



NURS-586: CERTIFIED HOME HEALTH AIDE (CHHA)

Effective Term

Fall 2026

BOT Approval Date

12/11/2025

Discipline

NURS - Nursing

Course Number

586

Course Title

Certified Home Health Aide (CHHA)

Short Title

Certified Home Health Aide

Credit Status (CB 04)

D - Credit - Degree applicable

Units

Lecture Units

1.50

Lab Units

0.50

Total Units

2.00

Hours

Lecture Contact Hours

24-27

Out of Class Hours Lecture

48-54

Lab Contact Hours

24-27

Out of Class Hours Lab

0.00

Total Contact Hours

48 - 54

Total Out of Class Hours

48 - 54

Total Student Learning Hours

96 - 108

Is this an existing Extensive Lab?

No

**Do you want to propose this for Extensive Lab?**

No

Distance Education

No

Catalog Description

This course provides training in the knowledge, skills, and attitudes necessary to function as a certified home health aide. Emphasis is placed on personal care, nutrition, safety, infection control, and the physical and emotional needs of clients in the home setting. The curriculum is approved by the California Department of Public Health (CDPH) and builds upon nursing assistant training to prepare students for certification as a Home Health Aide. Successful completion qualifies students to apply for state certification and employment in home health care and related settings.

Requisites**Prerequisite(s)****Prerequisite(s) (must be taken before)**

Must have an active CNA (certified nursing assistant) license.

Other Enrollment Criteria**Other Enrollment Criteria**

Enrollment in this course is contingent upon completion of the Department of Public Health requirements, which include active Certified Nursing Assistant license, TB test, health screening, Live Scan fingerprint clearance, drug screening, and current CPR certification for Healthcare Provider (Basic Life Support).

Codes**TOP Code (CB 03)**

1230.80* - *Home Health Aide

CIP Code

51.2602 - Home Health Aide/Home Attendant.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

Minimum Qualifications

Minimum Qualifications	And/Or
Nursing Science/Clinical Practice	End

Learning Objectives**Learning Objectives****Learning Objective**

1. Identify State and Federal regulations and requirements for HHA certification.
2. Evaluate the purpose and goals of home care.
3. Examine the cultural and developmental needs of the client.
4. Analyze several client-care scenarios and develop an action plan.
5. Develop a weekly plan for selected clients, incorporating medical, nutritional, social needs, personal care services, and cleaning tasks.
6. Demonstrate effective interpersonal interactions with members of the health care team, family, or others involved in providing optimum care.
7. Exhibit safe and consistent technical proficiency of all home health aide procedures (Title 22).

8. Demonstrate respect for diversity, equity and inclusion by providing culturally sensitive and individualized care that honors each patient's language, values, beliefs, and personal preferences in the home health setting.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome

1. Students will provide safe and effective personal care to clients in the home setting, assisting with activities of daily living.
2. Students will support client independence by promoting mobility, nutrition, and comfort in daily care.
3. Students will apply infection control, safety, and emergency principles in home-based environments.
4. Students will demonstrate effective communication and cultural sensitivity with clients, families, and healthcare team members.
5. Students will exhibit professional, ethical, and legal standards of practice, including confidentiality and accountability as a certified home health aide.

Content

Course Lecture Content

1. Introduction to Aide and Agency Role
 - a. Terminology
 - b. State and federal regulations and requirements for HHA certification
 - c. Purposes and goals of home care
 - d. Health care team
 - e. Roles and responsibilities of the certified home health aide
 - f. Communication process and methods
 - g. Accommodated communication
 - h. Community resources
 - i. Time management and critical thinking techniques
2. Medical and Social Needs of Clients
 - a. Terminology
 - b. Basic physical and emotional needs through the life span
 - c. Family rights and privacy needs
 - d. Influence of culture, lifestyle, and life experiences
 - e. Common reactions to illness/disability
 - f. Common diseases and disorders
 - g. Reporting criteria
 - h. Common emotional and spiritual needs
3. Personal Care Services
 - a. Terminology
 - b. Personal care skills guidelines
 - c. Improvising equipment and adapting care activities
 - d. Using household items for personal care
 - e. Benefits of self-care
 - f. Body mechanics
 - g. Range of motion exercises
 - h. Skin integrity
 - i. Home emergencies
 - j. Infection control
 - k. Roles and responsibilities of assisting clients with medications
4. Nutrition
 - a. Terminology
 - b. Key principles
 - c. Meal planning
 - d. Food purchase, handling, and storage
 - e. Feeding the home care client

