



Appendix A

NATIONAL CENTER FOR HEALTHCARE APPRENTICESHIPS (NCHA) STANDARDS OF APPRENTICESHIP

Developed by

**SEIU/AFSCME National Center for Healthcare Apprenticeships –
National Joint Apprenticeship Training Committee (NJATC)**

For the Occupation and Specialties of

HOME HEALTH AIDE (HHA)

ONET-SOC CODE: 31-1011.00 RAPIDS CODE: 1086 CBCL

and

ADVANCED HOME HEALTH AIDE (AHHA)

PEER TRAINER SPECIALTY

CARE TRANSITIONS SPECIALTY

DEMENTIA SPECIALTY

GERIATRIC SPECIALTY

HOSPICE/PALLIATIVE CARE SPECIALTY

WORK PROCESS SCHEDULE

AND

RELATED INSTRUCTION OUTLINE



Appendix A

OCCUPATION TITLE: HOME HEALTH AIDE (HHA)
Advanced Home Health Aide Specialty
Peer Trainer Specialty
Care Transitions Specialty
Dementia Specialty
Geriatric Specialty
Hospice/Palliative Care Specialty
O*NET-SOC CODE: 31-1011.00 RAPIDS CODE: 1086CBCL

OVERVIEW

This Registered Apprenticeship provides a career pathway for people entering into the Home Health Aide (HHA) occupation to receive on-the-job learning and related instruction to allow the apprentice to master all competencies as listed in these Standards. Upon completion of the HHA training, the apprentice will choose one of the specialty areas based on the apprentice’s interest and their employer’s need. These National Standards of Apprenticeship include all direct care workforce competencies recommended by the Centers for Medicare & Medicaid Services. This training outline includes and adds to federal requirements of 75 hours of HHA training with at least 16 hours of supervised practical training. (Code of Federal Regulations, Title 42, Section 484.36). At least 16 hours of classroom training must be completed before beginning the supervised practical training. Each state has their own requirements and if any required training is not listed here, then it may be added to these requirements to meet the local employer and/or regulatory needs.

OCCUPATION	TERM	COMPLETION CERTIFICATE
Home Health Aide (HHA)	Competency-Based	Certificate of Training

Upon completion of the HHA training, the apprentice will continue into one of the following specialties to complete their apprenticeship. Their certificate of completion of apprenticeship will reflect a HHA and their area(s) of specialty.

SPECIALTY	TERM	COMPLETION CERTIFICATE
Advanced Home Health Aide	Competency-Based	Certificate of Specialization
Peer Trainer	Competency-Based	Certificate of Specialization
Care Transitions	Competency-Based	Certificate of Specialization
Dementia	Competency-Based	Certificate of Specialization
Geriatric	Competency-Based	Certificate of Specialization
Hospice/Palliative Care	Competency-Based	Certificate of Specialization



This schedule is attached to and a part of these Standards for the occupation.

1. TYPE OF OCCUPATION

Time-based Competency-based Hybrid

2. TERM OF APPRENTICESHIP

The term of the occupation is based on the apprentice's demonstration of the mastery of HHA and Specialty competencies as specified in these standards (approximately 1 year), supplemented by the required hours of related instruction as determined by local partners and in consideration of regional certification standards but in no case will be less than 144 hours.

3. RATIO OF APPRENTICES TO JOURNEYWORKERS

The apprentice to journey worker ratio is: 5 Apprentice(s) to 1 Journey worker, or based on the decision of the local apprenticeship committee.

4. APPRENTICE WAGE SCHEDULE

Apprentices shall be paid a progressively increasing schedule of wages based on either a percentage or a dollar amount of the current hourly journey worker wage rate. Local CBAs or local subcommittees of the NJATC will determine the rates.

5. WORK PROCESS SCHEDULE (see attached)

The sponsor, or through its local subcommittee may modify the work processes to meet local needs, scope of practice or licensing requirements and/or desire to register and/or co-register with a local registration agency.

6. RELATED TECHNICAL INSTRUCTION (see attached)

The sponsor, or through its local subcommittee may modify the related instruction to meet local needs, scope of practice or licensing requirements and/or desire to register and/or co-register with a local registration agency.



WORK PROCESS SCHEDULE

HOME HEALTH AIDE (HHA)

O*NET-SOC CODE: 31-1011.00 RAPIDS CODE: 1086 CBCL

Description: Home Health Aides (HHAs) assist clients in their own homes and other community settings with the Activities of Daily Living (such as eating, dressing, bathing and toileting). They, usually under the direction of a licensed nurse, perform a variety of health-related tasks. They may also help with housekeeping, meal preparation, bill paying and other tasks.

Term: This is a competency-based program, therefore completion of the on-the-job learning of these work processes as listed below will occur after the apprentice has demonstrated mastery of each competency and successfully completed the related instruction.

On-The-Job Learning: Apprentices will receive training in the work experience as listed below. The average apprentice coming into this training with no previous experience may take approximately 1,000 hours or 6 months to master the competencies. Credit may be given for previous experience and education.

WORK PROCESSES
I. Role of the Home Health Aide <ul style="list-style-type: none">• Demonstrate the role and scope of work of the HHA when working as a member of the healthcare team• Demonstrate the role of the HHA in relation to the consumer/client receiving services• Demonstrate HHA professionalism in appropriate dress, punctuality, and performance in accordance with agency policies and HHA roles
II. Client Rights and Confidentiality <ul style="list-style-type: none">• Respect the rights and observe the preference of the consumer/client in their own home• Demonstrate ways of protecting client's privacy and promoting independence• Respect the confidentiality of client information and adheres to Health Insurance Portability and Accountability Act of 1996 (HIPAA) and agency confidentiality guidelines• Recognize causes and types of abuse, appropriate response and reporting requirements
III. Communication and Problem-Solving Skills <ul style="list-style-type: none">• Can explain the term "communication" including the difference between verbal and non-verbal communication• Demonstrate effective communication, including active listening• Demonstrate ability to resolve conflict and work will with challenging behaviors• Demonstrate respect and cultural sensitivity in communicating with others• Demonstrate the use of effective problem-solving skills• Notify supervisor promptly in relation to client's needs, concerns and/or problems encountered• Serve as an advocate for the client and treats the client, their family and close friends with courtesy and respect• Provide report to designated staff according to procedure



WORK PROCESSES

IV. Personal Care Skills

Demonstrate appropriate and safe techniques in personal hygiene and grooming such as:

- Assist clients with bathing according to client preference and plan of care
- Provide clients with bed baths according to proper procedure when indicated
- Shampoo clients' hair in bed when indicated
- Assist clients with oral hygiene and care according to individual needs and plan of care
- Assist clients with fingernail and toenail care
- Shave clients using proper procedure (facial hair only) with safety razor/electric shaver
- Turn clients in bed according to proper procedure
- Provide clients with back rubs according to proper procedure
- Assist clients with eating
- Assist clients with dressing
- Assist clients with the use of elastic support stockings
- Make an occupied bed and/or unoccupied bed
- Assist clients with toileting needs including demonstrating proper use of bedpan, urinals and/or commode (and use of adult diaper or incontinence products as needed)
- Provide pericare as indicated in plan of care
- Assist clients with use of condom catheters and daily catheter care
- Demonstrate proper technique and use of lift equipment (transfer technique)
- Clean and ensure appropriate function and care of appliances such as glasses, hearing aids, prostheses and assists with application as indicated by plan of care

V. Health Related Tasks

- Observe, record, report and document client status/changes and care/services furnished and provides information to the supervisor according to policy
- Accurately measure and record temperature, pulse, respiration and blood pressure
- Collect routine urine, stool and sputum specimens according to proper procedures
- Prepare and assist clients with complex modified diets
- Assist clients with prescribed exercise programs, including walking, standing
- Assist with passive/active range of motion
- Assist clients with lung disease with postural drainage
- Assist with the use of prescribed medical equipment, supplies and devices
- Assist with special skin care to prevent ulcers; observes, records and reports skin conditions including signs and symptoms of sepsis
- Assist clients with ileostomy, colostomy, gastrostomy and tracheostomy care
- Assist with meal planning, food preparation and serving, food shopping, storage and handling
- Assist with the preparation of simple modified diets
- Assist clients with family spending and budgeting as specified on care plan
- Assist clients with care of the home and personal belongings
- Assist clients with self-administration of medicine as allowed by law
- Recognize pain in client; report client pain to supervisor per policy
- Assist with nutrition and fluid intake, measures and records when indicated on plan of care
- Assist and encourages clients to consume nutritional supplements/snacks as indicated on plan of care



