

TRAINING CURRICULUM FOR

CAREGIVER (ISRAEL)



Government of Nepal

Ministry of Labour and Employment

SECRETARIAT FOREIGN EMPLOYMENT PROMOTION BOARD

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TABLE OF CONTENTS

INTRODUCTION	3
AIM.....	3
OBJECTIVES	3
PROGRAM DESCRIPTION.....	3
COURSE DURATION.....	3
TARGET GROUP	3
GROUP SIZE.....	3
MEDIUM OF INSTRUCTION.....	3
PATTERN OF ATTENDANCE.....	3
FOCUS OF CURRICULUM	3
ENTRY CRITERIA	4
INSTRUCTIONAL MEDIA AND MATERIALS	4
TEACHING LEARNING METHODOLOGIES	4
GRADING SYSTEM.....	4
STUDENTS EVALUATION DETAILS.....	4
MONITORING.....	4
TRAINERS' QUALIFICATION (MINIMUM)	4
TRAINER-TRAINEES RATIO	5
OTHER SUGGESTIONS.....	5
CERTIFICATE REQUIREMENTS	5
POSSIBLE PLACES FOR FIELD PRACTICE	5
PHYSICAL FACILITIES.....	5
COURSE STRUCTURE OF CAREGIVER	6
<i>SUBJECT: I</i>.....	7
CONCEPT OF CARE GIVING.....	7
ENVIRONMENT, HEALTH AND SANITATION	102
COMMUNICATION SKILL	109

Introduction

This is a competency based **Caregiver** curriculum is designed to produce competent Care giver equipped with knowledge, skills, and attitudes related to the care giving occupation especially for Israel. In this curriculum, trainees practice care giving skills needed to them.

Aim

The aim of the curricular program is to produce and supply competent **Caregivers** equipped with knowledge, skills and attitude necessary for that occupation so as to fulfill the need of such human resources in Israel.

Objectives

After the completion of program trainees will be able to:

1. Create safe, healthy and stimulating environment
2. Provide common nursing care & first aid services
3. Provide necessary physical services to the care receiver
4. Assist to apply comfort measures for the care receiver (Elder/disable/child)
5. Provide hygienic care & nutritional services to the care receivers
6. Monitor the well being of the care receivers
7. Respond to work place emergencies
8. Communicate properly in English and Hebrew

Program Description

This curriculum is based on the tasks required for Care giving at various workplaces such as Private Homes, Day care centers, Children Homes/Orphanages, Elderly Homes, Hospital/Health Centers, Rehabilitation Centers, and Private Care Centers in Israel.

This curriculum consists of four parts such as: (1) **Concept of Care giving**, (2) **Caregiver Service**, (3) **Environment health and Sanitation** and (4) **Communicative Language**

The duration of particular subject will be as mentioned in the course structure. There will be demonstration by instructors/trainers and the opportunity to practice the skills/tasks, included in this curriculum, by the trainees. Trainees will learn about caregiver and practice related skills using typical tools, equipment, care giving devices, and materials necessary for the program.

Course Duration

The total duration of the course extends over 3 months (i.e. 3x130 hours per month equal to 390 hours).

Target Group

The target group for this training program interested 25-45 years youths willing to work in Israel in accordance with the agreement made between Nepal Government and Israel Government.

Group Size

The group size for this training program will be maximum of 25.

Medium of Instruction

The medium of instruction for this program will be English and Hebrew.

Pattern of Attendance

The trainees should have at least 90% attendance during the training period to attend in final exam.

Focus of Curriculum

This is a competency-based curriculum. It emphasizes on competencies /performances. So, the main focus will be on the performance of the competencies included in this curriculum.

Entry Criteria

Individuals who meet the following criteria will be allowed to attend the training:

- Minimum of class ten pass
- Nepali citizen
- 25 - 45 years of age
- Minimum height 1.4mt and weight 45 kg
- Candidate should be clean police record
- Candidate should not have never previously worked in Israel
- Candidates should not have spouse, parents, or children currently working or residing in Israel
- Candidate should be physically and mentally fit and healthy
- Candidate should be capable of difficult care giving work in Israel including heavy lifting

Instructional Media and Materials

The following instructional media and materials are suggested for the effective instruction and demonstration.

- *Printed Media Materials*
- *Non-projected Media Materials*
- *Projected Media Materials*
- *Audio-Visual Materials*
- *Computer-Based Instructional Materials*

Teaching Learning Methodologies

The methods of teachings for this curricular program will be a combination of several approaches. Such as Illustrated Lecture, Group Discussion, Demonstration, Simulation, Guided practice, Practical experiences, Fieldwork and Other Independent learning.

- Theory: Lecture, Discussion, Assignment, Group work.
- Practical: Demonstration, Observation, Guided practice and Self-practice.

Grading System

The trainees will be graded as follows based on the marks in percentage secured by them in tests/ evaluations.

- Distinction: Passed with 80% or above
- First Division: passed with 75% or above
- Second Division: passed with 65% or above
- Third Division: passed with 60% or above

Students Evaluation Details

- Continuous evaluation of the trainees' performance is to be done by the related instructor/ trainer to ensure the proficiency over each competency under each part of the subjects.
- Related technical knowledge learnt by trainees will be evaluated through written or oral tests as per the nature in the institutional phase of training.
- Trainees must secure minimum marks of 60% in an average of both theory and practical evaluations.
- There will be three internal evaluations and one final evaluation at institution.
- The ratio between internal and final examination of knowledge test will be 20:80 but for the performance test it will be 80:20.

Monitoring

- Ministry of Labour and Employment of Nepal Government and Secretariat of Foreign Employment Promotion Board (FEPB) will perform jointly continuous monitoring of the training.

Trainers' Qualification (Minimum)

- Experienced nursing personal or Returnee Experience care giver

- Good communicative language in English / Hebrew and instructional skills

Trainer-Trainees Ratio

- In theory classes 1(trainer): 25 (trainees)
- In practical classes (in workshop and laboratory) 1(trainer): 9 (trainees)

Provide trainees the opportunities to practice the task performance demonstration

- Provide opportunity to trainees to have guided practice.
- Create environment for practicing the demonstrated task performance.
- Guide the trainees in each and every step of task performance.
- Provide trainees to repeat and re-repeat as per the need to be proficient on the given task performance.
- Switch to another task demonstration if and only trainees developed proficiency in the task performance.

Other suggestions

- Apply principles of skill training.
- Allocate 20% time for theory classes and 80% time for task performance while delivering instructions.
- Apply principles of learning relevant to the learners' age group.
- Apply principles of intrinsic motivation.
- Facilitate maximum trainees' involvement in learning and task performance activities.
- Instruct the trainees on the basis of their existing level of knowledge, skills and attitude.

Certificate Requirements

The related training institute will provide the certificate of "**Caregiver**" to those trainees who successfully complete the prescribed course and conducted evaluation.

Possible Places for Field Practice

- Day care centers
- Children Homes/Orphanages
- Elderly Homes
- Private Homes
- Hospital/Health Centers
- Rehabilitation Centers
- Private Care Centers (Entrepreneurship)

Physical Facilities

For theoretical class room

- 200 sq. ft. with good ventilation and lighting
- 25 chairs or sufficient desk and bench for 25 trainees
- LED TV, Pen drive white board or multimedia projector set

For Practical class room

- Nursing care room 1
 - Patient bed 1 with bed sheet
 - Resting bed 1
 - First aid box 1
 - daily useable medicine box
 - wheel chair with commode
 - walker
 - Crutches
 - B.P. set
 - Walk cane
 - Diabetes kits

- Thermometer
 - Insulin syringe
 - Injection dummy
 - Diaper for elder person
 - Sliding sheet for diaper change
 - Kitchen 1
 - Toilet with commode
 - Office room
 - Officer chair
 - Visitors chair
 - Sofa set
 - Computer set with internet
 - Reception
- Tools and equipment and materials for training purpose
- Cleaning accessories as per guideline of FEPB
 - Kitchen accessories as per guideline of FEPB

Course structure of Caregiver

S.N.	Subjects	Nature	Total hours	Full marks
1	Concept of Care giving	T	14	
2	Caregiver Service (Elder, Disable & Child)			
	A. Nursing Care		135	
	I. Comfort Measures	T+P	30	
	II. First Aid	T+P	40	
	III. Monitoring Wellbeing	T+P	10	
	IV. Personal Hygienic, skin and body Care	T+P	40	
	V. Elder/disable Diseases	T+P	10	
	VI. Emergency	T+P	5	
	B. Housekeeping		25	
	C. Food & Beverage preparation & service		52	
	I. Nutrition	T+P	26	
	II. Food preparation and service	T+P	26	
3	Environment health and Sanitation	T+P	8	50
4	Communicative Language		156	
	A. English		117	
	B. Hebrew		39	
Total			390	350

Part: 1

Concept of Care giving

Description

This subject consists of the knowledge, skill and attitude related to care giving, its characteristics, responsibilities, duties and tasks.

Objectives

After the completion of this course the trainees will be able to:

- Describe the function, attitude, duties and tasks of caregiver occupation
- Be familiar with knowledge before starting caregiver work
- Be familiar with rule and instruction of caregiver's behaviour
- Perform caregiver service.

Duration: 14 hours

Competencies

1. Familiarize with care giving
2. Familiarize the characteristics, responsibilities of caregiver
3. **Be familiar with Care giver's role**
4. **Be guided of the care giver's work**
5. Familiarize with the duties and tasks of care giving occupation
6. **Be familiar with old age**
7. **Be familiar with Activities of daily living elder / disable person**
8. Identify the care receiver
9. Familiarize with destination country (Israel)
10. Familiarize with legal provision and procedure of Nepal

Task structure

Task 1: Familiarize with care giving

Performance steps	Terminal Performance Objectives	Related supportive Knowledge
<ol style="list-style-type: none"> 1. Define caregiver 2. Enlist functions of caregiver 3. Explain the concept of care giving 4. List the types of care giving 5. List the elements of care giving 6. Write the process of care giving 7. Prepare schedule 8. Use safety procedure 	<p><u>Condition (Given):</u> Reading materials, formats</p> <p><u>Task (What):</u> Familiarize with care giving</p> <p><u>Standard (How well):</u></p> <ul style="list-style-type: none"> • Defined Caregiver • Described general concept care giving occupation • Listed functions of a care giver 	<p>Care giving</p> <ul style="list-style-type: none"> ▪ Concept ▪ Definition ▪ Importance ▪ Elements ▪ Types ▪ Schedule ▪ Process ▪ Health & safety ▪ Sexual Harassment <p>Caregiver:</p> <ul style="list-style-type: none"> ▪ Definition ▪ Function ▪ Job Type <ul style="list-style-type: none"> ○ Changing Agent ○ Encouraging Agent ○ Planner, ○ Helper/assistance

Task structure

Task 2: Familiarize the characteristics, & responsibilities of caregiver

Performance steps	Terminal Performance Objectives	Related Supportive Knowledge
<ol style="list-style-type: none"> 1. List the characteristics, of caregiver 2. Enlist roles of caregiver 3. List the responsibilities of caregiver 4. Follow precautions 	<p><u>Condition (Given):</u> Reading materials,</p> <p><u>Task (What):</u> Familiarized the characteristics, responsibilities of caregiver</p> <p><u>Standard (How well):</u></p> <ul style="list-style-type: none"> • Listed characteristics of caregiver • Listed responsibilities of caregiver 	<p>Caregiver</p> <ul style="list-style-type: none"> ▪ Characteristics ▪ Right ▪ Ethics ▪ Behavior and norms ▪ Responsibilities <ul style="list-style-type: none"> ○ Need identification ○ Make yourself as family member ○ Assist elder/ disable as guide ○ Perform management and maintenance ○ Solve problems and emergency ○ Complications of being bedridden ▪ Personal safety & health ▪ Problem & challenge

Task structure

Task 3 : Be familiar with Care giver's role

Performance steps	Terminal Performance Objectives	Related Supportive Knowledge
<ol style="list-style-type: none"> 1. Perform personal care and providence 2. Check Personal Hygiene 3. Change clothing 4. Feeding the elder / disable 5. Mobility 6. Make awareness to health change 7. Care environmental 8. Communicate with elder and family 9. Interact with elder and family 	<p><u>Condition (Given):</u> Class room</p> <p><u>Task (What):</u> Be familiar with Care giver's role</p> <p><u>Standard (How well):</u> Performed Care giver's role as per need</p>	<p>Care giver's role</p> <p>A. Personal care and providence</p> <ul style="list-style-type: none"> • Personal Hygiene • Clothing (cloth change) • Feeding • Mobility • Awareness to health change • Medication <p>B. Environmental caring</p> <p>C. Communication & Interaction with elder and family</p> <ul style="list-style-type: none"> ▪ Limitation of the role

Task structure

Task 4 : Be guided of the care giver's work

Performance steps	Terminal Performance Objectives	Related Supportive Knowledge
1. Define care giver occupation 2. List guidelines of care giver	<p><u>Condition (Given):</u> Map of different occupation</p> <p><u>Task (What):</u> Be guided of the care giver's work</p> <p><u>Standard (How well):</u></p> <ul style="list-style-type: none"> • Defined care giver occupation • Listed guidelines of care giver 	<p>Guidelines of the care giver's work</p> <ul style="list-style-type: none"> • Considering the wills and the needs of the elder • Maintaining and encouraging the elders independences • Maintaining the elders safety • Creating the relationship based upon the trust and decency • Maintaining proper care conditions • Maintaining the caregivers boundaries (don't interfere with the family members) • Awareness for changes and problems with the elder's health and mental conditions • Showing initiative in managing daily work and activating patient • Reporting to the management or relatives about the diversion • Reporting to the elder's privacy

Task structure

Task 8: Familiarize the duties and tasks of care giving occupation

Performance steps	Terminal Performance Objectives	Related Supportive Knowledge
1. List the duties, of caregiver 2. Enlist tasks of caregiver	<p><u>Condition (Given):</u> Reading materials, care receiver, and supplies</p> <p><u>Task (What):</u> Familiarize the duties and tasks of care giving occupation</p> <p><u>Standard (How well):</u></p> <ul style="list-style-type: none"> • Listed duties of caregiver • Listed tasks of caregiver 	<p>Caregiver</p> <ul style="list-style-type: none"> ▪ Duties ▪ Tasks

Task structure

Task 6: Be familiar with old age

Performance steps	Terminal Performance Objectives	Related Supportive Knowledge
1. Define old age 2. Introduce the world of old age 3. describe the elders population, data & facts in the world / Israel 4. List the aging aspects (process)	<p><u>Condition (Given):</u> Class room</p> <p><u>Task (What):</u> Be familiar with old age</p> <p><u>Standard (How well):</u></p> <ul style="list-style-type: none"> ○ Introduced the world of old age ○ described the elders population, data and facts in the world / Israel ○ Listed the aging aspects 	<p>The world of old age</p> <ul style="list-style-type: none"> ● Introduction ● Elders, Disable population, data and facts ● Analyzes the aging aspects (process) <ul style="list-style-type: none"> ○ Biological change (Physical) ○ Functional Aspects ○ Social Aspects ○ Mental Aspects ○ Emotional Aspects

Task structure

Task 7: Be familiar with Activities of daily living elder / disable person

Performance steps	Terminal Performance Objectives	Related Supportive Knowledge
<ol style="list-style-type: none"> 1. Check personal hygiene Skin and Body care 2. Check pressure sores (bed sores) 3. Identify diarrhea – a medical problem Causes: bacterial or viral 4. Care of diabetic foods 5. Find out mobility and transfers 6. Falls 7. Find emergency situation 8. Prevent safety and accident 9. Take safety precaution 	<p><u>Condition (Given):</u> Class room / practical room</p> <p><u>Task (What):</u> Be familiar with Activities of daily living elder / disable person</p> <p><u>Standard (How well):</u> Found out activities of daily living of elder / disable</p>	<p>Activities of daily living of elder / disable person</p> <ul style="list-style-type: none"> • Personal Hygiene Skin and Body care • Pressure sores (bed sores) • Locations, degrees • Elimination: • Diarrhea – a medical problem Causes: bacterial or viral • Care of diabetic foods • Mobility and transfers • Falls • Emergency situation • Safety and Accident prevention • Prevention

Task structure

Task 8: Identify the care receiver

Performance steps	Terminal Performance Objectives	Related Supportive Knowledge
<ol style="list-style-type: none"> 1. Define care receiver 2. Identify the types of care receiver 3. Prepare a care giving schedule as per care receiver's type 4. List tools as per care receiver's type 5. List assistive device as per care receiver's type 6. List materials as per care receiver 7. List the character of care receiver as per types 8. List safety process of care giving 9. Perform safety procedures 	<p><u>Condition (Given):</u> Reading materials, care receiver, and supplies</p> <p><u>Task (What):</u> Identify the care receiver</p> <p><u>Standard (How well):</u></p> <ul style="list-style-type: none"> • Identified care receiver • Selected necessary tools • Prepared care giving schedule • Listed safety materials for care giving • List the character of care receiver 	<p>Care receiver:</p> <ul style="list-style-type: none"> ▪ Definition ▪ Types <ul style="list-style-type: none"> ○ Elder ○ disable ▪ Identification ▪ Character ▪ Personal safety & health <p>Care giving</p> <ul style="list-style-type: none"> ▪ Schedule ▪ Tools ▪ Equipment ▪ Materials <p>Health & Safety procedure</p>

Task structure

Task 9: Familiarize with destination country (Israel)

Performance steps	Terminal Performance Objectives	Related Supportive Knowledge
<ol style="list-style-type: none"> 1. Find destination country in globe / map 2. List social culture of destination country 3. List Do's and don'ts in Israel 4. List information about care giver's job 5. Write first impression on the job 	<p><u>Condition (Given):</u> Map of destination country/ globe, Class room</p> <p><u>Task (What):</u> Familiarize destination country</p> <p><u>Standard (How well):</u></p> <ul style="list-style-type: none"> ○ Found Israel country in globe / map ○ Listed social culture of destination country ○ Listed Do's and don'ts in Israel ○ Listed information about care giver's job ○ Wrote first impression on the job 	<p>Israel</p> <ul style="list-style-type: none"> • Introduction • Socio-culture and Behaviour <ul style="list-style-type: none"> ○ Kashruth and Sabbath ○ Do's and don'ts in Israel ○ Be informative before work in Israel ○ First impression on the job ○ Rule and regulation

Task structure

Task 10: Familiarize with legal provision and procedure of Nepal

Performance steps	Terminal Performance Objectives	Related Supportive Knowledge
<ul style="list-style-type: none"> • Describe the legal provision of Nepal about foreign employment • Describe the Selection procedure of care giver for Israel • Describe the Sending procedure of care giver for Israel • List the Importance 	<p><u>Condition (Given):</u> Laws Class room</p> <p><u>Task (What):</u> Familiarize with legal provision and procedure of Nepal</p> <p><u>Standard (How well):</u></p> <ul style="list-style-type: none"> • Described the legal provision of Nepal about foreign employment • Described the Selection procedure of care giver for Israel • Described the Sending procedure of care giver for Israel • Listed the Importance 	<p>legal provision of Nepal</p> <ul style="list-style-type: none"> • Introduction • Importance • Procedure

Part: 2

Caregiver Service (Disable, Elder & Child,)

Description

This subject consists of the skills and knowledge related to caregiver's service. It includes three parts. The first part includes the skills and knowledge related to **Nursing Care; Housekeeping** and the **Food & Beverage services**.

