

DRAFT NEW TRADE

HOME HEALTH AIDE (HHA) (Competency-Based)

APPENDIX A O*NET CODE 31-1011.00

Competency/performance-based apprenticeship occupations are premised on attainment of demonstrated, observable and measurable competencies in lieu of meeting time-based work experience and on-the-job learning requirements. In competency/performance-based occupations apprentices may accelerate the rate of competency achievement or take additional time beyond the approximate time of completion.

This training outline is the current standard for Work Processes and Related Instruction. Changes in technology, regulations, and safety/health issues may result in the need for additional on-the-job or classroom learning.

WORK PROCESSES

HOME HEALTH AIDE (HHA), GENERALIST

A. Role of the Home Health Aide

1. Demonstrate the role and scope of work of the HHA when working as a member of the healthcare team;
2. Demonstrate the role of the HHA in relation to the consumer/client receiving services;
3. Dress appropriately, and be punctual, in accordance with agency policies;
4. **Follow Plan of Care; all HHAs, regardless of specialty.**

B. Client Rights and Confidentiality

1. Respect the rights and observe the preferences of the consumer/client in their own home;
2. Demonstrate ways of protecting client's privacy and promoting independence;
3. Respect the confidentiality of client information and adhere to Health Insurance Portability and Accountability Act of 1996 (HIPAA) and agency confidentiality guidelines.
4. Recognize types of abuse, respond appropriately and report according to requirements.

C. Communication and Problem-Solving Skills

1. Demonstrate understanding of “communication”, including differences between verbal and nonverbal communication;
2. Demonstrate effective communication, including active listening;
3. Demonstrate ability to resolve conflict; including effective problem-solving skills, and working with challenging behaviors;
4. Demonstrate respect and cultural sensitivity in communicating with others;
5. Demonstrate the use of effective problem-solving skills;
6. Notify supervisor promptly regarding client’s needs, concerns, and/or problems encountered;
7. Advocate for the client and treat the client, their family, and close friends with courtesy and respect;
8. Provide written and/or oral report(s) to designated staff according to procedure.

D. Personal Care

1. Demonstrate appropriate and safe techniques while providing personal hygiene and grooming, such as: a. bathing (tub and bed); b. shampooing; c. oral hygiene; d. fingernail and toenail care; e. shaving facial hair with safety/ electric razor; f. turning clients in bed; g. back rubs;
2. Assist clients with eating, dressing, using elastic support stockings;
3. Make an occupied and/or unoccupied bed;
4. 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;
5. Assist clients with use of condom catheters and daily catheter care;
6. Demonstrate proper technique and use of lift equipment (transfer technique);
7. Clean and ensure appropriate function and care of appliances, such as glasses, hearing aids, prostheses; assist with application.

E. Health Related Tasks

1. Observe, record, report and document client status/changes, and care/services furnished; provide information to the supervisor per policy;
2. Accurately measure and record temperature, pulse, respiration and blood pressure;
3. Collect routine urine, stool and sputum specimens;
4. Prepare and assist client(s) with complex modified diets;
5. Assist clients with: prescribed exercise programs, including walking, standing; passive/active range of motion;
6. Assist clients with lung disease with postural drainage;
7. Assist with the use of prescribed medical equipment, supplies and devices;
8. Assist with special skin care to prevent ulcers; observe, record and report skin conditions, including signs and symptoms of sepsis;
9. Assist clients with ileostomy, colostomy, gastrostomy and tracheostomy care;
10. Assist with meal planning, food preparation and serving, food shopping,

- storage and handling, preparation of simple modified diets;
11. Assist with family spending and budgeting;
 12. Assist with care of the home and personal belongings;
 13. Assist with self-administration of medicine as allowed by law;
 14. Recognize client pain; report pain to supervisor per policy;
 15. Assist with nutrition and fluid intake, measure and record.
 16. Assist and encourage consumption of nutritional supplement/snacks.

