

# Home Health Aide Training

## Worksheets for Section 3

**Module 25. Beyond Personal Care: Health-Related Responsibilities of the Home Health Aide**

**Module 26. Assisting with Complex Modified Diets**

**Module 27. Performing Simple Measurements and Tests**

**Module 28. Assisting with Prescribed Exercises**

**Module 29. Assisting with Prescribed Medical Equipment, Supplies, and Devices**

**Module 30. Assisting with Special Skin Care**

**Module 32. Assisting with Ostomy Care**

## Module 25. Beyond Personal Care: Health-Related Responsibilities of the Home Health Aide

### Worksheet 1. Health-Related Tasks Role Play

You have just watched a role play about a home health aide named Anna who is assisting Mrs. Morales with certain health-related tasks. Try to remember which of the tasks Anna CAN do and CANNOT do. Then, place your check mark after each question below.

#### Can Anna...

1. Tell Mrs. Morales's niece Gloria that Mrs. Morales fell out of her wheelchair and wounded her leg?  
 Yes       No
2. Change the dressing on Mrs. Morales's leg wound?  
 Yes       No
3. Assist Mrs. Morales with her prescribed range-of-motion exercises?  
 Yes       No
4. Take Mrs. Morales's vital signs (temperature, pulse, respiration, and blood pressure)?  
 Yes       No
5. Open the bottles of medication and give the pills to Mrs. Morales?  
 Yes       No
6. Collect a urine specimen?  
 Yes       No
7. Reposition Mrs. Morales in her wheelchair?  
 Yes       No
8. Place a sheepskin pad under Mrs. Morales's buttocks?  
 Yes       No
9. Give Mrs. Morales a back rub?  
 Yes       No

## Module 25. Beyond Personal Care: Health-Related Responsibilities of the Home Health Aide

### Worksheet 2: Learning from Anna: How Did She Approach Assisting with Health-Related Tasks?

Page 1

**Part A.** Please read the part of the role play that is on this page. Then discuss the questions below with your small group.

**Mrs. Morales:** Please don't tell my niece Gloria that I fell two weeks ago and cut my leg. She worries too much about me already.

**Anna:** Don't worry, Mrs. Morales—I won't say anything. You can always trust me to honor your request for confidentiality. Besides, the nurse already called your daughter and your doctor when you fell. Those are the only people that they were required to notify.

**Mrs. Morales:** Oh thank you. It means a lot to me—I know I can trust you.

**Anna:** Also, I bet you want to have time to visit with Gloria when she comes, right? So let's try to finish all the tasks I am here to assist you with before she gets here. How does that sound?

**Mrs. Morales:** That sounds good. And I want to wear my nice blue blouse for Gloria. Can you help me put it on?

**Anna:** Well, Mrs. Morales, your occupational therapist wants you to put your blouse on by yourself. She wants you to be as independent as possible, and I do too. How about I bring your blouse to you and then you can put it on?

## Module 25. Beyond Personal Care: Health-Related Responsibilities of the Home Health Aide

### Worksheet 2: Learning from Anna: How Did She Approach Assisting with Health-Related Tasks?

Page 2

#### Questions for Part A:

1. What did Anna do to protect Mrs. Morales's confidentiality?
2. What did Anna do to encourage Mrs. Morales to be independent?
3. How do you think Mrs. Morales felt during this conversation?
4. If you were Anna, how would you have felt during this conversation?

## Module 25. Beyond Personal Care: Health-Related Responsibilities of the Home Health Aide

### Worksheet 2: Learning from Anna: How Did She Approach Assisting with Health-Related Tasks?

Page 3

**Part B.** Please read the part of the role play that is on this page. Then discuss the questions on the next page with your small group.

**Anna:** I also want to remind you that the care plan says that we need to take a urine specimen today.

**Mrs. Morales:** We need to what?

**Anna:** We need to collect some of your urine when you go to the bathroom. Your doctor wants to make sure that you don't have an infection.

