

# COMPETENCY STANDARDS

## BARANGAY INFECTIOUS DISEASE MANAGEMENT SERVICES LEVEL II



### HUMAN HEALTH/HEALTH CARE SECTOR

TECHNICAL EDUCATION AND SKILLS DEVELOPMENT AUTHORITY  
East Service Road, South Luzon Expressway (SLEX), Taguig City, Metro Manila

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# COMPETENCY STANDARDS FOR BARANGAY INFECTIOUS DISEASE MANAGEMENT SERVICES LEVEL II

## SECTION 1 DEFINITION

The **BARANGAY INFECTIOUS DISEASE MANAGEMENT SERVICES LEVEL II** consists of competencies that a person must achieve to disseminate preventive measures in infectious disease transmission and the importance of vaccination; and assist in the management of infectious disease in different settings.

The Units of Competency comprising this Qualification include the following:

<b>Unit Code</b>	<b>BASIC COMPETENCIES</b>
400311210	Participate in workplace communication
400311211	Work in team environment
400311212	Solve/address general workplace problems
400311213	Develop career and life decisions
400311214	Contribute to workplace innovation
400311215	Present relevant information
400311216	Practice occupational safety and health policies and procedures
400311217	Exercise efficient and effective sustainable practices in the workplace
400311218	Practice entrepreneurial skills in the workplace
<b>Unit Code</b>	<b>COMMON COMPETENCIES</b>
HHC321201	Implement and monitor infection control policies and procedures
HHC321202	Respond effectively to difficult/challenging behavior
HHC321203	Apply basic first aid
HHC321204	Maintain high standard of patient/client services
<b>Unit Code</b>	<b>CORE COMPETENCIES</b>
HHC341301	Disseminate preventive measures in infectious disease transmission and the importance of immunization
HHC341302	Assist in the management of infectious disease in different settings

A person who has achieved this Qualification is competent to be:

- Barangay Infectious Disease Management Officer

## SECTION 2 COMPETENCY STANDARDS

This section gives the details of the contents of the units of competency required in **BARANGAY INFECTIOUS DISEASE MANAGEMENT SERVICES LEVEL II.**

### BASIC COMPETENCIES

**UNIT OF COMPETENCY : PARTICIPATE IN WORKPLACE COMMUNICATION**

**UNIT CODE : 400311210**

**UNIT DESCRIPTOR :** This unit covers the knowledge, skills and attitudes required to gather, interpret and convey information in response to workplace requirements.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Obtain and convey workplace information	1.1 Specific and relevant information is accessed from <b>appropriate sources</b> 1.2 Effective questioning, active listening and speaking skills are used to gather and convey information 1.3 Appropriate <b>medium</b> is used to transfer information and ideas 1.4 Appropriate non- verbal communication is used 1.5 Appropriate lines of communication with supervisors and colleagues are identified and followed 1.6 Defined workplace procedures for the location and <b>storage</b> of information are used 1.7 Personal interaction is carried out clearly and concisely	1.1 Effective verbal and nonverbal communication 1.2 Different modes of communication 1.3 Medium of communication in the workplace 1.4 Organizational policies 1.5 Communication procedures and systems 1.6 Lines of Communication 1.7 Technology relevant to the enterprise and the individual's work responsibilities 1.8 Workplace etiquette	1.1 Following simple spoken language 1.2 Performing routine workplace duties following simple written notices 1.3 Participating in workplace meetings and discussions 1.4 Preparing work-related documents 1.5 Estimating, calculating and recording routine workplace measures 1.6 Relating/ Interacting with people of various levels in the workplace 1.7 Gathering and providing basic information in response to workplace requirements 1.8 Applying basic business writing skills

			<p>1.9 Applying interpersonal skills in the workplace</p> <p>1.10 Performing active-listening skills</p>
<p>2. Perform duties following workplace instructions</p>	<p>2.1 Written notices and instructions are read and interpreted in accordance with organizational guidelines</p> <p>2.2 Routine written instruction is followed based on established procedures</p> <p>2.3 Feedback is given to workplace supervisor-based instructions/ information received</p> <p>2.4 <b>Workplace interactions</b> are conducted in a courteous manner</p> <p>2.5 Where necessary, clarifications about routine workplace procedures and matters concerning conditions of employment are sought and asked from <b>appropriate sources</b></p> <p>2.6 Meetings outcomes are interpreted and implemented</p>	<p>2.1 Effective verbal and non-verbal communication</p> <p>2.2 Different modes of communication</p> <p>2.3 Medium of communication in the workplace</p> <p>2.4 Organizational/ workplace policies</p> <p>2.5 Communication procedures and systems</p> <p>2.6 Lines of communication</p> <p>2.7 Technology relevant to the enterprise and the individual's work responsibilities</p> <p>2.8 Effective questioning techniques (clarifying and probing)</p> <p>2.9 Workplace etiquette</p>	<p>2.1 Following simple spoken instructions</p> <p>2.2 Performing routine workplace duties following simple written notices</p> <p>2.3 Participating in workplace meetings and discussions</p> <p>2.4 Completing work-related documents</p> <p>2.5 Estimating, calculating and recording routine workplace measures</p> <p>2.6 Relating/ Responding to people of various levels in the workplace</p> <p>2.7 Gathering and providing information in response to workplace requirements</p> <p>2.8 Applying basic questioning/ querying</p> <p>2.9 Applying skills in reading for information</p> <p>2.10 Applying skills in locating</p>
<p>3. Complete relevant work related documents</p>	<p>3.1 Range of <b>forms</b> relating to conditions of employment are completed accurately and legibly</p> <p>3.2 Workplace data is recorded on standard workplace forms and documents</p> <p>3.3 Errors in recording information on forms/</p>	<p>3.1 Effective verbal and non-verbal communication</p> <p>3.2 Different modes of communication</p> <p>3.3 Workplace forms and documents</p> <p>3.4 Organizational/ Workplace policies</p>	<p>3.1 Completing work-related documents</p> <p>3.2 Applying operations of addition, subtraction, division and multiplication</p> <p>3.3 Gathering and providing information in</p>

	<p>documents are identified and acted upon</p> <p>3.4 Reporting requirements to supervisor are completed according to organizational guidelines</p>	<p>3.5 Communication procedures and systems</p> <p>3.6 Technology relevant to the enterprise and the individual's work responsibilities</p>	<p>response to workplace requirements</p> <p>3.4 Applying Effective record keeping skills</p>
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## RANGE OF VARIABLES

VARIABLE	RANGE
1. Appropriate sources	May include: 1.1. Team members 1.2. Supervisor/Department Head 1.3. Suppliers 1.4. Trade personnel 1.5. Local government 1.6. Industry bodies
2. Medium	May include: 2.1. Memorandum 2.2. Circular 2.3. Notice 2.4. Information dissemination 2.5. Follow-up or verbal instructions 2.6. Face-to-face communication 2.7. Electronic media (disk files, cyberspace)
3. Storage	May include: 3.1. Manual filing system 3.2. Computer-based filing system
4. Workplace interactions	May include: 4.1. Face-to-face 4.2. Telephone 4.3. Electronic and two-way radio 4.4. Written including electronic means, memos, instruction and forms 4.5. Non-verbal including gestures, signals, signs and diagrams
5. Forms	May include: 5.1. HR/Personnel forms, telephone message forms, safety reports

## EVIDENCE GUIDE

<p>1. Critical Aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Prepared written communication following standard format of the organization</li> <li>1.2 Accessed information using workplace communication equipment/systems</li> <li>1.3 Made use of relevant terms as an aid to transfer information effectively</li> <li>1.4 Conveyed information effectively adopting formal or informal communication</li> </ul>
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> <li>2.1 Fax machine</li> <li>2.2 Telephone</li> <li>2.3 Notebook</li> <li>2.4 Writing materials</li> <li>2.5 Computer with Internet connection</li> </ul>
<p>3. Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> <li>3.1 Demonstration with oral questioning</li> <li>3.2 Interview</li> <li>3.3 Written test</li> <li>3.4 Third-party report</li> </ul>
<p>4. Context for Assessment</p>	<ul style="list-style-type: none"> <li>4.1 Competency may be assessed individually in the actual workplace or through an accredited institution</li> </ul>



**UNIT OF COMPETENCY : WORK IN A TEAM ENVIRONMENT**

**UNIT CODE : 400311211**

**UNIT DESCRIPTOR : This unit covers the skills, knowledge and attitudes to identify one's roles and responsibilities as a member of a team.**

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Describe team role and scope	1.1 The <b>role and objective of the team</b> is identified from available <b>sources of information</b> 1.2 Team parameters, reporting relationships and responsibilities are identified from team discussions and appropriate external sources	1.1 Group structure 1.2 Group development 1.3 Sources of information	1.1 Communicating with others, appropriately consistent with the culture of the workplace 1.2 Developing ways in improving work structure and performing respective roles in the group or organization
2. Identify one's role and responsibility within a team	2.1 Individual roles and responsibilities within the team environment are identified 2.2 Roles and objectives of the team is identified from available <b>sources of information</b> 2.3 Team parameters, reporting relationships and responsibilities are identified based on team discussions and appropriate external sources	2.1 Team roles and objectives 2.2 Team structure and parameters 2.3 Team development 2.4 Sources of information	2.1 Communicating with others, appropriately consistent with the culture of the workplace 2.2 Developing ways in improving work structure and performing respective roles in the group or organization
3. Work as a team member	3.1 Effective and appropriate forms of communications are used and interactions undertaken with team members based on company practices 3.2 Effective and appropriate contributions made to complement team activities and objectives, based on <b>workplace context</b>	3.1 Communication Process 3.2 Workplace communication protocol 3.3 Team planning and decision making 3.4 Team thinking 3.5 Team roles 3.6 Process of team development 3.7 Workplace context	3.1 Communicating appropriately, consistent with the culture of the workplace 3.2 Interacting effectively with others 3.3 Deciding as an individual and as a group using group think strategies and techniques

	<p>3.3 Protocols in reporting are observed based on standard company practices</p> <p>3.4 Contribute to the development of team work plans based on an understanding of team's role and objectives</p>		<p>3.4 Contributing to Resolution of issues and concerns</p>
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## RANGE OF VARIABLES

VARIABLE	RANGE
1. Role and objective of team	May include but not limited to: <ol style="list-style-type: none"> <li>1.1. Work activities in a team environment with enterprise or specific sector</li> <li>1.2. Limited discretion, initiative and judgement maybe demonstrated on the job, either individually or in a team environment</li> </ol>
2. Sources of information	May include but not limited to: <ol style="list-style-type: none"> <li>2.1. Standard operating and/or other workplace procedures</li> <li>2.2. Job procedures</li> <li>2.3. Machine/equipment manufacturer's specifications and instructions</li> <li>2.4. Organizational or external personnel</li> <li>2.5. Client/supplier instructions</li> <li>2.6. Quality standards</li> <li>2.7. OHS and environmental standards</li> </ol>
3. Workplace context	May include but not limited to: <ol style="list-style-type: none"> <li>3.1. Work procedures and practices</li> <li>3.2. Conditions of work environments</li> <li>3.3. Legislation and industrial agreements</li> <li>3.4. Standard work practice including the storage, safe handling and disposal of chemicals</li> <li>3.5. Safety, environmental, housekeeping and quality guidelines</li> </ol>

## EVIDENCE GUIDE

<p>1. Critical Aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Worked in a team to complete workplace activity</li> <li>1.2 Worked effectively with others</li> <li>1.3 Conveyed information in written or oral form</li> <li>1.4 Selected and used appropriate workplace language</li> <li>1.5 Followed designated work plan for the job</li> </ul>
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> <li>2.1 Access to relevant workplace or appropriately simulated environment where assessment can take place</li> <li>2.2 Materials relevant to the proposed activity or tasks</li> </ul>
<p>3. Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> <li>3.1 Role play involving the participation of individual member to the attainment of organizational goal</li> <li>3.2 Case studies and scenarios as a basis for discussion of issues and strategies in teamwork</li> <li>3.3 Socio-drama and socio-metric methods</li> <li>3.4 Sensitivity techniques</li> <li>3.5 Written Test</li> </ul>
<p>4. Context for Assessment</p>	<ul style="list-style-type: none"> <li>4.1 Competency may be assessed in workplace or in a simulated workplace setting</li> <li>4.2 Assessment shall be observed while task are being undertaken whether individually or in group</li> </ul>

