

Statement of Purpose — SHHAPTC Program

Spanish Home Health Aide Professional Training Center's purpose is to design, implement, administer, and manage a Home Health Aide training school focused on training individuals providing health-care, HHA (Home Health Assistant), CNA (Certified Nursing Assistant), and PCA (Patient Care Assistant) services to Spanish-Speaking residents in the District of Columbia.

Related purposes include:

- Providing comfort to Spanish-speaking and other ethnically diverse residents in the community by offering them highly competent HHAs who can better communicate and serve their needs and interests right in their DC-area homes.
- Improving the lives of Spanish-speaking and other non-English-speaking residents in the community by ensuring they have access to highly trained HHAs with a genuine understanding of their native/ethnic (e.g., Spanish/Latino) culture, community and values.
- Providing optimal quality educational study programs for our Latino and other ethnically diverse students, maximizing their prospects of HHA certification and employment, and ensuring their health-care careers are enhanced by reliably delivering strong value to the Spanish-speaking community, while providing Latino graduates a competitive edge in the job market, and a strong foundation for life-long learning.
- Fostering development of competent and compassionate Latino and other ethnic graduates endowed with a strong sense of healthcare professionals' core values.

Statement of Need — SHHAPTC Program

Need for Latino/Ethnic HHA Training in DC —

Home Health care is a major concern of the District of Columbia, where we observe a lack of formal HHA training focused on the needs of Latino and other ethnic Americans.

The Washington DC area features a diverse, dynamic and highly transient population, which portends unique home-health-aide needs. Moreover, Washington DC's population is aging—11.3% of the population is over the age of 65. 10% to 15% of the area's population is Latino¹, depending on the measurement model, and the DC area outpaces the nation in booming Asian and Hispanic growth, with the Latino/Hispanic population increasing by 14.6 percent from 2010 to 2012², and by 12.5% between 2010 and 2014³. In 2016 the DC area's Hispanic/Latino population is nearly 55,000, which represents over 18,000 Hispanic households/homes⁴.

By contrast, the U.S. Hispanic population (nationwide) grew 5.1 percent from 2010 to 2012⁵. The Bureau of Labor Statistics projects that Home Health Aide employment will increase by 38 percent between 2014 and 2024 due to general demographic trends, much faster than average job growth⁶.

This demand trend for Home Health Aides will continue to increase in coming years because the nation's aging population wants to stay in their homes where they are most comfortable, technology permits this like never before, and today's seniors increasingly want nothing to do with growing old in nursing homes where they lose their independence. Moreover, changes in federal law encourage Medicaid recipients to receive care at home and discourages hospital readmissions. U.S. demand for home health-care workers is fast growing as baby boomers grow older. The Bureau of Labor Statistics reports the U.S. will need an additional 1 million such workers by 2022⁷.

As a regulatory matter, DC requires that all Home Health Aides be duly qualified, which requires that they have appropriate training. Given the DC area's increasingly large Hispanic and ethnic populations, training Home Health Aides for service in those homes is now a distinct need, which requires distinct and focused training to enable Home Health Aides to work exceptionally well in those Latino or other ethnic home environments, meeting their particular needs, especially in the area of clear communication and the ability to converse in the patient's first language. This special HHA training focus helps ensure that Latinos and other ethnic populations are receiving HHA care that works best for them and doesn't compromise outcomes.

All of these facts demonstrate a genuine and growing need (demand) for properly educated/trained Home Health Aides capable of effectively serving Latino and ethnic populations. With these trends toward increasing in-home care, increasing Latino and ethnic demographics, and increased regulatory scrutiny of individuals providing in-home care, it is today essential to ensure that before an Aide is

¹ <https://cms.montgomerycollege.edu/EDU/Department.aspx?id=45952>.

² <http://www.washingtonexaminer.com/d.c.-area-outpaces-nation-in-booming-asian-hispanic-growth/article/2531799>.

³ <https://www.census.gov/quickfacts/table/PST045215/11>.

⁴ <https://suburbanstats.org/race/washington-dc/how-many-hispanic-or-latino-people-live-in-washington-dc>.

⁵ <http://www.washingtonexaminer.com/d.c.-area-outpaces-nation-in-booming-asian-hispanic-growth/article/2531799>.

⁶ <http://www.bls.gov/ooh/healthcare/home-health-aides.htm>.

⁷ <https://www.washingtonpost.com/news/local/wp/2015/03/19/d-c-home-health-care-workers-organize-to-seek-15-an-hour/>.

deployed into the field, he/she is properly trained, certified and licensed. Spanish Home Health Aide Professional Training Center is addressing this increasing need and demand for competent, qualified and properly trained Home Health Aides.

Availability/Accessibility —

To continue meeting demand for qualified Home Health Aides, and ensure availability of and ready access to competent HHAs, now and in years to come as trends continue, additional training centers/schools are needed to properly serve patient needs, including Latino- and Ethnic-Americans living in their homes in the District Columbia.

