**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** |
| The High School Home Care Aide Training Program, developed by the Washington State Department of Social and Health Services (DSHS) and the Office of Superintendent of Public Instruction, helps students earn high school credit while exploring a meaningful career in health care.In collaboration with the Department of Social and Health Services a 90-hour Home Care Aide Model Framework has been developed for high school programs which meets the Washington State’s training requirements for Home Care Aides (RCW 74.39A.074.) **The content of the framework may not be removed.** Locally districts may modify or develop performance assessments and leadership alignment. **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](https://www.dshs.wa.gov/altsa/training/dshs-curriculum-and-materials-available). In addition to the approved framework, the instructor and training program must be approved by and contracted with DSHS to deliver training prior to offering the course. Send a copy of the approved framework to DSHS. NOTE: Confirm with OSPI that this is the most current version of the framework. |
| **Course Title:** Home Care Aide (HCA) | **Total Framework Actual Hours:** 90 |
| **CIP Code:** 512699 | **☐ Exploratory** [x]  **Preparatory**  | **Date Last Modified:** 6/26/2025 |
| **Career Cluster:** Health Science | **Cluster Pathway:** Therapeutic |
| **Course Summary:** 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 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 DSHS training curriculum for HCAs, they will demonstrate technical skill competency in caregiving situations. The course content is derived from the DSHS-approved curriculum for a standard HCA program and the National Health Science Standards for the essential knowledge common across all health professions. The National Consortium of Health Science (NCHSE) maintains and regularly revises the National Health Science standards. The core competencies and learning objectives for the 70-hour Home Care Aide training are aligned with [WAC 388-112A-0320](https://app.leg.wa.gov/WAC/default.aspx?cite=388-112A-0320). The remaining five hours includes the three-hour Safety training (WAC 388-112A-0230) and two-hour Orientation training (WAC 388-112A-0210)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 are based on the National Health Science Standards which provide the foundation for health science curriculum design, instruction, and assessment... 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. 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) Resources:* Videos linked in the framework are a resource. Certain language in these videos may not be relevant to Washington State requirements. The instructor should use the [DSHS Approved Skills Practice Procedure Checklist for Home Care Aides](https://www.dshs.wa.gov/sites/default/files/forms/pdf/16-245.pdf) during class and for practice purposes.
* [High School Home Care Aide Training Program website (DSHS/HCLA).](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
	+ Skills Practice Procedure Checklist for Home Care Aides – DSHS Approved
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| **Unit One**  |
| **Unit:** Welcome and Introductions | **Total Learning Hours for Unit:** 1 |
| **Unit Summary:** * 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:** * In teams and as a class discuss and ask clarifying questions about the course modules and how they lead to the HCA certification using good verbal and nonverbal communication skills.
* Complete learning/communications style inventory.
* Incorporate learnings into *High School and Beyond Plan.*
 |
| **Leadership Alignment:** Students will communicate clearly (3.A.1) their understanding of how the course will lead to their HCA certification using the sender-message-receiver feedback model of communication.  |
| **Industry Standards and/or Competencies** |
| **Name of standards:** National Health Science Standards | **Website:** https://healthscienceconsortium.org/standards/ |
| 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
* Reflecting
* Silence
* Summarizing

2.1.4 Interpret elements of the communication process using sender-message-receiver feedback model |
| **Aligned Washington State Learning Standards** |
| [**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) | 1. Empowered Learner – Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
2. Digital Citizen – Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
3. Knowledge Constructor – Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts.
4. Creative Communicator – Students communicate clearly and express themselves creatively for a variety of purposes using platforms, tools, styles, formats and digital medica appropriate to their goals.
 |
| [**English Language Arts**](https://www.k12.wa.us/student-success/resources-subject-area/english-language-arts) | CCSS.ELA-Literacy.SL.11-12.5Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.CCSS.ELA-Literacy.SL.1.11-12.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.  |
| [**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. |
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| **Unit Two**  |
| **Unit:** Introduction to Health Careers | **Total Learning Hours for Unit:** 2 |
| **Unit Summary:** * Types of care roles and care settings
* Career pathways
* HCA job, training, testing, and certification requirements
 |
| **Components and Assessments** |
| **Performance Assessments:** * Describe the job of an HCA healthcare worker and explain the training and Washington State certification requirements needed for this career.
* Take a career cluster survey to identify their top three career interest pathways in the Health Science Career Cluster. They will produce an infographic showing and comparing the training and certification requirements, job forecast, the potential earnings in their county, the necessary education and potential entry level job skills needed for three healthcare occupations including HCA, within one of their top pathways.
* Create a brochure for students describing the bridge program for Home Care Aides (HCAs) to becoming Nursing Assistant Certified (NAC), Include focus of the training, the eligibility, curriculum, duration, certification.
* Update *High School and Beyond Plan* with HCA job, training, testing, and certification requirements.
 |
| **Leadership Alignment:** Students will access and evaluate information (4.A.2) from Washington Career Bridge and other online resources to investigate several career options in their top three career interest pathways and the current Washington State need.  |
| **Industry Standards and/or Competencies** |
| **Name of standards:** National Health Science Standards | **Website:** https://healthscienceconsortium.org/standards/ |
| 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 |
| **Aligned Washington State Learning Standards** |
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| [**Educational Technology**](https://www.k12.wa.us/sites/default/files/public/edtech/standards/pubdocs/k-12-edtech-standards-complete-2018.pdf) | 1. Empowered Learner **–** Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.2. Digital Citizen**-** Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.3. Knowledge Constructor- Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts.6. Creative Communicator **–** Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital medica appropriate to their goals.  |
| [**English Language Arts**](https://www.k12.wa.us/student-success/resources-subject-area/english-language-arts) | CCSS.ELA-Literacy.SL.11-12.5Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. CCSS.ELA-Literacy.RST.11-12.7Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. CCSS.ELA-Literacy.W.11-12.2AWrite informative-explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content.CCSS.ELA-Literacy.SL.11-12.1Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. CCSS.ELA-Literacy.L11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| [**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) | H3.W4.HS- Create a resource that outlines where and how students can access valid and reliable health information, products and services. |
| [**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. |
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| **Unit Three**  |
| **Unit:** Caring for Others: A Person-Centered Model | **Total Learning Hours for Unit:** 4 |
| **Unit Summary:** 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** |
| **Performance Assessments:** * Collaborate in small teams to analyze media demonstrating their ability to recognize and differentiate person-centered and non-person-centered language, care and interactions.
* In small teams, produce a role play demonstrating a patient/client centered and a non-patient/client centered scenario for classmates to identify the patient-centered language, care language and actions and problem solve ways the caregiver in the scenario can modify the non-patient/client interaction, so it is patient/client centered.
* Research and explain what biases are and how differences in worldview, perspective, or attitude may be challenging for a caregiving relationship, journaling how their actions might impact a client.
 |
| **Leadership Alignment:** Students will guide and lead others (11.A.3) within small groups, by modeling and encouraging use of person-centered language and responding with empathy in their group interactions and patient/client role plays; identifying with a positive acknowledgement when their teammates use person centered language and demonstrate empathy in their interactions. |
| **Industry Standards and/or Competencies** |
| **Name of standards:** National Health Science Standards | **Website:** https://healthscienceconsortium.org/standards/ |
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* Reflecting
* Silence
* Summarizing

