

# Instructional Framework

Home Health Aide  
51.2602.00



## Domain 1: Disease & Disability

Instructional Time: 45-55%

### 11.0 Analyze Chronic Disease and Physical Disability

11.1 Differentiate among aging, chronic illness, and disability

- Define aging, chronic illness, disability,
  - Provide examples of each

11.2 Identify body systems and their function

- Cardiovascular
- Respiratory
- Integumentary
- GastroIntestinal
- Urinary
- Nervous
- Muscular
- Skeletal
- Endocrine
- Reproductive
- Lymphatic
- Immune

11.3 Identify common conditions affecting each body system and their potential effect on a person's care

- Cardiovascular
- Respiratory
- Integumentary
- GastroIntestinal
- Urinary
- Nervous
- Muscular
- Skeletal
- Endocrine
- Reproductive
- Lymphatic
- Immune

11.4 Describe the effects of aging on each body system

- Cardiovascular
- Respiratory
- Integumentary
- GastroIntestinal

	<ul style="list-style-type: none"> <li>• Urinary</li> <li>• Nervous</li> <li>• Muscular</li> <li>• Skeletal</li> <li>• Endocrine</li> <li>• Reproductive</li> <li>• Lymphatic</li> <li>• Immune</li> </ul>
11.5 Describe signs and symptoms of anxiety and depression	<ul style="list-style-type: none"> <li>• Mental Health</li> </ul>
11.6 Explain the terms “paralysis” and “amputation”	<ul style="list-style-type: none"> <li>• Paralysis</li> <li>• Amputation</li> </ul>
<b>16.0 DEMONSTRATE DEMENTIA-SPECIFIC CARE COMPETENCIES</b>	
16.1 Define types of dementia	<ul style="list-style-type: none"> <li>• Reversible</li> <li>• Irreversible</li> </ul>
16.2 Describe the stages of dementia	<ul style="list-style-type: none"> <li>• Early</li> <li>• Mid</li> <li>• Late</li> <li>• Terminal</li> </ul>
16.3 Describe changes in cognitive abilities and the difference between normal forgetfulness and that associated with dementia	<ul style="list-style-type: none"> <li>• Normal forgetfulness related to stress/busy schedule <ul style="list-style-type: none"> <li>◦ misplaced items</li> <li>◦ why did I come in here</li> </ul> </li> <li>• Dementia related <ul style="list-style-type: none"> <li>◦ short term memory loss</li> <li>◦ lost/forgot home address</li> </ul> </li> </ul>
16.4 Identify dementia-related symptoms of depression and withdrawal from normal life activities	<ul style="list-style-type: none"> <li>• Crying</li> <li>• Excessive sleeping</li> <li>• Not participating in hobbies</li> </ul>
16.5 Understand changes in behavior and emotions	<ul style="list-style-type: none"> <li>• Combativeness and aggression</li> <li>• Wandering and rummaging</li> <li>• Physical restlessness (pacing)</li> <li>• Sundowning</li> <li>• Inappropriate sexual behavior</li> </ul>

