

**Home Health Aide 1 & 2**  
**Scope & Sequence: Year 1**

Semester 1		Semester 2	
Quarter 1	Quarter 2	Quarter 3	Quarter 4
<p>Technical Standards: 1.0, 2.0, 18.0, 11.0 Professional Standards: 1.0, 2.0, 3.0, 5.0</p> <p><b><u>Unit 1</u></b> <b>Health Care Systems</b></p> <ul style="list-style-type: none"> <li>Describe occupations in the healthcare industry.</li> <li>Describe settings for direct care and support services.</li> <li>Identify AZ agencies and programs that offer direct care services.</li> <li>Describe types of services offered to families and individuals.</li> <li>Describe the basic functions of the service team and the importance of teamwork.</li> </ul> <p>Technical Standards: 11.0, 19.0 Professional Standards: 1.0, 3.0, 6.0</p> <p><b><u>Unit 2</u></b> <b>Anatomy and Physiology</b></p> <ul style="list-style-type: none"> <li>Identify the body systems and their functions.</li> <li>Identify common conditions affecting body systems and their potential effect on a person's care.</li> <li>Describe the effects of aging on the human body.</li> </ul>	<p>Technical Standards: 17.0, 19.0 Professional Standards: 2.0, 3.0, 4.0, 5.0, 6.0</p> <p><b><u>Unit 3</u></b> <b>Human Growth and Development</b></p> <ul style="list-style-type: none"> <li>Define "developmental disability."</li> <li>Identify four conditions to qualify for services from the Division of Developmental Disabilities.</li> <li>Identify the effects of Cerebral Palsy.</li> <li>Identify the effects of Autism.</li> <li>Identify the effects of Cognitive Disability.</li> <li>Identify the effects of Epilepsy.</li> <li>Describe the stages of grief and the dying process.</li> <li>Explain how death can affect a DCW.</li> <li>Identify and explain the coping strategies relevant to grieving and/or dying.</li> <li>Describe community resources available to help with death and dying.</li> </ul>	<p>Technical Standards: 11.0, 12.0, 17.0, 16.0 Professional Standards: 1.0, 2.0, 3.0, 4.0, 6.0</p> <p><b><u>Unit 5</u></b> <b>Special Populations</b></p> <ul style="list-style-type: none"> <li>Identify common conditions affecting each body system and their potential effect on a person's care.</li> <li>Describe the effects of aging on each body system.</li> <li>Describe signs and symptoms of anxiety and depression.</li> <li>Describe the physical and emotional needs of a person with a psychological or cognitive condition.</li> <li>Describe how age, illness, and disability affect sexuality.</li> <li>Describe the stages of grieving.</li> <li>Describe postmortem changes and procedures.</li> <li>Define the types of dementia.</li> <li>Describe stages of dementia.</li> <li>Describe changes in cognitive abilities.</li> <li>Identify dementia-related symptoms.</li> <li>Understand changes in behavior and emotions.</li> <li>Describe dementia specific care.</li> <li>Practice ways of redirecting.</li> </ul>	<p>Technical Standards: 8.0 Professional Standards: 1.0, 3.0, 5.0, 6.0</p> <p><b><u>Unit 7</u></b> <b>Wellness and Nutrition</b></p> <ul style="list-style-type: none"> <li>Identify food groups and nutrients for a healthy diet and good health.</li> <li>Explain the order of ingredients listed on a food label.</li> <li>Explain the terms "portion" and "serving".</li> <li>List health issues that might require a modified diet.</li> <li>Plan a menu based on dietary needs and/or a medically recommended diet.</li> <li>Identify nutrients that may be monitored for certain diets.</li> <li>Describe proper food storage and preparation.</li> <li>Define foodborne illness and describe ways to reduce foodborne illness.</li> </ul> <p>Technical Standards: 8.0 Professional Standards: 1.0, 3.0, 5.0</p> <p><b><u>Unit 8</u></b> <b>Nutrition and Elimination</b></p> <ul style="list-style-type: none"> <li>Identify nutrients and what each does for the body and which might be used for specific diets.</li> </ul>

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	Technical Standards: 4.0 Professional Standards: 1.0, 2.0, 6.0 <u>Unit 4</u> <b>Cultural, Social, and Ethnic Diversity</b> <ul style="list-style-type: none"> <li>• Explain “cultural competence” and actions to support culturally competent care.</li> <li>• Identify culture specific concepts</li> <li>• Identify cultural barriers to communication.</li> <li>• Give examples of how cultural and family differences influence the death and dying process.</li> </ul>	Technical Standards: 3.0, 4.0 Professional Standards: 1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 7.0 <u>Unit 6</u> <b>Communications</b> <ul style="list-style-type: none"> <li>• Purpose of reporting and documenting.</li> <li>• Record information accurately.</li> <li>• Analyze documenting and reporting facts/opinions/feelings.</li> <li>• Importance of reporting observed changes in individuals.</li> <li>• Effective verbal and non-verbal communication.</li> <li>• Barriers to communication.</li> <li>• Aggressive, passive, and assertive communication.</li> <li>• Respectful interactions.</li> <li>• Techniques for communicating with individuals with disabilities.</li> <li>• Person first language.</li> <li>• Practice problem-solving and conflict resolution techniques.</li> <li>• Analyze cultural barriers to communication.</li> <li>• Identify culture-specific concepts/practices and explain the impact of culture on a person’s needs and preferences</li> </ul>	<ul style="list-style-type: none"> <li>• Explain ways to encourage a person to eat and/or comply with a medically recommended diet.</li> <li>• Identify assistive devices to help a person feel more in control of their meal planning and eating process.</li> </ul>