- f. Fluid balance
- g. Cultural implications
- h. Community resources
- 5. Cleaning and Care Tasks
 - a. Terminology
 - b. Roles and responsibilities
 - c. Key principles
 - d. Procedures and supplies for household tasks

Course Lab Content

1. Introduction to Aide and Agency Role
 - a. Demonstrate correct use of terminology in clinical documentation and communication
 - b. Apply state and federal regulations during client care
 - c. Carry out home care tasks consistent with program purposes and goals
 - d. Function effectively as a member of the health care team
 - e. Perform aide responsibilities under supervision in the client's home
 - f. Demonstrate effective communication with clients, families, and team members
 - g. Utilize accommodated communication strategies for clients with hearing, vision, or cognitive needs
 - h. Identify and connect clients with community resources as directed by the care plan
 - i. Apply time management and critical thinking skills during care tasks
2. Medical and Social Needs of Clients
 - a. Use correct terminology when reporting client conditions
 - b. Provide care that meets basic physical and emotional needs across the lifespan
 - c. Demonstrate respect for family rights and privacy during care
 - d. Adapt care to the client's culture, lifestyle, and life experiences (DEI focus)
 - e. Provide support for clients experiencing illness or disability
 - f. Assist clients with common diseases and disorders under supervision
 - g. Report client observations accurately and promptly to supervising nurse
 - h. Provide emotional and spiritual support within scope of practice
3. Personal Care Services
 - a. Use correct terminology while performing and reporting personal care
 - b. Perform personal care skills (bathing, grooming, dressing, toileting) safely and effectively
 - c. Improvise equipment or adapt activities as needed for client safety and comfort
 - d. Safely use household items to support client care when directed
 - e. Encourage and support client self-care to promote independence
 - f. Apply principles of body mechanics during transfers and repositioning
 - g. Assist clients with range of motion and mobility exercises
 - h. Monitor and maintain skin integrity, reporting any changes
 - i. Respond appropriately to home emergencies (falls, choking, fire, etc.)
 - j. Apply infection control measures in the home health environment
 - k. Assist clients with self-administration of medications as permitted by regulation and care plan
4. Nutrition
 - a. Use nutritional terminology when planning and documenting meals
 - b. Apply principles of nutrition in planning and preparing meals
 - c. Prepare balanced meals according to client's care plan and dietary restrictions
 - d. Safely purchase, handle, and store food
 - e. Assist clients with feeding using safe and respectful techniques
 - f. Monitor fluid balance and report changes to supervising nurse
 - g. Incorporate cultural considerations into meal preparation and feeding practices
 - h. Identify and use community resources related to nutrition and food access
5. Cleaning and Care Tasks
 - a. Use terminology appropriately in discussing household and cleaning tasks
 - b. Perform assigned cleaning and care tasks according to care plan and safety guidelines

- c. Apply principles of infection control during cleaning and care tasks
- d. Select and use appropriate procedures and supplies for household tasks

Methods of Instruction

Method

Discussion

Integration

Discussion and participation in client care pre- and post-conferences will be used to develop planning and critical thinking skills related to personal care services, infection control, and emergency response in the home health setting.

Method

Lab Activities

Integration

Laboratory and clinical practice of home health aide skills and procedures, with instructor assessment, will be used to develop competency in assisting with personal care, mobility, and nutrition.

Method

Lecture

Integration

Lecture presentations and classroom discussions will be used to introduce and explain nursing theory, the responsibilities and roles of the Home Health Aide, interpretation of the medical and social needs of clients across the lifespan, nutrition and fluid balance, cultural considerations in caregiving, and cleaning and care tasks in the home environment.

Method

Observation and Demonstration

Integration

Skill and procedure demonstrations, accompanied by presentation of associated medical equipment, will be used to teach and reinforce personal care techniques, body mechanics, range of motion exercises, skin care, and safe use of household items in client care.

Method

Activity

Integration

Presentations, discussions, and guided study of state and federal codes and regulations will be used to ensure students understand requirements for Home Health Aide certification, patient rights, privacy, reporting criteria, and agency policies.

