



## EVERETT PUBLIC SCHOOLS HOME CARE AIDE (HCA)

<b>Course:</b> Home Care Aide (HCA)		<b>Total Framework Hours:</b> 90
<b>CIP Code:</b> 51.2699	<input type="checkbox"/> Exploratory <input checked="" type="checkbox"/> Preparatory	<b>Date Last Modified:</b> 12.2022
<b>Career Cluster:</b> Health Science		<b>Cluster Pathway:</b> Therapeutic

### Industry-Recognized Certificates:

Home Care Aide Training

### Work-Based Learning:

### Course Information:

This course is designed to prepare students for employment with the entry-level skills necessary for entry-level care aide (HCA) to assist clients with *activities of daily living* as well as *instrumental activities of daily living*. Working within home care agencies, assisted living facilities, adult family homes, and client homes; home care aides serve vulnerable adults who are elderly and/or individuals with disabilities. The content includes, but is not limited to, person-centered caregiving, safety habits, mobility, and client rights. Using the academic foundation of medical terminology, knowledge of the life sciences, and the Washington State Department of Social and Health Services (DSHS) training curriculum for home care aides, they will demonstrate technical skill competency in caregiving situations. The program criteria is dictated by DSHS for a standard HCA program and the National Health Science Standards.

For a secondary high school program, the sequence of courses should include Introduction to Health Science, Medical Terminology, and Human Body System (Anatomy & Physiology). These courses cover the core foundational knowledge and skills for Health Science, National Health Science Standards from the National Consortium for Health Science Education. The foundation standards are the critical knowledge and skills that students should demonstrate to be successful in the home and health care industries.

As part of the 90-hour framework, time will be allocated to the National Health Science Standards, for example, academic foundations, communications, systems, safety, and employability skills. The foundation standards for Health Science are critical competencies that students pursuing any health care career pathway should exhibit to be successful.

Once students display evidence of competency in a classroom laboratory setting, they will participate in an extended learning experience in an adult family home, assisted living facility, or other supported living environment appropriate to the HCA role. This extended learning experience may consist of instructional facility learning, job shadowing, or other alternatives including interviewing caregivers or residents, observing resident activities, and attending facility marketing or recruiting events.

Exams: Home Care Aide Exam (Department of Health)

Videos used for instruction have been aligned with the Prometric exam checklist. Certain language in these videos may not be relevant to Washington state requirements.

INTRODUCTION	
COMPONENTS AND ASSESSMENTS	
<b>Performance Assessments:</b> <ul style="list-style-type: none"> <li>Complete learning/communications style inventory.</li> <li>Incorporate learnings into <i>High School and Beyond Plan</i>.</li> </ul>	
<b>Leadership Alignment:</b>	
Standards and Competencies	
<b>Unit One:</b> <ul style="list-style-type: none"> <li>Welcome and Introductions</li> <li>Introduction of faculty and students</li> <li>Overview of course topics, sequence, module reviews using the DOC model, skills practice, learner's guide</li> <li>Determine learning styles</li> </ul>	
<b>Industry Standards and/or Competencies</b>	<b>Total Learning Hours for Unit: 1</b>
<ul style="list-style-type: none"> <li>National Health Science Standards:</li> <li>Standard 2: Communications</li> <li>Demonstrate methods of delivering and obtaining information, while communicating effectively</li> <li>Concepts of Effective Communication</li> <li>Model verbal and nonverbal therapeutic communication</li> <li>Active listening</li> <li>Silence</li> <li>Summarizing</li> <li>Reflecting</li> <li>2.14 Interpret elements of the communication process using sender-message-receiver feedback model</li> </ul>	
Aligned Washington State Learning Standards	
<b>Arts</b>	
<b>Computer Science</b>	
<b>Educational Technology</b>	
<b>English Language Arts</b>	
<b>Environment &amp; Sustainability</b>	
<b>Financial Education</b>	
<b>Health and Physical Education</b>	
<b>Mathematics</b>	
<b>Science</b>	
<b>Social Studies</b>	

COMPONENTS AND ASSESSMENTS	
<b>Performance Assessments:</b> <ul style="list-style-type: none"> <li>Update <i>High School and Beyond Plan</i> with HCA job, training, testing, and certification requirements.</li> </ul>	
<b>Leadership Alignment:</b>	

<b>Standards and Competencies</b>	
<b>Unit Two:</b> <ul style="list-style-type: none"> <li>• Introduction to Health Careers</li> <li>• Types of care roles and care settings</li> <li>• Career pathways</li> <li>• HCA job, training, testing, and certification requirements</li> </ul>	
<b>Industry Standards and/or Competencies</b>	<b>Total Learning Hours for Unit: 2</b>
<ul style="list-style-type: none"> <li>• National Health Science Standards:</li> <li>• Standard 3: Systems</li> <li>• Identify how key systems affect services performed and the quality of care</li> <li>• 3.1 Healthcare Delivery Systems</li> <li>• 3.1.1 Differentiate healthcare delivery systems and healthcare-related agencies</li> <li>• Types of practice settings</li> <li>• Acute care</li> <li>• Ambulatory care</li> <li>• Behavioral and mental health services</li> <li>• Home Care</li> <li>• Long-term care</li> <li>• Medical and dental practices</li> <li>• Standard 4: Employability Skills</li> <li>• Use employability skills to enhance employment opportunities and job satisfaction</li> <li>• 4.3 Career Decision-making</li> <li>• 4.3.1 Research levels of education, credentialing requirements, and employment trends in health professions</li> </ul>	
<b><i>Aligned Washington State Learning Standards</i></b>	
<b>Arts</b>	
<b>Computer Science</b>	
<b>Educational Technology</b>	
<b>English Language Arts</b>	
<b>Environment &amp; Sustainability</b>	
<b>Financial Education</b>	
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<b>Mathematics</b>	
<b>Science</b>	
<b>Social Studies</b>	

<b>COMPONENTS AND ASSESSMENTS</b>
<b>Performance Assessments:</b>
<b>Leadership Alignment:</b>
<b><i>Standards and Competencies</i></b>

**Unit Three: Caring for Others: A Person-Centered Model**

This model is intended to prepare learners with the tools and mindset needed to support vulnerable individuals in their daily lives by offering them a positive sense of well-being and empowerment to live to their fullest potential. Instructors will address communicating with and serving specific populations.

