

High School Home Care Aide Course Content Overview



Traditional High School Setting

Course:	Home Care Aide (HCA)
Total Framework Hours:	90 Hour Course
CIP Code:	512699 https://nces.ed.gov/ipeds/cipcode/cipdetail.aspx?y=55&cip=51.2699
State Codes:	14053; 19054
Career Cluster:	Health Science
Cluster Pathway:	Therapeutic

This course is designed to prepare students for employment as a Washington State Certified Home Care Aide (HCA)¹ to assist clients with *activities of daily living* as well as *instrumental activities of daily living*. Working within home care agencies, assisted living facilities, adult family homes, and client homes, HCAs serve adults who are aging and/or individuals with disabilities.

The content includes, but is not limited to, person-centered caregiving, safety habits, mobility, and client rights. Using the academic foundation of medical terminology, knowledge of the life sciences, and the Washington State Department of Social and Health Services (DSHS) training curriculum for HCAs, they will demonstrate technical skill competency in caregiving situations. The program criteria is dictated by DSHS for a standard HCA program and the National Health Science Standards.

For a secondary high school program, the recommended sequence of courses should include Introduction to Health Science, Medical Terminology, and Human Body System (Anatomy & Physiology). These courses cover the core foundational knowledge and skills for Health Science, aligned with National Health Science Standards from the National Consortium for Health Science Education. These standards are the critical knowledge and skills that students should demonstrate to be successful in the home and health care industries.

An extended learning experience is included. Once students display evidence of competency in a classroom laboratory setting, they will participate in an extended learning experience in an adult family home, assisted living facility, or other supported living environment appropriate to the HCA role. This extended learning experience may consist of instructional facility learning, job shadowing, or other alternatives including interviewing caregivers or residents, observing resident activities, and attending facility marketing or recruiting events.

This training prepares students to sit for their written and skills HCA certification exams. Once passed, students will earn their credential from the Washington State Department of Health (DOH). The role of an HCA is a challenging, meaningful, and important one that positively impacts others and provides a foundation for future health care careers.

¹ A Washington State Certified Home Care Aide (HCA) is someone who has successfully completed the required state training and testing, and has obtained their HCA credential from the Department of Health (DOH). To work, an individual must be 18 years old and pass a background check.

Outline of Course Modules²

MODULE	HOURS	NATIONAL HEALTH SCIENCE STANDARDS
1. Welcome and Introductions <ul style="list-style-type: none"> • Introduction of faculty and students. • Overview of course topics, sequence, module reviews using the DOC model, skills practice, learner’s guide. • Determine learning styles. 	1	Standard 2: Communications <ul style="list-style-type: none"> • 2.1 Concepts of Effective Communication
2. Introduction to Health Careers <ul style="list-style-type: none"> • Types of are roles and care settings. • Career pathways. • HCA job, training, testing, and certification requirements. 	2	Standard 3: Systems <ul style="list-style-type: none"> • 3.1 Healthcare Delivery Systems Standard 4: Employability Skills <ul style="list-style-type: none"> • 4.3 Career Decision-making
3. Caring for Others: A Person-Centered Model <ul style="list-style-type: none"> • The connection between personal values and supporting someone. • Person-centered language. • Identifying what is <i>important to</i> and <i>important for</i> an individual. • Supporting a client in using the person-centered approach. 	4	Standard 2: Communications <ul style="list-style-type: none"> • 2.1 Concepts of Effective Communication Standard 4: Employability Skills <ul style="list-style-type: none"> • 4.1 Personal Traits of the Health Professional • 4.2 Employability Skills Standard 6: Ethics <ul style="list-style-type: none"> • 6.1 Ethical Practices • 6.2 Cultural, Social, and Ethnic Diversity
4. Communication <ul style="list-style-type: none"> • Managing your communication. • Body language. • Making sure your message has been understood. • Active listening. • Barriers to effective communication. • Managing challenging communication. 	1	Standard 2: Communications <ul style="list-style-type: none"> • 2.1 Concepts of Effective Communication Standard 4: Employability Skills <ul style="list-style-type: none"> • 4.1 Personal Traits of the Health Professional • 4.2 Employability Skills Standard 6: Ethics <ul style="list-style-type: none"> • 6.1 Ethical Practices
5. Orientation (Certificate) <ul style="list-style-type: none"> • Introduction to the client and where they live. • Basic job responsibilities. • Communication: First impressions, body language, emergency communication, communicating with a team. • Documentation and reporting. • Mandated reporter. 	2	Standard 2: Communications <ul style="list-style-type: none"> • 2.1 Concepts of Effective Communication Standard 4: Employability Skills <ul style="list-style-type: none"> • 4.1 Personal Traits of the Health Professional • 4.2 Employability Skills Standard 6: Ethics <ul style="list-style-type: none"> • 6.1 Ethical Practices Standard 11: Information Technology in Healthcare <ul style="list-style-type: none"> • 11.1 Key Principles, components, and practices of Health Information Systems

² For the full CTE Course Framework, please reach out to [Carly Seagren](#).