16.6 Describe dementia-specific care related to communication issues and the use of a life story; ADLs; difficult behaviors; activities; pain management; safety issues	<ul style="list-style-type: none"> <li>• ADLs</li> <li>• Difficult behaviors</li> <li>• Activities</li> <li>• Pain management</li> <li>• Safety issues</li> </ul>
16.7 Practice ways to redirect a person with dementia	<ul style="list-style-type: none"> <li>• Distraction</li> </ul>
<b>17.0 ASSIST INDIVIDUALS WITH GRIEF AND THE END-OF LIFE PROCESS</b>	
17.1 Describe the stages of grieving and the death and dying process	<ul style="list-style-type: none"> <li>• Stages of grief <ul style="list-style-type: none"> <li>◦ Shock</li> <li>◦ Deniel</li> <li>◦ Anger</li> <li>◦ Bargaining</li> <li>◦ Depression</li> <li>◦ Guilt</li> <li>◦ Acceptance</li> </ul> </li> <li>• Dying Process <ul style="list-style-type: none"> <li>◦ 1-3 Months</li> <li>◦ 1-2 Weeks</li> <li>◦ 1-2 days/Hours</li> </ul> </li> </ul>
17.2 Describe physical and emotional aspects of the dying process	<ul style="list-style-type: none"> <li>• Shock</li> <li>• Deniel</li> <li>• Anger</li> <li>• Bargaining</li> <li>• Depression</li> <li>• Guilt</li> <li>• Acceptance</li> </ul>
17.3 Give examples of how cultural and family differences influence the death and dying process	<ul style="list-style-type: none"> <li>• Cultural/Religion</li> <li>• Embalming/Autopsy</li> <li>• Touching the body</li> <li>• Mirrors/Water</li> </ul>
17.4 Explain how a death can affect a DCW	<ul style="list-style-type: none"> <li>• Stress</li> <li>• Depression</li> </ul>
17.5 Identify and explain coping strategies relevant to grieving and/or dying	<ul style="list-style-type: none"> <li>• Exercise</li> <li>• Talking</li> </ul>

	<ul style="list-style-type: none"> <li>• Writing</li> <li>• Reminiscing</li> <li>• Getting enough sleep</li> <li>• Healthy eating</li> <li>• Planning ahead</li> <li>• Ask for help</li> </ul>
17.6 Describe community resources available to help with death and dying	<ul style="list-style-type: none"> <li>• Check local resources</li> <li>• Religious entities</li> <li>• Professional counselors</li> </ul>
<b>18.0 ASSIST INDIVIDUALS WITH DEVELOPMENTAL DISABILITIES</b>	
18.1 Identify the rights of people with developmental disabilities	<ul style="list-style-type: none"> <li>• Developmental Disabilities bill of rights</li> </ul>
18.2 Identify ways to build and maintain a positive, professional relationship with the client/patient	<ul style="list-style-type: none"> <li>• Maintain professionalism</li> <li>• Friendly</li> <li>• Respectful</li> <li>• Honesty</li> <li>• Integrity</li> </ul>
18.3 Explain the meaning and importance of “self-determination”	<ul style="list-style-type: none"> <li>• Patient’s Rights</li> </ul>
<b>19.0 ANALYZE COMMON DEVELOPMENTAL DISABILITIES AND THEIR CARE</b>	
19.1 Define “developmental disability”	<ul style="list-style-type: none"> <li>• Developmental Disabilities</li> </ul>
19.2 Identify four conditions to qualify for services from the Division of Developmental Disabilities	<ul style="list-style-type: none"> <li>• Spinal Cord Injury</li> <li>• Traumatic Brain Injuries</li> <li>• Stroke</li> <li>• Multiple Sclerosis</li> <li>• ALS (Amyotrophic Lateral Sclerosis)</li> <li>• Parkinson’s Disease</li> <li>• Seizures</li> </ul>
19.3 Identify effects of Cerebral Palsy	<ul style="list-style-type: none"> <li>• Contracture</li> <li>• Immobility</li> <li>• Speech Impediment</li> </ul>

19.4 Identify effects of Cognitive Disability	<ul style="list-style-type: none"> <li>• Inability to focus</li> <li>• Memory loss</li> <li>• Inability to speak/understand spoken word</li> </ul>
19.5 Identify effects of Autism	<ul style="list-style-type: none"> <li>• Speech Impediment</li> <li>• Inability to focus</li> <li>• Sensory sensitivity</li> </ul>
19.6 Identify effects of Epilepsy	<ul style="list-style-type: none"> <li>• Temporary loss of consciousness</li> </ul>
19.7 Describe factors that contribute to seizure activity and how to recognize when a person is having a seizure	<ul style="list-style-type: none"> <li>• Loss of focus</li> <li>• Jerky/spastic movements</li> </ul>
19.8 Describe what to do and what not to do when a person is having a seizure	<ul style="list-style-type: none"> <li>• Safety</li> </ul>
19.9 Identify when to call 911 when a person is having a seizure	<ul style="list-style-type: none"> <li>• Length of seizure greater than 5 minutes</li> <li>• Multiple or consecutive seizures</li> </ul>
19.10 Describe how to document and report seizure activity	<ul style="list-style-type: none"> <li>• Time</li> <li>• Type of movement</li> <li>• Trigger if known</li> </ul>
19.11 Give examples of how to support a person after seizure activity	<ul style="list-style-type: none"> <li>• Right side lying</li> <li>• Monitoring</li> </ul>