**UNIT OF COMPETENCY : SOLVE/ADDRESS GENERAL WORKPLACE PROBLEMS**

**UNIT CODE : 400311212**

**UNIT DESCRIPTOR :** This unit covers the knowledge, skills and attitudes required to apply problem-solving techniques to determine the origin of problems and plan for their resolution. It also includes addressing procedural problems through documentation, and referral.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Identify routine problems	1.1 Routine <b><i>problems or procedural problem</i></b> areas are identified 1.2 Problems to be investigated are defined and determined 1.3 Current conditions of the problem are identified and documented	1.1 Current industry hardware and software products and services 1.2 Industry maintenance, service and helpdesk practices, processes and procedures 1.3 Industry standard diagnostic tools 1.4 Malfunctions and resolutions	1.1 Identifying current industry hardware and software products and services 1.2 Identifying current industry maintenance, services and helpdesk practices, processes and procedures. 1.3 Identifying current industry standard diagnostic tools 1.4 Describing common malfunctions and resolutions. 1.5 Determining the root cause of a routine malfunction

<p>2. Look for solutions to routine problems</p>	<p>2.1 Potential solutions to problem are identified  2.2 Recommendations about possible solutions are developed, <b>documented</b>, ranked and presented to <b>appropriate person</b> for decision</p>	<p>2.1 Current industry hardware and software products and services  2.2 Industry service and helpdesk practices, processes and procedures  2.3 Operating systems  2.4 Industry standard diagnostic tools  2.5 Malfunctions and resolutions  2.6 Root cause analysis</p>	<p>2.1 Identifying current industry hardware and software products and services  2.2 Identifying services and helpdesk practices, processes and procedures.  2.3 Identifying operating system  2.4 Identifying current industry standard diagnostic tools  2.5 Describing common malfunctions and resolutions.  2.6 Determining the root cause of a routine malfunction</p>
<p>3. Recommend solutions to problems</p>	<p>3.1 Implementation of solutions are <b>planned</b>  3.2 Evaluation of implemented solutions are planned  3.3 Recommended solutions are documented and submit to appropriate person for confirmation</p>	<p>3.1 Standard procedures  3.2 Documentation produce</p>	<p>3.1 Producing documentation that recommends solutions to problems  3.2 Following established procedures</p>

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Problems/Procedural Problem	May include but not limited to: 1.1 Routine/non – routine processes and quality problems 1.2 Equipment selection, availability and failure 1.3 Teamwork and work allocation problem 1.4 Safety and emergency situations and incidents 1.5 Work-related problems outside of own work area
2. Appropriate person	May include but not limited to: 2.1 Supervisor or manager 2.2 Peers/work colleagues 2.3 Other members of the organization
3. Document	May include but not limited to: 3.1 Electronic mail 3.2 Briefing notes 3.3 Written report 3.4 Evaluation report
4. Plan	May include but not limited to: 4.1 Priority requirements 4.2 Co-ordination and feedback requirements 4.3 Safety requirements 4.4 Risk assessment 4.5 Environmental requirements

## EVIDENCE GUIDE

1. Critical Aspects of Competency	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Determined the root cause of a routine problem</li> <li>1.2 Identified solutions to procedural problems.</li> <li>1.3 Produced documentation that recommends solutions to problems.</li> <li>1.4 Followed established procedures.</li> <li>1.5 Referred unresolved problems to support persons.</li> </ul>
2. Resource Implications	2.1. Assessment will require access to a workplace over an extended period, or a suitable method of gathering evidence of operating ability over a range of situations.
3. Methods of Assessment	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> <li>3.1 Case Formulation</li> <li>3.2 Life Narrative Inquiry</li> <li>3.3 Standardized test</li> </ul> <p>The unit will be assessed in a holistic manner as is practical and may be integrated with the assessment of other relevant units of competency. Assessment will occur over a range of situations, which will include disruptions to normal, smooth operation. Simulation may be required to allow for timely assessment of parts of this unit of competency. Simulation should be based on the actual workplace and will include walk through of the relevant competency components.</p>
4. Context for Assessment	4.1 Competency may be assessed individually in the actual workplace or simulation environment in TESDA accredited institutions.



**UNIT OF COMPETENCY : DEVELOP CAREER AND LIFE DECISIONS**

**UNIT CODE : 400311213**

**UNIT DESCRIPTOR :** This unit covers the knowledge, skills, and attitudes in managing one’s emotions, developing reflective practice, and boosting self-confidence and developing self-regulation.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Manage one’s emotion	1.1 <b>Self-management strategies</b> are identified 1.2 Skills to work independently and to show initiative, to be conscientious, and persevering in the face of setbacks and frustrations are developed 1.3 Techniques for effectively handling negative emotions and <b>unpleasant situation</b> in the workplace are examined	1.1 Self-management strategies that assist in regulating behavior and achieving personal and learning goals (e.g. Nine self-management strategies according to Robert Kelley) 1.2 Enablers and barriers in achieving personal and career goals 1.3 Techniques in handling negative emotions and unpleasant situation in the workplace such as frustration, anger, worry, anxiety, etc.	1.1 Managing properly one’s emotions and recognizing situations that cannot be changed and accept them and remain professional 1.2 Developing self-discipline, working independently and showing initiative to achieve personal and career goals 1.3 Showing confidence, and resilience in the face of setback and frustrations and other negative emotions and unpleasant situations in the workplace
2. Develop reflective practice	2.1 Personal strengths and achievements, based on self-assessment strategies and teacher feedback are contemplated 2.2 Progress when seeking and responding to feedback from teachers to assist them in consolidating strengths, addressing weaknesses and fulfilling their potential are monitored	2.1 Basic SWOT analysis 2.2 Strategies to improve one’s attitude in the workplace 2.3 Gibbs’ Reflective Cycle/Model (Description, Feelings, Evaluation, Analysis, Conclusion, and Action plan)	2.1 Using the basic SWOT analysis as self-assessment strategy 2.2 Developing reflective practice through realization of limitations, likes/dislikes; through showing of self-confidence 2.3 Demonstrating self-acceptance and being able to accept challenges

	2.3 Outcomes of personal and academic challenges by reflecting on previous problem solving and decision-making strategies and feedback from peers and teachers are predicted		
3. Boost self-confidence and develop self-regulation	3.1 Efforts for continuous self-improvement are demonstrated 3.2 Counter-productive tendencies at work are eliminated 3.3 Positive outlook in life are maintained	3.1 Four components of self-regulation based on Self-Regulation Theory (SRT) 3.2 Personality development concepts 3.3 Self-help concepts (e. g., 7 Habits by Stephen Covey, transactional analysis, psycho-spiritual concepts)	3.1 Performing effective communication skills – reading, writing, conversing skills 3.2 Showing affective skills – flexibility, adaptability, etc. 3.3 Self-assessment for determining one’s strengths and weaknesses

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Self-management strategies	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>1.1 Seeking assistance in the form of job coaching or mentoring</li> <li>1.2 Continuing dialogue to tackle workplace grievances</li> <li>1.3 Collective negotiation/bargaining for better working conditions</li> <li>1.4 Share your goals to improve with a trusted co-worker or supervisor</li> <li>1.5 Make a negativity log of every instance when you catch yourself complaining to others</li> <li>1.6 Make lists and schedules for necessary activities</li> </ul>
2. Unpleasant situation	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>2.1 Job burn-out</li> <li>2.2 Drug dependence</li> <li>2.3 Sulking</li> </ul>

## EVIDENCE GUIDE

1. Critical Aspects of Competency	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Express emotions appropriately</li> <li>1.2 Work independently and show initiative</li> <li>1.3 Consistently demonstrate self-confidence and self-discipline</li> </ul>
2. Resource Implications	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> <li>2.1. Access to workplace and resource s</li> <li>2.2. Case studies</li> </ul>
3. Methods of Assessment	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> <li>3.1. Demonstration or simulation with oral questioning</li> <li>3.2. Case problems involving work improvement and sustainability issues</li> <li>3.3. Third-party report</li> </ul>
4. Context for Assessment	<ul style="list-style-type: none"> <li>4.1. Competency assessment may occur in workplace or any appropriately simulated environment</li> </ul>



**UNIT OF COMPETENCY : CONTRIBUTE TO WORKPLACE INNOVATION**

**UNIT CODE : 400311214**

**UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required to make a pro-active and positive contribution to workplace innovation.**

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Identify opportunities to do things better	1.1 <b>Opportunities for improvement</b> are identified proactively in own area of work 1.2 <b>Information</b> are gathered and reviewed which may be relevant to ideas and which might assist in gaining support for idea	1.1 Roles of individuals in suggesting and making improvements 1.2 Positive impacts and challenges in innovation 1.3 Types of changes and responsibility 1.4 Seven habits of highly effective people	1.1 Identifying opportunities to improve and to do things better involvement 1.2 Identifying the positive impacts and the challenges of change and innovation 1.3 Identifying examples of the types of changes that are within and outside own scope of responsibility
2. Discuss and develop ideas with others	2.1 <b>People who could provide input</b> to ideas for improvements are identified 2.2 Ways of approaching people to begin sharing ideas are selected 2.3 Meeting is set with relevant people 2.4 Ideas for follow up are review and selected based on feedback 2.5 <b>Critical inquiry method</b> is used to discuss and develop ideas with others	2.1 Roles of individuals in suggesting and making improvements 2.2 Positive impacts and challenges in innovation 2.3 Types of changes and responsibility 2.4 Seven habits of highly effective people	2.1 Identifying opportunities to improve and to do things better. Involvement 2.2 Identifying the positive impacts and the challenges of change and innovation 2.3 Providing examples of the types of changes that are within and outside own scope of responsibility 2.4 Communicating ideas for change through small group discussions and meetings
3. Integrate ideas for change in the workplace	3.1 Critical inquiry method is used to integrate different ideas for change of key people	3.1 Roles of individuals in suggesting and making improvements	3.1 Identifying opportunities to improve and to do things better involvement

	<p>3.2 Summarizing, analyzing and generalizing skills are used to extract salient points in the pool of ideas</p> <p>3.3 <b>Reporting skills</b> are likewise used to communicate results</p> <p>3.4 <b>Current Issues and concerns</b> on the systems, processes and procedures, as well as the need for simple innovative practices are identified</p>	<p>3.2 Positive impacts and challenges in innovation</p> <p>3.3 Types of changes and responsibility</p> <p>3.4 Seven habits of highly effective people</p> <p>3.5 Basic research skills</p>	<p>3.2 Identifying the positive impacts and the challenges of change and innovation</p> <p>3.3 Providing examples of the types of changes that are within and outside own scope of responsibility</p> <p>3.4 Communicating ideas for change through small group discussions and meetings</p> <p>3.5 Demonstrating skills in analysis and interpretation of data</p>
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## RANGE OF VARIABLES

VARIABLE	RANGE
1. Opportunities for improvement	May include: 1.1 Systems 1.2 Processes 1.3 Procedures 1.4 Protocols 1.5 Codes 1.6 Practices
2. Information	May include: 2.1 Workplace communication problems 2.2 Performance evaluation results 2.3 Team dynamics issues and concerns 2.4 Challenges on return of investment 2.5 New tools, processes and procedures 2.6 New people in the organization
3. People who could provide input	May include: 3.1 Leaders 3.2 Managers 3.3 Specialists 3.4 Associates 3.5 Researchers 3.6 Supervisors 3.7 Staff 3.8 Consultants (external) 3.9 People outside the organization in the same field or similar expertise/industry 3.10 Clients
4. Critical inquiry method	May include: 4.1 Preparation 4.2 Discussion 4.3 Clarification of goals 4.4 Negotiate towards a Win-Win outcome 4.5 Agreement 4.6 Implementation of a course of action 4.7 Effective verbal communication. See our pages Verbal Communication and Effective Speaking 4.8 Listening 4.9 Reducing misunderstandings is a key part of effective negotiation 4.10 Rapport Building 4.11 Problem Solving 4.12 Decision Making 4.13 Assertiveness 4.14 Dealing with Difficult Situations
5. Reporting skills	May include: 5.1 Data management 5.2 Coding 5.3 Data analysis and interpretation

	5.4 Coherent writing 5.5 Speaking
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## EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Identified opportunities to do things better 1.2 Discussed and developed ideas with others on how to contribute to workplace innovation 1.3 Integrated ideas for change in the workplace 1.4 Analyzed and reported rooms for innovation and learning in the workplace
2. Resource Implications	The following resources should be provided: 2.1 Pens, papers and writing implements 2.2 White board 2.3 Manila papers
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Psychological and behavioral Interviews 3.2 Performance Evaluation 3.3 Life Narrative Inquiry 3.4 Review of portfolios of evidence and third-party workplace reports of on-the-job performance. 3.5 Sensitivity analysis 3.6 Organizational analysis 3.7 Standardized assessment of character strengths and virtues applied
4. Context for Assessment	4.1 Competency may be assessed individually in the actual workplace or simulation environment in TESDA accredited institutions



**UNIT OF COMPETENCY : PRESENT RELEVANT INFORMATION**

**UNIT CODE : 400311215**

**UNIT DESCRIPTOR : This unit of covers the knowledge, skills and attitudes required to present data/information appropriately.**

