

Ganado Unified School District #20

Home Health Aide III,IV/Direct Care Worker(DCW)/12th Grade


PACING Guide SY 2022-2023

Time Line & Resources <small>(Identify textbook, page number or website link & etc.)</small>	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
First Quarter				
<p>-iCEV https://login.icevonline.com/mycourses</p> <p>-ECAP https://portal.azcis.intocareers.org/</p> <p>-OSHA 10 https://campus.careersafonline.com/index.k2</p> <p>-Food Handler's Training https://www.ihs.gov/foodhandler/</p> <p>-Guest Speakers</p> <p>Unit 1: The Immune System: Morphemes, Body Systems Basics and Diseases & Conditions</p> <p>Unit 2: The Respiratory System: Morphemes, Body Systems Basics and Diseases & Conditions</p>	<p>Technical Standards:</p> <p><i>-Standard 11.0</i> Analyze chronic diseases and physical disabilities</p> <p><i>-Standard 19.0</i> Analyze common developmental disabilities and their care</p> <p>Academic Integration:</p> <p><i>-Literacy Standards:</i></p> <p>CCSS.ELA-Litaracy.SL.11-12.1 CCSS.ELA-Litaracy.SL.11-12.2 CCSS.ELA-Litaracy.SL.11-12.3 CCSS.ELA-Litaracy.SL.11-12.4 CCSS.ELA-Litaracy.SL.11-12.5 CCSS.ELA-Litaracy.SL.11-12.6 <i>-Writing Standards:</i></p> <p>CCSS.ELA-Litaracy.WHST.11-12.1 CCSS.ELA-Litaracy.WHST.11-12.2 CCSS.ELA-Litaracy.WHST.11-12.4 CCSS.ELA-Litaracy.WHST.11-12.5 CCSS.ELA-Litaracy.WHST.11-12.6 CCSS.ELA-Litaracy.WHST.11-12.7 CCSS.ELA-Litaracy.WHST.11-12.8 CCSS.ELA-Litaracy.WHST.11-12.9 CCSS.ELA-Litaracy.WHST.11-12.10 <i>-Reading Standards:</i></p> <p>CCSS.ELA-Litaracy.RST.11-12.1 CCSS.ELA-Litaracy.RST.11-12.2 CCSS.ELA-Litaracy.RST.11-12.3</p>	<p>-What the prefixes, suffixes and roots associated with each body system?</p> <p>-How can morphemes be combined to build terms of each body system?</p> <p>-What are the common diseases, conditions and treatments that may affect each body system?</p> <p>-What are the basic anatomy and physiological parts found within each body system?</p> <p>-What are the structures, tissues and functions within each body system?</p> <p>-What are the differences and processes of innate immunity and adaptive immunity?</p> <p>-What are the types of leukocytes and their functions?</p> <p>-What are the components and functions of the lymphatic system?</p> <p>-What are the types of bones and joints in the human body?</p>	<p>-Exploring and learning the morphemes, terminology, anatomy, physiology, diseases and conditions of the immune system.</p> <p>-Exploring and learning the morphemes, terminology, anatomy, physiology, diseases and conditions of the respiratory system.</p> <p>-Exploring and learning the morphemes, terminology, anatomy, physiology, diseases and conditions of the cardiovascular system.</p> <p>-Exploring and learning the morphemes, terminology, anatomy, physiology, diseases and conditions of the nervous system.</p> <p>-Exploring and learning the morphemes, terminology, anatomy, physiology, diseases and conditions of the skeletal system.</p> <p>-Exploring and learning the morphemes, terminology, anatomy, physiology, diseases and conditions of the skeletal system.</p>	<p>Arthritis Celiac Thyroidectomy AIDS Sepsis Lupus IBD RA Immunity Cytokine Leukocyte Lymph Spleen Tonsils Respirator Spirometer Bronchoscopy Laryngoscopy Pneumonectomy Rhinoplasty Thoracentesis Tonsillectomy Tracheostomy Anthraxis Mesothelioma Pertussis Croup Rhinovirus</p>