<b>Domain 2: Skills</b>	
<b>Instructional Time: 30-40%</b>	
<b>8.0 EXAMINE NUTRITIONAL NEEDS AND FOOD PREPARATION TECHNIQUES</b>	
8.1 Identify food groups and nutrients for a healthy diet and good health	<ul style="list-style-type: none"> <li>• Essential nutrients</li> <li>• My Food Plate/Pyramid</li> </ul>
8.2 Explain the order of ingredients listed on the food label	<ul style="list-style-type: none"> <li>• Highest to lowest by volume/weight</li> <li>• Calories/fat calories per serving</li> <li>• Vitamins/Minerals</li> <li>• PDV</li> <li>• PDV vs Wt in grams</li> </ul>

8.3 Explain the terms “portion” and “serving”	<ul style="list-style-type: none"> <li>• Portion size</li> <li>• Serving size</li> </ul>
8.4 List health issues that may require a modified diet	<ul style="list-style-type: none"> <li>• Low fat</li> <li>• Diabetic</li> <li>• Modified</li> <li>• High fiber</li> <li>• Renal</li> <li>• Gluten free</li> <li>• Lactose intolerant</li> </ul>
8.5 Plan a menu based on individual preference and/or a modified diet based on dietary needs and/or a medically recommended diet	<ul style="list-style-type: none"> <li>• MyPlate guidelines</li> <li>• Physicians orders</li> </ul>
8.6 Identify nutrients that may be monitored for certain diets	<ul style="list-style-type: none"> <li>• Low fat</li> <li>• Diabetic</li> <li>• Modified</li> <li>• High fiber</li> <li>• Renal</li> <li>• Gluten free</li> <li>• Lactose intolerant</li> </ul>
8.7 Explain ways to encourage a person to eat and/or comply with a medically-recommended diet	<ul style="list-style-type: none"> <li>• Respect and Dignity</li> </ul>
8.8 Identify assistive devices to help a person feel more in control of the meal planning and eating process	<ul style="list-style-type: none"> <li>• Plates, utensils, cups, clothes protectors</li> </ul>
8.9 Describe proper food preparation and storage	<ul style="list-style-type: none"> <li>• Handwashing</li> <li>• Sanitize surfaces, dishes, equipment</li> <li>• Washing/preparing food</li> <li>• Defrosting meat <ul style="list-style-type: none"> <li>○ 2 hour rule</li> </ul> </li> </ul>
8.10 Define foodborne illness and describe ways to reduce foodborne illness	<ul style="list-style-type: none"> <li>• Food Poisoning transmitted to people by food or beverages</li> <li>• Handwashing</li> <li>• Sanitize surfaces, dishes, equipment</li> <li>• Washing/preparing food</li> <li>• Defrosting meat <ul style="list-style-type: none"> <li>○ 2 hour rule</li> </ul> </li> </ul>