- The connection between personal values and supporting someone
- Person-centered language
- Identifying what is *important to* and *important for* an individual
- Supporting a client in using the person-centered approach
- Facilitate clients' freedom of choice
- Show responsiveness to client's needs and preferences
- Focus on the person rather than the task
- Convey positive verbal and nonverbal communication
- Acknowledge the clients' concerns with empathy

**Industry Standards and/or Competencies****Total Learning Hours for Unit: 4**

- National Health Science Standards
- Demonstrate methods of delivering and obtaining information, while communicating effectively
- 2.1 Concepts of Effective Communication
- 2.1.1 Model verbal and nonverbal therapeutic communication
- Active listening
- Silence
- Summarizing
- Reflecting
- 2.12 Identify common barriers to communication
- Physical disabilities
- Aphasia
- Hearing loss
- Impaired vision
- Developmental level
- Psychological barriers
- Attitudes
- Bias
- Prejudice
- Stereotyping
- Language barriers
- 2.15 Modify communication to meet the needs of the patient/client and to be appropriate to the situation.
- 2.16 Describe appropriate interactions with patients throughout various stages of psychosocial development.
- Standard 4: Employability Skills
- Use employability skills to enhance employment opportunities and job satisfaction
- 4.1 Personal Traits of the Health Professional
- 4.11 Identify personal traits and attitudes desirable in a career-ready member of a health team
- Acceptable of criticism
- Competence
- Dependability
- Discretion
- Empathy

- Enthusiasm
- Honesty
- Initiative
- Integrity
- Patience
- Positive Attitude
- Responsibility
- Self-motivation
- Social and cultural competence
- Tact
- Team player
- Willingness to learn
- 4.2 Employability Skills
- 4.21 Apply employability/soft skills in healthcare
- Chain of command
- Communication Skills
- Customer service
- Decision making
- Emotional Intelligence
- Flexible
- Organization
- Problem solving
- Scope of practice
- Time Management
- Work Ethic
- Standard 6: Ethics
- Understand accepted ethical practices with respect to cultural, social, and ethnic differences within the healthcare environment
- 6.1 Ethical Practices
- 6.1.1 Differentiate between ethical and legal issues impacting healthcare
- 6.1.2 Identify ethical issues and their implications related to healthcare
- Ethics committee
- Euthanasia
- Scope of practice
- 6.2 Cultural, Social, and Ethnic Diversity
- 6.21 Discuss religious, social, and cultural values as they impact healthcare
- Ageism
- Ethnicity
- Gender
- Race
- Religion
- 6.22 Demonstrate respectful and empathetic treatment of ALL patients/clients/families
- Civility
- Customer service

<ul style="list-style-type: none"> <li>Patient satisfaction</li> </ul>	
<b>Aligned Washington State Learning Standards</b>	
<b>Arts</b>	
<b>Computer Science</b>	
<b>Educational Technology</b>	
<b>English Language Arts</b>	
<b>Environment &amp; Sustainability</b>	
<b>Financial Education</b>	
<b>Health and Physical Education</b>	
<b>Mathematics</b>	
<b>Science</b>	
<b>Social Studies</b>	

<b>COMPONENTS AND ASSESSMENTS</b>	
<b>Performance Assessments:</b>	
<b>Leadership Alignment:</b>	
<b>Standards and Competencies</b>	
<b>Unit Four: Communication</b> <ul style="list-style-type: none"> <li>Managing your communication</li> <li>Body language</li> <li>Making sure your message has been understood</li> <li>Active listening</li> <li>Barriers to effective communication</li> <li>Managing challenging communication</li> </ul>	
<b>Industry Standards and/or Competencies</b>	<b>Total Learning Hours for Unit: 1</b>
<ul style="list-style-type: none"> <li>National Health Science Standards</li> <li>Standard 2: Communications</li> <li>Demonstrate methods of delivering and obtaining information, while communicating effectively</li> <li>2.1 Concepts of Effective Communication</li> <li>2.1.1 Model verbal and nonverbal therapeutic communication</li> <li>Active listening</li> <li>Silence</li> <li>Summarizing</li> <li>Reflecting</li> <li>2.12 Identify common barriers to communication</li> <li>Physical disabilities</li> <li>Aphasia</li> <li>Hearing loss</li> <li>Impaired vision</li> <li>Developmental level</li> </ul>	

- Psychological barriers
- Attitudes
- Bias
- Prejudice
- Stereotyping
- Language barriers
- Standard 4: Employability Skills
- Use employability skills to enhance employment opportunities and job satisfaction
- 4.1 Personal Traits of the Health Professional
- 4.11 Identify personal traits and attitudes desirable in a career ready member of a health team
- Acceptable of criticism
- Competence
- Dependability
- Discretion
- Empathy
- Enthusiasm
- Honesty
- Initiative
- Integrity
- Patience
- Positive Attitude
- Responsibility
- Self-motivation
- Social and cultural competence
- Tact
- Team player
- Willingness to learn
- 4.2 Employability Skills
- 4.21 Apply employability/soft skills in healthcare
- Chain of command
- Communication Skills
- Customer service
- Decision making
- Emotional intelligence
- Flexible
- Organization
- Problem solving
- Scope of practice
- Time Management
- Work Ethic
- Standard 6: Ethics
- Understand accepted ethical practices with respect to cultural, social, and ethnic differences within the healthcare environment
- 6.1 Ethical Practices

- 6.1.1 Differentiate between ethical and legal issues impacting healthcare
- 6.1.2 Identify ethical issues and their implications related to healthcare
- Ethics committee
- Euthanasia
- Scope of practice

***Aligned Washington State Learning Standards***

<b>Arts</b>	
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<b>Mathematics</b>	
<b>Science</b>	
<b>Social Studies</b>	

**CORE BASIC TRAINING**

**COMPONENTS AND ASSESSMENTS**

***Performance Assessments:***

- *Pass the module exam to receive the WA State Orientation Certificate.*

***Leadership Alignment:***

***Standards and Competencies***

**Unit Five: Orientation (Certificate)**

- Introduction to the Client and where they live
- Basic job responsibilities
- Communication: First Impressions, body language, emergency communication, communicating with a team
- Documentation and reporting
- Mandated reporter

**Industry Standards and/or Competencies**

**Total Learning Hours for Unit: 2**

- National Health Science Standards
- Standard 2: Communications
- Demonstrate methods of delivering and obtaining information, while communicating effectively
- 2.1 Concepts of Effective Communication
- 2.1.1 Model verbal and nonverbal therapeutic communication
- Active listening
- Silence
- Summarizing
- Reflecting



- 2.1.2 Identify common barriers to communication
- Physical disabilities
- Aphasia
- Hearing loss
- Impaired vision
- Developmental level
- Psychological barriers
- Attitudes
- Bias
- Prejudice
- Stereotyping
- Language Barriers
- Standard 4: Employability Skills
- Utilize employability skills to enhance employment opportunities and job satisfaction
- 4.1 Personal Traits of the Health Professional
- 4.11 Identify personal traits and attitudes desirable in a career ready member of a health team
- Acceptable of criticism
- Competence
- Dependability
- Discretion
- Empathy
- Enthusiasm
- Honesty
- Initiative
- Integrity
- Patience
- Positive Attitude
- Responsibility
- Self-motivation
- Social and cultural competence
- Tact
- Team player
- Willingness to learn
- 4.2 Employability Skills
- 4.21 Apply employability/soft skills in healthcare
- Chain of command
- Communication Skills
- Customer Service
- Decision making
- Emotional Intelligence

- Flexible
- Organization
- Problem solving
- Scope of practice
- Time Management
- Work Ethic
- Standard 6: Ethics
- Understand accepted ethical practices with respect to cultural, social, and ethnic differences within the healthcare environment
- 6.1 Ethical Practices
- 6.1.1 Differentiate between ethical and legal issues impacting healthcare
- 6.1.2 Identify ethical issues and their implications related to healthcare
- Ethics committee
- Euthanasia
- Scope of practice
- Standard 11 Information Technology in Healthcare
- Apply information technology practices common across health professions.
- 11.1 Key Principles, components and practices of Health information Systems
- 11.1.1 Identify components of an electronic health record (EHR) and/or electronic medical record (EMR)
- Diagnostic tests
- History and physical
- Medications
- Patient demographics
- Progress notes
- Treatment plan
- 11.1.2 Explore different types of health data collection tools
- Medical wearable devices
- Patient monitoring equipment
- Phone apps
- 11.1.4 Examine information systems policies, procedures, and regulations as required by national, state, and local entities
- Facility policies
- HIPAA
- Medical coding
- Social media

***Aligned Washington State Learning Standards***

<b>Arts</b>	
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### COMPONENTS AND ASSESSMENTS

#### Performance Assessments:

- Pass module exam to receive WA State Safety Certificate.
- Successfully complete the CPR training and testing to obtain a CPR card.
- Successfully demonstrate the following skill(s) according to the HCA Skills Checklist: *Handwashing*.