WORK PROCESSES

VI. Infection Control Procedures

- Demonstrate proper hand washing procedures
- Describe and apply the principles of infection prevention and control procedures
- Implement standard precautions as indicated
- Obtain available personal protection against illness and infection such as the flu vaccine
- Perform activities using OSHA/blood borne pathogen procedures and requirements
- Describe activities addressing common communicable disease protocols

VII. Safety and Recognize/Respond to Emergencies According to Emergency Procedure

- Maintain clean, safe and healthy environment; assess home for possible hazards and fix
- Use proper body mechanics at all times and incorporate safe transfer techniques
- Demonstrate awareness of range of motion and positioning in moving client
- Demonstrate knowledge of procedures in case of emergencies in the home
- Recognize emergencies and understands and acts according to emergency procedure
- Check equipment before use and notifies supervisor of any problems identified
- Demonstrate ability to perform CPR and AED according to proper procedures

VIII. Understanding the Needs of Various Groups of Clients and Ways to Work with Them

- Describe the special needs of physically disabled clients, and how to address those needs
- Describe the special needs of the aging clients and how to address those needs
- Describe the special needs of clients who are dying, assist their families, and address their needs
- Describe the special needs of clients who are cognitively impaired or mentally ill, and how to address those needs
- Use knowledge of disease processes in understanding clients' needs

NOTE: The above Work Processes are intended as a guide. It is understood that the HHA scope of work and the application of learned skills may vary by state and employer. The above Work Processes are core competencies. Additional skills and or practice may be required based on employer needs and/or state or local requirements.



RELATED INSTRUCTION OUTLINE HOME HEALTH AIDE (HHA)

The prerequisite to these courses is the completion of the HHA related instruction coursework or comparable education and training, as approved by the local employer partnership, and/or JATC or Local Committee. These courses listed here can be completed before or during the apprenticeship program. It is recognized that the content outlined below may be delivered through different courses provided by different educational institutions and training providers, as determined and approved by the local partnership, and/or JATC or Local Committee.

Related instruction supplements the on-the-job learning and lists courses that provide technical ability. It is through the combination of both on-the-job learning and the related instruction that the apprentice can reach a skilled level in the occupation. The following are suggested courses to be completed during the term of apprenticeship

The combination of the related instruction for the HHA and one Specialty should add up to 144 hours or more.

Course Topics
Introduction to Home Care
Communication and Working Effectively with Home Care Clients
Patient Rights, Infection Control/Universal Precautions, OSHA, HIV/AIDS, Confidentiality, Privacy
Working with Various Populations and Special Needs
Disability Etiquette
Working with Undiagnosed Personality Disorders
Personal Care- Defining Personal Care and Hygiene
Food, Nutrition and Meal Preparation
Care of the Home and Personal Belongings
Home Safety, Accident Prevention and Emergency Protocols
Family Spending and Budgeting
Orientation to Body Systems, Body Mechanics and Health-Related Tasks
Performing Simple Measurements and Tests and How to Observe, Report, Document
Assisting with Prescribed Exercise Program; Range of Motion; Transfers
Assisting with the Use of Prescribed Medical Equipment, Supplies and Devices
Assisting with Special Skin Care
Assisting with a Dressing Change
Assisting with Ostomy Care
Other course work as determined to meet local needs or requirements



Home Health Aide

Competency and Task Verification Checklist

Each employer partnership, and/or JATC or Local Committee will determine the appropriate examples of each core competence. The list below each core competence should be completed depending on state scope of practice and employer requirements.

Field Training – Mentor/Journey worker has provided training and demonstration of task to the apprentice.

Demonstrates Fundamentals – Apprentice can perform the task with some coaching.

Proficient in Task – Apprentice performs task properly and consistently.

Completion Date – Date apprentice completes final demonstration of competency.

Core Competence	<i>Initial and date in the box when complete</i>			Completion Date
	Field Training	Demonstrates Fundamentals	Proficient in Task	
I. Role of the Home Health Aide				
Demonstrate the role and scope of work of the HHA when working as a member of the healthcare team				
Demonstrate the role of the HHA in relation to the consumer/client receiving services				
Demonstrate HHA professionalism in appropriate dress, punctuality, and performance in accordance with agency policies and HHA roles				
II. Client Rights and Confidentiality				
Respect the rights and observe the preference of the consumer/client in their own home				
Demonstrate ways of protecting client's privacy and promoting independence				
Respect the confidentiality of client information and adheres to Health Insurance Portability and Accountability Act of 1996 (HIPAA) and agency confidentiality guidelines				
Recognize causes and types of abuse, appropriate response and reporting requirements				
III. Communication and Problem-Solving Skills				
Can explain the term "communication" including the difference between verbal and non-verbal communication				
Demonstrate effective communication, including active listening				
Demonstrate ability to resolve conflict and work will with challenging behaviors				
Demonstrate respect and cultural sensitivity in communicating with others				
Demonstrate the use of effective problem-solving skills				
Notify supervisor promptly in relation to client's needs, concerns and/or problems encountered				
Serve as an advocate for the client and treats the client, their family and close friends with courtesy and respect				
Provide report to designated staff according to procedure				
IV. Personal Care Skills				



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Core Competence	Initial and date in the box when complete			
Assist clients with bathing according to client preference and plan of care				
Provide clients with bed baths according to proper procedure when indicated				
Shampoo clients' hair in bed when indicated				
Assist clients with oral hygiene and care according to individual needs and plan of care				
Assist clients with fingernail and toenail care				
Shave clients using proper procedure (facial hair only) with safety razor/electric shaver				
Turn clients in bed according to proper procedure				
Provide clients with back rubs according to proper procedure				
Assist clients with eating				
Assist clients with dressing				
Assist clients with the use of elastic support stockings				
Make an occupied bed and/or unoccupied bed				
Assist clients with toileting needs including demonstrating proper use of bedpan, urinals and/or commode (and use of adult diaper or incontinence products as needed)				
Provide pericare as indicated in plan of care				
Assist clients with use of condom catheters and daily catheter care				
Demonstrate proper technique and use of lift equipment (transfer technique)				
Clean and ensure appropriate function and care of appliances such as glasses, hearing aids, prostheses and assists with application as indicated by plan of care				
V. Health Related Tasks	Field Training	Demonstrates Fundamentals	Proficient in Task	Completion Date
Observe, record, report and document client status/changes and care/services furnished and provides information to the supervisor according to policy				
Accurately measure and record temperature, pulse, respiration and blood pressure				
Collect routine urine, stool and sputum specimens according to proper procedures				
Prepare and assist clients with complex modified diets				
Assist clients with prescribed exercise programs, including walking, standing				
Assist with passive/active range of motion				
Assist clients with lung disease with postural drainage				
Assist with the use of prescribed medical equipment, supplies and devices				
Assist with special skin care to prevent ulcers; observes, records and reports skin conditions including signs and symptoms of sepsis				
Assist clients with ileostomy, colostomy, gastrostomy and tracheostomy care				
Assist with meal planning, food preparation and serving, food shopping, storage and handling				



Core Competence	<i>Initial and date in the box when complete</i>			
Assist with the preparation of simple modified diets				
Assist clients with family spending and budgeting as specified on care plan				
Assist clients with care of the home and personal belongings				
Assist clients with self-administration of medicine as allowed by law				
Recognize pain in client; report client pain to supervisor per policy				
Assist with nutrition and fluid intake, measures and records when indicated on plan of care				
Assist and encourages clients to consume nutritional supplements/snacks as indicated on plan of care				
VI. Infection Control Procedures	Field Training	Demonstrates Fundamentals	Proficient in Task	Completion Date
Demonstrate proper hand washing procedures				
Describe and apply the principles of infection prevention and control procedures				
Implement standard precautions as indicated				
Obtain available personal protection against illness and infection such as the flu vaccine				
Perform activities using OSHA/blood borne pathogen procedures and requirements				
Describe activities addressing common communicable disease protocols				
VII. Safety and Recognize/Respond to Emergencies According to Emergency Procedure	Field Training	Demonstrates Fundamentals	Proficient in Task	Completion Date
Maintain clean, safe and healthy environment; assess home for possible hazards and fix				
Use proper body mechanics at all times and incorporate safe transfer techniques				
Demonstrate awareness of range of motion and positioning in moving client				
Demonstrate knowledge of procedures in case of emergencies in the home				
Recognize emergencies and understands and acts according to emergency procedure				
Check equipment before use and notifies supervisor of any problems identified				
Demonstrate ability to perform CPR and AED according to proper procedures				
VIII. Understanding the Needs of Various Groups of Clients and Ways to Work with Them	Field Training	Demonstrates Fundamentals	Proficient in Task	Completion Date
Describe the special needs of physically disabled clients, and how to address those needs				
Describe the special needs of the aging clients and how to address those needs				
Describe the special needs of clients who are dying, assist their families, and address their needs				
Describe the special needs of clients who are cognitively impaired or mentally ill, and how to address those needs				