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Gather data/information	1.1 Evidence, facts and information are collected 1.2 Evaluation, terms of reference and conditions are reviewed to determine whether data/information falls within project scope	1.1 Organizational protocols 1.2 Confidentiality 1.3 Accuracy 1.4 Business mathematics and statistics 1.5 Data analysis techniques/procedures 1.6 Reporting requirements to a range of audiences 1.7 Legislation, policy and procedures relating to the conduct of evaluations 1.8 Organizational values, ethics and codes of conduct	1.1 Describing organizational protocols relating to client liaison 1.2 Protecting confidentiality 1.3 Describing accuracy 1.4 Computing business mathematics and statistics 1.5 Describing data analysis techniques/procedures 1.6 Reporting requirements to a range of audiences 1.7 Stating legislation, policy and procedures relating to the conduct of evaluations 1.8 Stating organizational values, ethics and codes of conduct

<p>2. Assess gathered data/ information</p>	<p>2.1 Validity of data/ information is assessed</p> <p>2.2 Analysis techniques are applied to assess data/ information</p> <p>2.3 Trends and anomalies are identified</p> <p>2.4 <b>Data analysis techniques</b> and procedures are documented</p> <p>2.5 Recommendations are made on areas of possible improvement</p>	<p>2.1 Business mathematics and statistics</p> <p>2.2 Data analysis techniques/ procedures</p> <p>2.3 Reporting requirements to a range of audiences</p> <p>2.4 Legislation, policy and procedures relating to the conduct of evaluations</p> <p>2.5 Organizational values, ethics and codes of conduct</p>	<p>2.1 Computing business mathematics and statistics</p> <p>2.2 Describing data analysis techniques/ procedures</p> <p>2.3 Reporting requirements to a range of audiences</p> <p>2.4 Stating legislation, policy and procedures relating to the conduct of evaluations</p> <p>2.5 Stating organizational values, ethics and codes of conduct</p>
<p>3. Record and present information</p>	<p>3.1 Studied data/information are recorded</p> <p>3.2 Recommendations are analysed for action to ensure they are compatible with the project's scope and terms of reference</p> <p>3.3 Interim and final reports are analysed and outcomes are compared to the criteria established at the outset</p> <p>3.4 Findings are presented to stakeholders</p>	<p>3.1 Data analysis techniques/ procedures</p> <p>3.2 Reporting requirements to a range of audiences</p> <p>3.3 Legislation, policy and procedures relating to the conduct of evaluations</p> <p>3.4 Organizational values, ethics and codes of conduct</p>	<p>3.1 Describing data analysis techniques/ procedures</p> <p>3.2 Reporting requirements to a range of audiences</p> <p>3.3 Stating legislation, policy and procedures relating to the conduct of evaluations</p> <p>3.4 Stating organizational values, ethics and codes of conduct practices</p>

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Data analysis techniques	May include but not limited to: 1.1. Domain analysis 1.2. Content analysis 1.3. Comparison technique

## EVIDENCE GUIDE

1. Critical Aspects of Competency	<p>Assessment requires evidence that the candidate:</p> <p>1.1 Determine data / information 1.2 Studied and applied gathered data/information 1.3 Recorded and studied data/information</p> <p>These aspects may be best assessed using a range of scenarios what ifs as a stimulus with a walk through forming part of the response. These assessment activities should include a range of problems, including new, unusual and improbable situations that may have happened.</p>
2. Resource Implications	<p>Specific resources for assessment</p> <p>2.1 Evidence of competent performance should be obtained by observing an individual in an information management role within the workplace or operational or simulated environment.</p>
3. Methods of Assessment	<p>Competency in this unit may be assessed through:</p> <p>3.1 Written Test 3.2 Interview 3.3 Portfolio</p> <p>The unit will be assessed in a holistic manner as is practical and may be integrated with the assessment of other relevant units of competency. Assessment will occur over a range of situations, which will include disruptions to normal, smooth operation. Simulation may be required to allow for timely assessment of parts of this unit of competency. Simulation should be based on the actual workplace and will include walk through of the relevant competency components.</p>
4. Context for Assessment	<p>4.1 In all workplace, it may be appropriate to assess this unit concurrently with relevant teamwork or operation units.</p>

**UNIT OF COMPETENCY : PRACTICE OCCUPATIONAL SAFETY AND HEALTH POLICIES AND PROCEDURES**

**UNIT CODE : 400311216**

**UNIT DESCRIPTOR :** This unit covers the knowledge, skills and attitudes required to identify OSH compliance requirements, prepare OSH requirements for compliance, perform tasks in accordance with relevant OSH policies and procedures.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Identify OSH compliance requirements	1.1 Relevant <b>OSH requirements, regulations, policies and procedures</b> are identified in accordance with workplace policies and procedures 1.2 OSH activity non-conformities are conveyed to <b>appropriate personnel</b> 1.3 <b>OSH preventive and control requirements</b> are identified in accordance with OSH work policies and procedures	1.1 OSH preventive and control requirements 1.2 Hierarchy of Controls 1.3 Hazard Prevention and Control 1.4 General OSH principles 1.5 Work standards and procedures 1.6 Safe handling procedures of tools, equipment and materials 1.7 Standard emergency plan and procedures in the workplace	1.1 Applying communication skills 1.2 Applying interpersonal skills 1.3 Applying critical thinking skills 1.4 Applying observation skills
2. Prepare OSH requirements for compliance	2.1 OSH work activity material, tools and equipment requirements are identified in accordance with workplace policies and procedures 2.2 Required OSH materials, tools and equipment are acquired in accordance with workplace policies and procedures 2.3 Required OSH materials, tools and equipment are arranged/ placed in accordance with OSH work standards	2.1 Resources necessary to execute hierarchy of controls 2.2 General OSH principles 2.3 Work standards and procedures 2.4 Safe handling procedures of tools, equipment and materials 2.5 Different OSH control measures	2.1 Applying Communication skills 2.2 Applying estimation skills 2.3 Applying interpersonal skills 2.4 Applying critical thinking skills 2.5 Applying observation skills 2.6 Identifying material, tool and equipment

<p>3. Perform tasks in accordance with relevant OSH policies and procedures</p>	<p>3.1 Relevant OSH work procedures are identified in accordance with workplace policies and procedures</p> <p>3.2 Work Activities are executed in accordance with OSH work standards</p> <p>3.3 <b>Non-compliance work activities</b> are reported to <b>appropriate personnel</b></p>	<p>3.1 OSH work standards</p> <p>3.2 Industry related work activities</p> <p>3.3 General OSH principles</p> <p>3.4 OSH Violations</p> <p>3.5 Non-compliance work activities</p>	<p>3.1 Applying communication skills</p> <p>3.2 Applying interpersonal skills</p> <p>3.3 Applying troubleshooting skills</p> <p>3.4 Applying critical thinking skills</p> <p>3.5 Applying observation skills</p>
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## RANGE OF VARIABLES

VARIABLE	RANGE
1. OSH Requirements, Regulations, Policies and Procedures	May include: <ul style="list-style-type: none"> <li>1.1 Clean Air Act</li> <li>1.2 Building code</li> <li>1.3 National Electrical and Fire Safety Codes</li> <li>1.4 Waste management statutes and rules</li> <li>1.5 Permit to Operate</li> <li>1.6 Philippine Occupational Safety and Health Standards</li> <li>1.7 Department Order No. 13 (Construction Safety and Health)</li> <li>1.8 ECC regulations</li> </ul>
2. Appropriate Personnel	May include: <ul style="list-style-type: none"> <li>2.1 Manager</li> <li>2.2 Safety Officer</li> <li>2.3 EHS Offices</li> <li>2.4 Supervisors</li> <li>2.5 Team Leaders</li> <li>2.6 Administrators</li> <li>2.7 Stakeholders</li> <li>2.8 Government Official</li> <li>2.9 Key Personnel</li> <li>2.10 Specialists</li> <li>2.11 Himself</li> </ul>
3. OSH Preventive and Control Requirements	May include: <ul style="list-style-type: none"> <li>3.1 Resources needed for removing hazard effectively</li> <li>3.2 Resources needed for substitution or replacement</li> <li>3.3 Resources needed to establishing engineering controls</li> <li>3.4 Resources needed for enforcing administrative controls</li> <li>3.5 Personal Protective equipment</li> </ul>
4. Non OSH-Compliance Work Activities	May include non-compliance or observance of the following safety measures: <ul style="list-style-type: none"> <li>4.1 Violations that may lead to serious physical harm or death</li> <li>4.2 Fall Protection</li> <li>4.3 Hazard Communication</li> <li>4.4 Respiratory Protection</li> <li>4.5 Power Industrial Trucks</li> <li>4.6 Lockout/Tag-out</li> <li>4.7 Working at heights (use of ladder, scaffolding)</li> <li>4.8 Electrical Wiring Methods</li> <li>4.9 Machine Guarding</li> <li>4.10 Electrical General Requirements</li> <li>4.11 Asbestos work requirements</li> <li>4.12 Excavations work requirements</li> </ul>

## EVIDENCE GUIDE

<p>1. Critical Aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ol style="list-style-type: none"> <li>1.1. Convey OSH work non-conformities to appropriate personnel</li> <li>1.2. Identify OSH preventive and control requirements in accordance with OSH work policies and procedures</li> <li>1.3. Identify OSH work activity material, tools and equipment requirements in accordance with workplace policies and procedures</li> <li>1.4. Arrange/Place required OSH materials, tools and equipment in accordance with OSH work standards</li> <li>1.5. Execute work activities in accordance with OSH work standards</li> <li>1.6. Report OSH activity non-compliance work activities to appropriate personnel</li> </ol>
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <ol style="list-style-type: none"> <li>2.1 Facilities, materials tools and equipment necessary for the activity</li> </ol>
<p>3. Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <ol style="list-style-type: none"> <li>3.1 Observation/Demonstration with oral questioning</li> <li>3.2 Third party report</li> </ol>
<p>4. Context for Assessment</p>	<ol style="list-style-type: none"> <li>4.1 Competency may be assessed in the work place or in a simulated work place setting</li> </ol>

**UNIT OF COMPETENCY : EXERCISE EFFICIENT AND EFFECTIVE SUSTAINABLE PRACTICES IN THE WORKPLACE**

**UNIT CODE : 400311217**

**UNIT DESCRIPTOR :** This unit covers knowledge, skills and attitude to identify the efficiency and effectiveness of resource utilization, determine causes of inefficiency and/or ineffectiveness of resource utilization and Convey inefficient and ineffective environmental practices.

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Identify the efficiency and effectiveness of resource utilization	1.1 Required resource utilization in the workplace is measured using appropriate techniques 1.2 Data are recorded in accordance with workplace protocol 1.3 Recorded data are compared to determine the efficiency and effectiveness of resource utilization according to established <b>environmental work procedures</b>	1.1 Importance of environmental literacy 1.2 Environmental work procedures 1.3 Waste minimization 1.4 Efficient energy consumptions	1.1 Recording skills 1.2 Writing skills 1.3 Applying innovation skills
2. Determine causes of inefficiency and/or ineffectiveness of resource utilization	2.1 Potential causes of inefficiency and/or ineffectiveness are listed 2.2 Causes of inefficiency and/or ineffectiveness are identified through deductive reasoning 2.3 Identified causes of inefficiency and/or ineffectiveness are validated thru established environmental procedures	2.1 Causes of environmental inefficiencies and ineffectiveness	2.1 Applying deductive reasoning skills 2.2 Applying critical thinking 2.3 Applying problem solving skills 2.4 Applying observation skills
3. Convey inefficient and ineffective environmental practices	3.1 Efficiency and effectiveness of resource utilization are reported to <b>appropriate personnel</b> 3.2 Concerns related resource utilization are	3.1 Appropriate Personnel to address the environmental hazards 3.2 Environmental corrective actions	3.1 Applying written and oral communication skills 3.2 Applying critical thinking



	discussed with appropriate personnel		3.3 Applying problem solving
	3.3 Feedback on information/ concerns raised are clarified with appropriate personnel		3.4 Applying observation skills
			3.5 Practicing environmental awareness

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Environmental Work Procedures	May include: 1.1 Utilization of Energy, Water, Fuel Procedures 1.2 Waster Segregation Procedures 1.3 Waste Disposal and Reuse Procedures 1.4 Waste Collection Procedures 1.5 Usage of Hazardous Materials Procedures 1.6 Chemical Application Procedures 1.7 Labeling Procedures
2. Appropriate Personnel	May include: 2.1 Manager 2.2 Safety Officer 2.3 EHS Offices 2.4 Supervisors 2.5 Team Leaders 2.6 Administrators 2.7 Stakeholders 2.8 Government Official 2.9 Key Personnel 2.10 Specialists 2.11 Himself