#### Leadership Alignment:

### Standards and Competencies

**Unit Six:** Safety (Certificate) Staying safe and avoiding injury and illness related to performing services and support as a long-term care worker

- Prevent accidents and injury to yourself and your clients
- Stop the spread of infection and disease
- Prepare for and handle emergencies
- CPR Training to obtain a card (4 out of the 7 hours)
- Video: [Handwashing](#)

#### Industry Standards and/or Competencies

**Total Learning Hours for Unit: 7**

- National Health Science Standards
- Standard 7: Safety Practices
- Identify existing and potential hazards to clients, co-workers, and self. Employ safe work practices and follow health and safety policies and procedures to prevent injury and illness
- 7.1 Infection Control
- 7.1.2 Differentiate methods of controlling the spread and growth of pathogens
- Asepsis
- Sanitization
- Antisepsis
- Disinfection
- Sterile technique
- Sterilization
- Standard precautions
- Handwashing
- Gloving
- Personal Protective Equipment (PPE)
- Environmental cleaning
- Isolation precautions
- Transmission-based contact
- Bloodborne pathogen precautions

- Vaccinations
- 7.2 Personal Safety
  - 7.2.1 Apply personal safety procedures based on Occupational Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations
  - 7.2.3 Demonstrate and apply the use of personal protective equipment (PPE)
- 7.3 Environmental Safety
  - 7.3.1 Apply safety techniques in the work environment
- Ergonomics
- Patient/client/employee safety measures
- Safe operation of equipment
- 7.5 Emergency Procedures and Protocols
  - 7.5.1 Practice fire safety in a healthcare setting
  - 7.5.2 Apply principles of basic emergency response in natural disasters and other emergencies (safe locations, contact emergency personnel, follow facility protocols)
- Standards 10: Technical Skills
  - Apply and demonstrate technical skills and knowledge common to health career specialties
  - 10.1 Technical Skills
    - 10.1.2 Obtaining training or certification in
      - Automated external defibrillator (AED)
      - Cardiopulmonary resuscitation (CPR)
      - First Aid
      - Foreign body airway obstruction (FBAQ)

***Aligned Washington State Learning Standards***

<b>Arts</b>	
<b>Computer Science</b>	
<b>Educational Technology</b>	
<b>English Language Arts</b>	
<b>Environment &amp; Sustainability</b>	
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<b>Health and Physical Education</b>	
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<b>Science</b>	
<b>Social Studies</b>	

**COMPONENTS AND ASSESSMENTS**

**Performance Assessments:**

- Pass module review test.

**Leadership Alignment:**

***Standards and Competencies***

**Unit Seven: Client and Client Rights**

- Abuse and Mandatory reporting
- Restraints

- Problem-Solving

<b>Industry Standards and/or Competencies</b>		<b>Total Learning Hours for Unit: 4</b>
<ul style="list-style-type: none"> <li>• National Health Science Standards</li> <li>• Standard 5: Legal Responsibilities</li> <li>• Describe legal responsibilities, limitations, and implications on healthcare worker actions</li> <li>• 5.1 Legal Responsibilities and Implications</li> <li>• 5.1.1 Analyze legal responsibilities and implications of criminal and civil law</li> <li>• Abuse</li> <li>• Assault</li> <li>• Battery</li> <li>• Harassment</li> <li>• Invasion of privacy</li> <li>• Libel</li> <li>• Malpractice</li> <li>• Negligence</li> <li>• Slander</li> <li>• Tort</li> <li>• 5.2 Legal Practices</li> <li>• 5.2.1 Apply standards for the safety, privacy, and confidentiality of health information</li> <li>• HIPAA</li> <li>• Privileged communication</li> <li>• 5.2.2 Describe advance directives</li> <li>• 5.2.3 Summarize the essential characteristics of a patient's basic rights within a healthcare setting</li> <li>• 5.2.4 Differentiate informed and implied consent</li> <li>• 5.2.5 Describe the concept of scope of practice</li> <li>• 5.2.6 Interpret procedures for reporting activities and behaviors that affect the health, safety, and welfare of others (incident report)</li> <li>• How a client gets a care plan and services</li> <li>• Types of personal care services a client may receive</li> <li>• Working with a client as an individual</li> <li>• Common changes associated with aging</li> <li>• Importance of honoring differences in caregiving</li> <li>• Basic state and federal client rights laws</li> <li>• Advance Directives</li> <li>• The Long-Term Care Ombudsman Program</li> <li>• Adult abuse, abandonment, neglect, and financial exploitation</li> <li>• Your responsibility as a mandatory reporter</li> <li>• Understanding the types and risks of restraints and safer alternatives</li> <li>• Problem solving and its importance in caregiving</li> </ul>		
<b><i>Aligned Washington State Learning Standards</i></b>		
<b>Arts</b>		
<b>Computer Science</b>		

<b>Educational Technology</b>	
<b>English Language Arts</b>	
<b>Environment &amp; Sustainability</b>	
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<b>Health and Physical Education</b>	
<b>Mathematics</b>	
<b>Science</b>	
<b>Social Studies</b>	

### COMPONENTS AND ASSESSMENTS

#### Performance Assessments:

- Pass the module review test.

#### Leadership Alignment:

### *Standards and Competencies*

#### **Unit Eight:** The Caregiver Role – Basic Job Responsibilities

- Role of the caregiver and team
- Activities of daily living (ADLs)
- Instrumental activities of daily living (IADLs)
- Professionalism
- A caregiver's basic job responsibilities
- Benefits for the caregiver and client in having a caregiver available
- Using the DSHS care plan to understand your basic job responsibilities
- The importance of respecting a client's need for privacy and dignity, and supporting a client's independence
- How to document and report changes in a client's condition
- Responding to emergencies

#### **Industry Standards and/or Competencies**

**Total Learning Hours for Unit: 3**

- National Health Science Standards
- Standard 2: Communications
- Demonstrate methods of delivering and obtaining information, while communicating effectively
- 2.1 Concepts of Effective Communication
- 2.1.1 Model verbal and nonverbal therapeutic communication
- Active listening
- Silence
- Summarizing
- Reflecting
- Standard 4: Employability Skills
- Use employability skills to enhance employment opportunities and job satisfaction
- 4.1 Personal Traits of the Health Professional
- 4.11 Identify personal traits and attitudes desirable in a career ready member of a health team
- Acceptable of criticism
- Competence