<b>10.0 UTILIZE PROPER BODY MECHANICS AND BACK SAFETY TECHNIQUES</b>	
10.1 Explain the importance of good body mechanics and lifting techniques	<ul style="list-style-type: none"> <li>• Prevention of dcw injury</li> <li>• Weight bearing muscles</li> <li>• 2 person lifts</li> </ul>
10.2 Describe elements of good body mechanics	<ul style="list-style-type: none"> <li>• Use of leg muscles</li> <li>• Keeping the center of gravity over the base of support</li> </ul>
10.3 Demonstrate good techniques for moving objects with good body alignment	<ul style="list-style-type: none"> <li>• Skill practice/Procedure</li> </ul>
10.4 Identify assistive devices	<ul style="list-style-type: none"> <li>• Gait belt, lift, draw sheets</li> </ul>
<b>12.0 EXAMINE PHYSICAL AND EMOTIONAL NEEDS OF AN INDIVIDUAL</b>	
12.1 Describe the impact of aging on the physical and emotional needs of an individual	<ul style="list-style-type: none"> <li>• Cardiovascular</li> <li>• Respiratory</li> <li>• Integumentary</li> <li>• GastroIntestinal</li> <li>• Urinary</li> <li>• Nervous</li> <li>• Muscular</li> <li>• Skeletal</li> <li>• Endocrine</li> <li>• Reproductive</li> <li>• Lymphatic</li> <li>• Immune</li> <li>• Sensory</li> </ul>
12.2 Describe the physical and emotional needs of a person with a psychological or cognitive condition	<ul style="list-style-type: none"> <li>• Spinal cord injuries</li> <li>• TBI</li> <li>• Stroke</li> <li>• MS</li> <li>• ALS</li> <li>• Parkinsons</li> <li>• Seizures</li> </ul>
12.3 Give examples of how to determine a person's abilities, needs, and desires when providing services	<ul style="list-style-type: none"> <li>• Cultural/Religious</li> <li>• Personal preferences</li> </ul>
12.4 Discuss the possible emotional impact of a physical disability or a chronic disease	<ul style="list-style-type: none"> <li>• Fear of death</li> <li>• Social engagements</li> </ul>

	<ul style="list-style-type: none"> <li>• Physical effects</li> <li>• Vulnerability</li> <li>• Grief and loss</li> <li>• Embarrassment and shames</li> </ul>
12.5 Describe how age, illness, and disability affect sexuality	<ul style="list-style-type: none"> <li>• Appropriate behavior</li> <li>• Desire</li> <li>• Responsiveness</li> <li>• Erectile Dysfunction</li> </ul>
<b>13.0 UTILIZE TRANSFERRING AND POSITIONING SKILLS</b>	
13.1 Identify common assistive devices	<ul style="list-style-type: none"> <li>• Canes</li> <li>• Walkers</li> <li>• Crutches</li> <li>• Wheelchairs</li> </ul>
13.2 Explain the importance of proper transfer skills and the safe use of assistive devices	<ul style="list-style-type: none"> <li>• Fall precautions</li> <li>• Injury Precautions</li> </ul>
13.3 Explain the importance of repositioning to prevent skin damage and pressure ulcers	<ul style="list-style-type: none"> <li>• Maintain/Improve circulation</li> </ul>
13.4 Describe the use of a mechanical lift and/or slide board	<ul style="list-style-type: none"> <li>• Used to transfer an immobile person from bed to wheelchair/chair</li> </ul>
13.5 Practice assistance with ADLs	<ul style="list-style-type: none"> <li>• Skill practice/procedures</li> </ul>
<b>14.0 DEMONSTRATE PERSONAL CARE WITH CONSIDERATION TO PERSONAL PREFERENCES</b>	
14.1 Explain the relationship between a person's service plan and the DCW's role when providing ADLs	<ul style="list-style-type: none"> <li>• Dress</li> <li>• Eat</li> <li>• Ambulate</li> <li>• Toilet</li> <li>• Hygiene</li> <li>• Shop</li> <li>• Keep house</li> <li>• Manage personal finance</li> <li>• Prepare food</li> <li>• Transport</li> </ul>