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

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

c. Language barriers2.1.5 Modify communication to meet the needs of the patient/client and to be appropriate to the situation.2.1.6 Describe appropriate interactions with patients throughout various stages of psychosocial development.Standard 4: Employability SkillsUse employability skills to enhance employment opportunities and job satisfaction4.1 Personal Traits of the Health Professional4.1.1 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 Skills4.2.1 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

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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| [**Health and Physical Education**](https://www.k12.wa.us/student-success/resources-subject-area/health-and-physical-education/k%E2%80%9312-learning-standards) | H5.W6.HS – Predict potential short- and long-term outcomes of a personal health-related decision.H2.Sa1.HS – Compare how family, peers, culture, media, technology, and other factors influence safety and injury prevention practices and behaviors. |
| [**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. |
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| **Unit Four**  |
| **Unit:** 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** |
| **Performance Assessments:** * Given scenarios, students will demonstrate active listening, person-centered verbal and non-verbal communication skills while caring for a person role playing a client
* Create a presentation on the common social, cultural and disease/disorder conditions that affect the way people communicate and provide strategies that may be useful to meet each patient’s/client’s communication needs using a person-centered approach including ways to modify one’s behavior to eliminate the three common deterrents to good communication.
* In a given scenario, role-play with a partner communicating respectfully with a patient/client and then explain the strategies and guidelines you used to ensure that you understood the client’s message.
* In a small group brainstorm the best way to communicate with other members of a client’s care team in a variety of long-term care settings, e.g. adult family homes, assisted living, other care giving facilities. During classroom scenarios and simulations students will practice these communication skills.
 |
| **Leadership Alignment:** Students will interact effectively with others (9.A.1; 9.A.2) during role-plays and classroom simulations demonstrating communicating with patient/clients of various social, cultural and medical hardships while providing patient care. They will be observed, evaluated, and provided feedback on their demonstration of skills as, knowing when it is appropriate to listen and when to speak, while conducting themselves in a respectable, professional manner.  |
| **Industry Standards and/or Competencies** |
| **Name of standards:** National Health Science Standards | **Website:** https://healthscienceconsortium.org/standards/ |
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2.1.2 Identify common barriers to communicationa. Physical disabilities* Aphasia
* Developmental level
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b. Psychological barriers* Attitudes
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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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| [**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 Five**  |
| **Unit:** Orientation (Certificate) | **Total Learning Hours for Unit:** 2 |
| **Unit Summary:** * Orientation training (certificate): 2 hours
* 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** |
| **Performance Assessments:** * Facilitate a roundtable discussion of the critical role, services provided by, and personal traits of a Long-Term Care (LTC) worker. Within the discussion formulate a summary of how these services are essential to the health and continued independence and well-being of the clients in their care.
* Identify and differentiate the types of care settings that hire HCAs and produce a diagram of what a patient’s healthcare team would be comprised of being sure to consider the patient’s cultural and ethnic background.
* As a long-term care worker, it is your responsibility to watch for changes in a client’s physical, mental or emotional condition. Create a chart identifying the changes you should be looking for in the client/patient, and how, when and to whom you should report the changes. Describe the role of a patient’s/client’s care plan and the role of the care team when changes are observed.
* Explain the healthcare worker’s role in preserving a client’s rights as a mandated reporter and describe the importance of reporting and types of documentation required.
* Pass the module exam to receive the WA State Orientation Certificate.
 |
| **Leadership Alignment:** In small groups, evaluate information critically and competently (4.A.2) and use the information effectively to respond to a given case study with a client’s problem or issue that needs solving with a person-centered care approach. Students will prepare to communicate clearly to the class or a small group, their conclusion after considering the client’s rights and ethical practices.  |
| **Industry Standards and/or Competencies** |
| **Name of standards:** National Health Science Standards | **Website:** https://healthscienceconsortium.org/standards/ |
| 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
* Reflecting
* Silence
* Summarizing

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

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

c. Language BarriersStandard 4: Employability SkillsUtilize employability skills to enhance employment opportunities and job satisfaction4.1 Personal Traits of the Health Professional4.1.1 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 Skills4.2.1 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

