**Career & Technical Education**

 **Home Care Aide Model Framework**

Required Form

Click or tap here to enter school district name.

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| **Course Information** |
| Develop and complete performance assessments, leadership alignment, and academic standards at the local level. In order to earn state approval, performance assessments must be submitted within this framework. In addition to the approved framework, the instructor and training program must be approved by and contracted with WA State Department of Social and Health Services (DSHS) prior to offering. Send a copy of the approved framework to DSHS. Standards may be added to this document prior to submission but may not be removed from the framework. **Content may not be removed.** **The following units must meet the hours listed.** * Unit 5 Orientation (certificate) – 2 hours
* Unit 6 Safety (certificate) – 3 hours for Safety content
* Unit 16 Dementia (specialty certificate) – 8 hours
* Unit 17 Mental Health (specialty certificate) – 8 hours
* Unit 19 Skills Practice – 16 hours

Hours for the remaining units are suggestions in alignment with the Fundamentals of Caregiving, 3rd Edition Facilitator’s Guide. Confirm this is the most current version of the framework by visiting OSPI’s website.  |
| **Course Title:** *(Must be consistent in all tabs of the Course Application in EDS.)* Home Care Aide (HCA) | **Total Framework Actual Hours:** (*Must equal total number of unit hours identified in Unit Information section of this template.)* 90 |
| **CIP Code:** (*Confirm description matches with intent of course using. See OSPI* [*CIP Code Chart*](https://www.k12.wa.us/student-success/career-technical-education-cte/cte-resources-essentials/cip-codes)*.)* 512699 | [ ]  **Exploratory** [x]  **Preparatory** *(Preparatory courses are best built with a min. of 140 hours. Middle School courses cannot be coded as preparatory.)* | **Date Last Modified:** (*Use current date in this section for new applications.)*4/3/2025 |
| **Career Cluster:** (*Must match Career Cluster identified on* [*CIP Code Chart*](https://www.k12.wa.us/student-success/career-technical-education-cte/cte-resources-essentials/cip-codes)*.)* Health Science | **Cluster Pathway:** (*Must match Cluster Pathway identified on* [*CIP Code Chart*](https://www.k12.wa.us/student-success/career-technical-education-cte/cte-resources-essentials/cip-codes)*.)* Therapeutic |
| **Course Summary:** (*Briefly describe the intention of this course or see CIP code description.)*This course is designed to prepare students for employment with the entry level skills necessary for a Home 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’s homes, HCAs serve vulnerable adults who are aging 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 HCAs, 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. Certifications: Home Care Aide 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.
* [High School Home Care Aide Training Program website (DSHS/ALTSA).](https://www.dshs.wa.gov/altsa/training/high-school-home-care-aide-training-program)
* [Available DSHS Curriculum and Materials can be found online.](https://www.dshs.wa.gov/altsa/training/dshs-curriculum-and-materials-available)
	+ Safety
	+ Orientation
	+ Fundamentals of Caregiving, 3rd Edition
	+ Mental Health
	+ Dementia
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| **Introduction** |
| **Unit One Information** |
| **Unit:** (*Unit of instruction title specific to course and program (Example: Safety)).*Welcome and Introductions | **Total Learning Hours for Unit:** 1 |
| **Unit Summary:** (*Briefly describe the intention of this unit.)* * Introduction of faculty and students
* Overview of course topics, sequence, module reviews using the DOC model, skills practice, learner’s guide
* Determine learning styles
 |
| **Components and Assessments** |
| **Performance Assessments:** (*Performance assessments are the summative or formative assessments used in the course. Specific projects, labs, quizzes, tests, and activities are appropriate items to show demonstration of competencies within this unit. Any certifications earned are also appropriate to place in this section.)* Complete learning/communications style inventory.Incorporate learnings into *High School and Beyond Plan.* |
| **Leadership Alignment:** (*Leadership alignment must be developed at the local level.)* *(****Example:*** *Students will work creatively with others and use systems thinking to determine a way to group objects and create a flowchart to classify 20 different species of plants; 21st Century Leadership Skill: 4B.1 Use information accurately and creatively for the issue or problem at hand).*Click or tap here to enter text. |
| **Industry Standards and/or Competencies** |
| **Name of standards:** (*Name of industry standards).*National Health Science Standards | **Website:** (*Site where standards can be found.)*https://healthscienceconsortium.org/standards/ |
| *(Standards and competencies students will show mastery of by unit.* ***Example:*** *1. 101.01 Demonstration of safety protocols and procedures in relation to lab safety)*Standard 2: CommunicationsDemonstrate methods of delivering and obtaining information, while communicating effectively2.1 Concepts of Effective Communication2.1.1 Model verbal and nonverbal therapeutic communication* Active listening
* Silence
* Summarizing
* Reflecting

2.14 Interpret elements of the communication process using sender-message-receiver feedback model |
| **Aligned Washington State Learning Standards***In the academic alignment section, only the standards that are being taught and assessed should be included. This should be a selective list, not all inclusive, and cited standards should be specific to the unit of instruction.* |
| [**Arts**](https://www.k12.wa.us/student-success/resources-subject-area/arts/arts-k%E2%80%9312-learning-standards) | Click or tap here to enter text. |
| [**Computer Science**](https://www.k12.wa.us/student-success/resources-subject-area/computer-science/computer-science-k-12-learning-standards) | Click or tap here to enter text. |
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| **Unit Two Information** |
| **Unit:** (*Unit of instruction title specific to course and program (Example: Safety)).*Introduction to Health Careers | **Total Learning Hours for Unit:** 2 |
| **Unit Summary:** (*Briefly describe the intention of this unit.)* * Types of care roles and care settings
* Career pathways
* HCA job, training, testing, and certification requirements
 |
| **Components and Assessments** |
| **Performance Assessments:** (*Performance assessments are the summative or formative assessments used in the course. Specific projects, labs, quizzes, tests, and activities are appropriate items to show demonstration of competencies within this unit. Any certifications earned are also appropriate to place in this section.)* Update *High School and Beyond Plan* with HCA job, training, testing, and certification requirements.  |
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| *(Standards and competencies students will show mastery of by unit.* ***Example:*** *1. 101.01 Demonstration of safety protocols and procedures in relation to lab safety)*Standard 3: SystemsIdentify how key systems affect services performed and quality of care3.1 Healthcare Delivery Systems3.1.1 Differentiate healthcare delivery systems and healthcare related agenciesa. Types of practice settings* Acute care
* Ambulatory care
* Behavioral and mental health services
* Home Care
* Long-term care
* Medical and dental practices

Standard 4: Employability SkillsUse employability skills to enhance employment opportunities and job satisfaction4.3 Career Decision-making4.3.1 Research levels of education, credentialing requirements, and employment trends in health professions |
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| **Unit Three Information** |
| **Unit:** (*Unit of instruction title specific to course and program (Example: Safety)).*Caring for Others: A Person-Centered Model | **Total Learning Hours for Unit:** 4 |
| **Unit Summary:** (*Briefly describe the intention of this unit.)* 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
 |
| **Components and Assessments** |
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* Silence
* Summarizing
* Reflecting

