

SAN DIEGO COMMUNITY COLLEGE DISTRICT  
CONTINUING EDUCATION  
COURSE OUTLINE

**SECTION I**

**SUBJECT AREA AND COURSE NUMBER**

HLTH 610

**COURSE TITLE**

PERSONAL AND HOME CARE AIDE

**TYPE COURSE**

NON FEE

VOCATIONAL

**CATALOG COURSE DESCRIPTION**

This course prepares the student to provide personal care to individuals in their homes and for employment in home care agencies and assisted living facilities. Instruction includes the role of the personal and home care aide or caregiver and procedures for assisting clients in performing their activities of daily living. Topics include communication, basic nursing skills, home safety, infection control, use of adaptive equipment, basic nutrition and meal preparation. Maintaining a clean, safe environment, emergency procedures, and workplace skills are integrated throughout the course. (FT)

**LECTURE/LABORATORY HOURS**

130

**ADVISORIES**

Successful completion of HLTH 609 Healthcare Careers

**RECOMMENDED SKILL LEVEL**

A 9th grade reading and writing level, ability to communicate effectively in the English language and a working knowledge of basic math and the internet.

**INSTITUTIONAL STUDENT LEARNING OUTCOMES**

1. Social Responsibility  
SDCE students demonstrate interpersonal skills by learning and working cooperatively in a diverse environment.
2. Effective Communication  
SDCE students demonstrate effective communication skills.

INSTITUTIONAL STUDENT LEARNING OUTCOMES (CONTINUED)

3. Critical Thinking  
SDCE students critically process information, make decisions, and solve problems independently or cooperatively.
4. Personal and Professional Development  
SDCE students pursue short term and life-long learning goals, mastering necessary skills and using resource management and self advocacy skills to cope with changing situations in their lives.

COURSE GOALS

1. Define the role and scope of practice of the personal and home care aide.
2. Provide instruction in the procedures used in assisting clients to perform their activities of daily living (ADL).
3. Explain safety precautions and emergency measures that are used in direct client care, including infection control.
4. Provide instruction in the use of adaptive equipment.
5. Provide techniques to interact and communicate with agency personnel, family members and clients.
6. Explain methods used to provide and document nourishment to the client in the home.
7. Enhance workplace soft skills including communication, health care industry ethics, professionalism, and career development.

COURSE OBJECTIVES

Upon successful completion of the course the student will be able to:

1. Identify specific job responsibilities of a personal care and home care aide.
2. Demonstrate communication skills required in a home care or assisted living environment.
3. Identify and describe emergency procedures and safety measures, including infection control, to be used in a home environment.
4. Explain and demonstrate types of cleaning tasks and techniques used.
5. Describe and demonstrate proper body mechanic methods used on clients.
6. Demonstrate ability to assist clients with ADL procedures based on individualized needs including diagnosis, cultural, physical and psycho-social situations.
7. Demonstrate appropriate use of adaptive equipment available in the home.
8. Demonstrate and explain ways to assist clients with medications.
9. Identify strategies needed to respond to clients with dementia or mental illness.
10. Explain and demonstrate methods to provide, measure, and document nourishment given to the client.
11. Demonstrate knowledge of healthcare ethics.
12. Demonstrate interview skills and strategies to gain employment with home care agencies.

**SECTION II**

**COURSE CONTENT AND SCOPE**

1. Work Settings and Professionalism
  - 1.1. Long-term care setting
  - 1.2. Care plans
  - 1.3. Professionalism and team work
2. Working with Clients
  - 2.1. Building empathy
  - 2.2. Physical changes in clients
  - 2.3. Sensory changes in clients
  - 2.4. Assisting client in managing changes of aging
3. Recognizing Differences
  - 3.1. Respecting differences
  - 3.2. Exploring assumptions
  - 3.3. Cultural competency
    - 3.3.1. Language
    - 3.3.2. Food
    - 3.3.3. Religion
    - 3.3.4. Rituals
4. Communication
  - 4.1. Listening
  - 4.2. Body language
  - 4.3. Paraphrasing
  - 4.4. Open-ended questions
5. Depression in the Clients
  - 5.1. Characteristics of depression
  - 5.2. Understanding depression
  - 5.3. Social changes and coping mechanisms
6. Infection Control Overview
  - 6.1. Cycle of infection
  - 6.2. Spread and interruption of infection
  - 6.3. Symptoms of infection
7. Vital Signs
  - 7.1. Definitions
    - 7.1.1. Temperature
    - 7.1.2. Pulse
    - 7.1.3. Respiration
    - 7.1.4. Blood pressure
  - 7.2. Guidelines for Taking
    - 7.2.1. Temperature
    - 7.2.2. Pulse
    - 7.2.3. Blood pressure with electronic equipment
    - 7.2.4. Observing and counting respirations
  - 7.3. Vital signs and reporting

COURSE CONTENT AND SCOPE (CONTINUED)