MODULE	HOURS	NATIONAL HEALTH SCIENCE STANDARDS
<p>6. Safety (Certificate)</p> <ul style="list-style-type: none"> • 3 hours required for Safety: Prevent accidents and injury; Stop the spread of infection and disease; Prepare for and handle emergencies. • 4 hours for CPR Training to obtain card. <p>➤ Skill: Handwashing.</p>	7	<p>Standard 7: Safety Practices</p> <ul style="list-style-type: none"> • 7.1 Infection Control • 7.2 Personal Safety • 7.3 Environmental Safety • 7.5 Emergency Procedures and Protocols <p>Standard 10: Technical Skills</p> <ul style="list-style-type: none"> • 10.1 Technical Skills
<p>7. Client and Client Rights</p> <ul style="list-style-type: none"> • Abuse and mandatory reporting. • Restraints. • Problem solving. 	4	<p>Standard 5: Legal Responsibilities</p> <ul style="list-style-type: none"> • 5.1 Legal Responsibilities and Implications • 5.2 Legal Practices
<p>8. The Caregiver Role: Basic Job Responsibilities</p> <ul style="list-style-type: none"> • Role of the caregiver and team. • Activities of Daily Living (ADLs). • Instrumental Activities of Daily Living (IADLs). • Professionalism. 	3	<p>Standard 2: Communications</p> <ul style="list-style-type: none"> • 2.1 Concepts of Effective Communication <p>Standard 4: Employability Skills</p> <ul style="list-style-type: none"> • 4.1 Personal Traits of the Health Professional • 4.2 Employability Skills <p>Standard 5: Legal Responsibilities</p> <ul style="list-style-type: none"> • 5.1 Legal Responsibilities and Implications • 5.2 Legal Practices <p>Standard 7: Safety Practices</p> <ul style="list-style-type: none"> • 7.2 Personal Safety • 7.3 Environmental Safety • 7.5 Emergency Procedures and Protocols <p>Standard 8: Teamwork</p> <ul style="list-style-type: none"> • 8.1 Healthcare Teams • 8.2 Team member participation <p>Standard 9: Health Maintenance Practices</p> <ul style="list-style-type: none"> • 9.1 Healthy Behaviors • 9.2 Healthcare Across the Lifespan
<p>9. Infection Control</p> <ul style="list-style-type: none"> • Infections and how they spread. • Infection control techniques. • Blood-borne pathogens and diseases. <p>➤ Skill: Handwashing.</p> <p>➤ Skill: Putting on and taking off gloves.</p>	5	<p>Standard 7: Safety Practices</p> <ul style="list-style-type: none"> • 7.1 Infection Control

MODULE	HOURS	NATIONAL HEALTH SCIENCE STANDARDS
<p>10. Mobility</p> <ul style="list-style-type: none"> • Body mechanics. • Transfers. • Helping a client walk. • Falls and fall prevention. <p>➤ Skill: Transfer a client from bed to chair/wheelchair.</p> <p>➤ Skill: Help a client walk.</p>	4	<p>Standard 7: Safety Practices</p> <ul style="list-style-type: none"> • 7.2 Personal Safety • 7.3 Environmental Safety <p>Standard 10: Technical Skills</p> <ul style="list-style-type: none"> • Technical Skills
<p>11. Skin and Body Care</p> <ul style="list-style-type: none"> • Caregiver’s role in helping a client perform personal hygiene, bathing, body care, and getting dressed. <p>➤ Skill: Turn and reposition a client in bed.</p> <p>➤ Skill: Mouth care.</p> <p>➤ Skill: Clean and store dentures.</p> <p>➤ Skill: Shave with safety razor.</p> <p>➤ Skill: Fingernail care.</p> <p>➤ Skill: Foot care.</p> <p>➤ Skill: Bed bath.</p> <p>➤ Skill: Assist a client to dress.</p> <p>➤ Skill: Assist a client with weak arm to dress.</p> <p>➤ Skill: Put knee-high elastic stocking on client.</p> <p>➤ Skill: Passive range of motion, shoulder.</p> <p>➤ Skill: Passive range of motion, knee and ankle.</p>	6	<p>Standard 1: Academic Foundation</p> <ul style="list-style-type: none"> • Human Anatomy & Physiology • Diseases and Disorders <p>Standard 9: Health Maintenance Practices</p> <ul style="list-style-type: none"> • 9.1 Healthy Behaviors <p>Standard 10: Technical Skills</p> <ul style="list-style-type: none"> • Technical Skills
<p>12. Nutrition and Meal Preparation</p> <ul style="list-style-type: none"> • Nutrition basics. • Assisting a client with eating. • Special diets. <ul style="list-style-type: none"> • 1.5 hours: Nutrition. • 1.5 hours: Food Handler’s Card. <p>➤ Skill: Assist a client to eat.</p>	3	<p>Standard 9: Health Maintenance Practices</p> <ul style="list-style-type: none"> • 9.1 Healthy Behaviors

