TRAINING REGULATIONS

EMERGENCY MEDICAL SERVICES NC III

HUMAN HEALTH/HEALTH CARE SECTOR

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

Technical Education and Skills Development Act of 1994
(Republic Act No. 7796)

Section 22, "Establishment and Administration of the National Trade Skills Standards" of the RA 7796 known as the TESDA Act mandates TESDA to establish national occupational skill standards. The Authority shall develop and implement a certification and accreditation program in which private industry group and trade associations are accredited to conduct approved trade tests, and the local government units to promote such trade testing activities in their respective areas in accordance with the guidelines to be set by the Authority.

The Training Regulations (TR) serve as basis for the:

1. Registration and delivery of training programs;
2. Development of curriculum and assessment instruments; and
3. Competency assessment and certification

Each TR has four sections:

Section 1 **Definition of Qualification** describes the qualification and defines competencies that comprise the qualification.

Section 2 **Competency Standards** gives the specifications of competencies required for effective work performance.

Section 3 **Training Arrangements** contains information and requirements in designing training program for certain qualification. It includes curriculum design; training delivery; trainee entry requirements; tools, equipment and materials; training facilities; trainer's qualification; and institutional assessment.

Section 4 **Assessment and Certification Arrangements** describes the policies governing assessment and certification procedures for the qualification.

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TRAINING REGULATIONS FOR
EMERGENCY MEDICAL SERVICES NC III

SECTION 1 DEFINITION OF QUALIFICATION

The **EMERGENCY MEDICAL SERVICES NC III** Qualification consists of competencies that a person must achieve that prepares the emergency medical technician to provide prehospital assessment and care for patients of all ages with a variety of medical conditions and traumatic injuries.

The Units of Competency comprising this Qualification include the following:

Unit Code	BASIC COMPETENCIES
400311319	Lead workplace communication
400311320	Lead small teams
400311321	Apply critical thinking and problem-solving techniques in the workplace
400311322	Work in a diverse environment
400311323	Propose methods of applying learning and innovation in the organization
400311324	Use information systematically
400311325	Evaluate occupational safety and health work practices
400311326	Evaluate environmental work practices
400311327	Facilitate entrepreneurial skills for micro-small-medium enterprises (MSMEs)

Unit Code	COMMON COMPETENCIES
HHC325201	Implement and monitor infection control policies and procedures
HHC325202	Respond effectively to difficult/challenging behavior
HHC325203	Apply basic first aid
HHC325204	Maintain high standard of patient/client services

Unit Code	CORE COMPETENCIES
HHC325301	Carry out response integration and coordination in a mass casualty incident
HHC325302	Perform patient assessment
HHC325303	Provide emergency care for suspected spine injury
HHC325304	Provide pre-hospital interventions for trauma patients
HHC325305	Provide pre-hospital interventions for shock patients
HHC325306	Provide pre-hospital interventions for medical patients
HHC325307	Perform basic life support and use airway adjuncts
HHC325308	Provide pre-hospital interventions for special patient populations
HHC325309	Perform patient packaging
HHC325310	Conduct patient transport
HHC325311	Deliver basic pre-hospital communication skills

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

- ❑ Emergency Medical Technician

SECTION 2 COMPETENCY STANDARDS

This section gives the details of the contents of the basic, common and core units of competency required in **EMERGENCY MEDICAL SERVICES NC III**.

BASIC COMPETENCIES

UNIT OF COMPETENCY : LEAD WORKPLACE COMMUNICATION

UNIT CODE : 400311319

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required to lead in the effective dissemination and discussion of ideas, information, and issues in the workplace. This includes preparation of written communication materials.

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1.Communicate information about workplace processes	1.1 Relevant ***communication method*** is selected based on workplace procedures 1.2 Multiple operations involving several topics/areas are communicated following enterprise requirements 1.3 Questioning is applied to gain extra information 1.4 Relevant sources of information are identified in accordance with workplace/ client requirements 1.5 Information is selected and organized following enterprise procedures 1.6 Verbal and written reporting is undertaken when required 1.7 Communication and negotiation skills are applied and maintained in all relevant situations	1.1 Organization requirements for written and electronic communication methods 1.2 Effective verbal communication methods 1.3 Business writing 1.4 Workplace etiquette	1.1 Organizing information 1.2 Conveying intended meaning 1.3 Participating in a variety of workplace discussions 1.4 Complying with organization requirements for the use of written and electronic communication methods 1.5 Effective business writing 1.6 Effective clarifying and probing skills 1.7 Effective questioning techniques (clarifying and probing)
2. Lead workplace discussions	2.1 Response to workplace issues are sought following enterprise procedures	2.1 Organization requirements for written and electronic	2.1 Organizing information 2.2 Conveying intended meaning

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	2.2 Response to workplace issues are provided immediately 2.3 Constructive contributions are made to ***workplace discussions*** on such issues as production, quality and safety 2.4 Goals/objectives and action plans undertaken in the workplace are communicated promptly	communication methods 2.2 Effective verbal communication methods 2.3 Workplace etiquette	2.3 Participating in variety of workplace discussions 2.4 Complying with organization requirements for the use of written and electronic communication methods 2.5 Effective clarifying and probing skills
3. Identify and communicate issues arising in the workplace	3.1 Issues and problems are identified as they arise 3.2 Information regarding problems and issues are organized coherently to ensure clear and effective communication 3.3 Dialogue is initiated with appropriate personnel 3.4 Communication problems and issues are raised as they arise 3.5 Identify barriers in communication to be addressed appropriately	3.1 Organization requirements for written and electronic communication methods 3.2 Effective verbal communication methods 3.3 Workplace etiquette 3.4 Communication problems and issues 3.5 Barriers in communication	3.1 Organizing information 3.2 Conveying intended meaning 3.3 Participating in a variety of workplace discussions 3.4 Complying with organization requirements for the use of written and electronic communication methods 3.5 Effective clarifying and probing skills 3.6 Identifying issues 3.7 Negotiation and communication skills