14.2 Give examples of techniques that can be used to preserve dignity and privacy while providing personal care	<ul style="list-style-type: none"> <li>• Maintain dignity</li> <li>• Maintain privacy by closing doors, curtains, etc.</li> </ul>
14.3 Identify techniques used to preserve independence and respect a person's preferences while providing personal care	<ul style="list-style-type: none"> <li>• Self care in ADL's</li> <li>• Assistance as needed</li> </ul>
14.4 Identify characteristics of people who might be at risk for skin-integrity concerns	<ul style="list-style-type: none"> <li>• Inactivity</li> <li>• Incontinent</li> <li>• Immobility</li> </ul>
14.5 Identify the most common causes of skin breakdown	<ul style="list-style-type: none"> <li>• Sitting/lying in one position too long</li> <li>• Rubbing cast, braces, crutches</li> <li>• Wrinkled bed linens and poorly fitting clothes</li> </ul>
14.6 Practice assistance with ADLs	<ul style="list-style-type: none"> <li>• Skills practice/procedure</li> </ul>
<b>15.0 FACILITATE ACTIVITIES AND ACTIVITY PLANNING</b>	
15.1 Identify basic principles and purposes of activities and give examples	<ul style="list-style-type: none"> <li>• Reduce depression, stress, anxiety</li> <li>• Recover basic body movement</li> <li>• Build self confidence</li> <li>• Promote socialization and interaction</li> <li>• Relieve boredom</li> </ul>
15.2 Describe how a person's functional status affects activities	<ul style="list-style-type: none"> <li>• Gear activity plans to person's level of function</li> <li>• Maintain activity to prevent boredom/behavior issues</li> </ul>
15.3 Give examples of activities suitable for individuals with specific disabilities	<ul style="list-style-type: none"> <li>• General activities</li> <li>• Dementia, Stroke, Brain injury</li> <li>• Wheelchair users with arm mobility</li> <li>• COPD, respiratory difficulty</li> </ul>
15.4 Describe the individual's right to choose or refuse activities	<ul style="list-style-type: none"> <li>• Patient has the right to refuse activities/services</li> </ul>
15.5 Give an example of choosing an activity appropriate to a person's cultural or religious background	<ul style="list-style-type: none"> <li>• Cultural diversity and health</li> </ul>

## Domain 3: Safety

Instructional Time: 15-25%

### 6.0 APPLY STANDARD PRECAUTIONS AND INFECTION CONTROL MEASURES

6.1 Define and give examples of standard precautions	<ul style="list-style-type: none"><li>• Universal precautions</li><li>• Hand washing</li><li>• Clean work environment</li><li>• PPE</li></ul>
6.2 Analyze measures that prevent and control infections	<ul style="list-style-type: none"><li>• Universal precautions</li><li>• Hand washing</li><li>• Clean work environment</li><li>• PPE</li><li>• </li></ul>
6.3 Demonstrate appropriate hand-washing technique	<ul style="list-style-type: none"><li>• Skills practice/procedure</li></ul>
6.4 Explain when to wear gloves and demonstrate how to apply, remove, and dispose of gloves	<ul style="list-style-type: none"><li>• Touching blood or body fluids</li><li>• Person with cuts, sores, or other skin openings</li><li>• Possibility contact with feces, urine, vomit, wound drainage</li><li>• Handling soiled clothing or linens</li><li>• Cleaning bathrooms</li></ul>
6.5 Demonstrate compliance procedures for handling and disposing of sharps and other waste	<ul style="list-style-type: none"><li>• Do not recap needles</li><li>• Place in sharps container after use</li></ul>

### 7.0 ANALYZE SAFETY AND EMERGENCY PROCEDURES

7.1 Describe common emergency situations including guidelines for handling emergencies	<ul style="list-style-type: none"><li>• When to call 911</li><li>• First aid</li><li>• CPR</li></ul>
7.2 Describe an individual emergency plan including when to contact the family and/or supervisor	<ul style="list-style-type: none"><li>• Risk factors</li><li>• Safety precautions</li><li>• Instructions for assisting client</li></ul>
7.3 Describe a service plan to include risk factors, safety precautions, and assistance to the person receiving services	<ul style="list-style-type: none"><li>• What are the risk factors</li><li>• Safety precautions needing to be observed for each situation</li><li>• Assist person according to the situation</li></ul>