2.12 Identify common barriers to communicationa. Physical disabilities* Aphasia
* Hearing loss
* Impaired vision
* Developmental level

b. Psychological barriers* Attitudes
* Bias
* Prejudice
* Stereotyping

c. Language barriers2.15 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 SkillsUse employability skills to enhance employment opportunities and job satisfaction4.1 Personal Traits of the Health Professional4.11 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 Skills4.21 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: EthicsUnderstand accepted ethical practices with respect to cultural, social, and ethnic differences within the healthcare environment6.1 Ethical Practices6.1.1 Differentiate between ethical and legal issues impacting healthcare6.1.2 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
* Patient satisfaction
 |
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| **Unit Four Information** |
| **Unit:** (*Unit of instruction title specific to course and program (Example: Safety)).*Communication | **Total Learning Hours for Unit:** 3 |
| **Unit Summary:** (*Briefly describe the intention of this unit.)* * Managing your communication
* Body language
* Making sure your message has been understood
* Active listening
* Barriers to effective communication
* Managing challenging communication
 |
| **Components and Assessments** |
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c. Language barriersStandard 4: Employability SkillsUse employability skills to enhance employment opportunities and job satisfaction4.1 Personal Traits of the Health Professional4.11 Identify personal traits and attitudes desirable in a career ready member of a health team* Acceptable of criticism
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4.2 Employability Skills4.21 Apply employability/soft skills in healthcare* Chain of command
* Communication Skills
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* Emotional intelligence
* Flexible
* Organization
* Problem solving
* Scope of practice
* Time Management
* Work Ethic

Standard 6: EthicsUnderstand accepted ethical practices with respect to cultural, social, and ethnic differences within the healthcare environment6.1 Ethical Practices6.1.1 Differentiate between ethical and legal issues impacting healthcare6.1.2 Identify ethical issues and their implications related to healthcare* Ethics committee
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| **Core Basic Training** |
| **Unit Five Information** |
| **Unit:** (*Unit of instruction title specific to course and program (Example: Safety)).*Orientation (Certificate) | **Total Learning Hours for Unit:** 2 |
| **Unit Summary:** (*Briefly describe the intention of this unit.)* * 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
 |
| **Components and Assessments** |
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* Euthanasia
* Scope of practice

Standard 11 Information Technology in HealthcareApply information technology practices common across health professions.11.1 Key Principles, components and practices of Health information Systems11.1.1 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
 |
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| [**Social Studies**](https://www.k12.wa.us/student-success/resources-subject-area/social-studies/social-studies-learning-standards) | Click or tap here to enter text. |

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| **Unit Six Information** |
| **Unit:** (*Unit of instruction title specific to course and program (Example: Safety)).*Safety (Certificate) | **Total Learning Hours for Unit:** 7 |
| **Unit Summary:** (*Briefly describe the intention of this unit.)* * Safety training (certificate): 3 hours
* 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 clients
* Stop the spread of infection and disease
* Prepare for and handle emergencies
* CPR/First Aid Training to obtain card: 4 hours
* Video: [Handwashing](https://4yourcna.com/cna-skills-videos/handwashing/)
 |
| **Components and Assessments** |
| **Performance Assessments:** (*Performance assessments are the summative or formative assessments used in the course. Specific projects, labs, quizzes, tests, and activities are appropriate items to show demonstration of competencies within this unit. Any certifications earned are also appropriate to place in this section.)* Pass module exam to receive WA State Safety Certificate.Successfully complete the CPR/First Aid training and testing to obtain a CPR/First Aid card. Successfully demonstrate the following skill(s) according to the HCA Skills Checklist: * Handwashing
 |
| **Leadership Alignment:** (*Leadership alignment must be developed at the local level.)* *(****Example:*** *Students will work creatively with others and use systems thinking to determine a way to group objects and create a flowchart to classify 20 different species of plants; 21st Century Leadership Skill: 4B.1 Use information accurately and creatively for the issue or problem at hand).*Click or tap here to enter text. |
| **Industry Standards and/or Competencies** |
| **Name of standards:** (*Name of industry standards).*National Health Science Standards | **Website:** (*Site where standards can be found.)*https://healthscienceconsortium.org/standards/ |
| *(Standards and competencies students will show mastery of by unit.* ***Example:*** *1. 101.01 Demonstration of safety protocols and procedures in relation to lab safety)*Standard 7: Safety PracticesIdentify 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 illness7.1 Infection Control7.1.2 Differentiate methods of controlling the spread and growth of pathogensa. Asepsis* Sanitization
* Antisepsis
* Disinfection
* Sterile technique
* Sterilization

b. Standard precautions* Handwashing
* Gloving
* Personal Protective Equipment (PPE)
* Environmental cleaning

c. Isolation precautions* Transmission-based contact

d. Bloodborne pathogen precautionse. Vaccinations7.2 Personal Safety7.2.1 Apply personal safety procedures based on Occupational Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations7.2.3 Demonstrate and apply the use of personal protective equipment (PPE)7.3 Environmental Safety7.3.1 Apply safety techniques in the work environment* Ergonomics
* Patient/client/employee safety measures
* Safe operation of equipment

7.5 Emergency Procedures and Protocols7.5.1 Practice fire safety in a healthcare setting7.5.2 Apply principles of basic emergency response in natural disasters and other emergencies (safe locations, contact emergency personnel, follow facility protocols)Standards 10: Technical SkillsApply and demonstrate technical skills and knowledge common to health career specialties10.1 Technical Skills10.1.2 Obtaining training or certification in * Automated external defibrillator (AED)
* Cardiopulmonary resuscitation (CPR)
* First Aid
* Foreign body airway obstruction (FBAQ)
 |
| **Aligned Washington State Learning Standards***In the academic alignment section, only the standards that are being taught and assessed should be included. This should be a selective list, not all inclusive, and cited standards should be specific to the unit of instruction.* |
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| [**Environment & Sustainability**](https://www.k12.wa.us/sites/default/files/public/environmentsustainability/pubdocs/esestandards.pdf) | Click or tap here to enter text. |
| [**Financial Education**](https://www.k12.wa.us/sites/default/files/public/curriculuminstruct/financialeducation/pubdocs/fek-12learningstandardsoct2016.pdf) | Click or tap here to enter text. |
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| **Unit Seven Information** |
| **Unit:** (*Unit of instruction title specific to course and program (Example: Safety)).*Clients and Their Rights | **Total Learning Hours for Unit:** 4 |
| **Unit Summary:** (*Briefly describe the intention of this unit.)* * Abuse and Mandatory reporting
* Restraints
* Problem Solving
 |
| **Components and Assessments** |
| **Performance Assessments:** (*Performance assessments are the summative or formative assessments used in the course. Specific projects, labs, quizzes, tests, and activities are appropriate items to show demonstration of competencies within this unit. Any certifications earned are also appropriate to place in this section.)* Pass module review test.  |
| **Leadership Alignment:** (*Leadership alignment must be developed at the local level.)* *(****Example:*** *Students will work creatively with others and use systems thinking to determine a way to group objects and create a flowchart to classify 20 different species of plants; 21st Century Leadership Skill: 4B.1 Use information accurately and creatively for the issue or problem at hand).*Click or tap here to enter text. |
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| **Name of standards:** (*Name of industry standards).*National Health Science Standards | **Website:** (*Site where standards can be found.)*https://healthscienceconsortium.org/standards/ |
| *(Standards and competencies students will show mastery of by unit.* ***Example:*** *1. 101.01 Demonstration of safety protocols and procedures in relation to lab safety)*Standard 5: Legal Responsibilities Describe legal responsibilities, limitations, and implications on healthcare worker actions5.1 Legal Responsibilities and Implications5.1.1 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 Practices5.2.1 Apply standards for the safety, privacy, and confidentiality of health information* HIPAA
* Privileged communication