RANGE OF VARIABLES

VARIABLE	RANGE
1. Methods of communication	May include but not limited to: 4.1 Non-verbal gestures 4.2 Verbal 4.3 Face-to-face 4.4 Two-way radio 4.5 Speaking to groups 4.6 Using telephone 4.7 Written 4.8 Internet
2. Workplace discussions	May include but not limited to: 2.1 Coordination meetings 2.2 Toolbox discussion 2.3 Peer-to-peer discussion

EVIDENCE GUIDE

1. Critical aspects of Competency	Assessment requires evidence that the candidate: 1.1 Dealt with a range of communication/information at one time 1.2 Demonstrated leadership skills in workplace communication 1.3 Made constructive contributions in workplace issues 1.4 Sought workplace issues effectively 1.5 Responded to workplace issues promptly 1.6 Presented information clearly and effectively written form 1.7 Used appropriate sources of information 1.8 Asked appropriate questions 1.9 Provided accurate information
2. Resource Implications	The following resources should be provided: 2.1 Variety of Information 2.2 Communication tools 2.3 Simulated workplace
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Case problem 3.2 Third-party report 3.3 Portfolio 3.4 Interview 3.5 Demonstration/Role-playing
4. Context for Assessment	4.1 Competency may be assessed in the actual workplace or at the designated TESDA Accredited Assessment Center.

UNIT OF COMPETENCY : LEAD SMALL TEAMS

UNIT CODE : 400311320

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes to lead small teams including setting, maintaining and monitoring team and individual performance standards.

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Provide team leadership	1.1 ***Work requirements*** are identified and presented to team members based on company policies and procedures 1.2 Reasons for instructions and requirements are communicated to team members based on company policies and procedures 1.3 ***Team members' and leaders' concerns*** are recognized, discussed and dealt with based on company practices	1.1 Facilitation of Team work 1.2 Company policies and procedures relating to work performance 1.3 Performance standards and expectations 1.4 Monitoring individual's and team's performance vis a vis client's and group's expectations	1.1 Communication skills required for leading teams 1.2 Group facilitation skills 1.3 Negotiating skills 1.4 Setting performance expectation
2. Assign responsibilities	2.1 Responsibilities are allocated having regard to the skills, knowledge and aptitude required to undertake the assigned task based on company policies. 2.2 Duties are allocated having regard to individual preference, domestic and personal considerations, whenever possible	2.1 Work plan and procedures 2.2 Work requirements and targets 2.3 Individual and group expectations and assignments 2.4 Ways to improve group leadership and membership	2.1 Communication skills 2.2 Management skills 2.3 Negotiating skills 2.4 Evaluation skills 2.5 Identifying team member's strengths and rooms for improvement
3. Set performance expectations for team members	3.1 Performance expectations are established based on client needs 3.2 Performance expectations are based on individual team members knowledge, skills and aptitude 3.3 Performance expectations are discussed and	3.1 One's roles and responsibilities in the team 3.2 Feedback giving and receiving 3.3 Performance expectation	3.1 Communication skills 3.2 Accurate empathy 3.3 Congruence 3.4 Unconditional positive regard 3.5 Handling of Feedback

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	disseminated to individual team members		
4. Supervise team performance	4.1 Performance is monitored based on defined performance criteria and/or assignment instruction 4.2 Team members are provided with ***feedback***, positive support and advice on strategies to overcome any deficiencies based on company practices 4.3 ***Performance issues*** which cannot be rectified or addressed within the team are referred to appropriate personnel according to employer policy 4.4 Team members are kept informed of any changes in the priority allocated to assignments or tasks which might impact on client/customer needs and satisfaction 4.5 Team operations are monitored to ensure that employer/client needs, and requirements are met 4.6 Follow-up communication is provided on all issues affecting the team 4.7 All relevant documentation is completed in accordance with company procedures	4.1 Performance Coaching 4.2 Performance management 4.3 Performance Issues	4.1 Communication skills required for leading teams 4.2 Coaching skill

RANGE OF VARIABLES

VARIABLE	RANGE
1. Work requirements	May include: 1.1. Client Profile 1.2. Assignment instructions
2. Team member's concerns	May include: 2.1. Roster/shift details
3. Monitor performance	May include: 3.1. Formal process 3.2. Informal process
4. Feedback	May include: 4.1. Formal process 4.2. Informal process
5. Performance issues	May include: 5.1. Work output 5.2. Work quality 5.3. Team participation 5.4. Compliance with workplace protocols 5.5. Safety 5.6. Customer service

EVIDENCE GUIDE

1. Critical aspects of Competency	Assessment requires evidence that the candidate: 1.1 Maintained or improved individuals and/or team performance given a variety of possible scenario 1.2 Assessed and monitored team and individual performance against set criteria 1.3 Represented concerns of a team and individual to next level of management or appropriate specialist and to negotiate on their behalf 1.4 Allocated duties and responsibilities, having regard to individual's knowledge, skills and aptitude and the needs of the tasks to be performed 1.5 Set and communicated performance expectations for a range of tasks and duties within the team and provided feedback to team members
2. Resource Implications	The following resources should be provided: 2.1 Access to relevant workplace or appropriately simulated environment where assessment can take place 2.2 Materials relevant to the proposed activity or task
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Written Examination 3.2 Oral Questioning 3.3 Portfolio
4. Context for Assessment	4.1 Competency may be assessed in the actual workplace or at the designated TESDA Accredited Assessment Center.