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

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
 |
| **Aligned Washington State Learning Standards** |
| [**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) | 1. Empowered Learner – Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.2. Digital Citizen- Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.3. Knowledge Constructor- Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts.6. Creative Communicator **–** Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital medica appropriate to their goals. |
| [**English Language Arts**](https://www.k12.wa.us/student-success/resources-subject-area/english-language-arts) | CCSS.ELA-Literacy.SL.11-12.5Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. CCSS.ELA-Literacy.RST.11-12.7Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. CCSS.ELA-Literacy.W.11-12.2AWrite informative-explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content.CCSS.ELA-Literacy.SL.11-12.1Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. CCSS.ELA-Literacy.L11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| [**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 Six**  |
| **Unit:** Safety (Certificate) | **Total Learning Hours for Unit:** 7 |
| **Unit Summary:** * 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:** * During a simulation activity students will be given photographs of a mock new client’s home, they will use a safety checklist to evaluate and make a prioritized list of environmental and personal safety concerns. With another student role playing the client, they will interview the client and make recommendations on how they might eliminate or reduce the personal and environmental safety hazards. They would provide written documentation of their home evaluation and safety hazards, recommendations and who would be contacted other than the client.
* In the clinical skills simulation lab students will review a patient’s chart or care plan prior to seeing the patient. They will be assessed on their communication with the client/patient and their ability to use correct precautions (standard or transmission-based) entering the client/patient’s room. The skills will be assessed according to the HCA skills rubrics and checklists:
	+ Hand washing
	+ Putting on and taking off gloves
	+ Donning and doffing personal protective equipment (PPE)
	+ Standard (universal) precautions
	+ Transmission-based (isolation) precautions
* 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 DSHS Skills Practice Procedure Checklist for HCAs:
	+ Handwashing
 |
| **Leadership Alignment:** Students will work independently (8.B.1) to manage their goals and time (8.A.1) to acquire proficiency in all required safety skills in preparation for their Skills Practical and Written Exam. Students will be responsible to guide others (11.A.3) by teaching, evaluating, and correcting their peer’s safety skills and body mechanics when moving and transferring clients/patients during role-plays or clinical skills simulation labs.  |
| **Industry Standards and/or Competencies** |
| **Name of standards:** National Health Science Standards | **Website:**https://healthscienceconsortium.org/standards/ |
| 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* Antisepsis
* Disinfection
* Sanitization
* 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** |
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| [**Educational Technology**](https://www.k12.wa.us/sites/default/files/public/edtech/standards/pubdocs/k-12-edtech-standards-complete-2018.pdf) | 1. Empowered Learner – Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.2. Digital Citizen- Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.3. Knowledge Constructor- Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts.6. Creative Communicator – Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital medica appropriate to their goals. |
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| [**Health and Physical Education**](https://www.k12.wa.us/student-success/resources-subject-area/health-and-physical-education/k%E2%80%9312-learning-standards) | H5.W6.HS- Predict potential short- and long-term outcomes of a personal health-related decision.H2.Sa1.HS- Compare how family, peers, culture, media, technology, and other factors influence safety and injury prevention practices and behavior.H7.Sa2.HSa Apply basic first aid skills.H7.Sa.HSb Demonstrate CPR and AED procedures. |
| [**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) | **Washington State Science Standards (Next Generation Science Standards)**HS-ETS1-1. Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that accounts for societal needs and wants.HS-ETS1-2. Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.HS-ETS1-**3.** Evaluate a solution to a complex real-world problem based on prioritized criteria and tradeoffs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts. |
| [**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 Seven**  |
| **Unit:** Clients and Their Rights | **Total Learning Hours for Unit:** 4 |
| **Unit Summary:** * Abuse and Mandatory reporting
* Restraints
* Problem Solving
 |
| **Components and Assessments** |
| **Performance Assessments:** * Pass module review test.
* Produce an infographic specific to a population within the community informing them of the Patient Bill of Rights, Informed Consent Laws, Patient Protection and Affordable Care Act, and local Ombudsman and resources.
* Use problem-solving techniques to analyze and identify in a case study a client’s dilemma or issue around client safety and right to choose, explaining how the HCA might show flexibility providing legal and ethical alternatives for the patient.
* Compare and contrast behaviors and practices that could result in malpractice, liability, or negligence in a case study including the use of different types of restraints.
* With a partner, students will be given one of the advance directive types (e.g., living wills, health care directives, powers of attorney, POLST, DNR) to research and present. They will explain and give examples of what they are, what they can be used for and cannot do for clients/patients.
* Identify, explain, and give examples of the most common types of abuse related to clients and healthcare workers and what the law requires in mandatory reporting.
 |
| **Leadership Alignment:** In diverse groups, students are given a conflict scenario. They role-play and reason effectively (2.A.1) how to resolve the conflict. Students will use critical thinking and problem solvingto reason effectively (2.A.1) and to make judgments and decisions (2.C.4) in solving problems within the scenarios involving legal responsibilities and implications on the health, safety, and welfare of another person, client, or patients. Students will use technical writing to write a summary reflection of what steps were taken to resolve the conflict in the scenario and present their report of the conflict, including who the report should be referred to. . |
| **Industry Standards and/or Competencies** |
| **Name of standards:** National Health Science Standards | **Website:** https://healthscienceconsortium.org/standards/ |
| 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
 |
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| [**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) | 1. Empowered Learner – Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.2. Digital Citizen- Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.3. Knowledge Constructor- Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts.6. Creative Communicator – Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital medica appropriate to their goals. |
| [**English Language Arts**](https://www.k12.wa.us/student-success/resources-subject-area/english-language-arts) | CCSS.ELA-Literacy.SL.11-12.5Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. CCSS.ELA-Literacy.RST.11-12.7Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. CCSS.ELA-Literacy.W.11-12.2AWrite informative-explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content.CCSS.ELA-Literacy.SL.11-12.1Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. CCSS.ELA-Literacy.L11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
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| [**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) | H5.W6.HS- Predict potential short- and long-term outcomes of a personal health-related decision.H2.Sa1.HS- Compare how family, peers, culture. Media, technology, and other factors influence safety and injury prevention practices and behaviors. |
| [**Mathematics**](https://www.k12.wa.us/student-success/resources-subject-area/mathematics) | Click or tap here to enter text. |
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| **Unit Eight**  |
| **Unit:**The Caregiver Role – Basic Job Responsibilities | **Total Learning Hours for Unit:** 4 |
| **Unit Summary*** 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:** * Pass the module review test.
* Produce an info-graphic depicting what professionalism is and is not in a health-care field.
* In a round table discussion, differentiate between ADLs and IADLs and explain what services and level of service you may be providing as an HCA in assisting the client in these daily activities.
* With a partner role-play an HCA and client in a clinical skills simulation lab, demonstrate how as an HCA you would honor client privacy and follow their care plan when performing an assigned care task (e.g., eating, dressing) and how you would encourage as much client independence as possible. Peer students will observe and document evidence, making recommendations for improvement and point out competencies demonstrated based on rubric criteria.
* As a team, create a documentation form, following documentation guidelines for good documentation, that would effectively assist an HCA in documenting changes in patient/client physical, mental and/or emotional behavior over time. Given a case scenario demonstrate how to effectively use the document.
* Given an emergency scenario explain how you as an HCA would respond to protect the health and safety of you and your client and then document the incident.
* Successfully demonstrate the following skill(s) according to the DSHS Skills Practice Procedure Checklist for HCAs:
	+ Common Care Practices
	+ Communication and Client Rights
 |
| **Leadership Alignment:** Students will work creatively with others managing goals and time (1.B.1; 8.A.3) to complete the National HOSA Health Education competitive event preparing a presentation on the role of a long-term caregiver, as a member of a care team, in providing patient-centered care, using a service or care plan that promotes and protects a client’s/patient’s rights, dignity, safety, comfort and social and human needs. The target audience is other caregivers, health professionals, and family members. Students will prepare to communicate clearly (3.A.1) in diverse environments and will assume shared responsibility for collaborative work, valuing the individual contributions made by each member in preparation of the presentation and with the diverse audiences in mind. |
| **Industry Standards and/or Competencies** |
| **Name of standards:** National Health Science Standards | **Website:** https://healthscienceconsortium.org/standards/ |
| 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
* Reflecting
* Silence
* Summarizing