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Core Competence	<i>Initial and date in the box when complete</i>			
Use knowledge of disease processes in understanding clients' needs				



WORK PROCESS SCHEDULE

ADVANCED HOME HEALTH AIDE (AHHA) SPECIALTY

O*NET-SOC CODE: 31-1011.00 RAPIDS CODE: 1086 CBCL

Description: Advanced Home Health Aide (AHHA) apprentices have completed the Home Health Aide (HHA) portion of this apprenticeship and then will continue their apprenticeship training in the advanced home health care. The Advanced Home Health Aide (AHHA) apprentice will continue to work with clients in their own homes and other community settings, while they learn and demonstrate an advanced level of care work processes as listed below. Having an AHHA can allow a client to be able to stay and age well in his or her own home, even with physical or mental barriers and limitations. The AHHA learns and performs more advanced home care aide activities such as performing more person-centered care, moving the client from passive to a more active role in their care and life activities, utilizing more problem solving and motivational interviewing skills, de-escalation techniques, treatment and care plans, medication management, health literacy and client engagement and organizing care activities.

Term: This is a competency-based program, therefore completion of the on-the-job learning of these work processes as listed below will occur after the apprentice has demonstrated mastery of each competency and successfully completed the related instruction.

On-The-Job Learning: Apprentices will receive training in the work experience as listed below. The average apprentice coming into this training with no previous experience may take approximately 1,000 hours or 6 months to master the competencies. Credit may be given for previous experience and education.

WORK PROCESSES
I. Advanced Home Health Aide Communication <ul style="list-style-type: none">• Provide person-centered care and understand its importance for the client• Utilize problem solving skills for self and assisting client• Provide motivational interviewing skills• Practice de-escalation skills as needed – (attend, observe, identify triggers, use de-escalation techniques, document and debrief)
II. Treatment/Care Plans and Monitoring, Observing and Reporting <ul style="list-style-type: none">• Identify tasks and goals in developing treatment and care plan• Facilitate treatment and care plan updates• Gather baseline data and chart changes from baseline• Notify the correct healthcare or responsible person for client care about changes
III. Medication Management <ul style="list-style-type: none">• Has knowledge of and understands the importance of the medication list; the medication organization and coordination; proper storage; use of medication reminders• Encourage consistent medication use with the client• Assist clients with self-administration of medicine as allowed by law



WORK PROCESSES

IV. Health Literacy, Client Engagement and Organizing Care Activities

- Support client engagement in health literacy and their own healthcare
- Know health literacy skills and how to help client incorporate them
- Assist client with appointment reminders
- Prepare questions with client for healthcare provider appointments and review health care/changes to Care and Treatment Plan
- Accompany the client to doctor offices or other trips providing transportation, assistance and companionship
- Coordinate medications and other care activities needing to be scheduled for client
- Review discharge plans together to plan how to carry out changes required for the client

NOTE: The above Work Processes are intended as a guide. It is understood that the AHHA specialty scope of work and the application of learned skills may vary by state and employer. The above Work Processes are core competencies. Additional skills and or practice may be required based on employer needs and/or state or local requirements.



**RELATED INSTRUCTION OUTLINE
ADVANCED HOME HEALTH AIDE (AHHA) SPECIALTY**

The prerequisite to these courses is the completion of the HHA related instruction coursework or comparable education and training, as approved by the local employer partnership, and/or JATC or Local Committee. These courses listed here can be completed before or during the apprenticeship program. It is recognized that the content outlined below may be delivered through different courses provided by different educational institutions and training providers, as determined and approved by the local partnership, and/or JATC or Local Committee.

Related instruction supplements the on-the-job learning and lists courses that provide technical ability. It is through the combination of both on-the-job learning and the related instruction that the apprentice can reach a skilled level in the occupation. The following are suggested courses to be completed during the term of apprenticeship

The combination of the related instruction for the HHA and the Advanced Home Health Aide Specialty should add up to 144 hours or more.

Course Topics
Successful Completion of Home Health Aide basic course work
Introduction to Advanced Home Health Care and Person-Centered Care
Problem Solving
Motivational Interviewing
De-Escalation Techniques and Skills
Treatment and Care Plans
Medication Management
Health Literacy and Client Engagement
Monitoring, Observation and Reporting/Documenting
Organizing Care Activities
Other course work as determined to meet local needs or requirements



Advanced Home Health Aide Specialty Competency and Task Verification Checklist

Each employer partnership, and/or JATC or Local Committee will determine the appropriate examples of each core competence. The list below each core competence should be completed depending on state scope of practice and employer requirements.

Field Training – Mentor/Journey worker has provided training and demonstration of task to the apprentice.

Demonstrates Fundamentals – Apprentice can perform the task with some coaching.

Proficient in Task – Apprentice performs task properly and consistently.

Completion Date – Date apprentice completes final demonstration of competency.

Core Competence	<i>Initial and date in the box when complete</i>			
	Field Training	Demonstrates Fundamentals	Proficient in Task	Completion Date
I. Advanced Home Health Aide in Providing Person-Centered Care Communication				
Provide person-centered care and understand its importance for the client				
Utilize problem solving skills for self and assisting client				
Provide motivational interviewing skills				
Practice de-escalation skills as needed – (attend, observe, identify triggers, use de-escalation techniques, document and debrief)				
II. Treatment/Care Plans and Monitoring, Observing and Reporting				
Identify tasks and goals in developing treatment and care plan				
Facilitate treatment and care plan updates				
Gather baseline data and chart changes from baseline				
Notify the correct healthcare or responsible person for client care about changes				
III. Medication Management				
Has knowledge of and understands the importance of the medication list; the medication organization and coordination; proper storage; use of medication reminders				
Encourage consistent medication use with the client				
Assist clients with self-administration of medicine as allowed by law				



Core Competence	<i>Initial and date in the box when complete</i>			Completion Date
	Field Training	Demonstrates Fundamentals	Proficient in Task	
IV. Health Literacy, Client Engagement and Organizing Care Activities				
Support client engagement in health literacy and their own healthcare				
Know health literacy skills and how to help client incorporate them				
Assist client with appointment reminders				
Prepare questions with client for healthcare provider appointments and review health care/changes to Care and Treatment Plan				
Accompany the client to doctor offices or other trips providing transportation, assistance and companionship				
Coordinate medications and other care activities needing to be scheduled for client				
Review discharge plans together to plan how to carry out changes required for the client				



WORK PROCESS SCHEDULE

HHA PEER TRAINER SPECIALTY

O*NET-SOC CODE: 31-1011.00 RAPIDS CODE: 1086 CBCL

Description: The Peer Trainer Specialist is an experienced HHA worker who assists with training and hands-on demonstration in both didactic and in-home settings to reinforce HHA skills. In addition, the Peer Trainers may also be used to facilitate skills-based workshops and in-service topics. More in-depth training in each of the required HHA skills is provided. Other training includes adult learning principles and techniques, student engagement techniques, classroom management, the use of audio visual aids, pre-testing and post-testing, handling questions, use of games, and small group activities. The Peer Trainer helps other HHAs, their peers, understand the material taught in classes and labs, how s/he has applied it to direct patient/client care situations in the past and how the apprentice can apply it to their current caregiving situation.

Term: After receiving a Certificate of Training as a HHA, the Peer Trainer Specialist will learn, practice and demonstrate in-depth competence in the skills outlined below.

On-The-Job Learning: Apprentices will receive training in the various work experiences listed below, adding to their HHA work experiences already completed. The work processes or competencies as listed will take approximately 1,000 hours or 6 months of OJL. Each apprentice may vary in time it takes to learn the tasks and demonstrate competency in each one. The competencies will be signed off as completed by the supervisor.