UNIT OF COMPETENCY : APPLY CRITICAL THINKING AND PROBLEM-SOLVING TECHNIQUES IN THE WORKPLACE

UNIT CODE : 400311321

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required to solve problems in the workplace including the application of problem-solving techniques and to determine and resolve the root cause/s of specific problems in the workplace.

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1 Examine specific workplace challenges	1.1 Variances are examined from normal operating ***parameters*** and product quality 1.2 Extent, cause and nature of the specific problem are defined through observation, investigation and ***analytical techniques*** 1.3 ***Problems*** are clearly stated and specified	1.1 Competence includes a thorough knowledge and understanding of the process, normal operating parameters, and product quality to recognize non-standard situations 1.2 Competence to include the ability to apply and explain, enough for the identification of fundamental causes of specific workplace challenges 1.3 Relevant equipment and operational processes 1.4 Enterprise goals, targets and measures 1.5 Enterprise quality OHS and environmental requirement 1.6 Enterprise information systems and data collation 1.7 Industry codes and standards	1.1 Using range of analytical techniques (e.g., planning, attention, simultaneous and successive processing of information) in examining specific challenges in the workplace 1.2 Identifying extent and causes of specific challenges in the workplace
2 Analyze the causes of specific	2.1 Possible causes of specific problems are identified based on experience and the use of	2.1 Competence includes a thorough knowledge and understanding of the process, normal	2.1 Using range of analytical techniques (e.g., planning, attention,

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
workplace challenges	problem solving tools **/** analytical techniques 2.2 Possible cause statements are developed based on findings 2.3 Fundamental causes are identified per results of investigation conducted	operating parameters, and product quality to recognize non-standard situations 2.2 Competence to include the ability to apply and explain, sufficient for the identification of fundamental cause, determining the corrective action and provision of recommendations 2.3 Relevant equipment and operational processes 2.4 Enterprise goals, targets and measures 2.5 Enterprise quality OSH and environmental requirement 2.6 Enterprise information systems and data collation 2.7 Industry codes and standards	simultaneous and successive processing of information) in examining specific challenges in the workplace. 2.2 Identifying extent and causes of specific challenges in the workplace. 2.3 Providing clear-cut findings on the nature of each identified workplace challenges.
3 Formulate resolutions to specific workplace challenges	3.1 All possible options are considered for resolution of the problem 3.2 Strengths and weaknesses of possible options are considered 3.3 Corrective actions are determined to resolve the problem and possible future causes 3.4 ***Action plans*** are developed identifying measurable objectives, resource needs and timelines in accordance with safety and operating procedures	3.1 Competence to include the ability to apply and explain, sufficient for the identification of fundamental cause, determining the corrective action and provision of recommendation 3.2 Relevant equipment and operational processes 3.3 Enterprise goals, targets and measures 3.4 Enterprise quality OSH and environmental requirement	3.1 Using range of analytical techniques (e.g., planning, attention, simultaneous and successive processing of information) in examining specific challenges in the workplace 3.2 Identifying extent and causes of specific challenges in the workplace 3.3 Providing clear-cut findings on the nature of each identified workplace challenges

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		3.5 Principles of decision-making strategies and techniques 3.6 Enterprise information systems and data collation 3.7 Industry codes and standards	3.4 Devising, communicating, implementing and evaluating strategies and techniques in addressing specific workplace challenges
4 Implement action plans and communicate results	4.1 Action plans are implemented and evaluated 4.2 Results of plan implementation and recommendations are prepared 4.3 Recommendations are presented to appropriate personnel 4.4 Recommendations are followed-up, if required	4.1 Competence to include the ability to apply and explain, sufficient for the identification of fundamental cause, determining the corrective action and provision of recommendations 4.2 Relevant equipment and operational processes 4.3 Enterprise goals, targets and measures 4.4 Enterprise quality, OSH and environmental requirement 4.5 Principles of decision-making strategies and techniques 4.6 Enterprise information systems and data collation 4.7 Industry codes and standards	4.1 Using range of analytical techniques (e.g., planning, attention, simultaneous and successive processing of information) in examining specific challenges in the workplace 4.2 Identifying extent and causes of specific challenges in the workplace 4.3 Providing clear-cut findings on the nature of each identified workplace challenges 4.4 Devising, communicating, implementing and evaluating strategies and techniques in addressing specific workplace challenges

RANGE OF VARIABLES

VARIABLES	RANGE
1. Parameters	May include: 1.1 Processes 1.2 Procedures 1.3 Systems
2. Analytical techniques	May include: 2.1. Brainstorming 2.2. Intuitions/Logic 2.3. Cause and effect diagrams 2.4. Pareto analysis 2.5. SWOT analysis 2.6. Gant chart, Pert CPM and graphs 2.7. Scatter grams
3. Problems	May include: 3.1. Routine, non – routine and complex workplace and quality problems 3.2. Equipment selection, availability and failure 3.3. Teamwork and work allocation problem 3.4. Safety and emergency situations and incidents 3.5. Risk assessment and management
4. Action plans	May include: 4.1. Priority requirements 4.2. Measurable objectives 4.3. Resource requirements 4.4. Timelines 4.5. Co-ordination and feedback requirements 4.6. Safety requirements 4.7. Risk assessment 4.8. Environmental requirements

EVIDENCE GUIDE

1. Critical aspects of Competency	Assessment requires evidence that the candidate: 1.1. Examined specific workplace challenges. 1.2. Analyzed the causes of specific workplace challenges. 1.3. Formulated resolutions to specific workplace challenges. 1.4. Implemented action plans and communicated results
2. Resource Implications	2.1. Assessment will require access to an operating plant over an extended period of time, or a suitable method of gathering evidence of operating ability over a range of situations. A bank of scenarios / case studies / what ifs will be required as well as bank of questions which will be used to probe the reason behind the observable action.
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Observation 3.2 Case Formulation 3.3 Life Narrative Inquiry 3.4 Standardized test 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. These assessment activities should include a range of problems, including new, unusual and improbable situations that may have happened.
4. Context for Assessment	4.1 In all workplace, it may be appropriate to assess this unit concurrently with relevant teamwork or operation units.