Standard 4: Employability SkillsUse employability skills to enhance employment opportunities and job satisfaction4.1 Personal Traits of the Health Professional4.1.1 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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| [**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) | H5.W6.HS- Predict potential short- and long-term outcomes of a personal health-related decision.H2.Sa1.HS- Compare how family, peers, culture, media, technology, and other factors influence safety and injury prevention practices and behaviors. |
| [**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 Nine**  |
| **Unit:** Infection Control and Prevention | **Total Learning Hours for Unit:** 4 |
| **Unit Summary:*** 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:** * Pass the module review test.
* Create a chart explaining what bloodborne pathogens are, listing the most common ones including Hepatitis B and C, and HIV, explaining how they are spread and their effects.
* Create a list to share with others Identifying and describing the type of standard precautions and aseptic techniques required when working with clients/patients and around infectious agents and blood borne pathogens.
* Demonstrate appropriate standard precautions in the order you would carry them out to protect against exposure to harmful bloodborne pathogens including activities to avoid when biohazard materials are present to minimize the chance of spreading infection and exposing others in the clinical skills simulation lab. Skills demonstrations to be included:
	+ Hand washing
	+ Putting on and taking off gloves
	+ Donning and doffing personal protective equipment (PPE)
	+ Environmental cleaning
	+ Transmission-based (isolation) precautions
	+ Removal of contaminated items (PPE, dinner tray and dishes, soiled linens/gowns, biohazard waste, etc.)
* Demonstrate in a clinical simulation or skills lab what a caregiver does if exposed to bloodborne pathogens or body fluids including how to report.
* Successfully demonstrate the following skill(s) according to the DSHS Skills Practice Procedure Checklist for HCAs:
	+ Handwashing
	+ Put on Gloves
	+ Take off Gloves
	+ S.W.I.P.E.S.
 |
| **Leadership Alignment:**Students will use technology (6.A.1) as a tool to research, organize, evaluate, and communicate clearly (3.A.1) information on the chain of infection and what infection control techniques need to be used to combat and slow transmission. Students will use the National HOSA Community Awareness competitive event guidelines to prepare a community campaign around infectious spread and infection control techniques to stop the spread or transmission of viruses. Students will conduct the campaign to multiple audiences and ages. After analyzing media messages, (5.A.1) they will create and use media messages to conduct a school campaign targeting students, teachers, administrators, and support staff on the correct and effective use of hand sanitizers.  |
| **Industry Standards and/or Competencies** |
| **Name of standards:** National Health Science Standards | **Website:** https://healthscienceconsortium.org/standards/ |
| 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* Environmental cleaning
* Gloving
* Handwashing
* Personal Protective Equipment (PPE)