- Dependability
- Discretion
- Empathy
- Enthusiasm
- Honesty
- Initiative
- Integrity
- Patience
- Positive Attitude
- Responsibility
- Self-motivation
- Social and cultural competence
- Tact
- Team player
- Willingness to learn
- 4.1.2 Summarize professional standards as they apply to hygiene, dress, language, confidentiality, and behavior
- 4.2 Employability Skills
- 4.21 Apply employability/soft skills in healthcare
- Chain of command
- Communication Skills
- Customer service
- Decision making
- Emotional Intelligence
- Flexible
- Organization
- Problem solving
- Scope of practice
- Time Management
- Work Ethic
- Standard 5: Legal Responsibilities
- Describe legal responsibilities, limitations, and implications on healthcare worker actions
- 5.1 Legal Responsibilities and Implications
- 5.1.1 Analyze legal responsibilities and implications of criminal and civil law
- Abuse
- Assault
- Battery
- Harassment
- Invasion of privacy
- Libel
- Malpractice
- Negligence
- Slander
- Tort

- 5.2 Legal Practices
- 5.2.1 Apply standards for the safety, privacy, and confidentiality of health information
- HIPAA
- Privileged communication
- 5.2.3 Summarize the essential characteristics of a patient's basic rights within a healthcare setting
- 5.2.5 Describe the concept of scope of practice
- 5.2.6 Interpret procedures for reporting activities and behaviors that affect the health, safety, and welfare of others (incident report)
- Standard 7: Safety Practices
- Identify existing and potential hazards to clients, co-workers, and self. Employ safe work practices and follow health and safety policies and procedures to prevent injury and illness
- 7.2 Personal Safety
- 7.2.1 Apply personal safety procedures based on Occupational Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations
- 7.2.3 Demonstrate and apply the use of personal protective equipment (PPE)
- 7.3 Environmental Safety
- 7.3.1 Apply safety techniques in the work environment
- Ergonomics
- Patient/client/employee safety measures
- Safe operation of equipment
- 7.5 Emergency Procedures and Protocols
- 7.5.1 Practice fire safety in a healthcare setting
- 7.5.2 Apply principles of basic emergency response in natural disasters and other emergencies (safe locations, contact emergency personnel, follow facility protocols)
- Standard 8: Teamwork
- Identify roles and responsibilities of individual members as part of the healthcare team
- 8.1 Healthcare Teams
- 8.1.1 Evaluate roles and responsibilities of healthcare team members
- 8.1.2 Identify characteristics of effective teams
- Collaboration
- Defined roles
- Effective communication
- Effective leadership
- Measurable processes and outcomes
- Mutual respect
- Shared goals
- 8.2 Team member participation
- 8.2.4 Evaluate why teamwork is an important part of healthcare and how it improves patient care
- Standard 9: Health Maintenance Practices
- Differentiate between wellness and disease. Promote disease prevention and model healthy behaviors
- 9.1 Healthy Behaviors
- 9.1.1 Promote self-care behaviors of health and wellness
- Exercise
- Nutrition
- Relationships
- Sleep habits



- Stress management
- Weight control
- 9.1.3 Describe public health strategies for prevention of disease
- Community health education outreach programs
- Immunizations
- Medical, dental, and mental health screenings
- Routine physical exams
- Self-care behaviors
- 9.2 Healthcare Across the Lifespan
- 9.2.1 Discuss physical, mental, social and behavioral development and its impact on healthcare
- 9.2.2 Identify socioeconomic determinants of health and wellness

***Aligned Washington State Learning Standards***

<b>Arts</b>	
<b>Computer Science</b>	
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<b>Mathematics</b>	
<b>Science</b>	
<b>Social Studies</b>	

**COMPONENTS AND ASSESSMENTS**

**Performance Assessments:**

- Pass the module review test.
- Successfully demonstrate the following skill(s) according to the HCA Skills Checklist: *Handwashing and Putting on and taking off Gloves.*

**Leadership Alignment:**

***Standards and Competencies***

**Unit Nine:** Infection Control

- Infections and How They Spread
- Infection Control Techniques
- Blood-Borne Pathogens and Diseases
- Video: [Handwashing](#)

**Industry Standards and/or Competencies**

**Total Learning Hours for Unit: 5**

- National Health Science Standards
- Standard 7: Safety Practices
- Identify existing and potential hazards to clients, co-workers, and self. Employ safe work practices and follow health and safety policies and procedures to prevent injury and illness
- 7.1 Infection Control

- 7.1.1 Explain principles of infection transmission
- Identify classifications of pathogens
- Bacteria
- Fungi
- Parasites
- Protozoa
- Viruses
- Describe characteristics of microorganisms
- Aerobic
- Anaerobic
- Non-pathogenic
- Pathogenic
- Recognize chain of infection
- Describe mode of transmission
- Common vehicle (air, food, water)
- Direct
- Healthcare-associated infections (nosocomial)
- Indirect
- Opportunistic
- Vectors
- 7.1.2 Differentiate methods of controlling the spread and growth of pathogens
- Asepsis
- Sanitization
- Antisepsis
- Disinfection
- Sterile technique
- Sterilization
- Standard precautions
- Handwashing
- Gloving
- Personal Protective Equipment (PPE)
- Environmental cleaning
- Isolation precautions
- Transmission-based contact
- Bloodborne pathogen precautions
- Vaccinations
- What infections are and how they spread
- Four major infections control techniques
- Symptoms of infection, what to look for and do
- Adult immunizations that help to control the spread of infection
- Common blood-borne diseases
- How blood borne pathogens are spread
- The need for and how to use Standards Precautions
- HIV/AIDS

- **Personal care skills covered:**
- Handwashing
- Putting on and taking off gloves

***Aligned Washington State Learning Standards***

<b>Arts</b>	
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<b>Educational Technology</b>	
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<b>Health and Physical Education</b>	
<b>Mathematics</b>	
<b>Science</b>	
<b>Social Studies</b>	

**COMPONENTS AND ASSESSMENTS**

**Performance Assessments:**

- Pass module review test.
- Successfully demonstrate the following skill(s) according to the HCA Skills Checklist:
- Helping a Client Walk
- Transfer Client from bed to chair/wheelchair

**Leadership Alignment:**

***Standards and Competencies***

**Unit Ten: Mobility**

- Body Mechanics
- Transfers
- Helping a client walk
- Falls and fall prevention
- Videos: [Transfer Resident from Bed to Wheelchair with Gait Belt](#)
- [Ambulate Resident with a Gait Belt](#)
- [Perform Passive Range of Motion to Resident's Left Shoulder](#)
- [Perform Passive Range of Motion to Elbow and Wrist](#)
- [Perform Range of Motion to Resident's Hip, Knee and Ankle](#)

**Industry Standards and/or Competencies**

**Total Learning Hours for Unit: 4**

- National Health Science Standards
- Standard 7: Safety Practices
- Identify existing and potential hazards to clients, co-workers, and self. Employ safe work practices and follow health and safety policies and procedures to prevent injury and illness
- 7.2 Personal Safety
- 7.2.1 Apply personal safety procedures based on Occupational Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations

- 7.3.2 Demonstrate principles of body mechanics during patient care
- Ambulating
- Lifting
- Positioning
- 7.2.3 Demonstrate and apply the use of personal protective equipment (PPE)
- 7.3 Environmental Safety
- 7.3.1 Apply safety techniques in the work environment
- Ergonomics
- Patient/client/employee safety measures
- Safe operation of equipment
- Standard 10: Apply and demonstrate technical skills and knowledge common to health career specialties
- 10.1 Technical Skills
- Using proper body mechanics to prevent injury
- Proper techniques and assistive devices for helping a client walk and transfer
- Why falls are a concern for clients, how to prevent falls, and what to do if a client has fallen

***Aligned Washington State Learning Standards***

<b>Arts</b>	
<b>Computer Science</b>	
<b>Educational Technology</b>	
<b>English Language Arts</b>	
<b>Environment &amp; Sustainability</b>	
<b>Financial Education</b>	
<b>Health and Physical Education</b>	
<b>Mathematics</b>	
<b>Science</b>	
<b>Social Studies</b>	

**COMPONENTS AND ASSESSMENTS**

**Performance Assessments:**

- Pass module review test.
- Successfully demonstrate the following skill(s) according to the HCA Skills Checklist:
- Turn and reposition a client in bed
- Mouth care
- Clean and Store Dentures
- A Shave with Safety Razor
- Fingernail Care
- Foot Care
- Bed Bath
- Assisting a Client to Dress
- Assist Client with Weak Arm to Dress
- Put Knee-High Stocking on Client

- Passive Range of Motion for One Shoulder
- Passive Range of Motion for One Knee and Ankle

**Leadership Alignment:*****Standards and Competencies*****Unit Eleven: Skin and Body Care**

- Caregiver's role in helping a client perform personal hygiene, bathing, body care, and getting dressed
- Videos: [Perform Mouth Care to a Resident with Teeth](#)
- [Perform Mouth Care to a Resident with Dentures](#)
- [Perform Hand and Nail Care to a Resident](#)
- [Provide Foot Care to One Foot](#)

**Industry Standards and/or Competencies****Total Learning Hours for Unit: 6**

- National Health Science Standards
- Standard 1: Academic Foundation
- Understand human anatomy, physiology, common diseases and disorders, and medical math principles
  - Human Anatomy & Physiology
- 1.1.2 Identify basic structures and describe functions of human body systems
- c. Integumentary
- 1.2 Diseases and Disorders
- 1.2.1 Describe etiology, pathology, diagnosis, treatment, and prevention of common diseases and disorders
- Standard 9: Health Maintenance Practices
- Differentiate between wellness and disease. Promote disease prevention and model healthy behaviors
- 9.1 Healthy Behaviors
- 9.1.1 Promote self-care behaviors of health and wellness
- A caregiver's role in client skin care, including:
  - Promoting healthy skin
  - Routinely observing a client's skin
  - Knowing the types of skin problems to look for
  - Documenting and reporting skin problems immediately
- Standard 10: Apply and demonstrate technical skills and knowledge common to health career specialties
- 10.1 Technical Skills
- What pressure ulcers are and how to help prevent them
- Caregiver's role in helping a client perform personal hygiene, bathing, body care, and getting dressed
- ***Personal care skills covered:***
  - Turn and Reposition a client
  - Mouth Care
  - Clean and Store Dentures
  - Shaving with a Safety Razor
  - Fingernail Care
  - Foot Care
  - Bed Bath
  - Assisting a Client to Dress
  - Assist Client with Weak Arm to Dress
  - Put Knee-High Elastic Stocking on Client

- Passive Range of Motion – Shoulder
- Passive Range of Motion – Knee and Ankle

### Aligned Washington State Learning Standards

<b>Arts</b>	
<b>Computer Science</b>	
<b>Educational Technology</b>	
<b>English Language Arts</b>	
<b>Environment &amp; Sustainability</b>	
<b>Financial Education</b>	
<b>Health and Physical Education</b>	
<b>Mathematics</b>	
<b>Science</b>	
<b>Social Studies</b>	

### COMPONENTS AND ASSESSMENTS

#### Performance Assessments:

- Pass module review test.
- Pass WA State Food Handler's Exam to obtain a Food Handler's Card.

#### Leadership Alignment:

### Standards and Competencies

#### Unit Twelve: Nutrition and Meal Preparation

- Nutrition Basics
- Assisting a Client with Eating
- Special Diets
- Water, the Forgotten Nutrient
- Food Borne Illness
- Good Food Handling Practices
- Kitchen Cleaning and Disinfecting
- 1.5 Hours Nutrition
- 1.5 Hours Food Handlers Card
- Department of Health Food and Beverage Worker's Manual:
- [Food Worker Manual](#)
- [Local Health Food Safety Contacts](#)

#### Industry Standards and/or Competencies

**Total Learning Hours for Unit: 3**

- National Health Science Standards
- Standard 9: Health Maintenance Practices
- Differentiate between wellness and disease. Promote disease prevention and model healthy behaviors
- 9.1 Healthy Behaviors
- 9.1.1 Promote self-care behaviors of health and wellness
- Nutrition

- Basics of nutrition
- How to read food labels and use them to make healthy food choices for shopping and meal planning
- Signs of poor nutrition and when to report
- How to assist a client with eating
- Special diets a client may require
- The importance of knowing whether a client has any food allergies
- Importance of hydration to a client's health
- What food borne illness is and what causes it
- How to prevent food borne illness by using safe food handling practices, including:
- How to safely prepare, thaw, and store food
- How to prevent cross-contamination
- Cleaning and disinfecting food contact surfaces
- **Personal care skills covered:**
- Assisting a Client to Eat

***Aligned Washington State Learning Standards***

<b>Arts</b>	
<b>Computer Science</b>	
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<b>Mathematics</b>	
<b>Science</b>	
<b>Social Studies</b>	

**COMPONENTS AND ASSESSMENTS**

**Performance Assessments**

- Pass module review test.
- Successfully demonstrate the following skill(s) according to the HCA Skills Checklist:
- Assess Client with Pericare
- Assist Client with Use of Bedpan
- Catheter Care
- Assist Client with Catheter Care

**Leadership Alignment:**

***Standards and Competencies***

**Unit Thirteen: The Process of Elimination**

- Bowel and Bladder Function
- Problems with Urinary Function
- Assisting with Toileting
- Problems with Bowel Function

- Video: [Assist a Resident with a Bedpan](#)
- [Provide Perineal Care to an Incontinent Female](#)
- [Perform Catheter Care to a Female Resident](#)
- [Empty Urinary Drainage Bag & Measure and Record Contents](#)

Industry Standards and/or Competencies		Total Learning Hours for Unit: 4
<ul style="list-style-type: none"> <li>• National Health Science Standards</li> <li>• Standard 1: Academic Foundation</li> <li>• Understand human anatomy, physiology, common diseases and disorders, and medical math principles</li> <li>• Human Anatomy &amp; Physiology</li> <li>• 1.1.2 Identify basic structures and describe functions of human body systems</li> <li>• j. Urinary</li> <li>• Diseases and Disorders</li> <li>• Describe etiology, pathology, diagnosis, treatment, and prevention of common diseases and disorders</li> <li>• Standard 10: Technical Skills</li> <li>• Apply and demonstrate technical skills and knowledge common to health career specialties</li> <li>• 10.1 Technical Skills</li> <li>• How to promote good bowel and bladder functioning for a client</li> <li>• Problems with bowel and bladder functioning, the causes, signs, what can help, and what to report</li> <li>• Assisting with toileting, including:</li> <li>• Common toileting assistive equipment</li> <li>• Incontinence products</li> <li>• Pericare, colostomy, and catheter care</li> <li>• <b>Personal care skills covered:</b></li> <li>• Assist Client with Pericare</li> <li>• Assist Client with Use of Bedpan</li> <li>• Catheter Care</li> <li>• Assist Client with Catheter Care</li> </ul>		
Aligned Washington State Learning Standards		
Arts		
Computer Science		
Educational Technology		
English Language Arts		
Environment & Sustainability		
Financial Education		
Health and Physical Education		
Mathematics		
Science		
Social Studies		

### COMPONENTS AND ASSESSMENTS

#### Performance Assessments:



- Pass the module review test.

