Instructional Framework

Home Health Aide

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This Instructional Framework identifies, explains, and expands the content of the standards/measurement criteria, and, as well, guides the development of multiple-choice items for the Technical Skills Assessment. This document corresponds with the Technical Standards reviewed on May 27, 2025.

Domain 1: Disease and Disability **Instructional Time: 45-55%**	
STANDARD 11.0 ANALYZE CHRONIC DISEASES AND PHYSICAL DISABILITIES	
11.1 Differentiate among aging, chronic illness, and disability	• Define aging, chronic illness, and disability ○ Provide examples of each
11.2 Identify body systems and their function (e.g., heart and circulation; lungs, brain and nervous system; skin, muscles, and bones; and stomach, bowels, and bladder)	• Cardiovascular • Respiratory • Integumentary • Gastrointestinal • Urinary • Nervous • Muscular • Skeletal • Endocrine • Reproductive • Lymphatic • Immune
11.3 Identify common conditions affecting each body system and their potential effect on a person's care	• Cardiovascular • Respiratory • Integumentary • Gastrointestinal • Urinary • Nervous • Muscular • Skeletal • Endocrine

	• Reproductive • Lymphatic • Immune
11.4 Describe the effects of aging on each body system	• Cardiovascular • Respiratory • Integumentary • Gastrointestinal • Urinary • Nervous • Muscular • Skeletal • Endocrine • Reproductive • Lymphatic • Immune
11.5 Describe signs and symptoms of anxiety and depression	• Mental health
11.6 Explain the terms “paralysis” and “amputation”	• Paralysis • Amputation
STANDARD 16.0 DEMONSTRATE DEMENTIA-SPECIFIC CARE COMPETENCIES	
16.1 Define types of dementia	• Reversible • Irreversible
16.2 Describe the stages of dementia	• Early • Mid • Late • Terminal

16.3 Describe changes in cognitive abilities and the difference between normal forgetfulness and that associated with dementia	• Normal forgetfulness related to stress/busy schedule
	  ◦ Misplaced items
	  ◦ Why did I come in here?
	• Dementia related
	  ◦ Short term memory loss
	  ◦ Lost/Forgot home address

16.4 Identify dementia-related symptoms of depression and withdrawal from normal life activities	• Crying • Excessive sleeping • Not participating in hobbies
16.5 Understand changes in behavior and emotions	• Combativeness and aggression • Wandering and rummaging • Physical restlessness (pacing) • Sundowning • Inappropriate sexual behavior
16.6 Describe dementia-specific care related to communication issues and the use of a life story; Activities of Daily Living (ADLs); difficult behaviors; activities; pain management; safety issues	• Activities of Daily Living (ADLs) • Difficult behaviors • Activities • Pain management • Safety issues
16.7 Practice ways to redirect a person with dementia	• Distraction
STANDARD 17.0 ASSIST INDIVIDUALS WITH GRIEF AND THE END-OF-LIFE PROCESS	

17.1 Describe the stages of grieving and the death and dying process	• Stages of grief
	  ○ Shock
	  ○ Denial
	  ○ Anger
	  ○ Bargaining
	  ○ Depression
	  ○ Guilt
	  ○ Acceptance
	• Dying process
	  ○ 1-3 months
	  ○ 1-2 weeks
	  ○ 1-2 days/hours

17.2 Describe physical and emotional aspects of the dying process	• Shock • Denial • Anger • Bargaining • Depression • Guilt

	• Acceptance • Cheyne-Stokes
17.3 Give examples of how cultural and family differences influence the death and dying process	• Cultural/Religion • Embalming/Autopsy • Touching the body • Mirrors/Water
17.4 Explain how a death can affect a DCW	• Stress • Depression
17.5 Identify and explain coping strategies relevant to grieving and/or dying	• Exercise • Talking • Writing • Reminiscing • Getting enough sleep • Healthy eating • Planning ahead • Asking for help
17.6 Describe community resources available to help with death and dying	• Check local resources • Religious entities • Professional counselors
STANDARD 18.0 ASSIST INDIVIDUALS WITH DEVELOPMENTAL DISABILITIES	
18.1 Identify the rights of people with developmental disabilities	• Developmental Disabilities Bill of Rights
18.2 Identify ways to build and maintain a positive, professional relationship with the client/patient	• Maintain professionalism • Friendly • Respectful • Honesty • Integrity
18.3 Explain the meaning and importance of “self-determination”	• Patient Rights
STANDARD 19.0 ANALYZE COMMON DEVELOPMENTAL DISABILITIES AND THEIR CARE	
19.1 Define “developmental disability”	• Developmental disabilities