## EVIDENCE GUIDE

<p>1. Critical Aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Measured required resource utilization in the workplace using appropriate techniques</li> <li>1.2 Recorded data in accordance with workplace protocol</li> <li>1.3 Identified causes of inefficiency and/or ineffectiveness through deductive reasoning</li> <li>1.4 Validate the identified causes of inefficiency and/or ineffectiveness thru established environmental procedures</li> <li>1.5 Report efficiency and effectiveness of resource utilization to appropriate personnel</li> <li>1.6 Clarify feedback on information/concerns raised with appropriate personnel</li> </ul>
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> <li>2.1 Workplace</li> <li>2.2 Tools, materials and equipment relevant to the tasks</li> <li>2.3 PPE</li> <li>2.4 Manuals and references</li> </ul>
<p>3. Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> <li>3.1 Demonstration</li> <li>3.2 Oral questioning</li> <li>3.3 Written examination</li> </ul>
<p>4. Context for Assessment</p>	<ul style="list-style-type: none"> <li>4.1 Competency assessment may occur in workplace or any appropriately simulated environment</li> <li>4.2 Assessment shall be observed while task are being undertaken whether individually or in-group</li> </ul>

**UNIT OF COMPETENCY : PRACTICE ENTREPRENEURIAL SKILLS IN THE WORKPLACE**

**UNIT CODE : 400311218**

**UNIT DESCRIPTOR :** This unit covers the outcomes required to apply entrepreneurial workplace best practices and implement cost-effective operations.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Apply entrepreneurial workplace best practices	1.1 <b>Good practices</b> relating to workplace operations are observed and selected following workplace policy 1.2 Quality procedures and practices are complied with according to workplace requirements 1.3 Cost-conscious habits in <b>resource utilization</b> are applied based on industry standards	1.1 Workplace best practices, policies and criteria 1.2 Resource utilization 1.3 Ways in fostering entrepreneurial attitudes: 1.3.1 Patience 1.3.2 Honesty 1.3.3 Quality-consciousness 1.3.4 Safety-consciousness 1.3.5 Resourcefulness	1.1 Applying communication skills 1.2 Complying with quality procedures
2. Communicate entrepreneurial workplace best practices	2.1 Observed good practices relating to workplace operations are communicated to <b>appropriate person</b> 2.2 Observed quality procedures and practices are communicated to appropriate person 2.3 Cost-conscious habits in resource utilization are communicated based on industry standards	2.1 Workplace best practices, policies and criteria 2.2 Resource utilization 2.3 Ways in fostering entrepreneurial attitudes: 2.3.1 Patience 2.3.2 Honesty 2.3.3 Quality-consciousness 2.3.4 Safety-consciousness 2.3.5 Resourcefulness	2.1 Applying communication skills 2.2 Complying with quality procedures 2.3 Following workplace communication protocol

<p>3. Implement cost-effective operations</p>	<p>3.1 Preservation and optimization of workplace resources is implemented in accordance with enterprise policy</p> <p>3.2 Judicious use of workplace tools, equipment and materials are observed according to manual and work requirements</p> <p>3.3 Constructive contributions to office operations are made according to enterprise requirements.</p> <p>3.4 Ability to work within one's allotted time and finances is sustained</p>	<p>3.1 Optimization of workplace resources</p> <p>3.2 5S procedures and concepts</p> <p>3.3 Criteria for cost-effectiveness</p> <p>3.4 Workplace productivity</p> <p>3.5 Impact of entrepreneurial mindset to workplace productivity</p> <p>3.6 Ways in fostering entrepreneurial attitudes:</p> <p>3.6.1 Quality-consciousness</p> <p>3.6.2 Safety-consciousness</p>	<p>3.1 Implementing preservation and optimizing workplace resources</p> <p>3.2 Observing judicious use of workplace tools, equipment and materials</p> <p>3.3 Making constructive contributions to office operations</p> <p>3.4 Sustaining ability to work within allotted time and finances</p>
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## RANGE OF VARIABLES

VARIABLE	RANGE
1. Good practices	May include: 1.1 Economy in use of resources 1.2 Documentation of quality practices
2. Resources utilization	May include: 2.1 Consumption/ use of consumables 2.2 Use/Maintenance of assigned equipment and furniture 2.3 Optimum use of allotted /available time

## EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Demonstrated ability to identify and sustain cost-effective activities in the workplace 1.2 Demonstrated ability to practice entrepreneurial knowledge, skills and attitudes in the workplace.
2. Resource Implications	The following resources should be provided: 2.1 Simulated or actual workplace 2.2 Tools, materials and supplies needed to demonstrate the required tasks 2.3 References and manuals 2.3.1 Enterprise procedures manuals 2.3.2 Company quality policy
3. Methods of Assessment	Competency in this unit should be assessed through: 3.1 Interview 3.2 Third-party report
4. Context of Assessment	4.1 Competency may be assessed in workplace or in a simulated workplace setting 4.2 Assessment shall be observed while tasks are being undertaken whether individually or in-group

## COMMON COMPETENCIES

**UNIT OF COMPETENCY** : **IMPLEMENT AND MONITOR INFECTION CONTROL POLICIES AND PROCEDURES**

**UNIT CODE** : **HHC321201**

**UNIT DESCRIPTOR** : This unit is concerned with infection control responsibilities of employees with supervisory accountability to implement and monitor infection control policy and procedures in a specific work unit or team within an organization. This unit does not apply to a role with organization-wide responsibilities for infection control policy and procedure development, implementation or monitoring.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Provide information to the work group about the organization's infection control policies and procedures	1.1 Relevant information about the organization's infection control policy and procedures, and applicable <b><i>industry codes of practice</i></b> are accurately and clearly explained to the work group 1.2 Information about identified <b>hazards and the outcomes of infection risk assessments</b> is regularly provided to the work group 1.3 Opportunity is provided for the work group to seek further information on workplace infection control issues and practices	1.1 Literacy levels and communication skills of work group members and consequent suitable communication techniques 1.2 Concepts of mode of communication 1.3 Reporting, documentation and use of non-verbal and verbal communication 1.4 Knowledge on OSH, infection control, environmental and institutional, rules, guidelines, policies and procedures 1.5 Respect for client's rights 1.6 Knowledge on the use of personal protective equipment 1.7 Basic knowledge on infectious diseases transmission 1.8 Principles of	1.1 Applying effective communication and interpersonal skills 1.1.1 Language competence and reading competence 1.1.2 Negotiating skills 1.1.3 Intra and interpersonal skills 1.2 Identifying mode of communication 1.3 Practicing communication skills with ease 1.4 Applying principles of infection control 1.5 Using PPE (Personal Protective Equipment) 1.6 Identifying transmission of infectious diseases 1.7 Implementing OSH, infection control, environmental

		infection control 1.8.1 Frequent handwashing (WHO Standard) 1.8.2 Body Substance Isolation (BSI) by using PPE (Personal Protective Equipment) 1.9 Use of disinfectant 1.10 Observe “Social Distancing” 1.11 Stay at home as needed 1.12 Knowledge on equipment for communication to be used (computer, telephone, cell phone etc.)	and institutional rules, guidelines, policies and procedures 1.8 Operating equipment for operation 1.9 Reporting and documentation with accuracy
2. Integrate the organization's infection control policy and procedure into work practices	2.1 <b>Therapeutic communication</b> is applied to ensure implementation of infection control policy in the work place 2.2 <b>Infection control policies and procedures</b> are implemented based on established procedure 2.3 <b>Employer's coaching and support</b> ensures the individuals/teams are able to practice infection control procedures 2.4 <b>Safe work procedures</b> are adopted to reflect appropriate infection control practices in the work place 2.5 Employees are encouraged to report <b>hazardous and infectious risks</b> and to suggest improvement of infection control procedures	2.1 Use of verbal and non-verbal therapeutic communication 2.2 RA 11058 – OSH Law 2.3 RA 9008 – Ecological Solid Waste Management Act 2.4 RA 856 – Sanitation Code of the Phil. 2.5 Hazards and infectious risks 2.6 Appropriate wearing, removal and disposal of PPE (Personal Protective Equipment) 2.7 Use of computer for documentation and reporting	2.1 Applying verbal and non-verbal communication 2.2 Implementing infection control policy and procedures 2.3 Coaching employees to ensure the practice of infection control 2.4 Adopting work procedures to reflect appropriate infection control practices 2.5 Encouraging employees to report hazards and risks in the work place 2.6 Recognizing suggestions of employees to improve infection control practices

<p>3. Monitor infection control performance and implement improvements in practices</p>	<p>3.1 Infection control hazardous events are investigated promptly to identify their cause in accordance with organization policy and procedures</p> <p>3.2 Work procedures to control infection risks are monitored and reviewed to ensure compliance</p> <p>3.3 Training in work procedures is provided as required to ensure maintenance of <b>infection control standards</b></p> <p>3.4 Inadequacies in work procedures and infection control measures are identified, corrected or reported to <b>designated personnel</b></p> <p>3.5 Records of infection control risks and incidents are accurately maintained as required</p> <p>3.6 <b>Aggregate infection control</b> information reports are used to identify hazards, to monitor and improve risk control Method and to indicate training needs</p>	<p>3.1 Reporting, documentation and use of non-verbal and verbal communication</p> <p>3.2 Knowledge on OSH, infection control, environmental and institutional, rules, guidelines, policies and procedures</p> <p>3.3 Concepts on modes of communication</p> <p>3.4 RA 9003 – Ecological Solid Waste Management Act</p> <p>3.5 Knowledge on the use of personal protective equipment</p> <p>3.6 Basic knowledge on infectious diseases transmission</p> <p>3.7 Knowledge on equipment for communication to be used (computer, telephone, cell phone etc.)</p>	<p>3.1 Using personal protective equipment</p> <p>3.2 Identifying transmission of infectious diseases</p> <p>3.3 Using therapeutic communication</p> <p>3.4 Implementing OSH, infection control, environmental and institutional, rules, guidelines, policies and procedures</p> <p>3.5 Applying effective communication and interpersonal skills</p> <p>3.6 Monitoring of incidence of infection in the workplace</p> <p>3.7 Reporting and documentation with accuracy</p>
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## RANGE OF VARIABLES

VARIABLE	RANGE
1. Industry Codes of Practice	May include: 1.1 National Health and Medical Research Council Guidelines for infection control 1.2 Local & National Government Guidelines and Standards 1.3 Manufacturer's recommendations and operating manuals
2. Hazards and the outcomes of infection risk assessments	May include: 2.1 Sharps 2.2 Glass 2.3 Waste 2.4 Human waste and human tissues 2.5 Personal contact with infectious patients / clients 2.6 Animals, insects and vermin 2.7 Stock, including food, which has passed "used-by" dates 2.8 Incorrect concentration of disinfectants and chemicals 2.9 Cleaning procedures 2.10 Linen handling procedures 2.11 Work flows 2.12 Use of personal protective clothing 2.13 Food safety 2.14 Personal hygiene
3. Therapeutic communication	May include: 3.1 Verbal communication 3.1.1 One on one dialogue 3.1.2 Orientation 3.1.3 Meeting 3.1.4 Conference 3.2 Non-verbal communication 3.2.1 Memorandum 3.2.2 Minutes of the meeting 3.2.3 Flyers 3.2.4 Billboards 3.2.5 Journals 3.2.6 Warning signs and devices
4. Infection Control Policies and Procedures	May include: 4.1 Company's manual on infection control policies and procedures 4.2 COVID 19 infection control in your workplace 4.3 RA 11058 - OSH law 4.4 RA 9003 – Ecological Solid Waste Management
5. Employer's coaching and support	May include: 5.1 Provide a workplace free of hazards 5.2 Comply with OSH standard 5.3 Make sure employees have and use of safe tools and equipment and properly maintained