F. Infection Control

1. Demonstrate proper hand washing procedures;
2. Describe and apply the principles of infection prevention and control procedures;
3. Implement standard precautions;
4. Obtain available personal protection against illness and infection (e.g., flu vaccine);
5. Follow OSHA/Blood Borne pathogen procedures and requirements;
6. Describe activities addressing common communicable disease protocols.

G. Emergency Recognition and Response

1. Maintain clean, safe and healthy environment; assess home for possible hazards; fix where possible;
2. Use proper body mechanics and incorporate safe transfer techniques;
3. Demonstrate awareness of range of motion and positioning in moving client;
4. Demonstrate recognition of emergencies, knowledge of/implementation of emergency procedures in the home;
5. Check equipment before use and notify supervisor of any problems;
6. Demonstrate ability to perform CPR and AED according to proper procedures.

H. Client Group Needs

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

Approximate Generalist Hours

500-1000

Generalist Hours MUST be completed and competency demonstrated by each apprentice.

HOME HEALTH AIDE SPECIALTIES

Apprentices must choose one specialty and demonstrate competency in chosen specialty.

I. ADVANCED HOME HEALTH AIDE (AHHA)

A. Advanced Home Health Aide Communication

1. Provide person-centered care and understand its importance for the client
2. Utilize problem solving skills;
3. Provide motivational interviewing skills;
4. Practice de-escalation skills as needed – (attend, observe, identify triggers, use de-escalation techniques, document and debrief).

B. Treatment/Care Plans and Monitoring, Observing and Reporting

1. Identify tasks and goals in developing treatment and care plan;
2. Facilitate treatment and care plan updates;
3. Gather baseline data and chart changes from baseline;
4. Notify the correct healthcare or responsible person for client care about changes.

C. Medication Management

1. Demonstrate understanding of the importance of the medication list; medication organization and coordination; proper storage; medication reminders;
2. Encourage consistent medication use with the client;
3. Assist clients with self-administration of medicine as allowed by law.

D. Health Literacy, Client Engagement and Organizing Care Activities

1. Support client engagement in health literacy and their own healthcare;
2. Know health literacy skills and how to help client incorporate them;
3. Assist client with appointment reminders;
4. Prepare questions with client for healthcare provider appointments and review health care/changes to Care and Treatment Plan;
5. Accompany the client to doctor offices or other trips providing transportation, assistance and companionship;
6. Coordinate medication schedules and other care activities for client;
7. Review discharge plans together to plan how to carry out changes required for client(s).

II. PEER TRAINER

A. Role of the Home Health Peer Trainer

1. 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;
2. Reinforce agency policies in real time with respect to client's rights, confidentiality, etc.

B. Communication and Problem-Solving Skills

1. Serve as a role model and coach for new HHA; help them understand their own verbal and non-verbal communication;
2. Demonstrate active listening, observe the new HHA and provide feedback;
3. Assist HHA with resolving conflict with the client/family and coaches;
4. work with HHA to develop strategies to deal with challenging behaviors;
5. Coach HHA about cultural sensitivity in communicating with clients/family;
6. Serve as a liaison between HHA, coordinator, and supervisor to ensure client's needs and concerns are addressed.

C. Personal Care Skills

1. Explain, demonstrate, and use other educational aids to ensure the HHA can competently provide assistance with Activities of Daily Living (ADL) 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.

D. Health Related Tasks

1. Serve as a trainer or mentor to ensure HHA is competent to provide all required health related tasks: See Work Process E. Home Health Aide, Generalist.

E. Infection Control

1. Observe HHA to ensure the application of the principles of infection control in all activities: see Work Process F. Home Health Aide, Generalist;
2. Coach HHA as they observe, record and report skin conditions including signs and symptoms of sepsis.

F. Safety

1. Coach HHA on the use proper body mechanics at all times and incorporate safe transfer techniques;
2. Ensure HHAs have ability to use new equipment in the home;
3. Conduct workshops on health and safety topics.

G. Skills Lab

1. Demonstrate proper technique for the required skills
2. Verbally instruct the HHA on how to perform each skill;

3. Administer and score pre and post-tests;
4. Set-up the skills lab with proper equipment, supplies and materials;
5. Maintain accurate records.