Objectives

After the completion of this course the trainees will be able to:

1. Respond to work place emergencies
2. Carry out first aid services
3. Apply comfort measures for the care receivers
4. Provide Hygienic Care Services
5. Provide hygienic care services to the care receivers
6. Promote various care giving practices
7. Monitoring the well being of the care receivers
8. Create safe, healthy and stimulating environment
9. Identifies the characteristics of care receiver (Old age/ disable/ child)
10. Aware about common human diseases to Old age/ disable care receiver
11. Apply assistive devices
12. Provide nursing care needed to the care receiver
13. Perform cleaning service
14. Perform laundry service
15. Perform Bed making
16. Prepare break fast
17. Prepare meal
18. Feeds / serves meal and break fast

Sub Part: A : Nursing Care service

I: Comfort Measures

Duration: 30 hours

Competencies

1. Reassure/ comfort the care receivers
2. Provide opportunity for rest/sleep
3. Assist care receivers for daily activities[e.g. feeding, toilet, combing]
4. Make occupied beds
5. Provide relaxation
6. Keep the care receiver in supine/ dorsal position
7. Keep the care receiver in prone position
8. Keep the care receiver in lateral position
9. Keep care receiver in lithotomic position
10. Apply Pressure relief measures to prevent bed sore
11. Make unoccupied beds
12. Apply comfort devices

Task structure

Task 1: Reassure/comfort the care receiver.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> 1. Receive instruction. 2. Identify the care receiver. 3. Assess the condition of the care receivers. 4. Find out the need/interests of the care receiver. 5. Make him/her feel comfort using the appropriate/selected comfort devices available. 6. Keep records. 	<p><u>Condition (Given):</u></p> <p>Care receiver and articles</p> <p><u>Task (What):</u></p> <p>Reassure/comfort the care receiver.</p> <p><u>Standard (How well):</u></p> <p>All the steps followed in sequence.</p> <p>Care receiver felt comfortable.</p>	<ul style="list-style-type: none"> ▪ Introduction ▪ Purpose ▪ Principle ▪ Uses and functions of comfort devices.

Tools and Equipments: Comfort devices, record book etc.

Safety: pay special attention when handling the comfort devices.

Task structure

Task 2: Provide opportunities for rest/sleep.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> 1. Receive instruction. 2. Identify the care receiver. 3. Prepare care receiver. 4. Organize sleep/rest according to care receiver's need. 5. Prepare bed before care receiver is put to sleep. 6. Make the care receiver feel comfortable by singing (if the care receiver is a child). 7. Adjust the environment to assist care receiver to sleep or rest. 8. Monitor care receivers and encourage them to develop healthy sleeping and resting pattern. 9. Keep records. 	<p><u>Condition (Given):</u> Care receiver and articles</p> <p><u>Task (What):</u> Provide opportunities for rest/sleep.</p> <p><u>Standard (How well):</u> All the steps followed in sequence. Opportunities for rest and sleep provided. Care receiver felt comfortable. Care receiver looked fresh.</p>	<ul style="list-style-type: none"> ▪ Definition, importance and techniques of rest.

Tools and Equipments: bed, crib, musical instruments, story books etc.

Safety:

Task structure

Task 3: Support care receiver for daily activities (e.g. feeding, toileting, and combing etc.)

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> 1. Receive instruction. 2. Prepare articles. 3. Prepare the care receivers. 4. Clean and sterilize the feeding pot/dishes/bottles etc. 5. Determine the nutritional requirements of the care receiver. 6. Wash hands before preparing and serving food. 7. Prepare food and drinks. 8. Serve sufficiently and appropriately according to care receiver's age and stage. 9. Supervise and guide care receiver while eating and drinking etc. 10. Encourage care receiver to wash hands before and after meal. 11. Identify other needs and requirements of the care receiver. 12. Support/assist the care receiver according to his/her needs and requirements. 13. Keep records. 	<p><u>Condition (Given):</u></p> <p>Care receiver and articles</p> <p><u>Task (What):</u></p> <p>Support care receiver for daily activities (e.g. feeding, toileting, and combing etc.)</p> <p><u>Standard (How well):</u></p> <p>All the steps followed in sequence.</p> <p>Care receivers supported and assisted for daily activities such as feeding, toileting and combing.</p>	<ul style="list-style-type: none"> ▪ Need, requirements and interests of people in different ages and stages. ▪ Nutrition and nutritional requirements. ▪ Cooking and serving

Tools and Equipments: As per need.

Safety:

- Avoid health hazards while carrying out this procedure.
- Pay special attention to children, elderly people, disabled and sick people.

Task structure

Task 4: Make occupied bed.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> 1. Place a stool or chair at the foot of the bed. 2. Arrange sheets on stool or chair in the order in which they are going to be used. 3. Lower the head of the bed if the bed is in the fowler's position. 4. Lift the care receiver's head and remove pillows unless contra-indicated. 5. Assist the care receiver to turn to the side of the bed away from Caregiver. 6. Roll or unfold the draw sheet against the care receiver's back. 7. Place the clean bottom sheet with the smooth side up and even with the foot of mattress. 8. Tuck in the sheet at the sides and foot of bed. 9. Tuck sheet at head, making a mitered corner. 10. Bring back the mackintosh lying over the care receiver, pull tighter and tuck well. 11. Assist care receiver to come to the side of the bed. 	<p><u>Condition (Given):</u></p> <p>Care receiver and articles</p> <p><u>Task (What):</u></p> <p>Make occupied bed.</p> <p><u>Standard (How well):</u></p> <p>All the steps followed in sequence. Occupied bed made well.</p>	<ul style="list-style-type: none"> ▪ Concept of Occupied bed ▪ Preparation technique
<ol style="list-style-type: none"> 12. Pull the clean bottom sheet towards the Caregiver and tighten it. Tuck it at head, make mitered corner and tick alongside. 13. Pull rubber sheet and tuck it well. Pull draw sheet and tuck it well. 14. Change the pillow case and replace it under the care receivers head. 15. Place top sheet with its sides even with head of mattress. 16. Place blanket over the sheet if necessary. 17. Fold top sheet back over the blanket to form cuff. 		

Tools and Equipments: Stool or chair, clean sheet, laundry bag, duster, kidney basin

Safety:

- Avoid health hazards while carrying out this procedure.
- Pay special attention to children, elderly people, disabled and sick people.

Task structure

Task 5: Provide relaxation.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> 1. Receive instruction. 2. Identify the care receiver. 3. Identify the care receiver's need and requirement. 4. Keep the care receiver in comfortable position. 5. Relax the care receiver by playing music, telling stories, massaging the body etc as per the age and interest of the care receiver. 6. Observe the care receivers state regularly. 7. Avoid noisy environment and create clean and peaceful environment. 8. Keep records. 	<p><u>Condition (Given):</u></p> <p>Care receivers and articles</p> <p><u>Task (What):</u></p> <p>Provide relaxation.</p> <p><u>Standard (How well):</u></p> <p>All the steps followed in sequence.</p> <p>Care receivers get relaxed.</p> <p>Care receiver felt and looked refreshed.</p>	<ul style="list-style-type: none"> ▪ Methods and techniques, purposes of relaxations.

Tools and Equipments: As per need, interest and requirement of the care receiver

Safety: Pay proper attention while applying relaxation techniques.

Task structure

Task 6: Keep the care receiver in supine/dorsal position.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> 1. Receive instruction. 2. Identify the care receiver. 3. Prepare the care receiver. 4. Assist the care receiver to lie on his back with his legs together. 5. Keep the care receiver's arm lie along the side of the body. 6. Extend/slightly flexed care receiver's legs at knee with a pillow under. 7. Support the care receiver's head with pillow. 8. Observe and conform the position of the care receiver. 9. Keep records. 	<p><u>Condition (Given):</u></p> <p>Care receivers and articles</p> <p><u>Task (What):</u></p> <p>Keep the care receiver in supine/dorsal position.</p> <p><u>Standard (How well):</u></p> <p>All the steps followed in sequence.</p> <p>Care receiver kept in supine and dorsal position.</p>	<ul style="list-style-type: none"> ▪ Concept of positioning of patient ▪ Types of position ▪ Definition, purpose, uses and procedures of supine position

Tools and Equipments: Bed, pillow

Safety:

Task structure

Task 7: Keep the care receiver in prone position.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> 1. Receive instruction. 2. Identify the care receiver. 3. Prepare the care receiver. 4. Assist the care receiver lie on his abdomen. 5. Place the pillow under the care receiver's head turn to one side. 6. Place an extra pillow under the articles to prevent his toes from touching the bed. 7. Observe and conform the position of the care receiver. 8. Keep records. 	<p><u>Condition (Given):</u></p> <p>Care receivers and articles</p> <p><u>Task (What):</u></p> <p>Keep the care receiver in prone position.</p> <p><u>Standard (How well):</u></p> <p>All the steps followed in sequence.</p> <p>Care receiver kept in prone position.</p>	<ul style="list-style-type: none"> ▪ Definition, purpose, uses and procedures of prone position

Tools and Equipments: Bed, pillow

Safety:

Task structure

Task 8: Keep the care receiver in lateral position.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> 1. Receive instruction. 2. Identify the care receiver. 3. Place the care receiver in bed on side position. 4. Flex care receiver's legs at the knee and hip. 5. Flex the care receiver's upper leg more than lower leg so that one leg does not rest on the other. 6. Flex the care receiver's arm but body should not rest on the arms. 7. Place pillow at the care receiver's back and another in between the knees. 8. Support the head with a pillow. 9. Observe and conform the position of the care receiver. 10. Keep records. 	<p><u>Condition (Given):</u></p> <p>Care receivers and articles</p> <p><u>Task (What):</u></p> <p>Keep the care receiver in lateral position.</p> <p><u>Standard (How well):</u></p> <p>All the steps followed in sequence</p> <p>Care receivers kept in lateral position.</p>	<ul style="list-style-type: none"> ▪ Definition, purpose, uses and procedures of lateral position

Tools and Equipments: Bed, pillow

Safety:

Task structure

Task 9: Keep the care receiver in lithotomy position.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> 1. Receive instruction. 2. Identify the care receiver. 3. Prepare the care receiver. 4. Rest care receiver's head and back on the bed. 5. Lay the care receiver's buttock at the edge of the bed or examining table. 6. Flex the knees well and bring up thighs against the stirrups. 7. Observe and conform the position of the care receiver. 	<p><u>Condition (Given):</u></p> <p>Care receivers and articles</p> <p><u>Task (What):</u></p> <p>Keep the care receiver in lithotomy position.</p> <p><u>Standard (How well):</u></p> <p>All the steps followed in sequence.</p> <p>Care receiver kept in lithotomy position.</p>	<ul style="list-style-type: none"> ▪ Definition, purpose, uses and procedures of lithotomy position

Tools and Equipments: Bed, pillow

Safety:

Task structure

Task 10: Apply pressure relief measures to prevent bedsores.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> 1. Receive instruction. 2. Identify the care receiver. 3. Identify the care receiver's need. 4. Maintain care receiver's position frequently to prevent constant pressure over an area. 5. Massage the pressure area frequently to stimulate circulation. 6. Avoid pulling or sliding while moving the care receiver in the bed to prevent friction. 7. Provide physical care. 8. Provide mechanical devices to the care receiver like pillow air or water mattress, bed cradle, foot board etc. 	<p><u>Condition (Given):</u> Care receivers and articles</p> <p><u>Task (What):</u> Apply pressure relief measures to prevent bedsores.</p> <p><u>Standard (How well):</u> All the steps followed in sequence.</p> <p>Pressure relief measures applied</p> <p>Care receiver prevented from bedsores.</p>	<ul style="list-style-type: none"> ▪ Definition, purpose, uses and procedures of pressure relief methods ▪ Back care ▪ Sponge bath ▪ Massage

Tools and Equipments: Bed, pillow

Safety:

Task structure

Task 11: Make unoccupied bed.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> 1. Place the articles in a convenient place near the foot of bed. 2. Place the mattress straight on the bed. 3. Place the bottom sheet on the mattress evenly. 4. Tuck the sheet well under the head, make a square corner and tuck the sheet along the side. 5. Place the mackintosh or rubber sheet across the centre of the bed and tuck it in. 6. Place the draw sheet on the top of it about 45cm from the head and tuck under the mattress on the sides. Mackintosh and draw sheet are used to prevent the bed from a focal and urinary soiling. 7. Place the top sheet with smooth side down and the head of mattress. 8. Bring the remainder of the sheet down to the foot end and tuck under the mattress. 9. Make mitered corner on each side and tuck the sheet along the side. (A mitered corner is a smooth fitting corner made by folding the sheet in such a way that a 45 degree angle is made and the corner of the mattress is well outlined). 10. Place the bed spread on the bed in such a way that it is even with head of the mattress; 11. Make a half square corner at the foot. 12. Place the pillow at the head of bed with its open side away from the door. 13. Place the chair in its proper place. 	<p><u>Condition (Given):</u></p> <p>Articles</p> <p><u>Task (What):</u></p> <p>Prepare an unoccupied bed.</p> <p><u>Standard (How well):</u></p> <p>All the steps followed in sequence.</p> <p>Unoccupied bed made.</p>	<ul style="list-style-type: none"> ▪ Definition ▪ Purpose ▪ Method ▪ Preparation technique

Tools and Equipments: 2 sheets, blanket, pillow, pillowcase, mackintosh or rubber sheet, draw sheet.

Safety:

Task structure

Task 12: Apply comfort devices.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> 1. Receive instruction. 2. Identify the care receiver. 3. Reassure the care receiver. 4. Identify the care receiver's need. 5. apply comfort devices according to care receiver's need e.g. if care receiver complaints leg pain then use extra pillow under the legs; if care receiver complaints of suffering from bed sore then use water or air mattress. 6. Keep patient comfortable. 7. Wash hands. 8. Keep records. 	<p><u>Condition (Given):</u></p> <p>Care receivers and articles</p> <p><u>Task (What):</u></p> <p>Apply comfort devices.</p> <p><u>Standard (How well):</u></p> <p>All the steps followed in sequence.</p> <p>Comfort devices applied as per standard.</p>	<p>Comfort devices.</p> <ul style="list-style-type: none"> ▪ Definition ▪ Purpose ▪ Uses ▪ Procedures

Tools and Equipments: As per need.

Safety: Take special attention while handling the devices

II: First Aid

Duration: 40 hours

Competencies

1. Prepare first aid kit
2. Provide first aid for bleeding
3. Provide first aid for chocking
4. Provide first aid for nasal bleeding
5. Provide first aid for hypothermia
6. Provide first aid for hyperpyrexia
7. Provide first aid for dehydration
8. Provide first aid for sprain/ fracture
9. Provide first aid for shock
10. Provide first aid for burn
11. Provide first aid for injury to muscle and bones
12. Sterilize articles

Task structure

Task 1: Prepare first aid kit.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> 1. Receive instruction. 2. Collect information regarding kit. 3. List out the articles. <ol style="list-style-type: none"> 1. Collect the articles that have been listed in step no. 3. <ul style="list-style-type: none"> • Forceps • Bandages • Gauge piece • Cotton • Antiseptic solution like Betadin, savlon etc. • Adhesive tape • Stethoscope • Thermometer • Torch light (pen) • Scissors • Drugs (Antipyretic, Analgesics, Anti-inflammatory, Antihistamine) 2. Put all the articles properly in a small box or a bag whatever is locally available. 3. Keep records. 	<p><u>Condition (Given):</u></p> <p>Practical room and required articles</p> <p><u>Task (What):</u></p> <p>Prepare first aid kit.</p> <p><u>Standard (How well):</u></p> <p>All the steps followed in sequence.</p> <p>First aid kit prepared with all the required articles.</p>	<p>First aid</p> <ul style="list-style-type: none"> ▪ Definition ▪ Purpose ▪ Principles ▪ First aid kit and its contents

Tools and Equipments: Small box or a bag, all the articles mentioned in the step no. 4

Safety: Read instructions before using any articles.

