

Course Outline

Health Science and Medical Technology

REVISED: July/2021

Job Title

Personal Care Aide

77-50-40

Career Pathway:

Patient Care

Personal Care Aide

Industry Sector:

Health Science and Medical
Technology

Credits: 5

Hours: 80

O*NET-SOC CODE:

31-1122.00

Course Description:

This competency-based course is designed to prepare students to give basic client care in either a home setting, long-term care facility, adult day care, or an acute hospital. This course provides instruction in introduction, interpersonal skills and qualities of a patient care aide, patient's rights, safety, infection control, body mechanics, special clients and special needs, communication, client care, nutrition, care of the home, client emergencies, and employability skills. The competencies in this course are aligned with the California High School Academic Content Standards and the California Career Technical Education Model Curriculum Standards.

CBEDS Title:

Nursing Service

Prerequisites:

The candidate for this class must be 18 years of age and show evidence of tuberculosis screening. It is recommended that the student test at a 6.0 reading level as measured by the CASAS GOALS test. Proof of criminal conviction screening and a physical examination form declaring the student to be in good health without restrictions may be requested by employer.

CBEDS No.:

4298

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

THE STUDENT MUST COMPLETE AN AMERICAN RED CROSS PROVIDERS CARDIOPULMONARY RESUSCITATION (CPR) AND FIRST AID TRAINING AS PART OF THE PROGRAM.

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

pp. 7-15

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
<p>INSTRUCTIONAL STRATEGIES</p> <p>Instructional techniques or methods could include laboratory techniques, lecture method, small-group discussion, grouping plans, and other strategies used in the classroom.</p> <p>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.</p>	p. 17
<p>UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOTTED FOR EACH UNIT</p> <p>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.</p> <p>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.</p>	Cover pp. 7-21
<p>EVALUATION PROCEDURES</p> <p>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.</p> <p>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.</p>	p. 17
<p>REPETITION POLICY THAT PREVENTS PERPETUATION OF STUDENT ENROLLMENT</p> <p>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.</p>	Cover

ACKNOWLEDGMENTS

Thanks to CATHERINE EREDIA, ALMA ARELLANO and LUZ GRANADOS for developing and editing this curriculum. Acknowledgment is also given to ERICA ROSARIO for designing the original artwork for the course covers.

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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 Personal Care Aide Course