5.2.2 Describe advance directives5.2.3 Summarize the essential characteristics of a patient’s basic rights within a healthcare setting5.2.4 Differentiate informed and implied consent5.2.5 Describe the concept of scope of practice5.2.6 Interpret procedures for reporting activities and behaviors that affect the health, safety, and welfare of others (incident report)* How a client gets a care plan and services
* Types of personal care services a client may receive
* Working with a client as an individual
* Common changes associated with aging
* Importance of honoring differences in caregiving
* Basic state and federal client rights laws
* Advance Directives
* The Long-Term Care Ombudsman Program
* Adult abuse, abandonment, neglect, and financial exploitation
* Your responsibility as a mandatory reporter
* Understanding the types and risks of restraints and safer alternatives
* Problem solving and its importance in caregiving
 |
| **Aligned Washington State Learning Standards***In the academic alignment section, only the standards that are being taught and assessed should be included. This should be a selective list, not all inclusive, and cited standards should be specific to the unit of instruction.* |
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| **Unit Eight Information** |
| **Unit:** (*Unit of instruction title specific to course and program (Example: Safety)).*The Caregiver Role – Basic Job Responsibilities | **Total Learning Hours for Unit:** 4 |
| **Unit Summary:** (*Briefly describe the intention of this unit.)* * 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
 |
| **Components and Assessments** |
| **Performance Assessments:** (*Performance assessments are the summative or formative assessments used in the course. Specific projects, labs, quizzes, tests, and activities are appropriate items to show demonstration of competencies within this unit. Any certifications earned are also appropriate to place in this section.)* Pass the module review test.  |
| **Leadership Alignment:** (*Leadership alignment must be developed at the local level.)* *(****Example:*** *Students will work creatively with others and use systems thinking to determine a way to group objects and create a flowchart to classify 20 different species of plants; 21st Century Leadership Skill: 4B.1 Use information accurately and creatively for the issue or problem at hand).*Click or tap here to enter text. |
| **Industry Standards and/or Competencies** |
| **Name of standards:** (*Name of industry standards).*National Health Science Standards | **Website:** (*Site where standards can be found.)*https://healthscienceconsortium.org/standards/ |
| *(Standards and competencies students will show mastery of by unit.* ***Example:*** *1. 101.01 Demonstration of safety protocols and procedures in relation to lab safety)*Standard 2: CommunicationsDemonstrate methods of delivering and obtaining information, while communicating effectively2.1 Concepts of Effective Communication2.1.1 Model verbal and nonverbal therapeutic communication* Active listening
* Silence
* Summarizing
* Reflecting

Standard 4: Employability SkillsUse employability skills to enhance employment opportunities and job satisfaction4.1 Personal Traits of the Health Professional4.11 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 behavior4.2 Employability Skills4.21 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 actions5.1 Legal Responsibilities and Implications5.1.1 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 Practices5.2.1 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 setting5.2.5 Describe the concept of scope of practice5.2.6 Interpret procedures for reporting activities and behaviors that affect the health, safety, and welfare of others (incident report)Standard 7: Safety PracticesIdentify 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 illness7.2 Personal Safety7.2.1 Apply personal safety procedures based on Occupational Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations7.2.3 Demonstrate and apply the use of personal protective equipment (PPE)7.3 Environmental Safety7.3.1 Apply safety techniques in the work environment* Ergonomics
* Patient/client/employee safety measures
* Safe operation of equipment

7.5 Emergency Procedures and Protocols7.5.1 Practice fire safety in a healthcare setting7.5.2 Apply principles of basic emergency response in natural disasters and other emergencies (safe locations, contact emergency personnel, follow facility protocols)Standard 8: TeamworkIdentify roles and responsibilities of individual members as part of the healthcare team8.1 Healthcare Teams8.1.1 Evaluate roles and responsibilities of healthcare team members8.1.2 Identify characteristics of effective teams* Collaboration
* Defined roles
* Effective communication
* Effective leadership
* Measurable processes and outcomes
* Mutual respect
* Shared goals

8.2 Team member participation8.2.4 Evaluate why teamwork is an important part of healthcare and how it improves patient careStandard 9: Health Maintenance PracticesDifferentiate between wellness and disease. Promote disease prevention and model healthy behaviors9.1 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 Lifespan9.2.1 Discuss physical, mental, social and behavioral development and its impact on healthcare9.2.2 Identify socioeconomic determinants of health and wellness |
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| [**Social Studies**](https://www.k12.wa.us/student-success/resources-subject-area/social-studies/social-studies-learning-standards) | Click or tap here to enter text. |

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| **Unit Nine Information** |
| **Unit:** (*Unit of instruction title specific to course and program (Example: Safety)).*Infection Control and Prevention | **Total Learning Hours for Unit:** 4 |
| **Unit Summary:** (*Briefly describe the intention of this unit.)* * Infections and How They Spread
* Infection Control Techniques
* Blood-Borne Pathogens and Diseases
* Video: [Handwashing](https://4yourcna.com/cna-skills-videos/handwashing/)
 |
| **Components and Assessments** |
| **Performance Assessments:** (*Performance assessments are the summative or formative assessments used in the course. Specific projects, labs, quizzes, tests, and activities are appropriate items to show demonstration of competencies within this unit. Any certifications earned are also appropriate to place in this section.)* Pass the module review test.Successfully demonstrate the following skill(s) according to the HCA Skills Checklist: * Handwashing
* Putting on and taking off gloves
 |
| **Leadership Alignment:** (*Leadership alignment must be developed at the local level.)* *(****Example:*** *Students will work creatively with others and use systems thinking to determine a way to group objects and create a flowchart to classify 20 different species of plants; 21st Century Leadership Skill: 4B.1 Use information accurately and creatively for the issue or problem at hand).*Click or tap here to enter text. |
| **Industry Standards and/or Competencies** |
| **Name of standards:** (*Name of industry standards).*National Health Science Standards | **Website:** (*Site where standards can be found.)*https://healthscienceconsortium.org/standards/ |
| *(Standards and competencies students will show mastery of by unit.* ***Example:*** *1. 101.01 Demonstration of safety protocols and procedures in relation to lab safety)*Standard 7: Safety PracticesIdentify 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 illness7.1 Infection Control7.1.1 Explain principles of infection transmissiona. Identify classifications of pathogens* Bacteria
* Fungi
* Parasites
* Protozoa
* Viruses

b. Describe characteristics of microorganisms* Aerobic
* Anaerobic
* Non-pathogenic
* Pathogenic

c. Recognize chain of infectiond. 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 pathogensa. Asepsis* Sanitization
* Antisepsis
* Disinfection
* Sterile technique
* Sterilization

b. Standard precautions* Handwashing
* Gloving
* Personal Protective Equipment (PPE)
* Environmental cleaning

c. Isolation precautions* Transmission-based contact

d. Bloodborne pathogen precautionse. 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:**HandwashingPutting on and taking off gloves |
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| **Unit Ten Information** |
| **Unit:** (*Unit of instruction title specific to course and program (Example: Safety)).*Mobility | **Total Learning Hours for Unit:** 3 |
| **Unit Summary:** (*Briefly describe the intention of this unit.)* * Body Mechanics
* Transfers
* Helping a client walk
* Falls and fall prevention