<p>Unit 3: The Cardiovascular System: Morphemes, Body Systems Basics and Diseases & Conditions</p> <p>Unit 4: The Nervous System: Morphemes, Body Systems Basics and Diseases & Conditions</p> <p>Unit 5: The Skeletal System: Morphemes, Body Systems Basics and Diseases & Conditions</p> <p>Unit 6: The Digestive System: Morphemes, Body Systems Basics and Diseases & Conditions</p>	<p>CCSS.ELA-Litaracy.RST.11-12.4 CCSS.ELA-Litaracy.RST.11-12.5 CCSS.ELA-Litaracy.RST.11-12.6 CCSS.ELA-Litaracy.RST.11-12.7 CCSS.ELA-Litaracy.RST.11-12.8 CCSS.ELA-Litaracy.RST.11-12.9 CCSS.ELA-Litaracy.RST.11-12.10</p> <p>Arizona Professional Skills: -Standard 1.0 Complex Communication Employs complex communication skills in a manner that adds to organizational productivity. -Standard 3.0 Thinking and Innovation Integrates expertise in technical knowledge and skills with thinking and reasoning strategies to create, innovate, and devise solutions.</p> <p>CTSO Integration- HOSA (Future Health Professionals): -Medical Spelling -Medical Terminology -Medical Reading</p> <p>Work-Based Learning Integration: -Standard 11.0 Analyze chronic diseases and physical disabilities -Standard 11.1 Differentiate among aging, chronic illness, and disability -Standard 11.2 Identify body systems and determine their function -Standard 11.3 Identify common conditions affecting body systems and their potential effect on a person’s care -Standard 11.4 Describe the effects of aging on the body -Standard 19.3 Identify effects of Cerebral Palsy -Standard 19.4 Identify effects of Cognitive Disability -Standard 19.5 Identify effects of Autism -Standard 19.6 Identify effects of Epilepsy</p>		<p>physiology, diseases and conditions of the digestive system.</p>	<p>Influenza Pneumonia TB Emphysema Mediastinum Diaphragm Arteriosclerosis HTN CHF MI Cardiomyopathy Aneurysm Murmur DVT Fibrillation Angiogram Stents Atrium Ventricle Aorta Dyslexia Epilepsy Concussion Migraine Sciatica Narcolepsy Neuron Cerebrum Skull Joint Cartilage Defecation Esophagus Abscesses Fistulas</p>
---	---	---	---	---

Second Quarter

<p>-iCEV https://login.icevonline.com/mycourses -ECAP https://portal.azcis.intocareers.org/ -OSHA 10 https://campus.careersafonline.com/index.k2 -Food Handler's Training https://www.ihs.gov/foodhandler/ -Guest Speakers</p> <p>Unit 7: The Integumentary System: Morphemes, Body Systems Basics and Diseases & Conditions</p> <p>Unit 8: The Muscular System: Morphemes, Body Systems Basics and Diseases & Conditions</p> <p>Unit 9: The Special Senses: Morphemes, Body Systems Basics and Diseases & Conditions</p> <p>Unit 10: The Reproductive System: Morphemes, Body Systems Basics and Diseases & Conditions</p>	<p>Technical Standards: -Standard 6.0 Apply standard precautions and infection control measures -Standard 9.0 Facilitate home environment maintenance -Standard 11.0 Analyze chronic diseases and physical disabilities</p> <p>Academic Integration: -Literacy Standards: CCSS.ELA-Litaracy.SL.11-12.1 CCSS.ELA-Litaracy.SL.11-12.2 CCSS.ELA-Litaracy.SL.11-12.3 CCSS.ELA-Litaracy.SL.11-12.4 CCSS.ELA-Litaracy.SL.11-12.5 CCSS.ELA-Litaracy.SL.11-12.6 -Writing Standards: CCSS.ELA-Litaracy.WHST.11-12.1 CCSS.ELA-Litaracy.WHST.11-12.2 CCSS.ELA-Litaracy.WHST.11-12.4 CCSS.ELA-Litaracy.WHST.11-12.5 CCSS.ELA-Litaracy.WHST.11-12.6 CCSS.ELA-Litaracy.WHST.11-12.7 CCSS.ELA-Litaracy.WHST.11-12.8 CCSS.ELA-Litaracy.WHST.11-12.9 CCSS.ELA-Litaracy.WHST.11-12.10 -Reading Standards: CCSS.ELA-Litaracy.RST.11-12.1 CCSS.ELA-Litaracy.RST.11-12.2 CCSS.ELA-Litaracy.RST.11-12.3 CCSS.ELA-Litaracy.RST.11-12.4 CCSS.ELA-Litaracy.RST.11-12.5 CCSS.ELA-Litaracy.RST.11-12.6 CCSS.ELA-Litaracy.RST.11-12.7 CCSS.ELA-Litaracy.RST.11-12.8 CCSS.ELA-Litaracy.RST.11-12.9 CCSS.ELA-Litaracy.RST.11-12.10</p> <p>Arizona Professional Skills: -Standard 1.0 Complex Communication Employs complex communication skills in a</p>	<p>-What the prefixes, suffixes and roots associated with each body system? -How can morphemes be combined to build terms of each body system? -What are the common diseases, conditions and treatments that may affect each body system? -What are the basic anatomy and physiological parts found within each body system? -What are the structures, tissues and functions within each body system? -How do the fundamental integumentary structures provide contributions to the human body? -What is the process of a muscle contraction? -What are the processes of touch, smell, taste, vision and hearing? -What are the processes of blood filtration, urine formation and waste elimination? -What are the processes of hormone production, hormone secretion and hormone action? -Why is laboratory safety, organization and cleanliness important? -How can we prevent the spread of infectious diseases?</p>	<p>-Exploring and learning the morphemes, terminology, anatomy, physiology, diseases and conditions of the integumentary system. -Exploring and learning the morphemes, terminology, anatomy, physiology, diseases and conditions of the muscular system. -Exploring and learning the morphemes, terminology, anatomy, physiology, diseases and conditions of the special senses. -Exploring and learning the morphemes, terminology, anatomy, physiology, diseases and conditions of the reproductive system. -Exploring and learning the morphemes, terminology, anatomy, physiology, diseases and conditions of the urinary system. -Exploring and learning the morphemes, terminology, anatomy, physiology, diseases and conditions of the endocrine system. -Learning and demonstrating essential laboratory safety measures -Explaining the purpose of infection control measures and describing techniques for infection -Demonstrating and verbalizing proper handwashing techniques</p>	<p>Bloodborne pathogen Confidentiality HIV HBV HCV Infectious Lice PPE Scabies Sharps Symptom TB Transmission Precautions Standard Universal Epidermis Keratinocytes Keratin Melanocytes Dermis Hypodermis Melanin Carotene Hemoglobin Pustules Nodules Papules Cysts Contagious Shingles Vitiligo Psoriasis Melanoma Excision Cryotherapy Chemotherapy Myofibrils Sarcomere Sarcolemma Endomysium Fascicle Perimysium Epimysium Mechanoreceptors Thermoreceptors</p>
--	--	---	--	---