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>A. INTRODUCTION</p> <p>Understand class philosophy, policies, structure of the health care team, types of health care facilities, and payment methods.</p> <p>(3 hours)</p>	<ol style="list-style-type: none"> 1. Describe policies of the course, classroom, and lab expectations. 2. Describe and apply effective study methods. 3. List members of the health care team and their responsibilities. 4. Explain the role and responsibilities of the personal care aide (PCA) as a member of the health care team. 5. Describe the PCA's scope of practice and identify personal care activities that may or may not be performed. 6. Differentiate among health care facilities by type, function, and funding. 7. List three nursing care facilities available to the community. 8. Describe the organization and its client's needs: <ol style="list-style-type: none"> a. Skilled Nursing Facility (SNF) b. Long-Term Care (LTC) c. Assisted Living Facility (AFL) d. Acute Hospitals e. Private Home Setting 9. List three local community resources describe services offered. <ol style="list-style-type: none"> a. Regional Centers b. adult Daycare Centers c. In-Home Support Services (IHSS) 10. Describe health care payment methods: <ol style="list-style-type: none"> a. Medicare b. Medical/Medicaid c. private insurance d. private pay (scholarships) 	<p>Career Ready Practice: 1, 2, 5, 6, 7</p> <p>CTE Anchor: Communications: 2.1, 2.7, 2.8 Problem Solving and Critical Thinking: 5.1 Responsibility and Flexibility: 7.1 Ethics and Legal Responsibilities: 8.1, 8.3 Technical Knowledge and Skills: 10.1, 10.2</p> <p>CTE Pathway: B1.1, B5.1, B5.2, B5.4, B5.6, B13.1</p>
<p>B. INTERPERSONAL SKILLS AND QUALITIES OF A PERSONAL CARE AIDE (PCA)</p> <p>Understand the essential interpersonal traits required to become a competent and compassionate PCA.</p>	<ol style="list-style-type: none"> 1. Describe the attitudes, characteristics and qualities needed by the PCA: <ol style="list-style-type: none"> a. integrity b. compassion c. patience d. positive attitude e. observant f. good listener g. dependability 2. Describe grooming and uniform requirements for the PCA. 3. Understand the importance of empathy and compassion and its outcomes in healthcare. 	<p>Career Ready Practice: 1, 2, 5, 6, 7, 12</p> <p>CTE Anchor: Communications: 2.1, 2.2, 2.3, 2.7, 2.8 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(4 hours)	<ol style="list-style-type: none"> 4. Identify differences between sympathy, empathy, and compassion. 5. Understand common barriers to empathy and how to address them. 6. Understand the importance of cultural competence in healthcare. 7. Understand and demonstrate a personal and professional code of ethics. 8. Describe how to act with integrity and support active caring. 9. Describe professionalism in a healthcare setting. 10. Understand HIPAA laws and regulations. 	Responsibility and Flexibility: 7.7 Ethics and Legal Responsibilities: 8.2, 8.3, 8.4, 8.7 Leadership and Teamwork: 9.6 Technical Knowledge and Skills: 10.1, 10.2 CTE Pathway: B5.2, B6.4, B12.2, B12.3
C. CLIENT'S RIGHTS Understand and apply knowledge of clients' rights in the health care facility including those as specified in Title 22, California Code of Regulations Section 72527 and in Section 1599.1, 1599.2, and 1599.3 of the Health and Safety Code.	<ol style="list-style-type: none"> 1. Describe the rights to which a resident receiving care is entitled such as respect, dignity, financial information, safety, refusal of treatment, and personal rights. 2. Define situations that result in legal problems such as abuse, defamation of character, informed consent, false imprisonment, assault, battery, libel, slander, negligence, theft, and aiding and abetting. 3. Describe the prohibition of tipping for services in health care facility. 4. Describe the responsibilities of the health care worker regarding wills. 5. Demonstrate behavior and attitude that will protect clients' rights and comply with legal constraints. 6. Review and understand confidentiality and HIPAA regarding client's rights. 	Career Ready Practice: 1, 2, 5, 7, 8, 12 CTE Anchor: Communications: 2.1, 2.2, 2.3, 2.7 Problem Solving and Critical Thinking: 5.1, 5.4, 5.6 Health and Safety: 6.2, 6.6 Responsibility and Flexibility: 7.2, 7.6 Ethics and Legal Responsibilities: 8.3, 8.4, 8.7 Technical Knowledge and Skills: 10.1, 10.2 CTE Pathway: B6.6, B12.2, B12.3, B12.4
(3 hours)		