UNIT OF COMPETENCY : WORK IN A DIVERSE ENVIRONMENT

UNIT CODE : 400311322

UNIT DESCRIPTOR : This unit covers the outcomes required to work effectively in a workplace characterized by diversity in terms of religions, beliefs, races, ethnicities and other differences.

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Develop an individual's cultural awareness and sensitivity	1.1 Individual differences with clients, customers and fellow workers are recognized and respected in accordance with enterprise policies and core values. 1.2 Differences are responded to in a sensitive and considerate manner 1.3 ***Diversity*** is accommodated using appropriate verbal and non-verbal communication.	1.1 Understanding cultural diversity in the workplace 1.2 Norms of behavior for interacting and dialogue with specific groups (e. g., Muslims and other non-Christians, non-Catholics, tribes/ethnic groups, foreigners) 1.3 Different methods of verbal and non-verbal communication in a multicultural setting	1.1 Applying cross-cultural communication skills (i.e. different business customs, beliefs, communication strategies) 1.2 Showing affective skills – establishing rapport and empathy, understanding, etc. 1.3 Demonstrating openness and flexibility in communication 1.4 Recognizing diverse groups in the workplace and community as defined by divergent culture, religion, traditions and practices
2. Work effectively in an environment that acknowledges and values cultural diversity	2.1 Knowledge, skills and experiences of others are recognized and documented in relation to team objectives. 2.2 Fellow workers are encouraged to utilize and share their specific qualities, skills or backgrounds with other team members and clients to enhance work outcomes. 2.3 Relations with customers and clients are maintained	2.1 Value of diversity in the economy and society in terms of Workforce development 2.2 Importance of inclusiveness in a diverse environment 2.3 Shared vision and understanding of and commitment to team, departmental, and organizational goals and objectives	2.1 Demonstrating cross-cultural communication skills and active listening 2.2 Recognizing diverse groups in the workplace and community as defined by divergent culture, religion, traditions and practices 2.3 Demonstrating collaboration skills

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	to show that diversity is valued by the business.	2.4 Strategies for customer service excellence	Exhibiting customer service excellence
3. Identify common issues in a multicultural and diverse environment	3.1 ***Diversity-related conflicts*** within the workplace are effectively addressed and resolved. 3.2 Discriminatory behaviors towards customers/stakeholders are minimized and addressed accordingly. 3.3 Change management policies are in place within the organization.	3.1 Value, and leverage of cultural diversity 3.2 Inclusivity and conflict resolution 3.3 Workplace harassment 3.4 Change management and ways to overcome resistance to change 3.5 Advanced strategies for customer service excellence	3.1 Addressing diversity-related conflicts in the workplace 3.2 Eliminating discriminatory behavior towards customers and co-workers 3.3 Utilizing change management policies in the workplace

RANGE OF VARIABLES

VARIABLE	RANGE
1. Diversity	This refers to diversity in both the workplace and the community and may include divergence in: 1.1 Religion 1.2 Ethnicity, race or nationality 1.3 Culture 1.4 Gender, age or personality 1.5 Educational background
2. Diversity-related conflicts	May include conflicts that result from: 2.1 Discriminatory behaviors 2.2 Differences of cultural practices 2.3 Differences of belief and value systems 2.4 Gender-based violence 2.5 Workplace bullying 2.6 Corporate jealousy 2.7 Language barriers 2.8 Individuals being differently-abled persons 2.9 Ageism (negative attitude and behavior towards old people)

EVIDENCE GUIDE

1. Critical aspects of Competency	Assessment requires evidence that the candidate: 1.1 Adjusted language and behavior as required by interactions with diversity 1.2 Identified and respected individual differences in colleagues, clients and customers 1.3 Applied relevant regulations, standards and codes of practice
2. Resource Implications	The following resources should be provided: 2.1 Access to workplace and resources 2.2 Manuals and policies on Workplace Diversity
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Demonstration or simulation with oral questioning 3.2 Group discussions and interactive activities 3.3 Third-party report 3.4 Written examination 3.5 Role Plays
4. Context for Assessment	4.1 Competency assessment may occur in workplace or any appropriately simulated environment

UNIT OF COMPETENCY : **PROPOSE METHODS OF APPLYING LEARNING AND INNOVATION IN THE ORGANIZATION**

UNIT CODE : **400311323**

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required to assess general obstacles in the application of learning and innovation in the organization and to propose practical methods of such in addressing organizational challenges.