<p>Unit 11: The Urinary System: Morphemes, Body Systems Basics and Diseases & Conditions</p> <p>Unit 12: The Endocrine System: Morphemes, Body Systems Basics and Diseases & Conditions</p> <p>Unit 13: Lab Safety Procedures</p> <p>Unit 14: Infection Control</p> <p>Unit 15: Donning & Doffing PPE</p>	<p>manner that adds to organizational productivity. -<i>Standard 3.0 Thinking and Innovation</i> Integrates expertise in technical knowledge and skills with thinking and reasoning strategies to create, innovate, and devise solutions. -<i>Standard 4.0 Professionalism</i> Conducts oneself in a professional manner appropriate to organizational expectations. -<i>Standard 8.0 Legal and Ethical Practices</i> Observes laws, rules and ethical practices in the workplace.</p> <p>CTSO Integration- HOSA (Future Health Professionals): -<i>Medical Spelling</i> -<i>Medical Terminology</i> -<i>Medical Reading</i> -<i>Biomedical Laboratory Science</i></p> <p>Work-Based Learning Integration: -<i>Standard 6.0</i> Apply standard precautions and infection control measures -<i>Standard 6.1</i> Define and give examples of standard precautions (universal precautions) -<i>Standard 6.2</i> Analyze measures that prevent and control infections -<i>Standard 6.3</i> Demonstrate appropriate hand-washing technique -<i>Standard 6.4</i> Explain when to wear gloves and demonstrate how to apply, remove, and dispose of gloves -<i>Standard 6.5</i> Demonstrate compliance procedures for handling and disposing of sharps and other waste -<i>Standard 9.3</i> Identify cleaning solutions and the proper concentration of these solutions -<i>Standard 11.0</i> Analyze chronic diseases and physical disabilities -<i>Standard 11.1</i> Differentiate among aging, chronic illness, and disability</p>		<p>--Demonstrating and verbalizing how to apply, remove and dispose of gloves</p>	<p>Photoreceptors Choroid Fovea Sclera Cochlea Renal Nephron Ureter Thyroid Pancreas Hypothalamus</p>
--	---	---	---	---

	<p>-Standard 11.2 Identify body systems and determine their function</p> <p>-Standard 11.3 Identify common conditions affecting body systems and their potential effect on a person's care</p> <p>-Standard 11.4 Describe the effects of aging on the body</p>			
--	--	--	--	--

