

**Board of Nursing**

**Home Health Aide Curriculum**

**HHA (65 classroom + 20 lab + 40 clinical)**

Content Topic	Content Objectives Upon completion of the unit, the learner will be able to:	Chapter Readings, Student Assignments, Assessment of Learning	Instructional Hours (exclude lab practice time)
1. Role of home health aide: <ul style="list-style-type: none"> <li>a. Tasks and responsibilities</li> <li>b. Implementation of a plan of care</li> <li>c. Receiving assignments</li> <li>d. Requirements of reporting incidents</li> </ul>	<ol style="list-style-type: none"> <li>1. Identify the role of the home health aide within the home health team member.</li> <li>2. Define the home health aide role in implementing a plan of care.</li> <li>3. Describe duties of the home health aide.</li> <li>4. Explain the purpose and need for home health care.</li> <li>5. Identify the role of the supervisor for home health aides.</li> <li>6. Describe the federal regulations that apply to home health aides, including Americans with Disabilities Act.</li> <li>7. Describe the purpose of policies and procedures of the home care employing agency.</li> <li>8. Describe appropriate personal grooming for home health aide.</li> <li>9. Recognize basic medical terminology and approved abbreviations.</li> <li>10. Discuss the purpose of reporting incidents.</li> <li>11. Describe the types of events that require reporting.</li> <li>12. Demonstrate documentation of reported events.</li> </ol>		Classroom:3.0
2. Moral, Legal and ethical considerations for a home health aide Professional boundaries	<ol style="list-style-type: none"> <li>1. Explain Client Rights</li> <li>2. Describe the role of the home health provider in ensuring the regard for client rights.</li> <li>3. Describe actions that show respect for client property.</li> <li>4. Define a professional relationship for the home health aide with the client.</li> <li>5. Explain why the HHA should not borrow money, nor develop a relationship beyond client and HHA,</li> <li>6. Define ethical and legal terms that apply to health care and professional behavior.</li> <li>7. Explain legal issues related to client care</li> </ol>		Classroom:3.0 Laboratory: 0.5

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	<ul style="list-style-type: none"> <li>8. Describe HIPAA and how it applies to the protection of the client's privacy and confidentiality.</li> <li>9. Explain types of abuse and neglect.</li> <li>10. Recognize signs and symptoms of abuse and neglect</li> <li>11. Discuss actions made by health care workers that may be perceived as abusive.</li> <li>12. Describe steps to be taken when abuse is suspected</li> <li>13. Define restraint as related to client restriction of movement.</li> <li>14. Explain strategies to promote a restraint-free environment.</li> </ul>		
<p>3. Care sensitive to culture, religion, national origin, gender identity, and sexual orientation</p>	<ul style="list-style-type: none"> <li>1. Identify ways to learn cultural habits of clients or residents</li> <li>2. Identify ways to accommodate cultural differences</li> <li>3. Identify common local cultures and characteristics of that culture that relate to health care</li> <li>4. Define culturally sensitive care</li> <li>5. Describe strategies to implement when providing care that is sensitive to client's culture, religion, national origin, and sexual orientation</li> <li>6. Describe the etiquette or demeanor of the home health aide when caring for persons of diverse backgrounds; including ethnic, religious, gender identity, and sexual orientation</li> <li>7. Describe the protections afforded LGBT people by the D.C. Human Rights Act, and the possible consequences of violating the Act</li> </ul>		<p>Classroom: 3.0</p>

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4. Overview of payment structure of healthcare system	<ol style="list-style-type: none"> <li>1. Explain how the home care agency and the home health aide receive payment for care services</li> <li>2. Explain the relationship of care to payment in the healthcare system.</li> </ol>		Classroom: 1.0
5. Foundations for working with the home care client: Family dynamics Maintaining relationships with the client, the client's family, and significant others	<ol style="list-style-type: none"> <li>1. Define holistic care</li> <li>2. Discuss family roles and their significance in health care for the client.</li> <li>3. Describe personal adjustments of the individual and family to illness and disability</li> <li>4. Identify community resources for individual and family health</li> <li>5. List ways to respond to the emotional needs of your clients and their families.</li> <li>6. Explain how to develop effective interpersonal relationships.</li> </ol>		Classroom: 2.0
6. Communication with the client, the client's family, and significant others in the home setting: a. Dealing with barriers to communication in the home b. Communication with the home care team	<ol style="list-style-type: none"> <li>1. Explain how to give and receive an accurate oral report of a client's status</li> <li>2. Demonstrate how to report and document factual observations in written or oral form</li> <li>3. Define communication</li> <li>4. Explain verbal and nonverbal communication</li> <li>5. Identify barriers to communication in the home</li> <li>6. List ways to make communication accurate and completely.</li> <li>7. Explain why documentation is important and describe how to document visit records and incident reports</li> <li>8. Demonstrate ability to use verbal and written information to assist with the care plan</li> <li>9. Demonstrate effective telephone communication</li> </ol>		Classroom: 2.0
7. Infection control/prevention in the home, including use of protective equipment	<ol style="list-style-type: none"> <li>1. Define "asepsis" and explain the chain of infection</li> <li>2. Explain Standard Precautions</li> <li>3. Explain the term "hand hygiene" and identify when to wash hands.</li> </ol>		Classroom: 4.0  Laboratory: 1.0

