



HOME HEALTH AIDE

COURSE OUTLINE

SPRING 2008



COURSE OUTLINE

Course Number : XAH252

Course Title : Home Health Aide Course

Credits : 0

Hours: 10 classroom hours

Catalog description:

This specialization course prepares the student to sit for the State Certification Examination as a Home Health Aide. Students in this course must have completed, or be currently enrolled in, the Unlicensed Assistive Personnel Course.

Prerequisites/Corequisites: XAH250

Required texts/other materials:

Sorrentino, S. A. (2004). Mosby's textbook for nursing assistants (6th Ed.). St. Louis: Mosby.

Last revised: 2007

Course faculty: Catherine C. Smith, RNC, BSN, WOCN

Information resources: Textbook, library sources

Course goals:

At the end of this course the student will be able to:

- Provide direct client care in the home environment

COURSE OUTLINE

OBJECTIVES AND EXPECTED COMPETENCIES	HRS	CONTENT	TEACHER ACTIVITY	STUDENT ACTIVITY
<p>The student will:</p> <ul style="list-style-type: none"> • Differentiate the roles of home-care team members • Describe the nurse/homemaker-home health aide/client relationship • Explain the importance of immediately reporting changes in client status • Summarize the characteristics of an effective homemaker-home health aide • Identify ways of ensuring client confidentiality • Describe the legal implications of homemaker-home health aide documentation • Discuss the requirements for certification and recertification of the homemaker-home health aide 	2	<p>Section I – Introduction to the Role of the Homemaker-Home Health Aide</p> <p>A. Settings utilizing homemaker-home health aides as UAPs in the health-care continuum</p> <ol style="list-style-type: none"> 1. home-care agencies 2. hospice 3. assisted living 4. other <p>B. Role of the homemaker-home health aide</p> <ol style="list-style-type: none"> 1. home-care team 2. nursing team <p>C. Legal and ethical considerations for the homemaker-home health aide</p> <ol style="list-style-type: none"> 1. regulatory/licensing 2. client rights 3. confidentiality 4. abuse 5. documentation 	Lecture/Handouts	Required Reading: Sorrentino Chapters 2 &3
<p>The student will:</p> <ul style="list-style-type: none"> • Identify factors that affect communication within the home setting • Identify actions that can facilitate or hinder the formation of a trusting relationship with the client/family • Discuss appropriate responses to conflicts in the client’s home • Identify inappropriate client/family communication with the homemaker-home health aide and the need to report this immediately • Explain the importance of observing for and reporting changes in the client’s condition or home environment immediately 	2	<p>Section II – Foundations for Working with People</p> <p>A. Communication</p> <ol style="list-style-type: none"> 1. effects of the home-care setting on communication 2. potential barriers to communication 3. maintaining working relationship with client/family 4. communication with the home-care team <p>B. Understanding family dynamics and the role of primary caregiver</p> <ol style="list-style-type: none"> 1. responses to illness/stress 2. role change of client/family 3. needs of the client versus family/significant other’s needs 4. confidentiality <p>C. Cultural diversity</p> <ol style="list-style-type: none"> 1. effort to learn culture 2. respect client/family customs 	Lecture/Handouts	Required Reading: Sorrentino Chapter 4

OBJECTIVES AND EXPECTED COMPETENCIES	HRS	CONTENT	TEACHER ACTIVITY	STUDENT ACTIVITY
<ul style="list-style-type: none"> • Describe supportive communication techniques that assist the client and family in coping with life changes • Discuss how role changes between client and family can affect family dynamics and the acceptance of the homemaker-home health aide • List examples of cultural diversity and the related responsibility of the homemaker-home health aide <p>The student will:</p> <ul style="list-style-type: none"> • Discuss fire safety techniques in the home • Describe what to do in the event of a fire in the client's home • Identify safety hazards in the home • Explain the importance of personal safety precautions • Discuss infection control procedures in the home • Identify prevention of work-related injuries • Describe emergency procedures 	2	<p>3. accommodate culture: consider the safety of the client/ homemaker-home health aide agency policies</p> <p>and</p> <p>Section III – Safety: Foundations for a Safe Client Environment</p> <p>A. General safety in the home</p> <ol style="list-style-type: none"> 1. reducing risk of falls 2. reducing risk of fires/burns 3. risk of accidental poisoning 4. other potential hazards <p>B. Personal safety in the home</p> <ol style="list-style-type: none"> 1. transportation 2. knowledge of neighborhood 3. pets/animals 4. weapons in the home 5. threats/violence in the home 6. report any unsafe conditions 7. body mechanics <p>C. Standard precautions for infection control</p> <ol style="list-style-type: none"> 1. standard precautions/universal precautions 2. bringing supplies into the home 3. waste management 4. special precautions 5. potential infection control problems in the home 6. interventions to maintain cleanliness of client environment 	Lecture/Handouts	Required Reading: Sorrentino Chapter 10