	<ul style="list-style-type: none"> <li>5.4 Use color code poster labels and signs to warn employees of potential hazards</li> <li>5.5 Provide information that work areas, machinery and equipment are kept in a safe condition</li> <li>5.6 Provide information, training instructions and supervisions of employees so they can work safely</li> <li>5.7 Provide new employees with specialized orientation training to help them become familiar with their new work environment</li> </ul>
6. Safe work procedures	<p>May include:</p> <ul style="list-style-type: none"> <li>6.1 DOLE manual</li> <li>6.2 OSH manual</li> <li>6.3 Company's rules and regulations manual</li> <li>6.4 Job description for each employees' hand outs</li> <li>6.5 Workplace safety tips <ul style="list-style-type: none"> <li>6.5.1 Health and safety company protocol about COVID 19 <ul style="list-style-type: none"> <li>6.5.1.1 Keep oneself healthy thru vaccine, vitamins and healthy tips style</li> <li>6.5.1.2 Maintain personal hygiene</li> <li>6.5.1.3 Environmental cleaning and decontamination</li> <li>6.5.1.4 Cover mouth when coughing and sneezing</li> <li>6.5.1.5 Hands off on your nose and mouth</li> <li>6.5.1.6 Frequent handwashing and use of disinfectant</li> <li>6.5.1.7 Wear, remove and dispose PPE properly</li> <li>6.5.1.8 Always disinfect working area</li> <li>6.5.1.9 Reducing contact by observing social distancing</li> <li>6.5.1.10 Observe isolation technique if you are sick to prevent spread of infection</li> </ul> </li> <li>6.5.2 "Five S" in workplace, its purpose and benefits</li> <li>6.5.3 Follow safety procedures</li> <li>6.5.4 Don't take shortcuts</li> <li>6.5.5 Clear up</li> <li>6.5.6 Clear and organized area</li> <li>6.5.7 Emergency exit location</li> <li>6.5.8 Be alert on the job</li> <li>6.5.9 Take regular break</li> <li>6.5.10 Be vigilant</li> <li>6.5.11 F.A. box location</li> <li>6.5.12 Immediately report incident</li> <li>6.5.13 Safe and hygiene facilities including toilet, eating area and first aid with complete contents</li> </ul> </li> </ul>
7. Hazardous and infectious risks	<p>May include:</p> <ul style="list-style-type: none"> <li>7.1 Categories of hazard <ul style="list-style-type: none"> <li>7.1.1 Safety</li> <li>7.1.2 Health</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>7.1.3 Environment</li> <li>7.2 Classes of hazard <ul style="list-style-type: none"> <li>7.2.1 Natural</li> <li>7.2.2 Man made</li> <li>7.2.2 Technology</li> <li>7.2.3 Behavior/attitude</li> </ul> </li> <li>7.3 Specific hazard <ul style="list-style-type: none"> <li>7.3.1 Mechanical</li> <li>7.3.2 Chemical</li> <li>7.3.3 Physical</li> <li>7.3.4 Biological</li> <li>7.3.5 Psychological</li> </ul> </li> <li>7.4 Risks in the workplace <ul style="list-style-type: none"> <li>7.4.1 Corona virus – accommodating high risk employee returning to work</li> <li>7.4.2 Ergonomics</li> <li>7.4.3 Risk examples <ul style="list-style-type: none"> <li>7.4.3.1 Health risk (smoking)</li> <li>7.4.3.2 Exposure to computer</li> <li>7.4.3.3 Working at height</li> <li>7.4.3.4 Hazardous substances exposure</li> <li>7.4.3.5 Slips and trips</li> <li>7.4.3.6 Strain, sprain and pain</li> </ul> </li> </ul> </li> <li>7.5 Adapt best practices in the workplace <ul style="list-style-type: none"> <li>7.5.1 Provide clear expectations</li> <li>7.5.2 Give people the opportunity to use their skills</li> <li>7.5.3 Encourage people to contribute ideas and get involved in decision making</li> <li>7.5.4 Reward effort</li> <li>7.5.5 Stay committed</li> <li>7.5.6 Hold regular meetings</li> <li>7.5.7 Seek cultural cohesiveness</li> </ul> </li> </ul>
8. Infection control standards	<p>May include:</p> <ul style="list-style-type: none"> <li>8.1 Goals of infection control policy</li> <li>8.2 Basic infection control</li> <li>8.3 Main universal precautions</li> <li>8.4 Standard infection control precautions</li> <li>8.5 WHO infection prevention and control</li> <li>8.6 Data analysis</li> </ul>
9. Designated personnel	<p>May include:</p> <ul style="list-style-type: none"> <li>9.1 Medical team of the company or agency</li> <li>9.2 Support group <ul style="list-style-type: none"> <li>9.2.1 Manager</li> <li>9.2.2 Infection Control Coordinator</li> <li>9.2.3 Quality Improvement Coordinator</li> <li>9.2.4 Infection Control Committee</li> <li>9.2.5 Occupational Health and Safety Committee</li> </ul> </li> </ul>
10. Aggregate infection control information	<p>May include:</p> <ul style="list-style-type: none"> <li>10.1 Records of needle stick injuries</li> <li>10.2 Hospital-acquired infection rates</li> <li>10.3 DOH healthcare standards clinical indicators</li> </ul>

	10.4 HACCP (Hazards Analysis Critical Control Point) records 10.5 Hazard reports
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## EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1. Communicated with team and individuals on organizational policy and procedures for infection control 1.2. Applied infection control policies and procedures which impact on work processes of the specific work unit 1.3. Applied procedures for adopting appropriate infection practices within work unit 1.4. Demonstrated appropriate handwashing technique 1.5. Demonstrated the ability to appropriately wear, remove and dispose PPE (Personal Protective Equipment) 1.6. Provided appropriate supervision of work group
2. Method of Assessment	The following resources should be provided: 2.1. Workplace infection control and health and safety policies and procedures 2.2. Waste management procedures 2.3. Food safety procedures 2.4. Other organizational policies and procedures 2.5. Duties statements and/or job descriptions
3. Resource Implication	Competency in this unit may be assessed through: 3.1. Observation 3.2. Interview 3.3. Portfolio 3.4. Demonstration with questioning
4. Context of Assessment	4.1. Competency maybe assessed in actual workplace or at the designated TESDA Accredited Assessment Center.

**UNIT OF COMPETENCY : RESPOND EFFECTIVELY TO DIFFICULT/ CHALLENGING BEHAVIOR**

**UNIT CODE : HHC321202**

**UNIT DESCRIPTOR : This unit of competency covers the knowledge, skills and attitudes to effectively respond to difficult or challenging behaviour of patient / client.**

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Plan responses	1.1 <b>Responses are planned</b> to instances of difficult or challenging behavior to maximize the availability of other appropriate staff and resources based on established standard practice 1.2 Specific manifestations of <b>difficult or challenging behavior</b> are identified and <b>strategies appropriate</b> to these behaviors are planned as required based on established procedure 1.3 Safety of self and others is given priority in responding to difficult or challenging behavior according to institutional policies and procedures	1.1 Use of therapeutic communication 1.2 RA 11058 - OSH Law 1.3 Reporting and documentation 1.4 Environmental RA 9003 (Ecological Solid Waste Management Act) 1.5 Difficult and challenging behavior 1.6 Client issues which need to be referred to an appropriate health professional 1.7 Rules of health professionals involved with the care of client	1.1 Applying therapeutic communication 1.2 Implementing environmental and institutional, rules, guidelines, policies and procedures 1.3 Identifying issues relating to difficult and challenging behavior 1.4 Identifying client issues which need to be referred to an appropriate health professional 1.5 Thinking and responding quickly and strategically 1.6 Remaining alert to potential incidents of difficult or challenging behavior 1.7 Working with others and display empathy with client and relatives 1.8 Applying intra and interpersonal skills 1.9 Reporting and documentation with accuracy
2. Apply response	2.1 Difficult or challenging behavior is dealt with promptly, firmly and diplomatically in accordance with <b>institutional policies and procedures</b>	2.1 Reporting and documentation 2.2 Knowledge on institutional, rules, guidelines, policies and procedures	2.1 Applying therapeutic communication 2.2 Implementing institutional, rules, guidelines, policies and procedures

	<p>2.2 Communication is used effectively to achieve the desired outcomes in responding to difficult or challenging behavior</p> <p>2.3 <b>Appropriate strategies are selected</b> to suit particular instances of difficult or challenging behavior</p>	<p>2.3 Issues relating to difficult and challenging behavior</p> <p>2.4 Client issues which need to be referred to an appropriate health professional</p> <p>2.5 Knowledge on policies and rules of health professionals involved with the care of client</p>	<p>2.3 Identifying issues relating to difficult and challenging behavior</p> <p>2.4 Identifying client issues which need to be referred to an appropriate health professional</p> <p>2.5 Remaining alert to potential incidents of difficult or challenging behavior</p> <p>2.6 Reporting and documentation with accuracy</p>
<p>3. Report and review incidents</p>	<p>3.1 Incidents are <b>reported and reviewed</b> according to institutional policies and procedures</p> <p>3.2 Incidents are reviewed with appropriate staff and suggestions appropriate to area of responsibility are made</p> <p>3.3 <b>Advice and assistance are sought from legitimate sources</b> as needed according to agency policies and procedures</p>	<p>3.1 Use of therapeutic communication</p> <p>3.2 Reporting and documentation</p> <p>3.3 Knowledge on environment RA 9003 – Ecological Solid Waste Management</p> <p>3.4 Use of computer for documentation and reporting</p>	<p>3.1 Applying therapeutic communication</p> <p>3.2 Reporting and documentation with accuracy</p>

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Planned responses	May include: 1.1 Own ability and experience 1.2 Established institutional procedures 1.3 Knowledge of individual persons and underlying causes
2. Difficult or challenging behaviors	May include: 2.1 Aggression/Assaultive behavior 2.2 Confusion or other cognitive impairment 2.3 Noisiness 2.4 Manipulative 2.5 Wandering 2.6 Self-destructive 2.7 Intoxication 2.8 Withdrawn/depressed 2.9 Negativistic 2.10 Intrusive behavior 2.11 Verbal offensiveness
3. Strategies appropriate for dealing with challenging behaviors	May include: 3.1 Diversional activities 3.2 Referring to appropriate personnel e.g. supervisor, security officer 3.3 Following established emergency response procedures
4. Institutional policies and procedures	May include: 4.1 Incident reporting and documentation 4.2 Operational guidelines for handling incidents and/or cases involving difficult and challenging behavior 4.3 Debriefing of staff involved in the incident
5. Selection of appropriate strategies for dealing with challenging behaviors	May include: 5.1 The nature of the incident 5.2 Potential effect on different parties, patient / client, staff and others 5.3 Established procedures and guidelines
6. Report and review	May include: 6.1 Purposes of the incident report review 6.2 Characteristics of an incident report review 6.3 Element of an effective incident report review
7. Incident report	May include: 7.1 Data of worker/s 7.1.1 Name of worker 7.1.2 Job title / occupation 7.1.3 Time and date of injury 7.1.4 Exact location of the worker at the time of injury 7.1.5 Exact description of how the injury was sustained

	<p>7.1.6 If any treatment was provided to the injured and if so, what kind of treatment</p> <p>7.1.7 Nature of injury and part of the body affected</p> <p>7.1.8 Date and time reported</p> <p>7.1.9 Name and signature of the person making the report</p> <p>7.2 Ten essential elements of an incident report</p>
8. Advice and assistance from legitimate source	<p>May include:</p> <p>8.1 According to company's policy</p> <p>8.2 Recommendations</p> <p>8.3 Employees training on safe work practice</p> <p>8.4 Preventive maintenance activities that keep equipment in good operating condition</p> <p>8.5 Evaluation of job procedures with recommendation for changes</p> <p>8.6 Conducting a job hazard analysis to evaluate the task for any other hazards and then train employees for these hazards</p>

## EVIDENCE GUIDE

1. Critical Aspects of Competency	<p>Assessment requires evidence that the candidate:</p> <p>1.1. Identified specific manifestations of difficult or challenging behavior and strategies are planned, selected and applied as required</p> <p>1.2. Maintained personal safety and the safety of others</p> <p>1.3. Reported incidents, reviewed and responded quickly and effectively to contingencies</p> <p>1.4. Used debriefing mechanisms</p>
2. Resource Implications	<p>The following resources should be provided:</p> <p>2.1 Access to relevant workplace or appropriately simulated environment where assessment can take place</p> <p>2.2 Relevant institutional policy, guidelines, procedures and protocols</p> <p>2.3 Emergency response procedures and employee support arrangements</p>
3. Methods of Assessment	<p>Competency in this unit may be assessed through:</p> <p>3.1 Observation with questioning</p> <p>3.2 Demonstration with questioning</p>
4. Context of Assessment	<p>4.1 Competency maybe assessed in actual workplace or at the designated TESDA Accredited Assessment Center.</p>



**UNIT OF COMPETENCY : APPLY BASIC FIRST AID**

**UNIT CODE : HHC321203**

**UNIT DESCRIPTOR :** This unit covers the knowledge, skills and attitudes required to provide an initial response where First Aid is required. In this unit it is assumed that the First Aider is working under supervision and / or according to established workplace First Aid procedures and policies.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized</i> terms are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Assess the situation	1.1 <b>Emergency action principle of First Aid</b> is applied based on established procedure 1.2 <b>Physical hazards</b> to self and casualty's health and safety are identified based on established procedure 1.3 <b>Immediate risks to self and casualty</b> are minimized by controlled in accordance with OHS requirements 1.4 <b>First Aid kit</b> must be available at all times based on OSH Law and First Aid manual	1.1 First Aid standard operating procedure 1.2 OSH Law RA 11058 1.3 Physical hazards 1.4 Immediate risk 1.5 Use of gloves and mask 1.6 First aid kit	1.1 Applying emergency action principles of first aid 1.2 Identifying physical hazards 1.3 Controlling and minimizing immediate risk for self and casualty 1.4 Applying principle to activate medical assistance 1.5 Wearing of mask and gloves 1.6 Using of First Aid kit
2. Perform primary survey of the victim	2.1 <b>Principles of Body Substance Isolation</b> is applied based on standard First Aid procedure 2.2 Responses and <b>level of consciousness</b> of the victim or casualty are checked based on established standard first aid procedure 2.3 <b>Potentially life-threatening condition</b> is identified and then appropriate treatment is began based on first aid standard procedure 2.4 <b>Activate medical assistance</b> is applied based on established first aid procedure	2.1 OSH Law RA 11058 2.2 RA 9003 Solid Waste Management 2.3 First Aid manual 2.4 Principles of body substance isolation 2.5 Basic Life Support 2.6 Wear mask and gloves	2.1 Applying OSH Law and RA 9003 2.2 Applying principles of body substance isolation 2.3 Wearing of mask and gloves 2.4 Identifying any potentially life-threatening condition of casualty 2.5 Activating medical assistance is applied 2.6 Applying basic life support