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	<ol style="list-style-type: none"> <li>4. Identify when to use personal protective equipment (PPE)</li> <li>5. Explain how to handle spills</li> <li>6. Explain Transmission-Based Precautions</li> <li>7. Explain disinfection principles</li> <li>8. Explain how blood borne diseases are transmitted</li> <li>9. Explain the basic facts regarding HIV and hepatitis infection</li> <li>10. Identify high risk behaviors that allow the spread of HIV/AIDS and HBV</li> <li>11. Identify community resources and services available to clients with HIV/AIDS13.</li> <li>12. Explain tuberculosis and list infection control</li> <li>13. Explain the importance of reporting a possible exposure to an airborne or bloodborne disease</li> <li>14. Explain the terms MRSA, VRE, and <i>C. difficile</i></li> <li>15. List employer and employee responsibilities for infection control</li> </ol>		
<ol style="list-style-type: none"> <li>8. General safety and Basic emergency procedures including response in a seizure</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify five common types of accidents in the home</li> <li>2. Describe strategies to prevent accidents in the home.</li> <li>3. Discuss guideline for disposal of biohazardous waste from the home.</li> <li>4. Describe personal and community safety for a home health aide</li> <li>5. Describe how emergency procedures learned from the American Red Cross First Aid course would be used.</li> <li>6. Describe how emergency procedures learned from the American Heart Association CPR course would be used.</li> <li>7. Describe appropriate responses to client having a seizure.</li> </ol>		Classroom: 3.0

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9. Caring for client's environment	<ol style="list-style-type: none"> <li>1. Explain why a comfortable environment is important for the client's well-being.</li> <li>2. Discuss how to care for equipment in client's environment.</li> <li>3. Discuss guidelines for bedmaking.</li> <li>4. Demonstrate occupied and unoccupied bedmaking.</li> </ol>		Classroom: 1.0 Laboratory 1.0
10. Understanding basic human functioning and needs including the affect of age, illness, disability, and gender on sexuality	<ol style="list-style-type: none"> <li>1. Identify basic human needs</li> <li>2. Describe normal body functions by systems and organs.</li> <li>3. Describe the integumentary system</li> <li>4. Describe the musculoskeletal system</li> <li>5. Describe the nervous system</li> <li>6. Describe the circulatory or cardiovascular system</li> <li>7. Describe the respiratory system</li> <li>8. Describe the urinary system</li> <li>9. Describe the gastrointestinal system</li> <li>10. Describe the endocrine system</li> <li>11. Describe the reproductive system</li> <li>12. Describe the immune and lymphatic systems</li> <li>13. Describe the stages of human development and common disorders for each group</li> <li>14. Discuss normal changes of aging and care guidelines.</li> <li>15. Identify behaviors and habits that promote good health</li> <li>16. Explain how a disability may affect sexuality and intimacy.</li> <li>17. Identify skills you have already learned that can be applied to clients with disabilities</li> <li>18. List five goals to work toward when assisting clients who have disabilities</li> <li>19. Explain how to adapt personal care procedures to meet the needs of clients with disabilities</li> </ol>		Classroom: 6.0