 * Videos:
	+ [Transfer Resident from Bed to Wheelchair with Gait Belt](https://4yourcna.com/cna-skills-videos/transfer-form-bed-to-wheelchair-cna-skill/)
	+ [Ambulate Resident with a Gait Belt](https://4yourcna.com/cna-skills-videos/ambulate-resident-using-a-gait-belt-cna-skill/)
	+ [Perform Passive Range of Motion to Resident's Left Shoulder](https://4yourcna.com/skills-review-videos/?playlist=69b1ed63&video=5be4548)
	+ [Perform Passive Range of Motion to Elbow and Wrist](https://4yourcna.com/skills-review-videos/?playlist=69b1ed63&video=89aa6bb)
	+ [Perform Range of Motion to Resident's Hip, Knee and Ankle](https://4yourcna.com/skills-review-videos/?playlist=69b1ed63&video=7380ac3)
 |
| **Components and Assessments** |
| **Performance Assessments:** (*Performance assessments are the summative or formative assessments used in the course. Specific projects, labs, quizzes, tests, and activities are appropriate items to show demonstration of competencies within this unit. Any certifications earned are also appropriate to place in this section.)* Pass the 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:** (*Leadership alignment must be developed at the local level.)* *(****Example:*** *Students will work creatively with others and use systems thinking to determine a way to group objects and create a flowchart to classify 20 different species of plants; 21st Century Leadership Skill: 4B.1 Use information accurately and creatively for the issue or problem at hand).*Click or tap here to enter text. |
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| *(Standards and competencies students will show mastery of by unit.* ***Example:*** *1. 101.01 Demonstration of safety protocols and procedures in relation to lab safety)*Standard 7: Safety PracticesIdentify 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 illness7.2 Personal Safety7.2.1 Apply personal safety procedures based on Occupational Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations7.3.2 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 Safety7.3.1 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 specialties10.1 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***In the academic alignment section, only the standards that are being taught and assessed should be included. This should be a selective list, not all inclusive, and cited standards should be specific to the unit of instruction.* |
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| **Unit Eleven Information** |
| **Unit:** (*Unit of instruction title specific to course and program (Example: Safety)).*Skin and Body Care | **Total Learning Hours for Unit:** 4 |
| **Unit Summary:** (*Briefly describe the intention of this unit.)* 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](https://4yourcna.com/cna-skills-videos/mouth-care-cna-skill/)
	+ [Perform Mouth Care to a Resident with Dentures](https://4yourcna.com/cna-skills-videos/denture-care-cna-skill/)
	+ [Perform Hand and Nail Care to a Resident](https://4yourcna.com/cna-skills-videos/hand-care-cna-skill/)
	+ [Provide Foot Care to One Foot](https://4yourcna.com/cna-skills-videos/foot-care-cna-skill/)
 |
| **Components and Assessments** |
| **Performance Assessments:** (*Performance assessments are the summative or formative assessments used in the course. Specific projects, labs, quizzes, tests, and activities are appropriate items to show demonstration of competencies within this unit. Any certifications earned are also appropriate to place in this section.)* 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:** (*Leadership alignment must be developed at the local level.)* *(****Example:*** *Students will work creatively with others and use systems thinking to determine a way to group objects and create a flowchart to classify 20 different species of plants; 21st Century Leadership Skill: 4B.1 Use information accurately and creatively for the issue or problem at hand).*Click or tap here to enter text. |
| **Industry Standards and/or Competencies** |
| **Name of standards:** (*Name of industry standards).*National Health Science Standards | **Website:** (*Site where standards can be found.)*https://healthscienceconsortium.org/standards/ |
| *(Standards and competencies students will show mastery of by unit.* ***Example:*** *1. 101.01 Demonstration of safety protocols and procedures in relation to lab safety)*Standard 1: Academic FoundationUnderstand human anatomy, physiology, common diseases and disorders, and medical math principles* 1. Human Anatomy & Physiology

1.1.2 Identify basic structures and describe functions of human body systems c. Integumentary1.2 Diseases and Disorders1.2.1 Describe etiology, pathology, diagnosis, treatment, and prevention of common diseases and disordersStandard 9: Health Maintenance PracticesDifferentiate between wellness and disease. Promote disease prevention and model healthy behaviors9.1 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 specialties10.1 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 clientMouth CareClean and Store DenturesShaving with a Safety RazorFingernail CareFoot CareBed BathAssisting a Client to DressAssist Client with Weak Arm to DressPut Knee-High Elastic Stocking on ClientPassive Range of Motion – ShoulderPassive Range of Motion – Knee and Ankle |
| **Aligned Washington State Learning Standards***In the academic alignment section, only the standards that are being taught and assessed should be included. This should be a selective list, not all inclusive, and cited standards should be specific to the unit of instruction.* |
| [**Arts**](https://www.k12.wa.us/student-success/resources-subject-area/arts/arts-k%E2%80%9312-learning-standards) | Click or tap here to enter text. |
| [**Computer Science**](https://www.k12.wa.us/student-success/resources-subject-area/computer-science/computer-science-k-12-learning-standards) | Click or tap here to enter text. |
| [**Educational Technology**](https://www.k12.wa.us/sites/default/files/public/edtech/standards/pubdocs/k-12-edtech-standards-complete-2018.pdf) | Click or tap here to enter text. |
| [**English Language Arts**](https://www.k12.wa.us/student-success/resources-subject-area/english-language-arts) | Click or tap here to enter text. |
| [**Environment & Sustainability**](https://www.k12.wa.us/sites/default/files/public/environmentsustainability/pubdocs/esestandards.pdf) | Click or tap here to enter text. |
| [**Financial Education**](https://www.k12.wa.us/sites/default/files/public/curriculuminstruct/financialeducation/pubdocs/fek-12learningstandardsoct2016.pdf) | Click or tap here to enter text. |
| [**Health and Physical Education**](https://www.k12.wa.us/student-success/resources-subject-area/health-and-physical-education/k%E2%80%9312-learning-standards) | Click or tap here to enter text. |
| [**Mathematics**](https://www.k12.wa.us/student-success/resources-subject-area/mathematics) | Click or tap here to enter text. |
| [**Science**](https://www.k12.wa.us/student-success/resources-subject-area/science/science-k%E2%80%9312-learning-standards) | Click or tap here to enter text. |
| [**Social Studies**](https://www.k12.wa.us/student-success/resources-subject-area/social-studies/social-studies-learning-standards) | Click or tap here to enter text. |