WORK PROCESSES
I. Role of the Home Health Peer Trainer <ul style="list-style-type: none">• Assist new HHAs understand the role and scope of work of the HHA when working as a member of the healthcare team and in relation to the consumer/client receiving services• Reinforce agency policies in real time with respect to client's right, confidentiality, etc.
II. Communication and Problem-Solving Skills <ul style="list-style-type: none">• Serve as a role model and coach for new HHA helping them understand their own verbal and non-verbal communication• Demonstrate active listening and observe the new HHA and provides feedback• Assist HHA with resolving conflict with the client/family and coaches/works with HHA to develop strategies to deal with challenging behaviors• Coach HHA about cultural sensitivity in communicating with clients/family from other backgrounds• Serve as a liaison between HHA, coordinator and supervisor to ensure client's needs, concerns are addressed



WORK PROCESSES

III. Personal Care Skills

- Provide explanation, demonstration and use other educational aids to ensure that the HHA can competently provide assistance with Activities of Daily Livings (ADL's) in accordance with client preference and plan of care in the patient's home, including, but is not limited to grooming, dressing, using equipment and assistive devices, meal preparation, feeding and maintenance of a safe, clean environment and other tasks as needed

IV. Health Related Tasks

Serve as a trainer or mentor to ensure that HHA is competent to provide all required health-related tasks, such as:

- Accurately measure and record temperature, pulse, respiration and blood pressure
- Collect routine urine, stool and sputum specimens according to proper procedures
- Assist with meal planning, food preparation and serving, food shopping, storage and handling; prepare and assist clients with complex modified diets
- Assist clients with prescribed exercise programs, including walking, standing
- Assist with passive/active range of motion
- Assist clients with lung disease with postural drainage
- Assist with the use of prescribed medical equipment, supplies and devices
- Assist with special skin care to prevent ulcers;
- Assist clients with ileostomy, colostomy, gastrostomy and tracheostomy care
- Assist with the preparation of simple modified diets
- Assist clients with family spending and budgeting as specified on care plan
- Assist clients with care of the home and personal belongings
- Assist client with fluid intake, measures and records when indicated on plan of care
- Assist and encourages clients to consume nutritional supplements/snacks as indicated on plan of care

V. Infection Control

- Observe HHA to ensure the application of the principles of infection control in all activities
- Coach HHA as they observe, record and report skin conditions including signs and symptoms of sepsis

VI. Safety

- Coach HHA on the use proper body mechanics at all times and incorporation of safe transfer techniques
- Ensure HHAs ability to use new equipment in the home
- Conduct workshops on health and safety topics

VII. Working in a Skills Lab

- Demonstrate proper technique to perform each of the required skills
- Verbally instruct the HHA on how to perform each skill
- Administer and score pre and post-tests
- Set-up the skills lab with proper equipment, supplies and materials
- Maintain accurate records



WORK PROCESSES

VIII. Facilitating Skills Training and Workshops

- Demonstrate mastery of the content of the curriculum topic in teaching and coaching others
- Present topics to a group in an organized manner
- Manage presentation time
- Demonstrate use of multiple training techniques to accommodate different learning styles

NOTE: The above Work Processes are intended as a guide. It is understood that the HHA Peer Trainer Specialty scope of work and the application of learned skills may vary by state and employer. The above Work Processes are core competencies. Additional skills and or practice may be required based on employer needs and/or state or local requirements.



RELATED INSTRUCTION OUTLINE HHA PEER TRAINER SPECIALTY

The prerequisite to these courses is the completion of the HHA related instruction coursework or comparable education and training, as approved by the local employer partnership, and/or JATC or Local Committee. These courses listed here can be completed before or during the apprenticeship program. It is recognized that the content outlined below may be delivered through different courses provided by different educational institutions and training providers, as determined and approved by the local partnership, and/or JATC or Local Committee.

Related instruction supplements the on-the-job learning and lists courses that provide technical ability. It is through the combination of both on-the-job learning and the related instruction that the apprentice can reach a skilled level in the occupation. The following are suggested courses to be completed during the term of apprenticeship

The combination of the related instruction for the HHA and the Peer Trainer Specialty should add up to 144 hours or more.

Course Topics
Introduction to New Roles: Peer Trainer Specialty
Enhanced Communication Skills
Common Chronic Disease Care
Adult Centered Training
Training Tools
Classroom Management
Leadership
Other course work as determined to meet local needs or requirements



HHA Peer Trainer Specialty Task and Competency Verification Checklist

Each employer, JATC, partnership, and/or Local Committee will determine the appropriate examples of each core competence. The list below includes each core competence that should be completed depending on state scope of practice and employer requirements.

- Field Training** – Mentor/Journeyworker has provided training and demonstration of task to the apprentice.
- Demonstrates Fundamentals** – Apprentice can perform the task with some coaching.
- Proficient in Task** – Apprentice performs task properly and consistently.
- Completion Date** – Date apprentice completes final demonstration of competency.

Core Competence	<i>Initial and date in the box when complete</i>			Completion Date
	Field Training	Demonstrates Fundamentals	Proficient in Task	
I. Role of the Home Health Peer Trainer				
Assist new HHAs understand the role and scope of work of the HHA when working as a member of the healthcare team and in relation to the consumer/client receiving services				
Reinforce agency policies in real time with respect to client's right, confidentiality, etc.				
II. Communication and Problem-Solving Skills				
Serve as a role model and coach for new HHA helping them understand their own verbal and non-verbal communication				
Demonstrate active listening and observe the new HHA and provides feedback				
Assist HHA with resolving conflict with the client/family and coaches/works with HHA to develop strategies to deal with challenging behaviors				
Coach HHA about cultural sensitivity in communicating with clients/family from other backgrounds				
Serve as a liaison between HHA, coordinator and supervisor to ensure client's needs, concerns are addressed				
III. Personal Care Skills				
Provide explanation, demonstration and use other educational aids to ensure that the HHA can competently provide assistance with Activities of Daily Livings (ADL's) in accordance with client preference and plan of care in the patient's home, including, but is not limited to grooming, dressing, using equipment and assistive devices, meal preparation, feeding and maintenance of a safe, clean environment and other tasks as needed				
IV. Health Related Tasks in a Trainer Role				
Accurately measure and record temperature, pulse, respiration and blood pressure				
Collect routine urine, stool and sputum specimens according to proper procedures				
Assist with meal planning, food preparation and serving, food shopping, storage and handling; prepare and assist clients with complex modified diets				



Core Competence	<i>Initial and date in the box when complete</i>			
Assist clients with prescribed exercise programs, including walking, standing				
Assist with passive/active range of motion				
Assist clients with lung disease with postural drainage				
Assist with the use of prescribed medical equipment, supplies and devices				
Assist with special skin care to prevent ulcers;				
Assist clients with ileostomy, colostomy, gastrostomy and tracheostomy care				
Assist with the preparation of simple modified diets				
Assist clients with family spending and budgeting as specified on care plan				
Assist clients with care of the home and personal belongings				
Assist client with fluid intake, measures and records when indicated on plan of care				
Assist and encourages clients to consume nutritional supplements/snacks as indicated on plan of care				
V. Infection Control	Field Training	Demonstrates Fundamentals	Proficient in Task	Completion Date
Observe HHA to ensure the application of the principles of infection control in all activities				
Coach HHA as they observe, record and report skin conditions including signs and symptoms of sepsis				
VI. Safety	Field Training	Demonstrates Fundamentals	Proficient in Task	Completion Date
Coach HHA on the use proper body mechanics at all times and incorporation of safe transfer techniques				
Ensure HHAs ability to use new equipment in the home				
Conduct workshops on health and safety topics				
VII. Working in a Skills Lab	Field Training	Demonstrates Fundamentals	Proficient in Task	Completion Date
Demonstrate proper technique to perform each of the required skills				
Verbally instruct the HHA on how to perform each skill				
Administer and score pre and post-tests				
Set-up the skills lab with proper equipment, supplies and materials				
Maintain accurate records				
VIII. Facilitating Skills Training and Workshops	Field Training	Demonstrates Fundamentals	Proficient in Task	Completion Date
Demonstrate mastery of the content of the curriculum topic in teaching and coaching others				
Present topics to a group in an organized manner				
Manage presentation time				
Demonstrate use of multiple training techniques to accommodate different learning styles				



WORK PROCESS SCHEDULE

HHA CARE TRANSITIONS SPECIALTY

O*NET-SOC CODE: 31-1011.00 RAPIDS CODE: 1086 CBCL

Description: The HHA Care Transitions Specialist provides assistance during a patient or clients transition from an emergency department, hospital or nursing facility to home. By supporting these clients who are at high risk for hospital readmission, live alone or with uncertain support, or are in need of monitoring or have a poor history of complying with their therapeutic regimen, the role of this HHA Care Transitions Specialist is to safely transition a patient/client home, liaise with other members of the care team, and optimize the health of their client.