8. Body Systems and Common Diseases
  - 8.1. Introduction to body systems
  - 8.2. Circulatory system overview
    - 8.2.1. Common diseases
    - 8.2.2. Care of clients with circulatory diseases
  - 8.3. Digestive system overview
    - 8.3.1. Common diseases
    - 8.3.2. Care of clients with digestive diseases
  - 8.4. Endocrine system overview
    - 8.4.1. Common diseases
    - 8.4.2. Care of clients with endocrine diseases
  - 8.5. Nervous system overview
    - 8.5.1. Common diseases
    - 8.5.2. Care of clients with nervous system diseases
  - 8.6. Reproductive system overview
    - 8.6.1. Common diseases
    - 8.6.2. Care of clients with reproductive diseases
  - 8.7. Skeletal-muscular system overview
    - 8.7.1. Common diseases
    - 8.7.2. Care of clients with skeletal-muscular diseases
  - 8.8. Integumentary system overview
    - 8.8.1. Common diseases
    - 8.8.2. Care of clients with integumentary diseases
  - 8.9. Urinary system overview
    - 8.9.1. Common disease
    - 8.9.2. Care of clients with urinary system diseases
9. Body Mechanics
  - 9.1. Basic principles
  - 9.2. Positioning client
10. Person-Centered Care
  - 10.1. Supporting clients' dignity while providing personal care
  - 10.2. Supporting clients at home
  - 10.3. Activity of daily living
    - 10.3.1. Nutrition and eating
    - 10.3.2. Bathing and personal care
    - 10.3.3. Toileting
    - 10.3.4. Ambulating and bed making
    - 10.3.5. Dressing and toileting
11. Medication Management
  - 11.1. Warning signs of improper medication use
  - 11.2. Medication's effect on the clients
  - 11.3. Safe practices for assisting with medications
  - 11.4. Proper storage of medications
12. Dementia
  - 12.1. Characteristics of dementia
  - 12.2. Understanding dementia
  - 12.3. Working with challenging behaviors

COURSE CONTENT AND SCOPE (CONTINUED)

- 13. Mental Health
  - 13.1. Overview of mental health
  - 13.2. Signs of mental illness
  - 13.3. Working with clients with mental illness and their families
- 14. Developmental Disabilities
  - 14.1. Overview of developmental disabilities
  - 14.2. Working with clients with developmental disabilities and their families
- 15. Abuse and Neglect
  - 15.1. Physical abuse
  - 15.2. Psychological abuse
  - 15.3. Sexual abuse
  - 15.4. Financial exploitation
  - 15.5. Neglect
  - 15.6. Reporting abuse
- 16. Independent Adults with Physical Disabilities
  - 16.1. Types of physical disabilities
- 17. Client and Worker Rights
  - 17.1. Negotiating and clarifying your job description
  - 17.2. Managing time and stress
  - 17.3. Responding to inappropriate requests
  - 17.4. Self-directing client verses agency directed
- 18. Paramedical Services
  - 18.1. Policy and procedures for using paramedical services
- 19. Basic Life Support and First Aid
  - 19.1. Review
  - 19.2. Certification requirements
- 20. Career Development
  - 20.1. Portfolio
  - 20.2. Interview skills
- 21. Client Service Excellence
  - 21.1. Characteristics of excellent client service
  - 21.2. Building improved relationships
  - 21.3. Challenging situations and techniques
  - 21.4. On-the-job resilience

APPROPRIATE READINGS

Reading assignments may include, but are not limited to, the following:

- 1. Articles and books related to healthcare and career development.
- 2. Medical websites

### WRITING ASSIGNMENTS

Writing assignments may include, but are not limited to, the following:

1. Reports and records information of client care on sample forms used in home care agencies.
2. Research papers related to diseases and personal care.

### OUTSIDE ASSIGNMENTS

Outside assignments related to health and homecare may include, but are not limited to, the following:

1. Completing assigned projects
2. Reading articles
3. Conducting Internet research

Preparation and practice as needed to be successful in the course.

### APPROPRIATE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING

Assignments which demonstrate critical thinking may include, but are not limited to, the following:

1. Analyze and evaluate readings and client scenarios for in-class discussions.
2. Demonstrate appropriate client activity of daily living skills in role play scenarios.
3. Identify and demonstrate appropriate skills in the nursing lab role play scenarios.

### EVALUATION

The student's grade will be based on multiple measures of performance related to the course objectives, exams, class participation and attendance. The evaluation will assess the development of independent critical thinking skills and may include, but are not limited to the student's ability to:

1. Demonstrate personal care procedures and skills in a role play situations.
2. Ability to effectively communicate in multiple role play scenarios, including but not limited to: clients with depression, dementia, developmental disabilities, terminal illness and varied cultural situations.

Upon successful completion of each course a Certificate of Course Completion will be issued. Upon successful completion of both courses included in the program a Certificate of Program Completion will be issued.

### METHOD OF INSTRUCTION

Instruction may include, but is not limited to, lecture, laboratory, discussion, instructor demonstration followed by student demonstration, role play, audio-visual aids, individualized

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and guided study, tutorials, group work and internet research. Instruction may also include industry guest speakers and field trips.

This course, or sections of this course, may be offered through distance education.

TEXTS AND SUPPLIES

*A Model Curriculum for Personal Care Aides*, California Community College, BOG. Funded by the Affordable Care Act Personal and Home Care Aide State Training (PHCAST) Program, current edition.

*Nursing Assistants: A Basic Study Guide*, Beverly Robertson, MSC., First Class Books, Inc., current edition.

Supplies may include but are not limited to: beds, linens, gowns, Thrombo-embolic deterrent (TED) hose, disposable liners, gloves, alcohol swabs scales with height measures, thermometers, and electronic blood pressure cuffs and home healthcare grooming supplies.

PREPARED BY: Kathy Campbell, RN, PHN DATE: March 6, 2013

REVISED BY: Kathy Campbell, RN, PHN DATE: February 6, 2019

Instructors must meet all requirements stated in Policy 3100 (Student Rights, Responsibilities and Administrative Due Process), and the Attendance Policy set forth in the Continuing Education Catalog.

REFERENCES:

San Diego Community College District Policy 3100  
California Community Colleges, Title 5, Section 55002  
Continuing Education Catalog