Third Quarter

<p>-iCEV https://login.icevonline.com/mycourses -ECAP https://portal.azcis.intocareers.org/ -Principles of Caregiving: Caregiving Fundamentals -Principles of Caregiving: Aging and Physical Disabilities -Principles of Caregiving: Skills Workbook -First Aid/CPR Training -Fire Safety Training -Guest Speakers</p> <p>Unit 16: Principles of Body Mechanics</p> <p>Unit 17: Transfers & Positioning</p> <p>Unit 18: Ch 1 Caregiving Fundamentals: Overview</p>	<p>Technical Standards:</p> <p>-Standard 1.0 Examine roles and responsibilities of the home health care agency</p> <p>-Standard 2.0 Demonstrate ethical and legal conduct in all activities</p> <p>-Standard 3.0 Utilize observation, reporting, and documentation skills</p> <p>-Standard 4.0 Demonstrate communication and cultural competency</p> <p>-Standard 5.0 Demonstrate job management and self-care skills</p> <p>-Standard 8.0 Examine nutritional needs and food preparation techniques</p> <p>-Standard 10.0 Utilize proper body mechanics and back safety techniques</p> <p>-Standard 13.0 Utilize transferring and positioning skills</p> <p>-Standard 18.0 Assist individuals with developmental disabilities</p> <p>-Standard 19.0 Analyze common developmental disabilities and their care</p> <p>Academic Integration:</p> <p>-Literacy Standards:</p> <p>CCSS.ELA-Litaracy.SL.11-12.1 CCSS.ELA-Litaracy.SL.11-12.2 CCSS.ELA-Litaracy.SL.11-12.3 CCSS.ELA-Litaracy.SL.11-12.4 CCSS.ELA-Litaracy.SL.11-12.5 CCSS.ELA-Litaracy.SL.11-12.6</p> <p>-Writing Standards:</p> <p>CCSS.ELA-Litaracy.WHST.11-12.1</p>	<p>-How do the coordination of muscles, bones and joints allow for movement of the body?</p> <p>-How pressure, movement, torque, tension and elasticity effect the body?</p> <p>- What are the elements of good body mechanics?</p> <p>-What are common assistive devices used to transfer patients?</p> <p>-What are the characteristics of clients/patients who may be at risk for falls during ambulation?</p> <p>-How can skin damage and pressure sores be prevented?</p> <p>-Which individuals may be at risk for skin breakdown?</p> <p>-What is the role of a DCW?</p> <p>-What is the DCW's scope of practice?</p> <p>-What are the legal and ethical issues related to caregiving?</p> <p>-What are the differences in abuse, neglect and exploitation?</p> <p>-What are the different types of communication?</p>	<p>-Explaining and analyzing the principals of body mechanics and movement</p> <p>-Describing and demonstrating proper technique for moving objects with good body alignment</p> <p>-Describe and role-play the procedure for application and use of a gait(transfer) belt</p> <p>-Describing and demonstrating the techniques for rendering standing assistance from a prone position</p> <p>-Describing and demonstrating the techniques used to assist with ambulation with use of a gait belt</p> <p>-Describing and demonstrating the proper technique for transferring someone in/out of a wheelchair</p> <p>-Describing and demonstrating the proper technique for positioning a person in bed</p> <p>-Demonstrating proper communication with an individual</p> <p>-Describing coping strategies for stress</p>	<p>Agency ADL's Facility Continuum DCW DNR Independent Scope of Practice Directive Abuse Ethics Exploitation HIPAA Law Neglect Privacy Bias Communication Culture Stereotype Boundaries Coping Imagery Priority Procrastination Relaxation Stress Charting Documentation Reporting Calorie Intake Foodborne</p>
--	---	--	---	---


<p>Unit 19: Ch 2 Caregiving Fundamentals: <i>Legal & Ethical Issues</i></p> <p>Unit 20: Ch 3 Caregiving Fundamentals: <i>Communication</i></p> <p>Unit 21: Ch 4 Caregiving Fundamentals: <i>Cultural Competency</i></p> <p>Unit 22: Ch 5 Caregiving Fundamentals: <i>Job Management Skills</i></p> <p>Unit 23: Ch 6 Caregiving Fundamentals: <i>Observing, Reporting & Documenting</i></p> <p>Unit 24: Ch 8 Caregiving Fundamentals: <i>Nutrition & Food Preparation</i></p>	<p>CCSS.ELA-Litaracy.WHST.11-12.2 CCSS.ELA-Litaracy.WHST.11-12.4 CCSS.ELA-Litaracy.WHST.11-12.5 CCSS.ELA-Litaracy.WHST.11-12.6 CCSS.ELA-Litaracy.WHST.11-12.7 CCSS.ELA-Litaracy.WHST.11-12.8 CCSS.ELA-Litaracy.WHST.11-12.9 CCSS.ELA-Litaracy.WHST.11-12.10</p> <p><i>-Reading Standards:</i> CCSS.ELA-Litaracy.RST.11-12.1 CCSS.ELA-Litaracy.RST.11-12.2 CCSS.ELA-Litaracy.RST.11-12.3 CCSS.ELA-Litaracy.RST.11-12.4 CCSS.ELA-Litaracy.RST.11-12.5 CCSS.ELA-Litaracy.RST.11-12.6 CCSS.ELA-Litaracy.RST.11-12.7 CCSS.ELA-Litaracy.RST.11-12.8 CCSS.ELA-Litaracy.RST.11-12.9 CCSS.ELA-Litaracy.RST.11-12.10</p> <p>Arizona Professional Skills: <i>-Standard 1.0 Complex Communication</i> Employs complex communication skills in a manner that adds to organizational productivity. <i>-Standard 2.0 Collaboration</i> Collaborates, in person and virtually, to complete tasks aimed at organizational goals. <i>-Standard 3.0 Thinking and Innovation</i> Integrates expertise in technical knowledge and skills with thinking and reasoning strategies to create, innovate, and devise solutions. <i>-Standard 4.0 Professionalism</i> Conducts oneself in a professional manner appropriate to organizational expectations. <i>-Standard 5.0 Initiative and Self-Direction</i> Exercises initiative and self-direction in the workplace. <i>-Standard 6.0 Integrational and Cross-Cultural Competence</i> Interacts effectively with different cultures and generations to</p>	<p>-Why is proper communication important in caregiving? -Why is self-awareness and cultural competency important in caregiving? -What are appropriate methods in addressing cultural and religious diversity? -Why is time management important? -Why is reporting and documenting important? -What are the basic concepts of nutrition and hydration? -What are the basic principles of menu planning? -What are special diets?</p>	<p>-Describing techniques for prioritizing duties and developing a work schedule</p> <p>-Describe the purpose of care and support plans</p> <p>-Explain the importance of observing and describing changes in a person</p> <p>-Prepare written documentation following documentation guidelines</p> <p>-Explaining food safety techniques for preparing and storing food</p>	<p>Hydration Nutrients Portion Serving Sodium thaw</p>
--	--	---	--	--

