDS**

## **Health Science and Medical Technology Industry Sector**

### **Knowledge and Performance Anchor Standards**

#### **1.0 Academics**

Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the Health Science and Medical Technology academic alignment matrix for identification of standards.

#### **2.0 Communications**

Acquire and accurately use Health Science and Medical Technology sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.

#### **3.0 Career Planning and Management**

Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.

#### **4.0 Technology**

Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Health Science and Medical Technology sector workplace environment.

#### **5.0 Problem Solving and Critical Thinking**

Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the Health Science and Medical Technology sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.

#### **6.0 Health and Safety**

Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Health Science and Medical Technology sector workplace environment.

#### **7.0 Responsibility and Flexibility**

Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Health Science and Medical Technology sector workplace environment and community settings.

#### **8.0 Ethics and Legal Responsibilities**

Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms.

#### **9.0 Leadership and Teamwork**

Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the Cal-HOSA career technical student organization.

#### **10.0 Technical Knowledge and Skills**

Apply essential technical knowledge and skills common to all pathways in the Health Science and Medical Technology sector, following procedures when carrying out experiments or performing technical tasks.

#### **11.0 Demonstration and Application**

Demonstrate and apply the knowledge and skills contained in the Health Science and Medical Technology anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings and through the Cal-HOSA career technical student organization.

## ***Health Science and Medical Technology Pathway Standards***

### **B. Patient Care Pathway**

The standards for the Patient Care pathway apply to occupations or functions involved in the prevention, treatment, and management of illness and the preservation of mental and physical well-being through the services offered by the medical and allied health professions. The standards specify the knowledge and skills needed by professional and technical personnel pursuing careers in this pathway.

#### **Sample occupations associated with this pathway:**

- ◆ Kinesiotherapist
- ◆ Nurse Anesthetist
- ◆ Respiratory Therapist
- ◆ Radiologic Technician
- ◆ Dental Hygienist

- B1.0 Recognize the integrated systems approach to health care delivery services: prevention, diagnosis, pathology, and treatment
- B2.0 Understand the basic structure and function of the human body and relate normal function to common disorders.
- B3.0 Know how to apply mathematical computations used in health care delivery system.
- B4.0 Recognize and practice components of an intake assessment relevant to patient care.
- B5.0 Know the definition, spelling, pronunciation, and use of appropriate terminology in the health care setting.
- B6.0 Communicate procedures and goals to patients using various communication strategies to respond to questions and concerns.
- B7.0 Apply observation techniques to detect changes in the health status of patients.
- B8.0 Demonstrate the principles of body mechanics as they apply to the positioning, transferring, and transporting of patients.
- B9.0 Implement wellness strategies for the prevention of injury and disease behaviors that prevent injury and illness
- B10.0 Comply with protocols and preventative health practices necessary to maintain a safe
- B11.0 Comply with hazardous waste disposal policies and procedures, including documentation, to ensure that regulated waste is handled, packaged, stored, and disposed of in accordance with federal, state, and local regulations.
- B12.0 Adhere to the roles and responsibilities, within the scope of practice, that contribute to the design and implementation of treatment planning
- B13.0 Research factors that define cultural differences between and among different ethnic, racial, and cultural groups and special populations.