**Mrs. Morales:** Oh, do we have to? It's so embarrassing.

**Anna:** I understand how you feel, Mrs. Morales. But you don't have to be embarrassed in front of me. Collecting specimens is just part of my job.

**Mrs. Morales:** Thank you, Anna.

**Anna:** So, now that we have talked about everything we need to do together this morning, what would you like me to assist you with first?

**Mrs. Morales:** Well, let's see.... Actually, my bottom is getting sore. Could you start by repositioning me in my wheelchair and bringing me the sheepskin pad? That will make me more comfortable.

**Anna:** Thanks for telling me. I'll do that first. After that, we can do your exercises and take your vital signs. How does that sound?

## Module 25. Beyond Personal Care: Health-Related Responsibilities of the Home Health Aide

### Worksheet 2: Learning from Anna: How Did She Approach Assisting with Health-Related Tasks?

Page 4

#### Questions for Part B:

1. What did Anna do to provide person-centered care?
2. What did Anna do to encourage Mrs. Morales to be independent?
3. How do you think Mrs. Morales felt during this conversation?
4. If you were Anna, how would you have felt during this conversation?

## Module 25. Beyond Personal Care: Health-Related Responsibilities of the Home Health Aide

### Worksheet 2: Learning from Anna: How Did She Approach Assisting with Health-Related Tasks?

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**Part C.** Please read the part of the role play that is on this page. Then discuss the questions below with your small group.

**Mrs. Morales:** Oh, I'm getting tired just listening to all of this! There are so many things you have to assist me with—sometimes I just want to give up!

**Anna:** It sounds like you're feeling a little overwhelmed, Mrs. Morales.

**Mrs. Morales:** I am.

**Anna:** Well, maybe after we do your vital signs, you could do something relaxing. You like watching TV—Jerry Springer is on. And then maybe I could give you a little back rub before we do your exercises. You usually find that relaxing. And it's good for your circulation too. How does that sound?

**Mrs. Morales:** I would like a back rub, but I don't think Jerry Springer would be relaxing right now.

**Anna:** Okay. That's fine. So do we have a plan?

**Mrs. Morales:** Yes, we do. Thank you, Anna. You are always so thoughtful. I feel a little better

## Module 25. Beyond Personal Care: Health-Related Responsibilities of the Home Health Aide

### Worksheet 2: Learning from Anna: How Did She Approach Assisting with Health-Related Tasks?

Page 6

#### Questions for Part C.

1. What did Anna do to provide person-centered care?
2. What did Anna do to encourage Mrs. Morales to be independent?
3. How do you think Mrs. Morales felt during this conversation?
4. If you were Anna, how would you have felt during this conversation?



## Module 26. Assisting with Complex Modified Diets

### Worksheet 1. What Can Mr. Vela Eat?

With your small group, read the lists in Section 3 of your Learner's Book. Then answer the questions below.

#### What can Mr. Vela eat?

- |    |  |     |    |
|----|--|-----|----|
| 1. | Can Mr. Vela have a slice of melon for dessert?    | YES | NO |
| 2. | Can Mr. Vela have bacon and eggs for breakfast?    | YES | NO |
| 3. | Can Mr. Vela have fried chicken for dinner?        | YES | NO |
| 4. | Can Mr. Vela have a glass of whole milk?           | YES | NO |
| 5. | Can Mr. Vela have a can of low-fat soup for lunch? | YES | NO |
| 6. | Can Mr. Vela have carrot sticks as a snack?        | YES | NO |
| 7. | Can Mr. Vela have canned carrots with his dinner?  | YES | NO |
| 8. | Can Mr. Vela have a low-fat frozen dinner?         | YES | NO |

## Module 26. Assisting with Complex Modified Diets

### Worksheet 2. Creating a Menu for Mrs. Bronski

Page 1 of 2

Imagine that you are the home health aide who is assisting Inna Bronski. Mrs. Bronski is tired of the foods on her sample menu, and you want to assist her in finding alternative meals that will still meet her dietary goals.