19.2 Identify four conditions to qualify for services from the Division of Developmental Disabilities	• Spinal cord Injury • Traumatic brain injuries • Stroke • Multiple Sclerosis • Amyotrophic Lateral Sclerosis (ALS) • Parkinson's Disease • Seizures
19.3 Identify effects of Cerebral Palsy	• Contracture • Immobility • Speech impediment
19.4 Identify effects of Cognitive Disability	• Inability to focus • Memory loss • Inability to speak/understand spoken word
19.5 Identify effects of Autism	• Speech impediment • Inability to focus • Sensory sensitivity
19.6 Identify effects of Epilepsy	• Temporary loss of consciousness
19.7 Describe factors that contribute to seizure activity and how to recognize when a person is having a seizure	• Loss of focus • Jerky/Spastic movements
19.8 Describe what to do and what not to do when a person is having a seizure	• Safety
19.9 Identify when to call 911 when a person is having a seizure	• Length of seizure greater than 5 minutes • Multiple or consecutive seizures
19.10 Describe how to document and report seizure activity	• Time • Type of movement • Trigger if known
19.11 Give examples of how to support a person after seizure activity	• Right side lying • Monitoring

Domain 2: Skills **Instructional Time: 30-40%**	
STANDARD 8.0 EXAMINE NUTRITIONAL NEEDS AND FOOD PREPARATION TECHNIQUES	
8.1 Identify food groups and nutrients for a healthy diet and good health	• Essential nutrients • MyPlate/Pyramid
8.2 Explain the order of ingredients listed on the food label	• Highest to lowest by volume/weight • Calories/Fat calories per serving • Vitamins/Minerals • Percent Daily Value (PDV) • PDV vs. weight in grams
8.3 Explain the terms “portion” and “serving”	• Portion size • Serving size
8.4 List health issues that may require a modified diet	• Low fat • Diabetic • Modified • High fiber • Renal • Gluten free • Lactose intolerant
8.5 Plan a menu based on individual preference and/or a modified diet based on dietary needs and/or a medically recommended diet	• MyPlate guidelines • Physicians orders
8.6 Identify nutrients that may be monitored for certain diets	• Low fat • Diabetic • Modified • High fiber • Renal • Gluten free • Lactose intolerant
8.7 Explain ways to encourage a person to eat and/or comply with a medically recommended diet	• Respect and dignity

8.8 Identify assistive devices to help a person feel more in control of the meal planning and eating process	• Plates, utensils, cups, clothes protectors
8.9 Describe proper food preparation and storage	• Handwashing • Sanitize surfaces, dishes, equipment • Washing/Preparing food • Defrosting meat ○ 2-hour rule
8.10 Define foodborne illness and describe ways to reduce foodborne illness	• Food poisoning transmitted to people by food or beverages • Handwashing • Sanitize surfaces, dishes, equipment • Washing/Preparing food • Defrosting meat ○ 2-hour rule
STANDARD 10.0 UTILIZE PROPER BODY MECHANICS AND BACK SAFETY TECHNIQUES	
10.1 Explain the importance of good body mechanics and lifting techniques	• Prevention of Direct Care Worker (DCW) injury • Weight bearing muscles • 2-person lifts
10.2 Describe elements of good body mechanics	• Use of leg muscles • Keeping the center of gravity over the base of support
10.3 Demonstrate good techniques for moving objects with good body alignment	• Skill practice/procedure
10.4 Identify assistive devices	• Gait belt, lift, draw sheets
STANDARD 12.0 EXAMINE PHYSICAL AND EMOTIONAL NEEDS OF AN INDIVIDUAL	
12.1 Describe the impact of aging on the physical and emotional needs of an individual	• Cardiovascular • Respiratory • Integumentary • Gastrointestinal • Urinary • Nervous • Muscular • Skeletal