Method

Discussion

Integration

DEI-focused discussions and case studies will be used to develop the ability to provide culturally sensitive and inclusive care, with particular emphasis on adapting personal care, nutrition, and communication methods to respect the client's culture, language, values, and life experiences.

Methods of Evaluation

Method

Class Performance

Integration

Evaluation of discussion and participation in client care pre- and post-conferences will be based on the student's active participation, ability to contribute thoughtful input, clarity of communication, and application of critical thinking skills to personal care, infection control, and emergency response scenarios.

Method

Class Work

Integration

Evaluation of laboratory and clinical practice of home health aide skills and procedures will be based on the student's accuracy, correctness, and competency in performing personal care, mobility assistance, nutrition support, and medication-related tasks, as assessed by the instructor using performance checklists.

Method

Exams/Tests

Integration

Evaluation of lecture presentations and classroom discussions will be based on the student's completion of quizzes, accuracy of written work, and clarity of responses that demonstrate understanding of nursing theory, the Home Health Aide's roles and responsibilities, and interpretation of clients' medical and social needs, including cultural and developmental aspects.

Method

Simulation

Integration

Evaluation of skill and procedure demonstrations will be based on the student's correctness, safety, and accuracy in demonstrating body mechanics, range of motion, infection control, skin care, and the safe use of household items for client care. Students will be assessed using direct observation and skills competency checklists.

Method

Class Performance

Integration

Evaluation of DEI-focused discussions and case studies will be based on the student's ability to demonstrate respect for diversity, equity, and inclusion by applying culturally sensitive communication, clarity in adapting personal care to client preferences, and accuracy in identifying strategies that support clients' language, values, and beliefs.

Assignments

Assignment Type

Other

In-class and/or outside of class

In-class



Formative or Summative

Formative

Assignment

Home Visit Scheduling Project

Instructions for Students:

1. Work in assigned teams to complete the weekly scheduling project.
 2. Review the list of clients provided, including their diagnoses, addresses, and individualized care plans.
 3. Use maps and address lists to determine logical visit routes.
 4. Each team must create a weekly schedule of home visits, ensuring all patients receive required care.
 5. For each client, answer the accompanying scenario questions regarding care or equipment use.
- Submit the final weekly schedule along with written answers to scenario questions.

Preparation:

1. Review course materials on care planning, time management, and equipment usage.
2. Gather the client list, maps, and care plan handouts provided by the instructor.

Completion:

1. Meet with your team to discuss patient priorities, diagnoses, and needs.
2. Plot patient addresses on the map to plan visit routes.
3. Develop a daily/weekly schedule that reflects realistic travel times and care requirements.
4. Answer scenario questions thoughtfully, demonstrating your knowledge of patient care and problem-solving.
5. Turn in one completed schedule and answer sheet per team.

Assignment Type

Other

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Resume Writing Assignment

Instructions for Students

1. Create a professional resume suitable for applying to a Certified Home Health Aide or entry-level healthcare position.
2. Your resume must include:
 - a. Contact information (name, phone, email).
 - b. Education and training (list CNA program, certifications, CPR, etc.).
 - c. Work experience (paid, volunteer, or clinical experience; include dates and responsibilities).
 - d. Skills (clinical skills, patient care, communication, teamwork, etc.).

Resume should be 1 page in length and formatted professionally.
Submit your resume as a Word document (.docx) or PDF file on Canvas.

Steps for Preparation and Completion

1. Gather information about your education, training, and experience.
2. Draft your résumé in a clean, professional format.
3. Proofread carefully for spelling, grammar, and formatting errors.
4. Submit your final version on Canvas before the due date.

Assignment Type

Reading

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

Reading Assignment – Cultural Competence in Home Health Care

Instructions for Students:

1. Read the assigned article: “Providing Culturally Competent Care in the Home Health Setting” (link or PDF provided by instructor).
2. Take notes on the following areas as you read:
 - a. Definition of cultural competence.
 - b. Examples of barriers to equitable care.
 - c. Strategies for adapting care to diverse client needs.

Prepare one discussion question from the reading to bring to class.

Be ready to participate in a group discussion about how diversity, equity, and inclusion (DEI) apply in the home health aide role.

Steps for Preparation and Completion:

Complete the reading before the next class.

Write 3–5 bullet points for each focus area.

Draft one discussion question that connects to real-life caregiving.

Bring your notes and question to class.