**Leadership Alignment:*****Standards and Competencies*****Unit Fourteen:** Medications and other Treatments

- Self-Directed Care
- Nurse Delegation
- Medication Assistance and Medication
- The Five Rights
- More on Medications

**Industry Standards and/or Competencies****Total Learning Hours for Unit: 3**

- National Health Science Standards
- Standard 9: Health Maintenance Practices
- Differentiate between wellness and disease. Promote disease prevention and model healthy behaviors
- Self-Directed Care
- Nurse Delegation
- Caregiver's role in medication assistance and medication administration
- The five rights of medication
- What to document and report regarding medications
- What to do if a client does not want to take his/her medications
- ***Personal care skills covered:***
- Assisting with Medications
- Medication side-effects

***Aligned Washington State Learning Standards***

<b>Arts</b>	
<b>Computer Science</b>	
<b>Educational Technology</b>	
<b>English Language Arts</b>	
<b>Environment &amp; Sustainability</b>	
<b>Financial Education</b>	
<b>Health and Physical Education</b>	
<b>Mathematics</b>	
<b>Science</b>	
<b>Social Studies</b>	

**COMPONENTS AND ASSESSMENTS****Performance Assessments:**

- Pass the module review test.

**Leadership Alignment:*****Standards and Competencies***

**Unit Fifteen: Self-Care and the Caregiver**

- Self-Care
- Loss and Grief

**Industry Standards and/or Competencies****Total Learning Hours for Unit: 2**

- National Health Science Standards
- Standard 7: Safety Practices
- Identify existing and potential hazards to clients, co-workers, and self. Employ safe work practices and follow health and safety policies and procedures to prevent injury and illness.
- 7.2 Personal Safety
- 7.3 Environmental Safety
- Standard 9: Health Maintenance Practices
- Differentiate between wellness and disease. Promote disease prevention and model healthy behaviors
- 9.1 Healthy Behaviors
- 9.1.1 Promote self-care behaviors of health and wellness
- Stress management
- 9.1.3 Describe public health strategies for prevention of disease
- Community health education outreach programs
- Medical, dental, and mental health screenings
- Routine physical exams
- Self-care behaviors
- 9.2 Healthcare Across the Lifespan
- 9.2.1 Discuss physical, mental, social, and behavioral development and its impact on healthcare
- 9.2.2 Identify socioeconomic determinants of health and wellness
- Good self-care practices for caregivers
- Warning signs of caregiver stress and burnout
- How to set limits
- Finding positive outlets for your emotions
- Learning ways to relax
- Successfully making healthy life-style choices
- The types of losses a client or a caregiver may experience
- The grieving processes
- Symptoms of grief
- How to be present when others are grieving or facing death

***Aligned Washington State Learning Standards***

<b>Arts</b>	
<b>Computer Science</b>	
<b>Educational Technology</b>	
<b>English Language Arts</b>	
<b>Environment &amp; Sustainability</b>	
<b>Financial Education</b>	
<b>Health and Physical Education</b>	
<b>Mathematics</b>	

<b>Science</b>	
<b>Social Studies</b>	

**SPECIALTY CERTIFICATES****COMPONENTS AND ASSESSMENTS****Performance Assessments:**

- Pass exam to receive the WA State Dementia Specialty Certificate.

**Leadership Alignment:*****Standards and Competencies*****Unit Sixteen: Dementia**

Module 1: Understanding Dementia

Module 2: Living with Dementia

Module 3: Fostering Communication and Understanding

Module 4: Challenging Behaviors

**Industry Standards and/or Competencies****Total Learning Hours for Unit: 8**

- National Health Science Standards
- Standard 1: Academic Foundation
- Understand human anatomy, physiology, common diseases and disorders, and medical math principles
- Diseases and Disorders
- 1.2.1 Describe etiology, pathology, diagnosis, treatment, and prevention of common diseases and disorders, including, but not limited to:
- Dementia
- **Objectives:** The caregiver will:
- Review common signs, symptoms and types of dementia and identify the difference between dementia and conditions that might look like dementia
- Identify common hallucinations and delusions a person with dementia may exhibit, identify physical, emotional, and environmental causes of hallucinations and delusions
- Distinguish between positive and negative interactions and ways to enhance quality of life for the individual
- Recognize common emotions family members experience with a loved one who has dementia, identify some difficulties family members may experience or express about their loved one's care and provide resources for families
- Identify safe and unsafe expressions of sexuality and steps to take in the best interest of the individual
- Identify possible medication side effects, ways to respond to side effects and recognize non-drug therapies to alleviate some symptoms of dementia
- Identify ways to assist with activities of daily living while focusing on an individual's strengths
- Be able to demonstrate an ability to recognize communication styles and ways to communicate effectively
- Recognize that past traumas can affect current thinking, behaviors and actions and will identify strategies to provide trauma informed care
- Demonstrate the sequence of steps to approach challenging behaviors
- Demonstrate an understanding of navigating challenging situations

***Aligned Washington State Learning Standards***

<b>Arts</b>	
<b>Computer Science</b>	
<b>Educational Technology</b>	
<b>English Language Arts</b>	
<b>Environment &amp; Sustainability</b>	

<b>Financial Education</b>	
<b>Health and Physical Education</b>	
<b>Mathematics</b>	
<b>Science</b>	
<b>Social Studies</b>	

### COMPONENTS AND ASSESSMENTS

#### Performance Assessments:

- Pass exam to receive the WA State Mental Health Specialty Certificate.