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| **Unit Twelve Information** |
| **Unit:** (*Unit of instruction title specific to course and program (Example: Safety)).*Nutrition and Food Handling | **Total Learning Hours for Unit:** 4 |
| **Unit Summary:** (*Briefly describe the intention of this unit.)* * 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](https://doh.wa.gov/community-and-environment/food/food-worker-and-industry/food-worker-manual)
	+ [Local Health Food Safety Contacts](https://www.doh.wa.gov/CommunityandEnvironment/Food/LocalFoodSafetyContacts)
 |
| **Components and Assessments** |
| **Performance Assessments:** (*Performance assessments are the summative or formative assessments used in the course. Specific projects, labs, quizzes, tests, and activities are appropriate items to show demonstration of competencies within this unit. Any certifications earned are also appropriate to place in this section.)* Pass module review test. Pass WA State Food Handler’s Exam to obtain a Food Worker Card.  |
| **Leadership Alignment:** (*Leadership alignment must be developed at the local level.)* *(****Example:*** *Students will work creatively with others and use systems thinking to determine a way to group objects and create a flowchart to classify 20 different species of plants; 21st Century Leadership Skill: 4B.1 Use information accurately and creatively for the issue or problem at hand).*Click or tap here to enter text. |
| **Industry Standards and/or Competencies** |
| **Name of standards:** (*Name of industry standards).*National Health Science Standards | **Website:** (*Site where standards can be found.)*https://healthscienceconsortium.org/standards/ |
| *(Standards and competencies students will show mastery of by unit.* ***Example:*** *1. 101.01 Demonstration of safety protocols and procedures in relation to lab safety)*Standard 9: Health Maintenance PracticesDifferentiate between wellness and disease. Promote disease prevention and model healthy behaviors9.1 Healthy Behaviors9.1.1 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***In the academic alignment section, only the standards that are being taught and assessed should be included. This should be a selective list, not all inclusive, and cited standards should be specific to the unit of instruction.* |
| [**Arts**](https://www.k12.wa.us/student-success/resources-subject-area/arts/arts-k%E2%80%9312-learning-standards) | Click or tap here to enter text. |
| [**Computer Science**](https://www.k12.wa.us/student-success/resources-subject-area/computer-science/computer-science-k-12-learning-standards) | Click or tap here to enter text. |
| [**Educational Technology**](https://www.k12.wa.us/sites/default/files/public/edtech/standards/pubdocs/k-12-edtech-standards-complete-2018.pdf) | Click or tap here to enter text. |
| [**English Language Arts**](https://www.k12.wa.us/student-success/resources-subject-area/english-language-arts) | Click or tap here to enter text. |
| [**Environment & Sustainability**](https://www.k12.wa.us/sites/default/files/public/environmentsustainability/pubdocs/esestandards.pdf) | Click or tap here to enter text. |
| [**Financial Education**](https://www.k12.wa.us/sites/default/files/public/curriculuminstruct/financialeducation/pubdocs/fek-12learningstandardsoct2016.pdf) | Click or tap here to enter text. |
| [**Health and Physical Education**](https://www.k12.wa.us/student-success/resources-subject-area/health-and-physical-education/k%E2%80%9312-learning-standards) | Click or tap here to enter text. |
| [**Mathematics**](https://www.k12.wa.us/student-success/resources-subject-area/mathematics) | Click or tap here to enter text. |
| [**Science**](https://www.k12.wa.us/student-success/resources-subject-area/science/science-k%E2%80%9312-learning-standards) | Click or tap here to enter text. |
| [**Social Studies**](https://www.k12.wa.us/student-success/resources-subject-area/social-studies/social-studies-learning-standards) | Click or tap here to enter text. |

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| **Unit Thirteen Information** |
| **Unit:** (*Unit of instruction title specific to course and program (Example: Safety)).*Toileting | **Total Learning Hours for Unit:** 3 |
| **Unit Summary:** (*Briefly describe the intention of this unit.)* * Bowel and Bladder Function
* Problems with Urinary Function
* Assisting with Toileting
* Problems with Bowel Function
* Videos:
	+ [Assist a Resident with a Bedpan](https://4yourcna.com/cna-skills-videos/bedpan-cna-skill/)
	+ [Provide Perineal Care to an Incontinent Female](https://4yourcna.com/cna-skills-videos/peri-care-cna-skill/)
	+ [Perform Catheter Care to a Female Resident](https://4yourcna.com/cna-skills-videos/catheter-care-cna-skill/)
	+ [Empty Urinary Drainage Bag & Measure and Record Contents](https://4yourcna.com/cna-skills-videos/drainage-bag-cna-skill/)
 |
| **Components and Assessments** |
| **Performance Assessments:** (*Performance assessments are the summative or formative assessments used in the course. Specific projects, labs, quizzes, tests, and activities are appropriate items to show demonstration of competencies within this unit. Any certifications earned are also appropriate to place in this section.)* 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:** (*Leadership alignment must be developed at the local level.)* *(****Example:*** *Students will work creatively with others and use systems thinking to determine a way to group objects and create a flowchart to classify 20 different species of plants; 21st Century Leadership Skill: 4B.1 Use information accurately and creatively for the issue or problem at hand).*Click or tap here to enter text. |
| **Industry Standards and/or Competencies** |
| **Name of standards:** (*Name of industry standards).*National Health Science Standards | **Website:** (*Site where standards can be found.)*https://healthscienceconsortium.org/standards/ |
| *(Standards and competencies students will show mastery of by unit.* ***Example:*** *1. 101.01 Demonstration of safety protocols and procedures in relation to lab safety)*Standard 1: Academic FoundationUnderstand human anatomy, physiology, common diseases and disorders, and medical math principles1.1 Human Anatomy & Physiology1.1.2 Identify basic structures and describe functions of human body systems j. Urinary1.2 Diseases and Disorders1.2.1 Describe etiology, pathology, diagnosis, treatment, and prevention of common diseases and disordersStandard 10: Technical SkillsApply and demonstrate technical skills and knowledge common to health career specialties10.1 Technical Skills* How to promote good bowel and bladder functioning for a client
* Problems with bowel and bladder functioning, the causes, signs, what can help, and what to report
* Assisting with toileting, including:
	+ Common toileting assistive equipment
	+ Incontinence products
	+ Pericare, colostomy, and catheter care

**Personal care skills covered:**Assist Client with PericareAssist Client with Use of BedpanCatheter CareAssist Client with Catheter Care |
| **Aligned Washington State Learning Standards***In the academic alignment section, only the standards that are being taught and assessed should be included. This should be a selective list, not all inclusive, and cited standards should be specific to the unit of instruction.* |
| [**Arts**](https://www.k12.wa.us/student-success/resources-subject-area/arts/arts-k%E2%80%9312-learning-standards) | Click or tap here to enter text. |
| [**Computer Science**](https://www.k12.wa.us/student-success/resources-subject-area/computer-science/computer-science-k-12-learning-standards) | Click or tap here to enter text. |
| [**Educational Technology**](https://www.k12.wa.us/sites/default/files/public/edtech/standards/pubdocs/k-12-edtech-standards-complete-2018.pdf) | Click or tap here to enter text. |
| [**English Language Arts**](https://www.k12.wa.us/student-success/resources-subject-area/english-language-arts) | Click or tap here to enter text. |
| [**Environment & Sustainability**](https://www.k12.wa.us/sites/default/files/public/environmentsustainability/pubdocs/esestandards.pdf) | Click or tap here to enter text. |
| [**Financial Education**](https://www.k12.wa.us/sites/default/files/public/curriculuminstruct/financialeducation/pubdocs/fek-12learningstandardsoct2016.pdf) | Click or tap here to enter text. |
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| [**Science**](https://www.k12.wa.us/student-success/resources-subject-area/science/science-k%E2%80%9312-learning-standards) | Click or tap here to enter text. |
| [**Social Studies**](https://www.k12.wa.us/student-success/resources-subject-area/social-studies/social-studies-learning-standards) | Click or tap here to enter text. |