OBJECTIVES AND EXPECTED COMPETENCIES	HRS	CONTENT	TEACHER ACTIVITY	STUDENT ACTIVITY
<p>The student will:</p> <ul style="list-style-type: none"> • Discuss the importance of following dietary restrictions when food shopping for the client • Describe meal preparation considerations for special diets • Identify safe food preparation and storage • Explain the importance of maintaining a clean environment for the patient • List examples of cultural diversity and the HHA's responsibility • Identify the HHA's responsibility when caring for a dying client with an advance directive (living will) 	2	<p>D. Emergencies</p> <ol style="list-style-type: none"> 1. activating emergency medical services (EMS) 2. reporting to agency/nurse supervisor immediately 3. awareness of agency's disaster plan <p>E. Assistance with medications</p> <ol style="list-style-type: none"> 1. types of medications 2. prescription 3. over-the-counter (OTC) medications 4. herbal 5. topical 6. oxygen – do not change flow rate 7. assisting client with medications <p>Section IV – Home-Care Considerations</p> <p>A. Food</p> <ol style="list-style-type: none"> 1. food shopping 2. food preparation <p>B. Housekeeping</p> <ol style="list-style-type: none"> 1. organization of tasks 2. care of the client's environment – family vs. HHA's responsibilities 3. cleaning products 4. dusting and cleaning kitchens/bathrooms 5. laundry 6. pets 7. care of floor/carpet <p>C. Use and care of medical equipment in the home</p> <ol style="list-style-type: none"> 1. thermometer 2. assistive and rehabilitative devices 3. oxygen 	Lecture/Handouts	<p>Required Reading: Sorrentino Chapters 20, 39 & 41</p>

OBJECTIVES AND EXPECTED COMPETENCIES	HRS	CONTENT	TEACHER ACTIVITY	STUDENT ACTIVITY
<p>The student will:</p> <ul style="list-style-type: none"> • Identify the HHA's role in infant and child care • Describe the difference between discipline and punishment • List common reactions of children and family members to illness and/or stress • Discuss appropriate HHA responses to child/family stress/illness 	2	<p>D. Cultural diversity</p> <ol style="list-style-type: none"> 1. respect the patient's family customs 2. nurse supervisor may indicate on the client's care plan any cultural considerations for the HHA <p>E. Death and dying</p> <ol style="list-style-type: none"> 1. role and responsibilities of the HHA with a dying client 2. family considerations with regard to the dying client 3. agency policy regarding death and dying and the health-care team 4. hospice philosophy <p>F. Post-mortem care</p> <ol style="list-style-type: none"> 1. cultural diversity consideration <p>Section V – Infant and Child Care</p> <p>A. Introduction to infant and child care</p> <ol style="list-style-type: none"> 1. role of the HHA 2. basic physical needs of infants and children <p>B. Family dynamics</p> <ol style="list-style-type: none"> 1. identify a child's reaction to stress 2. recognition of changes or events in a family that the HHA would report 3. relating to a child that is not the client 4. define discipline 5. cultural diversity 6. support parental roles 7. reporting child abuse 8. explaining the role of DYFS 		<p>Required Reading: Sorrentino Chapter 38</p>

Evaluation of Student Learning:

Course Requirements:

1. Final Exam

Grading

Final Exam.....100%

GRADING

A	97-100
A-	93-96
B+	89-92
B	85-88
B-	81-84
C+	78-80
C	75-77
D	61-74
F	60 or below

Academic Integrity Statement:

ACADEMIC INTEGRITY OMB 210

Mercer County Community College is committed to Academic Integrity -- the honest, fair and continuing pursuit of knowledge, free from fraud or deception. This implies that students are expected to be responsible for their own work, and that faculty and academic support services staff members will take reasonable precautions to prevent the opportunity for academic dishonesty.

The college recognizes the following general categories of violations of Academic Integrity, with representative examples of each. Academic Integrity is violated whenever a student:

A. Uses or obtains unauthorized assistance in any academic work.

- copying from another student's exam.
- using notes, books, electronic devices or other aids of any kind during an exam when prohibited.
- stealing an exam or possessing a stolen copy of an exam.

B. Gives fraudulent assistance to another student.

- completing a graded academic activity or taking an exam for someone else.
- giving answers to or sharing answers with another student before, during or after an exam or other graded academic activity.
- sharing answers during an exam by using a system of signals.

C. Knowingly represents the work of others as his/her own, or represents previously completed academic work as current.

- submitting a paper or other academic work for credit which includes words, ideas, data or creative work of others without acknowledging the source.
- using another author's words without enclosing them in quotation marks, without paraphrasing them or without citing the source appropriately.

- presenting another individual's work as one's own.
- submitting the same paper or academic assignment to another class without the permission of the instructor.

D. Fabricates data in support of an academic assignment.

- falsifying bibliographic entries.
- submitting any academic assignment which contains falsified or fabricated data or results.

E. Inappropriately or unethically uses technological means to gain academic advantage.

- inappropriately or unethically acquiring material via the Internet or by any other means.
- using any electronic or hidden devices for communication during an exam.

Each instructor and academic support service area is authorized to establish specific guidelines consistent with this policy.

CONSEQUENCES FOR VIOLATIONS OF ACADEMIC INTEGRITY

For a single violation, the faculty member will determine the course of action to be followed. This may include assigning a lower grade on the assignment, assigning a lower final course grade, failing the student in the course, or other penalty appropriate to the violation.

In all cases, the instructor shall notify the Chair of the Academic Integrity Committee of the violation and the penalty imposed.

When two (or more) violations of academic integrity are reported on a student, the Academic Integrity Committee (AIC) may impose disciplinary penalties beyond those imposed by the course instructors. The student shall have the right to a hearing before the AIC or a designated AIC subcommittee.

APPEALS

The student has a right to appeal the decision of the instructor or the Academic Integrity Committee. Judicial procedures governing violations of Academic Integrity are contained in the Student Handbook.

Approved by the MCCC Board of Trustees March 18, 2004