Task structure

Task 2: Provide first aid for bleeding.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> 1. Receive instruction. 2. Lay the victim down, reassure him/her. 3. Loosen the tight the clothing and expose the bleeding part. 4. Remove any foreign bodies which can easily be removed or wiped out. 5. Apply direct pressure to the bleeding part by using dressings, tissue papers, fresh newspaper or handkerchief. 6. Raise the bleeding part if there is no fracture. 7. Apply dressing and bandage on the bleeding part. 8. Add more dressing and apply pressure if the bleeding does not stop. 9. Check the pulse and general condition of the victim. 10. Transfer the victim immediately to the hospital. 11. Keep records. 	<p><u>Condition (Given):</u></p> <p>Victim and articles</p> <p><u>Task (What):</u></p> <p>Provide first aid for bleeding.</p> <p><u>Standard (How well):</u></p> <p>All the steps followed in sequence. First aid for bleeding done safely. Victim's condition prevented from becoming worse. Victim felt comfortable after the first aid.</p>	<p>Bleeding:</p> <ul style="list-style-type: none"> ▪ Definition ▪ Types ▪ causes, signs and symptoms ▪ First aid management ▪ Referral

Tools and Equipments: Tissue papers, fresh newspapers, handkerchief or clean clothes, bandage

Safety: Apply pressure on the bleeding part but release the pressure point in between to facilitate circulation in the distal part.

Task structure

Task 3: Provide first aid for choking.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> 1. Receive instruction. 2. Reassure the victim, open the airway. 3. Remove any false teeth or foreign bodies. 4. Encourage the victim to cough. 5. Help victim to bend forward with the head lower than lungs. 6. Slap the victim firmly between the shoulder blades up to four times (this should help to remove the obstructions). 7. Check the victim's mouth. If the obstruction is visible then take it out with fingers. 8. Stand behind the victim and wrap the arms around his/her waist or stand behind the victim with one arm around his/her abdomen. 9. Clench the fist and thumb against the center of the victim's abdomen between his/her navel and the bottom of his/her ribs. 10. Give the victim a sudden strong, upward jerk. 11. Repeat the jerk four times (be gentle or you may injure the victim). 12. Check the victim's mouth again. 13. Repeat the back slaps and abdominal thrusts if necessary 14. Seek for help and transfer the victim to the nearest hospital. 15. Keep records. 	<p><u>Condition (Given):</u></p> <p>Victim and articles</p> <p><u>Task (What):</u></p> <p>Provide first aid for choking.</p> <p><u>Standard (How well):</u></p> <p>All the steps followed in sequence.</p> <p>First aid for choking done safely.</p> <p>Victim felt comfortable after the first aid.</p>	<p>Choking:</p> <ul style="list-style-type: none"> ▪ Definition ▪ Causes ▪ Sign and symptoms ▪ First aid management ▪ Preventive measures

Tools and Equipments: Soap, water, clean clothes

Safety: Respiratory function should be maintained.

Task structure

Task 4: Provide first aid for nasal bleeding.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> 1. Receive instruction. 2. Reassure the victim and help the victim in regaining his/her confidence. 3. Keep the victim in a sitting position leaning forward. 4. Clean the clots from the nostrils and pharynx. 5. Pinch the nose for 10 minutes. 6. Ask the victim to breathe through mouth and not to talk or swallow anything. 7. Loosen any tight clothes around the neck. 8. Check pulse and blood pressure of the victim. 9. Refer the victim to the hospital if above mentioned procedure does not help to stop the bleeding. 10. Keep records. 	<p><u>Condition (Given):</u></p> <p>Victim and articles</p> <p><u>Task (What):</u></p> <p>Provide first aid for nasal bleeding.</p> <p><u>Standard (How well):</u></p> <p>First aid for nasal bleeding done safely.</p> <p>Victim felt comfortable after the first aid.</p> <p>All the steps followed in sequence.</p>	<p>Nasal bleeding:</p> <ul style="list-style-type: none"> ▪ Introduction ▪ Sign and symptoms ▪ First aid management ▪ Preventive measures

Tools and Equipments: Local resources

Safety: Advise the patient not to sneeze.

Task structure

Task 5: Provide first aid for hypothermia.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> 1. Receive instruction. 2. Assess the condition of the victim. 3. Take temperature using thermometer (if a victim is a child then use rectal thermometer). 4. Remove the wet clothes from victim's body. 5. Keep the care receiver warm. 6. Use extra blanket and give hot drinks to the adults. 7. Wrap the baby with cotton clothes and keep the child in the mother's lap if the victim is child 8. Get the victim's mother to breastfeed the child frequently if the victim is child 9. Refer the victim to the hospital if the victim's condition is not improved. 10. Keep records. 	<p><u>Condition (Given):</u> Victim and articles</p> <p><u>Task (What):</u> Provide first aid for hypothermia.</p> <p><u>Standard (How well):</u> All the steps followed in proper order. First aid for hyperthermia done safely. Victim felt comfortable after the first aid.</p>	<p>Hypothermia:</p> <ul style="list-style-type: none"> ▪ Introduction ▪ Sign and symptoms ▪ First aid management ▪ Preventive measures

Tools and Equipments: Thermometer, rectal thermometer, sphygmomanometer, stethoscope, local resources

Safety: Do not make environment suffocated.

Task structure

Task 6: Provide first aid for hyperpyrexia.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> 1. Receive instruction. 2. Assess the condition of the care receiver. 3. Take temperature using thermometer (if the victim is child, use rectal thermometer). 4. Remove extra clothing and keep victim comfortable. 5. Avoid hyperthermia causing environment. 6. Give care receiver cold drinks if victim is able to drink. 7. Give cold compress to the victim frequently. 8. Refer the victim to the hospital if his/her condition is not improved. 9. Keep records. 	<p><u>Condition (Given):</u> Victim and articles</p> <p><u>Task (What):</u> Provide first aid for hyperpyrexia.</p> <p><u>Standard (How well):</u> All the steps followed in sequence. First aid for hyperpyrexia provided safely. Victim felt comfortable after the first aid.</p>	<p>Hyperpyrexia:</p> <ul style="list-style-type: none"> ▪ Introduction ▪ Sign and symptoms ▪ First aid management ▪ Preventive measures

Tools and Equipments: Local resources.

Safety: Make an interval of 10 minutes while giving cold compress.

Task structure

Task 7: Provide first aid for dehydration.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> 1. Receive instruction. 2. Assess the condition of the victim. 3. Keep the victim in comfortable place and position. 4. Prepare oral re-hydration solution (ORS). 5. Feed the victim ORS frequently. 6. Breastfeed the victim frequently if the victim is child. 7. Avoid heat producing means. 8. Keep records. 	<p><u>Condition (Given):</u> Victim and articles</p> <p><u>Task (What):</u> Provide first aid for dehydration.</p> <p><u>Standard (How well):</u> All the steps followed in sequence. First aid for dehydration done safely. Victim felt comfortable after the first aid.</p>	<p>Dehydration:</p> <ul style="list-style-type: none"> ▪ Introduction ▪ Sign and symptoms ▪ First aid management ▪ Preventive measures

Tools and Equipments: salt, sugar, glass, jug, boiled water

Safety: Use oral re-hydration within 24 hours from preparation.

Task structure

Task 8: Provide first aid for fracture.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> 1. Receive instruction. 2. Assess the condition of the victim. 3. Avoid crowd and make the surrounding environment peaceful 4. Console the victim. 5. Provide drinks. 6. Apply press on bleeding point. 7. Support the injured part using local resources. 8. Refer the victim to the health post or hospital. 9. Keep records. 	<p><u>Condition (Given):</u> Victim and articles</p> <p><u>Task (What):</u> Provide first aid for fracture.</p> <p><u>Standard (How well):</u> All the steps followed in sequence. First aid for fracture done safely. Victim felt comfortable after the first aid.</p>	<p>Fracture:</p> <ul style="list-style-type: none"> ▪ Definition, ▪ Types ▪ Causes, signs and symptoms ▪ First aid management ▪ Preventive measures

Tools and Equipments: Forceps and local resources

Safety: Do not mobilize the fracture area.

Task structure

Task 9: Provide first aid for shock.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> 1. Receive instruction. 2. Assess the condition of the victim. 3. Lay down the care receiver in a slope surface without using pillows. 4. Loosen the clothes and cover the victim with blanket to make him/her warm. 5. Provide hot drinks like tea, coffee, and milk if possible. 6. Find out the causes and manage accordingly (apply methods to stop bleeding if the victim is shocked by hemorrhage, apply pain relieving method if shock is due to pain). 7. Refer care receiver to hospital as soon as possible. 8. Keep records. 	<p><u>Condition (Given):</u> Victim and articles</p> <p><u>Task (What):</u> Provide first aid for shock.</p> <p><u>Standard (How well):</u> All the steps followed in sequence. First aid for shock done safely. Victim felt comfortable after the first aid.</p>	<p>Shock:</p> <ul style="list-style-type: none"> ▪ Introduction ▪ Sign and symptoms ▪ First aid management ▪ Preventive measures

Tools and Equipments: Forceps and local resources

Safety:

- If there is electric shock then use dry stick to remove the patient, wear rubber shoes etc.
- Avoid quick standing even if the victim is conscious.

Task structure

Task 10: Provide first aid for burn.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> 1. Receive instruction. 2. Assess the condition of the victim. 3. Remove clothes, shoes, jewelries, watch etc. 4. Cover whole with blankets if the clothes are burning. 5. Console the care receiver and provide cold water to him. 6. Sink the burning part in cold water for about 10 minute. 7. Refer the victim to hospital as soon as possible. 8. Keep records. 	<p><u>Condition (Given):</u></p> <p>Victim and articles</p> <p><u>Task (What):</u></p> <p>Provide first aid for burn.</p> <p><u>Standard (How well):</u></p> <p>All the steps followed in sequence.</p> <p>First aid for burn done safely.</p> <p>Victim felt comfortable after the first aid.</p>	<p>Burn:</p> <ul style="list-style-type: none"> ▪ Definition ▪ Sign and symptoms ▪ First aid management ▪ Preventive measures

Tools and Equipments: Local resources

Safety:

Task structure

Task 11: Provide first aid for injury to muscle and bones

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> 1. Receive instruction. 2. Assess the condition of the victim. 3. Remove clothes, shoes, jewelries, watch etc. 4. Console the care receiver and provide. 5. Tie loosely the muscle / bones 6. Refer the victim to hospital as soon as possible. 7. Keep records. 	<p><u>Condition (Given):</u> Victim and articles</p> <p><u>Task (What):</u> Provide first aid for burn.</p> <p><u>Standard (How well):</u> All the steps followed in sequence. First aid for burn done safely. Victim felt comfortable after the first aid.</p>	<p>Muscle and bones:</p> <ul style="list-style-type: none"> ▪ Definition ▪ Sign and symptoms ▪ First aid management ▪ Preventive measures

Tools and Equipments: Local resources

Safety:

Task structure

Task 12: Sterilize articles.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
1. Receive instruction. 2. Collect information. 3. Put articles in a kidney basin. 4. Boil the articles with water for temperature more than 100 degree Celsius. 5. Clean the articles to make free from oil and grease. 6. Boil for longer time if the area is at higher altitude. 7. Wash and immerse in pure Lysol if the articles are sharp. 8. Lay down contaminated clothes in sunlight for longer time. 9. Keep records.	<p><u>Condition (Given):</u></p> Work place/practical room, articles and sterilizing accessories	<ul style="list-style-type: none"> ▪ Definition, purpose and importance and methods of sterilization.
	<p><u>Task (What):</u></p> Sterilize articles.	
	<p><u>Standard (How well):</u></p> All the steps followed in sequence. Articles sterilized.	

Tools and Equipments: Water, pot, antiseptic solution like savlon, dettol, and Lysol.
Safety: Pay special attention while using sharp instruments.

III: Monitoring Wellbeing

Duration: 10 hours

Competencies

1. Take pulse rate
2. Take blood pressure
3. Take respiration rate
4. Take body temperature
5. Make regular observation of care receiver

Task structure

Task 1: Take pulse rate.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> 1. Receive instruction. 2. Identify the care receiver. 3. Make articles ready. 4. Place the care receiver in resting position sitting or lying with his/her arms supported. 5. Check the care receiver's pulse while taking his/her temperature. 6. Place the 1st, 2nd, 3rd fingers along the care receiver's radial artery at the wrist and press gently against the radius bone. 7. Place the thumb on the back of the care receiver's wrist using the watch with a second hand. 8. Count the pulse for half minute. 9. Multiply the number obtained by two to get the care receivers pulse rate per minute. 10. Count for a full minute if the pulse rate is irregular. 11. Note rhythm, volume, tension of the pulse while counting pulse rate. 12. Keep the records. 	<p><u>Condition (Given):</u></p> <p>Care receiver and articles</p> <p><u>Task (What):</u></p> <p>Take pulse rate.</p> <p><u>Standard (How well):</u></p> <p>All the steps followed in sequence.</p> <p>Articles handled properly.</p> <p>Pulse rate taken.</p> <p>Record kept well.</p> <p>Secured 60% marks in knowledge test.</p>	<p>Vital sign:</p> <ul style="list-style-type: none"> ▪ Introduction ▪ Types <p>Pulse rate:</p> <ul style="list-style-type: none"> ▪ Definition ▪ Purpose ▪ Sites ▪ Methods ▪ Variations in pulse rate ▪ Factor affecting pulse

Tools and Equipments: watch, pen, note book etc.

Safety: Pay special attention while taking pulse rate because rapid pulse rate is a symptom of infection, hemorrhage etc.

Task structure

Task 2: Take blood pressure.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> 1. Identify the care receiver 2. Make articles ready 3. Make care receiver sit in comfortable position with his arm supported. 4. Slip the care receiver's sleeve arm off 5. Wrap sphygmomanometer cuff smoothly around the care receiver in arm, lower two third of about 2.5 cm about his elbow 6. Place the manometer on beside the scale is in the same level with the examinees eye 7. Feel the pulsation of the brachial artery in the cubical force of the elbow by finger tips. 8. Pump up the cuff until the pulse disappear. 9. After taking placatory systolic blood pressure, place the stethoscope over the brachial artery in cubical fosse of elbow. 10. Open up the cuff to approximately 20 mm of hg, higher than the placatory systolic reading. 11. Open the valve a little to let the pressure release slowly to listen until a sharp tapping sound is heard. Read the pressure at this point. This is systolic pressure. 12. Let the pressure release further and continue to listen attentively to the sound as the air is gradually released from the cuff. at the certain point .the sound changes from loud to soft thumping sound then it disappear or becomes inaudible. .note the pressure just before the sound becomes inaudible. This is diastolic pressure. 13. After reading both systolic diastolic pressures, release the air from the cuff completely and remove the cuff from care receiver's arm. 14. Keep records. 	<p><u>Condition (Given):</u></p> <p>Care receiver and articles</p> <p><u>Task (What):</u></p> <p>Take blood pressure.</p> <p><u>Standard (How well):</u></p> <p>All the steps followed in sequence.</p> <p>Articles handled properly.</p> <p>Blood pressure taken.</p> <p>Secured 60% marks in knowledge test.</p> <p>Record kept well.</p>	<p>Blood pressure</p> <ul style="list-style-type: none"> ▪ Definition ▪ Normal ▪ High ▪ Low ▪ Affecting factors ▪ Frequency ▪ Sites for taking blood pressure <p>Sphygmomanometer</p> <ul style="list-style-type: none"> ▪ Definition ▪ Normal ▪ Purpose ▪ Factor affecting blood pressure ▪ Frequency ▪ Sites for taking blood pressure

Tools and Equipments: watch, pen, note book, stethoscope, sphygmomanometer, spirit swab,

Safety:

- Do not wrap the cuff too tight because this will be uncomfortable for the care receiver but if the cuff is too loose the sound will not be heard clearly.
- The cuff should be of appropriate size.
- The care receiver's arm should not be placed above the level of care receiver's heart as it may cause low blood pressure.
- The number tubes attached to the compression bag should not be allowed to cross or touch each other as this may interfere in the sounds used to determine the blood pressure.

Task structure

Task 3: Take respiration rate.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> 1. Identify the care receiver. 2. Make articles ready. 3. The care receiver should be relaxed in a comfortable position. 4. Since respiration can be controlled voluntarily to same extent as far as possible the care receiver's respiration may be counted without making him aware of it, so after taking the pulse, count the respiration rate keeping the fingers on the care receiver's wrist of the care receiver's arm is placed a rods his chest, the movement of his chest wall can be been and felt. 5. Count the wise and fall of the chest wall for one minute using a watch with a second hand to get the respiration rate per minute. 6. Note the depth and regularity of respiration; expansion of the chest on both sides and care receiver's color. 7. Keep records. 	<p><u>Condition (Given):</u> Care receiver and articles</p> <p><u>Task (What):</u> Take respiration rate.</p> <p><u>Standard (How well):</u> All the steps followed in sequence. Articles handled properly. Respiration rate taken. Secured 60% marks in knowledge test. Record kept well.</p>	<ul style="list-style-type: none"> ▪ Definition ▪ Purpose ▪ Factor affecting ▪ Frequency

Tools and Equipments: watch, pen, note book,

Safety: Pay special attention while taking respiration rate.