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| **Unit Fourteen Information** |
| **Unit:** (*Unit of instruction title specific to course and program (Example: Safety)).*Nurse Delegations and Medications | **Total Learning Hours for Unit:** 4 |
| **Unit Summary:** (*Briefly describe the intention of this unit.)* * Self-Directed Care
* Nurse Delegation
* Medication Assistance and Medication
* The Five Rights
* More on Medications
 |
| **Components and Assessments** |
| **Performance Assessments:** (*Performance assessments are the summative or formative assessments used in the course. Specific projects, labs, quizzes, tests, and activities are appropriate items to show demonstration of competencies within this unit. Any certifications earned are also appropriate to place in this section.)* Pass the module review test.  |
| **Leadership Alignment:** (*Leadership alignment must be developed at the local level.)* *(****Example:*** *Students will work creatively with others and use systems thinking to determine a way to group objects and create a flowchart to classify 20 different species of plants; 21st Century Leadership Skill: 4B.1 Use information accurately and creatively for the issue or problem at hand).*Click or tap here to enter text. |
| **Industry Standards and/or Competencies** |
| **Name of standards:** (*Name of industry standards).*National Health Science Standards | **Website:** (*Site where standards can be found.)*https://healthscienceconsortium.org/standards/ |
| *(Standards and competencies students will show mastery of by unit.* ***Example:*** *1. 101.01 Demonstration of safety protocols and procedures in relation to lab safety)*Standard 9: Health Maintenance PracticesDifferentiate 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***In the academic alignment section, only the standards that are being taught and assessed should be included. This should be a selective list, not all inclusive, and cited standards should be specific to the unit of instruction.* |
| [**Arts**](https://www.k12.wa.us/student-success/resources-subject-area/arts/arts-k%E2%80%9312-learning-standards) | Click or tap here to enter text. |
| [**Computer Science**](https://www.k12.wa.us/student-success/resources-subject-area/computer-science/computer-science-k-12-learning-standards) | Click or tap here to enter text. |
| [**Educational Technology**](https://www.k12.wa.us/sites/default/files/public/edtech/standards/pubdocs/k-12-edtech-standards-complete-2018.pdf) | Click or tap here to enter text. |
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| [**Environment & Sustainability**](https://www.k12.wa.us/sites/default/files/public/environmentsustainability/pubdocs/esestandards.pdf) | Click or tap here to enter text. |
| [**Financial Education**](https://www.k12.wa.us/sites/default/files/public/curriculuminstruct/financialeducation/pubdocs/fek-12learningstandardsoct2016.pdf) | Click or tap here to enter text. |
| [**Health and Physical Education**](https://www.k12.wa.us/student-success/resources-subject-area/health-and-physical-education/k%E2%80%9312-learning-standards) | Click or tap here to enter text. |
| [**Mathematics**](https://www.k12.wa.us/student-success/resources-subject-area/mathematics) | Click or tap here to enter text. |
| [**Science**](https://www.k12.wa.us/student-success/resources-subject-area/science/science-k%E2%80%9312-learning-standards) | Click or tap here to enter text. |
| [**Social Studies**](https://www.k12.wa.us/student-success/resources-subject-area/social-studies/social-studies-learning-standards) | Click or tap here to enter text. |

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| **Unit Fifteen Information** |
| **Unit:** (*Unit of instruction title specific to course and program (Example: Safety)).*Self-Care for Caregivers | **Total Learning Hours for Unit:** 2 |
| **Unit Summary:** (*Briefly describe the intention of this unit.)* * Self-Care
* Loss and Grief
 |
| **Components and Assessments** |
| **Performance Assessments:** (*Performance assessments are the summative or formative assessments used in the course. Specific projects, labs, quizzes, tests, and activities are appropriate items to show demonstration of competencies within this unit. Any certifications earned are also appropriate to place in this section.)* Pass the module review test.  |
| **Leadership Alignment:** (*Leadership alignment must be developed at the local level.)* *(****Example:*** *Students will work creatively with others and use systems thinking to determine a way to group objects and create a flowchart to classify 20 different species of plants; 21st Century Leadership Skill: 4B.1 Use information accurately and creatively for the issue or problem at hand).*Click or tap here to enter text. |
| **Industry Standards and/or Competencies** |
| **Name of standards:** (*Name of industry standards).*National Health Science Standards | **Website:** (*Site where standards can be found.)*https://healthscienceconsortium.org/standards/ |
| *(Standards and competencies students will show mastery of by unit.* ***Example:*** *1. 101.01 Demonstration of safety protocols and procedures in relation to lab safety)*Standard 7: Safety PracticesIdentify 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 Safety7.3 Environmental SafetyStandard 9: Health Maintenance PracticesDifferentiate between wellness and disease. Promote disease prevention and model healthy behaviors9.1 Healthy Behaviors9.1.1 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 Lifespan9.2.1 Discuss physical, mental, social, and behavioral development and its impact on healthcare9.2.2 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***In the academic alignment section, only the standards that are being taught and assessed should be included. This should be a selective list, not all inclusive, and cited standards should be specific to the unit of instruction.* |
| [**Arts**](https://www.k12.wa.us/student-success/resources-subject-area/arts/arts-k%E2%80%9312-learning-standards) | Click or tap here to enter text. |
| [**Computer Science**](https://www.k12.wa.us/student-success/resources-subject-area/computer-science/computer-science-k-12-learning-standards) | Click or tap here to enter text. |
| [**Educational Technology**](https://www.k12.wa.us/sites/default/files/public/edtech/standards/pubdocs/k-12-edtech-standards-complete-2018.pdf) | Click or tap here to enter text. |
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| [**Environment & Sustainability**](https://www.k12.wa.us/sites/default/files/public/environmentsustainability/pubdocs/esestandards.pdf) | Click or tap here to enter text. |
| [**Financial Education**](https://www.k12.wa.us/sites/default/files/public/curriculuminstruct/financialeducation/pubdocs/fek-12learningstandardsoct2016.pdf) | Click or tap here to enter text. |
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| [**Science**](https://www.k12.wa.us/student-success/resources-subject-area/science/science-k%E2%80%9312-learning-standards) | Click or tap here to enter text. |
| [**Social Studies**](https://www.k12.wa.us/student-success/resources-subject-area/social-studies/social-studies-learning-standards) | Click or tap here to enter text. |