#### Leadership Alignment:

### *Standards and Competencies*

#### Unit Seventeen: Mental Health

Module 1: Introduction to Mental Disorders

Module 2: Caregiving for Individuals with Mental Disorders

Module 3: Suicide

Module 4: Respectful Communication

Module 5: Creative Approaches to Challenging Behaviors

#### Industry Standards and/or Competencies

**Total Learning Hours for Unit: 8**

- National Health Science Standards
- Standard 1: Academic Foundation
- Understand human anatomy, physiology, common diseases and disorders, and medical math principles
- Diseases and Disorders
- Standard 9: Health Maintenance Practices
- Differentiate between wellness and disease. Promote disease prevention and model healthy behaviors
- 9.1 Healthy Behaviors
- 9.1.2 Examine various aspects of behavioral health
- 9.1.3 Describe public health strategies for prevention of disease
- Medical, dental, and mental health screening
- **Objectives:** The caregiver will
- Review definitions, common signs and symptoms and identify types of mental illness
- Recognize that culture; generation, religion/spirituality and past trauma experiences can affect current thinking, behaviors and actions and will identify strategies to provide informed care and support reliance
- Identify possible medication side effects, ways to respond to side effects and recognize individualized non-drug therapies to minimize or alleviate symptoms of mental illness
- Recognize the importance of caregiver wellness and identify strategies to prevent secondary trauma and burnout
- Identify suicide facts, recognize warning signs and communicate about suicide
- Demonstrate an ability to recognize communication styles and ways to communicate effectively
- Demonstrate an understanding of creating healthy professional boundaries
- Demonstrate a sequence of steps to approach challenging behaviors
- Identify potential stressors to prevent crisis and demonstrate steps for de-escalation

### *Aligned Washington State Learning Standards*

#### Arts

Computer Science	
Educational Technology	
English Language Arts	
Environment & Sustainability	
Financial Education	
Health and Physical Education	
Mathematics	
Science	
Social Studies	

### COMPONENTS AND ASSESSMENTS

#### Performance Assessments:

- Complete Individual Exercises: Pause, get calm and focus
- Challenging Behavior, Emotions and Calming down
- Reacting versus Responding
- Identifying Personal Reaction Signal
- Button Pushing
- Complete Group Exercises: Figuring out what is happening
- Given a scenario where a client is exhibiting challenging behavior, identify what the LTC worker would need to know or do to understand what is happening. How would the LTC worker find out the information? What is the client communicating with his or her challenging behavior?
- After reading a scenario, identify physical, environmental, and/or emotional triggers that may have caused the challenging behavior.
- Individually read a scenario, and brainstorm possible triggers for the challenging behaviors and possible actions to help navigate the situation. Collaborate with a group and decide which action you would try first and why.
- Capstone Exercise: Looking at Specific Behaviors
- In groups of three or four, students take turns sharing from the individual exercise "Challenging Behavior, Emotions, and Calming down", the most challenging behavior they have experienced, where a client exhibited anger, violence, anxiety, sexual behaviors, or disrespectful behaviors.
- Describe
- What happened up to the point where you were faced with the situation
- Client background, such as his or her disease or condition, and level of care needed (Guarding the client's confidentiality)
- Any relevant information about the client's current situation that you were aware of at the time
- The challenging situation as you first entered it:
- What you saw and heard.
- What was happening before the behavior occurred (if you know).
- What other people, if any, were involved when the behavior occurred.
- After each student shares the group brainstorms:
- Possible trigger to that client's challenging behavior (at least three to five).
- Several different actions a LTC worker might use to respond to the situation (e.g. calm and soothe, distract, leave the room, etc.) and why those actions might be appropriate for this situation.
- Best action to try first and why.
- What, if anything, could a LTC worker do to prevent or minimize this behavior before it started?
- Reflect on:
- What did you learn in the training that you know you will try the next time you are faced with a challenging situation?

- List one thing learned in the training that you suspect will be difficult for you to do when faced with a challenging situation? What make is seem difficult?
- Break into small groups of 3 or 4 share responses to question 2. Brainstorm some things the person could do to make if feel less difficult.

**Leadership Alignment:****Standards and Competencies****Unit Eighteen: Navigating Through Challenging Behaviors (DSHS Curriculum)**

- When Behavior Becomes Challenging
- Prevent or minimize challenging behaviors
- Looking at Specific Behaviors
- Conclusion

**Industry Standards and/or Competencies****Total Learning Hours for Unit: 3**

- National Health Science Standards
- Standard 1: Academic Foundation
- Understand human anatomy, physiology, common diseases and disorders, and medical math principles
- Diseases and Disorders
- Describe etiology, pathology, diagnosis, treatment, and prevention of common diseases and disorders
- Standard 2: Communication
- Demonstrate methods of delivering and obtaining information, while communicating effectively.
- 2.1 Concepts of Effective Communication
- 2.1.1 Model verbal and nonverbal therapeutic communication
- Active listening
- Silence
- Summarizing
- Reflecting
- 2.1.2 Identify common barriers to communication
- Physical disabilities
- Aphasia
- Hearing loss
- Impaired vision
- Developmental level
- Psychological barriers
- Attitudes
- Bias
- Prejudice
- Stereotyping
- Language barriers
- 2.1.3 Distinguish between subjective and objective information
- 2.1.4 Interpret elements of the communication process using sender-message-receiver feedback model
- 2.1.5 Modify communication to meet the needs of the patient/client and to be appropriate to the situation.
- 2.1.6 Describe appropriate interactions with patients throughout various stages of psychosocial development.
- Standard 6: Ethics

- 6.2 Cultural, Social, and Ethnic Diversity
- 6.2.2 Demonstrate respectful and empathetic treatment of all patients/clients/families.
- Standard 9: Health Maintenance Practices
- Differentiate between wellness and disease. Promote disease prevention and model healthy behaviors
- 9.2 Healthcare Across the Lifespan
- 9.2.1 Discuss physical, mental, social, and behavioral development and its impact on healthcare.
- 9.2.2 Identify social socioeconomic determinants of health and wellness
- **Objectives:** The caregiver will offer person-centered caregiving when working with a client who has challenging behaviors.
- When behavior becomes challenging
- Steps to Navigating Challenging Behaviors
- Take person-centered action to handle the situation respectfully
- Best practices in handling challenging behaviors
- Good self-care after a challenging situation
- Prevent or minimize challenging behaviors
- Document and report
- Handling a Client's Anger
- When anger turns to possible violence
- Pushing, pinching, slapping, kicking, biting
- Handling sexual behaviors; Disrespectful behavior
- Anxiety

#### Aligned Washington State Learning Standards

Arts	
Computer Science	
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Environment & Sustainability	
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#### EXTENDED LEARNING

##### COMPONENTS AND ASSESSMENTS

##### Performance Assessments:

- Complete 10 hours of Extended Learning through one or more of the following:
- Instructional facility learning in one or more facilities:
- Adult Family Home
- Assisted Living Facility
- Other Supported Living Environment appropriate to the HCA role
- "Shadow" HCA in routine real work setting.

- Participate in events that take place in the work setting, such as:
- Visit and tour an Adult Family Home and/or an Assisted Living Facility. Compare and contrast: physical setting, number of residents and caregivers, the level of care required by residents, “departments” within the setting, the feel/culture, etc.
- Observe a planned activity for residents (Art class, Bingo, Pet Therapy visits, Karaoke, etc.)
- Resident panel – A Day in the Life of a Resident. Interview a panel of residents
- Caregivers Panel – A Day in the Life of a Caregiver. Why they like their jobs; what are their challenges with the job?
- Practice job interviews with facility hiring managers
- Marketing events hosted by the facility
- Job/recruiting events – attend job/recruiting events hosted by Work Source, healthcare providers, healthcare associations, or by individual AFHs or ALFs.
- Additional practice to increase confidence and competency in skills and knowledge, and to prepare for the HCA exam. Skills practice is not performed directly with/on client

**Leadership Alignment:****Standards and Competencies****Unit Nineteen: Extended Learning****Industry Standards and/or Competencies****Total Learning Hours for Unit: 7**