Continuity —

Without additional HHA training schools/centers focused on meeting the needs of Latino and ethnic populations, the risk of inadequate or substandard service to these populations is increased in the District of Columbia.

Effect on Existing Area HHA Training Programs — SHHAPTC Program

Spanish Home Health Aide Professional Training Center, for the reasons explained in the Statement of Purpose and Statement of Need above, is serving a distinct, emerging, and underserved HHA training need in the Washington DC community—focusing on Latino and ethnic HHA trainees and service to meet the unique HHA service needs of Latino and ethnic populations. Moreover, demand for HHA services is increasing steadily, both generally and within the Latino and ethnic populations.

Given these factors, SHHAPTC’s training program will—in combination with other existing home health aide training programs in the area—help meet the community’s growing demand for service by well-trained HHA personnel. SHHAPTC’s presence in the community and specialization in the Latino and ethnic training will also enhance competition among HHA training programs, which will in turn strengthen overall HHA service in the community by incentivizing all area training programs to produce highly qualified graduates well able to meet growing market demand and fulfill increasing regulatory compliance issues.

Because the demand for HHA services is increasing steadily, and the Latino community is presently underserved, SHHAPTC’s presence in the area will not diminish the prospects of other HHA training providers or result in an oversupply of HHA personnel generally.

In 2016, the D.C. metropolitan area has eight **Home Health Aide Training Programs approved by the Government of the District of Columbia Dept. of Health.**⁸ These include:

1. Allied Health and Technology Institute 2010 Rhode Island Avenue, NE 2nd Fl Washington, DC 20018.
2. Ingleside at Rock Creek, High School – Afterschool Program 3050 Military Road NW Washington, DC 20015.
3. Bethel Training Institute Inc. 824 Upshur Street NW Washington, DC 20011.

⁸ <http://doh.dc.gov/publication/home-health-aide>.

4. HealthWrite Training Center, 2303 14th St NW, Suite 100, Washington, DC 20009.
5. Innovative Institute, 1805 Montana Avenue NE Washington, DC 20002.
6. Intellect Health Institute 3811 Minnesota Ave., NE Washington, DC. 20019.
7. Opportunities Industrialization Center of Washington DC (OIC DC), 3016 Martin Luther King Jr. Avenue S.E Washington, DC 20032.
8. VMT Education Center 901 1st Street NW Washington, DC 20001.

Of the above approved HHA training programs, only Allied Health and Technology Institute operates within the zip code that SHHAPTC proposes to operate within, and none of them is dedicated to or specifically focused on tailoring instructional programs to meet the needs of Latino/Hispanic and other minority communities.

SHHAPTC Admission and Graduation Policy/Standards

HHA REV 4, #10.

Admission Criteria

To be admitted into SHHAPTC's program students must:

- Be eligible to work in USA.
- Provide two forms of identification.
- Be 18 years or age or older.
- Be able to read and write English.
- Take SHHAPTC's entrance exam and pass with a score of 80% or higher in English and 70% or higher in math.
- Be a high school graduate or have completed a GED equivalent, and provide related transcripts.
- Provide official college transcripts for any completed college level course work.
- Pay a \$25 Registration Fee (non-refundable after 45 hours of class).
- Submit a completed admission application.
- Participate in a face-to-face interview with an SHHAPTC admission representative.

Student Health Requirement

TESTING AND IMMUNIZATION REQUIREMENT:

Testing, immunization checking is required for those who have completed the didactic portion of the programs and are ready to enter internship. Before participating in clinical or externship programs, students must be tested for PPD, and pass a physical examination and be tested for TB and hepatitis B before starting externship training. Students must provide documentation of hepatitis B vaccination or a written statement of refusal, annual physical exam, TB testing, and a record of immunizations. Students, before assignment to an externship site, must agree to pre-placement drug testing, substance abuse testing, and have a clean report from the following lists **GLOBAL INVESTIGATIVE SERVICES**.

All entering SHHAPTC students must complete pre-matriculation health requirements before commencing the program. Failure to complete health requirements will result in a registration hold on Student Accounts, which means students are not be able to register for classes.

Student Vaccination Records

Once students are offered a provisional place to study at SHHAPTC in which the course requires any clinical duties and/or contact with patients or clients Student must complete a health-assessment questionnaire.

To carry out a full assessment to determine fitness for the course it is essential that students provide a full history of all past or current health issues. In the vast majority of cases students are fit for the course with support and adjustments as necessary and SHHAPTC is provided with this information. Students must complete questionnaire as fully as possible and ensure that all current vaccinations are recorded on their health questionnaire with the dates of administration.

Learners must submit proof of their current vaccination status by providing to SHHAPTC documents issued and certified by their medical provider(s) demonstrating their vaccination history. SHHAPTC shall retain copies of students' vaccination records/copies in student's file, and may share such records with employers to demonstrate that the learner/trainee HHA has had the appropriate vaccinations required to practise, before undertaking exposure-prone procedures.