	<p>achieve organizational mission, goals and objectives.</p> <p><i>-Standard 7.0 Organizational Culture</i> Functions effectively within an organizational culture</p> <p><i>-Standard 8.0 Legal and Ethical Practices</i> Observes laws, rules and ethical practices in the workplace.</p> <p><i>-Standard 9.0 Financial Practices</i> Applies knowledge of finances for the profitability and viability of the organization</p> <p>CTSO Integration- HOSA (Future Health Professionals):</p> <p><i>-Practical Nursing</i> <i>-Medical Terminology</i> <i>-Nursing Assistant</i> <i>-Home Health Aide</i> <i>-Medical Law & Ethics</i></p> <p>Work-Based Learning Integration:</p> <p><i>-Standard 1.0</i> Examine roles and responsibilities of the home health care agency</p> <p><i>-Standard 1.1</i> Describe settings for direct care and support services</p> <p><i>-Standard 1.2</i> Describe types of services provided to individuals and families</p> <p><i>-Standard 1.3</i> Identify Arizona agencies and programs that offer direct care services and require training and testing for direct care workers</p> <p><i>-Standard 1.4</i> Distinguish among activities of daily living (ADLs) and instrumental activities of daily living (IADLs)</p> <p><i>-Standard 1.5</i> Describe the basics functions of the service team and the importance of teamwork in providing services</p> <p><i>-Standard 1.6</i> Describe the training requirements for a home health aide/direct care worker</p> <p><i>-Standard 1.7</i> Describe positive caregiver traits and professional standards</p>			
--	--	---	--	--

	<p>-<i>Standard 1.8</i> Explain how professional standards influence the relationship between the direct care worker (DCW) and the person receiving services</p> <p>-<i>Standard 1.9</i> Explain the importance of notifying the agency/supervisor about a change in the direct care worker’s schedule</p> <p>-<i>Standard 1.10</i> Describe the supervisory role with examples of questions about specific procedures</p> <p>-<i>Standard 2.0</i> Demonstrate ethical and legal conduct in all activities</p> <p>-<i>Standard 2.1</i> 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</p> <p>-<i>Standard 2.2</i> Explain “mandatory reporting” according to Adult Protective Services (APS) and Child Protective Services (CPS)</p> <p>-<i>Standard 2.3</i> Describe the role and purpose of a service plan</p> <p>-<i>Standard 2.4</i> Explain consumer rights and responsibilities in building a good provider-patient relationship</p> <p>-<i>Standard 2.5</i> Explain the legal and ethical responsibility of the DCW to safeguard consumer information and confidentiality</p> <p>-<i>Standard 2.6</i> Explain how the direct care worker can promote an individual’s independence and the right to make personal choices</p> <p>-<i>Standard 2.7</i> Describe advance directives used for healthcare planning</p> <p>-<i>Standard 3.0</i> Utilize observation, reporting and documentation skills</p> <p>-<i>Standard 3.1</i> Explain the purpose of reporting and documenting</p> <p>-<i>Standard 3.2</i> Describe how to record information accurately</p>			
--	--	---	--	--

	<ul style="list-style-type: none"> -<i>Standard 3.3</i> Analyze the difference between documenting and reporting facts versus opinions or feelings -<i>Standard 3.4</i> Explain the importance of and reporting observed changes in individuals -<i>Standard 4.0</i> Demonstrate communication and cultural competency -<i>Standard 4.1</i> Compare effective verbal and non-verbal communication -<i>Standard 4.2</i> Describe barriers to communication -<i>Standard 4.3</i> Distinguish among aggressive communication, passive communication, and assertive communication -<i>Standard 4.4</i> Give examples of respectful interactions -<i>Standard 4.5</i> Demonstrate techniques for communicating with individuals with disabilities -<i>Standard 4.6</i> Give examples of and explain the importance of “person first language” -<i>Standard 4.7</i> Demonstrate how to respond in a nonthreatening way to another person’s behavior -<i>Standard 4.8</i> Practice problem-solving and conflict resolution techniques -<i>Standard 4.9</i> Identify culture-specific concepts or practices and explain the impact of culture on a person’s needs and preferences -<i>Standard 4.10</i> Analyze cultural barriers to communication -<i>Standard 4.11</i> Explain “cultural competence” and actions that support culturally competent care -<i>Standard 5.0</i> Demonstrate job management and self-care skills -<i>Standard 5.1</i> Distinguish between positive and negative stress -<i>Standard 5.2</i> List causes and effects of stress 			
--	--	---	--	--