Task structure

Task 4: Take body temperature.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> 1. Identify the care receiver. 2. Make articles ready. 3. The care receiver should be relaxed in a comfortable position. 4. Apply this method to take body temperature orally: <ul style="list-style-type: none"> • To take the care receiver's temperature orally, the bulb end of the thermometer is placed directly beneath the care receiver's tongue. The lips should be kept closed around stem of the thermometer. 5. Advise mother to breathe through her /his nose. 6. Advise care receiver that the thermometer should be kept in place for at least one minute. 7. Apply this method to take body temperature for axillaries: <ul style="list-style-type: none"> • Keep the thermometer in axilla or groin; see that the part is free from perspiration. • Keep the bulb of thermometer horizontally in the axilla and keep the arm flexed across the chest. • Close to the side of the body to hold the thermometer in position. 8. Apply this method to take body temperature at groin. <ul style="list-style-type: none"> • Flex the thigh and place the bulb of thermometer vertically in the groin between the skin folds. 9. Leave the thermometer in position for at least 2 minutes. 10. Keep records. 	<p><u>Condition (Given):</u></p> <p>Care receiver and articles</p> <p><u>Task (What):</u></p> <p>Take body temperature.</p> <p><u>Standard (How well):</u></p> <p>All the steps followed in sequence.</p> <p>Articles handled properly.</p> <p>Blood temperature taken.</p> <p>Secured 60% marks in knowledge test.</p> <p>Record kept well.</p>	<ul style="list-style-type: none"> ▪ Definition ▪ Sites ▪ Frequency (how often) ▪ Types of temperature (Abnormal body temperature)

Tools and Equipments: Thermometer, tray, pen, notebook, bottle containing antiseptic solution.

Safety: If the care receiver has taken any hot or cold drinks, or has smoked, his temperature orally for about 30 minutes.

Task structure

Task 5: Make regular observation of care receiver.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> 1. Identify the care receiver. 2. Receive the instructions. 3. Assess the condition of care receivers. 4. Prepare the articles. 5. Check vital signs. 6. Keep the care receivers in comfortable position. 7. Ask the care receiver about his/her condition. 8. Report to senior if any abnormality detected. 9. Clean the articles after use. 10. Replace the articles in proper place. 11. Keep records. 	<p><u>Condition (Given):</u> Care receiver and articles</p> <p><u>Task (What):</u> Make regular observation of care receiver.</p> <p><u>Standard (How well):</u> All the steps followed in sequence. Regular observation made to the care receivers. Record kept well.</p>	<ul style="list-style-type: none"> ▪ Definition ▪ Sites ▪ Frequency ▪ Abnormal body temperature

Tools and Equipments: Thermometer, sphygmomanometer, stethoscope, watch, pen, notebook.

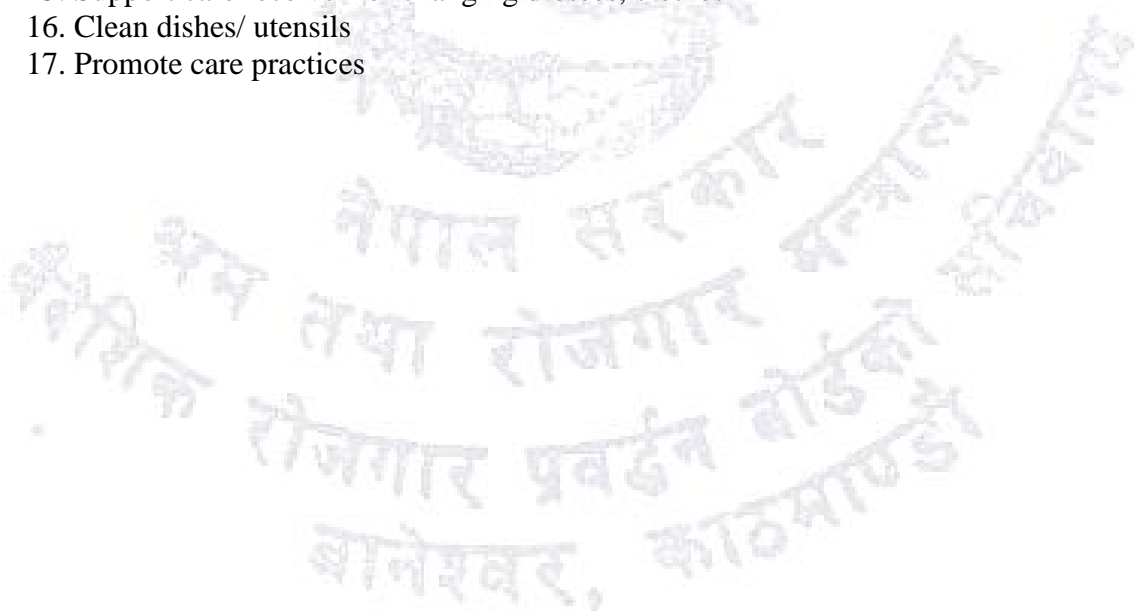
Safety: Take immediate action if the care receiver's condition is/becomes worse.

IV: Personal Hygienic skin and body Care

Duration: 40 hours

Competencies

1. Provide oral care
2. Provide hair care
3. Provide nail care
4. Carry out nose/ ear care
5. Carry out care of genital area
6. Provide eye care
7. Ensure self hygiene/care
8. Carry out back care
9. Carry out skin and body care
10. Carry out care of belongings[e.g. clothes, footwear]
11. Support care receiver for toileting
12. Support care receivers for bathing/ washing
13. Perform per genital care/ Hygiene
14. Repair/mend clothes
15. Support care receiver for changing dresses, clothes
16. Clean dishes/ utensils
17. Promote care practices



Task structure

Task 1: Provide oral care.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> 1. Receive instruction. 2. Collect the articles. 3. Prepare care receiver for oral care. 4. Put the care receiver in sitting position. 5. (Place in side position if necessary.) 6. Wash hands. 7. Moisten the toothbrush with water and spread the toothpaste on it. 8. Instruct the care receiver to brush the teeth (using upper and downward stroke with circulating motion. To clean the chewing surface the brush should be moved back and forth). 9. Clean the tongue with the tongue cleaner to remove the debris on it. 10. Rinse mouth thoroughly with water. 11. Wipe the mouth with a towel. 12. Lubricate the care receiver's lip with boroglycerine. 13. Leave the care receiver in comfortable position. 14. Clean the articles and replace them in proper place. 15. Wash hands. 16. Keep records. 	<p><u>Condition (Given):</u></p> <p>Care receiver and articles</p> <p><u>Task (What):</u></p> <p>Provide oral care.</p> <p><u>Standard (How well):</u></p> <p>All the steps followed in proper order.</p> <p>Oral care done safely.</p> <p>Oral cavity cleaned.</p>	<ul style="list-style-type: none"> ▪ Definition, location and functions of the parts of oral cavity <ul style="list-style-type: none"> • Teeth • Tongue • Mucosa • Palate • Lips ▪ Purpose ▪ Procedure ▪ Safety precaution

Tools and Equipments: Toothbrush, toothpaste or toothpowder or soda bi carbonate, kidney basin, small towel, water.

Safety:

- Brush teeth in circulating motion.
- Use tooth paste with fluoride.
- Use the tongue cleaner slightly and carefully
- Do not gargle forcefully after brush

Task structure

Task 2: Provide hair care

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> 1. Receive instructions. 2. Collect the articles. 3. Prepare the care receiver 4. Place the care receiver on bed in supine position 5. Place the towel around the neck and shoulder of the care receiver. 6. Roll the plastic sheet from both sides in a slanting way to give shape of funnel. 7. Ask the care receiver to close eyes to prevent soap water getting into the eyes. 8. Wet the hair, apply soap or shampoo and massage with finger tips. 9. Rinse and apply soap or shampoo for second washing. 10. Rinse the hair thoroughly until the hair is clean. 11. Dry the care receiver's hair with a towel. 12. Massage the hair with oil and comb hair. 13. Make care receiver tidy and comfortable. 14. Clean the articles and put them in their proper place. 	<p><u>Condition (Given):</u></p> <p>Care receiver and articles</p> <p><u>Task (What):</u></p> <p>Provide hair care.</p> <p><u>Standard (How well):</u></p> <p>All the steps followed in order.</p> <p>The hair cleaned.</p>	<ul style="list-style-type: none"> ▪ Definition, location and function of hair ▪ Concept of position

Tools and Equipments: Towel, soap or shampoo, jug, basin with warm water, bucket, plastic sheet, brush, comb, oil etc.

Safety: Observe the condition of the scalp, hair and any abnormalities.

Task structure

Task 3: Provide nail care.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> 1. Receive instructions. 2. Collect the articles. 3. Prepare and explain the procedure to the care receiver. 4. Spread the mackintosh on the bed (to protect the bed) and place a bowl with warm water on it. 5. Soak the nail with wet swabs to make the nails soft and easy for cutting. 6. Cut the free end of the finger nails forming a rounded end that protrudes only slightly beyond the area where it is attached to the nail bed. 7. Cut the toe nail straight to prevent them from growing inward. 8. Clean the under surface of the nail with a blunt instrument or the larger end of toothpick taking care not to injure the nail bed. 9. Make the cut edge of the nail smooth by brushing them with a file. 10. Wash and dry. 11. Replace the articles in a proper place. 12. Keep records. 	<p><u>Condition (Given):</u> Care receiver and articles</p> <p><u>Task (What):</u> Provide nail care.</p> <p><u>Standard (How well):</u> All the steps followed in sequence. The nails cleaned and cut shot. Nail care done safely.</p>	<ul style="list-style-type: none"> ▪ Definition, location and function of nail care ▪ Principle of nail care. ▪ Safety precaution

Tools and Equipments: Mackintosh, nail-cutter, cotton swabs, warm water in bowl, kidney basin, wash cloth, towel.

Safety:

- Do not cut the nail too short.
- Protect eyes while cutting the nails (protect eyes from flying nail pieces while cutting nail).

Task structure

Task 4: Provide nose/ear care.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> 1. Receive instruction. 2. Identify the care receiver 3. Make articles ready. 4. Wash hands. 5. Clean the nose using a wet cotton. 6. Clean the ear using ear (cotton) bud. 7. Refer the care receiver to the hospital if any unusual sign appears or detected while cleaning. 8. Keep records 	<p><u>Condition (Given):</u></p> <p>Care receiver and articles</p> <p><u>Task (What):</u></p> <p>Provide nose/ear care.</p> <p><u>Standard (How well):</u></p> <p>All the steps followed in sequence.</p> <p>Nose and ear care done well.</p> <p>Nose and ear clean well.</p>	<p>Nose/ear care.</p> <ul style="list-style-type: none"> ▪ \Definition, purpose, importance and technique of nose care

Tools and Equipments: Ear (cotton bud), cotton, tray, waste paper bag.

Safety: Do not try to go into inner side of ear or nose as it may lead bleeding.

Task structure

Task 5: Carry out the care of genital area.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> 1. Receive instruction. 2. Identify the care receiver. 3. Make articles ready. 4. Wash hands. 5. Tell the care receiver the procedure of carrying out the care of genital areas. 6. Instruct and support the care receiver to clean the genital area. (Clean it if the care receiver is unable to do it him/herself.) 7. Encourage to empty bowel and bladder before procedure. 8. Provide bed pan if the care receiver can not walk. 9. Clean the articles. 10. Replace the articles in the right place. 11. Keep records. 	<p><u>Condition (Given):</u> Care receiver and articles</p> <p><u>Task (What):</u> Carryout the care of genital area.</p> <p><u>Standard (How well):</u> All the steps followed in sequence. Care of genital area done safely. Genital area cleaned.</p>	<ul style="list-style-type: none"> ▪ Concept of care of genital area ▪ Purpose ▪ Location and function of external genital organs ▪ Procedure

Tools and Equipments: Torch light, bed pan, gauze piece, cotton, soap etc.

Safety: Pay special attention to sensitive area while giving care to that part.

Task structure

Task 6: Provide eye care.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> 1. Receive instruction. 2. Identify the care receiver. 3. Make articles ready. 4. Prepare the care receiver for eye care 5. Wash hands. 6. Clean the care receiver's eye by using cotton swabs. 7. Clean the eye from inner canthus to outer. 8. Repeat the procedure until eyes become clean. 9. Apply eye drops if prescribed. 10. Advise the care receiver to take proper rest. 11. Refer to an ophthalmologist if the condition becomes worse. 12. Clean the articles 13. Replace the articles in proper place. 14. Keep records. 	<p><u>Condition (Given):</u> Care receiver and articles</p> <p><u>Task (What):</u> Provide eye care.</p> <p><u>Standard (How well):</u> All the steps followed in sequence. Care of eyes done safely. Eyes became clean.</p>	<ul style="list-style-type: none"> ▪ Definition, location, functions of eyes. ▪ Purpose and procedures of eye care.

Tools and Equipments: Cotton ball, water, any medicine if prescribed, tray, waste paper bag.

Safety:

- Clean eyes gently.
- Pay special attention while caring the eyes.

Task structure

Task 7: Ensure self hygiene/care.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> 1. Receive instruction. 2. Wear clean, neat and tidy dresses/ clothes. 3. Keep living/working environment clean. 4. Take hygienic food. 5. Maintain personal hygiene. 6. Take proper rest. 7. Check up health regularly. 8. Plan and manage self care 9. Consult medical person in case of any health problem. 10. Keep record of self care. 	<p><u>Condition (Given):</u></p> <p>Living/working places</p> <p><u>Task (What):</u></p> <p>Ensure self hygiene/care.</p> <p><u>Standard (How well):</u></p> <p>Self hygienic care maintained.</p> <p>The care receivers looked fresh, neat, tidy and healthy.</p>	<ul style="list-style-type: none"> ▪ Introduction, importance, purposes and techniques of self care

Tools and Equipments: As per need.

Safety:

Task structure

Task 8: Provide back care.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> 1. Collect the articles. 2. Prepare and explain the procedure to the care receiver. 3. Keep the care receiver in prone or lateral position 4. Expose the care receiver's back from hairline to buttock. 5. Spread the towel close to care receiver's back. 6. Wash the care receiver's back thoroughly using soap, rinse and dry. 7. Warm the back, rub lotion by keeping it in warm water or by rubbing between hands. 8. Apply the lotion on the back, 9. Rub the back in circular motion over the shoulder, length of the back and buttocks with special attention to bony prominences to increase blood circulation to the tissue. 10. Pick up areas of the back skin in between the thumb and fingers gently release them, repeat in other areas of the back also. 11. Use stroking massage to relax back 12. Help the care receiver to put on his clothes and make him comfortable. 13. Clean the articles and replace them in respective place 14. Keep records. 	<p><u>Condition (Given):</u> Care receiver and articles</p> <p><u>Task (What):</u> Provide back care.</p> <p><u>Standard (How well):</u> The back cleaned. Back care done safely. All the steps followed in sequence.</p>	<p>Back care.</p> <ul style="list-style-type: none"> ▪ Definition, location and functions of skin and back muscles

Tools and Equipments: Towels, wash-cloth, soap in dish, basin with warm water, moisturizing lotion.

Safety:

- Do not use spirit for back rub as it makes the skin dry.
- While recording, record the time, skin condition etc.

Task structure

Task9: Provide skin & body care.