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) regulations.7.2.3 Demonstrate and apply the use of Personal Protective Equipment (PPE)* 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 |
| **Aligned Washington State Learning Standards** |
| [**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) | 1. Empowered Learner – Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.2. Digital Citizen- Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.3. Knowledge Constructor- Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts.6. Creative Communicator – Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital medica appropriate to their goals. |
| [**English Language Arts**](https://www.k12.wa.us/student-success/resources-subject-area/english-language-arts) | CCSS.ELA-Literacy.SL.11-12.5Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. CCSS.ELA-Literacy.RST.11-12.7Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. CCSS.ELA-Literacy.W.11-12.2AWrite informative-explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content.CCSS.ELA-Literacy.SL.11-12.1Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. CCSS.ELA-Literacy.L11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing |
| [**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) | **Washington State Standards (Next Generation Science Standards)**HS-ETS1-1. Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that accounts for societal needs and wants.HS-ETS1-2. Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.HS-ETS1-3. Evaluate a solution to a complex real-world problem based on prioritized criteria and tradeoffs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts.  |
| [**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 Ten**  |
| **Unit:** Mobility | **Total Learning Hours for Unit:** 3 |
| **Unit Summary:** * 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/)
 |
| **Components and Assessments** |
| **Performance Assessments:** * Pass the module review test.
* In small groups, identify the common factors contributing to limited mobility and the effects. Share out during a class discussion.
* Create an infographic for clients/patients and families on the most common cause of falls, the many ways they can affect one (mentally and physically) and ways these falls may be prevented.
* Demonstrate proper body mechanics a healthcare worker should use to prevent injury to themselves and the client when aiding with different types of tasks as outlined in the clients/patient’s service/care plan.
* Create a checklist outlining specific procedures for using assistive devices. Students will be evaluated using the checklist during clinical simulations or skills labs.
* Given a scenario where a client/patient is falling or has fallen, demonstrate the recommended steps the HCA should take within their scope of practice. Students will be observed and assessed on their skills, including their reporting and documentation of the incident.
* Successfully demonstrate the following skill(s) according to the DSHS Skills Practice Procedure Checklist for HCAs:
	+ Assist a Client to Walk
	+ Transfer a Client from Bed to Chair or Wheelchair
 |
| **Leadership Alignment:** Students will be flexible (7.B.1; 7.B.2) and interact effectively with others (3.8.1) while managing shared time (8.A,3) in clinical skills simulation labs to practice safe mobility skills. Within small groups, students practice transferring and assisting with mobility tasks of student’s role-playing clients/patients, demonstrating personal safety techniques, proper body mechanics, and correct use of assistive devices. |
| **Industry Standards and/or Competencies** |
| **Name of standards:** National Health Science Standards | **Website:** https://healthscienceconsortium.org/standards/ |
| 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** |
| [**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) | 1. Empowered Learner – Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.2. Digital Citizen- Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.3. Knowledge Constructor- Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts.6. Creative Communicator **–** Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital medica appropriate to their goals. |
| [**English Language Arts**](https://www.k12.wa.us/student-success/resources-subject-area/english-language-arts) | CCSS.ELA-Literacy.SL.11-12.5Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. CCSS.ELA-Literacy.RST.11-12.7Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. CCSS.ELA-Literacy.W.11-12.2AWrite informative-explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content.CCSS.ELA-Literacy.SL.11-12.1Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. CCSS.ELA-Literacy.L11-12.2Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing |
| [**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) | H5.W6.HS- Predict potential short- and long-term outcomes of a personal health-related decision.H2.Sa1.HS-Compare how family, peers, culture, media, technology, and other factors influence safety and injury prevention practices and behaviors. |
| [**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 Eleven**  |
| **Unit:** Skin and Body Care | **Total Learning Hours for Unit:** 4 |
| **Unit Summary:** * Caregivers promote and maintain client’s/patients skin integrity and perform personal care tasks related to hygiene, dressing and range of motion.
* 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/)
	+ [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:** * Pass module review test.
* Explain the function of skin and changes that occur with aging, and or chronic infection, that can put a client at risk.
* Identify the roles of an HCA in promoting healthy skin practices to protect the client’s physical well-being. Include what is and what is not withing an HCA’s scope of practice.
* Describe and demonstrate best practices for routinely observing a client’s skin for signs and symptoms of skin breakdown and reporting and documenting any concerns. In small teams create a form to assist in documenting a client’s skin condition over time, including what type of problems a caregiver may see, what it is, and what to look for.
* Identify and explain the causes of pressure ulcers, where they are most likely to occur, and preventative measures that should be taken to prevent them, including how often repositioning needs to occur.
* Create a list of the benefits of range of motion exercises and general tips when assisting a client with passive range of motion exercises. Students will demonstrate during skills lab.
* Successfully demonstrate the following skill(s) according to the DSHS Skills Practice Procedure Checklist for HCAs:
	+ Turn and Reposition a Client in Bed
	+ Mouth/Oral care
	+ Clean and Store Dentures
	+ Shave with Safety Razor
	+ Fingernail Care
	+ Foot Care
	+ Assist a Client with a Bed Bath
	+ Assist Client with a Weak Arm to Dress
	+ Put a Knee-High Elastic Stocking on a Client
	+ Passive Range of Motion for One Shoulder
	+ Passive Range of Motion for One Knee and Ankle
 |
| **Leadership Alignment:** Students will interact effectively (9.A,1; 9.A.2) and be responsible to others (11.B.1) while practicing personal care skills during clinical simulation labs and skills labs. Students will make judgements and decisions (2.C.1; 2.C.5) in their actions, documentation and reporting, to ensure they stay within their scope of practice. |
| **Industry Standards and/or Competencies** |
| **Name of standards:** National Health Science Standards | **Website:** https://healthscienceconsortium.org/standards/ |
| 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/Oral CareClean and Store DenturesShaving with a Safety RazorFingernail CareFoot CareBed BathAssist 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** |
| [**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) | 1. Empowered Learner – Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.2. Digital Citizen- Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.3. Knowledge Constructor- Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts.6. Creative Communicator **–** Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital medica appropriate to their goals. |
| [**English Language Arts**](https://www.k12.wa.us/student-success/resources-subject-area/english-language-arts) | CCSS.ELA-Literacy.SL.11-12.5Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. CCSS.ELA-Literacy.RST.11-12.7Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. CCSS.ELA-Literacy.W.11-12.2AWrite informative-explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content.CCSS.ELA-Literacy.SL.11-12.1Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. CCSS.ELA-Literacy.L11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing |
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| [**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) | H5.W6.HS- Predict potential short- and long-term outcomes of a personal health-related decision.H2.Sa1.HS- Compare how family, peers, culture, media, technology, and other factors influence safety and injury prevention practices and behaviors. |
| [**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**  |
| **Unit:** Nutrition and Food Handling | **Total Learning Hours for Unit:** 4 |
| **Unit Summary:** * 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:** * Pass module review test.
* Pass WA State Food Handler’s Exam to obtain a Food Worker Card.
* Create a healthy eating chart to use with patients/clients and their families comparing and contrasting the signs and symptoms of good and poor nutrition when explaining the importance of healthy eating patterns.
* Given a case study, use the Dietary guidelines for Americans, 2020 - 2025, MyPlate, the client care plan and client/caretaker conversations regarding the client’s unique needs and preferences to plan a seven-day meal plan for the client/patient determining what and how much to eat within their calorie allowance from the food groups. Remember to consider special diet restrictions due to a disease, condition, medication or food allergy.
* In small groups discuss dietary issues that can cause harm to a client and actions the caregiver should take, including who to report the instance to: : e.g. (1) giving a high dose of sodium (salt) to a client with a congestive heart failure and who is on severe sodium restriction; (2) giving foods that can interact with medications reducing, slowing down, or changing how the medication works in the body or causing unpleasant side effects; (3) food allergies which may cause deadly reactions, including suffocation because of swelling in the throat; (4) an individual with dysphagia choking on food that is not appropriately modified.