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Assess work procedures, processes and systems in terms of innovative practices	1.1 ***Reasons*** for innovation are incorporated to work procedures 1.2 ***Models of innovation*** are researched 1.3 ***Gaps or barriers*** to innovation in one's work area are analyzed 1.4 Staff who can support and foster innovation in the work procedure are identified	1.1 Seven habits of highly effective people 1.2 Character strengths that foster innovation and learning (Christopher Peterson and Martin Seligman, 2004) 1.3 Five minds of the future concepts (Gardner, 2007) 1.4 Adaptation concepts in neuroscience (Merzenich, 2013) 1.5 Transtheoretical model of behavior change (Prochaska, DiClemente, & Norcross, 1992)	1.1 Demonstrating collaboration and networking skills 1.2 Applying basic research and evaluation skills 1.3 Generating insights on how to improve organizational procedures, processes and systems through innovation

2. Generate practical action plans for improving work procedures, processes	2.1 Ideas for innovative work procedure to foster innovation using individual and group techniques are conceptualized 2.2 Range of ideas with other team members and colleagues are evaluated and discussed 2.3 Work procedures and processes subject to change are selected based on workplace requirements (feasible and innovative) 2.4 Practical action plans are proposed to facilitate simple changes in the work procedures, processes and systems 2.5 ***Critical inquiry*** is applied and used to facilitate discourse on adjustments in the simple work procedures, processes and systems	2.1 Seven habits of highly effective people 2.2 Character strengths that foster innovation and learning (Christopher Peterson and Martin Seligman, 2004) 2.3 Five minds of the future concepts (Gardner, 2007) 2.4 Adaptation concepts in neuroscience (Merzenich, 2013) 2.5 Transtheoretical model of behavior change (Prochaska, DiClemente, & Norcross, 1992)	2.1 Assessing readiness for change on simple work procedures, processes and systems 2.2 Generating insights on how to improve organizational procedures, processes and systems through innovation 2.3 Facilitating action plans on how to apply innovative procedures in the organization

3. Evaluate the effectiveness of the proposed action plans	3.1 Work structure is analyzed to identify the impact of the new work procedures 3.2 Co-workers/key personnel is consulted to know who will be involved with or affected by the work procedure 3.3 Work instruction operational plan of the new work procedure is developed and evaluated 3.4 Feedback and suggestion are recorded 3.5 Operational plan is updated 3.6 Results and impact on the developed work instructions are reviewed 3.7 Results of the new work procedure are evaluated 3.8 Adjustments are recommended based on results gathered	3.1 Five minds of the future concepts (Gardner, 2007) 3.2 Adaptation concepts in neuroscience (Merzenich, 2013) 3.3 Transtheoretical model of behavior change (Prochaska, DiClemente, & Norcross, 1992)	3.1 Generating insights on how to improve organizational procedures, processes and systems through innovation 3.2 Facilitating action plans on how to apply innovative procedures in the organization 3.3 Communicating results of the evaluation of the proposed and implemented changes in the workplace procedures and systems 3.4 Developing action plans for continuous improvement on the basic systems, processes and procedures in the organization

RANGE OF VARIABLES

VARIABLE	RANGE
1. Reasons	May include: 1.1 Strengths and weaknesses of the current systems, processes and procedures. 1.2 Opportunities and threats of the current systems, processes and procedures.
2. Models of innovation	May include: 2.1 Seven habits of highly effective people. 2.2 Five minds of the future concepts (Gardner, 2007). 2.3 Neuroplasticity and adaptation strategies.
3. Gaps or barriers	May include: 3.1 Machine 3.2 Manpower 3.3 Methods 3.4 Money
4. Critical Inquiry	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

EVIDENCE GUIDE

1. Critical aspects of Competency	Assessment requires evidence that the candidate: 1.1 Established the reasons why innovative systems are required. 1.2 Established the goals of a new innovative system 1.3 Analyzed current organizational systems to identify gaps and barriers to innovation. 1.4 Assessed work procedures, processes and systems in terms of innovative practices. 1.5 Generate practical action plans for improving work procedures, and processes. 1.6 Reviewed the trial innovative work system and adjusted reflect evaluation feedback, knowledge management systems and future planning. 1.7 Evaluated the effectiveness of the proposed action plans.
2. Resource Implications	The following resources should be provided: 2.1 Pens, papers and writing implements 2.2 Cartolina 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 : USE INFORMATION SYSTEMATICALLY

UNIT CODE : 400311324

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required to use technical information systems, apply information technology (IT) systems and edit, format and check information.

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Use technical information	1.1 ***Information*** are collated and organized into a suitable form for reference and use 1.2 Stored information is classified so that it can be quickly identified and retrieved when needed 1.3 Guidance are advised and offered to people who need to find and use information	1.1 Application in collating information 1.2 Procedures for inputting, maintaining and archiving information 1.3 Guidance to people who need to find and use information 1.4 Organize information 1.5 classify stored information for identification and retrieval 1.6 Operate the technical information system by using agreed procedures	1.1 Collating information 1.2 Operating appropriate and valid procedures for inputting, maintaining and archiving information 1.3 Advising and offering guidance to people who need to find and use information 1.4 Organizing information into a suitable form for reference and use 1.5 Classifying stored information for identification and retrieval 1.6 Operating the technical information system by using agreed procedures
2. Apply information technology (IT)	2.1 ***Technical information*** system is operated using agreed procedures 2.2 Appropriate and valid procedures are operated for inputting, maintaining and archiving information 2.3 ***Software*** required are utilized to execute the project activities 2.4 Information and data obtained are handled, edited, formatted and	2.1 Attributes and limitations of available software tools 2.2 Procedures and work instructions for the use of IT 2.3 Operational requirements for IT systems 2.4 Sources and flow paths of data	2.1 Identifying attributes and limitations of available software tools 2.2 Using procedures and work instructions for the use of IT 2.3 Describing operational requirements for IT systems