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	20. List important changes to report and document for a client with disabilities		
11. Delegated nursing skills: a. Taking and documenting temperature, radial pulse, respirations and blood pressure	<ol style="list-style-type: none"> <li>1. Explain purposes for monitoring temperature, pulse and respirations.</li> <li>2. Describe the guidelines for taking oral, tympanic and axillary temperatures, Describe the guidelines for taking radial pulses and respirations.</li> <li>3. Demonstrate accurate measuring of oral, tympanic, and axillary temperatures.</li> <li>4. Demonstrate accurate measuring of radial pulse and respiration.</li> <li>5. Demonstrate recording of temperature, pulse and respirations.</li> <li>6. Demonstrate measurement of blood pressure using two-step approach.</li> </ol>		Classroom: 2.0 Laboratory: 3.0
Delegated nursing skills b. Measuring and documenting height and weight	<ol style="list-style-type: none"> <li>1. Explain the guidelines for measuring weight: standing, in a wheelchair.</li> <li>2. Demonstrate accurate process for measuring client's weight: standing, in a wheelchair, and using mechanical lift.</li> <li>3. Record height and weight in the proper place in client's record.</li> <li>4. Demonstrate recording of client's intake and output on facility form.</li> </ol>		Classroom: 2.0 Laboratory: 1.0
Delegated nursing skills: c. Reporting, and documenting changes in behavior d. Incidence reporting	<ol style="list-style-type: none"> <li>1. Recognize changes in body functions.</li> <li>2. Describe and record abnormal body functions.</li> <li>3. Describe and record abnormal behavior.</li> <li>4. Discuss the purpose of reporting incidents.</li> <li>5. Describe the types of required reporting events.</li> <li>6. Demonstrate documentation of reported events.</li> </ol>		Classroom: 2.0 Laboratory: 1.0
Delegated nursing skills: e. Assisting with self-administration of	<ol style="list-style-type: none"> <li>1. Identify the role of the home health aide in assisting with scheduled medications</li> <li>2. Identify methods of medication storage</li> </ol>		Classroom: 2.0 Laboratory: 1.0

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medication	3. Describe actions to take in an emergency involving medication		
Delegated nursing skills: f. Administering enema for bowel evacuation	1. Discuss the preparation of the client prior to administering an enema. 2. Explain the supplies that are needed for enemas. List the various types of commercial enemas. 3. Demonstrate the administration of enema.		Classroom: 1.0 Laboratory: 0.5
Delegated nursing skills: g. Care of ostomy including skin and changing appliance	1. Define the term "ostomy." 2. Discuss the function of an ostomy and its content. 3. Demonstrate emptying and changing the ostomy drainage bag. 4. Describe the care and observation of the skin surrounding the ostomy.		Classroom: 2.0 Laboratory: 0.5
Delegated nursing skills: h. Administering oxygen therapy	1. Explain the use of oxygen equipment in the home. 2. Describe guidelines for safe and proper use of oxygen in the home. 3. Identify the types of oxygen delivery systems used in the home.		Classroom: 1.0 Laboratory 0.5
12. Promoting the client's independence with Personal care skills; bathing including perineal and indwelling catheter care feeding, nutrition, hydration, skin care, dressing, grooming and toileting, prevention of pressure ulcers	1. Describe techniques to promote client independence with personal care skills 2. Describe guidelines for assisting with bathing. 3. Demonstrate proper procedure for complete bath, partial bath, and shower. 4. Demonstrate back rub techniques. 5. Describe guidelines for assisting with grooming, including shaving and hair care. 6. Demonstrate foot care without nail clippings. 7. Define the purpose of indwelling catheter. 8. Demonstrate care of perineal area for female with indwelling catheter. 8. Demonstrate dressing a client with an affected side. 9. Describe guidelines for assisting with toileting. 10. Demonstrate assistance with use of bedpan,		Classroom: 2.0 Laboratory: 3.5

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	bedside commode and toilet. 11. Demonstrate oral care and denture cleaning. 12. Describe factors that influence food preferences 13. Explain special diets 14. Identify ways to promote appetites at mealtime 15. Describe guidelines for assisting with feeding. 16. Demonstrate how to assist with eating. 17. Identify signs and symptoms of swallowing problems. 18. Describe how to assist the client with special feeding needs 19. Demonstrate application of elastic stocking. 20. Describe techniques for skin care to prevent pressure ulcer development or advancement.		
13. Promoting the client's independence with basic restorative skills including safe transfer, ambulation, maintaining range of motion and positioning, warm and cold applications, that are appropriate for the home	1. Describe strategies to promote independence with mobility and ambulation 2. Describe the principles of body mechanics. 3. Discuss body alignment and the need for repositioning. 4. Discuss ambulation and describe assistive devices and equipment. 5. Explain guidelines for maintaining proper body alignment. 6. Demonstrate safe transfer of client with an affected side (weakness). 7. Demonstrate transfer using mechanical lifts. 8. Demonstrate assistance with ambulation. 9. Demonstrate use of assistive devices (walker, cane, forearm crutches) when assisting with ambulation 10. Discuss the overall purpose of rehabilitative and restorative care. 11. Describe the guidelines and purpose for exercising. 12. Describe basic restorative care in the home.		Classroom: 2.0 Laboratory: 2.5