	• Endocrine • Reproductive • Lymphatic • Immune • Sensory
12.2 Describe the physical and emotional needs of a person with a psychological or cognitive condition	• Spinal cord injuries • TBI • Stroke • MS • ALS • Parkinson's • Seizures
12.3 Give examples of how to determine a person's abilities, needs, and desires when providing services	• Cultural/Religious • Personal preferences
12.4 Discuss the possible emotional impact of a physical disability or a chronic disease	• Fear of death • Social engagements • Physical effects • Vulnerability • Grief and loss • Embarrassment and shame
12.5 Describe how age, illness, and disability affect sexuality	• Appropriate behavior • Desire • Responsiveness • Erectile Dysfunction (ED)
STANDARD 13.0 UTILIZE TRANSFERRING AND POSITIONING SKILLS	
13.1 Identify common assistive devices (i.e., walkers, wheelchairs, etc.)	• Canes • Walkers • Crutches • Wheelchairs
13.2 Explain the importance of proper transfer skills and the safe use of assistive devices	• Fall precautions • Injury precautions

13.3 Explain the importance of repositioning to prevent skin damage and pressure ulcers	• Maintain/Improve circulation
13.4 Describe the use of a mechanical lift and/or slide board	• Used to transfer an immobile person from bed to wheelchair/chair
13.5 Practice assistance with ADLs (e.g., gait belt, ambulation, positioning a person in bed or a wheelchair, transferring a person out of bed, and transferring a person in and out of a wheelchair)	• Skill practice/procedures
STANDARD 14.0 DEMONSTRATE PERSONAL CARE WITH CONSIDERATION TO PERSONAL PREFERENCES	
14.1 Explain the relationship between a person's service plan and the DCW's role when providing ADLs	• Dress • Eat • Ambulate • Toilet • Hygiene • Shop • Keep house • Manage personal finance • Prepare food • Transport
14.2 Give examples of techniques that can be used to preserve dignity and privacy while providing personal care	• Maintain dignity • Maintain privacy by closing doors, curtains, etc.
14.3 Identify techniques used to preserve independence and respect a person's preferences while providing personal care	• Self-care in ADL's • Assistance as needed
14.4 Identify characteristics of people who might be at risk for skin-integrity concerns	• Inactivity • Incontinent • Immobility
14.5 Identify the most common causes of skin breakdown	• Sitting/Lying in one position too long • Rubbing cast, braces, crutches • Wrinkled bed linens and poorly fitted clothing
14.6 Practice assistance with ADLs (e.g., in dressing, with meals, bathing, catheter bag, and the bed pan)	• Skills practice/procedure

STANDARD 15.0 FACILITATE ACTIVITIES AND ACTIVITY PLANNING	
15.1 Identify basic principles and purposes of activities and give examples	• Reduce depression, stress, anxiety • Recover basic body movement • Build self confidence • Promote socialization and interaction • Relieve boredom
15.2 Describe how a person's functional status affects activities	• Gear activity plans to person's level of function • Maintain activity to prevent boredom/behavior issues
15.3 Give examples of activities suitable for individuals with specific disabilities	• General activities • Dementia, stroke, brain injury • Wheelchair users with arm mobility • COPD, respiratory difficulty
15.4 Describe the individual's right to choose or refuse activities	• Patient has the right to refuse activities/services
15.5 Give an example of choosing an activity appropriate to a person's cultural or religious background	• Cultural diversity and health

Domain 3: Safety
Instructional Time: 5-25%

STANDARD 6.0 APPLY STANDARD PRECAUTIONS AND INFECTION CONTROL MEASURES	
6.1 Define and give examples of standard precautions (universal precautions)	• Universal precautions • Handwashing • Clean work environment • PPE
6.2 Analyze measures that prevent and control infections	• Universal precautions • Handwashing • Clean work environment • PPE
6.3 Demonstrate appropriate hand-washing technique	• Skills practice/procedure