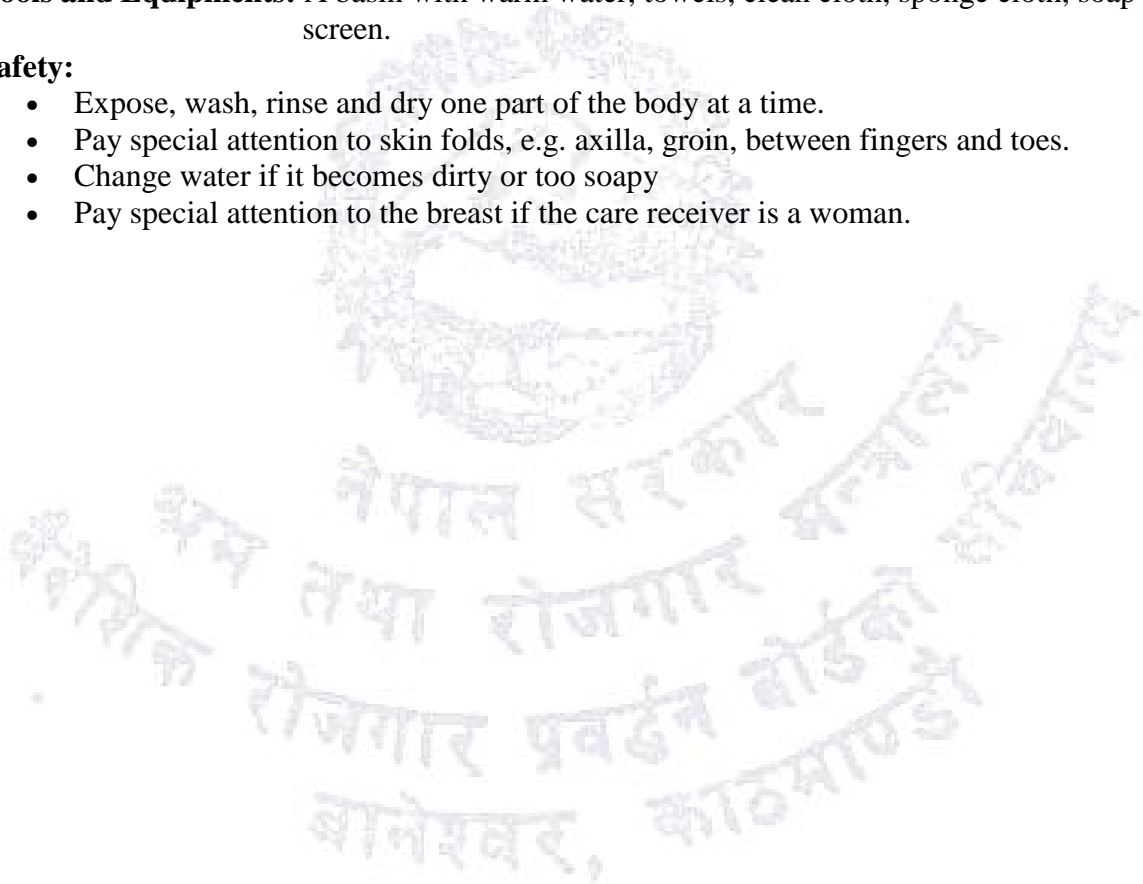
Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> 1. Collect the articles. 2. Close windows and doors to prevent the care receiver from getting chill 3. Put the fan off 4. Cover the care receiver with a bath blanket with a top sheet and assist to remove clothes 5. Place the care receiver in supine position 6. Fold the sponge-cloth around the hand like a mitt 7. Bath without soap by washing and drying the face unless the care receiver demands it. 8. Uncover far arm and place the towel lengthwise under the care receiver's arm. 9. Bathe, rinse and dry arm, maxilla and hand & arm. 10. Place the towel over the care receiver's chest and fold the bath blanket to the abdomen. 11. Lift the bath towel slightly and wash, rinse and dry the chest. 12. Bathe, rinse and dry the care receiver's abdomen until umbilicus is clean. 13. Cover the care receiver with the bath blanket. 14. Expose the far thigh and ask the care receiver to flex the knee. 15. Perform Therapeutic Massage with / without body lotion 16. Perform acupressure as per need 17. Manage motion as per need 18. Place the towel lengthwise under the care receiver's leg. 19. Bathe, rinse and dry the thigh and leg. 20. Cover the leg with the bath blanket. 21. Bathe, rinse and dry the near leg in the same way 22. Ask the care receiver to turn into his side or abdomen 	<p><u>Condition (Given):</u></p> <p>Care receiver and articles</p> <p><u>Task (What):</u></p> <p>Provide skin care.</p> <p><u>Standard (How well):</u></p> <p>All the steps followed in sequence.</p> <p>The skin cleaned.</p> <p>Skin care done safely.</p>	<p>Skin & body care</p> <ul style="list-style-type: none"> ▪ Definition, purposes of skin care ▪ Methods <ul style="list-style-type: none"> ○ Therapeutic Massage ○ Acupressure ○ Motion ▪ Concept of position

23. Massage care receiver's back and buttocks with lotion 24. Ask the care receiver to lie on his/her back to finish bathe. 25. Request the care receiver's visitor to care, care receiver's genitalia 26. Help the care receiver to put on clean clothes. 27. Comb the care receiver's hair protecting the bed with a towel. 28. Wash, dry and return the articles to proper place. 29. Keep record		
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Tools and Equipments: A basin with warm water, towels, clean cloth, sponge cloth, soap in dish, screen.

Safety:

- Expose, wash, rinse and dry one part of the body at a time.
- Pay special attention to skin folds, e.g. axilla, groin, between fingers and toes.
- Change water if it becomes dirty or too soapy
- Pay special attention to the breast if the care receiver is a woman.



Task structure

Task 10: Carry out care of belongings (e.g. clothes, Footwear).

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> 1. Receive instructions. 2. Collect the belongings. 3. Wash or clean the belongings (if they are dirty) 4. Dry them if /when they are wet and after wash. 5. Collect them after they become dry. 6. Iron the belongings (clothes). 7. Fold/pack up the ironed clothes and store them in proper place. 8. Collect other belongings if they are scattered or misplaced and put them in the right place. 9. Ensure that they are clean in proper place in proper position. 10. Clean everything after use and put back in the respective place. 11. Repair or mend them when necessary (if possible, if not replace with the new one). 12. Keep records. 	<p><u>Condition (Given):</u></p> <p>Articles (belongings)</p> <p><u>Task (What):</u></p> <p>Carry out care of belongings (e.g. clothes, Footwear).</p> <p><u>Standard (How well):</u></p> <p>All the steps followed in sequence.</p> <p>Belongings looked neat and tidy.</p> <p>Belongings placed in the right place.</p> <p>Belongings are repaired and made reusable.</p>	<ul style="list-style-type: none"> ▪ Principles of caring belongings. ▪ Uses of different types of belongings

Tools and Equipments:

Safety:

Task structure

Task 11: Support care receiver for toileting.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> 1. Ask and make sure if the care receiver wants to go to toilet. 2. Help the care receiver to get up or stand up. 3. Take the care receiver to the toilet (hold the care receiver while walking or make other arrangement to take him/her to where the toilet is as per the condition and need of the care receiver). 4. Help the care receiver to get into the toilet. 5. Tell the care receiver to give some signal if he/she feels any difficulties or inconvenience inside. 6. Make sure that the toilet is not locked from inside. 7. Wait the care receiver until he/she comes out. 8. Help the care receiver to wash his/her hands using soap. 9. Assist care receiver to keep his/her hands dry using towel after hand wash. 10. Help the care receiver to get back to the previous place. 11. Help/support the care receiver to sit/lye down and take rest. 12. Keep records. 	<p><u>Condition (Given):</u></p> <p>Care receiver and articles</p> <p><u>Task (What):</u></p> <p>Support care receiver for toileting.</p> <p><u>Standard (How well):</u></p> <p>All the steps followed in sequence.</p> <p>Care receiver felt comfortable after toileting.</p>	<ul style="list-style-type: none"> ▪ Supportive tasks for toileting

Tools and Equipments: Care receiver, wheel chair, soap, towel etc.

Safety:

- Check if the floor surface of the toilet is slippery or not.
- Get the patient to wear non slippery sandals/shoes if the floor of the toilet is slippery or not.

Task structure

Task12: Support care receiver for bathing.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> 1. Receive instructions. 2. Assist care receiver in collecting necessary articles. 3. Assist the care receiver in getting prepared for bathe/wash, i.e. taking off the clothes/dresses 4. Assist the care receiver while bathing/washing as per the care receiver's wish/need. 5. Assist the care receiver to keep comfortable after bath 6. Assist the care receiver in bringing necessary materials like towel, clothes/dresses etc. 7. Assist the care receiver in putting on clothes or changing dresses. 8. Assist the care receiver in washing the clothes after bath. 9. Assist the care receiver in drying the washed clothes. 10. Assist the care receiver in other ways as per his/her wish, need and necessary. 11. Keep records. 	<p><u>Condition (Given):</u></p> <p>Care receiver and articles</p> <p><u>Task (What):</u></p> <p>Support care receiver for bathing and washing.</p> <p><u>Standard (How well):</u></p> <p>All the steps followed in sequence.</p> <p>Care receiver felt easy in washing/bathing.</p> <p>Bathing/washing carried out well.</p>	<ul style="list-style-type: none"> ▪ Supportive work ▪ Theory and procedure of bathing/washing

Tools and Equipments: Care receiver, soap, shampoo, bucket with water, bath/wash room, basin, towel etc.

Safety: Ensure that the care receiver is well assisted/supported

Task structure

Task14: Perform per genital care/ Hygiene.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> 1. Receive instructions. 2. Collect required cleaning Napkins, Water 3. Support care receiver for toileting /bathing 4. Clean per genital parts of care receiver 5. Clean/change urine bag /urine catheter of care receiver 6. Through wastage in wastage basket 7. Keep care receiver in proper place 8. Keep records. 	<p><u>Condition (Given):</u></p> <p>Care receiver</p> <p><u>Task (What):</u></p> <p>Perform per genital care/ Hygiene</p> <p><u>Standard (How well):</u></p> <p>All the steps followed in sequence.</p> <p>Performed per genital care/ Hygiene properly</p>	<p>Per genital care</p> <ul style="list-style-type: none"> • Definition • Importance <p>Catheter</p> <ul style="list-style-type: none"> • Definition • Importance • Use <p>Supporting care receiver for toileting /bathing</p> <p>Per genital caring/ cleaning procedure/ techniques</p>

Tools and Equipments: Clothes to be repaired, needle, threads, sewing machine etc

Safety:

Task structure

Task14: Repair/mend clothes.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> 1. Collect the clothes that need to be repaired/mend. 2. Identify the parts of the clothes (torn out spots) which need to be repaired. 3. Repair it by the needle work or using the sewing machine depending upon the necessity and availability. 4. Take it to the tailor or other repairing places if it can not be repaired at home. 5. Collect, pack and restore it in the right place after it is repaired. 	<p><u>Condition (Given):</u></p> <p>Clothes that need to be repaired, needle, thread, buttons etc.</p> <p><u>Task (What):</u></p> <p>Repair/mend clothes.</p> <p><u>Standard (How well):</u></p> <p>All the steps followed in sequence.</p> <p>Clothes repaired or mended.</p> <p>Clothes became reusable.</p>	<ul style="list-style-type: none"> ▪ Needle work

Tools and Equipments: Clothes to be repaired, needle, threads, sewing machine etc

Safety:

Task structure

Task 15: Support care receiver for changing dresses, clothes.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> 1. Collect the articles. 2. Prepare the care receiver. 3. Place the articles in care receiver's reach. 4. Ensure the floor is not slippery. 5. Assist the care receiver while changing to prevent him/her from falling. 6. Difficult and disabled care receivers and deal appropriately 7. Keep the patient in comfortable position. 	<p><u>Condition (Given):</u></p> <p>Care receiver and articles</p> <p><u>Task (What):</u></p> <p>Support care receiver for changing dresses, clothes.</p> <p><u>Standard (How well):</u></p> <p>All the steps followed in sequence.</p> <p>Care receiver supported for changing the dresses/ clothes.</p> <p>No harm or discomfort caused to the care receiver while changing.</p>	<ul style="list-style-type: none"> ▪ Procedures of dressing ▪ Types and uses of clothes underwear

Tools and Equipments: Towel, clean clothes/dresses, foot wares etc.

Safety:

Task structure

Task 16: Clean dishes/utensils.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> 1. Collect dishes and utensils that need to be cleaned. 2. Scrub dishes, and utensils with soapy water. 3. Clean/wash it again thoroughly with water. 4. Put the washed dishes in sunlight. 5. Leave them in the sunlight until they become dry. 6. Collect the dishes/utensils after they become dry. 7. Wipe dishes/utensils with clean piece of cloth. 8. Store them in the right place. 	<p><u>Condition (Given):</u></p> <p>Dishes/utensils</p> <p><u>Task (What):</u></p> <p>Clean dishes/utensils.</p> <p><u>Standard (How well):</u></p> <p>Dishes/utensils cleaned and sterilized.</p> <p>Dishes/utensils cleaned safely.</p> <p>All the steps followed in sequence.</p>	<ul style="list-style-type: none"> ▪ Concept and importance of hygiene ▪ Procedure of cleaning

Tools and Equipments: Soap or detergent powder, utensils, dishes, water etc.

Safety: Take special attention while handling the sharp and heavy dishes or utensils.

Task structure

Task 17: Promote care practices.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
1. Prepare promotional activities plan. 2. Encourage for self care. 3. Teach care receivers/parents about care practices. 4. Conduct meeting. 5. Conduct awareness activities. 6. Perform poster and pamphlet advertising.	<p><u>Condition (Given):</u> Care receivers, community</p> <p><u>Task (What):</u> Promote care practices.</p> <p><u>Standard (How well):</u> All the steps followed in sequence. Care practices in different community promoted as per standard.</p>	<ul style="list-style-type: none"> ▪ Different and attractive promotional plans of activities

Tools and Equipments: Soap or detergent powder, utensils, dishes, water etc.

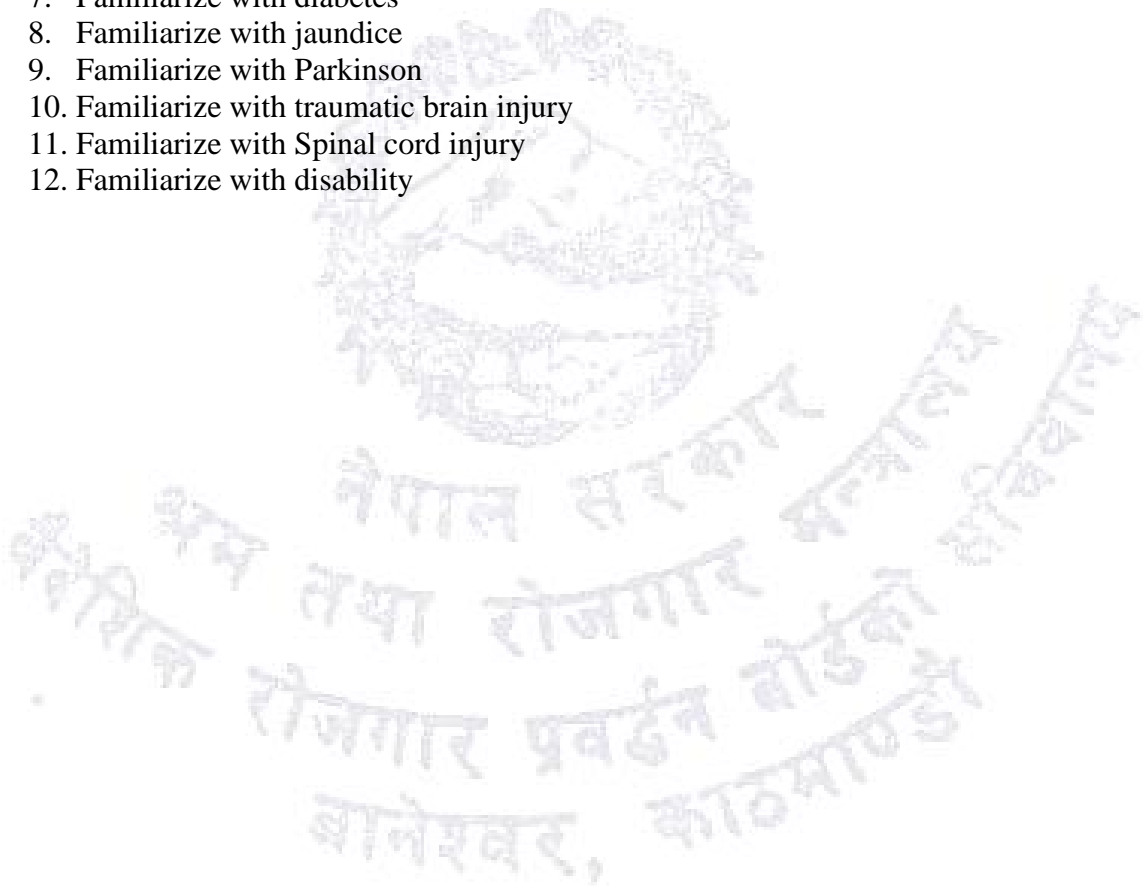
Safety: Take special attention while handling the sharp and heavy dishes or utensils.

V: Elder/ disable diseases

Duration: 10 hours

Competencies

1. Familiarize with nutrition deficiency disorders
2. Familiarize with diarrhea
3. Familiarize with hypertension
4. Familiarize with depression
5. Familiarize with Al-Zimmer
6. Familiarize with pneumonia
7. Familiarize with diabetes
8. Familiarize with jaundice
9. Familiarize with Parkinson
10. Familiarize with traumatic brain injury
11. Familiarize with Spinal cord injury
12. Familiarize with disability



Task structure

Task 1: Familiarize with nutrition deficiency disorders.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> 1. Define nutrition. 2. Define balanced diet. 3. Define the causes of deficiency of nutrients <ul style="list-style-type: none"> ▪ carbohydrate ▪ fat ▪ protein ▪ vitamins ▪ minerals 4. Identify the sign and symptoms of carbohydrate, protein, vitamin, minerals deficiency. 5. Identify the sources of nutrients. 	<p><u>Condition (Given):</u></p> <p>Classroom, clinic, care receiver, books, manuals, poster and chart</p> <p><u>Task (What):</u></p> <p>Familiarize with nutrition deficiency disorders</p> <p><u>Standard (How well):</u></p> <p>The nutrients deficiency symptoms listed.</p> <p>The foods rich in nutrition identified.</p> <p>Secured at least 60% marks in knowledge test.</p>	<p>Nutrition:</p> <ul style="list-style-type: none"> ▪ Definition ▪ Nutrients ▪ Balanced diet ▪ Nutrition related to health ▪ Cause of deficiency (diseases related to deficiency) ▪ Food rich in nutrition ▪ Sign and symptom of deficiency ▪ Preventive measures to deficiency

Tools and Equipments: Posters and pamphlets

Safety:

Task structure

Task2: Familiarize with diarrhea.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
1. Define the diarrhea. 2. List out mode of transmission. 3. Identify the seriousness of the care receiver. 4. <u>Keep these preventive techniques:</u> <ul style="list-style-type: none"> ▪ Collect ORS powder. ▪ Wash hand. ▪ Mix ORS with 1 liters of clean water. ▪ Keep the care receiver in comfort position. ▪ Administer the solution. ▪ Use the prepared ORS within 24 hours. 	<p><u>Condition (Given):</u> Classroom, clinic, care receiver, books, manuals, poster and chart</p> <p><u>Task (What):</u> Familiarize with diarrhea.</p> <p><u>Standard (How well):</u> All the steps followed in sequence. Secured at least 60% marks in knowledge test.</p>	<p>Diarrhea/dehydration:</p> <ul style="list-style-type: none"> ▪ Definition ▪ Causes ▪ Mode of transmission ▪ List of population possibly affected ▪ Sign and symptoms ▪ Prevention method

Tools and Equipments: ORS powder, Jug, Glasses, Soap

Safety:

- Caregiver should be attentive for not to transmit the disease.
- Caregiver should be aware of other care receivers for not to transmit the disease.