Term: After receiving a Certificate of Training as a HHA, the Care Transitions Specialist will demonstrate in-depth competence in the skills outlined below.

On-The-Job Learning: Apprentices will receive training in the various work experiences listed below, adding to their HHA work experiences already completed. The work processes or competencies as listed may take approximately 1,000 hours or 6 months of OJL. Each apprentice may vary in time it takes to learn the tasks and demonstrate competency is each one. The competencies will be signed off as completed by the supervisor.

WORK PROCESSES

I. Serve as Liaison between Patient or Client/Family and Healthcare Team

- Schedule follow up doctor visits
- Arrange transportation and accompany client to doctor and other healthcare visits
- Ensure a home environment to promote health, example: appropriate and sufficient food, environmental stability, ensure medication and refills available
- Assist with medication management as allowed by law
- Assist with other therapeutic regimens (e.g., physical therapy, occupational therapy, speech and language therapy)
- Provide direct care in accordance with the discharge plan until stabilized to lower risk of re-hospitalization and to avoid unnecessary emergency department visits
- Communicate with the healthcare team
- Demonstrate how to read & implement the Aide Plan of Care
- Demonstrate understanding of hospital discharge plan process including hospital/nursing home policies of meeting client and family prior to discharge
- Demonstrate understanding of severity and acuteness of incidents and of alternative treatment locations (if possible) other than emergency department at hospital
- Obtain necessary permission to access patient/client medical information for the above



WORK PROCESSES

II. Provide Coaching to Meet Client Care Goals

- Demonstrate encouragement of desired and compliant behaviors
- Provide emotional support

III. Chronic Disease Care with Technology

- Demonstrate proper use of reporting and communication tools such as tablets, smartphone apps, or other similar electronic ways to stay connected in regard to patient and care team and others as requested
- Document health status and behaviors of client
- Demonstrate understanding of Health Insurance Portability and Accountability Act of 1996 (HIPAA) limitations of texting and/or emailing in unsecured digital environments

NOTE: The above Work Processes are intended as a guide. It is understood that the HHA Care Transitions Specialty scope of work and the application of learned skills may vary by state and employer. The above Work Processes are core competencies. Additional skills and or practice may be required based on employer needs and/or state or local requirements.



RELATED INSTRUCTION OUTLINE HHA CARE TRANSITIONS SPECIALTY

The pre-requisite to these courses is the completion of the HHA related instruction coursework or comparable education and training, as approved by the local apprenticeship committee, JATC or partner in these standards. These courses listed here can be completed before or during the apprenticeship program. It is recognized that the content outlined below may be delivered through different courses provided by different educational institutions and training providers, as determined and approved by the local apprenticeship committee, JATC or partner.

Related instruction supplements the on-the-job learning and lists courses that provide technical ability. It is through the combination of both on-the-job learning and the related instruction that the apprentice can reach a skilled level in the occupation. The following are suggested courses to be completed during the term of apprenticeship

The combination of the related instruction for the HHA and the Care Transitions Specialty should add up to 144 hours or more.

Course Topics
Introduction to New Roles: Care Transitions Specialty
Patient Rights and Enhanced Infection Control/Universal Precautions, OSHA, HIV/AIDS Confidentiality, Privacy
Working with Undiagnosed Personality Disorders
Effective Communication
Common Chronic Disease Care
Reporting and Action Steps for Chronic Diseases
Health Coaching/Monitoring Towards Compliance
eHealth Skills
Working with Challenging Behaviors
Safety in the Home – Preventing Slips, Trips and Falls
Positioning, Skin and Wound Care
Other course work as determined to meet local needs or requirements



HHA Care Transitions Specialty Task and Competency Verification Checklist

Each employer, JATC, partnership, and/or Local Committee will determine the appropriate examples of each core competence. The list below includes each core competence that should be completed depending on state scope of practice and employer requirements.

Field Training – Mentor/Journey worker has provided training and demonstration of task to the apprentice.

Demonstrates Fundamentals – Apprentice can perform the task with some coaching.

Proficient in Task – Apprentice performs task properly and consistently.

Completion Date – Date apprentice completes final demonstration of competency.

Core Competence	<i>Initial and date in the box when complete</i>			Completion Date
	Field Training	Demonstrates Fundamentals	Proficient in Task	
I. Serve as Liaison between Patient or Client/Family and Healthcare Team				
Schedule follow up doctor visits				
Arrange transportation and accompany client to doctor and other healthcare visits				
Ensure a home environment to promote health, example: appropriate and sufficient food, environmental stability, ensure medication and refills available				
Assist with medication management as allowed by law				
Assist with other therapeutic regimens (e.g., physical therapy, occupational therapy, speech and language therapy)				
Provide direct care in accordance with the discharge plan until stabilized to lower risk of re-hospitalization and to avoid unnecessary emergency department visits				
Communicate with the healthcare team				
Demonstrate how to read & implement the Aide Plan of Care				
Demonstrate understanding of hospital discharge plan process including hospital/nursing home policies of meeting client and family prior to discharge				
Demonstrate understanding of severity and acuteness of incidents and of alternative treatment locations (if possible) other than emergency department at hospital				
Obtain necessary permission to access patient/client medical information for the above				
II. Provide Coaching to Meet Client Care Goals				
Demonstrate encouragement of desired and compliant behaviors				
Provide emotional support				
III. Chronic Disease Care with Technology				
	Field Training	Demonstrates Fundamentals	Proficient in Task	Completion Date



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Core Competence	<i>Initial and date in the box when complete</i>			
Demonstrate proper use of reporting and communication tools such as tablets, smartphone apps, or other similar electronic ways to stay connected in regard to patient and care team and others as requested				
Document health status and behaviors of client				
Demonstrate understanding of Health Insurance Portability and Accountability Act of 1996 (HIPAA) limitations of texting and/or emailing in unsecured digital environments				



WORK PROCESS SCHEDULE

HHA DEMENTIA SPECIALTY

O*NET CODE: 31-1011.00 RAPIDS CODE: 1086 CBCL

Description: The Dementia Specialist performs duties of a HHA with proficiency and delivers, cares for, and interacts with clients with dementia and other cognitive impairments by incorporating skills to maintain individual dignity and wellbeing. They also interact with caregivers and clients and use therapeutic communication and activities to maximize client functions. They may work in client's own home or in other community-based settings such as assisted living or adult day care.

Term: After receiving a Certificate of Training as a HHA, the Dementia Specialist will learn, practice and demonstrate in-depth competence in the skills outlined below.

On-The-Job Learning: Apprentices will receive training in the various work experiences listed below, adding to their HHS work experiences already completed. The work processes or competencies as listed will take approximately 1,000 hours or 6 months of OJL. Each apprentice may vary in time it takes to learn the tasks and demonstrate competency is each one. The competencies will be signed off as completed by the supervisor.

WORK PROCESSES

I. Role of the HHA in Caring for Cognitively Impaired Clients

- Use care plan for interventions and report interventions and their result to the supervisor and family
- Monitor and document episodes of targeted behaviors and/or new behaviors
- Recognize signs of stress and strategies for coping within self, other caregivers and family members

II. Demonstrate Effective Communication & Interaction with Cognitively Impaired Clients and their Families

- Demonstrate redirecting a client
- Demonstrate use of validation therapy
- Verbalize and demonstrate various approaches for a client who is resisting personal care that will maintain dignity and respect
- Demonstrate appropriate interventions for client who is yelling or screaming
- Demonstrate therapeutic communication with significant others
- Demonstrate coaching techniques to help other caregivers and family members cope with the dementia process



WORK PROCESSES

III. Provide Assistance with Independence, Mobility, and Therapeutic Activities

- Demonstrate use of therapeutic activities/exercises to maintain joint function for the cognitively impaired client
- Implement care strategies that encourage independence in Activities of Daily Living (ADL's) without increasing client anxiety, respect the client's dignity and desire for control
- Implement therapeutic activities appropriate for early, middle, and late states of dementia
- Demonstrate use of therapeutic activities to de-escalate a client who is anxious

IV. Uses Nutritional Interventions to Enhance Nutritional Well Being

- Demonstrate adapting meal preparation to maximize nutritional intake (i.e., offering small servings, finger foods, introducing foods one at a time, frequency meals, snacks, and fluids that are acceptable to cognitively impaired clients)
- Explain modifications needed to maintain nutritional status

V. Psychoactive Medications and Side Effects

- Describe basic features of psychoactive medications and their side effects
- Demonstrate ability to observe, record and report side effects

VI. Maintain a Safe Environment for Cognitively Impaired

- Maintain a safe environment for wandering clients
- Maintain safety from potential toxic substances that the confused client may attempt to ingest
- Is able to implement interventions to minimize environmental stimuli that may increase a confused client's agitation, (i.e., noise levels, large groups, television, and radio)

NOTE: The above Work Processes are intended as a guide. It is understood that the HHA Dementia Specialty scope of work and the application of learned skills may vary by state and employer. The above Work Processes are core competencies. Additional skills and or practice may be required based on employer needs and/or state or local requirements.