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	<ul style="list-style-type: none"> <li>13. Demonstrate assistance with range of motion exercises as designated by physical therapist</li> <li>14. Demonstrate range of motion and positioning that's appropriate for home</li> <li>15. Explain guidelines for maintenance of proper body alignment.</li> <li>16. List ways to adapt the environment for people with physical limitations.</li> <li>17. Explain the benefits of warm and cold applications.</li> <li>18. Describe the guidelines for the application of warm and cold to the skin.</li> </ul>		
<p>14. Understanding and working with various client populations in home care settings including:</p> <ul style="list-style-type: none"> <li>a. Introduction to infant and child care</li> <li>b. Mental and physical disabilities Chronic illness and disease conditions</li> <li>c. Terminal client</li> <li>d. Elderly client (normal aging)</li> </ul>	<ul style="list-style-type: none"> <li>1. Identify guidelines for working with children.</li> <li>2. List the signs of child and adult abuse and neglect.</li> <li>3. List symptoms of childhood illnesses and required care.</li> <li>4. Identify common neonatal disorders.</li> <li>5. Identify ways of assisting a new mother with her transition to the home.</li> <li>6. Explain guidelines for safely handling a baby.</li> <li>7. Describe guidelines for assisting with feeding a baby.</li> <li>8. Explain guidelines for bathing and changing a baby.</li> <li>9. Identify common causes of disabilities.</li> <li>10. Describe daily challenges a person with a disability may face</li> <li>11. Define terms related to disabilities and explain why they are important</li> <li>12. Explain how a disability may affect sexuality and intimacy</li> <li>13. Identify skills you have already learned that can be applied to clients with disabilities</li> <li>14. List five goals to work toward when assisting</li> </ul>		Classroom: 2.0

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	<p>clients who have disabilities</p> <p>15. Identify five qualities of excellent service needed for clients with disabilities</p> <p>16. Explain how to adapt personal care procedures to meet the needs of clients with disabilities.</p> <p>17. Identify social and emotional needs of persons with disabilities</p>		Classroom: 2.0
<p>15. Caring for clients with special needs, which include but not limited to:</p> <p>a. Cognitive Impairment;</p> <p>b. Sensory deficits or impairment;</p> <p>c. Communication limitations;</p> <p>d. Altered level of consciousness;</p>	<p>1. Discuss the vulnerability of clients with cognitive, sensory, behavioral or communication impairments</p> <p>2. Discuss the needs of individuals with developmental disabilities</p> <p>3. Define cognitive impairment</p> <p>4. Describe how to care for clients with common mental illnesses: depression, anxiety, schizophrenia, dementia and Alzheimer's.</p> <p>5. List strategies for communicating to clients with Alzheimer's disease.</p> <p>6. Identify the types of behavioral observations that should be made and reported.</p>		Classroom: 2.0
<p>16. Working with agitated or combative clients, including techniques useful in the prevention of abuse;</p>	<p>1. Discuss communication guidelines for working with clients with anxiety or fear.</p> <p>2. List guidelines for communications and actions when working with clients who are agitated or aggravated.</p>		Classroom: 2.0
<p>17. End of life care</p>	<p>1. Discuss how feelings and attitudes about death differ.</p> <p>2. Explain how to care for a dying client with dignity and respect.</p> <p>3. Describe common signs of approaching death.</p> <p>4. List changes that occur in the body when approaching death.</p> <p>5. Describe the guidelines for reporting perceived death of client.</p>		Classroom: 2.0