- National Health Science Standards
- Standard 3: Systems
- Identify how key systems affect services performed and quality of care
- 3.1 Healthcare Delivery Systems
- 3.1.1 Differentiate healthcare delivery systems and healthcare related agencies
  - Types of practice settings
- Home care
- Long-term care
- Standard 4: Employability Skills
- Use employability skills to enhance employment opportunities and job satisfaction
  - Personal Traits of the Health Professional
- 4.11 Identify personal traits and attitudes desirable in a career ready member of a health team
- Acceptable of criticism
- Competence
- Dependability
- Discretion
- Empathy
- Enthusiasm
- Honesty
- Initiative
- Integrity
- Patience
- Positive Attitude
- Responsibility
- Self-motivation
- Social and cultural competence
- Tact



- Team player
- Willingness to learn
- 4.1.2 Summarize professional standards as they apply to hygiene, dress, language, confidentiality, and behavior
  - Employability Skills
- 4.21 Apply employability/soft skills in healthcare
- Chain of command
- Communication Skills
- Customer service
- Decision making
- Emotional Intelligence
- Flexible
- Organization
- Problem solving
- Scope of practice
- Time Management
- Work Ethic
- Standard 7: Safety Practices
- Identify existing and potential hazards to clients, co-workers, and self. Employ safe work practices and follow health and safety policies and procedures to prevent injury and illness
- 7.2 Personal Safety
- 7.2.1 Apply personal safety procedures based on Occupational Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations
- 7.2.3 Demonstrate and apply the use of personal protective equipment (PPE)
- 7.3 Environmental Safety
- 7.3.1 Apply safety techniques in the work environment
- Ergonomics
- Patient/client/employee safety measures
- Safe operation of equipment
- Standard 8: Teamwork
- Identify roles and responsibilities of individual members as part of the healthcare team
- 8.1 Healthcare Teams
- 8.1.1 Evaluate roles and responsibilities of healthcare team members
- 8.1.2 Identify characteristics of effective teams
- Collaboration
- Defined roles
- Effective communication
- Effective leadership
- Measurable processes and outcomes
- Mutual respect
- Shared goals
- 8.2 Team member participation
- 8.2.1 Recognize methods for building positive team relationships
- 8.2.3 Apply effective techniques for managing team conflict
- 8.2.4 Evaluate why teamwork is an important part of healthcare and how it improves patient care

<b>Aligned Washington State Learning Standards</b>	
<b>Arts</b>	
<b>Computer Science</b>	
<b>Educational Technology</b>	
<b>English Language Arts</b>	
<b>Environment &amp; Sustainability</b>	
<b>Financial Education</b>	
<b>Health and Physical Education</b>	
<b>Mathematics</b>	
<b>Science</b>	
<b>Social Studies</b>	

<b>PERFORMANCE TRAINING</b>	
<b>COMPONENTS AND ASSESSMENTS</b>	
<b>Performance Assessments:</b> <ul style="list-style-type: none"> <li>Practice skills according to the HCA Skills Checklist (not with/on a client) under the supervision of their instructor.</li> <li>Successful demonstration of the skill(s) according to the HCA Skills Checklist (not with/on a client).</li> <li>Successful completion of modules testing and/or assignments.</li> </ul>	
<b>Leadership Alignment:</b>	
<b>Standards and Competencies</b>	
<b>Unit Twenty:</b> Skills Practice <ul style="list-style-type: none"> <li>Hands-on experience for Prometric exam preparation</li> </ul>	
<b>Industry Standards and/or Competencies</b>	<b>Total Learning Hours for Unit: 13</b>
<ul style="list-style-type: none"> <li>National Health Science Standards</li> <li>Standard 4: Employability Skills</li> <li>Use employability skills to enhance employment opportunities and job satisfaction</li> <li>Personal Traits of the Health Professional</li> <li>4.11 Identify personal traits and attitudes desirable in a career ready member of a health team</li> <li>Acceptable of criticism</li> <li>Competence</li> <li>Dependability</li> <li>Discretion</li> <li>Empathy</li> <li>Enthusiasm</li> <li>Honesty</li> <li>Initiative</li> <li>Integrity</li> <li>Patience</li> <li>Positive Attitude</li> <li>Responsibility</li> </ul>	

- Self-motivation
- Social and cultural competence
- Tact
- Team player
- Willingness to learn
- 4.1.2 Summarize professional standards as they apply to hygiene, dress, language, confidentiality, and behavior.
- Employability Skills
- Apply employability/soft skills in healthcare
- Chain of command
- Communication Skills
- Customer service
- Decision making
- Emotional Intelligence
- Flexible
- Organization
- Problem solving
- Scope of practice
- Time Management
- Work Ethic

***Aligned Washington State Learning Standards***

<b>Arts</b>	
<b>Computer Science</b>	
<b>Educational Technology</b>	
<b>English Language Arts</b>	
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<b>Financial Education</b>	
<b>Health and Physical Education</b>	
<b>Mathematics</b>	
<b>Science</b>	
<b>Social Studies</b>	

***21<sup>st</sup> Century Skills***

Check those that students will demonstrate in this course:

<p><b>LEARNING &amp; INNOVATION</b></p> <p><b>Creativity and Innovation</b></p> <p><input type="checkbox"/> Think Creatively</p> <p><input type="checkbox"/> Work Creatively with Others</p> <p><input type="checkbox"/> Implement Innovations</p> <p><b>Critical Thinking and Problem Solving</b></p> <p><input type="checkbox"/> Reason Effectively</p> <p><input type="checkbox"/> Use Systems Thinking</p> <p><input type="checkbox"/> Make Judgments and Decisions</p> <p><input type="checkbox"/> Solve Problems</p> <p><b>Communication and Collaboration</b></p> <p><input type="checkbox"/> Communicate Clearly</p> <p><input type="checkbox"/> Collaborate with Others</p>	<p><b>INFORMATION, MEDIA &amp; TECHNOLOGY SKILLS</b></p> <p><b>Information Literacy</b></p> <p><input type="checkbox"/> Access and evaluate Information</p> <p><input type="checkbox"/> Use and Manage Information</p> <p><b>Media Literacy</b></p> <p><input type="checkbox"/> Analyze Media</p> <p><input type="checkbox"/> Create Media Products</p> <p><b>Information, Communications and Technology (ICT Literacy)</b></p> <p><input type="checkbox"/> Apply Technology Effectively</p>	<p><b>LIFE &amp; CAREER SKILLS</b></p> <p><b>Flexibility and Adaptability</b></p> <p><input type="checkbox"/> Adapt to Change</p> <p><input type="checkbox"/> Be Flexible</p> <p><b>Initiative and Self-Direction</b></p> <p><input type="checkbox"/> Manage Goals and Time</p> <p><input type="checkbox"/> Work Independently</p> <p><input type="checkbox"/> Be Self-Directed Learners</p> <p><b>Social and Cross-Cultural</b></p> <p><input type="checkbox"/> Interact Effectively with Others</p> <p><input type="checkbox"/> Work Effectively in Diverse Teams</p> <p><b>Productivity and Accountability</b></p> <p><input type="checkbox"/> Manage Projects</p> <p><input type="checkbox"/> Produce Results</p> <p><b>Leadership and Responsibility</b></p> <p><input type="checkbox"/> Guide and Lead Others</p> <p><input type="checkbox"/> Be Responsible to Others</p>
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