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| **Specialty Certificates** |
| **Unit Sixteen Information** |
| **Unit:** (*Unit of instruction title specific to course and program (Example: Safety)).*Dementia (specialty certificate) | **Total Learning Hours for Unit:** 8 |
| **Unit Summary:** (*Briefly describe the intention of this unit.)* * Module 1: Understanding Dementia
* Module 2: Living with Dementia
* Module 3: Fostering Communication and Understanding
* Module 4: Challenging Behaviors
 |
| **Components and Assessments** |
| **Performance Assessments:** (*Performance assessments are the summative or formative assessments used in the course. Specific projects, labs, quizzes, tests, and activities are appropriate items to show demonstration of competencies within this unit. Any certifications earned are also appropriate to place in this section.)* Pass exam to receive the WA State Dementia Specialty Certificate. |
| **Leadership Alignment:** (*Leadership alignment must be developed at the local level.)* *(****Example:*** *Students will work creatively with others and use systems thinking to determine a way to group objects and create a flowchart to classify 20 different species of plants; 21st Century Leadership Skill: 4B.1 Use information accurately and creatively for the issue or problem at hand).*Click or tap here to enter text. |
| **Industry Standards and/or Competencies** |
| **Name of standards:** (*Name of industry standards).*National Health Science Standards | **Website:** (*Site where standards can be found.)*https://healthscienceconsortium.org/standards/ |
| *(Standards and competencies students will show mastery of by unit.* ***Example:*** *1. 101.01 Demonstration of safety protocols and procedures in relation to lab safety)*Standard 1: Academic FoundationUnderstand human anatomy, physiology, common diseases and disorders, and medical math principles* 1. 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***In the academic alignment section, only the standards that are being taught and assessed should be included. This should be a selective list, not all inclusive, and cited standards should be specific to the unit of instruction.* |
| [**Arts**](https://www.k12.wa.us/student-success/resources-subject-area/arts/arts-k%E2%80%9312-learning-standards) | Click or tap here to enter text. |
| [**Computer Science**](https://www.k12.wa.us/student-success/resources-subject-area/computer-science/computer-science-k-12-learning-standards) | Click or tap here to enter text. |
| [**Educational Technology**](https://www.k12.wa.us/sites/default/files/public/edtech/standards/pubdocs/k-12-edtech-standards-complete-2018.pdf) | Click or tap here to enter text. |
| [**English Language Arts**](https://www.k12.wa.us/student-success/resources-subject-area/english-language-arts) | Click or tap here to enter text. |
| [**Environment & Sustainability**](https://www.k12.wa.us/sites/default/files/public/environmentsustainability/pubdocs/esestandards.pdf) | Click or tap here to enter text. |
| [**Financial Education**](https://www.k12.wa.us/sites/default/files/public/curriculuminstruct/financialeducation/pubdocs/fek-12learningstandardsoct2016.pdf) | Click or tap here to enter text. |
| [**Health and Physical Education**](https://www.k12.wa.us/student-success/resources-subject-area/health-and-physical-education/k%E2%80%9312-learning-standards) | Click or tap here to enter text. |
| [**Mathematics**](https://www.k12.wa.us/student-success/resources-subject-area/mathematics) | Click or tap here to enter text. |
| [**Science**](https://www.k12.wa.us/student-success/resources-subject-area/science/science-k%E2%80%9312-learning-standards) | Click or tap here to enter text. |
| [**Social Studies**](https://www.k12.wa.us/student-success/resources-subject-area/social-studies/social-studies-learning-standards) | Click or tap here to enter text. |

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| **Unit Seventeen Information** |
| **Unit:** (*Unit of instruction title specific to course and program (Example: Safety)).*Mental Health (specialty certificate) | **Total Learning Hours for Unit:** 8 |
| **Unit Summary:** (*Briefly describe the intention of this unit.)* Module 1: Introduction to Mental DisordersModule 2: Caregiving for Individuals with Mental DisordersModule 3: SuicideModule 4: Respectful CommunicationModule 5: Creative Approaches to Challenging Behaviors |
| **Components and Assessments** |
| **Performance Assessments:** (*Performance assessments are the summative or formative assessments used in the course. Specific projects, labs, quizzes, tests, and activities are appropriate items to show demonstration of competencies within this unit. Any certifications earned are also appropriate to place in this section.)* Pass exam to receive the WA State Mental Health Specialty Certificate. |
| **Leadership Alignment:** (*Leadership alignment must be developed at the local level.)* *(****Example:*** *Students will work creatively with others and use systems thinking to determine a way to group objects and create a flowchart to classify 20 different species of plants; 21st Century Leadership Skill: 4B.1 Use information accurately and creatively for the issue or problem at hand).*Click or tap here to enter text. |
| **Industry Standards and/or Competencies** |
| **Name of standards:** (*Name of industry standards).*National Health Science Standards | **Website:** (*Site where standards can be found.)*https://healthscienceconsortium.org/standards/ |
| *(Standards and competencies students will show mastery of by unit.* ***Example:*** *1. 101.01 Demonstration of safety protocols and procedures in relation to lab safety)*Standard 1: Academic FoundationUnderstand human anatomy, physiology, common diseases and disorders, and medical math principles1.2 Diseases and DisordersStandard 9: Health Maintenance PracticesDifferentiate between wellness and disease. Promote disease prevention and model healthy behaviors9.1 Healthy Behaviors9.1.2 Examine various aspects of behavioral health9.1.3 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***In the academic alignment section, only the standards that are being taught and assessed should be included. This should be a selective list, not all inclusive, and cited standards should be specific to the unit of instruction.* |
| [**Arts**](https://www.k12.wa.us/student-success/resources-subject-area/arts/arts-k%E2%80%9312-learning-standards) | Click or tap here to enter text. |
| [**Computer Science**](https://www.k12.wa.us/student-success/resources-subject-area/computer-science/computer-science-k-12-learning-standards) | Click or tap here to enter text. |
| [**Educational Technology**](https://www.k12.wa.us/sites/default/files/public/edtech/standards/pubdocs/k-12-edtech-standards-complete-2018.pdf) | Click or tap here to enter text. |
| [**English Language Arts**](https://www.k12.wa.us/student-success/resources-subject-area/english-language-arts) | Click or tap here to enter text. |
| [**Environment & Sustainability**](https://www.k12.wa.us/sites/default/files/public/environmentsustainability/pubdocs/esestandards.pdf) | Click or tap here to enter text. |
| [**Financial Education**](https://www.k12.wa.us/sites/default/files/public/curriculuminstruct/financialeducation/pubdocs/fek-12learningstandardsoct2016.pdf) | Click or tap here to enter text. |
| [**Health and Physical Education**](https://www.k12.wa.us/student-success/resources-subject-area/health-and-physical-education/k%E2%80%9312-learning-standards) | Click or tap here to enter text. |
| [**Mathematics**](https://www.k12.wa.us/student-success/resources-subject-area/mathematics) | Click or tap here to enter text. |
| [**Science**](https://www.k12.wa.us/student-success/resources-subject-area/science/science-k%E2%80%9312-learning-standards) | Click or tap here to enter text. |
| [**Social Studies**](https://www.k12.wa.us/student-success/resources-subject-area/social-studies/social-studies-learning-standards) | Click or tap here to enter text. |