**CBE**  
**Competency-Based Education**

**COMPETENCY-BASED COMPONENTS**  
**for the Home Health Aide (Supplemental) Course**

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>A. INTRODUCTION TO HOME HEALTH AIDE/EMPLOYABILITY SKILLS</p> <p>Understand class philosophy, policies, and the role of the nursing assistant in long term care facilities.</p> <p>(Theory: 2 hours)</p>	<ol style="list-style-type: none"> <li>1. Compare the work of the home health aide to work in a health care facility.</li> <li>2. Describe personal qualities needed by the home health aide.</li> <li>3. List nursing procedures that the home health aide is allowed to perform in the home.</li> <li>4. Describe nursing tasks that the home health aide may not perform.</li> <li>5. Describe the uniform of the home health aide.</li> <li>6. Identify and describe the credentials of a home health agency.</li> <li>7. State the function of the home health agency.</li> <li>8. Describe the organization of the health agency and the position of the home health aide in the chain of command.</li> <li>9. Describe various methods of paying for home care services including Medicare and Medicaid.</li> <li>10. Describe employment opportunities and the locating of job openings.</li> <li>11. Describe items needed to complete an application form.</li> <li>12. Describe information included in a résumé.</li> <li>13. Describe various parts of the interview process such as appearance, attitude, transcripts/references and follow-up letter.</li> <li>14. Describe resigning from a position, including the time element and letter format.</li> <li>15. Describe the nursing code of ethics as it relates to a home health aide.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 3, 7, 8, 9, 12</p> <p><b>CTE Anchor:</b> Communications: 2.1, 2.4, 2.5 Career Planning and Management: 3.2, 3.4, 3.5, 3.6 Problem Solving and Critical Thinking: 5.2, 5.4 Responsibility and Flexibility: 7.1, 7.3, 7.7 Ethics and Legal Responsibilities: 8.3, 8.4 Demonstration and Application: 11.4</p> <p><b>CTE Pathway:</b> B4.5, B5.2, B6.2, B6.4, B6.5, B6.6, B10.4, B12.2, B12.3</p>
<p>B. PSYCHOSOCIAL NEEDS OF CLIENTS</p> <p>Recognize physical and psychological needs of various members of the family unit.</p>	<ol style="list-style-type: none"> <li>1. Describe physical needs shared by all human beings.</li> <li>2. Describe psychological needs shared by all human beings.</li> <li>3. Describe actions the home health aide can implement to meet the basic psychological needs of the client.</li> <li>4. Define family.</li> <li>5. List functions of the family.</li> <li>6. Describe the role of each family member.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 5, 7, 8, 9, 12</p> <p><b>CTE Anchor:</b> Communications: 2.7</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(Theory: 5 hours)	<ol style="list-style-type: none"> <li>7. Describe some common problems confronting the aged person.</li> <li>8. Describe the role of the home health aide in maintaining a safe environment for the aged.</li> <li>9. Describe physical changes of the aged by body system.</li> <li>10. Describe signs of mental change in the elderly.</li> <li>11. Describe social changes that affect the behavior of the elderly.</li> <li>12. Describe notifying the home health agency or hospice agency of the death of a client.</li> <li>13. Describe care of the body after death.</li> <li>14. Describe basic physical and emotional needs of children.</li> <li>15. Describe a safe environment for a child.</li> <li>16. Describe physical, emotional, and sexual abuse of children and the health care provider's role in reporting abuse.</li> <li>17. Describe care of the infant in the home</li> <li>18. Describe safe methods of carrying an infant.</li> <li>19. Describe assisting with breast-feeding.</li> <li>20. Describe preparing formula.</li> <li>21. Describe various techniques of bottle-feeding.</li> <li>22. Describe cleansing the perineum from front to back and diapering.</li> <li>23. Describe methods of bathing the baby safely, including equipment, environment, and clothing.</li> <li>24. Review the psychosocial differences for all stages of life.</li> </ol>	<p>Career Planning and Management: 3.6 Health and Safety: 6.6 Ethics and Legal Responsibilities: 8.3 Technical Knowledge and Skills: 10.1 Demonstration and Application: 11.1, 11.2, 11.3, 11.4</p> <p><b>CTE Pathway</b> B2.1, B2.2, B2.3, B4.5, B5.2, B7.4, B11.4, B12.3</p>
<p>C. PERSONAL CARE SERVICES</p> <p>Understand and demonstrate methods of providing nursing care to the client in the home.</p>	<ol style="list-style-type: none"> <li>1. Describe methods of adapting the principles of body mechanics to the home environment.</li> <li>2. Describe assessing a patient to maintain optimal body movement.</li> <li>3. Describe positioning techniques.</li> <li>4. Describe safety rules used for ambulation in the home environment.</li> <li>5. Describe routine skin care for various age groups.</li> <li>6. Describe decubitus ulcer prevention/treatment.</li> <li>7. Describe the back rub procedure.</li> <li>8. Describe skin care for the patient receiving radiation or chemotherapy.</li> <li>9. Describe dressing and undressing techniques for patients with various conditions/disorders, such as stroke, paraplegia, and lines/tubes.</li> <li>10. Describe supplies and procedures implemented for personal care tasks in the home.</li> <li>11. Describe vital sign measurement.</li> <li>12. List normal ranges for temperature, pulse, respiration, and blood pressure.</li> <li>13. Describe recording/reporting methods for normal and abnormal vital sign measurement.</li> <li>14. Describe the procedure for collecting urine, stool, and sputum specimens.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 6, 7</p> <p><b>CTE Anchor:</b> Communications: 2.3 Demonstration and Application: 11.1, 11.2, 11.3, 11.4</p> <p><b>CTE Pathway</b> B2.4, B4.4, B7.2, B7.4, B8.1, B8.2, B8.3, B8.4, B8.5, B10.5, B10.7, B11.3, B12.3</p>



COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>(Theory: 5 hours) (Clinical: 15 hours)</p>	<ol style="list-style-type: none"> <li>15. Describe the role of the home health aide in assisting with medication administration.</li> <li>16. Describe the application and care of non-sterile dressings such as ace bandages and T.E.D. hose.</li> <li>17. Describe the care of tubing including urinary catheter, external condom catheter, intravenous line, gastrostomy tube, total parenteral nutrition line, and nasal cannula.</li> <li>18. Describe cast care, signs and symptoms of problems.</li> <li>19. Demonstrate the principles of body mechanics in patient care when positioning and ambulating.</li> <li>20. Demonstrate skin care including back massage, decubitus care, and ulcer prevention and treatment.</li> <li>21. Demonstrate dressing and undressing techniques.</li> <li>22. Demonstrate personal care, including oral hygiene, baths, hair care, toileting and perineal care.</li> <li>23. Demonstrate measuring vital signs.</li> <li>24. Demonstrate recording and reporting normal and abnormal vital signs.</li> <li>25. Demonstrate specimen collection including urine, stool, and sputum.</li> <li>26. Demonstrate application and care of ace bandages and T.E.D. hose.</li> <li>27. Demonstrate tube care, including indwelling catheter, external condom catheter, intravenous line, gastrostomy tube, and total parenteral nutrition line, and nasal cannula.</li> <li>28. Demonstrate cast care.</li> </ol>	
<p><b>D. NUTRITION</b></p> <p>Understand purchasing and preparing food to meet the nutritional requirements of family members.</p> <p>(Theory: 5 hours) (Clinical: 3 hours)</p>	<ol style="list-style-type: none"> <li>1. List a minimum of six nutrients and state an example of each.</li> <li>2. Describe the need for water in the body.</li> <li>3. List a minimum of two nutrients from each of the food groups.</li> <li>4. Describe cultural and religious restrictions that must be considered in menu planning.</li> <li>5. Describe food preferences of various age groups.</li> <li>6. Describe planning a menu for various therapeutic diets.</li> <li>7. List factors a home health aide must consider when purchasing food.</li> <li>8. Describe unit pricing of food.</li> <li>9. Describe optimum storage for various types of food.</li> <li>10. Describe cleanliness and food preparation.</li> <li>11. List steps in preparing the client for a meal.</li> <li>12. Describe the surroundings that encourage an optimum nutritional intake.</li> <li>13. Describe various kinds of therapeutic diets and explain the purpose of each.</li> <li>14. List safety factors to be employed when feeding a client.</li> <li>15. Demonstrate planning meals using the basic food groups.</li> <li>16. Demonstrate cleanliness in food preparation.</li> <li>17. Demonstrate preparing a client for a meal.</li> <li>18. Demonstrate serving and feeding a client.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 6, 8, 12</p> <p><b>CTE Anchor:</b> Health and Safety: 6.3, 6.6, 6.7 Ethics and Legal Responsibilities: 8.1 Demonstration and Application: 11.1</p> <p><b>CTE Pathway</b> B9.2, B10.5, B10.7, B13.1</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>E. HOUSEHOLD MANAGEMENT</p> <p>Understand, apply, and evaluate safety methods used in the home environment.</p> <p>(Theory: 3 hours) (Clinical: 2 hours)</p>	<ol style="list-style-type: none"> <li>1. Describe general rules of home safety.</li> <li>2. Describe safety hazards that can be found in each room of the home.</li> <li>3. Describe methods of preventing falls in each room of the home.</li> <li>4. Explain what causes a fire.</li> <li>5. Explain what to do to prevent fires.</li> <li>6. Describe safety rules implemented for electrical equipment, sharp objects, poison, and smoking.</li> <li>7. List phone numbers needed by the home health aide in case of emergency.</li> <li>8. Describe methods of maintaining cleanliness in the home.</li> <li>9. Describe laundry techniques and linen handling to maintain infection control.</li> <li>10. Describe hand washing and standard precautions.</li> <li>11. Describe sterilization methods employed in the home.</li> <li>12. Describe universal precaution requirements for sharp objects and body fluids.</li> <li>13. Demonstrate safe practices in the home by preventing injury from falls, fire, sharp objects, and poisoning.</li> <li>14. Maintain a list of emergency phone numbers.</li> <li>15. Demonstrate cleanliness in laundry techniques.</li> <li>16. Demonstrate universal precautions.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 6, 7, 8, 9, 10, 12</p> <p><b>CTE Anchor:</b> Health and Safety: 6.2, 6.3, 6.5, 6.6, 6.7 Demonstration and Application: 11.1</p> <p><b>CTE Pathway</b> B8.4, B8.5, B9.1, B9.2, B9.3, B9.4, B9.5, B10.2, B10.3, B10.5, B10.6, B10.7, B11.2</p>