Your task is to use the exchange list to create a new breakfast, lunch, and dinner for Mrs. Bronski. Make sure the meals that you create have the same number of exchanges as the meals in the sample menu.

	<b>Column A: Sample Menu</b>	<b>Column B: # of Exchanges and Food Group</b>	<b>Column C: Alternative Menu</b>
<b>Breakfast</b>	1 orange	1 Fruit	
	1 egg	1 Meat	
	2 slices of toast	2 Starch/Bread	
	1 cup milk	1 Milk	
	1 tsp. margarine	1 Fat	
<b>Lunch</b>	2 ounces mozzarella (for grilled cheese sandwich)	2 Meat	
	2 slices bread (for grilled cheese sandwich)	2 Starch/Bread	
	½ cup cooked green beans	1 Vegetable	
	1 tsp. margarine	1 Fat	
	½ cup milk	½ Milk	
	1/3 cantaloupe	1 Fruit	

## Module 26. Assisting with Complex Modified Diets

### Worksheet 2. Creating a Menu for Mrs. Bronski

Page 2 of 2

<b>Dinner</b>	3 ounces chicken breast	3 Meat	
	½ cup cooked broccoli	1 Vegetable	
	1 baked potato	1 Starch/Bread	
	1 tsp margarine	1 Fat	
<b>Snack</b>	6 saltine crackers	1 Starch/Bread	
	15 grapes	1 Fruit	

## Module 27. Performing Simple Measurements and Tests

### Worksheet 1. Do You Know What These Words Mean?

Page 1 of 3

Here is a list of important words from this module. Review these words with your small group and work together to remember the definition of each word. If your small group does not remember the definition of a word, make a check mark in circle next to the word (where it says “need to review”).

<b>Accurate</b>	<i>Need to review?</i> <input type="radio"/>
<b>Anus</b>	<i>Need to review?</i> <input type="radio"/>
<b>Artery</b>	<i>Need to review?</i> <input type="radio"/>
<b>Axillary</b>	<i>Need to review?</i> <input type="radio"/>
<b>Blood pressure (BP)</b>	<i>Need to review?</i> <input type="radio"/>
<b>Body temperature</b>	<i>Need to review?</i> <input type="radio"/>
<b>Brachial pulse</b>	<i>Need to review?</i> <input type="radio"/>
<b>Contaminate</b>	<i>Need to review?</i> <input type="radio"/>
<b>Deflate</b>	<i>Need to review?</i> <input type="radio"/>
<b>Diastolic pressure</b>	<i>Need to review?</i> <input type="radio"/>
<b>Exhale</b>	<i>Need to review?</i> <input type="radio"/>
<b>Fahrenheit scale (°F)</b>	<i>Need to review?</i> <input type="radio"/>
<b>Fraction</b>	<i>Need to review?</i> <input type="radio"/>
<b>Gauge</b>	<i>Need to review?</i> <input type="radio"/>

## Module 27. Performing Simple Measurements and Tests

### Worksheet 1. Do You Know What These Words Mean?

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<b>“Hat”</b>	<i>Need to review?</i> <input type="radio"/>
<b>Inflate</b>	<i>Need to review?</i> <input type="radio"/>
<b>Inhale</b>	<i>Need to review?</i> <input type="radio"/>
<b>mm Hg</b>	<i>Need to review?</i> <input type="radio"/>
<b>Oral</b>	<i>Need to review?</i> <input type="radio"/>
<b>Perineal area</b>	<i>Need to review?</i> <input type="radio"/>
<b>Probe</b>	<i>Need to review?</i> <input type="radio"/>
<b>Pulse (P)</b>	<i>Need to review?</i> <input type="radio"/>
<b>Radial pulse</b>	<i>Need to review?</i> <input type="radio"/>
<b>Rectal</b>	<i>Need to review?</i> <input type="radio"/>
<b>Rectum</b>	<i>Need to review?</i> <input type="radio"/>
<b>Respiration (R)</b>	<i>Need to review?</i> <input type="radio"/>
<b>Specimen</b>	<i>Need to review?</i> <input type="radio"/>
<b>Scale</b>	<i>Need to review?</i> <input type="radio"/>
<b>Sputum</b>	<i>Need to review?</i> <input type="radio"/>
<b>Sterile</b>	<i>Need to review?</i> <input type="radio"/>
<b>Stethoscope</b>	<i>Need to review?</i> <input type="radio"/>