	2.5 <b>Basic life support</b> is applied based on established first aid procedure		
3. Apply secondary survey of casualty	<p>3.1 <b>Detailed history of casualty</b> is obtained based on established standard procedure of first aid</p> <p>3.2 <b>Physical examination</b> of the casualty is done based on established procedure</p> <p>3.3 <b>Vital signs of casualty</b> are obtained based on established standard procedure of first aid</p> <p>3.4 Casualty is endorsed to physician or paramedic based on standard procedure of first aid</p> <p>3.5 <b>Written incident report</b> is submitted based on standard procedure of company or home facility</p>	<p>3.1 Therapeutic communication</p> <p>3.2 OSH Law RA 11058</p> <p>3.3 RA 9003 – Ecological Solid Waste Management</p> <p>3.4 Detailed history of casualty</p> <p>3.5 Physical examination of the casualty</p> <p>3.6 Vital signs paraphernalia</p> <p>3.7 Write an incident report using pen and paper</p> <p>3.8 Use of computer for recording purpose</p>	<p>3.1 Applying therapeutic communication</p> <p>3.2 Applying OSH Law RA 11058 and RA 9003</p> <p>3.3 Obtaining history of casualty</p> <p>3.4 Doing the physical examination</p> <p>3.5 Obtaining and documenting casualty's vital signs</p> <p>3.6 Documenting and reporting of incident</p>

## RANGE OF VARIABLES

VARIABLES	RANGE
1. Emergency action principles of first aid	May include: 1.1 Concept of first aid 1.2 Objectives of first aid 1.3 Role of first aider 1.4 Survey the scene 1.4.1 Is the scene safe? 1.4.2 What happened? 1.4.3 How many people are injured? 1.4.4 Are there bystanders who can help? 1.4.5 Are there available equipment to be used? 1.4.6 Identify yourself as First aider with your PPEs on 1.4.7 Wear mask and gloves 1.4.8 Get consent to give care
2. Physical hazards	May include: 2.1 Quick assessment of the surroundings to identify physical hazards like: 2.1.1 Falls 2.1.2 Slips 2.1.3 Working from heights 2.1.4 Collapsed of building 2.1.5 Fire 2.1.6 Presence of toxic chemicals, etc.
3. Immediate risk to self and casualty	May include: 3.1 Injury of the first aider and further injury to casualty 3.2 Death which may occur either or both first aider and casualty
4. First aid kit	May include: 4.1 Digital BP apparatus 4.2 Digital thermometer 4.3 Pulse oximeter 4.4 Cotton balls 4.5 Alcohol 4.6 Disposable gloves (1 box) 4.7 Disposable mask (1 box) 4.8 Clinical collar 4.9 Surgical scissors 4.10 Bandage scissors 4.11 Forceps 4.12 Splint 4.13 Sterile gauze pads 4.14 Spine board 4.15 Ice cap 4.16 Hot water bag 4.17 Medical / adhesive tapes
5. Principles of body substance isolation	May include: 5.1 Definition of Body substance Isolation (BSI) 5.1.1 Mode of transmission methods 5.1.1.1 Blood or fluid splash

	<ul style="list-style-type: none"> <li>5.1.1.2 Surface contamination</li> <li>5.1.1.3 Needle stick exposure</li> <li>5.1.1.4 Oral contamination due to improper handwashing</li> <li>5.2 Proper handwashing (WHO standard)</li> <li>5.3 Proper wearing, removal and disposal of mask and gloves (PPE)</li> <li>5.4 Wearing of HazMat (Hazardous material suit) as needed</li> <li>5.5 Use of disinfectant</li> </ul>
6. Level of consciousness	<p>May include:</p> <ul style="list-style-type: none"> <li>6.1 Awake</li> <li>6.2 Confused</li> <li>6.3 Disoriented</li> <li>6.4 Lethargic</li> <li>6.5 Obtunded</li> <li>6.6 Stuporous</li> <li>6.7 Comatose <ul style="list-style-type: none"> <li>6.7.1 Protect spine if necessary</li> <li>6.7.2 Check C-A-B <ul style="list-style-type: none"> <li>6.7.2.1 Circulation</li> <li>6.7.2.2 Airway</li> <li>6.7.2.3 Breathing</li> </ul> </li> </ul> </li> </ul>
7 Potentially life-threatening condition	<p>May include:</p> <ul style="list-style-type: none"> <li>7.1 Types of unconscious victim <ul style="list-style-type: none"> <li>7.1.1 +B +P = Syncope</li> <li>7.1.2 -B + P = Respiratory arrest</li> <li>7.1.3 -B - P = Cardiac arrest</li> <li>* B-breathing: *P - pulse</li> </ul> </li> <li>7.2 TRIAGE (TRIAGE PRIORITY)</li> <li>7.3 Casualty who has life threatening condition that involves C-A-B. Treat this victim first and transport as soon as possible <ul style="list-style-type: none"> <li>7.3.1 Airway and breathing difficulties</li> <li>7.3.2 Choking</li> <li>7.3.3 Uncontrolled and severe bleeding</li> <li>7.3.4 Decreased level of consciousness</li> <li>7.3.5 Shock (different types)</li> <li>7.3.6 Severe burns (2<sup>nd</sup> and 3<sup>rd</sup> degree) with difficulty of breathing</li> </ul> </li> <li>7.4 Person/casualty who are injured but the condition is not life threatening. Treatment can be delayed temporarily <ul style="list-style-type: none"> <li>7.4.1 Burns without airway problem</li> <li>7.4.2 major or multiple or joint injury</li> <li>7.4.3 Back injuries with or without spinal cord injury</li> </ul> </li> <li>7.5 Person who is injured but only minor. Treatment can be delayed <ul style="list-style-type: none"> <li>7.5.1 Minor fracture</li> <li>7.5.2 minor soft tissue injury</li> </ul> </li> <li>7.6 Lowest priority (Black) person who is already dead or</li> </ul>

	<p>have little chance of survival</p> <p>7.6.1 Obvious death</p> <p>7.6.2 Obviously non survivable injury</p> <p>7.6.2.1 Major open brain trauma</p> <p>7.6.2.2 Full cardiac arrest</p>
8 Activate medical assistance	<p>May include:</p> <p>8.1 Arrange transfer facilities</p> <p>8.1.1 Phone first – activate or call medical assistance then return to the victim</p> <p>8.1.2 Phone fast – CPR first before calling for medical assistance</p>
9 Basic life support	<p>May include:</p> <p>9.1 Basic life support definition</p> <p>9.1.1 Respiratory arrest</p> <p>9.1.2 Cardiac arrest</p> <p>9.1.3 Artificial respiration or rescue breathing</p> <p>9.1.4 Cardiopulmonary resuscitation</p> <p>9.1.4.1 CPR for infant</p> <p>9.1.4.2 CPR for children</p> <p>9.1.4.3 CPR for adult</p> <p>* Follow CPR under AHA (American Heart Association C-A-B procedure)</p> <p>9.2 Check Circulation – Airway - Breathing</p> <p>9.2.1 Carotid pulse for adult</p> <p>9.2.2 Brachial pulse for infant</p> <p>9.2.3 Open airway</p> <p>9.2.3.1 Head tilt chin lift maneuver</p> <p>9.2.3.2 Jaw thrust maneuver</p> <p>9.2.3.3 Modified jaw thrust maneuver</p> <p>9.3 When to stop CPR</p> <p>9.3.1 S - Spontaneous breathing and pulse has occurred</p> <p>9.3.2 T – Turned over to the physician or paramedics</p> <p>9.3.3 O – Operator or first aider is already exhausted</p> <p>9.3.4 P – Physician assumed responsibility and if the casualty has been declared dead</p>
10 Detailed history of casualty	<p>May include:</p> <p>10.1 Ask the following data:</p> <p>10.1.1 Signs and symptoms of the episode</p> <p>10.1.2 What occurred at the onset of accident</p> <p>10.1.3 Any known allergies</p> <p>10.1.4 Present medication</p> <p>10.1.4.1 Name of medication</p> <p>10.1.4.2 Frequency of medication</p> <p>10.1.4.3 Dosage</p> <p>10.1.4.4 Time when last taken</p> <p>10.1.5 Past history of casualty’s medical condition</p> <p>10.1.6 Last oral intake, last meal, drink or medication taken prior to accident</p>

	10.1.7 Events leading to injury or illness
11 Physical examination	<p>May include:</p> <p>11.1 Begin care and assessment in the order of importance:</p> <p>11.1.1 A – Airway</p> <p>11.1.2 B – Breathing</p> <p>11.1.3 C – Circulation</p> <p>11.1.4 D – Disabilities which includes mental status</p> <p>11.1.5 E - Expose any body part that is fractured like extremities but still maintain casualty’s privacy and dignity</p> <p>11.2 Techniques of physical examination</p> <p>11.2.1 Inspection</p> <p>11.2.2 Palpation</p> <p>11.2.3 Auscultation</p> <p>11.2.4 Percussion</p> <p>11.3 Examine the following:</p> <p>11.3.1 D - Deformity</p> <p>11.3.2 C - Contusion</p> <p>11.3.3 A - Abrasion</p> <p>11.3.4 P – Punctured</p> <p>11.3.5 B – Bleeding and burns</p> <p>11.3.6 T – Tenderness</p> <p>11.3.7 L - Laceration</p> <p>11.3.8 S – Swelling</p> <p>11.4 For casualty - fall from heights</p> <p>11.4.1 Don’t move the casualty</p> <p>11.4.2 Wait for the paramedics</p> <p>11.4.3 Keep the casualty calm and well ventilated</p>
12 Vital signs	<p>12.1 Baseline vital signs</p> <p>12.1.1 Body temperature</p> <p>12.1.2 Pulse rate</p> <p>12.1.3 Respiratory rate</p> <p>12.1.4 Blood pressure</p> <p>12.2 Assessment of pain</p> <p>12.2.1 Use of pain scale</p>
13 Incident report	<p>13.1 Definition of term</p> <p>13.1.1 Accident report</p> <p>13.1.2 Incident report</p> <p>13.2 Find the factor</p> <p>13.2.1 Date, Time and specific location of incident</p> <p>13.2.2 Name, job title and department of employee involved</p> <p>13.2.3 Names and accounts of witness</p> <p>13.2.4 Events leading up to incident</p> <p>13.2.5 Exactly what the casualty was doing at the moment of incident</p> <p>13.2.6 Environmental condition e.g. slippery, wet floor, lighting, noise, etc.</p> <p>13.2.7 Circumstances like tools, equipment, PPE</p> <p>13.2.8 Specific injuries of casualty</p>

	<p>13.2.9 Type of treatment given</p> <p>13.2.10 Damage equipment if there are tools and equipment involved in the accident</p> <p>13.2.11 Determine the sequence</p> <p>13.2.12 Events involved in the incident</p> <p>13.2.13 Events after the incident</p> <p>13.2.14 Analyze</p> <p>13.2.15 Recommend</p> <p>13.2.16 Name, signature, date and time of the person who wrote the incident report</p>
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## EVIDENCE GUIDE

1. Critical Aspects of Competency	<p>Assessment requires evidence that the candidate:</p> <p>1.1 Complied with institutional requirements, OSH laws infections control and manual handling procedures and relevant health regulations</p> <p>1.2 Identified physical hazards of the casualty and minimized immediate risks</p> <p>1.3 Assessed and monitored the physical condition of the casualty</p> <p>1.4 Responded to emergency using basic life support measures.</p> <p>1.5 Provided initial response where First Aid is required</p> <p>1.6 Dealt with complex casualties or incident</p> <p>1.7 Prepared reports to concerned personnel in a timely manner</p>
2. Resource Implications	<p>The following resources should be provided:</p> <p>2.1 Access to relevant work station</p> <p>2.2 Relevant institutional policies, guidelines procedure and protocol</p> <p>2.3 Equipment and materials relevant to the proposed activities</p>
3. Methods of Assessment	<p>Competency in this unit may be assessed through:</p> <p>3.1 Demonstration with questioning</p> <p>3.2 Interview</p> <p>3.3 Third Party report</p> <p>3.4 Portfolio</p>
4. Context of Assessment	<p>4.1 Competency maybe assessed in actual workplace or at the designated TESDA Assessment Center.</p>