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18. Emergencies in the home setting including weather related and power outages	<ol style="list-style-type: none"> <li>1. Discuss basic disaster procedures.</li> <li>2. Identify emergency evacuation procedures.</li> <li>3. Demonstrate knowledge of disaster procedures.</li> </ol>		Classroom: 1.0
19. Fire safety in the home setting	<ol style="list-style-type: none"> <li>1. List home fire safety guidelines.</li> <li>2. Describe steps to take in the case of fire to promote safety of the client.</li> <li>3. Demonstrate how to recognize and respond to medical emergencies.</li> </ol>		Classroom: 1.0
20. Food and nutrition: basic dietary requirements for all ages	<ol style="list-style-type: none"> <li>1. Describe the USDA's My Pyramid</li> <li>2. Describe the importance of good nutrition including the six basic nutrients</li> <li>3. Identify ways to assist clients in maintaining fluid balance</li> <li>4. Demonstrate awareness of regional, cultural, and religious food preferences</li> <li>5. Explain the information on food labels, including nutrition facts.</li> <li>6. Explain special or modified diets.</li> </ol>		Classroom: 2.0 Laboratory: 0.5
21. Meal planning, and meal preparation a. food shopping b. storage and handling of food and kitchen utensils	<ol style="list-style-type: none"> <li>1. Describe how to prepare shopping list and food shopping guidelines.</li> <li>2. Explain how to prepare a basic food plan or menu.</li> <li>3. State guidelines for safe food preparation.</li> <li>4. Identify various methods of food preparation.</li> <li>5. List foods and methods that are low-fat.</li> <li>6. List guidelines for safe food storage.</li> <li>7. Demonstrate assistance with eating.</li> <li>8. Describe guidelines for preventing aspiration.</li> </ol>		Classroom: 2.0 Laboratory: 1.0
22. Maintenance of a clean and healthy environment a. Housekeeping, laundering	<ol style="list-style-type: none"> <li>1. Describe how housekeeping affects physical and psychological well-being.</li> <li>2. Describe general housekeeping guidelines.</li> <li>3. List cleaning products and equipment needed for housekeeping.</li> <li>4. Describe cleaning methods for living areas, kitchen, bathrooms, and storage areas.</li> </ol>		Classroom: 1.0 Laboratory: 1.0

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	<ol style="list-style-type: none"> <li>5. List special housekeeping procedures to use when infection is present.</li> <li>6. Explain guidelines for teaching special housekeeping skills to client's family.</li> <li>7. Explain how to laundry and care for client's clothes.</li> </ol>		
23. Use and care of medical equipment in the home	<ol style="list-style-type: none"> <li>1. List the name and usage for common medical equipment used in the home.</li> <li>2. Describe the care needed to maintain equipment for optimum use.</li> </ol>		Classroom: 1.0
24. Simple procedures such as non-sterile dressings	<ol style="list-style-type: none"> <li>1. List reasons that a client may have a non-sterile dressing.</li> <li>2. Demonstrate changing non-sterile dressings.</li> </ol>		Classroom: 1.0 Laboratory: 1.0
25. Proper use of assistive devices and lifts	<ol style="list-style-type: none"> <li>1. Explain the use of walkers and crutches.</li> <li>2. Demonstrate how to properly assist client to use walker.</li> <li>3. Discuss steps in the procedures for using mechanical lifts to transfer.</li> <li>4. Describe safety measures when using walker, crutches or mechanical lift.</li> </ol>		Classroom: 1.0 Laboratory: 0.5
26. Proper use of prosthetic and orthotic devices	<ol style="list-style-type: none"> <li>1. Describe the maintenance care of orthotic and prosthetic devices.</li> <li>2. Explain how to apply and remove orthotic and prosthetic devices.</li> </ol>		Classroom: 1.0 Laboratory: 0.5
27. Care of Self implementing: a. stress-management techniques b. time-management techniques	<ol style="list-style-type: none"> <li>1. Explain three ways to work more efficiently.</li> <li>2. Describe how to follow an established work plan with the client and family.</li> <li>3. Discuss ways to handle inappropriate requests from client or family.</li> <li>4. Define stress and list examples of stressors.</li> <li>5. Explain ways to manage stress.</li> <li>6. Demonstrate two effective relaxation techniques.</li> </ol>		Classroom: 1.0

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c. personal wellness, including physical and mental resources	7. Describe how to develop a personal stress management plan. 8. List guidelines for managing time. 9. List ways to remind yourself that your work is important, valuable, and meaningful.		
28. Preventing fatigue and burn-out	1. Discuss conflict resolution. 2. Explain ways to manage stress. 3. Describe the value of the HHA as a member of the health care team. 4. Discuss ways to prevent fatigue and burnout.		Classroom: 1.0