* During class discussion describe common signs of malnutrition and dehydration. As a caregiver how can you prevent these issues from happening, when should conditions be reported and to whom.
* Develop a checklist for students to use in a clinical simulation or skills lab when demonstrating serving meals or assisting clients to eat. The list is to include guidelines for good personal hygiene and appropriate food handling practices to prevent foodborne illnesses.
* In a clinical simulation or skills lab demonstrate the steps, including the use of assistive devices and common care practices to safely assist a resident to eat.
* Successfully demonstrate the following skill(s) according to the DSHS Skills Practice Procedure Checklist for HCAs:
	+ Assist a Client to Eat
 |
| **Leadership Alignment:** Students will use critical thinking skills and analytical abilities (2.A.1) to identify and report poor nutrition observed in client case studies. Analyze and evaluate (2.C.2) nutritional resources to assess the nutritional status of clients in various life-cycle stages and make judgements and decisions (2.C.1; 2.C.4) in meal planning considering the clients care plan and preferences.  |
| **Industry Standards and/or Competencies** |
| **Name of standards:**National Health Science Standards | **Website:** https://healthscienceconsortium.org/standards/ |
| 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** |
| [**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) | 1. Empowered Learner – Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.2. Digital Citizen- Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.3. Knowledge Constructor- Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts.6. Creative Communicator **–** Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital medica appropriate to their goals. |
| [**English Language Arts**](https://www.k12.wa.us/student-success/resources-subject-area/english-language-arts) | CCSS.ELA-Literacy.SL.11-12.5Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. CCSS.ELA-Literacy.RST.11-12.7Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. CCSS.ELA-Literacy.W.11-12.2AWrite informative-explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content.CCSS.ELA-Literacy.SL.11-12.1Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. CCSS.ELA-Literacy.L11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing |
| [**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) | H5.W6.HS- Predict potential short- and long-term outcomes of a personal health-related decision.H2.Sa1.HS- Compare how family, peers, culture, media, technology, and other factors influence safety and injury prevention practices and behaviors. |
| [**Mathematics**](https://www.k12.wa.us/student-success/resources-subject-area/mathematics) | CCSS Math HSS.MD.B.5:Weight the possible outcomes of a decision by assigning probabilities to payoff values and finding expected value.CCSS Math HSS.MD.B.6:Use probabilities to make fair decisions.CCSS Math HSS.MD.B.7:Analyze decisions and strategies using probability concepts.CCSS Math HSA-CED.A.2:Create equations in two or more variables to represent relationships between quantities, graph equations on coordinate axes with labels and scales.CCSS Math HSF-IF.B.5:Relate the domain of a function to it’s graph and where applicable, to the quantitative relationship it describes.CCSS Math HSF-LE.B.6:Apply quadratic functions to physical problems.CCSS Math HSF-IF.C.7a:Graph quadratic functions and show intercepts maxima and minima (by hand & with technology)CCSS Math HSN-Q.A.1:Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.CCSS Math HSA-CED.A.4:Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.  |
| [**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**  |
| **Unit:** Toileting | **Total Learning Hours for Unit:** 3 |
| **Unit Summary:** * 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:** * Pass module review test.
* Create a chart of symptoms you might observe in a client with normal bowel function and a client with abnormal bowel functions.
* Differentiate between normal and abnormal urinary functions and what disease, conditions and habits a client has that may lead to a Urinary Tract Infection (UTI).
* Demonstrate in a clinical simulation or skills lab discussing with a client recommendations for maintaining good urinary and bowel functions.
* Research and summarize the signs, symptoms, and common causes of bowel problems, bladder problems and skin breakdown that a caregiver may observe when assisting a client with toileting. If there are signs describe the steps the caregiver takes to report them.
* Describe how the caregiver would follow a care plan to assist a client with toileting while helping them maintain their dignity and as much privacy as possible.
* Successfully demonstrate the following skill(s) according to the lDSHS Skills Practice Procedure Checklist for HCAs:
	+ Assist Client with Perineal Care
	+ Assist Client with Use of Bedpan
	+ Catheter Care
	+ Condom Catheter Care
 |
| **Leadership Alignment:** Students will practice person-centered communication while they guide and lead others (11.A.1; 11.A.3) during clinical simulations and skill labs. They will provide care to help clients/patients to maintain dignity and privacy during toileting assistance. They will work with the client/patient promoting their independence, using and managing the information (4.B.1) in the care plan. |
| **Industry Standards and/or Competencies** |
| **Name of standards:** National Health Science Standards | **Website:** https://healthscienceconsortium.org/standards/ |
| 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 CareCondom Catheter Care |
| **Aligned Washington State Learning Standards** |
| [**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) | 1. Empowered Learner – Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.2. Digital Citizen- Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.3. Knowledge Constructor- Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts.6. Creative Communicator –Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital medica appropriate to their goals. |
| [**English Language Arts**](https://www.k12.wa.us/student-success/resources-subject-area/english-language-arts) | CCSS.ELA-Literacy.SL.11-12.5Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. CCSS.ELA-Literacy.RST.11-12.7Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. CCSS.ELA-Literacy.W.11-12.2AWrite informative-explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content.CCSS.ELA-Literacy.SL.11-12.1Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. CCSS.ELA-Literacy.L11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing |
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| [**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) | H5.W6.HS – Predict potential short- and long-term outcomes of a personal health-related decision. |
| [**Mathematics**](https://www.k12.wa.us/student-success/resources-subject-area/mathematics) | CCSS Math HSS.MD.B.5:Weight the possible outcomes of a decision by assigning probabilities to payoff values and finding expected value.CCSS Math HSS.MD.B.6:Use probabilities to make fair decisions.CCSS Math HSS.MD.B.7:Analyze decisions and strategies using probability concepts.CCSS Math HSA-CED.A.2:Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.CCSS Math HSF-IF.B.5:Relate the domain of a function to it’s graph and where applicable, to the quantitative relationship it describes.CCSS Math HSF-LE.B.6:Apply quadratic functions to physical problems.CCSS Math HSF-IF.C.7a:Graph quadratic functions and show intercepts maxima and minima (by hand & with technology)CCSS Math HSN-Q.A.1:Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.CCSS Math HSA-CED.A.4:Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. |
| [**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**  |
| **Unit:** Nurse Delegations and Medications | **Total Learning Hours for Unit:** 4 |
| **Unit Summary:** * Self-Directed Care
* Nurse Delegation
* Medication Assistance and Medication
* The Five Rights
* More on Medications
 |
| **Components and Assessments** |
| **Performance Assessments:** * Pass the module review test.
* Compare and contrast the differences between nurse delegation and self-directed care.
* After a caregiver has met all requirements for nurse delegation, Identify and describe the five primary actions a caregiver is responsible for once they are taught a delegated task for a specific client.
* In an infographic differentiate the roles and responsibilities of the client, personal aide, and case manager as outlined in the self-directed care law.
* In small groups explain the rules governing an HCA’s role in assisting a client with medication and other treatments, listing types of assistance that are within the scope of practice of an HCA.
* Create a label for a medicine bottle or other container including the information that should always be on the label.
* Differentiate between medication assistance and medication administration. Explain the rules governing an HCA’s role in assisting a client with medications and other treatments, listing types of assistance that are within the scope of practice of the HCA. Identify the clients right related to medication.
* Demonstrate in a clinical simulation or skills lab the five “rights” of medication that guide the HCA when helping a client with medications. The HCA must observe for side effects and other reactions, document, and report when assisting with medication. Demonstrate how to report, what to report, when to report concerns and to whom should they be reporting.
* Successfully demonstrate the following skill(s) according to the DSHS Skills Practice Procedure Checklist for HCAs:
	+ Medication Assistance
 |
| **Leadership Alignment:** Students practice clear communication (3.A.1; 3.A.3), guiding and leading others (11.A.1; 11.A.3), collaborating with others (3.B.1), and working in teams as they observe, evaluate and provide feedback to their teammates in a clinical simulation or skills lab role-playing assisting clients/patients with medications. Students will work independently (8.B.1) to ensure they stay within their scope of practice when assisting clients with medication. |
| **Industry Standards and/or Competencies** |
| **Name of standards:** National Health Science Standards | **Website:** https://healthscienceconsortium.org/standards/ |