Criminal Background Check

Criminal and background checking is required for those who have completed the didactic portion of the programs and are ready to enter internship.

SHHAPTC requires students to have criminal background checks and drug screening. The rationale for performing criminal background checks on accepted HHA students is based on a number of issues, including:

1. The need to enhance patient safety and well-being and, in so doing, to bolster the public's continuing trust in the HHA profession.
 2. Ascertaining student ability to eventually become licensed HHAs or maintain current license.
 3. Consideration of liability issues that may affect SHHAPTC and its affiliated clinical facilities.
1. To comply with clinical agency mandates.

SHHAPTC requires criminal background checks to be performed annually on each student and uses the services of Certified Background.com to procure the national background check report.

Policy Statement — All students must consent to, submit to, and fully complete a criminal background check annually through Certified Background.com as a condition of matriculation into the SHHAPTC program. Failure to do so constitutes failure to meet SHHAPTC's matriculation requirements and will result in administrative withdrawal from the program. Matriculation and continued enrollment in the SHHAPTC program is contingent upon a completed criminal background check and drug screening with acceptable results. Failure to consent to a criminal background check, refusal to provide necessary information to conduct a background check, falsifying information, failure to provide any additional information wherein

an investigation is warranted, and failure to comply with the investigatory procedures when a cause for further action is warranted due to the:

- (1) Discovery of previously undisclosed information;
- (2) Discovery of more egregious information than was previously undisclosed information;
- (3) Discovery of conflicting information between or among the SHHAPTC application and/or the Criminal Background Check Report (CBCR) and/or any and all documents considered part of a student's application

will result in disciplinary action up to, and including, administrative withdrawal from the program or dismissal from SHHAPTC programs.

Learner Data Protection and Safe Storage —

All medical status and background information submitted by student or reviewing entities to SHHAPTC is deemed confidential under applicable Data Protection laws, and as such is safely protected and stored.

SHHAPTC's staff, employees, contractors, and volunteers shall access and use learner data files delivered/provided by medical authorities, courts or agencies in strict accord with established rules and protocols regarding file use, security, confidentiality and updates. SHHAPTC shall maintain learner data files in a secure area with access limited to authorized persons with a need or right to know. SHHAPTC's staff, employees, contractors, and volunteers shall maintain and protect the confidentiality of student data files and educational and medical records as required by Data Protection laws.

The trust, respect and confidentiality of students are central and essential to SHHAPTC's educational practices. SHHAPTC has a duty to keep all data concerning the students it works with completely confidential, shall safeguard all such data to the highest available levels of security, and shall strictly control and limit access to the records.

SHHAPTC never sells or disseminates any data generated or acquired through its educational processes. All communications by email, teleconference or video conference are always fully secure.

It is SHHAPTC policy to implement all high-level data encryption technology appropriate to protect learner privacy and ensure that data integrity is never compromised. To effectively address learners' concern regarding personal and private data, SHHAPTC takes all necessary and appropriate measures to ensure learner data is never at risk, and to abide by all laws and regulations governing student data protection and protection of information rights.

Entrance Exam

All incoming students must complete the SHHAPTC entrance exam and pass with a score of 80% or higher in English and 70% or higher in math. The Pre-HHA Assessment Test consists of 42-50 items and requires three hours to complete. The three major areas of the test are:

- Reading Comprehension/Reasoning Ability – 10 Questions (1 hour) The content and reading level of exam passages are similar to the passages found in textbooks.
- Language Ability / Vocabulary – 12 or more questions (1 Hours)
- Numerical Ability – 20 questions (1 Hour), including basic operations with whole numbers (add, subtract, multiply, divide), fractions, percentages, decimals (basic operations plus conversions of fractions to decimals & vice versa), and applying skills in actual situations (ratio and proportion, non-algebraic formulas and conversions).

Graduation Criteria

To complete the SHHAPTC program and graduate students must:

- Complete 65 hours classroom work, and 20 hours lab work.
- Complete required clinical training.
- Demonstrate 100% competency on skills evaluation check list.
- Complete attendance requirement for mandatory 125 hours.
- Fulfill all financial obligations to SHHAPTC.

ACADEMIC REQUIREMENTS:

- Demonstrate competency on skills check list (attain a passing grade on the skill test).
- Maintain a cumulative GPA of 80% or higher.
- HHA program scores are distributed as follows:
 - Quizzes (10 points for each quiz) = 300 points
 - (50 Skills assessment)
 - (lab) =Pass/Fail
 - Final Written Examination = 150 points (50 multiple choice questions) (25);
 - Clinical Evaluation = 160 points (25);
 - Total = 610 points (100).
- Passing score is 80 on each exam, except the skill assessment test, which is graded as a pass or fail test.
- Each student has three chances to pass each test before he or she is required to repeat the entire course.