## Module 27. Performing Simple Measurements and Tests

### Worksheet 1. Do You Know What These Words Mean?

Page 3 of 3

<b>Stool</b>	<i>Need to review?</i> <input type="radio"/>
<b>Systolic pressure</b>	<i>Need to review?</i> <input type="radio"/>
<b>Temperature</b>	<i>Need to review?</i> <input type="radio"/>
<b>Thermometer</b>	<i>Need to review?</i> <input type="radio"/>
<b>TPR</b>	<i>Need to review?</i> <input type="radio"/>
<b>Urine</b>	<i>Need to review?</i> <input type="radio"/>
<b>Valve</b>	<i>Need to review?</i> <input type="radio"/>
<b>Vital signs (VS)</b>	<i>Need to review?</i> <input type="radio"/>

## Module 28. Assisting with Prescribed Exercises

### Worksheet 1: Your Approach: Discussion Questions

#### **Scenario 1: Maria and Mrs. Stein**

1. What do you think Mrs. Stein was feeling in this scenario?
2. What do you think Maria was feeling in this scenario?
3. If you were Maria, is there anything you might change about how you assist Mrs. Stein with her exercises in the future?

#### **Scenario 2: Anita and Mr. Thompson**

1. What do you think Mr. Thompson was feeling?
2. What do you think Anita was feeling?
3. If you were Anita, is there anything you would change about how you help Mr. Thompson with his exercises in the future?

#### **Scenario 3: Leonard and Mrs. McArthur**

1. What do you think Mrs. McArthur was feeling in this scenario?
2. What do you think Leonard was feeling in this scenario?
3. If you were Leonard, is there anything you would do differently the next time you help Mrs. McArthur with her exercises?

#### **Scenario 4: Mike and Mrs. Rivera**

1. What do you think Mrs. Rivera was feeling in this scenario?
2. What do you think Mike was feeling in this scenario?
3. If you were Mike, is there anything you would do differently the next time you assist Mrs. Rivera with her exercises?

## Module 28. Assisting with Prescribed Exercises

### Worksheet 2. Assisting with a Prescribed Exercise Program: Discussion Questions

Page 1 of 2

#### **Client A: Peter**

1. Should James encourage Peter to continue doing his exercises? Why or why not?

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2. What does James need to record and report?

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#### **Client B: Betty**

1. Should Vicky continue the range-of-motion exercises with Betty?  
Why or why not?

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2. What does Vicky need to record and report?

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## Module 28. Assisting with Prescribed Exercises

### Worksheet 2. Assisting with a Prescribed Exercise Program: Discussion Questions

Page 2 of 2

#### **Client C: Mr. Vega**

1. How should Sam respond to Mr. Vega's desire to do extra exercises?

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2. What does Sam need to record and report?

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#### **Client D: Mrs. Wong**

1. Should Sarita help Mrs. Wong to continue walking? Why or why not?

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2. What does Sarita need to record and report?

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# Module 29. Assisting with Prescribed Medical Equipment, Supplies, and Devices

## Worksheet 1. Review of the Dos and Don'ts

Page 1 of 3

When assisting clients with procedures that help them breathe more effectively, it is very important to know what you **can** do and **cannot** do.