Task structure

Task 3: Familiarize with hypertension.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
1. Define hypertension. 2. Identify the sign and symptoms. 3. Apply prevention and control methods. <ul style="list-style-type: none"> ▪ Control diet ▪ Exercise ▪ Be free and happy ▪ Make happy and peaceful environment ▪ Avoid smoking and drinking 	<p><u>Condition (Given):</u></p> Classroom, clinic, care receiver, books, manuals, poster and chart	<p>Hypertension:</p> <ul style="list-style-type: none"> ▪ Definition ▪ Types ▪ Sign and symptoms ▪ Causes ▪ Prevention and control
	<p><u>Task (What):</u></p> Familiarize with Hypertension.	
	<p><u>Standard (How well):</u></p> All the steps followed in sequence. Secured at least 60% marks in knowledge test.	

Tools and Equipments: Sphygmomanometer.

Safety:

Task structure

Task 4: Familiarize with depression.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> 1. Identify depression 2. Identify the sign and symptoms. 3. Apply control methods. 	<p><u>Condition (Given):</u> Classroom, clinic, care receiver, books, manuals, poster and chart</p> <p><u>Task (What):</u> Familiarize with depression.</p> <p><u>Standard (How well):</u> All the steps followed in sequence. Secured at least 60% marks in knowledge test.</p>	<p>Depression:</p> <ul style="list-style-type: none"> ▪ Definition ▪ Causes ▪ Sign and symptoms ▪ Prevention and control

Tools and Equipment's: poster and pamphlet

Safety:

Task structure

Task 6: Familiarize with Al-Zimmer.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
4. Identify Al-Zimmer 5. Identify the sign and symptoms. 6. Apply control methods.	<p><u>Condition (Given):</u></p> <p>Classroom, clinic, care receiver, books, manuals, poster and chart</p> <p><u>Task (What):</u></p> <p>Familiarize with Al-Zimmer.</p> <p><u>Standard (How well):</u></p> <p>All the steps followed in sequence.</p> <p>Secured at least 60% marks in knowledge test.</p> <p>.</p>	<p>Al-Zimmer:</p> <ul style="list-style-type: none"> ▪ Definition ▪ Causes ▪ Sign and symptoms ▪ Prevention and control

Tools and Equipments: Posters and pamphlets.

Safety:

Task structure

Task 7: Familiarize with pneumonia.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
1. Define pneumonia. 2. Identify the sign and symptoms. 3. Apply prevention and control methods. <ul style="list-style-type: none"> • Prevent care receiver from smoke, dust, cold etc. • Manage ventilation in room. • Provide more liquid diet and breast feeding (for infants). • Avoid bottle feeding for children. • Keep the care receiver warm. • Manage rest for the care receiver. 	<p><u>Condition (Given):</u></p> Classroom, clinic, care receiver, books, manuals, poster and chart	<p>Pneumonia:</p> <ul style="list-style-type: none"> ▪ Definition ▪ Causes ▪ Sign and symptoms ▪ Prevention and control
	<p><u>Task (What):</u></p> <p>Familiarize with pneumonia.</p> <p><u>Standard (How well):</u></p> All the steps followed in sequence. Secured at least 60% marks in knowledge test.	

Tools and Equipments:

Safety:

Task structure

Task 8: Familiarize with diabetes.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
1. Define diabetes. 2. Identify the sign and symptoms. 3. Apply prevention and control methods. <ul style="list-style-type: none"> • Control diet: consume less carbohydrate and more protein. • Exercise • Maintain the health properly • Protect body from common injuries • Use medicine as prescribed by doctor • Check health regularly • Be free and happy • Make happy and peaceful environment • Avoid smoking and drinking 4. Keep an identity card always mentioning about name, address, doctor's name, diseases etc. 5. Keep some sweet things always in pocket.	<p><u>Condition (Given):</u></p> Classroom, clinic, books, manuals, poster and chart, Diabetes Kit	<p>Diabetes:</p> <ul style="list-style-type: none"> ▪ Definition ▪ Causes ▪ Sign and symptoms ▪ Types ▪ Prevention and control ▪ Diet plan for diabetes
	<p><u>Task (What):</u></p> Familiarize with Diabetes.	
	<p><u>Standard (How well):</u></p> All the steps followed in sequence. Personal hygiene maintained. Secured at least 60% marks in knowledge test.	

Tools and Equipments: Chocolates, sweet juices, identity card, pencil, notebook.

Safety: Protect body from injury.

Task structure

Task 9: Familiarize with jaundice.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
4. Define jaundice. 5. Identify the sign and symptoms. 6. Apply prevention and control methods. 7. Take proper diet. 8. Follow precautions.	<p><u>Condition (Given):</u></p> <p>Classroom, clinic, care receiver, books, manuals, poster and chart</p> <p><u>Task (What):</u></p> <p>Familiarize with jaundice.</p> <p><u>Standard (How well):</u></p> <p>All the steps followed in sequence.</p> <p>Proper diet maintained.</p> <p>Secured at least 60% marks in knowledge test.</p>	<p>Jaundice:</p> <ul style="list-style-type: none"> ▪ Definition ▪ Sign and symptoms ▪ Prevention and control

Task structure

Task 10: Familiarize with Parkinson.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
1. Receive instruction. 2. Define Parkinson 3. Identify Sign and Symptoms of Parkinson 4. Apply prevention methods of Parkinson	<p><u>Condition (Given):</u></p> <p>Classroom, clinic, care receiver, books, manuals, poster and chart</p> <p><u>Task (What):</u></p> <p>Familiarize with Parkinson</p> <p><u>Standard (How well):</u></p> <p>All the steps followed in sequence.</p> <p>Complication reduced.</p> <p>Secured at least 60% marks in knowledge test.</p>	<p>Parkinson :</p> <ul style="list-style-type: none"> ▪ Definition ▪ Cause ▪ Sign and symptoms ▪ Prevention method

Tools and Equipments: Juice maker, hot water bag, record book, pencil.

Safety:

Task structure

Task 10: Familiarize with brain injury.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
1. Define brain injury. 2. Identify Sign and Symptoms of brain injury 3. Apply prevention methods:	<p><u>Condition (Given):</u> Classroom, clinic, care receiver, books, manuals, poster and chart</p> <p><u>Task (What):</u> Familiarize with brain injury</p> <p><u>Standard (How well):</u> All the steps followed in sequence. Complication reduced. Secured at least 60% marks in knowledge test.</p>	<p>Brain injury:</p> <ul style="list-style-type: none"> ▪ Definition ▪ Cause ▪ Sign and symptoms ▪ Prevention method

Tools and Equipments: Juice maker, hot water bag, record book, pencil.

Safety:

Task structure

Task 11: Familiarize with cold injury.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> 1. Define cold injury. 2. List out mode of transmission. 3. Specify Incubation Period of cold injury 4. Identify Sign and Symptoms of cold injury. 5. Apply methods of prevention 	<p><u>Condition (Given):</u> Classroom, clinic, care receiver, books, manuals, poster and chart</p> <p><u>Task (What):</u> Familiarize with cold injury</p> <p><u>Standard (How well):</u> All the steps followed in sequence. Complication reduced. Secured at least 60% marks in knowledge test.</p>	<p>Cold injury:</p> <ul style="list-style-type: none"> ▪ Definition ▪ Mode of transmission ▪ Incubation period ▪ Sign and symptoms ▪ Prevention method

Tools and Equipments: Juice maker, hot water bag, record book, pencil.

Safety:

- Care giver should be attentive for not to transmit the disease.
- Care giver should be aware of other care receivers for not to transmit the disease.

Task structure

Task 12: Familiarize with disability.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
1. Define Disability. 2. Identify Sign and Symptoms of Disability 3. Apply methods of prevention	<p><u>Condition (Given):</u> Classroom, clinic, care receiver, books, manuals, poster and chart</p> <p><u>Task (What):</u> Familiarize with disability</p> <p><u>Standard (How well):</u> All the steps followed in sequence. Complication reduced. Secured at least 60% marks in knowledge test.</p>	<p>Disability:</p> <ul style="list-style-type: none"> ▪ Definition ▪ Sign and symptoms ▪ Bed sores ▪ Prevention method

Tools and Equipments: Juice maker, hot water bag, record book, pencil.

Safety:

Task structure

Task 12: Perform disable child care.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
1. Define disable child's Disability. 2. Identify Sign and Symptoms of disable child 3. Apply methods of prevention 4. Provide care as per the disability of the child	<p><u>Condition (Given):</u> Classroom, clinic, care receiver, books, manuals, poster and chart</p> <p><u>Task (What):</u> Perform disable child care</p> <p><u>Standard (How well):</u> All the steps followed in sequence. Complication reduced. Secured at least 60% marks in knowledge test.</p>	<p>Disable child:</p> <ul style="list-style-type: none"> ▪ Definition ▪ Sign and symptoms ▪ Bed sores ▪ Caring methods ▪ Prevention method

Tools and Equipments: Juice maker, hot water bag, record book, pencil.

Safety:

VI: Emergency

Duration: 5 hours

Competencies

1. Respond to emergencies/accidents
2. Respond to other emergency situations

Task structure

Task 1: Respond to emergencies/accidents.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> 1. Identify the case of emergency. 2. Maintain phone dairy for emergency situation 3. Provide immediate first aid as required. 4. Apply/use strategies to calm, reassure and comfort care receivers. 5. Record and report the details of emergency accurately. 6. Provide information to concerned person/agency/authority. 	<p><u>Condition (Given):</u> Work place, local resources and situation</p> <p><u>Task (What):</u> Respond to emergencies/accidents.</p> <p><u>Standard (How well):</u> Emergencies and accidents handled/responded well. Informed concerned person/agency/authority about the emergency.</p>	<p>Emergency situation</p> <ul style="list-style-type: none"> ▪ Identification <ul style="list-style-type: none"> ○ Faint ○ Heart attack, ○ Falls, ○ Stroke ○ Fracture ▪ Management ▪ Safety and Prevention ▪ Reporting ▪ Phone dairy maintain

Tools and Equipments: First aid kit, local resources, telephone etc.

Safety:

Task structure

Task 2: Respond to other emergency situations.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
1. Respond to fire 2. Respond to workplace accidents 3. Respond to electrocution 4. Inform to hospital 5. Inform to security personnel 6. Follow precautions 7. Make a detail report.	<p><u>Condition (Given):</u></p> <p>Work place, local resources and situation</p> <p><u>Task (What):</u></p> <p>Respond to other emergency situations.</p> <p><u>Standard (How well):</u></p> <p>Other emergency situations handled / responded well.</p> <p>Concerned person/agency/authority informed.</p>	<p>Responding to the following emergency situations:</p> <ul style="list-style-type: none"> • Fire • Workplace accidents • Electrocution <p>Informing to the followings:</p> <ul style="list-style-type: none"> • Hospital • Security personnel

Tools and Equipments: First aid kit, local resources, telephone etc.

Safety:

Sub Part: B : Housekeeping

Duration: 25 hours

Competencies

1. Perform housekeeping services

Task structure

Task : Perform housekeeping Services

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> 1. Clean and prepare bedrooms 2. Perform bed making 3. Clean common areas. 4. Clean kitchen 5. Clean windows and peripheries 6. Clean toilets bathroom. 7. Carry out non-routine cleaning. 8. Wash & Iron clothes 9. Dispose of garbage and trash. 10. Change / exchange useless materials /clothes 11. Decorate areas 12. Clean tools equipments 	<p><u>Condition (Given):</u> Bedroom/ Classroom Materials needed for House keeping</p> <p><u>Task (What):</u> Perform housekeeping Services</p> <p><u>Standard (How well):</u> All the steps followed in sequence. Performed all task given by the instructor</p>	<p>House keeping</p> <ul style="list-style-type: none"> • Definition • Functions • Importance • Equipment <ul style="list-style-type: none"> ○ Washing Machine ○ Iron ○ Vacuum Cleaner ○ Brush ○ Wiper • Materials <ul style="list-style-type: none"> ○ Soap, ○ Chemicals, ○ Powders ○ Towel ○ Clothes ○ Sponge • Cleaning Procedure • Safety measures • Record keeping

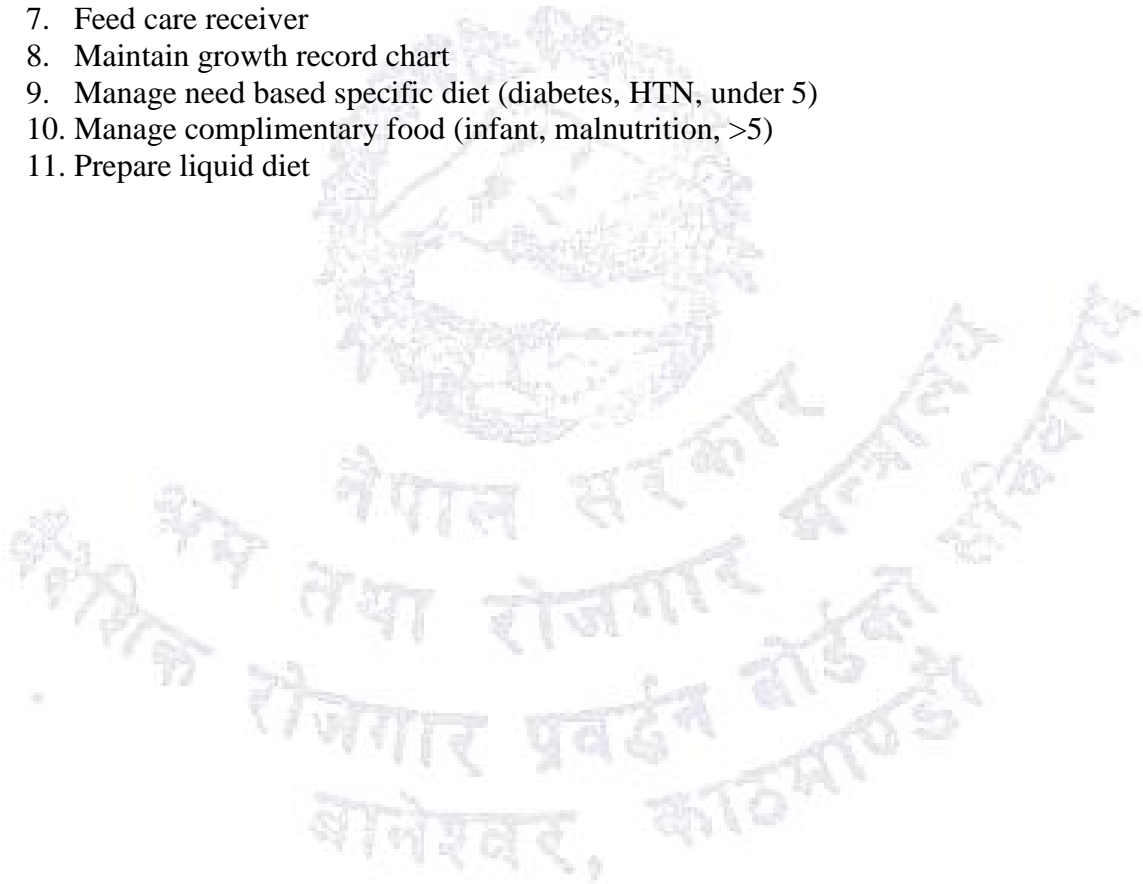
Sub Part: C: Food & Beverage Service

Part I : Nutrition

Duration: 26 hours

Competencies

1. Maintain food hygiene
2. Prepare feeding schedules
3. Maintain food quality
4. Provide safe drinking water
5. Prepare care receiver for meal
6. Calculate ingredients for soft food (diet)
7. Feed care receiver
8. Maintain growth record chart
9. Manage need based specific diet (diabetes, HTN, under 5)
10. Manage complimentary food (infant, malnutrition, >5)
11. Prepare liquid diet



Task structure

Task 1: Maintain food hygiene.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
1. Receive instruction. 2. Define food hygiene. 3. Apply these methods for food hygiene. <ul style="list-style-type: none"> • Buy fresh food. • Wash the food before cooking • Keep the cooked food in safe and clean pot. • Keep utensils and cutleries clean. • Wash hands and wear clean cloths before cooking. • Keep Cooking pots and kitchen clean and safe. • Keep Food store clean. • Wash the green vegetables thoroughly before making Salad. 4. Cover the container of food properly after using. 5. Keep records.	<p><u>Condition (Given):</u></p> Work place and materials	<ul style="list-style-type: none"> ▪ Definition of food hygiene ▪ Methods to prepare hygienic food ▪ Food adulteration ▪ Food fortification ▪ Prevention of food
	<p><u>Task (What):</u></p> Maintain food hygiene.	
	<p><u>Standard (How well):</u></p> All the steps followed in sequence. Food hygiene maintained.	