**UNIT OF COMPETENCY : MAINTAIN HIGH STANDARDS OF PATIENT/CLIENT SERVICES**

**UNIT CODE : HHC321204**

**UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required in the maintenance of high standards of patient / client services.**

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized Bold</i> terms are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Communicate appropriately with patients / clients	1.1 Effective <b>communication</b> strategies and techniques are identified and used to achieve best client service outcomes 1.2 Complaints are responded to in accordance with organizational policy to ensure best service to clients 1.3 Complaints are dealt with in accordance with established procedures 1.4 Interpreter services are accessed as required 1.5 Action is taken to resolve conflicts either directly, where a positive outcome can be immediately achieved, or by referral to the appropriate personnel 1.6 Participation in work team is constructive and collaborative and demonstrates an understanding of own role	1.1 Reporting, documentation and use of non-verbal and verbal communication 1.2 Management of conflict 1.3 Knowledge on cultural differences of client including rules and policies as necessary 1.4 Roles and responsibilities of self and other workers within the organization 1.5 Knowledge on client issues that need to be referred to an appropriate health professional 1.6 Organizational / institutional policies and procedures for privacy and confidentiality of information provided by clients and others 1.7 Institutional policy on patient / client rights and responsibilities 1.8 Knowledge on the use mathematical operations such as addition, subtraction, division, multiplication	1.1 Calculating the cost for additional personnel equipment (ex. Interpreter, gadgets) 1.2 Identifying the mode on communication appropriate for the situation 1.3 Applying modes of communication 1.4 Operating equipment of communication needed 1.5 Establishing and maintaining relationships, taking into account individual differences 1.6 Following the instructions and guidance of health professionals involved with the care of client 1.7 Respecting client rights 1.8 Using effective listening techniques 1.9 Using appropriate verbal and non-verbal communication styles



		<p>1.9 Concepts on modes of communication</p> <p>1.10 Knowledge on the use of equipment</p> <p>1.11 Knowledge on operating of equipment needed for communication (computer, cell phone, and other forms of media)</p>	<p>1.10 Using oral and written communication</p> <p>1.11 Applying problem solving skills that includes using available resources while prioritizing workload</p> <p>1.12 Dealing with conflict</p> <p>1.13 Working with others and displaying empathy with client and relatives</p> <p>1.14 Demonstrating intra and interpersonal skills</p> <p>1.15 Reporting and documentation with accuracy</p>
<p>2. Establish and maintain good interpersonal relationship with clients</p>	<p>2.1 Rapport is established to ensure the service is appropriate to and in the best interests of <b>clients</b></p> <p>2.2 Effective listening skills are used to ensure a high level of effective communication and quality of service</p> <p>2.3 Client concerns and needs are correctly identified and responded to responsibly and accordingly established procedures and guidelines</p> <p>2.4 Effectiveness of interpersonal interaction is consistently monitored and evaluated to ensure best client service outcomes</p>	<p>2.1 Reporting, documentation and use of non-verbal and verbal communication</p> <p>2.2 Management of conflict</p> <p>2.3 Knowledge on cultural differences of client including rules and policies as necessary</p> <p>2.4 Organizational / institutional policies and procedures for privacy and confidentiality of information provided by clients and others</p> <p>2.5 Institutional policy on client rights and responsibilities</p> <p>2.6 Concepts on modes of communication</p> <p>2.7 Knowledge on the use of equipment</p>	<p>2.1 Identifying the mode on communication appropriate for the situation</p> <p>2.2 Applying modes of communication</p> <p>2.3 Operating equipment of communication needed</p> <p>2.4 Establishing and maintaining relationships, taking into account individual differences</p> <p>2.5 Following the instructions and guidance of health professionals involved with the care of client</p> <p>2.6 Respecting for client rights</p> <p>2.7 Using effective listening techniques</p> <p>2.8 Using appropriate verbal and non-</p>

		<p>2.8 Knowledge on operating of equipment needed for communication (computer, cell phone, and other forms of media)</p>	<p>verbal communication styles</p> <p>2.9 Using oral and written communication</p> <p>2.10 Working with others and displaying empathy with client and relatives</p> <p>2.11 Applying conflict management skills</p> <p>2.12 Demonstrating intra and interpersonal skills</p> <p>2.13 Reporting and documentation with accuracy</p>
<p>3. Act in a respectful manner at all times</p>	<p>3.1 <b>Respect for differences</b> is positively, actively and consistently demonstrated in all work</p> <p>3.2 <b>Confidentiality and privacy of client</b> is maintained</p> <p>3.3 Courtesy is demonstrated in all interactions with clients, their visitors, careers and family</p> <p>3.4 Assistance with the care of clients with challenging behaviors is provided in accordance with established procedures</p> <p>3.5 Techniques are used to manage and minimize aggression</p>	<p>3.1 Reporting, documentation and use of non-verbal and verbal communication</p> <p>3.2 Management of conflict</p> <p>3.3 knowledge on cultural differences of client including rules and policies as necessary</p> <p>3.4 Organizational / institutional policies and procedures for privacy and confidentiality of information provided by clients and others</p> <p>3.5 Institutional policy on client rights and responsibilities</p> <p>3.6 Concepts on modes of communication</p> <p>3.7 Knowledge on the use of equipment</p> <p>3.8 knowledge on operating of equipment needed for communication (computer, cell phone, and other forms of media)</p>	<p>3.1 Identifying the mode on communication appropriate for the situation</p> <p>3.2 Applying modes of communication</p> <p>3.3 Operating equipment of communication needed</p> <p>3.4 Establishing and maintaining relationships, taking into account individual differences</p> <p>3.5 Following the instructions and guidance of health professionals involved with the care of client</p> <p>3.6 Respecting for client rights</p> <p>3.7 Using effective listening techniques</p> <p>3.8 Using appropriate verbal and non-verbal communication styles</p> <p>3.9 Using oral and written communication</p>

			<p>3.10 Working with others and displaying empathy with client and relatives</p> <p>3.11 Applying conflict management skills</p> <p>3.12 Demonstrating intra and interpersonal skills</p> <p>3.13 Reporting and documentation with accuracy</p>
<p>4. Evaluate own work to maintain a high standard of client service</p>	<p>4.1 Advice and assistance are received or sought from appropriate sources on own <b>performance</b></p> <p>4.2 Own work is adjusted, incorporating recommendations that address performance issues, to maintain the agreed standard of client support</p>	<p>4.1 Reporting, documentation and use of non-verbal and verbal communication</p> <p>4.2 Concepts on modes of communication</p> <p>4.3 Knowledge on evaluation and analysis of work performance</p>	<p>4.1 Identifying the mode on communication appropriate for the situation</p> <p>4.2 Applying modes of communication</p> <p>4.3 Identifying standards for work procedures</p> <p>4.4 Implementing standards for work procedures</p> <p>4.5 Maintaining standards for work procedures</p> <p>4.6 Demonstrating intra and interpersonal skills</p> <p>4.7 Reporting and documentation</p>

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Communication	May include: 1.1. English/Tagalog/vernacular 1.2. Sign language 1.3. Through an interpreter 1.4. Community language as required by the service / organization
2. Clients	May include: 2.1. Clients 2.2. Prospective clients to the service or services 2.3. Clients may be in contact with the institution through appropriate health care personnel and professionals or other advocates or agencies
3. Respect for difference	May include: 3.1 Physical 3.2 Cognitive/mental or intellectual issues that may impact on communication 3.3 Cultural and ethnic 3.4 Religious/spiritual 3.5 Social 3.6 Age 3.7 Language literacy and numeracy abilities 3.8 Sexuality and sexual preference
4. Confidentiality and privacy of clients	May include: 4.1 Fees 4.2 Health fund entitlements 4.3 Welfare entitlements 4.4 Payment Method and records 4.5 Public environments 4.6 Legal and ethical requirements 4.7 Writing details ie. medical and consent forms 4.8 Conversations on the telephone 4.9 Secure location for written records 4.10 Offering a private location for discussions 4.11 Information disclosed to an appropriate person consistent with one's level of responsibility
5. Others with whom interaction is required in regard to client services	May include: 5.1 Other staff and team members 5.2 Service units or departments 5.3 Family members, careers and friends of clients 5.4 Professional representatives or agents of clients such as: 5.4.1 Medical specialists 5.4.2 Nurses 5.4.3 Social workers 5.4.4 Dietitians 5.4.5 Therapists 5.4.6 Allied health professionals 5.4.7 Volunteers

	<p>5.4.8 Teachers and/or spiritual</p> <p>5.4.9 Community</p> <p>5.5 General public</p>
6. Modes of communication:	<p>May include:</p> <p>6.1 Continuing interaction with clients</p> <p>6.2 Verbal conversations either in person or via telephone</p> <p>6.3 Written notes by post or electronic media</p> <p>6.4 Worker, family member friend or professional interpreter who has relevant languages</p>
7. Performance monitoring	<p>May include:</p> <p>7.1 Self- assessment and monitoring</p> <p>7.2 Supervisor assessment</p> <p>7.3 Client feedback</p> <p>7.4 Co-workers' feedback / peer evaluation</p>

## EVIDENCE GUIDE

1. Critical Aspects of Competency	<p>Assessment requires evidence that the candidate:</p> <p>1.1. Communicated appropriately with clients</p> <p>1.2. Handled complaints and resolved conflict, or referred matters to supervisors when required</p> <p>1.3. Complied with relevant policies, protocols, guidelines and procedures of the organization</p> <p>1.4. Established and maintained good interpersonal relationship with clients</p> <p>1.5. Demonstrated courtesy in all interactions with clients, their visitors, and family</p>
2. Resource Implications	<p>The following resources should be provided:</p> <p>2.1. Access to relevant workplace or appropriately simulated environment where assessment can take place</p> <p>2.2. Relevant government and organizational policy, guidelines, procedures and protocols</p> <p>2.3. Any relevant legislation in relation to service delivery</p>
3. Methods of Assessment	<p>Competency in this unit may be assessed through:</p> <p>3.1. Demonstration with questioning</p> <p>3.2. Interview</p> <p>3.3. Third party report</p>
4. Context of Assessment	<p>4.1. Competency maybe assessed in actual workplace or at the designated TESDA Accredited Assessment Center.</p>

## CORE COMPETENCIES

**UNIT OF COMPETENCY** : **DISSEMINATE PREVENTIVE MEASURES IN INFECTIOUS DISEASE TRANSMISSION, AND THE IMPORTANCE OF VACCINATION**

**UNIT CODE** : **HHC341301**

**UNIT DESCRIPTOR** : This unit covers the knowledge, skills and attitudes needed to prevent infectious disease transmission and spread. It includes discussing the basic concept of infectious disease transmission, prevention, control and importance of immunization communicating the basic concept of infectious disease transmission, prevention, control and importance of immunization.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Discuss the basic concept of infectious disease transmission, prevention, control and importance of immunization	1.1 <b>Data</b> through interview from the community or individuals concerned is gathered in accordance with established procedures 1.2 The <b>information</b> needed is identified and appropriate information is provided in accordance with established procedures 1.3 <b>The basic concept of disease transmission, prevention, control and importance of immunization</b> are explained to individuals and households in accordance with existing guidelines, requirements, policies and references. 1.4 The basic concept of disease transmission, prevention, control and importance of immunization is communicated to the public in accordance with existing guidelines, policies and references.	1.1 Basic Principles on infectious disease, mode of transmission, prevention, control and immunization (Causative Agent/Pathogens, Triangle of Causation/Infectious Process, Common Infectious Diseases, Minimum Public Health Standards, Immunization) 1.2 Basic Concepts on Infectious Disease Transmission, Prevention and Importance of Immunization (Minimum Public Health Standards) 1.3 Basic History Taking 1.4 Procedures in collecting data of individual and community (Types of Data (Protocols), Demographic Data, Epidemiology, Family Profile)	1.1 Interpersonal Skills 1.2 Attention to details 1.3 Information gathering 1.4 Communication Skills 1.5 Using communication equipment