| 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:**Medication AssistanceMedication side-effects |
| **Aligned Washington State Learning Standards** |
| [**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) | 1. Empowered Learner – Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.2. Digital Citizen- Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.3. Knowledge Constructor- Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts.6. Creative Communicator –Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital medica appropriate to their goals. |
| [**English Language Arts**](https://www.k12.wa.us/student-success/resources-subject-area/english-language-arts) | CCSS.ELA-Literacy.SL.11-12.5Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. CCSS.ELA-Literacy.RST.11-12.7Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. CCSS.ELA-Literacy.W.11-12.2AWrite informative-explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content.CCSS.ELA-Literacy.SL.11-12.1Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. CCSS.ELA-Literacy.L11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing |
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| [**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) | H5.W6.HS- Predict potential short- and long-term outcomes of a personal health-related decision.H2.Sa1.HS – Compare how family, peers, culture, media, technology, and other factors influence safety and injury prevention practices and behaviors. |
| [**Mathematics**](https://www.k12.wa.us/student-success/resources-subject-area/mathematics) | CCSS Math HSS.MD.B.5:Weight the possible outcomes of a decision by assigning probabilities to payoff values and finding expected value.CCSS Math HSS.MD.B.6:Use probabilities to make fair decisions.CCSS Math HSS.MD.B.7:Analyze decisions and strategies using probability concepts.CCSS Math HSA-CED.A.2:Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.CCSS Math HSF-IF.B.5:Relate the domain of a function to it’s graph and where applicable, to the quantitative relationship it describes.CCSS Math HSF-LE.B.6:Apply quadratic functions to physical problems.CCSS Math HSF-IF.C.7a:Graph quadratic functions and show intercepts maxima and minima (by hand & with technology)CCSS Math HSN-Q.A.1:Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.CCSS Math HSA-CED.A.4:Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. |
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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 Fifteen**  |
| **Unit:** Self-Care for Caregivers | **Total Learning Hours for Unit:** 2 |
| **Unit Summary:** * Self-Care
* Loss and Grief
 |
| **Components and Assessments** |
| **Performance Assessments:***.** Pass the module review test.
* Research the warning signs of stress (physical, behavioral, emotional, and mental) and self-care techniques that can be used to decrease stress. Create a brochure for long term care givers that identifies the warning signs and explains the techniques to decrease stress.
* In small groups discuss what is it about caregiving that leads to burnout? What stops a caregiver from doing what they need to do to avoid burnout. How might neglecting you own personal care impact a client?
* As a group research and create a media product to communicate what good self-care looks like for caregivers.
* Grief can have emotional, physical, mental, social and spiritual effects. Create a presentation for the advisory board on ways to stay healthy and keep functioning through the grieving process. Include self-care and rituals or practices to cope with loss.
* Write a reflection paper on a time or times in your life that you experienced or anticipated a loss. Loss can have emotional, physical, mental and social effects. How did you support yourself? How could you use these experiences to support other experiencing grief or loss. Share out in small groups: What happens to people when there are losses from different parts of their lives? How might this impact how you would provide care?
* Participate in a class discussion on helpful things a caregiver might do to support a grieving client or their family?
 |
| **Leadership Alignment:** Students will create a personal self-care plan to include achievable, manageable short-term goals (8.A.1; 8.A.3) for self-care. Pick a mix of physical, emotional, and mental activities. Make judgments and decisions (2.C.4; 2.C.5) on how they will celebrate success when they achieve one specific self-care goal and when they achieve four specific self-care goals. Share their plan and their successes in small groups. |
| **Industry Standards and/or Competencies** |
| **Name of standards:** National Health Science Standards | **Website:** https://healthscienceconsortium.org/standards/ |
| 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** |
| [**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) | 1. Empowered Learner – Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.2. Digital Citizen- Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.3. Knowledge Constructor- Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts.6. Creative Communicator **–** Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital medica appropriate to their goals. |
| [**English Language Arts**](https://www.k12.wa.us/student-success/resources-subject-area/english-language-arts) | CCSS.ELA-Literacy.SL.11-12.5Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. CCSS.ELA-Literacy.RST.11-12.7Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. CCSS.ELA-Literacy.W.11-12.2AWrite informative-explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content.CCSS.ELA-Literacy.SL.11-12.1Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. CCSS.ELA-Literacy.L11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing |
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| [**Health and Physical Education**](https://www.k12.wa.us/student-success/resources-subject-area/health-and-physical-education/k%E2%80%9312-learning-standards) | H3.W4.HS -Create a resource that outlines where and how students can access valid and reliable health information, products, and services.H5.W6.HS - Predict potential short- and long-term outcomes of a personal health-related decision.H2.Sa1.HS – Compare how family, peers, culture, media, technology, and other factors influence safety and injury prevention practices and behaviors. |
| [**Mathematics**](https://www.k12.wa.us/student-success/resources-subject-area/mathematics) | Click or tap here to enter text. |
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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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| **Specialty Certificates** |
| **Unit Sixteen**  |
| **Unit:** Dementia (specialty certificate) | **Total Learning Hours for Unit:** 8 |
| **Unit Summary:** * Module 1: Understanding Dementia
* Module 2: Living with Dementia
* Module 3: Fostering Communication and Understanding
* Module 4: Challenging Behaviors
 |
| **Components and Assessments** |
| **Performance Assessments:** * Pass exam to receive the WA State Dementia Specialty Certificate.
 |
| **Leadership Alignment**Students will role-play providing care and serving patients or clients suffering from dementia or cognitive impairment through demonstrating in the role plays how to collaborate with others (3.B.1; 3.B.2) on the healthcare team while conducting themselves and interacting with others (9.A.2) in a respectable, professional manner, distinguishing between positive and negative interactions and ways to enhance the patient or client’s quality of life.Students will act responsibly (11.B.1) with the interests of the larger community in mind and demonstrate the sequence of steps to approach challenging behaviors and navigating challenging situations as it relates to providing patient care to patients or clients with dementia.  |
| **Industry Standards and/or Competencies** |
| **Name of standards:** National Health Science StandardsWashington Administrative Code: What must dementia specialty training include?  | **Website:** <https://healthscienceconsortium.org/standards/> [WAC 388-112A-0440](https://app.leg.wa.gov/WAC/default.aspx?cite=388-112A-0440)  |
| 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** |
| [**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) | 1. Empowered Learner – Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.2. Digital Citizen- Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.3. Knowledge Constructor- Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts.6. Creative Communicator **–** Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital medica appropriate to their goals. |
| [**English Language Arts**](https://www.k12.wa.us/student-success/resources-subject-area/english-language-arts) | CCSS.ELA-Literacy.SL.11-12.5Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. CCSS.ELA-Literacy.RST.11-12.7Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. CCSS.ELA-Literacy.W.11-12.2AWrite informative-explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content.CCSS.ELA-Literacy.SL.11-12.1Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. CCSS.ELA-Literacy.L11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing |
| [**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** |
| **Unit:**Mental Health (specialty certificate) | **Total Learning Hours for Unit:** 8 |
| **Unit Summary:** 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:** Pass exam to receive the WA State Mental Health Specialty Certificate. |
| **Leadership Alignment:** Students will take the initiative (8.C.2) and self-direction (8.C.1) to manage goals and time (8.A.3) to research and prepare a presentation on the aspects of behavioral health and strategies for prevention of disease, promoting disease prevention and modeling health behaviors. Students will present their findings to the class or a small group. |
| **Industry Standards and/or Competencies** |
| **Name of standards:** National Health Science StandardsWashington Administrative Code: What must mental health specialty training include? | **Website:** (*Site where standards can be found.)*<https://healthscienceconsortium.org/standards/>[WAC 388-112A-0450](https://app.leg.wa.gov/WAC/default.aspx?cite=388-112A-0450) |
| Standard 1: Academic FoundationUnderstand human anatomy, physiology, common diseases and disorders, and medical math principles* 1. Diseases and Disorders
	2. 1.2.1 Describe etiology, pathology, diagnosis, treatment, and prevention of common diseases and disorders