Tools and Equipments: Cooking pots, cutleries etc.

Safety:

- Do not cook food for long time.
- Do not chop food into too small pieces.
- Do not cook food with vitamin c.
- Do not keep cooked food for long time.
- Do not eat junk food e.g. packet noodles, cheese balls

Task structure

Task 2: Prepare feeding schedule.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> 1. Receive instruction. 2. Prepare food schedule giving care of the care receiver's condition. 3. Prepare loose food often for children and elderly people. 4. Make a time schedule of feeding according to the doctor's prescription for the people with special need. 5. Prepare mother for breastfeeding for every 2 hours. 6. apply this schedule for feeding for: 7. <u>4-6 month baby</u>: <ul style="list-style-type: none"> • Breastfeeding at 05:00 am • Sarbottam Lito at 07:30 am • Breastfeeding at 10:00 am • Banana and honey at 01:00 pm • Breastfeeding at 04:00 pm • Liquid diet at 07:00 pm • Breastfeeding at 09:00 pm. 8. <u>6-12 month baby</u>: <ul style="list-style-type: none"> • milk at 05:00 am • Sarbottam Lito or porridge at 7:30 am • Milk/liquid diet at 10:00 am • Sarbottam Lito or porridge or fruit juice at 1:00 pm • Milk with bread at 4:00 pm • Sarbottam Lito or porridge at 7:00 pm • Milk at 10:00 pm. 8. Keep records. 	<p><u>Condition (Given):</u></p> <p>Work place/practical room, Schedule format and materials</p> <p><u>Task (What):</u></p> <p>Prepare feeding schedule.</p> <p><u>Standard (How well):</u></p> <p>All the steps followed in sequence.</p> <p>Feeding schedule prepared.</p>	<ul style="list-style-type: none"> ▪ Doctor's prescription ▪ Requirements according to the condition of care receiver

Tools and Equipments: chart paper, pencil, and notebook.

Safety:

Task structure

Task 3: Maintain food quality.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
1. Collect information. 2. Notice manufacturing and expiry date. 3. Test whether the food is contaminated or not / adulterated or not. 4. Notice whether preservatives are used or not. 5. Store the food in dry place into good container. 6. Keep records.	<p><u>Condition (Given):</u> Practical room, books, manuals and food</p> <p><u>Task (What):</u> Maintain food quality.</p> <p><u>Standard (How well):</u> All the steps followed in sequence. Food quality maintained.</p>	<ul style="list-style-type: none"> ▪ Methods to maintain food quality.

Tools and Equipments: Some examples of food.

Safety:

- Container should always be air tight.
- Food should not be expired.
- If possible use foods having no preservatives.
- Food losing its natural color, taste, and odor is not good to eat.

Task structure

Task 4: Provide safe drinking water.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> 1. Identify the importance of safe drinking water. 2. Apply following methods to make safe / wholesome water. <ul style="list-style-type: none"> • Boiling for 5 minutes • Sand Filtration • Cylinder filtration • Chemical disinfection by using chlorine, bleaching powder, iodine etc. 3. Provide always safe water. 4. Use clean pots, glasses always for keeping and drinking water. 5. Keep records. 	<p><u>Condition (Given):</u></p> <p>Work place, care receivers and safe/wholesome water</p> <p><u>Task (What):</u></p> <p>Provide safe drinking water.</p> <p><u>Standard (How well):</u></p> <p>All the steps followed in sequence.</p> <p>Safe drinking water provided to the care receivers.</p>	<p>Drinking water:</p> <ul style="list-style-type: none"> ▪ Concept ▪ Sources ▪ Water purification methods

Tools and Equipments: Filter, chlorine tablets, pot, jug etc.

Safety: Do not use more than specified quantity.

Task structure

Task 5: Prepare care receiver for meal.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
1. Observe care receiver's condition. 2. Prepare the care receiver. 3. Wash hands before meal. 4. Keep care receiver on comfortable position. 5. Take food on care receiver's reach. 6. Administer medicines before meal if any. 7. Create safe and stimulating environment. 8. Keep records.	<p><u>Condition (Given):</u></p> Work place, meals and articles	<ul style="list-style-type: none"> ▪ Concept of hygiene and sterilization ▪ Different positions ▪ Care receiver preparation techniques
	<p><u>Task (What):</u></p> Prepare care receiver for meal.	
	<p><u>Standard (How well):</u></p> All the steps followed in sequence.	
	Water purification method known.	

Tools and Equipments: Soap, towel, trough, table, chair etc.

Safety:

- Wash hands thoroughly before meal.
- Put on apron or change clothes.
- Dishes should be clean.

Task structure

Task 6: Calculate the ingredients for soft food (diet).

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
1. Receive instructions. 2. Prepare following proportion of ingredients to make Khichadi (rice porridge) <ul style="list-style-type: none"> • Black pulse (Masko Daal)- ½ cup • Turmeric – need base • Rice – 1cup • Ginger – small piece • Salt – need base • Ghee – need base • Water – need base 3. Prepare following proportion of ingredients to make Jaulo (liquid rice) <ul style="list-style-type: none"> • Rice - ½ cup • Turmeric – need base • Mung daal – ¼ cup • Salt – need base • Potato – 2 pieces • Spinach – a little • Water – need base 4. Keep records.	<p><u>Condition (Given):</u></p> <p>Classroom/practical room, books, manuals and calculator</p> <p><u>Task (What):</u></p> <p>Calculate the ingredients for soft food(diet).</p> <p><u>Standard (How well):</u></p> <p>All the steps followed in sequence.</p> <p>The ingredients for soft diet calculated.</p>	<p>Soft diet:</p> <ul style="list-style-type: none"> ▪ Definition ▪ Importance ▪ Sources ▪ Method ▪ Safety and precaution.

Tools and Equipments: Black pulse, Turmeric, Rice, Ginger, Salt, Ghee, Water, Mung daal, Potato, Spinach,

Safety: Need base quantity should be chosen according to care receiver's food habit.

Task structure

Task 7: Feed the care receiver.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
1. Receive instructions. 2. Determine care receiver's nutritional requirement. 3. Wash hands before preparing and serving food. 4. Encourage care receiver to eat properly. 5. Supervise and guide care receiver. 6. Coach care receiver to wash hands before and after meals. 7. Place the pots and dishes in proper places. 8. Keep records.	<p><u>Condition (Given):</u></p> Workplace, care receivers, meal and articles	<p>Feeding the care receivers:</p> <ul style="list-style-type: none"> ▪ Importance ▪ Methods ▪ Feeding time ▪ Precautions
	<p><u>Task (What):</u></p> Feed the care receiver.	
	<p><u>Standard (How well):</u></p> All the steps followed in sequence.	
	The care receivers fed.	

Tools and Equipments: Food, chair, dining table, spoon, soap, water etc.

Safety: Over feeding may cause care receiver sick.

Task structure

Task 8: Maintain growth record chart.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
1. Receive instruction. 2. Prepare the care receiver. 3. Prepare measuring instruments: weight machine, measuring tape. 4. Make a graph chart of eight Vs. months 5. Keep record of each /assessment measurement. 6. Show the record to the parents. 7. Ensure what graph shows is correct. 8. Keep records.	<p><u>Condition (Given):</u> Books, manuals and articles</p> <p><u>Task (What):</u> Maintain growth record.</p> <p><u>Standard (How well):</u> All the steps followed in sequence. Growth record chart maintained.</p>	<p>Measurement:</p> <ul style="list-style-type: none"> ▪ Metric units ▪ Balance ▪ Health chart (Yellow card)

Tools and Equipments: Weight machine, measuring tape, graph chart, notebook etc.

Safety:

- **Care receiver** can get accident when measuring.
- Graph should be filled properly.
- If graph is climbing from left corner down to right corner up than result is very good.
- If the graph is straight horizontally the result shows the critical condition of the care receiver.
- If the graph is going to the right corner down than the result shows most critical condition of the care receiver.

Task structure

Task 9: Manage need based specific diet.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
1. Receive instructions. 2. Provide liquid diet and soft diet for children and elderly people. 3. Manage calorie and fat free diet for diabetics. 4. Manage low salted, having low cholesterol and calorie diet for hypertensive people. 5. Manage boiled food generally. 6. Keep records.	<p><u>Condition (Given):</u></p> <p>Practical room, books, manuals, articles and necessary materials</p> <p><u>Task (What):</u></p> <p>Manage need based specific diet.</p> <p><u>Standard (How well):</u></p> <p>All the steps followed in sequence.</p> <p>Need based specific diet managed.</p>	<p>Need based food:</p> <ul style="list-style-type: none"> ▪ Definition ▪ Importance ▪ Sources ▪ Method ▪ Safety and precaution.

Tools and Equipments: soft food, liquid food,

Safety:

- Need base food should be chosen according to care receiver's ailment.
- Prohibit smoking and drinking for all care receivers/patients.

Task structure

Task 10: Manage complimentary food.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> 1. Collect information. 2. Manage fruits. 3. Manage locally available foods rather than purchasing. 4. Manage foods which fulfill all the nutrients. 5. Manage foods which can be easily digested. 6. Manage foods which can be easily prepared. 7. Keep records. 	<p><u>Condition (Given):</u></p> <p>Practical room, books, manuals, articles and necessary materials</p> <p><u>Task (What):</u></p> <p>Manage complimentary food.</p> <p><u>Standard (How well):</u></p> <p>All the steps followed in sequence.</p> <p>Complimentary food for care receivers managed.</p>	<p>Complimentary food:</p> <ul style="list-style-type: none"> ▪ Definition ▪ Importance ▪ Sources <p>Weaning food:</p> <ul style="list-style-type: none"> ▪ Definition ▪ Importance ▪ Preparation

Tools and Equipments:

Safety: Packing foods may be non productive / harmful for mal nutrients.

Task structure

Task 11: Prepare liquid diet.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> 1. Identify the needs of liquid diet. 2. Purchase soup powders like, mushroom soup, carrot soup, vegetables soup, chicken soup according to the care receiver's taste. 3. Clean the cooking pots. 4. Boil water and pour the powder into it. 5. Stir continuously. 6. Off the fire when the solution becomes thick. 7. Serve it to care receiver into a clean bowl. 8. Keep records. 	<p><u>Condition (Given):</u></p> <p>Practical room, books, manuals, articles and necessary materials</p> <p><u>Task (What):</u></p> <p>Prepare liquid diet.</p> <p><u>Standard (How well):</u></p> <p>All the steps followed in sequence.</p> <p>Liquid diet prepared as per requirements of care receivers.</p>	<p>Liquid diet:</p> <ul style="list-style-type: none"> ▪ Definition ▪ Importance ▪ Sources ▪ Methods of preparation

Tools and Equipments: Soup powder, stove, cooking pot, spoon, bowl etc

Safety:

- Don't make liquid diet cool.
- More thick soup is not good.
- Follow the instruction given at pack.

II : Food preparation and service

Duration: 26 hours

Competencies

1. Prepare tea and coffee
2. Prepare soup
3. Prepare break fast
4. Prepare meal
5. Serve break fast
6. Serve meal

Task structure

Task 1: Prepare tea and coffee

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> 1. Receive instruction. 2. Collect materials 3. Light gas 4. Boil water 5. Make coffee / tea 6. Keep in tea pot 7. Prepare for service 8. Serve the elder/ disable 9. Clean table after service 10. Clean tea pots 11. Store properly 	<p><u>Condition (Given):</u> Kitchen, tea and coffee making ingredients and pots</p> <p><u>Task (What):</u> Prepare tea and coffee</p> <p><u>Standard (How well):</u> All the steps followed in sequence. Prepared tea or coffee Served properly</p>	<p>Tea and coffee</p> <ul style="list-style-type: none"> ▪ Making procedure ▪ Ingredients ▪ Serving technique ▪ Serving schedule

Tools and Equipments: Tea / coffee maker, Electric Kettle , Gas, cooking range

Safety:

Task structure

Task2 : Prepare soup

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> 1. Receive instruction. 2. Collect materials 3. Prepare ingredients 4. Mix ingredients 5. Light gas 6. Cook soup 7. Keep in bowl 8. Prepare for service 9. Serve the elder/ disable 10. Clean table after service 11. Clean tea pots 12. Store properly 	<p><u>Condition (Given):</u> Kitchen, soup making ingredients and pots</p> <p><u>Task (What):</u> Prepare soup</p> <p><u>Standard (How well):</u> All the steps followed in sequence. Prepared soup Served properly</p>	<p>Soup</p> <ul style="list-style-type: none"> ▪ Definition ▪ Types ▪ Ingredients ▪ Making procedure ▪ Serving technique ▪ Serving schedule

Tools and Equipments: Cooking range, Turbo boiler, rice corer, range wood bread toaster, refrigerator, Blinder,

Safety: Don't use any electrical appliances without knowing its voltage power.
Don't pull the plug through the cord of the appliances.
Don't use with wet hands and feet

Task structure

Task 3: Prepare break fast

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> 1. Receive instruction. 2. Collect materials 3. Prepare ingredients 4. Mix ingredients 5. Light gas 6. Boil eggs 7. Prepare loafs 8. Prepare butter / jam 9. Prepare for service 10. Serve the elder/ disable 11. Clean table after service 12. Clean tea pots 13. Store properly 	<p><u>Condition (Given):</u> Kitchen, break fast making ingredients and pots</p> <p><u>Task (What):</u> Prepare break fast</p> <p><u>Standard (How well):</u> All the steps followed in sequence. Prepared break fast Served properly</p>	<p>Break fast</p> <ul style="list-style-type: none"> ▪ Definition ▪ Types ▪ Ingredients ▪ Materials ▪ Making procedure ▪ Serving technique ▪ Serving schedule

Tools and Equipments: Cooking range, range wood, bread toaster, refrigerator, Blinder, Bread toaster, sandwich toaster, slice toaster, micro oven

Safety: Don't use any electrical appliances without knowing its voltage power.
Don't pull the plug through the cord of the appliances.
Don't use with wet hands and feet

\ Task structure

Task 4: Prepare meal

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> 1. Receive instruction. 2. Collect materials 3. Collect ingredients as per Menu 4. related ingredients 5. Light gas as per need 6. Cooked proper meal as Menu 7. Keep mixed ingredients in oven 8. Set time of oven 9. Light the oven as per need 10. Cook meal as per Menu 11. Off gas/ oven 12. Keep out the meal from gas/ oven 13. Clean gas/ oven as needed 	<p><u>Condition (Given):</u> Kitchen, meal making ingredients and pots</p> <p><u>Task (What):</u> Prepare meal</p> <p><u>Standard (How well):</u> All the steps followed in sequence. Prepared meal mixing proper ingredients</p>	<p>Meal</p> <ul style="list-style-type: none"> ▪ Definition ▪ Types <ul style="list-style-type: none"> ○ Shakshuka ○ Israeli salad ○ Rice with oil and pepper ○ Lentil soup ○ Carrot salad ○ Fish soup ○ Rice with carrot ○ Matbukha ○ Corn soup ○ Chicken soup ○ Sabra soup ○ Tuna salad ○ Pasta ○ Cake ○ Mashed potato pere ○ Bechakasha ○ Bechiya ○ Khabitas ○ Sandwiches ▪ Making procedure ▪ Serving technique

Tools and Equipments: Cooking range, Turbo boiler, rice cooker, range wood, refrigerator, Blinder, micro oven

Safety: Don't use any electrical appliances without knowing its voltage power.
Don't pull the plug through the cord of the appliances.
Don't use with wet hands and feet

Task structure

Task 6: Serve break fast

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> 1. Receive instruction. 2. Prepare meal pot / plate/ bowl/ spoon /fork /knife /napkin / towel 3. Inform / bring / care receiver to the dinning 4. Distribute / serve/ feed break fast 5. Clean accessories/ dinning 6. Clean receiver 7. Take care receiver in bed or chair 8. Store accessories / utensils in proper place 	<p><u>Condition (Given):</u> Kitchen, breakfast items and service pots</p> <p><u>Task (What):</u> Serve break fast</p> <p><u>Standard (How well):</u> All the steps followed in sequence. Feed breakfast to the care receiver in proper way</p>	<p>Breakfast service</p> <ul style="list-style-type: none"> • Breakfast items • Breakfast time schedule • Menu • Quantity

Tools and Equipments:

Safety:

Task structure

Task 6: Serve meal

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> 1. Receive instruction. 2. Prepare meal pot / plate/ bowl/ spoon /..... /napkin / towel 3. Inform / bring / care receiver to the dining 4. Distribute / serve/ feed meal 5. Clean accessories/ dining 6. Clean receiver 7. Take care receiver in bed or chair 8. Store accessories / utensils in proper place 	<p><u>Condition (Given):</u> Kitchen, Meal items and service pots</p> <p><u>Task (What):</u> Serve Meal</p> <p><u>Standard (How well):</u> All the steps followed in sequence. Feed meal to the care receiver in proper way</p>	<p>Meal service</p> <ul style="list-style-type: none"> • Meal items • Meal time schedule • Menu • Quantity

Tools and Equipments:

Safety:

Part: 3

Environment, Health and Sanitation

Description

This subject consists of the skills and knowledge related to environment, health and sanitation. It includes the skills and knowledge related to environment health sanitation.