7.4 Describe fire safety procedures and risk factors	<ul style="list-style-type: none"> <li>Utilize plan according to the facility</li> </ul>
7.5 Describe and simulate the use of a fire extinguisher	<ul style="list-style-type: none"> <li>Pull clip, aim at base of fire, squeeze handle, sweep foam back and forth</li> </ul>
7.6 Identify hazards in the home	<ul style="list-style-type: none"> <li>Frayed cords</li> <li>Poisonous cleaning materials</li> <li>Cords across pathways</li> </ul>
7.7 Describe ways to promote oxygen safety	<ul style="list-style-type: none"> <li>No smoking signs</li> <li>No electric razors</li> </ul>
<b>9.0 FACILITATE HOME ENVIRONMENT MAINTENANCE</b>	
9.1 Utilize the service plan to determine cleaning tasks and how and who is responsible for completion	<ul style="list-style-type: none"> <li>General tasks</li> <li>Service plan</li> </ul>
9.2 Distinguish between personal choice and the need to complete tasks to avoid health and safety risks	<ul style="list-style-type: none"> <li>Client preferences</li> </ul>
9.3 Identify cleaning solutions and the proper concentration of these solutions	<ul style="list-style-type: none"> <li>Read/follow label direction</li> </ul>
9.4 Explain procedures for trash disposal and cleaning up clutter	<ul style="list-style-type: none"> <li>Empty trash daily</li> <li>Rinse and clean trash containers with bleach solution regularly</li> <li>Recycle</li> <li>Clear paths from bed to bath and ALL exits</li> </ul>
9.5 Practice general procedures for homemaking skills	<ul style="list-style-type: none"> <li>washing dishes</li> <li>doing laundry</li> <li>cleaning the bathroom</li> </ul>

<b>Domain 4: Foundations</b>	
<b>Instructional Time: 5-15%</b>	
<b>1.0 EXAMINE ROLES AND RESPONSIBILITIES OF THE HOME HEALTH CARE AGENCY</b>	
1.1 Describe settings for direct care and support services	<ul style="list-style-type: none"> <li>Home</li> <li>Facility</li> <li>Assisted living home</li> </ul>

	<ul style="list-style-type: none"> <li>• Group home</li> <li>• Assisted living facility</li> <li>• Dementia specific unit</li> <li>• Skilled nursing facility</li> </ul>
1.2 Describe types of services provided to individuals and families	<ul style="list-style-type: none"> <li>• Homemaking</li> <li>• Companion services</li> <li>• Personal care</li> <li>• Attendant care</li> </ul>
1.3 Identify Arizona agencies and programs that offer direct care services and require training and testing for direct care workers	<ul style="list-style-type: none"> <li>• Long term care</li> <li>• Acute care</li> <li>• Home/Community based services</li> <li>• Private pay</li> <li>• Public programs</li> </ul>
1.4 Distinguish among activities of daily living (ADLs) and instrumental activities of daily living (IADLs)	<ul style="list-style-type: none"> <li>• Personal care</li> <li>• Environmental care</li> </ul>
1.5 Describe the basics functions of the service team and the importance of teamwork in providing services	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Planning</li> <li>• Improvement of patient care</li> </ul>
1.6 Describe the training requirements for a home health aide/direct care worker	<ul style="list-style-type: none"> <li>• 96 Hours minimum</li> <li>• 20 Hour clinical practice</li> <li>• Approved program</li> </ul>
1.7 Describe positive caregiver traits and professional standards,	<ul style="list-style-type: none"> <li>• Appearance</li> <li>• Timeliness</li> <li>• Dependability</li> <li>• Reliability</li> </ul>
1.8 Explain how professional standards influence the relationship between the direct care worker (DCW) and the person person receiving services	<ul style="list-style-type: none"> <li>• Respectful</li> <li>• Patient</li> </ul>
1.9 Explain the importance of notifying the agency/supervisor about a change in the direct care worker's schedule	<ul style="list-style-type: none"> <li>• Professionalism</li> <li>• Maintain patient care</li> </ul>
1.10 Describe the supervisory role with examples of questions about specific procedures	<ul style="list-style-type: none"> <li>• Monitor DCW</li> <li>• Answer questions</li> <li>• Direct DCW</li> </ul>