	<ul style="list-style-type: none"> -Standard 5.3 Identify appropriate strategies for coping with stress and reducing work-related stress -Standard 5.4 Identify ways to practice appropriate time management -Standard 5.5 Identify strategies to improve organizational skills -Standard 5.6 Distinguish between personal and professional boundaries -Standard 5.7 Describe the rights of DCWs including personal safety precautions -Standard 8.0 Examine nutritional needs and food preparation techniques -Standard 8.1 Identify food groups and nutrients for a healthy diet and good health -Standard 8.2 Explain the order of ingredients listed on the food label -Standard 8.3 Explain the terms “portion” and “serving” -Standard 8.4 List health issues that may require a modified diet -Standard 8.5 Plan a menu based on individual preference and/or a modified diet based on dietary needs and/or a medically recommended diet -Standard 8.6 Identify nutrients that may be monitored for certain diets -Standard 8.7 Explain ways to encourage a person to eat and/or comply with a medically recommended diet -Standard 8.8 Identify assistive devices to help a person feel more in control of the meal planning and eating process -Standard 8.9 Describe proper food preparation and storage -Standard 8.10 Define foodborne illness and describe ways to reduce foodborne illness -Standard 10.0 Utilize proper body mechanics and back safety techniques -Standard 10.1 Explain the importance of good body mechanics and lifting techniques -Standard 10.2 Describe elements of good body mechanics such as proper use of leg 		
--	---	---	--

	<p>muscles and keeping the center of gravity over the base of support</p> <ul style="list-style-type: none"> -Standard 10.3 Demonstrate good techniques for moving objects with good body alignment -Standard 10.4 Identify assistive devices -Standard 13.0 Utilize transferring and positioning skills -Standard 13.1 Identify common assistive devices -Standard 13.2 Explain the importance of proper transfer skills and the safe use of assistive devices -Standard 13.3 Explain the importance of repositioning to prevent skin damage and pressure ulcers -Standard 13.4 Describe the use of a mechanical lift and/or slide board -Standard 13.5 Practice assistance with ADLs -Standard 18.1 Identify the rights of people with developmental disabilities -Standard 18.2 Identify ways to build and maintain a positive, professional relationship with the client/patient -Standard 18.3 Explain the meaning and importance of “self-determination” -Standard 19.1 Define “developmental disability” -Standard 19.2 Identify four conditions to qualify for services from the Division of Developmental Disabilities 			
--	--	---	--	--

Fourth Quarter

<p>-iCEV https://login.icevonline.com/mycourses -ECAP https://portal.azcis.intocareers.org/</p>	<p>Technical Standards:</p> <ul style="list-style-type: none"> -Standard 7.0 Analyze safety and emergency procedures -Standard 9.0 Facilitate home environment maintenance -Standard 11.0 Analyze chronic diseases and physical disabilities -Standard 14.0 Demonstrate personal care with consideration to personal preferences 	<ul style="list-style-type: none"> -What are ADL’s or iADL’s? -What is the role of the direct care worker with ADL/iADL assistance? -Why is it important to have an emergency plan in place? 	<ul style="list-style-type: none"> -Demonstrating assistance with ADL’s or iADL’s such as; oral hygiene, hand and nail care, eating/feeding, dressing, bathing, ROM exercises, wound care, toileting, catheter care, perineal care and light cleaning 	<ul style="list-style-type: none"> Ambulation Aspiration Catheter Circulation Friction Incontinence IADL’s Mobility Perineal
---	---	---	--	---