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| **Extended Learning** |
| **Unit Eighteen Information** |
| **Unit:** (*Unit of instruction title specific to course and program (Example: Safety)).*Extended Learning | **Total Learning Hours for Unit:** 7 |
| **Unit Summary:** (*Briefly describe the intention of this unit.)* Click or tap here to enter text. |
| **Components and Assessments** |
| **Performance Assessments:** (*Performance assessments are the summative or formative assessments used in the course. Specific projects, labs, quizzes, tests, and activities are appropriate items to show demonstration of competencies within this unit. Any certifications earned are also appropriate to place in this section.)* Complete 7 hours of Extended Learning through one or more of the following:1. Instructional facility learning in one or more facilities:
* Adult Family Home
* Assisted Living Facility
* Other Supported Living Environment appropriate to the HCA role
1. **“**Shadow” HCA in routine real work setting.
2. Participate in events that take place in the work setting, such as:
3. 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.
4. Observe a planned activity for residents (Art class, Bingo, Pet Therapy visits, Karaoke, etc.)
5. Resident panel – A Day in the Life of a Resident. Interview a panel of residents
6. Caregivers Panel – A Day in the Life of a Caregiver. Why they like their jobs; what are their challenges with the job?
7. Practice job interviews with facility hiring managers
8. Marketing events hosted by the facility
9. Job/recruiting events – attend job/recruiting events hosted by Work Source, healthcare providers, healthcare associations, or by individual AFHs or ALFs.
10. Practice and demonstrate skills on the HCA Skills Checklist, as observed and verified by the facility designee. Students require supervision at all times. Students must be supervised by a certified Home Care Aide, NAC, or nurse when practicing and performing a specific skill with a client.
 |
| **Leadership Alignment:** (*Leadership alignment must be developed at the local level.)* *(****Example:*** *Students will work creatively with others and use systems thinking to determine a way to group objects and create a flowchart to classify 20 different species of plants; 21st Century Leadership Skill: 4B.1 Use information accurately and creatively for the issue or problem at hand).*Click or tap here to enter text. |
| **Industry Standards and/or Competencies** |
| **Name of standards:** (*Name of industry standards).*National Health Science Standards | **Website:** (*Site where standards can be found.)*https://healthscienceconsortium.org/standards/ |
| *(Standards and competencies students will show mastery of by unit.* ***Example:*** *1. 101.01 Demonstration of safety protocols and procedures in relation to lab safety)*Standard 3: SystemsIdentify how key systems affect services performed and quality of care3.1 Healthcare Delivery Systems3.1.1 Differentiate healthcare delivery systems and healthcare related agenciesa. Types of practice settings* Home care
* Long-term care

Standard 4: Employability SkillsUse employability skills to enhance employment opportunities and job satisfaction4.1 Personal Traits of the Health Professional4.11 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 behavior4.2 Employability Skills4.21 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 PracticesIdentify 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 illness7.2 Personal Safety7.2.1 Apply personal safety procedures based on Occupational Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations7.2.3 Demonstrate and apply the use of personal protective equipment (PPE)7.3 Environmental Safety7.3.1 Apply safety techniques in the work environment* Ergonomics
* Patient/client/employee safety measures
* Safe operation of equipment

Standard 8: TeamworkIdentify roles and responsibilities of individual members as part of the healthcare team8.1 Healthcare Teams8.1.1 Evaluate roles and responsibilities of healthcare team members8.1.2 Identify characteristics of effective teams* Collaboration
* Defined roles
* Effective communication
* Effective leadership
* Measurable processes and outcomes
* Mutual respect
* Shared goals

8.2 Team member participation8.2.1 Recognize methods for building positive team relationships8.2.3 Apply effective techniques for managing team conflict8.2.4 Evaluate why teamwork is an important part of healthcare and how it improves patient care |
| **Aligned Washington State Learning Standards***In the academic alignment section, only the standards that are being taught and assessed should be included. This should be a selective list, not all inclusive, and cited standards should be specific to the unit of instruction.* |
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| [**Environment & Sustainability**](https://www.k12.wa.us/sites/default/files/public/environmentsustainability/pubdocs/esestandards.pdf) | Click or tap here to enter text. |
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| **Performance Training** |
| **Unit Nineteen Information** |
| **Unit:** (*Unit of instruction title specific to course and program (Example: Safety)).*Skills Practice | **Total Learning Hours for Unit:** 16 |
| **Unit Summary:** (*Briefly describe the intention of this unit.)* Hands-on experiences for Prometric exam preparation. |
| **Components and Assessments** |
| **Performance Assessments:** (*Performance assessments are the summative or formative assessments used in the course. Specific projects, labs, quizzes, tests, and activities are appropriate items to show demonstration of competencies within this unit. Any certifications earned are also appropriate to place in this section.)* Practice skills according to the HCA Skills Checklist under supervision of their instructor.Successful demonstration of the skill(s) according to the HCA Skills Checklist. Successful completion of modules testing and/or assignments. |
| **Leadership Alignment:** (*Leadership alignment must be developed at the local level.)* *(****Example:*** *Students will work creatively with others and use systems thinking to determine a way to group objects and create a flowchart to classify 20 different species of plants; 21st Century Leadership Skill: 4B.1 Use information accurately and creatively for the issue or problem at hand).*Click or tap here to enter text. |
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* Competence
* Dependability
* Discretion
* Empathy
* Enthusiasm
* Honesty
* Initiative
* Integrity
* Patience
* Positive Attitude
* Responsibility
* Self-motivation
* Social and cultural competence
* Tact
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4.1.2 Summarize professional standards as they apply to hygiene, dress, language, confidentiality, and behavior.4.2 Employability Skills4.2.1 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
 |
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| [**Science**](https://www.k12.wa.us/student-success/resources-subject-area/science/science-k%E2%80%9312-learning-standards) | Click or tap here to enter text. |
| [**Social Studies**](https://www.k12.wa.us/student-success/resources-subject-area/social-studies/social-studies-learning-standards) | Click or tap here to enter text. |

| CTE Application Assurances: Education Data System (EDS) |
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| 1. ***Sequence of Courses***

*District assures that students have access to a sequence of CTE courses, in a planned progression of learning experiences that leads to postsecondary education, apprenticeship, and workforce.*1. ***Course Oversight***
2. *District assures that the general advisory committee, meeting criteria of RCW 28A.150.500, has reviewed labor market data to determine the need for this/these course(s).*
3. *District assures that CTE programs, including the course or courses reflected in this application is/are reviewed annually and the results are used for continuous program improvement and annual update of district four-year plan.*
	* *This includes the evaluation of whether this course or courses align with high demand occupation as defined in RCW 28A.700.020. In the event that it is determined a course no longer aligns with high demand occupations, the district understands the need to phase the course out.*
4. *District assures that an appropriately certified CTE teacher will be instructing this/these course(s).*
	* *If a conditional certification is utilized, all requirements in WAC 181-77-014 will be met.*
5. ***Course Content***
6. *Industry Alignment: District assures alignment with current state and/or nationally recognized industry standards. In the absence of state or nationally recognized standards, program specific advisory committee is responsible for developing and integrating industry-based standards.*
7. *Academic Alignment: District assures alignment with current and applicable Washington State Learning Standards.*
8. *Leadership Alignment: District assures alignment with current and applicable Washington 21st Century Leadership skills, ensuring students practice and demonstrate identified leadership skills supporting increased employability. These skills include an appreciation for all aspects of diversity, respectful interaction with diverse cultures, and recognition and elimination of harassment, bias, and stereotyping.*
9. *District assures course content reflected in framework identifies standards which are taught and assessed.*
10. ***Course Outcomes***
11. *District assures that students are given access to extended learning and leadership opportunities related to the CTE course or program which occur beyond the scheduled school day and school year.*
	* *Extended learning is managed and/or supervised by certified CTE teachers.*
	* *CTE instructors are provided the time and resources to connect student learning with work, home, and community.*
12. *District assures students will be given opportunities to demonstrate occupationally specific skills and competencies of current state and national standards using a contextual, hands-on approach.*
13. *District assures that all students, regardless of race, color, national origin, sex, or disability, have equal access and opportunities to succeed in CTE.*
14. *District assures that all students have access to embedded work-based learning opportunities which support students with career development and planning.*
	* *If worksite learning opportunities are provided in this course, district assures compliance to all worksite learning requirements.*
	* *If off-campus industry-based instruction sites are required for this program, agreements and partnerships have been established with the number of sites needed to facilitate all students in the program participating in the industry-based instruction portion*
 |