## ***SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES***

### **TEXTBOOKS**

Birchenall, Joan and Eileen Streight. Mosby's Textbook for the Home Care Aide 3<sup>rd</sup> Edition. Mosby-Year Book Inc., 2013.

Baldazzi, Suzann and Audree Spatz. Homemaker/Home Health Aide, 6th Edition. Delmar Publishers Inc, 2005.

Smith, Doris. The Perspective Series. Home Care Aide. 1st Edition. Mosby-Year Book Inc, 1995.

Zucker, Elana. Being a Homemaker/Home Health Aide, 6<sup>th</sup> Edition. Prentice Hall: Englewood Cliffs, NJ, 2006.

### **RESOURCES**

Teacher prepared slides, films, transparencies, and instructional packages.

Employer Advisory Board members

Foundation Standards

<http://www.cde.ca.gov/ci/ct/sf/documents/ctstandards.pdf>

<http://www.cde.ca.gov/be/st/ss/documents/ctstandards.doc>

### **COMPETENCY CHECKLIST**

## ***TEACHING STRATEGIES and EVALUATION***

### **METHODS AND PROCEDURES**

- A. Lecture and discussion
- B. Demonstration/participation
- C. Multi-media presentation
- D. Visual aids

### **EVALUATION**

SECTION A – Introduction to the Home Health Aide/Employability Skills – Pass all assignments and exams on introduction to the home health aide/employability skills with a minimum score of 80% or higher.

SECTION B – Psychosocial Needs of Clients – Pass all assignments and exams on psychosocial needs of clients with a minimum score of 80% or higher.

SECTION C – Personal Care Services – Pass all assignments and exams on personal care services with a minimum score of 80% or higher.

SECTION D – Nutrition – Pass all assignments and exams on nutrition with a minimum score of 80% or higher.

SECTION E – Household Management – Pass all assignments and exams on household management with a minimum score of 80% or higher.

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### Statement for Civil Rights

All educational and vocational opportunities are offered without regard to race, color, national origin, gender, or physical disability.

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