RELATED INSTRUCTION OUTLINE HHA DEMENTIA SPECIALTY

The pre-requisite to these courses is the completion of the HHA related instruction coursework or comparable education and training, as approved by the local apprenticeship committee, JATC or partner in these standards. These courses listed here can be completed before or during the apprenticeship program. It is recognized that the content outlined below may be delivered through different courses provided by different educational institutions and training providers, as determined and approved by the local apprenticeship committee, JATC or partner.

Related instruction supplements the on-the-job learning and lists courses that provide technical ability. It is through the combination of both on-the-job learning and the related instruction that the apprentice can reach a skilled level in the occupation. The following are suggested courses to be completed during the term of apprenticeship

The combination of the related instruction for the HHA and the Dementia Specialty should add up to 144 hours or more.

Course Topics
Role of the HHA Dementia Specialist with family caregivers and the healthcare team
Alzheimer's disease and related dementias; stages, early signs, treatments, physical changes
Developing a therapeutic environment for the cognitively impaired client
Support and resources for family and caregivers
Psychoactive medications in dementia and cognitively impaired adults
Other course work as determined to meet local needs or requirements



HHA Dementia Specialty Task and Competency Verification Checklist

Each employer, JATC, partnership, and/or Local Committee will determine the appropriate examples of each core competence. The list below includes each core competence that should be completed depending on state scope of practice and employer requirements.

Field Training – Mentor/Journey worker has provided training and demonstration of task to the apprentice.

Demonstrates Fundamentals – Apprentice can perform the task with some coaching.

Proficient in Task – Apprentice performs task properly and consistently.

Completion Date – Date apprentice completes final demonstration of competency.

Core Competence	<i>Initial and date in the box when complete</i>			Completion Date
	Field Training	Demonstrates Fundamentals	Proficient in Task	
I. Role of the HHA in Caring for Cognitively Impaired Clients				
Use care plan for interventions and report interventions and their result to the supervisor and family				
Monitor and document episodes of targeted behaviors and/or new behaviors				
Recognize signs of stress and strategies for coping within self, other caregivers and family members				
II. Demonstrate Effective Communication & Interaction with Cognitively Impaired Clients and their Families				
Demonstrate redirecting a client				
Demonstrate use of validation therapy				
Verbalize and demonstrate various approaches for a client who is resisting personal care that will maintain dignity and respect				
Demonstrate appropriate interventions for client who is yelling or screaming				
Demonstrate therapeutic communication with significant others				
Demonstrate coaching techniques to help other caregivers and family members cope with the dementia process				
III. Provide Assistance with Independence, Mobility, and Therapeutic Activities				
Demonstrate use of therapeutic activities/exercises to maintain joint function for the cognitively impaired client				
Implement care strategies that encourage independence in Activities of Daily Living (ADL's) without increasing client anxiety, respect the client's dignity and desire for control				
Implement therapeutic activities appropriate for early, middle, and late states of dementia				
Demonstrate use of therapeutic activities to de-escalate a client who is anxious				
IV. Uses Nutritional Interventions to Enhance Nutritional Well Being				
	Field Training	Demonstrates Fundamentals	Proficient in Task	Completion Date



Core Competence	<i>Initial and date in the box when complete</i>			
Demonstrate adapting meal preparation to maximize nutritional intake (i.e., offering small servings, finger foods, introducing foods one at a time, frequency meals, snacks, and fluids that are acceptable to cognitively impaired clients)				
Explain modifications needed to maintain nutritional status				
V. Psychoactive Medications and Side Effects	Field Training	Demonstrates Fundamentals	Proficient in Task	Completion Date
Describe basic features of psychoactive medications and their side effects				
Demonstrate ability to observe, record and report side effects				
VI. Maintain a Safe Environment for Cognitively Impaired	Field Training	Demonstrates Fundamentals	Proficient in Task	Completion Date
Maintain a safe environment for wandering clients				
Maintain safety from potential toxic substances that the confused client may attempt to ingest				
Is able to implement interventions to minimize environmental stimuli that may increase a confused client's agitation, (i.e., noise levels, large groups, television, and radio)				



WORK PROCESS SCHEDULE

HHA GERIATRIC SPECIALTY

O*NET-SOC CODE: 31-1011.00 RAPIDS CODE: 1086 CBCL

Description: The HHA Geriatric Specialist performs any combination of the following duties in care of clients in their own home or other residential settings. They incorporate expanded knowledge of age-related changes in maximizing functional status related to cognition, mobility and nutritional well-being; maintains respect and dignity in all aspects of care. They incorporate basic knowledge related to medications and effects on the aging adult while monitoring status and implementing strategies to prevent decline and maximize well-being.

Term: After receiving a Certificate of Training as a HHA, the Geriatric Specialist will demonstrate in-depth competence in the skills outlined below.

On-The-Job Learning: Apprentices will receive training in the various work experiences listed below, adding to their HHS work experiences already completed. The work processes or competencies as listed will take approximately 1,000 hours or 6 months of OJL. Each apprentice may vary in time it takes to learn the tasks and demonstrate competency is each one. The competencies will be signed off as completed by the supervisor.

WORK PROCESSES	
I.	Provide Appropriate Assistance with Activities of Daily Living (ADL's) to Maximize Independence and Well-Being, Incorporating, Expanded Understanding of Aging Considerations and Client Preferences
	<ul style="list-style-type: none">• Provide bathing assistance with consideration of client's physical, mental and cognitive status based on individual preferences and/or needs• Provide assistance with oral and denture care, recognizing and reporting problems such as loose-fitting dentures, missing teeth, dry mouth, and plaque buildup• Provide nail care according to plan of care, monitoring condition & reporting abnormalities• Provide foot care and monitors condition for any early signs of breakdown.• Provide assistance with dressing and undressing as needed based on individual needs and use of assistive devices as per plan of care• Demonstrate use and care of prosthetic and orthotic devices and reports problems• Incorporate task segmentation with ADL's as outlined in care plan• Provide assistance with bowel/bladder elimination based on individual needs• Demonstrate care of suprapubic and ostomy appliances per agency procedure



WORK PROCESSES	
	<ul style="list-style-type: none"> Assist to maintain personal hygiene needs by providing hair care, shaving, pericare, applying make-up, washing and drying face and hands based on consumer needs
II.	<p>Provide Therapeutic Interventions in Caring for Cognitively Impaired and Meeting Psychosocial and Mental Health Needs of Client</p> <ul style="list-style-type: none"> Demonstrate techniques for addressing the unique needs and behaviors of individuals with dementia (Alzheimer’s Disease and others) Communicate effectively with cognitively impaired clients Communicate understanding of the behavior of cognitively impaired clients and verbalizes techniques to circumvent negative behaviors Respond appropriately to the behavior of cognitively impaired clients Utilize intervention to reduce the effects of cognitive impairments, incorporating therapeutic interventions according to plan of care Provide support to families and significant others of cognitively impaired clients. Recognize and report signs and symptoms of depression and anxiety Identify and promptly report mental status and behavioral changes Implement intervention to support consumer coping mechanisms according to the plan of care Implement support for spiritual well-being according to individual wishes
III.	<p>Assist in Identifying the Social Needs of Clients</p> <ul style="list-style-type: none"> Identify basic human needs throughout the lifespan, including physical (security, shelter, food, clothing), socio-cultural (family, friends), psychological (emotional, self-esteem, and self-actualization) and spiritual needs in behaviors of clients Document and describe mental status and behavior changes Assist in identifying sources of stress common to clients Describe how cultural attitudes contribute to psychological problems. Modify own behavior in response to client behavior Ensure that clients are not subject to abuse by anyone Ensure that all incidences of alleged or suspected abuse/neglect are promptly reported Identify normal sexuality and common myths related to sexuality and aging Facilitate the client's expression of needs and provide supportive communication Assist and instruct clients to be independent in the ADL’s Modify care to accommodate client values, customs or habits Demonstrate use family members as a source of client emotional support Provide appropriate care for clients with depression, schizophrenia, and cognitive impairment
IV.	<p>Incorporate Appropriate Interventions in Caring for Dying Clients</p> <ul style="list-style-type: none"> Identify and recognize the stages of dying Assist in care of dying client and their family members considering spiritual cultural beliefs Observe records and report cessation of vital signs Provide post-mortem care according to facility guidelines
V.	<p>Apply Nutritional Interventions to Maximize/Maintain Nutritional Health</p>