6.4 Explain when to wear gloves and demonstrate how to apply, remove, and dispose of gloves	• Touching blood or body fluids • Person with cuts, sores, or other skin openings • Possibility of contact with feces, urine, vomit, wound drainage • Handling soiled clothing or linens • Cleaning bathrooms
6.5 Demonstrate compliance procedures for handling and disposing of sharps and other waste	• Do not recap needles • Place in Sharps Container after use
STANDARD 7.0 ANALYZE SAFETY AND EMERGENCY PROCEDURES	
7.1 Describe common emergency situations including guidelines for handling emergencies (i.e., when to call 911, etc.)	• When to call 911 • First aid • CPR
7.2 Describe an individual emergency plan including when to contact the family and/or supervisor	• Risk factors • Safety precautions • Instructions for assisting client
7.3 Describe a service plan to include risk factors, safety precautions, and assistance to the person receiving services	• What are the risk factors? • Safety precautions needing to be observed for each situation • Assist person according to the situation
7.4 Describe fire safety procedures and risk factors	• Utilize plan according to the facility
7.5 Describe and simulate (role-play) the use of a fire extinguisher	• Pull clip, aim at base of fire, squeeze handle, sweep foam back and forth
7.6 Identify hazards in the home such as frayed cords and poisonous cleaning materials	• Frayed cords • Poisonous cleaning materials • Cords across pathways
7.7 Describe ways to promote oxygen safety	• No smoking signs • No electric razors
STANDARD 9.0 FACILITATE HOME ENVIRONMENT MAINTENANCE	
9.1 Utilize the service plan to determine cleaning tasks and how and who is responsible for completion	• General tasks • Service plan

9.2 Distinguish between personal choice and the need to complete tasks to avoid health and safety risks	• Client preferences
9.3 Identify cleaning solutions and the proper concentration of these solutions	• Read/Follow label direction
9.4 Explain procedures for trash disposal and cleaning up clutter	• Empty trash daily • Rinse and clean trash containers with bleach solution regularly • Recycle • Clear paths from bed to bath and ALL exits
9.5 Practice general procedures for homemaking skills (i.e., washing dishes, doing laundry, cleaning the bathroom, etc.)	• Washing dishes • Doing laundry • Cleaning the bathroom

Domain 4: Foundations **Instructional Time: 5-15%**	
STANDARD 1.0 EXAMINE ROLES AND RESPONSIBILITIES OF THE HOME HEALTH CARE AGENCY	
1.1 Describe settings for direct care and support services	• Home • Facility • Assisted living home • Group home • Assisted living facility • Dementia specific unit • Skilled nursing facility
1.2 Describe types of services provided to individuals and families (e.g., homemaking, companion services, personal care, and attendant care)	• Homemaking • Companion services • Personal care • Attendant care
1.3 Identify Arizona agencies and programs that offer direct care services and require training and testing for direct care workers	• Long term care • Acute care • Home/Community based services • Private pay

	• Public programs
1.4 Distinguish among activities of daily living (ADLs) and instrumental activities of daily living (IADLs)	• Personal care • Environmental care
1.5 Describe the basics functions of the service team and the importance of teamwork in providing services	• Communication • Planning • Improvement of patient care
1.6 Describe the training requirements for a home health aide/direct care worker	• 96 hours minimum • 20 hours clinical practice • Approved program
1.7 Describe positive caregiver traits and professional standards (i.e., appearance, being on time, etc.)	• Appearance • Timeliness • Dependability • Reliability
1.8 Explain how professional standards influence the relationship between the direct care worker (DCW) and the person receiving services	• Respectful • Patient
1.9 Explain the importance of notifying the agency/supervisor about a change in the direct care worker's schedule	• Professionalism • Maintain patient care
1.10 Describe the supervisory role with examples of questions about specific procedures	• Monitor DCW • Answer questions • Direct DCW
STANDARD 2.0 DEMONSTRATE ETHICAL AND LEGAL CONDUCT IN ALL ACTIVITIES	
2.1 Define legal terms that apply to direct care and support including legal consequences [e.g., abuse, neglect, and exploitation; fraud; assault and battery; abandonment; negligence; liability; false imprisonment (i.e., improper restraints, etc.)]	• Abuse, neglect, exploitation • Fraud • Assault and battery • Abandonment • Negligence • Liability • False imprisonment • Improper restraints