Assignment Type

Writing

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

Writing Assignment – Reflection on DEI in Caregiving

Instructions for Students:

1. Write a 200–250 word reflection on how diversity, equity, and inclusion (DEI) affect patient care in the home health or long-term care setting.
2. In your reflection, include:
 3. One example of how culture or language might affect patient care.
 4. One barrier a client might face to receiving equitable care.
 5. One strategy you can use as a Nursing Assistant to promote inclusion and respect.
6. Write in paragraph format, using complete sentences.
7. Submit your reflection directly in Canvas or upload a Word document (.docx).

Preparation and Completion:

1. Review class notes and reading on cultural competence and DEI.
2. Draft your reflection, ensuring you address all three required areas.
3. Proofread for spelling, grammar, and clarity.
4. Submit your assignment in Canvas by the deadline.

Course Materials

Textbooks

Leahy, W., Fuzzy, J., Grafe, J (2017). Providing Home Care: A Textbook for Home Health Aides 7th Edition. Hartman Publishing, Inc. ISBN 9781604251685

Other Resources

Reference Material:-- NATAP (Nurse Assistant Training and Assessment Program) HomeHealth Aide Curriculum Guide

Class Size Information

Class Size

30

Class Size Category

A - Lecture/discussion 40

Diversity and Inclusion

Course Design and Materials: Course will incorporate diverse perspectives, authors, and examples that reflect a variety of cultures, identities, and lived experiences. Instructional materials will be reviewed regularly to ensure representation, inclusivity, and alignment with equity-minded practices across disciplines.

Inclusive Learning Environment: Instructors will establish classroom norms and policies that promote respect, civil discourse, and belonging in both online and face-to-face classes. Clear expectations for communication and engagement will support a learning space where all students feel valued and heard.

Accessible Instruction: Course content will be delivered using accessible design. Materials will follow accessibility guidelines within the CMS, including captioned media, readable document formats, and multiple means of engagement to support diverse learning.

Equitable Teaching Practices: Instructors will use transparent and grading criteria, varied assessment methods, and timely feedback to promote fairness and student success. Opportunities for revision, reflection, and multiple demonstrations of learning may be incorporated when appropriate to the discipline.

Culturally Responsive Pedagogies: Instructional strategies will encourage critical thinking about diverse perspectives and systems of power relevant to the course content. Faculty will foster opportunities for students to connect course material to real-world contexts.

Ongoing Reflection and Improvement: Faculty will engage in continuous professional development related to IDEAA principles and reflect on course practices using metacognition to identify opportunities for increased equity, inclusion, and accessibility.

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

The Certified Home Health Aide program integrates diversity and inclusion by teaching students to provide care that respects differences in gender, culture, race, and sexual identity. Course content and clinical practice emphasize culturally competent, patient-centered care, preparing students to meet the needs of diverse populations. This approach fosters equity, empathy, and professionalism in the healthcare environment.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

The Certified Home Health Aide program is designed to promote equity by offering varied assignments, inclusive instruction, and fair evaluations that address different learning styles and backgrounds. Course content and classroom interactions integrate cultural perspectives and emphasize respect, ensuring that all students are supported in achieving competency and success.

Interactions

Explain how the course will incorporate student-to-student interaction.

The Certified Home Health Aide program incorporates student to student interaction through group discussion, peer group practice of skills, and collaborative clinical assignment. These experiences build teamwork, communication, and mutual support, preparing students for the the collaborative nature of healthcare.

Explain how the course will incorporate instructor-to-student interaction.

The Certified Home Health Aide course incorporates instructor-to-student interaction through lectures, demonstrations, skills check-offs, and close supervision during clinical practice. Instructors provide guidance, feedback, and individualized support to ensure students achieve competency and confidence in patient care.

Explain how the course will incorporate student-to-content interaction.

The Certified Home Health Aide course incorporates student-to-content interaction through lectures, readings, multimedia resources, and hands-on skills practice that connect theory to application. Students actively engage with course materials, case studies, and clinical scenarios to reinforce learning and build competency.

Explain how the course will incorporate student-to-self interaction (metacognitive).

The Certified Home Health Aide course incorporates student-to-self interaction through reflective journaling, self-assessment, and evaluation of clinical performance. These activities promote metacognitive awareness by helping students recognize their strengths, identify areas for improvement, and take responsibility for their learning.

Key: 2403