<b>2.0 DEMONSTRATE ETHICAL AND LEGAL CONDUCT IN ALL ACTIVITIES</b>	
2.1 Define legal terms that apply to direct care and support including legal consequences	<ul style="list-style-type: none"> <li>• Abuse, neglect, exploitation;</li> <li>• Fraud; assault and battery;</li> <li>• Abandonment;</li> <li>• Negligence;</li> <li>• Liability;</li> <li>• False imprisonment Improper restraints</li> </ul>
2.2 Explain “mandatory reporting” according to Adult Protective Services (APS) and Child Protective Services (CPS)	<ul style="list-style-type: none"> <li>• Report immediately</li> <li>• Failure to report-misdemeanor</li> </ul>
2.3 Describe the role and purpose of a service plan	<ul style="list-style-type: none"> <li>• Care plan</li> <li>• Support plan</li> </ul>
2.4 Explain consumer rights and responsibilities in building a good provider-patient relationship	<ul style="list-style-type: none"> <li>• Right to choose providers</li> <li>• Right to refuse service</li> <li>• Right to participate in care</li> <li>• Respect of patient rights builds trust</li> </ul>
2.5 Explain the legal and ethical responsibility of the DCW to safeguard consumer information and confidentiality	<ul style="list-style-type: none"> <li>• According to the Health Insurance Portability and Accountability Act of 1996 (HIPAA)</li> <li>• Face-to-face conversations and on the phone</li> <li>• Conduct in the event of a confidentiality breach</li> <li>• Meaning of the “need to know rule”</li> <li>• Breach of information</li> </ul>
2.6 Explain how the direct care worker can promote an individual’s independence and the right to make personal choices	<ul style="list-style-type: none"> <li>• Encouragement</li> <li>• Support</li> <li>• Feedback</li> </ul>
2.7 Describe advance directives used for healthcare planning	<ul style="list-style-type: none"> <li>• Living Will</li> <li>• Durable Power of Attorney for Medical</li> <li>• Pre-hospital Medical Directive</li> </ul>
<b>3.0 UTILIZE OBSERVATION, REPORTING, AND DOCUMENTATION SKILLS</b>	
3.1 Explain the purpose of reporting and documenting	<ul style="list-style-type: none"> <li>• Maintain legal document of activities relating to patient care</li> </ul>