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>D. SAFETY</p> <p>Recognize and demonstrate methods for maintaining a safe environment.</p> <p>(3 hours)</p>	<ol style="list-style-type: none"> 1. Describe general rules of safety and emergency procedures in the client’s home and in the community. 2. Introduction to client living at home. 3. Describe safety hazards that can be found in each room of the home. 4. List safety measures that prevent falls for each room in house. 5. Identify equipment related accidents and discuss methods of prevention. 6. Describe methods of preventing burns from food and water. 7. Describe methods of safeguarding the personal possessions of the patient both inside and outside the home. 8. Describe the hazards and methods used to prevent a fire. 9. Describe safety measures related to fire prevention and the use of oxygen. 10. Describe the role of the PCA during a fire, disaster, or earthquake. 11. Describe soft protective devices. 12. Describe and review Cal/OSHA guidelines. 13. Pass the safety test with a score of 100% accuracy. 	<p>Career Ready Practice: 1, 2, 5, 7, 8, 12</p> <p>CTE Anchor: Communications: 2.1, 2.2, 2.3 Problem Solving and Critical Thinking: 5.1, 5.2, 5.4, 5.6 Health and Safety: 6.2, 6.2, 6.3, 6.6, 6.8 Ethics and Legal Responsibilities: 8.1, 8.2, 8.3, 8.4, 8.7 Technical Knowledge and Skills: 10.1, 10.2</p> <p>CTE Pathway: B7.4, B9.1, B9.3, B12.2, B12.4</p>
<p>E. INFECTION CONTROL</p> <p>Understand the methods used to prevent transmission of disease.</p>	<ol style="list-style-type: none"> 1. Describe the hand washing procedure. 2. Describe cleansing agents used in hand washing. 3. State the purpose of gloving when in contact with body fluids. 4. Describe the methods of donning, removing, and disposing of nonsterile gloves. 5. Describe the Personal Protective Equipment (PPE) worn by the PCA worker observing standard/transmission precautions. 6. Introduce current Centers of Disease Control and prevention (CDC) guidelines. 7. Describe the disposal of medical waste and soiled linen. 8. Describe the clean-up of blood and body fluid spills. 9. Describe the methods used to prevent injury from sharp objects. 10. Demonstrate the handwashing procedure. 11. Demonstrate donning and removing nonsterile gloves, disposing of nonsterile gloves. 	<p>Career Ready Practice: 1, 2, 5, 7, 8, 12</p> <p>CTE Anchor: Communications: 2.1, 2.2, 2.3 Problem Solving and Critical Thinking: 5.1, 5.4 Health and Safety: 6.3, 6.6, 6.8 Ethics and Legal Responsibilities: 8.1, 8.2, 8.7 Technical Knowledge and Skills: 10.2</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(4 hours)		CTE Pathway: B10.2, B10.5, B10.6
<p>F. BODY MECHANICS</p> <p>Understand and demonstrate the principles of body mechanics in maintaining safety for the PCA and client.</p>	<ol style="list-style-type: none"> 1. Define terms used in body mechanics. 2. List a minimum of six basic principles used in body mechanics. 3. Describe positioning the mobile/immobile client to include moving up in bed, dangling, and logrolling. 4. Describe and discuss positioning aides to maintain body alignment. 5. Describe transfer techniques utilizing body mechanics and safety measures for caregiver and client. 6. Describe ambulation techniques. 7. Describe a minimum of three safety measures utilized for the ambulating client. 8. Describe the aids used for the ambulating client. 9. Describe the principles of body mechanics that are utilized when positioning clients. 10. Demonstrate the principles of body mechanics in the standing and sitting position. 11. Demonstrate the principles of body mechanics for immobile/mobile client transfer, logrolling, body alignment of a client using positioning aids, ambulating a client using aids, and positioning. 12. Demonstrate transferring clients from bed to chair/chair to bed. 13. Demonstrate assisted ambulation. 14. Demonstrate transferring a client from bed to commode/commode to bed. 15. Demonstrate transferring from bed to wheelchair/wheelchair to bed. 	<p>Career Ready Practice: 1, 2, 5, 7, 8, 12</p> <p>CTE Anchor: Communications: 2.1, 2.2, 2.3, 2.7 Problem Solving and Critical Thinking: 5.1, 5.4 Health and Safety: 6.6, 6.8 Ethics and Legal Responsibilities: 8.1, 8.2, 8.7 Technical Knowledge and Skills: 10.1, 10.2</p> <p>CTE Pathway: B2.1, B8.1, B8.3, B8.4, B8.5, B12.1, B12.2, B12.3</p>