Read each of the tasks on the list below with your small group. Then discuss whether you **can** or **cannot** do each task. (If you can't remember, you can find the answers on **Skills Checklists 6, 7, 8, and 9.**)

1. When assisting with the use of a medication nebulizer and air compressor (**Skills Checklist 6**), can you *add saline to the nebulizer*?

\_\_\_ Yes, you can    \_\_\_ No, you can't    \_\_\_ Under special circumstance only

2. When assisting with the use of a medication nebulizer and air compressor (**Skills Checklist 6**), can you *add medication to the nebulizer*?

\_\_\_ Yes, you can    \_\_\_ No, you can't    \_\_\_ Under special circumstance only

3. When assisting with the use of a medication nebulizer and air compressor (**Skills Checklist 6**), can you *turn off the machine after the treatment*?

\_\_\_ Yes, you can    \_\_\_ No, you can't    \_\_\_ Under special circumstance only

4. When assisting a client with a CPAP machine (**Skills Checklist 7**), can you *help the client adjust the mask and head straps*?

\_\_\_ Yes, you can    \_\_\_ No, you can't    \_\_\_ Under special circumstance only

## Module 29. Assisting with Prescribed Medical Equipment, Supplies, and Devices

### Worksheet 1. Review of the Dos and Don'ts

Page 2 of 3

5. When assisting a client with a CPAP machine (**Skills Checklist 7**), can you *take the tubing, mask, and valve apart to clean them?*

\_\_\_ Yes, you can \_\_\_ No, you can't \_\_\_ Under special circumstance only

6. When assisting with the use of an oxygen tank or liquid oxygen reservoir (**Skills Checklist 8**), can you *check oxygen tank or reservoir gauge to see if there is enough oxygen for the treatment?*

\_\_\_ Yes, you can \_\_\_ No, you can't \_\_\_ Under special circumstance only

7. When assisting with the use of an oxygen tank or liquid oxygen reservoir (**Skills Checklist 8**), can you *adjust the flow meter if it is not set to the level that is noted in the care plan?*

\_\_\_ Yes, you can \_\_\_ No, you can't \_\_\_ Under special circumstance only

8. When assisting with the use of an oxygen tank or liquid oxygen reservoir (**Skills Checklist 8**), can you *assist the client in putting on the mask or inserting the nasal cannula?*

\_\_\_ Yes, you can \_\_\_ No, you can't \_\_\_ Under special circumstance only

9. When assisting with the use of an oxygen tank (**Skills Checklist 8**), can you *turn on the oxygen tank?*

\_\_\_ Yes, you can \_\_\_ No, you can't \_\_\_ Under special circumstance only

## Module 29. Assisting with Prescribed Medical Equipment, Supplies, and Devices

### Worksheet 1. Review of the Dos and Don'ts

Page 3 of 3

10. When assisting with the use of an oxygen tank (**Skills Checklist 8**), can you *turn off the oxygen tank*?

\_\_\_ Yes, you can \_\_\_ No, you can't \_\_\_ Under special circumstance only

11. When assisting with the use of an oxygen concentrator (**Skills Checklist 9**), can you *clean the air filter*?

\_\_\_ Yes, you can \_\_\_ No, you can't \_\_\_ Under special circumstance only

12. When assisting with the use of an oxygen concentrator (**Skills Checklist 9**), can you *turn on the switch to the oxygen concentrator*?

\_\_\_ Yes, you can \_\_\_ No, you can't \_\_\_ Under special circumstance only

13. When assisting with the use of an oxygen concentrator (**Skills Checklist 9**), can you *turn off the switch to the oxygen concentrator*?

\_\_\_ Yes, you can \_\_\_ No, you can't \_\_\_ Under special circumstance only

14. When assisting with the use of an oxygen concentrator (**Skills Checklist 9**), can you *adjust the flow meter if it is not set to the level that is noted in the care plan*?