2.2 Explain “mandatory reporting” according to Adult Protective Services (APS) and Child Protective Services (CPS)	• Report immediately • Failure to report ○ Misdemeanor
2.3 Describe the role and purpose of a service plan (i.e., care plan, support plan, etc.)	• Care plan • Support plan
2.4 Explain consumer rights and responsibilities in building a good provider-patient relationship	• Right to choose providers • Right to refuse service • Right to participate in care • Respect of patient rights builds trust
2.5 Explain the legal and ethical responsibility of the DCW to safeguard consumer information and confidentiality [e.g., according to the Health Insurance Portability and Accountability Act of 1996 (HIPAA); in face-to-face conversations and on the phone; conduct in the event of a confidentiality breach; and meaning of the “need to know rule”]	• According to the Health Insurance Portability and Accountability Act of 1996 (HIPAA) • Face-to-face conversations and on the phone • Conduct in the event of a confidentiality breach • Meaning of the “Need To Know” Rule • Breach of information
2.6 Explain how the direct care worker can promote an individual’s independence and the right to make personal choices	• Encouragement • Support • Feedback
2.7 Describe advance directives used for healthcare planning (e.g., Living Will, Durable Power of Attorney for Medical, and Pre-hospital Medical Directive)	• Living Will • Durable Power of Attorney for Medical • Pre-hospital Medical Directive
STANDARD 3.0 UTILIZE OBSERVATION, REPORTING, AND DOCUMENTATION SKILLS	
3.1 Explain the purpose of reporting and documenting	• Maintain legal document of activities relating to patient care
3.2 Describe how to record information accurately	• Client record is a legal document
3.3 Analyze the difference between documenting and reporting facts versus opinions or feelings	• Opinions/Feelings may skew the care received
3.4 Explain the importance of and reporting observed changes in individuals	• Observation • Communication
STANDARD 4.0 DEMONSTRATE COMMUNICATION AND CULTURAL COMPETENCY	

4.1 Compare effective verbal and non-verbal communication	• Non-verbal smiling, silence, gestures, nodding, eye contact, body language, touch • Verbal-slang, idioms • Technical jargon or sports references
4.2 Describe barriers to communication (i.e., judgment based on personal bias or perceptions, poor listening habits, etc.)	• Judgment based • Personal bias • Perceptions • Poor listening habits
4.3 Distinguish among aggressive communication, passive communication, and assertive communication	• Consequences of poor communication • Passive aggressive communication
4.4 Give examples of respectful interactions (i.e., regarding personal preferences, avoiding unprofessional forms of address, etc.)	• Regarding personal preferences • Avoiding unprofessional forms of address
4.5 Demonstrate techniques for communicating with individuals with disabilities (e.g., persons who are blind or have low vision, persons who are deaf or hard of hearing, persons who have aphasia, persons who have mental illness, persons who have a cognitive disability, and persons who do not communicate using the spoken language)	• Blind/Low vision • Deaf/Hard of hearing • Aphasia • Mental illness • Cognitive disability • Unable to communicate using the spoken language
4.6 Give examples of and explain the importance of “person first language”	• Using ‘I’ • Owning responsibility of feelings • No blame/confrontation
4.7 Demonstrate how to respond in a nonthreatening way to another person’s behavior	• De-escalation communication
4.8 Practice problem-solving and conflict resolution techniques (i.e., active listening, open-ended questions, showing empathy, etc.)	• Active listening • Open-ended questions • Showing empathy
4.9 Identify culture-specific concepts or practices and explain the impact of culture on a person’s needs and preferences	• Fear • Denial • Superiority • Minimization • Acceptance

	• Adaptation • Integration
4.10 Analyze cultural barriers to communication (i.e., one's own upbringing and perceptions, etc.)	• One's own upbringing • Perceptions
4.11 Explain "cultural competence" and actions that support culturally competent care	• Active listening • Respect • Dignity • Unbiased
STANDARD 5.0 DEMONSTRATE JOB MANAGEMENT AND SELF-CARE SKILLS	

5.1 Distinguish between positive and negative stress	• Positive
	  ○ Personal: weddings, babies
	• Negative
	  ○ Financial, overworked

5.2 List causes and effects of stress	• Effects of stress for body systems
5.3 Identify appropriate strategies for coping with stress and reducing work-related stress	• Exercise • Deep breathing • Meditation • Socialization • Hobbies
5.4 Identify ways to practice appropriate time management	• Scheduling • Calendar • Timers/Alarm clocks • Planning
5.5 Identify strategies to improve organizational skills	• Scheduling • Calendar • Timers/Alarm clocks • Planning
5.6 Distinguish between personal and professional boundaries	• Personal information • Personal relationships • Appearance • Touch

	• Gifts/Favors • Work schedule • Secrets/Confidential information
5.7 Describe the rights of DCWs including personal safety precautions	• Alert • Observant • Trust personal instincts • 911