3.2 Describe how to record information accurately	<ul style="list-style-type: none"> <li>• Client record = legal document</li> </ul>
3.3 Analyze the difference between documenting and reporting facts versus opinions or feelings	<ul style="list-style-type: none"> <li>• Opinions/feelings may scue the care received</li> </ul>
3.4 Explain the importance of and reporting observed changes in individuals	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Communication</li> </ul>
<b>4.0 DEMONSTRATE COMMUNICATION AND CULTURAL COMPETENCY</b>	
4.1 Compare effective verbal and non-verbal communication	<ul style="list-style-type: none"> <li>• Non-Verbal-smiling, silence, gestures, nodding, eye contact, body language, touch</li> <li>• Verbal-slang, idioms</li> <li>• Technical jargon or sports references</li> </ul>
4.2 Describe barriers to communication	<ul style="list-style-type: none"> <li>• Judgment based</li> <li>• Personal bias</li> <li>• Perceptions</li> <li>• Poor listening habits</li> </ul>
4.3 Distinguish among aggressive communication, passive communication, and assertive communication	<ul style="list-style-type: none"> <li>• Consequences of poor communication</li> <li>• Passive aggressive communication</li> </ul>
4.4 Give examples of respectful interactions	<ul style="list-style-type: none"> <li>• Regarding personal preferences</li> <li>• Avoiding unprofessional forms of address</li> </ul>
4.5 Demonstrate techniques for communicating with individuals with disabilities	<ul style="list-style-type: none"> <li>• Blind/low vision,</li> <li>• Deaf /hard of hearing</li> <li>• Aphasia</li> <li>• Mental illness</li> <li>• Cognitive disability</li> <li>• Unable to communicate using the spoken language</li> </ul>
4.6 Give examples of and explain the importance of “person first language”	<ul style="list-style-type: none"> <li>• Using ‘I’</li> <li>• Owning responsibility of feelings</li> <li>• No blame/confrontation</li> </ul>
4.7 Demonstrate how to respond in a nonthreatening way to another person’s behavior	<ul style="list-style-type: none"> <li>• De-escalation communication</li> </ul>

4.8 Practice problem-solving and conflict resolution techniques, i.e.	<ul style="list-style-type: none"> <li>• Active listening,</li> <li>• Open-ended questions</li> <li>• Showing empathy</li> </ul>
4.9 Identify culture-specific concepts or practices and explain the impact of culture on a person's needs and preferences	<ul style="list-style-type: none"> <li>• Fear</li> <li>• Denial</li> <li>• Superiority</li> <li>• Minimization</li> <li>• Acceptance</li> <li>• Adaptation</li> <li>• Integration</li> </ul>
4.10 Analyze cultural barriers to communication	<ul style="list-style-type: none"> <li>• One's own upbringing</li> <li>• Perceptions</li> </ul>
4.11 Explain "cultural competence" and actions that support culturally competent care	<ul style="list-style-type: none"> <li>• Active listening</li> <li>• Respect</li> <li>• Dignity</li> <li>• Unbiased</li> </ul>
<b>5.0 DEMONSTRATE JOB MANAGEMENT AND SELF-CARE SKILLS</b>	
5.1 Distinguish between positive and negative stress	<ul style="list-style-type: none"> <li>• Positive <ul style="list-style-type: none"> <li>◦ Personal: weddings, babies</li> </ul> </li> <li>• Negative <ul style="list-style-type: none"> <li>◦ Financial, overworked</li> </ul> </li> </ul>
5.2 List causes and effects of stress	<ul style="list-style-type: none"> <li>• Effects of stress for body systems</li> </ul>
5.3 Identify appropriate strategies for coping with stress and reducing work-related stress	<ul style="list-style-type: none"> <li>• Exercise</li> <li>• Deep breathing</li> <li>• Meditation</li> <li>• Socialization</li> <li>• Hobbies</li> </ul>
5.4 Identify ways to practice appropriate time management	<ul style="list-style-type: none"> <li>• Scheduling</li> <li>• Calendar</li> <li>• Timers/Alarm clocks</li> <li>• Planning</li> </ul>
5.5 Identify strategies to improve organizational skills	<ul style="list-style-type: none"> <li>• Scheduling</li> </ul>

	<ul style="list-style-type: none"> <li>• Calendar</li> <li>• Timers/Alarm clocks</li> <li>• Planning</li> </ul>
5.6 Distinguish between personal and professional boundaries	<ul style="list-style-type: none"> <li>• Personal information</li> <li>• Personal relationships</li> <li>• Appearance</li> <li>• Touch</li> <li>• Gifts/favors</li> <li>• Work schedule</li> <li>• Secrets/confidential information</li> </ul>
5.7 Describe the rights of DCWs including personal safety precautions	<ul style="list-style-type: none"> <li>• Alert</li> <li>• Observant</li> <li>• Trust personal instincts</li> <li>• 911</li> </ul>