H. Skills Training and Workshops

1. Demonstrate mastery of the content of the curriculum topic in teaching and Coaching others;
2. Present topics to a group in an organized manner;
3. Manage presentation time;
4. Demonstrate use of multiple training techniques to accommodate different learning styles.

III. CARE TRANSITIONS

A. Patient or Client/Family and Healthcare Team Liaison

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

B. Coaching to Meet Client Care Goals

1. Demonstrate encouragement of desired and compliant behaviors;
2. Provide emotional support.

C. Chronic Disease Care Using Technology

1. 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;
2. Document health status and behaviors of client;
3. Demonstrate understanding of HIPAA limitations regarding texting and/or emailing in unsecured digital environments.

IV. DEMENTIA

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

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

B. Communication & Interaction with Cognitively Impaired Clients and their Families

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

C. Independence, Mobility, and Therapeutic Activities

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

D. Nutritional Interventions

1. Adapting meal preparation to maximize nutritional intake (i.e., offer small servings, finger foods, introduce foods one at a time, frequency meals, snacks, and fluids that are acceptable to cognitively impaired clients);
2. Explain modifications needed to maintain nutritional status.

E. Psychoactive Medications and Side Effects

1. Describe basic features of psychoactive medications and their side effects;
2. Demonstrate ability to observe, record and report side effects.

F. Maintain a Safe Environment for Cognitively Impaired

1. Maintain a safe environment for wandering clients;
2. Maintain safety from potential toxic substances the confused client may attempt to ingest;

3. Intervene to minimize environmental stimuli that may increase a confused client's agitation, (i.e., noise levels, large groups, television, and radio).

V. GERIATRIC

A. Provide Geriatric- Appropriate Assistance with Activities of Daily Living (ADL's)

1. Provide assistance in personal hygiene and grooming, such as: bathing; oral and denture care and associated problems; nailcare; footcare.
2. Assist with dressing and undressing, as needed.
3. Demonstrate use and care of prosthetic and orthotic devices, and report problems;
4. Incorporate task segmentation with ADLs.
5. Assist with bowel/bladder elimination based on individual needs;
6. Demonstrate care of suprapubic and ostomy appliances;
7. Assist with maintaining personal hygiene needs by providing hair care, shaving, pericare, applying makeup, washing and drying face and hands.

B. Therapeutic Interventions

1. Demonstrate techniques for addressing the unique needs and behaviors of individuals with dementia (Alzheimer's Disease and others);
2. Communicate effectively with cognitively impaired clients;
3. Communicate understanding of the behavior of cognitively impaired clients
4. Respond appropriately to the behavior of cognitively impaired clients;
5. Utilize intervention to reduce the effects of cognitive impairments, incorporating therapeutic interventions;
6. Provide support to families and significant others of cognitively impaired clients;
7. Recognize and report signs and symptoms of depression and anxiety;
8. Identify and promptly report mental status and behavioral changes;
9. Implement intervention to support consumer coping mechanisms;
10. Implement support for spiritual well-being if client wishes.

C. Identifying Social Needs

1. 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;
2. Assist in identifying sources of stress to clients;
3. Describe how cultural attitudes contribute to psychological problems;
4. Modify own behavior in response to client behavior;
5. Ensure clients are not subject to abuse by anyone;
6. Ensure all incidences of alleged or suspected abuse/neglect are promptly reported;
7. Identify normal sexuality and common myths related to sexuality and aging;
8. Facilitate the client's expression of needs and provide supportive communication;

9. Assist and instruct clients to be independent in the ADLs;
10. Modify care to accommodate client values, customs or habits;
11. Use family members as a source of client emotional support;
12. Provide appropriate care for clients with depression, schizophrenia, and cognitive impairment.

D. Appropriate Interventions in Caring for Dying Clients

1. Identify and recognize the stages of dying;
2. Assist in care of dying client and their family members, considering spiritual and cultural beliefs;
3. Observe, record, and report cessation of vital signs;
4. Provide post-mortem care according to facility guidelines.