\_\_\_ Yes, you can \_\_\_ No, you can't \_\_\_ Under special circumstance only

## Module 30. Assisting with Special Skin Care

### Worksheet 1. Matching Game—Medical Terms for Special Skin Care

Find the definition (below) that matches each of these terms. Then write the term on the line in front of the definition.

**Drainage**

**Edema**

**Phlebitis**

**Stable skin surface**

**Stasis dermatitis**

**Stasis ulcer**

**Pressure ulcer**

**Varicose vein**

1. \_\_\_\_\_ Swelling, or when there's too much fluid in one part of the body.
2. \_\_\_\_\_ An open wound usually on the lower leg, but not affecting the surrounding skin.
3. \_\_\_\_\_ An area of skin where pressure has destroyed the surface tissue; sometimes called a bedsore or decubitus.
4. \_\_\_\_\_ Swollen and knotted vein, seen especially in the leg.
5. \_\_\_\_\_ Area of skin that may have a wound but is NOT open, infected, or draining.
6. \_\_\_\_\_ Inflamed vein; usually in the legs.
7. \_\_\_\_\_ A skin condition with a rash or scaly, red area, or itching.
8. \_\_\_\_\_ Any fluid or blood that leaks from a wound.

## Module 30. Assisting with Special Skin Care

### Worksheet 2. Special Skin Care—Client Case Studies

#### Case Study A

Mr. Eduardo Gomez is 75 years old. He lives alone in a small studio apartment in the city. He has been diagnosed with diabetes, high blood pressure, and acid reflux. He does not eat much and drinks even less. He spends much of his day lying in bed because he is lonely and depressed.

1. What factors put him at risk for poor skin integrity?
2. As the home health aide, what can you do to assist this client?

#### Case Study B

Ms. Roz Shapiro is 34 years old and single. Last year, she was in a car accident that caused severe damage to her spinal cord. As a result, she is now a quadriplegic and is incontinent of her bowels and bladder. She is at home now, but since the accident she has been very depressed and eats and drinks very little.

1. What factors put her at risk for poor skin integrity?
2. As the home health aide, what can you do to assist this client?

# Module 32. Assisting with Ostomy Care

## Worksheet 1. Share What You Know

Page 1 of 3

*In your training, you have already learned that your approach to assisting clients with medical tasks is important. Below, share what you know with other home health aides who need advice about how to approach assisting their clients with their ostomies.*

### **Case Study #1: Share What You Know with Etta**

“Mr. James has been my client since he was diagnosed with cancer of the esophagus. He has a feeding tube. I’m worried about him, because in the past week or so he seems to have lost interest in his feedings. When I ask him why, he just closes his eyes and tells me how much he misses the taste of his wife’s home-cooked meals.”

*Discussion questions:*

- How do you think Mr. James is feeling?

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- How might Etta offer Mr. James emotional support?

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# Module 32. Assisting with Ostomy Care

## Worksheet 1. Share What You Know

Page 2 of 3

### Case Study #2: Share What You Know with Dwayne

“Thomas is my new client. He’s 26 years old, and he has a colostomy due to a gunshot injury. Thomas is also a student. I have always helped Thomas change his colostomy pouch before class, but yesterday he refused to let me. When I asked him why, he said he’s too embarrassed by the smell. I didn’t know what to say.”

#### *Discussion questions:*

- How do you think Thomas is feeling?

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- How might Dwayne offer Thomas emotional support?

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# Module 32. Assisting with Ostomy Care

## Worksheet 1. Share What You Know

### Case Study #3: Share What You Know with Mica

“Mrs. Miller is 69 years old. She has had a tracheostomy for five years due to cancer. Mrs. Miller has learned how to take care of her tracheostomy. However, it is difficult for people to understand what she says sometimes. When this happens, Mrs. Miller gets red in the face and crosses her arms. Then she stops talking, sometimes for the rest of the day. What should I do?”

#### *Discussion questions:*

- How do you think Mrs. Miller is feeling?

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- How could Mica offer Mrs. Miller emotional support?

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