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	checked from a range of internal and external ***sources*** 2.5 Information are extracted, entered, and processed to produce the outputs required by ***customers*** 2.6 Own skills and understanding are shared to help others 2.7 Specified ***security measures*** are implemented to protect the confidentiality and integrity of project data held in IT systems	2.5 Security systems and measures that can be used 2.6 Extract data and format reports 2.7 Methods of entering and processing information 2.8 WWW enabled applications	2.4 Identifying sources and flow paths of data 2.5 Determining security systems and measures that can be used 2.6 Extracting data and format reports 2.7 Describing methods of entering and processing information 2.8 Using WWW applications
3. Edit, format and check information	3.1 Basic editing techniques are used 3.2 Accuracy of documents are checked 3.3 Editing and formatting tools and techniques are used for more complex documents 3.4 Proof reading techniques is used to check that documents look professional	3.1 Basic file-handling techniques 3.2 Techniques in checking documents 3.3 Techniques in editing and formatting 3.4 Proof reading techniques	3.1 Using basic file-handling techniques is used for the software 3.2 Using different techniques in checking documents 3.3 Applying editing and formatting techniques 3.4 Applying proof reading techniques

RANGE OF VARIABLES

VARIABLE	RANGE
1. Information	May include: 1.1. Property 1.2. Organizational 1.3. Technical reference
2. Technical information	May include: 2.1. paper based 2.2. electronic
3. Software	May include: 3.1. spreadsheets 3.2. databases 3.3. word processing 3.4. presentation
4. Sources	May include: 4.1. other IT systems 4.2. manually created 4.3. within own organization 4.4. outside own organization 4.5. geographically remote
5. Customers	May include: 5.1. colleagues 5.2. company and project management 5.3. clients
6. Security measures	May include: 6.1. access rights to input; 6.2. passwords; 6.3. access rights to outputs; 6.4. data consistency and back-up; 6.5. recovery plans

EVIDENCE GUIDE

1. Critical aspects of Competency	Assessment requires evidence that the candidate: 1.1. Used technical information 1.2. Applied information technology (IT) 1.3. Edited, formatted and checked information
2. Resource Implications	The following resources should be provided: 2.1. Computers 2.2. Software and IT system
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1. Direct Observation 3.2. Oral interview and written test
4. Context for Assessment	4.1. Competency may be assessed in the actual workplace or at the designated TESDA Accredited Assessment Center.

UNIT OF COMPETENCY : EVALUATE OCCUPATIONAL SAFETY AND HEALTH WORK PRACTICES

UNIT CODE : 400311325

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required to interpret Occupational Safety and Health practices, set OSH work targets, and evaluate effectiveness of Occupational Safety and Health work instructions.

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Interpret Occupational Safety and Health practices	1.1 ***OSH work practices issues*** are identified relevant to work requirements 1.2 OSH work standards and procedures are determined based on applicability to nature of work 1.3 Gaps in work practices are identified related to relevant OSH work standards	1.1 OSH work practices issues 1.2 OSH work standards 1.3 General OSH principles and legislations 1.4 Company/ workplace policies/ guidelines 1.5 Standards and safety requirements of work process and procedures	1.1 Communication skills 1.2 Interpersonal skills 1.3 Critical thinking skills 1.4 Observation skills
2. Set OSH work targets	2.1 Relevant work information is gathered necessary to determine OSH work targets 2.2 ***OSH Indicators*** based on gathered information are agreed upon to measure effectiveness of workplace OSH policies and procedures 2.3 Agreed OSH indicators are endorsed for approval from appropriate personnel 2.4 ***OSH work instructions*** are received in accordance with workplace policies and procedures*	2.1 OSH work targets 2.2 OSH Indicators 2.3 OSH work instructions 2.4 Safety and health requirements of tasks 2.5 Workplace guidelines on providing feedback on OSH and security concerns 2.6 OSH regulations Hazard control procedures 2.7 OSH trainings relevant to work	2.1 Communication skills 2.2 Collaborating skills 2.3 Critical thinking skills 2.4 Observation skills

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3. Evaluate effectiveness of Occupational Safety and Health work instructions	3.1 OSH Practices are observed based on workplace standards 3.2 Observed OSH practices are measured against approved ***OSH metrics*** 3.3 Findings regarding effectiveness are assessed and gaps identified are implemented based on OSH work standards	3.1 OSH Practices 3.2 OSH metrics 3.3 OSH Evaluation Techniques 3.4 OSH work standards	3.1 Critical thinking skills 3.2 Evaluating skills

RANGE OF VARIABLES

VARIABLE	RANGE
1. OSH Work Practices Issues	May include but not limited to: 1.1 Workers' experience/observance on presence of work hazards 1.2 Unsafe/unhealthy administrative arrangements (prolonged work hours, no break-time, constant overtime, scheduling of tasks) 1.3 Reasons for compliance/non-compliance to use of PPEs or other OSH procedures/policies/ guidelines
2. OSH Indicators	May include but not limited to: 2.1 Increased of incidents of accidents, injuries 2.2 Increased occurrence of sickness or health complaints/symptoms 2.3 Common complaints of workers related to OSH 2.4 High absenteeism for work-related reasons
3. OSH Work Instructions	May include but not limited to: 3.1 Preventive and control measures**,** and targets 3.2 Eliminate the hazard (i.e., get rid of the dangerous machine 3.3 Isolate the hazard (i.e. keep the machine in a closed room and operate it remotely; barricade an unsafe area off) 3.4 Substitute the hazard with a safer alternative (i.e., replace the machine with a safer one) 3.5 Use administrative controls to reduce the risk (i.e. give trainings on how to use equipment safely; OSH-related topics, issue warning signages, rotation/shifting work schedule) 3.6 Use engineering controls to reduce the risk (i.e. use safety guards to machine) 3.7 Use personal protective equipment 3.8 Safety, Health and Work Environment Evaluation 3.9 Periodic and/or special medical examinations of workers
4. OSH metrics	May include but not limited to: 4.1 Statistics on incidence of accidence and injuries 4.2 Morbidity (Type and Number of Sickness) 4.3 Mortality (Cause and Number of Deaths) 4.4 Accident Rate