E. Nutritional Interventions to Maximize/Maintain Nutritional Health

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

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

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

G. Expanded Knowledge of Geriatrics in Care Delivery

1. Recognize client need for skin protectors, i.e., Geri-Gloves, etc., to protect

- fragile skin and use when needed;
2. Promote sense of value incorporating past life experiences and recognitions, encouraging appropriate activity participation and recognizing individual sense of worth;
 3. 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;
 4. Incorporate knowledge of care for clients with chronic or severe pain;
 5. Recognize symptoms of fecal impaction, monitor bowel function, and promptly report any abnormalities.

VI. HHA HOSPICE/PALLIATIVE CARE

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

1. 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;
2. Demonstrate caring behavior and interpersonal connectivity while maintaining personal and professional boundaries;
3. Describe the role of HHA in relation to patients, families, colleagues and Agencies;
4. Demonstrate knowledge of the HHA's role in pain management;
5. Explain Living Will and Do Not Resuscitate (DNR) procedures;
6. Perform personal care and health-related tasks within the HHA's scope of practice and/or other regulatory parameters.

B. Cultural Competence

1. Demonstrate cultural competence by respecting and honoring unique values, diversity and characteristics of clients/patients, families and colleague in hospice/palliative care;
2. 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;
3. Enhance effective interdisciplinary team collaboration by demonstrating respect for awareness of the diversity of team members and their attitudes about hospice/palliative care;
4. Ensure effective communication through the appropriate use of translators/interpreters when clients speak languages different from those of the care team;
5. Honor individual preferences and choices for alternative therapies, practices and rituals, yet refrain from imposing own preferences and beliefs.

C. Communication

1. 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;
2. Demonstrate professional, empathetic, and responsive communication that facilitate hope and exhibit a non-judgmental attitude in the care of clients and families;
 3. Communicate openly, listen actively and provide a meaningful presence to facilitate the identification and discussion of client's and families' goals, preferences and needs;
 4. Provide appropriate, accurate information based on the clients and families' values and needs;
 5. Do not impose unwanted information on the client and family regarding the disease process.

Approximate Specialty Hours	500-1000
Approximate Total Hours	1000-2000

Apprentices in Competency-Based Programs shall participate in no fewer than 1,000 documented hours of on-the-job training, and until they have demonstrated a competency for each skill in the Work Processes.

Apprenticeship work processes are applicable only to training curricula for apprentices in approved programs. Apprenticeship work processes have no impact on classification determinations under Article 8 or 9 of the Labor Law. For guidance regarding classification for purposes of Article 8 or 9 of the Labor Law, please refer to https://www.labor.ny.gov/workerprotection/publicwork/PW_faq1.shtm

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APPENDIX B

RELATED INSTRUCTION

Safety and the Workplace **ALL APPRENTICES**

First Aid & CPR

Sexual Harassment Prevention Training-MUST comply with Section 201-g of the Labor Law

Employee Onboarding (if applicable)

Home Health Aide, Generalist **ALL APPRENTICES**

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

Advanced Home Health Aide (AHHA)

Introduction to Advanced Home Health Care and Person-Centered Care

Problem Solving

Motivational Interviewing

Conflict Resolution

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 Topics as Necessary

Peer Trainer Specialist

Introduction to New Roles: Peer Trainer Specialty
Enhanced Communication Skills
Common Chronic Disease Care
Adult Centered Training
Training Tools
Classroom Management
Leadership
Other Topics as Necessary

Care Transitions Specialist

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 Topics as Necessary

Dementia Specialist

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 Topics as Necessary

Geriatric Specialist

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 Topics as Necessary

Hospice/Palliative Care Specialist

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 Topics as Necessary

Competency Assessment **ALL APPRENTICES**

Test Preparation

Written/Practical Proficiency Examination(s)

At least 144 hours of Related Instruction per year must be available for the apprentice at the time of his/her indenture. However, the apprentice may test out earlier if able to demonstrate competence for each topic on the Related Instruction outline.

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