<p>G. SPECIAL CLIENTS AND SPECIAL NEEDS</p> <p>Understand the basic principles of mental illness, developmental disabilities, and abuse and neglect.</p>	<ol style="list-style-type: none"> 1. Understand that a disability is an impairment of a mental or physical or function. 2. Understand how mental illness affects client’s communication and Activities of Daily Living (ADLs) to include: <ol style="list-style-type: none"> a. Dementia (Alzheimer’s Disease) b. Other cognitive impairments 3. Observe and report changes in the client’s condition: <ol style="list-style-type: none"> a. positive or negative mood changes b. depressed or withdrawn client c. real or imagined physical symptoms. d. events, situations, or people that upset or excite a client. 4. Understand depression and a client who is depressed. 5. Understand how physical disability affects client’s ability to perform ADLs. 	<p>Career Ready Practice: 1, 2, 5, 7, 8, 12</p> <p>CTE Anchor: Communications: 2.1, 2.2, 2.3, 2.7, 2.8 Problem Solving and Critical Thinking: 5.1, 5.4 Health and Safety: 6.2, 6.6</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(4 Hours)	<ol style="list-style-type: none"> 6. Understand how a physical disability may cause stress and make it difficult for the client to cope with self-care and independence. 7. Identify signs of abuse and neglect and how to report them. 8. Describe physical, emotional, financial, sexual abuse of clients and the PCA's role in reporting abuse. 9. Describe reporting procedures for suspected abuse. 10. Review the California Department of Social Services Report of Suspected Dependent Adult/Elder Abuse Form SOC 341. 11. Describe and understand purpose of the Elder Abuse Hotline (833) 401-0832 in reporting suspected abuse. 	<p>Responsibility and Flexibility: 7.2</p> <p>Ethics and Legal Responsibilities: 8.2, 8.3, 8.4, 8.7</p> <p>Technical Knowledge and Skills: 10.1, 10.2</p> <p>CTE Pathway: B1.1, B2.1, B2.4, B6.2, B6.4, B7.1, B7.3, B9.3, B9.6, B12.2</p>
<p>H. COMMUNICATION</p> <p>Understand principles of effective communication and the factors and attitudes that prevent dialogue.</p> <p>(4 Hours)</p>	<ol style="list-style-type: none"> 1. Describe verbal communication and state the role of the PCA. 2. Understand the role of building rapport and non-verbal communication. 3. Illustrate nonverbal communication such as gestures, facial expressions, posture, body language, and touch. 4. Illustrate how stress may contribute to ineffective communication for both client and PCA. 5. Understand elements of effective team communication. 6. Understand how to cope with stress and other work-related challenges. 7. Manage conflict between co-workers and clients. 8. Describe comprehension, hearing, and vision difficulties that impede communication. 9. Describe language as a factor influencing communication. 10. Identify and discuss a minimum of two barriers to effective communication. 11. Explain how religion and culture may be barriers to communication. 12. Describe the psychological and social effects of family interaction. 13. Identify courtesies the PCA should extend to the family and visitors. 14. Describe methods of promoting client independence. 15. Describe Maslow's hierarchy of needs. 16. Describe the psychological impact of a physical disability. 17. Describe cognitive impairment and communication methods. 18. Describe aging and the loss of independence. 	<p>Career Ready Practice: 1, 2, 5, 7, 8, 12</p> <p>CTE Anchor: Communications: 2.1, 2.2, 2.3, 2.7</p> <p>Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4</p> <p>Health and Safety: 6.2, 6.6</p> <p>Ethics and Legal Responsibilities: 8.1, 8.2, 8.3, 8.4, 8.5, 8.7</p> <p>Leadership and Teamwork: 9.2, 9.6</p> <p>Technical Knowledge and Skills: 10.1, 10.2</p> <p>CTE Pathway: B6.1, B6.2, B6.3, B6.4, B7.1</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>I. CLIENT CARE</p> <p>Understand the methods of client care.</p>	<ol style="list-style-type: none"> 1. Explain monitoring vital signs: <ol style="list-style-type: none"> a. glucose b. blood pressure c. pulse oximeter 2. State three reasons for providing oral care. 3. Describe tooth brushing and flossing. 4. Identify clients requiring frequent oral hygiene. 5. Describe special oral hygiene performed for an unconscious client. 6. Describe the procedures for removing and cleaning dentures. 7. List and describe a minimum of four types of baths. 8. Describe the purpose of each type of bath. 9. Describe the safety precautions for client bathing. 10. State the purpose of providing skin care. 11. Describe the back rub procedure. 12. Identify persons at risk for decubitus ulcer formation. 13. Identify the body sites where a decubitus ulcer may form. 14. List preventative measures and treatment for decubitus ulcers. 