WORK PROCESSES

- Assist client with thickened liquids and identify consistency as needed
- Recognize thickened liquid consistency and demonstrate ability to mix and administer appropriately
- Identify therapeutic diets, the foods included in each specific diet, and the condition where specific diets are prescribed
- Recognize personal, cultural, and religious variations in diet
- Describe dietary problems of the aging
- Identify why a client may need to be encouraged to drink fluids as ordered and recognize symptoms of dehydration and report promptly
- Provide and restrict fluids as ordered, verbalizing rationale for restrictions.
- Prepare and position the client appropriately for meals
- Identify clients at nutritional risk and implement measures to minimize weight loss as per care plan
- Assist the client with eating using effective techniques
- Observe and record the amount/percentage consumed
- Recognize potential problems associated with feeding tubes

VI. Maintain a Safe, Home-like Environment for Geriatric Clients

- Establish a safe, clean, comfortable and home-like environment with regard for the client's preferences
- Identify environmental safety hazards, and methods used to prevent accidents, including falls, slips, and tripping hazards and use safety precautions when oxygen is in use
- Identify disaster plans and vulnerability of clients in given situations
- Maintain and enforce safety precautions related to age of client
- Apply and monitor mobility alarms and demonstrates appropriate application according to plan of care
- Demonstrate consideration of the client's sensory and/or cognitive impairments when planning a safe environment
- Monitor equipment safe use and maintenance of equipment

VII. Incorporate Expanded Knowledge of Geriatrics in Care Delivery, Makes Observations in the Care of Clients with Complex Clinical Needs, and Alerts Nursing and Medical Staff to Changes in Condition

- Recognize client need for skin protectors, i.e., geri-gloves, etc., to protect fragile skin and implements these interventions as needed
- Promote sense of value incorporating past life experiences and recognitions, encouraging appropriate activity participation and recognizing individual sense of worth
- Incorporate knowledge of care of client with complex orthopedic needs – such as: complications of hip-replacement surgery, transfer of patient/client with hip-replacement surgery, logrolling of immobile consumer, guidelines for the care of a client in a cast
- Incorporate knowledge of care for clients with chronic or severe pain
- Recognize symptoms of fecal impaction, monitors bowel function, and promptly reports any abnormalities



NOTE: The above Work Processes are intended as a guide. It is understood that the HHA Geriatric Specialty scope of work and the application of learned skills may vary by state and employer. The above Work Processes are core competencies. Additional skills and or practice may be required based on employer needs and/or state or local requirements.



RELATED INSTRUCTION OUTLINE HHA GERIATRIC SPECIALTY

The pre-requisite to these courses is the completion of the HHA related instruction coursework or comparable education and training, as approved by the local apprenticeship committee, JATC or partner in these standards. These courses listed here can be completed before or during the apprenticeship program. It is recognized that the content outlined below may be delivered through different courses provided by different educational institutions and training providers, as determined and approved by the local apprenticeship committee, JATC or partner.

Related instruction supplements the on-the-job learning and lists courses that provide technical ability. It is through the combination of both on-the-job learning and the related instruction that the apprentice can reach a skilled level in the occupation. The following are suggested courses to be completed during the term of apprenticeship

The combination of the related instruction for the HHA and the Geriatric Specialty should add up to 144 hours or more.

Course Topics
General concepts on aging and body system changes
Consumer assessment process and the specialty nurse assistant role in care planning and interventions
Cognition and mental health & behavioral manifestations
Medication use in the geriatric population (side effect awareness)
Other course work as determined to meet local needs or requirements



HHA Geriatric Specialty Task and Competency Verification Checklist

Each employer, JATC, partnership, and/or Local Committee will determine the appropriate examples of each core competence. The list below includes each core competence that should be completed depending on state scope of practice and employer requirements.

Field Training – Mentor/Journey worker has provided training and demonstration of task to the apprentice.

Demonstrates Fundamentals – Apprentice can perform the task with some coaching.

Proficient in Task – Apprentice performs task properly and consistently.

Completion Date – Date apprentice completes final demonstration of competency.

Core Competence	<i>Initial and date in the box when complete</i>			Completion Date
	Field Training	Demonstrates Fundamentals	Proficient in Task	
I. Provide Appropriate Assistance with Activities of Daily Living (ADL's) to Maximize Independence and Well-Being, Incorporating, Expanded Understanding of Aging Considerations and Client Preferences				
Provide bathing assistance with consideration of client's physical, mental and cognitive status based on individual preferences and/or needs				
Provide assistance with oral and denture care, recognizing and reporting problems such as loose-fitting dentures, missing teeth, dry mouth, and plaque buildup				
Provide nail care according to plan of care, monitoring condition & reporting abnormalities				
Provide foot care and monitors condition for any early signs of breakdown.				
Provide assistance with dressing and undressing as needed based on individual needs and use of assistive devices as per plan of care				
Demonstrate use and care of prosthetic and orthotic devices and reports problems				
Incorporate task segmentation with ADL's as outlined in care plan				
Provide assistance with bowel/bladder elimination based on individual needs				
Demonstrate care of suprapubic and ostomy appliances per agency procedure				
Assist to maintain personal hygiene needs by providing hair care, shaving, pericare, applying make-up, washing and drying face and hands based on consumer needs				
II. Provide Therapeutic Interventions in Caring for Cognitively Impaired and Meeting Psychosocial and Mental Health Needs of Client	Field Training	Demonstrates Fundamentals	Proficient in Task	Completion Date
Demonstrate techniques for addressing the unique needs and behaviors of individuals with dementia (Alzheimer's Disease and others)				
Communicate effectively with cognitively impaired clients				



Core Competence	<i>Initial and date in the box when complete</i>			
Communicate understanding of the behavior of cognitively impaired clients and verbalizes techniques to circumvent negative behaviors				
Respond appropriately to the behavior of cognitively impaired clients				
Utilize intervention to reduce the effects of cognitive impairments, incorporating therapeutic interventions according to plan of care				
Provide support to families and significant others of cognitively impaired clients.				
Recognize and report signs and symptoms of depression and anxiety				
Identify and promptly report mental status and behavioral changes				
Implement intervention to support consumer coping mechanisms according to the plan of care				
III. Assist in Identifying the Social Needs of Clients	Field Training	Demonstrates Fundamentals	Proficient in Task	Completion Date
Identify basic human needs throughout the lifespan, including physical (security, shelter, food, clothing), socio-cultural (family, friends), psychological (emotional, self-esteem, and self-actualization) and spiritual needs in behaviors of clients				
Document and describe mental status and behavior changes				
Assist in identifying sources of stress common to clients				
Describe how cultural attitudes contribute to psychological problems.				
Modify own behavior in response to client behavior				
Ensure that clients are not subject to abuse by anyone				
Ensure that all incidences of alleged or suspected abuse/neglect are promptly reported				
Identify normal sexuality and common myths related to sexuality and aging				
Facilitate the client's expression of needs and provide supportive communication				
Assist and instruct clients to be independent in the ADL's				
Modify care to accommodate client values, customs or habits				
Demonstrate use family members as a source of client emotional support				
Provide appropriate care for clients with depression, schizophrenia, and cognitive impairment				
IV. Incorporate Appropriate Interventions in Caring for Dying Clients	Field Training	Demonstrates Fundamentals	Proficient in Task	Completion Date
Identify and recognize the stages of dying				
Assist in care of dying client and their family members considering spiritual cultural beliefs				
Observe records and report cessation of vital signs				
Provide post-mortem care according to facility guidelines				