<p>-Principles of Caregiving: Caregiving Fundamentals</p> <p>-Principles of Caregiving: Aging and Physical Disabilities</p> <p>-Principles of Caregiving: Skills Workbook</p> <p>-Guest Speakers</p> <p>Unit 25: Ch 4 Aging and Physical Disabilities: <i>Personal Care</i></p> <p>Unit 26: Ch 9 Caregiving Fundamentals: <i>Fire Safety & Emergency Procedures</i></p> <p>Unit 27: Ch 10 Caregiving Fundamentals: <i>Home Environment Maintenance</i></p> <p>Unit 28: Ch 1 Aging and Physical Disabilities Body Systems: <i>Functioning Changes with Aging, Care Implications & Conditions</i></p> <p>Unit 29: Ch 2 Aging and Physical Disabilities: <i>Physical Disabilities & Conditions: The Brain & Nervous System</i></p>	<p><i>-Standard 15.0</i> Facilitate activities and activity planning</p> <p><i>-Standard 19.0</i> Analyze common developmental disabilities and their care</p> <p>Academic Integration:</p> <p><i>-Literacy Standards:</i> CCSS.ELA-Litaracy.SL.11-12.1 CCSS.ELA-Litaracy.SL.11-12.2 CCSS.ELA-Litaracy.SL.11-12.3 CCSS.ELA-Litaracy.SL.11-12.4 CCSS.ELA-Litaracy.SL.11-12.5 CCSS.ELA-Litaracy.SL.11-12.6</p> <p><i>-Writing Standards:</i> CCSS.ELA-Litaracy.WHST.11-12.1 CCSS.ELA-Litaracy.WHST.11-12.2 CCSS.ELA-Litaracy.WHST.11-12.4 CCSS.ELA-Litaracy.WHST.11-12.5 CCSS.ELA-Litaracy.WHST.11-12.6 CCSS.ELA-Litaracy.WHST.11-12.7 CCSS.ELA-Litaracy.WHST.11-12.8 CCSS.ELA-Litaracy.WHST.11-12.9 CCSS.ELA-Litaracy.WHST.11-12.10</p> <p><i>-Reading Standards:</i> CCSS.ELA-Litaracy.RST.11-12.1 CCSS.ELA-Litaracy.RST.11-12.2 CCSS.ELA-Litaracy.RST.11-12.3 CCSS.ELA-Litaracy.RST.11-12.4 CCSS.ELA-Litaracy.RST.11-12.5 CCSS.ELA-Litaracy.RST.11-12.6 CCSS.ELA-Litaracy.RST.11-12.7 CCSS.ELA-Litaracy.RST.11-12.8 CCSS.ELA-Litaracy.RST.11-12.9 CCSS.ELA-Litaracy.RST.11-12.10</p> <p>Arizona Professional Skills:</p> <p><i>-Standard 1.0 Complex Communication</i> Employs complex communication skills in a manner that adds to organizational productivity.</p> <p><i>-Standard 2.0 Collaboration</i> Collaborates, in person and virtually, to complete tasks aimed at organizational goals.</p>	<p>-What are the principles of environmental, fire, and medical emergency procedures?</p> <p>-What are common emergency situations?</p> <p>-What are potential fire hazards found in a home?</p> <p>-When is it time to call 911 in an emergency situation/</p> <p>-What is the relevance of the care or support plan for home maintenance?</p> <p>-Why is the ability to plan and organize tasks according to the care plan and client’s wishes important?</p> <p>-What is the difference between acute and chronic?</p> <p>-What are the basic principles of caring for a person with a disability?</p> <p>-What are common psychological and cognitive conditions?</p> <p>-What are the effective techniques for addressing psychological and cognitive conditions?</p> <p>-What are sexuality issues related to aging and physical disabilities?</p> <p>-How can we plan activities for clients?</p> <p>-What are some examples of activities suitable for clients with specific disabilities?</p> <p>-How do we provide specific care to clients with dementia?</p> <p>-How can ADL’s be affected by someone with dementia?</p>	<p>-Explain safety procedures/techniques for direct care workers?</p> <p>-Demonstrating the use of a fire extinguisher</p> <p>-Demonstrating procedures for calling 911</p> <p>-Describing procedures for maintaining a safe and clean home environment</p> <p>-Describing the effect of aging</p> <p>-Describing the major chronic conditions and therapeutic interventions used</p> <p>-Describing the significance of diabetes and implications for caregiving</p> <p>-Explaining effective techniques that can be used in providing care for disabilities involving the brain and nervous system</p> <p>-Describing behavioral, communication, and safety issues associated with psychological and cognitive conditions</p> <p>-Describing the importance of client rights and cultural or religious issued in regard to activity planning</p> <p>-Describing the stages, communication strategies, activity importance, behavior management and safety issues individuals with dementia</p>	<p>Decubitus 911 CPR Emergency Plan EMS EMT Prevention Risk Fall Safety Non-responsive PASS Appliance Chore Prioritizing Acute Aging Amputation Asthma BP Chronic COPD Constipation Contracture Dementia Diabetes Disability Hypoglycemia Hypoglycemia Incontinence Osteoporosis Paralysis Seizure Stroke UTI Aphasia Exacerbation Plegia SCI TBI Anxiety Depression</p>
---	--	--	--	--