15. Describe routine skin care for various age groups. 16. Describe skin care for the client recovering from radiation or chemotherapy. 17. Describe the use of cosmetics in grooming. 18. Describe perineal care. 19. Describe the importance of hair care in client grooming. 20. Describe shower/bed shampoo procedures including medicinal shampoos. 21. Describe safety precautions when shaving a client. 22. Describe hand and fingernail care. 23. Describe foot and toenail care. 24. Describe assisting the mobile/immobile client to dress. 25. Describe the care of the artificial eye. 26. Describe the care of eyeglasses and hearing aids. 27. Describe the responsibilities of the personal care aide for the eyeglasses, hearing aid, and dentures of a client. 28. Describe the care of a prosthetic limb. 29. Describe the use of assistive devices. 30. Demonstrate the following: <ol style="list-style-type: none"> a. vital signs b. recording and reporting vital signs c. oral hygiene for the conscious and unconscious client d. denture care e. bathing the client to include bed, partial shower, and medicated baths f. skin care to include back massage and decubitus ulcer prevention g. perineal care h. hair care i. shaving techniques 	<p>Career Ready Practice: 1, 2, 5, 7, 8, 12</p> <p>CTE Anchor: Communications: 2.1, 2.2, 2.3</p> <p>Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4</p> <p>Health and Safety: 6.6</p> <p>Responsibility and Flexibility: 7.2</p> <p>Ethics and Legal Responsibilities: 8.1, 8.3, 8.7</p> <p>Technical Knowledge and Skills: 10.1, 10.2, 10.4</p> <p>CTE Pathway: B1.1, B6.4, B7.4, B9.1, B9.3, B9.6, B10.5, B10.6</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(25 Hours)	<ul style="list-style-type: none"> j. nail care k. dressing the mobile and immobile client l. care of prosthetic devices to include the artificial eye, eyeglasses, hearing aid, and artificial limbs 	
<p>J. NUTRITION</p> <p>Recognize basic food requirements and methods used to meet the nutritional requirements of the client.</p> <p>(6 Hours)</p>	<ol style="list-style-type: none"> 1. Spell and define terms related to nutrition. 2. Describe the need for water in the body. 3. List the food groups and foods included in each group. 4. State the purpose of calories and supplements in the daily diet. 5. Describe various kinds of therapeutic diets and explain the purpose of each. 6. Describe cultural and religious restrictions that must be considered in menu planning. 7. Describe food preferences of the various age groups. 8. Describe and demonstrate cleanliness and food preparation including storage for various food types. 9. State reasons for keeping hot-foods hot and cold-foods cold. 10. Describe settings that encourage an optimum nutritional intake and alternatives. 11. List steps and demonstrate preparing a client for a meal. 12. Describe techniques for feeding the helpless or special needs clients. 13. List safety factors to be employed when feeding a client. 14. Demonstrate planning meals using the basic food groups. 15. Demonstrate serving and feeding a client. 16. Demonstrate assisting the choking or vomiting client. 17. Describe and demonstrate Heimlich maneuver as it relates to emergencies when feeding a client. 	<p>Career Ready Practice: 1, 2, 5, 7, 8, 12</p> <p>CTE Anchor: Communications: 2.1, 2.2, 2.3</p> <p>Problem Solving and Critical Thinking: 5.1, 5.4</p> <p>Health and Safety: 6.3, 6.6</p> <p>Ethics and Legal Responsibilities: 8.1</p> <p>Technical Knowledge and Skills: 10.2</p> <p>CTE Pathway: B1.1, B7.1, B7.4, B10.5, B12.4, B13.1</p>
<p>K. CARE OF THE HOME</p> <p>Understand methods for maintaining a clean home and shopping for food. Competencies are for assisting client only.</p>	<ol style="list-style-type: none"> 1. Describe general roles of housekeeping. <ul style="list-style-type: none"> a. methods of dusting b. floor and carpet maintenance c. maintaining a pest free environment d. storage of cleaning products e. refrigerator maintenance f. trash and garbage disposal: Kitchen/Bathroom g. recycling 2. Discuss time management and describe a housekeeping plan to include: <ul style="list-style-type: none"> a. general roles of housekeeping b. transportation and companionship c. shopping and meal preparation 3. Describe disposing of kitchen garbage. 	<p>Career Ready Practice: 1, 2, 5, 7, 8, 12</p> <p>CTE Anchor: Communications: 2.1, 2.2, 2.3</p> <p>Problem Solving and Critical Thinking: 5.1, 5.2, 5.4</p> <p>Health and Safety: 6.3</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(10 Hours)	<ol style="list-style-type: none"> 4. Describe bathroom cleaning, toilet, tub, shower, floor, and surfaces. 