EVIDENCE GUIDE

1. Critical aspects of Competency	Assessment requires evidence that the candidate: 1.1 Identify OSH work practices issues relevant to work requirements 1.2 Identify gaps in work practices related to relevant OSH work standards 1.3 Agree upon OSH Indicators based on gathered information to measure effectiveness of workplace OSH policies and procedures 1.4 Receive OSH work instructions in accordance with workplace policies and procedures 1.5 Compare Observed OSH practices with against approved OSH work instructions 1.6 Assess findings regarding effectiveness based on OSH work standards
2. Resource Implications	The following resources should be provided: 2.1 Facilities, materials, tools and equipment necessary for the activity
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Observation/Demonstration with oral questioning 3.2 Third party report 3.3 Written exam
4. Context for Assessment	4.1 Competency may be assessed in the actual workplace or at the designated TESDA Accredited Assessment Center.

UNIT OF COMPETENCY : EVALUATE ENVIRONMENTAL WORK PRACTICES

UNIT CODE : 400311326

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitude to interpret environmental Issues, establish targets to evaluate environmental practices and evaluate effectiveness of environmental practices.

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Interpret environmental practices, policies and procedures	1.1 ***Environmental work practices*** issues are identified relevant to work requirements 1.2 Environmental Standards and Procedures nature of work are determined based on Applicability to nature of work 1.3 Gaps in work practices related to Environmental Standards and Procedures are identified	1.1 Environmental Issues 1.2 Environmental Work Procedures 1.3 Environmental Laws 1.4 Environmental Hazardous and Non-Hazardous Materials 1.5 Environmental required license, registration or certification	1.1 Analyzing Environmental Issues and Concerns 1.2 Critical thinking 1.3 Problem Solving 1.4 Observation Skills
2. Establish targets to evaluate environmental practices	2.1 Relevant information is gathered necessary to determine environmental work targets 2.2 ***Environmental Indicators*** based on gathered information are set to measure environmental work targets 2.3 Indicators are verified with appropriate personnel	2.1 Environmental Indicators 2.2 Relevant Environment Personnel or expert 2.3 Relevant Environmental Trainings and Seminars	2.1 Investigative Skills 2.2 Critical thinking 2.3 Problem Solving 2.4 Observation Skills

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3. Evaluate effectiveness of environmental practices	3.1 Work environmental practices are recorded based on workplace standards 3.2 Recorded work environmental practices are compared against planned indicators 3.3 Findings regarding effectiveness are assessed and gaps identified are implemented based on environment work standards and procedures 3.4 Results of environmental assessment are conveyed to appropriate personnel	3.1 Environmental Practices 3.2 Environmental Standards and Procedures	3.1 Documentation and Record Keeping Skills 3.2 Critical thinking 3.3 Problem Solving 3.4 Observation Skills

RANGE OF VARIABLES

VARIABLE	R A N G E
1. Environmental Practices Issues	May include: 1.1 Water Quality 1.2 National and Local Government Issues 1.3 Safety 1.4 Endangered Species 1.5 Noise 1.6 Air Quality 1.7 Historic 1.8 Waste 1.9 Cultural
2. Environmental Indicators	May include: 2.1 Noise level 2.2 Lighting (Lumens) 2.3 Air Quality - Toxicity 2.4 Thermal Comfort 2.5 Vibration 2.6 Radiation 2.7 Quantity of the Resources 2.8 Volume

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate**:** 1.1 Identified environmental issues relevant to work requirements 1.2 Identified gaps in work practices related to Environmental Standards and Procedures 1.3 Gathered relevant information necessary to determine environmental work targets 1.4 Set environmental indicators based on gathered information to measure environmental work targets 1.5 Recorded work environmental practices are recorded based on workplace standards 1.6 Conveyed results of environmental assessment to appropriate personnel
2. Resource Implications	The following resources should be provided**:** 2.1 Workplace/Assessment location 2.2 Legislation, policies, procedures, protocols and local ordinances relating to environmental protection 2.3 Case studies/scenarios relating to environmental protection
3. Methods of Assessment	Competency in this unit may be assessed through**:** 3.1 Written/ Oral Examination 3.2 Interview/Third Party Reports 3.3 Portfolio (citations/awards from GOs and NGOs, certificate of training – local and abroad) 3.4 Simulations and role-plays
4. Context for Assessment	4.1 Competency may be assessed in actual workplace or at the designated TESDA center.

UNIT OF COMPETENCY : FACILITATE ENTREPRENEURIAL SKILLS FOR MICRO-SMALL-MEDIUM ENTERPRISES (MSMEs)

UNIT CODE : 400311327

UNIT DESCRIPTOR : This unit covers the outcomes required to build, operate and grow a micro/small-scale enterprise.