	1.5 Information is checked if understood by the community or individuals concerned in accordance with established procedures	1.5 Use of Social Media (FB, Viber, Twitter) 1.6 Use of videos, Tiktok, YouTube uploading 1.7 Communication via SMS 1.8 Use of radio equipment and landline telephone 1.9 Effective Communication 1.10 Principles of Communication (Conduct of Interview, Basic History Taking) 1.11 Republic Acts 1.12 DOH Policies 1.13 PHO/CHO/MHO Issuances 1.14 Municipal and Barangay Ordinances 1.15 IATF Issuances 1.16 RTF Issuances 1.17 DILG Issuances	
2. Communicate the basic concept of infectious disease transmission, prevention, control and importance of immunization	2.1 Communication is undertaken with the community or individuals in a clear, concise and courteous manner 2.2 Appropriate communication is provided to meet identified needs in accordance with procedures and protocols 2.3 Questions and clarifications are addressed in accordance with established procedures 2.4 <b>Opportunities</b> to enhance the quality of service are identified and acted upon 2.5 Community response is evaluated in accordance with established procedures	2.1 Basic Principles on infectious disease, mode of transmission, prevention and vaccination 2.2 Basic History Taking 2.3 Service Delivery Process 2.4 Use of Social Media (FB, Viber, Twitter) 2.5 Use of videos, Tiktok, YouTube uploading 2.6 Communication via SMS 2.7 Use of radio equipment and landline telephone 2.8 Effective Communication 2.9 Communication Process 2.10 Conduct of Interview 2.11 Client Service 2.12 Customer Feedback	2.1 Interpersonal Skills 2.2 Keen on details 2.3 Information gathering 2.4 Communication Skills 2.5 Using communication equipment

		2.13 Opportunities for Enhancement (e.g. customer feedback) 2.14 DOH Policies 2.15 PHO/CHO/MHO Issuances 2.16 Barangay Ordinances 2.17 IATF Issuances 2.18 RTF Issuances 2.19 DILG Issuances	
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### RANGE OF VARIABLES

VARIABLE	RANGE
1. Data	May include: 1.1 Demographic Data 1.2 Signs and Symptoms 1.3 Date of Exposure
2. Information	May include: 2.1 Related Laws and Ordinances 2.2 Basic Concepts on Infectious Disease Transmission, Prevention and Importance of Vaccination 2.3 Minimum Public Health Standards
3. Basic Concept of Infectious Disease Transmission, Prevention, Control and Importance Immunization	May include: 3.1 Flyers on Common Infectious Diseases and COVID-19 3.2 Triangle of Causation 3.3 Minimum Public Health Standards 3.4 Primers on Vaccination
4. Opportunities	May include: 4.1 Customer Feedback 4.2 Review of Service Delivery Process 4.3 Review of Facilities Requirements



## EVIDENCE GUIDE

<p>1. Critical Aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <p>1.1 Discussed the basic concept of infectious disease transmission, prevention, control and importance of immunization</p> <ul style="list-style-type: none"> <li>- Data through interview from the community or individuals concerned is gathered in accordance with established procedures</li> <li>- The information needed is identified and appropriate information is provided in accordance with established procedures</li> <li>- The basic concept of disease transmission, prevention, control and importance of immunization are explained to individuals and households in accordance with existing guidelines, requirements, policies and references.</li> <li>- The basic concept of disease transmission, prevention, control and importance of immunization is communicated to the public in accordance with existing guidelines, policies and references.</li> <li>- Information is checked if understood by the community or individuals concerned in accordance with established procedures</li> </ul> <p>1.2 Communicated the basic concept of infectious disease transmission, prevention, control and importance of immunization</p> <ul style="list-style-type: none"> <li>- Communication is undertaken with the community or individuals in a clear, concise and courteous manner</li> <li>- Appropriate communication is provided to meet identified needs in accordance with procedures and protocols</li> <li>- Questions and clarifications are addressed in accordance with established procedures</li> <li>- Opportunities to enhance the quality of service are identified and acted upon</li> <li>- Community response is evaluated in accordance with established procedures</li> </ul>
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <p>2.1 Tools, Materials and Equipment appropriate for the unit of competency</p> <p>2.2 Workplace environment appropriate for the unit of competency</p>
<p>3. Methods of Assessment</p>	<p>Competency in this unit must be assessed through:</p> <p>3.1 Interview</p> <p>3.2 Demonstration with Questioning</p> <p>3.5 Written Examination</p>
<p>4. Context of Assessment</p>	<p>4.1 Competency may be assessed in the actual workplace or at the designated TESDA Accredited Assessment Center.</p>

**UNIT OF COMPETENCY : ASSIST IN THE MANAGEMENT OF INFECTIOUS DISEASE IN DIFFERENT SETTINGS**

**UNIT CODE : HHC341302**

**UNIT DESCRIPTOR :** This unit covers the knowledge, skills and attitudes needed to detect close contacts and cases of infected with the disease. It includes applying the basic principles of infectious diseases prevention and control, strengthening infection control measures in different settings and applying the latest guidelines on reintegration of patients with infectious diseases.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Apply the basic principles of infectious diseases prevention and control	1.1 Morbidity trends reviewed in accordance with established epidemiology principles 1.2 The different <b><i>infectious disease pathogens</i></b> are identified in accordance with clinical and laboratory diagnostic procedures 1.3 The <b><i>modes of transmission</i></b> are identified in accordance with established principles of infectious diseases transmission 1.4 Population and individual-based services provided in accordance to primary health care standards	1.1 Basic Principles of Epidemiology 1.2 Morbidity and Mortality Trends on Infectious Diseases 1.3 Infectious Disease Pathogens and Modes of Transmission 1.4 Principles of Primary Health Care 1.5 Population and Individual-Based Primary Health Care Services 1.6 Basic Definitions of Terms in Epidemiology 1.7 DOH Policies 1.8 PHO/CHO/MHO Issuances	1.1 Interpersonal Skills 1.2 Keen on details 1.3 Information gathering 1.4 Communication Skills
2. Strengthen infection control measures in different settings	2.1 <b><i>Infection control measures</i></b> is coordinated with local health office in accordance with established infection prevention and control protocols 2.2 Implementation of infection control measures across <b><i>different settings</i></b> is initiated in accordance with established	2.1 Basic Principles on infectious disease prevention and control, and supportive management (focusing on the prevention and control measures) 2.2 Principles of Immunization 2.3 Reporting and Monitoring	2.1 Interpersonal Skills 2.2 Keen on details 2.3 Information gathering 2.4 Communication Skills 2.5 Using communication equipment

	<p>infection prevention and control protocols</p> <p>2.3 Supportive management for infectious diseases is properly coordinated and communicated in accordance with established referral pathway</p> <p>2.4 Accomplishments are reported to local health office in accordance with established procedures</p>	<p>2.4 Health Care Provider Network and Referral System</p> <p>2.5 Supportive Management for Infectious Diseases</p> <p>2.6 Established Procedures</p> <p>2.7 Use of communication equipment</p> <p>2.8 Effective Communication</p> <p>2.9 Feed backing of reports</p> <p>2.10 DOH Policies</p> <p>2.11 PHO/CHO/MH O Issuances</p> <p>2.12 Barangay Ordinances</p> <p>2.13 IATF Issuances</p> <p>2.14 RTF Issuances</p> <p>2.15 DILG Issuances</p>	
<p>3. Apply the latest guidelines on reintegration of patients with infectious diseases</p>	<p>3.1 Policies and guidelines on reintegration of patients with infectious diseases are communicated in accordance with established procedures</p> <p>3.2 Feedback from clients is gathered in accordance with established procedures</p> <p>3.3 Patients data is reported to concerned local health offices or personnel in accordance with established procedures</p>	<p>3.1 Policies and Guidelines Regarding Reintegration of Patients</p> <p>3.2 Risk Communication</p> <p>3.3 Feedback Process</p> <p>3.4 Reporting Process</p> <p>3.5 Reporting Forms</p> <p>3.6 DOH Policies</p> <p>3.7 PHO/CHO/MHO Issuances</p> <p>3.8 Barangay Ordinances</p> <p>3.9 IATF Issuances</p> <p>3.10 RTF Issuances</p> <p>3.11 DILG Issuances</p>	<p>3.1 Interpersonal Skills</p> <p>3.2 Attention to details</p> <p>3.3 Information gathering</p> <p>3.4 Communication Skills</p>

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Infectious Disease Pathogens	May include: 1.1 Viruses 1.2 Bacteria 1.3 Fungi 1.4 Parasite
2. Modes of Transmission	May include: 2.1 Contact 2.2 Droplets 2.3 Airborne 2.4 Waterborne 2.5 Vectorborne
3. Infection control measures	May include: 3.1 Administrative Controls 3.2 Environmental Controls 3.3 PPE 3.4 Elimination
4. Different Settings	May include: 4.1 Home 4.2 Communities 4.3 Public Spaces 4.4 Public Transport

## EVIDENCE GUIDE

<p>1. Critical Aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <p>1.1 Applied the basic principles of infectious diseases prevention and control</p> <ul style="list-style-type: none"> <li>- Morbidity trends reviewed in accordance with established epidemiology principles</li> <li>- The different infectious disease pathogens are identified in accordance with clinical and laboratory diagnostic procedures</li> <li>- The modes of transmission are identified in accordance with established principles of infectious diseases transmission</li> <li>- Population and individual-based services provided in accordance to primary health care standards</li> </ul> <p>1.2 Strengthened infection control measures in different settings</p> <ul style="list-style-type: none"> <li>- Infection control measures is coordinated with local health office in accordance with established infection prevention and control protocols</li> <li>- Implementation of infection control measures across different settings is initiated in accordance with established infection prevention and control protocols</li> <li>- Supportive management for infectious diseases is properly coordinated and communicated in accordance with established referral pathway</li> <li>- Accomplishments are reported to local health office in accordance with established procedures</li> </ul> <p>1.3 Applied the latest guidelines on reintegration of patients with infectious diseases</p> <ul style="list-style-type: none"> <li>- Policies and guidelines on reintegration of patients with infectious diseases are communicated in accordance with established procedures</li> <li>- Feedback from clients is gathered in accordance with established procedures</li> <li>- Patients data is reported to concerned local health offices or personnel in accordance with established procedures</li> </ul>
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <p>2.1 Tools, Materials and Equipment appropriate for the unit of competency</p> <p>2.2 Workplace environment appropriate for the unit of competency</p>
<p>3. Methods of Assessment</p>	<p>Competency in this unit must be assessed through:</p> <p>3.1 Interview</p> <p>3.2 Demonstration with Questioning</p> <p>3.3 Written Examination</p>
<p>4. Context of Assessment</p>	<p>4.1 Competency may be assessed in the actual workplace or at the designated TESDA Accredited Assessment Center.</p>

## GLOSSARY OF TERMS

- 1. Epidemiological** : Relating to the branch of medicine which deals with the incidence, distribution, and control of diseases.
- 2. Immunization** : Is the process wherein a person is made immune or resistant to an infectious disease, typically by the administration of a vaccine.
- 3. Infection Control** : Is the discipline concerned with preventing healthcare-associated infections; a practical rather than academic sub-discipline of epidemiology. It is an essential part of the infrastructure of health care. Infection control and hospital epidemiology are akin to public health practice, practiced within the confines of a particular health-care delivery system rather than directed at society as a whole. Infection control addresses factors related to the spread of infections within the healthcare setting, whether among patients, from patients to staff, from staff to patients, or among staff. This includes preventive measures such as hand washing, cleaning, disinfecting, sterilizing, and vaccinating. Other aspects include surveillance, monitoring, and investigating and managing suspected outbreaks of infection within a healthcare setting.
- 4. Infection Control Measures** : Is a practical, evidence-based approach which prevents patients and health workers from being harmed by avoidable infection and as a result of antimicrobial resistance.
- 5. Infectious Disease** : Infectious diseases are diseases caused by living organisms like viruses and bacteria. Described as contagious, they can be passed from person to person through body secretions, insects or other means. Examples are SARS, influenza, the common cold, tuberculosis (TB), Hepatitis A and B. Infectious diseases are disorders caused by organisms — such as bacteria, viruses, fungi or parasites. Many organisms live in and on our bodies. They're normally harmless or even helpful. But under certain conditions, some organisms may cause disease.
- 6. Infectious Disease Management** : Essentially consists in identifying the microbial cause(s) of an infection, initiating if necessary antimicrobial therapy against microbes, and controlling host reactions to infection.
- 7. Infectious Disease Pathogens** : Are organisms that can cause disease. The different types of pathogens and the severity of the diseases that they cause are very diverse. It is also defined as a microorganism that causes, or can cause, disease. We have defined a pathogen as a microbe that can cause damage in a host.

- 8. Infectious Disease Transmission** : Is the passing of a pathogen causing communicable disease from an infected host individual or group to a particular individual or group, regardless of whether the other individual was previously infected.<sup>[1]</sup> The term strictly refers to the transmission of microorganisms directly from one individual to another by one or more of the following means: It could be airborne, droplet, direct/indirect physical contact, fecal-oral.
- 9. Preventive Measures** : Measures or steps taken for prevention of disease as opposed to disease treatment. Preventive care strategies are typically described as taking place at the primary, secondary, and tertiary prevention levels.
- 10. Reintegrate** : To integrate again into an entity; restore to unity.
- 11. Supportive Management** : Treatment given to prevent, control, or relieve complications and side effects and to improve the patient's comfort and quality of life.
- 12. Vaccination** : Is the administration of a vaccine to help the immune system develop protection from a disease. Vaccines contain a microorganism or virus in a weakened, live or killed state, or proteins or toxins from the organism.

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