<p>Unit 30: Ch 3 Aging and Physical Disabilities: <i>Psychological/Emotional Conditions</i></p> <p>Unit 31: Ch 6 Aging and Physical Disabilities: <i>Sexuality & Disability</i></p> <p>Unit 32: Ch 7 Aging and Physical Disabilities: <i>Activity Planning</i></p> <p>Unit 33: Ch 8 Aging and Physical Disabilities: <i>Dementia Specific Care</i></p> <p>Unit 34: Ch 9 Aging and Physical Disabilities: <i>Grief & End of Life Issues</i></p>	<p><i>-Standard 3.0 Thinking and Innovation</i> Integrates expertise in technical knowledge and skills with thinking and reasoning strategies to create, innovate, and devise solutions.</p> <p><i>-Standard 4.0 Professionalism</i> Conducts oneself in a professional manner appropriate to organizational expectations.</p> <p><i>-Standard 5.0 Initiative and Self-Direction</i> Exercises initiative and self-direction in the workplace.</p> <p><i>-Standard 6.0 Integrational and Cross-Cultural Competence</i> Interacts effectively with different cultures and generations to achieve organizational mission, goals and objectives.</p> <p><i>-Standard 7.0 Organizational Culture</i> Functions effectively within an organizational culture</p> <p><i>-Standard 8.0 Legal and Ethical Practices</i> Observes laws, rules and ethical practices in the workplace.</p> <p><i>-Standard 9.0 Financial Practices</i> Applies knowledge of finances for the profitability and viability of the organization</p> <p>CTSO Integration- HOSA (Future Health Professionals): <i>-Healthy Lifestyle</i> <i>-Home Health Aide</i> <i>-Personal Care</i> <i>-CPR & First Aid</i> <i>-Human Growth & Development</i> <i>-Behavior Health</i></p> <p>Work-Based Learning Integration: <i>-Standard 7.0</i> Analyze safety and emergency procedures <i>-Standard 7.1</i> Describe common emergency situations including guidelines for handling emergencies</p>	<p>-What are common changes in behavior and emotions of a person with dementia? -What is the grieving process? -What is the dying process? -What are advance directives and the significance of the “orange form”?</p>	<p>-Demonstrating selected personal care skills as they relate to dementia-specific care</p> <p>-Demonstrating how to redirect a person with dementia</p> <p>-Explaining the impact of culture and religion on end-of-life issues</p>	<p>OCD Phobia Psychological Suicide Commitment ED Impotence Sexuality Reminisce Socialization Alzheimer’s Non-pharmacological Pharmacological Sundowning Wandering Grief Hospice</p>
---	--	--	---	--

	<ul style="list-style-type: none"> -<i>Standard 7.2</i> Describe an individual emergency plan including when to contact the family and/or supervisor -<i>Standard 7.3</i> Describe a service plan to include risk factors, safety precautions, and assistance to the person receiving services -<i>Standard 7.4</i> Describe fire safety procedures and risk factors -<i>Standard 7.5</i> Describe and simulate (role-play) the use of a fire extinguisher -<i>Standard 7.6</i> Identify hazards in the home such as frayed cords and poisonous cleaning materials -<i>Standard 7.7</i> Describe ways to promote oxygen safety -<i>Standard 9.0</i> Facilitate home environment maintenance -<i>Standard 9.1</i> Utilize the service plan to determine cleaning tasks and how and who is responsible for completion -<i>Standard 9.2</i> Distinguish between personal choice and the need to complete tasks to avoid health and safety risks -<i>Standard 9.3</i> Identify cleaning solutions and the proper concentration of these solutions -<i>Standard 9.4</i> Explain procedures for trash disposal and cleaning up clutter -<i>Standard 9.5</i> Practice general procedures for homemaking skills -<i>Standard 11.0</i> Analyze chronic diseases and physical disabilities -<i>Standard 11.1</i> Differentiate among aging, chronic illness, and disability -<i>Standard 11.2</i> Identify body systems and determine their function -<i>Standard 11.3</i> Identify common conditions affecting body systems and their potential effect on a person's care -<i>Standard 11.4</i> Describe the effects of aging on the body -<i>Standard 14.0</i> Demonstrate personal care with consideration to personal preferences 			
--	---	---	--	--

	<p>-<i>Standard 14.1</i> Explain the relationship between a person’s service plan and the DCW’s role when providing ADLs</p> <p>-<i>Standard 14.2</i> Give examples of techniques that can be used to preserve dignity and privacy while providing personal care</p> <p>-<i>Standard 14.3</i> Identify techniques used to preserve independence and respect a person’s preferences while providing personal care</p> <p>-<i>Standard 14.4</i> Identify characteristics of people who might be at risk for skin-integrity concerns</p> <p>-<i>Standard 14.5</i> Identify the most common causes of skin breakdown</p> <p>-<i>Standard 14.6</i> Practice assistance with ADLs</p> <p>-<i>Standard 15.0</i> Facilitate activities and activity planning</p> <p>-<i>Standard 15.1</i> Identify basic principles and purposes of activities and give examples</p> <p>-<i>Standard 15.2</i> Describe how a person’s functional status affects activities</p> <p>-<i>Standard 15.3</i> Give examples of activities suitable for individuals with specific disabilities</p> <p>-<i>Standard 15.4</i> Describe the individual’s right to choose or refuse activities</p> <p>-<i>Standard 15.5</i> Give an example of choosing an activity appropriate to a person’s cultural or religious background</p> <p>-<i>Standard 19.7</i> Describe factors that contribute to seizure activity and how to recognize when a person is having a seizure</p> <p>-<i>Standard 19.8</i> Describe what to do and what not to do when a person is having a seizure</p> <p>-<i>Standard 19.9</i> Identify when to call 911 when a person is having a seizure</p> <p>-<i>Standard 19.10</i> Describe how to document and report seizure activity</p> <p>-<i>Standard 19.11</i> Give examples of how to support a person after seizure activity</p>			
--	--	---	--	--

--	--	--	--	--