5. Describe disposing of bathroom trash. 6. List the precautions for handling linen to maintain infection control. 7. Describe and list the linen required to make an: <ol style="list-style-type: none"> a. occupied bed b. unoccupied bed c. consider client’s preferred linen choices 8. Describe laundry techniques and linen handling to maintain infection control. 9. Describe sorting clothes considering: <ol style="list-style-type: none"> a. types and color b. water temperature c. bleach d. fabric softener e. laundering tags (i.e., iron, or dry clean only) f. hand-washing 10. Discuss guidelines for client purchases with appropriate family member or agency. 11. Demonstrate developing a housekeeping plan. 12. Demonstrate making an occupied and unoccupied bed. 13. Demonstrate safe care of linen. 14. Demonstrate buying food for a seven-day meal plan. 15. Demonstrate purchases and receipt scenarios. 	<p>Responsibility and Flexibility: 7.2, 7.6</p> <p>Ethics and Legal Responsibilities: 8.1, 8.3, 8.4</p> <p>Technical Knowledge and Skills: 10.1, 10.2</p> <p>CTE Pathway: B1.1, B1.5, B3.1, B6.3, B12.2, B12.4</p>
<p>L. CLIENT EMERGENCIES</p> <p>Understand and demonstrate methods utilized in emergency situations.</p>	<ol style="list-style-type: none"> 1. Describe the emergency situations of the client, bleeding, choking, fainting, heart attack, stroke, seizure, fall, electric shock, poisoning, and burns. 2. Demonstrate first aid for the emergency of bleeding, choking, fainting, heart attack, stroke, seizure, fall, electric shock, poisoning, and burns. 3. Demonstrate cardiopulmonary resuscitation including Heimlich maneuver. 4. List and maintain updated emergency phone numbers (e.g., fire, police, personal medical doctor) 5. Describe providing emotional support and getting assistance as needed. 6. Describe documenting and reporting of the incident. 	<p>Career Ready Practice: 1, 2, 5, 7, 8, 12</p> <p>CTE Anchor: Communications: 2.1, 2.2, 2.3, 2.7</p> <p>Problem Solving and Critical Thinking: 5.1, 5.2, 5.4, 5.6</p> <p>Health and Safety: 6.6</p> <p>Ethics and Legal Responsibilities: 8.3, 8.7</p> <p>Technical Knowledge and Skills: 10.1, 10.2</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(4 hours)		CTE Pathway: B1.1, B6.1, B6.2, B6.3, B12.1, B12.2, B12.4
M. EMPLOYABILITY SKILLS Understand, apply and evaluate the employability skills required in direct care.	<ol style="list-style-type: none"> 1. Describe employer requirements for the following: OR Recognizing and applying professionalism: <ol style="list-style-type: none"> a. punctuality b. attendance c. positive attitude d. quality of work e. communication skills f. refraining from personal phone calls/email/texting g. refrain from using profanity or slang. h. follow policies and procedures 2. Understand and describe teamwork and team building. 3. Identify potential employers through traditional and internet sources including social networking sites. 4. Describe the information included in a résumé and cover letter. 5. Design sample resumes and cover letters. 6. Describe the items needed to complete an application form. 7. Describe the importance of filling out a job application legibly with accurate and complete information. 8. Complete sample job application forms correctly 9. Describe the parts of the interview process: <ol style="list-style-type: none"> a. appearance b. attitude c. transcripts/references d. follow-up letter 10. Describe and demonstrate appropriate interview techniques. 11. Describe PCA rights as it relates to wages and breaks. 12. Describe the importance of enthusiasm on the job. 13. Describe home care agencies and performance reviews/evaluations. 14. Describe the importance of continuous upgrading of job skills. 15. Describe in-service education. 16. Describe resigning from a position including the time element and letterform. 17. Describe the registration process with the State of California to obtain your Health Care Aide (HCA) number and fingerprinting through the Federal Bureau of Investigation (FBI) and Department of Justice (DOJ). 	Career Ready Practice: 1, 2, 3, 5, 11 CTE Anchor: Communications: 2.1, 2.2, 2.3 Career Planning and Management: 3.1, 3.2 Problem Solving and Critical Thinking: 5.1 Responsibility and Flexibility: 7.7 Ethics and Legal Responsibilities: 8.4 Leadership and Teamwork: 9.2, 9.3 Demonstration and Application: 11.2, 11.3, 11.5 CTE Pathway: B12.2
(4 hours)		

SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES

TEXTBOOKS

Fuzy, Jetta and Leahy, William. The Home Health Aide Handbook, 5th Edition. Hartman Publishing, 2019.

RESOURCES

Teacher prepared slides, videos, and instructional packages.

Employer Advisory Board members

CDE Model Curriculum Standards for Health Science and Medical Technology
<https://www.cde.ca.gov/ci/ct/sf/documents/healthmedical.pdf>

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 – Pass all assignments and exams on introduction with a minimum score of 80% or higher.

SECTION B – Interpersonal Skills And Qualities Of A Personal Care Aide (PCA) – Pass all assignments and exams on interpersonal skills and qualities of a personal care aide with a minimum score of 80% or higher.

SECTION C – Client’s Rights – Pass all assignments and exams on client’s rights with a minimum score of 80% or higher.

SECTION D – Safety – Pass the safety test with a score of 100%.

SECTION E – Infection Control – Pass all assignments and exams on infection control with a minimum score of 80% or higher.

SECTION F – Body Mechanics – Pass all assignments and exams on body mechanics with a minimum score of 80% or higher.

SECTION G – Special Clients and Special Needs – Pass all assignments and exams on special clients and special needs with a minimum score of 80% or higher.

SECTION H – Communication – Pass all assignments and exams on communication with a minimum score of 80% or higher.

SECTION I – Client Care – Pass all assignments and exams on client care with a minimum score of 80% or higher.

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

SECTION K – Care of the Home – Pass all assignments and exams on care of the home with a minimum score of 80% or higher.

SECTION L – Client Emergencies – Pass all assignments and exams on client emergencies with a minimum score of 80% or higher.

SECTION M – Employability Skills – Pass all assignments and exams on employability skills with a minimum score of 80% or higher.

Standards for Career Ready Practice

1. Apply appropriate technical skills and academic knowledge.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education. They make connections between abstract concepts with real-world applications and recognize the value of academic preparation for solving problems, communicating with others, calculating measures, and performing other work-related practices.

2. Communicate clearly, effectively, and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. They are skilled at interacting with others: they are active listeners who speak clearly and with purpose, and they are comfortable with terminology that is common to workplace environments. Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome.

3. Develop an education and career plan aligned with personal goals.

Career-ready individuals take personal ownership of their educational and career goals and manage their individual plan to attain these goals. They recognize the value of each step in the educational and experiential process, and they understand that nearly all career paths require ongoing education and experience to adapt to practices, procedures, and expectations of an ever-changing work environment. They seek counselors, mentors, and other experts to assist in the planning and execution of education and career plans.

4. Apply technology to enhance productivity.

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology. They understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks.

5. Utilize critical thinking to make sense of problems and persevere in solving them

Career-ready individuals recognize problems in the workplace, understand the nature of the problems, and devise effective plans to solve the problems. They thoughtfully investigate the root cause of a problem prior to introducing solutions. They carefully consider options to solve a problem and, once agreed upon, follow through to ensure the problem is resolved.

6. Practice personal health and understand financial literacy.

Career-ready individuals understand the relationship between personal health and workplace performance. They contribute to their personal well-being through a healthy diet, regular exercise, and mental health activities. Career-ready individuals also understand that financial literacy leads to a secure future that enables career success.

7. Act as a responsible citizen in the workplace and the community.

Career-ready individuals understand the obligations and responsibilities of being a member of a community and demonstrate this understanding every day through their interactions with others. They are aware of the impacts of their decisions on others and the environment around them, and they think about the short-term and long-term consequences of their actions. They are reliable and consistent in going beyond minimum expectations and in participating in activities that serve the greater good.

8. Model integrity, ethical leadership, and effective management.

Career-ready individuals consistently act in ways that align with personal and community-held ideals and principles. They employ ethical behaviors and actions that positively influence others. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the direction and actions of a team or organization, and they recognize the short-term and long-term effects that management's actions and attitudes can have on productivity, morale, and organizational culture.

9. Work productively in teams while integrating cultural and global competence.

Career-ready individuals contribute positively to every team, as both team leaders and team members. To avoid barriers to productive and positive interaction, they apply an awareness of cultural differences. They interact effectively and sensitively with all members of the team and find ways to increase the engagement and contribution of other members.

10. Demonstrate creativity and innovation.

Career-ready individuals recommend ideas that solve problems in new and different ways and contribute to the improvement of the organization. They consider unconventional ideas and suggestions by others as solutions to issues, tasks, or problems. They discern which ideas and suggestions may have the greatest value. They seek new methods, practices, and ideas from a variety of sources and apply those ideas to their own workplace practices.

11. Employ valid and reliable research strategies.

Career-ready individuals employ research practices to plan and carry out investigations, create solutions, and keep abreast of the most current findings related to workplace environments and practices. They use a reliable research process to search for new information and confirm the validity of sources when considering the use and adoption of external information or practices.

12. Understand the environmental, societal, and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact other people, organizations, the workplace, and the environment. They are aware of and utilize new technologies, understandings, procedures, and materials and adhere to regulations affecting the nature of their work. They are cognizant of impacts on the social condition, environment, workplace, and profitability of the organization.

Statement for Civil Rights

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