Objectives

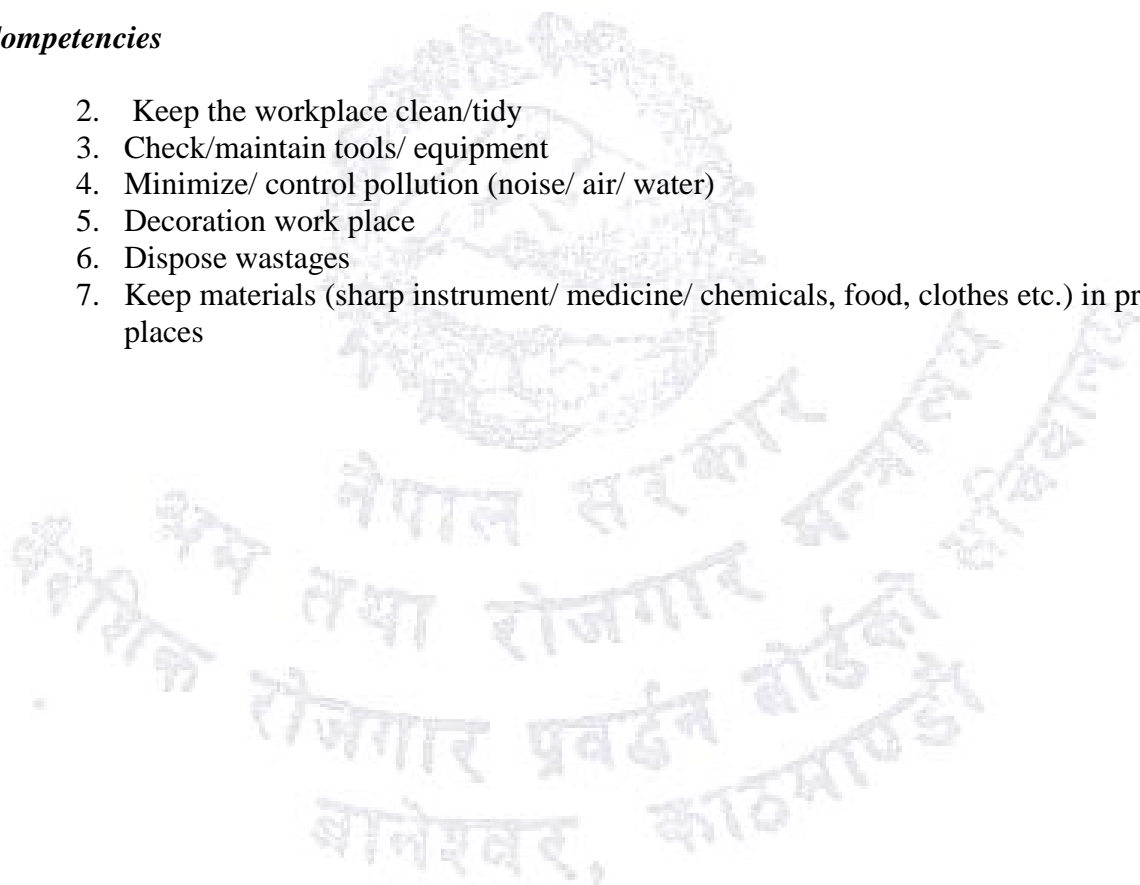
After the completion of this subject the trainees will be able to:

- Create & keep safe & healthy environment

Duration:8 hours

Competencies

2. Keep the workplace clean/tidy
3. Check/maintain tools/ equipment
4. Minimize/ control pollution (noise/ air/ water)
5. Decoration work place
6. Dispose wastages
7. Keep materials (sharp instrument/ medicine/ chemicals, food, clothes etc.) in proper places



Task structure

Task 1: Keep the workplace clean and tidy.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> 1. Collect clean water. 2. Observe the work place. 3. Select appropriate cleaning agents. 4. Maintain adequately the ventilation, lighting, heating/cooling. 5. Adhere to all time personal hygiene/health procedures. 6. Conform beds and beddings relevant to health/hygiene and safety requirement 7. Perform cleaning, polishing, sweeping. 8. Remove all waste. 9. Apply mechanical equipments safety/as per manufacturer's specifications. 10. Remove all marks, spots, without damaging furniture and furnishing. 11. Position the furniture so well to be comfortable and convenient. 12. Remove soiled linen and pillow cases. 13. Clean toilets and bathrooms so well that it is free from stains, mildew, unpleasant odor, cobweb etc. 	<p><u>Condition (Given):</u></p> <p>Workplace, necessary tools, equipment and materials</p> <p><u>Task (What):</u></p> <p>Keep the work place clean and tidy.</p> <p><u>Standard (How well):</u></p> <p>All the steps followed in sequence.</p> <p>The work place kept clean and tidy.</p>	<p>House keepings floor management</p> <ul style="list-style-type: none"> ▪ Introduction ▪ Types ▪ Environment Maintaining Procedures <ul style="list-style-type: none"> ○ Ventilation, ○ Lighting, ○ Heating ○ Cooling ▪ Cleaning <p>Furniture</p> <ul style="list-style-type: none"> ▪ Introduction ▪ Types ▪ Maintaining Procedures ▪ Position ▪ Cleaning <p>Mechanical equipment</p> <ul style="list-style-type: none"> ▪ Introduction ▪ Functions ▪ Types ▪ Maintaining Procedures ▪ Cleaning <p>Clothes / beds</p> <ul style="list-style-type: none"> ▪ Introduction ▪ Functions ▪ Types ▪ Maintaining Procedures ▪ Cleaning <p>Safety precautions</p>

Tools and Equipments: Cleaning agents, vacuum cleaner, toilet disinfectant, dust spatula, floor mop, ladder, cob Weber, broom, glass wiper etc.

Safety: Implement environment protection policy when keeping workplace clean.

Task structure

Task 2: Check / maintain tools/ equipment.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
1. Obtain tools <ul style="list-style-type: none"> • Check proper functioning • Handle safely • Maintain • Store safely 	<p><u>Condition (Given):</u></p> <p>Demonstration or practical room, various tools and equipment</p> <p><u>Task (What):</u></p>	<p>Tools and equipment</p> <ul style="list-style-type: none"> ▪ Introduction ▪ Functions ▪ Types ▪ Purposes. ▪ Functioning Process and Procedure ▪ Safe handling ▪ Maintaining <p>Safety Precautions</p>
2. Obtain equipment <ul style="list-style-type: none"> • Check proper functioning • Maintain equipment • Store safely 	<p>Check / maintain tools and equipment.</p> <p><u>Standard (How well):</u></p> <p>All the steps followed in sequence.</p> <p>Tools and equipment checked and maintained.</p>	

Tools and Equipments: Various tools and equipment

Safety: Handle tools and equipment safely

Task structure

Task 3: Minimize control pollution (noise/air/water)

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> 1. Refine and ground the byproducts. 2. Manage waste particles properly. 3. Recycle or prepare compost manure from wastages. 4. Identify polluted water 5. Manage / Purify polluted waste water by <ul style="list-style-type: none"> ▪ Boiling ▪ By chemical disinfection ▪ By filtration 6. Identify polluted air 7. Manage / Purify polluted Air 8. Identify polluted noise 9. Manage / Purify polluted noise 10. Teach people to use toilet. 11. Incinerate/ bury/ recycle inorganic wastages. 	<p><u>Condition (Given):</u></p> <p>Water source and necessary materials</p> <p><u>Task (What):</u></p> <p>Minimize/control water pollution.</p> <p><u>Standard (How well):</u></p> <p>All the steps followed in sequence.</p>	<p>Pollution (noise/air/water)</p> <ul style="list-style-type: none"> ▪ Definition <p>Water</p> <ul style="list-style-type: none"> ▪ Sources ▪ Causes of pollution ▪ Methods of purification <ul style="list-style-type: none"> ❖ Boiling ❖ Chemical disinfection ❖ Filtration <p>Air</p> <ul style="list-style-type: none"> ▪ Causes of pollution ▪ Methods of purification <p>Noise</p> <ul style="list-style-type: none"> ▪ Causes of pollution ▪ Methods of purification <p>Safety Precautions</p>

Tools and Equipments: Filter, chlorine tablets, pot, jug etc.

Safety: Pay attention while boiling water, cleaning well.

Task structure

Task 4: Decorate Workplace

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
1. Check the rooms. 2. Remove ugly or inappropriate decoration 3. Select appropriate flooring and furnishing materials, 4. Select appropriate decorating pictures, posters, colours, materials, 5. Repaint the walls and rearrange the posters and pictures 6. Place the furniture and things appropriately. 7. Change/ replace the discolored things. 8. Decorate room with flowers from own garden. 9. Fold all the clothes and place them in properly.	<p><u>Condition (Given):</u></p> Room and decoration materials	<p>Workplace</p> <ul style="list-style-type: none"> ▪ Definition ▪ Importance <p>Decoration</p> <ul style="list-style-type: none"> ▪ Definition ▪ Materials ▪ Types (External and internal) ▪ Importance ▪ Skill. ▪ Flooring and furnishing materials ▪ Decorating pictures, posters, ▪ Colour combination ▪ Designing/ matching techniques <p>Removing of ugly or inappropriate decoration</p> <p>Safety Precautions</p>
	<p><u>Task (What):</u></p> Change decoration of the environment.	
	<p><u>Standard (How well):</u></p> All the steps followed in sequence.	
	Decoration of environment changed as per requirements.	

Tools and Equipments: Filter, chlorine tablets, pot, jug etc.

Safety:

- Do not place electrical and electronic in wet and damp area.
- Do not hang heavy loads in wall.
- Do not place flower and spray deodorants without testing allergy.

Task structure

Task 5: Dispose wastages

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> 1. Collect the wastage materials. 2. Select the types of the waste. 3. Choose appropriate method to dispose i.e. burying, incineration, recycling etc. 4. Collect the organic waste to make compost fertilizer. 5. Bury or incinerate the poisonous wastages. 6. Manage polluted / waste water in drainage. 7. Wash hands. 	<p><u>Condition (Given):</u> Disposal site, wastage and materials</p> <p><u>Task (What):</u> Dispose wastages.</p> <p><u>Standard (How well):</u> All the steps followed in sequence. Wastage disposed at the disposal site.</p>	<p>Wastages/sewages:</p> <ul style="list-style-type: none"> ▪ Definition ▪ Methods ▪ Collection ▪ Disposing procedure <p>Safety Precautions</p>

Tools and Equipments: Dust bin, spatula, broom etc.

Safety:

- Do not bury plastics and its forms
- Do not touch wastages with naked hands.

Task structure

Task 6: Keep materials (sharp instrument/ medicine/ chemicals, food, clothes etc.) in proper places

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> 1. Keep articles properly. 2. Introduce the care receivers about these sharp things: knife, scissors, blades, needles, sickle, axe etc. 3. Keep all the medicines which are not prescribed by doctor out of reach of children because they are very harmful for children. 4. Keep chemical fertilizers, pesticides, insecticides, petroleum liquids etc. 	<p><u>Condition (Given):</u> Keeping place, sharp instruments, medicines and chemicals</p> <p><u>Task (What):</u> Keep sharp instruments / medicines / chemicals out of reach of children.</p> <p><u>Standard (How well):</u> All the steps followed in sequence. Sharp instruments, medicines and chemicals kept at out of reach of children.</p>	<p>Sharp instruments / medicines / chemicals out of reach of children.</p> <ul style="list-style-type: none"> ▪ Definition ▪ Distinguishing ▪ Methods ▪ Safety and precaution

Tools and Equipments: gloves, containers, etc

Safety: Do not use naked hand when working with chemicals.

Part: 4

Communication Skill

Description

This subject consists of the knowledge, skill and attitude related to communicating skill.

Objectives

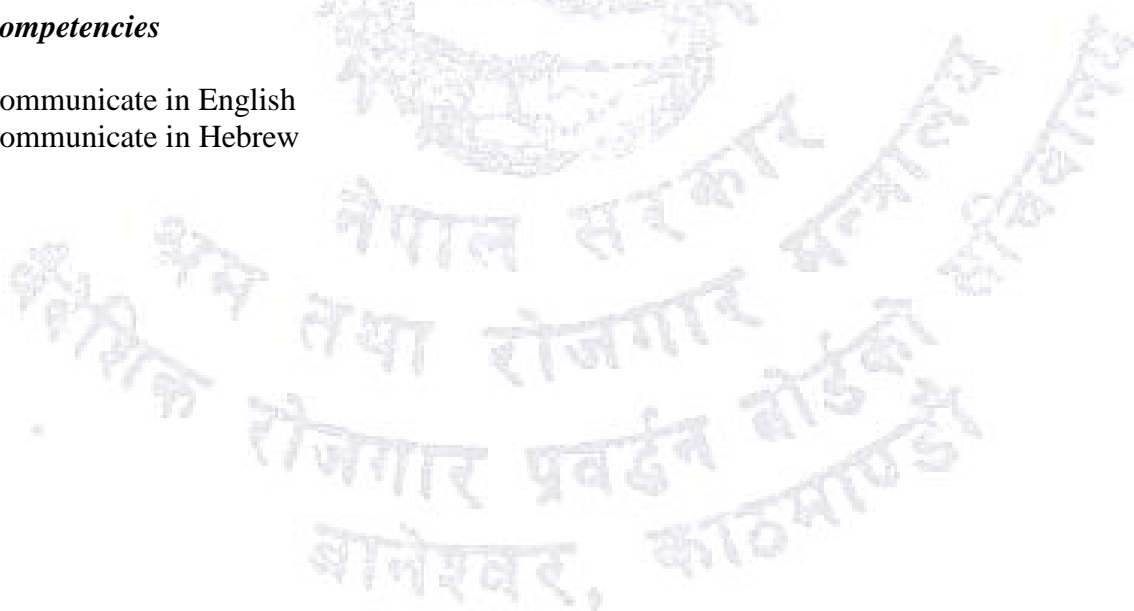
After the completion of this course the trainees will be able to:

- Use of English vocabularies as per need
- Construct sentences as per English Grammar
- Communicate with related persons and agencies related to care giver occupation in English
- Use of Hebrew vocabularies as per need
- Construct sentences as per Hebrew Grammar
- Communicate with related persons and agencies related to care giver occupation in Hebrew

Duration: 156 hours

Competencies

Communicate in English
Communicate in Hebrew



Task structure

Task 1: Communicate in English

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> 1. Take instruction from the instructor 2. Collect books and materials 3. Identify the word type 4. Prepare spelling 5. Spell properly 6. Understand proper meaning of the word 7. Pronunciation appropriately 8. Use in sentence 9. Keep records. 	<p><u>Condition (Given):</u></p> <p>Practical room, books, manuals, articles and necessary materials</p> <p><u>Task (What):</u> Communicate in English</p> <p><u>Standard (How well):</u></p> <ul style="list-style-type: none"> • Developed different types of words in English • Communicated in English with different persons and organizations 	<p>English</p> <ul style="list-style-type: none"> ▪ Definition ▪ Importance ▪ common vocabularies ▪ greetings ▪ Time ▪ days of week ▪ Months of a year ▪ Numbers ▪ Family relations ▪ Body parts ▪ culture ▪ housekeeping and Cleaning accessories ▪ bed room /Bathroom accessories ▪ Kitchen items /utensils <ul style="list-style-type: none"> ○ Species ○ Vegetables ○ Meals ○ Food items ○ Fruits ▪ dress ▪ use of communication medias <ul style="list-style-type: none"> ○ Telephone ○ Computer ○ mobile ▪ Communicate with elder /Disable ▪ Communicate and interact with elder's family ▪ Communicate with health personal ▪ Communicate with authorized agencies ▪ Communicate with related organization <ul style="list-style-type: none"> ○ Shopkeeper ○ Restaurant ○ Clubs ○ Transportation ▪ Interview preparation

Tools and Equipments:

Safety:

Task structure

Task 1: Communicate in Hebrew

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> 1. Take instruction from the instructor 2. Collect books and materials 3. Identify the word type 4. Prepare spelling 5. Spell properly 6. Understand proper meaning of the word 7. Pronunciation appropriately 8. Use in sentence 9. Keep records. 	<p><u>Condition (Given):</u></p> <p>Practical room, books, manuals, articles and necessary materials</p> <p><u>Task (What):</u></p> <p>Communicate in Hebrew</p> <p><u>Standard (How well):</u></p> <ul style="list-style-type: none"> • Developed different types of words in Hebrew • Communicated in Hebrew with different persons and organizations 	<p>Hebrew</p> <ul style="list-style-type: none"> ▪ Definition ▪ Importance ▪ Common vocabularies ▪ greetings ▪ Time ▪ days of week ▪ Months of a year ▪ Numbers ▪ Family relations ▪ Body parts ▪ culture ▪ housekeeping and Cleaning accessories ▪ bed room /Bathroom accessories ▪ Kitchen items /utensils <ul style="list-style-type: none"> ○ Species ○ Vegetables ○ Meals ○ Food items ○ Fruits ▪ dress ▪ use of communication medias <ul style="list-style-type: none"> ○ Telephone ○ Computer ○ mobile ▪ Communicate with elder /Disable ▪ Communicate and interact with elder's family ▪ Communicate with health personal ▪ Communicate with related organization <ul style="list-style-type: none"> ○ Shopkeeper ○ Restaurant ○ Clubs ○ Transportation

Tools and Equipments:

Safety:

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