Standard 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
* Demonstrate an understanding of navigating challenging situations.
 |
| **Aligned Washington State Learning Standards** |
| [**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) | 1. Empowered Learner – Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.2. Digital Citizen- Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.3. Knowledge Constructor- Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts.6. Creative Communicator – Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital medica appropriate to their goals. |
| [**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) | H3.W4.HS – Create a resource that outlines where and how students can access valid and reliable health information, products, and services. |
| [**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 Eighteen**  |
| **Unit:** Extended Learning | **Total Learning Hours for Unit:** 7 |
| **Unit Summary:** * Display evidence of competency as an HCA in classroom setting
* Participate in an extended learning experience in a facility environment appropriate to the HCA role.
* School creates partnerships, sets up extended learning opportunities for students, and obtains necessary agreements between the school, students/parents, and facilities/sites.
 |
| **Components and Assessments** |
| **Performance Assessments:** 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:** Students will communicate effectively (3.A.1) with residents, patients, and other clients; healthcare team members; and family or visitors of residents, patients, or clients, using appropriate customer skills.Students will produce results [10.B.1 (a-h)] by demonstrating leadership, employability, teamwork, interpersonal skills, and academic knowledge throughout any job shadow, instructional facility learning or other events that takes place in the work setting. Students are assessed on a rubric. |
| **Industry Standards and/or Competencies** |
| **Name of standards:** National Health Science Standards | **Website:** https://healthscienceconsortium.org/standards/ |
| 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 Professional4.1.1 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** |
| [**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) | 1. Empowered Learner – Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.2. Digital Citizen- Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.3. Knowledge Constructor- Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts.6. Creative Communicator –Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital medica appropriate to their goals. |
| [**English Language Arts**](https://www.k12.wa.us/student-success/resources-subject-area/english-language-arts) | CCSS.ELA-Literacy.SL.11-12.5Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. CCSS.ELA-Literacy.RST.11-12.7Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. CCSS.ELA-Literacy.W.11-12.2AWrite informative-explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content.CCSS.ELA-Literacy.SL.11-12.1Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. CCSS.ELA-Literacy.L11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| [**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 Nineteen**  |
| **Unit:** Skills Practice | **Total Learning Hours for Unit:** 16 |
| **Unit Summary:** Hands-on experiences for Prometric exam preparation. |
| **Components and Assessments** |
| **Performance Assessments:** * 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.
* Use personal traits and attitudes appropriate for a healthcare worker while performing each HCA skill in practical assessment.
* Critically analyze a patient/client scenario and explain what duties in the scenario are within their scope of practice as an HCA and which ones are not.
* Interact with a small team in a simulation lab demonstrating they understand and can follow rights and responsibilities afforded to all clients/patients in their job as a healthcare worker.
* Show evidence, in a simulation lab, they can accurately and legibly document observations during or after patient/client interactions to clearly communicate these to their supervisor, the nurse, or the incoming care worker.
 |
| **Leadership Alignment:**Students will communicate clearly (3.A.1; 3.A.2; 3.A.3), reason effectively (2.A.1), use systems of thinking (2.B.1) to make judgements and decisions (2.C.1; 2.C.4; 2.C.5) while working in teams to practice HCA skills in the clinical skills simulation lab in preparation for taking their Prometric exam. |
| **Industry Standards and/or Competencies** |
| **Name of standards:** National Health Science Standards | **Website:** https://healthscienceconsortium.org/standards/ |
| Standard 4: Employability SkillsUse employability skills to enhance employment opportunities and job satisfaction4.1 Personal Traits of the Health Professional4.1.1 Identify personal traits and attitudes desirable in a career ready member of a health team* Acceptable of criticism
* Competence
* Dependability
* Discretion
* Empathy
* Enthusiasm
* Honesty
* Initiative
* Integrity
* Patience
* Positive Attitude
* Responsibility
* Self-motivation
* Social and cultural competence
* Tact
* Team player
* Willingness to learn

4.1.2 Summarize professional standards as they apply to hygiene, dress, language, confidentiality, and behavior.4.2 Employability 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
 |
| **Aligned Washington State Learning Standards** |
| [**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) | 1. Empowered Learner – Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.2. Digital Citizen- Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.3. Knowledge Constructor- Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts.6. Creative Communicator –Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital medica appropriate to their goals. |
| [**English Language Arts**](https://www.k12.wa.us/student-success/resources-subject-area/english-language-arts) | CCSS.ELA-Literacy.SL.11-12.5Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. CCSS.ELA-Literacy.RST.11-12.7Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. CCSS.ELA-Literacy.W.11-12.2AWrite informative-explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content.CCSS.ELA-Literacy.SL.11-12.1Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. CCSS.ELA-Literacy.L11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
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| [**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. |

| 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*
 |

WA