Core Competence	<i>Initial and date in the box when complete</i>			Completion Date
	Field Training	Demonstrates Fundamentals	Proficient in Task	
V. Apply Nutritional Interventions to Maximize/Maintain Nutritional Health				
Assist client with thickened liquids and identify consistency as needed				
Recognize thickened liquid consistency and demonstrate ability to mix and administer appropriately				
Identify therapeutic diets, the foods included in each specific diet, and the condition where specific diets are prescribed				
Recognize personal, cultural, and religious variations in diet				
Describe dietary problems of the aging				
Identify why a client may need to be encouraged to drink fluids as ordered, recognize symptoms of dehydration and report promptly				
Provide and restrict fluids as ordered, verbalizing rationale for restrictions.				
Prepare and position the client appropriately for meals				
Identify clients at nutritional risk and implement measures to minimize weight loss as per care plan				
Assist the client with eating using effective techniques				
Observe and record the amount/percentage consumed				
Recognize potential problems associated with feeding tubes				
VI. Maintain a Safe, Home-like Environment for Geriatric Clients				
Establish a safe, clean, comfortable and home-like environment with regard for the client's preferences				
Identify environmental safety hazards, and methods used to prevent accidents, including falls, slips, and tripping hazards and use safety precautions when oxygen is in use				
Identify disaster plans and vulnerability of clients in given situations				
Maintain and enforce safety precautions related to age of client				
Apply and monitor mobility alarms and demonstrates appropriate application according to plan of care				
Demonstrate consideration of the client's sensory and/or cognitive impairments when planning a safe environment				
Monitor equipment safe use and maintenance of equipment				
VII. Incorporate Expanded Knowledge of Geriatrics in Care Delivery, Makes Observations in the Care of Clients with Complex Clinical Needs, and Alerts Nursing and Medical Staff to Changes in Condition				
Recognize client need for skin protectors (eg., geri-gloves) to protect fragile skin and implements these interventions as needed				
Promote sense of value incorporating past life experiences and recognitions, encouraging appropriate activity participation and recognizing individual sense of worth				
Incorporate knowledge of care of client with complex orthopedic needs – such as: complications of hip-replacement surgery, transfer of patient/client with hip-replacement				



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Core Competence	<i>Initial and date in the box when complete</i>			
surgery, logrolling of immobile consumer, guidelines for the care of a client in a cast				
Incorporate knowledge of care for clients with chronic or severe pain				
Recognize symptoms of fecal impaction, monitors bowel function, and promptly reports any abnormalities				



WORK PROCESS SCHEDULE

HHA Hospice/Palliative Care Specialty

O*NET CODE: 31-1011.00 RAPIDS CODE: 1086 CBCL

Description: The HHA Hospice/Palliative Care Specialist assists clients/patients living at home experiencing life-limiting progressive illness and their families with pain, symptom management and care when death is near, under the direction of a licensed nurse. They also take family, cultural and spiritual issues into consideration in their activities of work.

Term: After receiving a Certificate of Training as a HHA, the Hospice/Palliative Care Specialist will demonstrate in-depth competence in the skills outlined below.

On-The-Job Learning: Apprentices will receive training in the various work experiences listed below, adding to their HHS work experiences already completed. The work processes or competencies as listed will take approximately 1,000 hours or 6 months of OJL. Each apprentice may vary in time it takes to learn the tasks and demonstrate competency in each one. The competencies will be signed off as completed by the supervisor.

WORK PROCESSES

I. Role of the Home Health Aide (HHA) in Hospice and Palliative Care

- Recognize the influence of personal, spiritual and cultural values on perceptions regarding dying, death and bereavement and their impact on the quality of hospice and palliative care
- Demonstrate caring behavior and interpersonal connectivity while maintaining personal and professional boundaries
- Can describe the role of HHA in relation to patients, families, colleagues and agencies
- Demonstrate knowledge of the HHA's role in pain management
- Can explain Living Will and Do Not Resuscitate (DNR) procedures
- Perform personal care and health-related tasks within the HHA's scope of practice and/or other regulatory parameters



WORK PROCESSES

II. Cultural Competence

- Demonstrate cultural competence by respecting and honoring unique values, diversity and characteristics of clients/patients, families and colleague in hospice/palliative care
- Respect diversity (e.g., age, gender, ethnicity, culture, sexual orientation, religious/spiritual, economic status, or differing abilities) through the demonstration of knowledge, sensitivity and compassion when providing hospice/palliative care
- Enhance effective interdisciplinary team collaboration by demonstrating respect for awareness of the diversity of team members and their attitudes about hospice/palliative care
- Ensure effective communication through the appropriate use of translators/interpreters when clients speak languages different from those of the care team
- Honor individual preferences and choices for alternative therapies, practices and rituals, yet refrain from imposing own preferences and beliefs

III. Communication

- Use sensitivity in verbal, non-verbal and written communication with or about clients, families, team members and other stakeholders when discussing issues related to hospice/palliative care
- Demonstrate professional, empathetic, and responsive communication that facilitate hope and exhibit a non-judgmental attitude in the care of clients and families
- Communicate openly, listen actively and provide a meaningful presence to facilitate the identification and discussion of client's and families' goals, preferences and needs
- Provide appropriate, accurate information based on the clients and families' values and needs
- Does not impose unwanted information on the client and family regarding the disease process

NOTE: The above Work Processes are intended as a guide. It is understood that the HHA Hospice/Palliative Specialty scope of work and the application of learned skills may vary by state and employer. The above Work Processes are core competencies. Additional skills and or practice may be required based on employer needs and/or state or local requirements.



RELATED INSTRUCTION OUTLINE HHA HOSPICE/PALLIATIVE CARE SPECIALTY

The pre-requisite to these courses is the completion of the HHA related instruction coursework or comparable education and training, as approved by the local apprenticeship committee, JATC or partner in these standards. These courses listed here can be completed before or during the apprenticeship program. It is recognized that the content outlined below may be delivered through different courses provided by different educational institutions and training providers, as determined and approved by the local apprenticeship committee, JATC or partner.

Related instruction supplements the on-the-job learning and lists courses that provide technical ability. It is through the combination of both on-the-job learning and the related instruction that the apprentice can reach a skilled level in the occupation. The following are suggested courses to be completed during the term of apprenticeship

The combination of the related instruction for the HHA and the Geriatric Specialty should add up to 144 hours or more.

COURSE TOPICS
Pain and symptoms management
Care when death is near
Family, cultural and spiritual considerations
Scope and standards of palliative and hospice nursing assistant practice
Advanced communication skills
Other course work as determined to meet local needs or requirements



HHA Hospice/Palliative Care Specialty Task and Competency Verification Checklist

Each employer, JATC, partnership, and/or Local Committee will determine the appropriate examples of each core competence. The list below includes each core competence that should be completed depending on state scope of practice and employer requirements.

Field Training – Mentor/Journey worker has provided training and demonstration of task to the apprentice.

Demonstrates Fundamentals – Apprentice can perform the task with some coaching.

Proficient in Task – Apprentice performs task properly and consistently.

Completion Date – Date apprentice completes final demonstration of competency.

Core Competence	<i>Initial and date in the box when complete</i>			Completion Date
	Field Training	Demonstrates Fundamentals	Proficient in Task	
I. Role of the Home Health Aide (HHA) in Hospice and Palliative Care				
Recognize the influence of personal, spiritual and cultural values on perceptions regarding dying, death and bereavement and their impact on the quality of hospice and palliative care				
Demonstrate caring behavior and interpersonal connectivity while maintaining personal and professional boundaries				
Can describe the role of HHA in relation to patients, families, colleagues and agencies				
Demonstrate knowledge of the HHA's role in pain management				
Can explain Living Will and Do Not Resuscitate (DNR) procedures				
Perform personal care and health-related tasks within the HHA's scope of practice and/or other regulatory parameters				
II. Cultural Competence	Field Training	Demonstrates Fundamentals	Proficient in Task	Completion Date
Demonstrate cultural competence by respecting and honoring unique values, diversity and characteristics of clients/patients, families and colleague in hospice/palliative care				
Respect diversity (e.g., age, gender, ethnicity, culture, sexual orientation, religious/spiritual, economic status, or differing abilities) through the demonstration of knowledge, sensitivity and compassion when providing hospice/palliative care				
Enhance effective interdisciplinary team collaboration by demonstrating respect for awareness of the diversity of team members and their attitudes about hospice/palliative care				
Ensure effective communication through the appropriate use of translators/interpreters when clients speak languages different from those of the care team				
Honor individual preferences and choices for alternative therapies, practices and rituals, yet refrain from imposing own preferences and beliefs				
III. Communication	Field Training	Demonstrates Fundamentals	Proficient in Task	Completion Date



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 Apprenticeship**USA**

Use sensitivity in verbal, non-verbal and written communication with or about clients, families, team members and other stakeholders when discussing issues related to hospice/palliative care				
Demonstrate professional, empathetic, and responsive communication that facilitate hope and exhibit a non-judgmental attitude in the care of clients and families				
Communicate openly, listen actively and provide a meaningful presence to facilitate the identification and discussion of client's and families' goals, preferences and needs				
Provide appropriate, accurate information based on the clients and families' values and needs				
Does not impose unwanted information on the client and family regarding the disease process				