MODULE	HOURS	NATIONAL HEALTH SCIENCE STANDARDS
<p>13. Toileting</p> <ul style="list-style-type: none"> • Bowel and bladder function. • Assisting with toileting. <p>➤ Skill: Assist a client with pericare.</p> <p>➤ Skill: Assist a client with use of bedpan.</p> <p>➤ Skill: Catheter care.</p> <p>➤ Skill: Assist a client with catheter care.</p>	4	<p>Standard 1: Academic Foundation</p> <ul style="list-style-type: none"> • Human Anatomy & Physiology • Diseases and Disorders <p>Standard 10: Technical Skills</p> <ul style="list-style-type: none"> • 10.1 Technical Skills
<p>14. Medications and Other Treatments</p> <ul style="list-style-type: none"> • Medication assistance. • Nurse delegation. • Self-directed care. <p>➤ Skill: Assisting with medications.</p> <p>➤ Skill: Medication side-effects.</p>	3	<p>Standard 9: Health Maintenance Practices</p>
<p>15. Self-Care and the Caregiver</p> <ul style="list-style-type: none"> • Self-care. • Loss and grief. 	2	<p>Standard 7: Safety Practices</p> <ul style="list-style-type: none"> • 7.2 Personal Safety • 7.3 Environmental Safety <p>Standard 9: Health Maintenance Practices</p> <ul style="list-style-type: none"> • 9.1 Healthy Behaviors • 9.2 Healthcare Across the Lifespan
<p>16. Dementia (Specialty Certificate)</p> <ul style="list-style-type: none"> • Module 1: Understanding Dementia. • Module 2: Living with Dementia. • Module 3: Fostering Communication and Understanding. • Module 4: Challenging Behaviors. 	8	<p>Standard 1: Academic Foundation</p> <ul style="list-style-type: none"> • 1.2 Diseases and Disorders
<p>17. Mental Health (Specialty Certificate)</p> <ul style="list-style-type: none"> • Module 1: Introduction to Mental Disorders. • Module 2: Caregiving for Individuals with Mental Disorders. • Module 3: Suicide. • Module 4: Respectful Communication. • Module 5: Creative Approaches to Challenging Behaviors. 	8	<p>Standard 1: Academic Foundation</p> <ul style="list-style-type: none"> • 1.2 Diseases and Disorders <p>Standard 9: Health Maintenance Practices</p> <ul style="list-style-type: none"> • 9.1 Healthy Behaviors

MODULE	HOURS	NATIONAL HEALTH SCIENCE STANDARDS
<p>18. Extended Learning</p> <ul style="list-style-type: none"> • Complete 10 hours of extended learning through one or more of the following: • Instructional facility learning in one or more facilities (Adult Family Home, Assisted Living Facility, Other Supported Living Environment appropriate to the HCA role). • Shadow an HCA in routine real work setting. • Participate in events that take place in the work setting. • Additional skills practice (not performed directly with/on a client). 	<p>7</p>	<p>Standard 3: Systems</p> <ul style="list-style-type: none"> • Healthcare Delivery Systems <p>Standard 4: Employability Skills</p> <ul style="list-style-type: none"> • 4.1 Personal Traits of the Health Professional • 4.2 Employability Skills <p>Standard 7: Safety Practices</p> <ul style="list-style-type: none"> • 7.2 Personal Safety • 7.3 Environmental Safety <p>Standard 8: Teamwork</p> <ul style="list-style-type: none"> • 8.1 Healthcare Teams • 8.2 Team member participation
<p>19. Skills Practice</p> <ul style="list-style-type: none"> • Hands-on experiences for Prometric exam preparation. 	<p>16</p>	<p>Standard 4: Employability Skills</p> <ul style="list-style-type: none"> • 4.1 Personal Traits of the Health Professional • 4.2 Employability Skills

Program Contacts

If you are interested in offering the High School HCA course at your school or would like more information, please contact:

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