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Develop and maintain micro-small-medium enterprise (MSMEs) skills in the organization	1.1 Appropriate ***business strategies*** are determined and set for the enterprise based on current and emerging business environment 1.2 ***Business operations*** are monitored and controlled following established procedures 1.3 Quality assurance measures are implemented consistently 1.4 Good relations are maintained with staff/workers 1.5 Policies and procedures on occupational safety and health and environmental concerns are constantly observed	1.1 Business models and strategies 1.2 Types and categories of businesses 1.3 Business operation 1.4 Basic Bookkeeping 1.5 Business internal controls 1.6 Basic quality control and assurance concepts 1.7 Government and regulatory processes	1.1 Basic bookkeeping/ accounting skills 1.2 Communication skills 1.3 Building relations with customer and employees 1.4 Building competitive advantage of the enterprise
2. Establish and maintain client-base/market	2.1 Good customer relations are maintained 2.2 New customers and markets are identified, explored and reached out to 2.3 Promotions/Incentives are offered to loyal customers 2.4 Additional products and services are evaluated and tried where feasible 2.5 ***Promotional/ advertising initiatives*** are carried out where necessary and feasible	2.1 Public relations concepts 2.2 Basic product promotion strategies 2.3 Basic market and feasibility studies 2.4 Basic business ethics	2.1 Building customer relations 2.2 Individual marketing skills 2.3 Using basic advertising (posters/ tarpaulins, flyers, social media, etc.)
3. Apply budgeting and financial	3.1 Enterprise is built up and sustained through	3.1 Cash flow management 3.2 Basic financial management	3.1 Setting business priorities and strategies

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
management skills	judicious control of cash flows 3.2 Profitability of enterprise is ensured though appropriate ***internal controls*** 3.3 Unnecessary or lower-priority expenses and purchases are avoided	3.3 Basic financial accounting 3.4 Business internal controls	3.2 Interpreting basic financial statements 3.3 Preparing business plans

RANGE OF VARIABLES

VARIABLE	RANGE
1. Business Strategies	May include: 1.1 Developing/Maintaining niche market 1.2 Use of organic/healthy ingredients 1.3 Environment-friendly and sustainable practices 1.4 Offering both affordable and high-quality products and services 1.5 Promotion and marketing strategies (e. g., on-line marketing)
2. Business Operations	May include: 2.1 Purchasing 2.2 Accounting/Administrative work 2.3 Production/Operations/Sales
3. Promotional/Advertising Initiatives	May include: 3.1 Use of tarpaulins, brochures, and/or flyers 3.2 Sales, discounts and easy payment terms 3.3 Use of social media/Internet 3.4 “Service with a smile” 3.5 Extra attention to regular customers
4. Internal Controls	May include: 4.1 Accounting systems 4.2 Financial statements/reports 4.3 Cash management

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate**:** 1.1 Demonstrated basic entrepreneurial skills 1.2 Demonstrated ability to conceptualize and plan a micro/small enterprise 1.3 Demonstrated ability to manage/operate a micro/small-scale business
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
3. Methods of Assessment	Competency in this unit may be assessed through**:** 3.1 Written examination 3.2 Demonstration/observation with oral questioning 3.3 Portfolio assessment with interview 3.4 Case problems
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 : HHC325201

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 ***Italicized 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 ***industry codes of practice*** are accurately and clearly explained to the work group 1.2 Information about identified **hazards and the *outcomes of infection risk assessments*** 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 infection control	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

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		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.)	control, environmental 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 ***Therapeutic communication*** is applied to ensure implementation of infection control policy in the work place 2.2 ***Infection control policies and procedures*** are implemented based on established procedure 2.3 ***Employer's coaching and support*** ensures the individuals/teams are able to practice infection control procedures 2.4 ***Safe work procedures*** are adopted to reflect appropriate infection control practices in the work place 2.5 Employees are encouraged to report ***hazardous and infectious risks*** 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

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

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

VARIABLE	RANGE
	5.4 Use color code poster labels and signs to warn employees of potential hazards 5.5 Provide information that work areas, machinery and equipment are kept in a safe condition 5.6 Provide information, training instructions and supervisions of employees so they can work safely 5.7 Provide new employees with specialized orientation training to help them become familiar with their new work environment
6. Safe work procedures	May include: 6.1 DOLE manual 6.2 OSH manual 6.3 Company's rules and regulations manual 6.4 Job description for each employees hand outs 6.5 Workplace safety tips 6.5.1 Health and safety company protocol about COVID 19 6.5.1.1 Keep oneself healthy thru vaccine, vitamins and healthy tips style 6.5.1.2 Maintain personal hygiene 6.5.1.3 Environmental cleaning and decontamination 6.5.1.4 Cover mouth when coughing and sneezing 6.5.1.5 Hands off on your nose and mouth 6.5.1.6 Frequent handwashing and use of disinfectant 6.5.1.7 Wear, remove and dispose PPE properly 6.5.1.8 Always disinfect working area 6.5.1.9 Reducing contact by observing social distancing 6.5.1.10 Observe isolation technique if you are sick to prevent spread of infection 6.5.2 "Five S" in workplace, its purpose and benefits 6.5.3 Follow safety procedures 6.5.4 Don't take shortcuts 6.5.5 Clear up 6.5.6 Clear and organized area 6.5.7 Emergency exit location 6.5.8 Be alert on the job 6.5.9 Take regular break 6.5.10 Be vigilant 6.5.11 F.A. box location 6.5.12 Immediately report incident 6.5.13 Safe and hygiene facilities including toilet, eating area and first aid with complete contents
7. Hazardous and infectious risks	May include: 7.1 Categories of hazard 7.1.1 Safety 7.1.2 Health 7.1.3 Environment

VARIABLE	RANGE
	7.2 Classes of hazard 7.2.1 Natural 7.2.2 Man made 7.2.2 Technology 7.2.3 Behavior/attitude 7.3 Specific hazard 7.3.1 Mechanical 7.3.2 Chemical 7.3.3 Physical 7.3.4 Biological 7.3.5 Psychological 7.4 Risks in the workplace 7.4.1 Corona virus – accommodating high risk employee returning to work 7.4.2 Ergonomics 7.4.3 Risk examples 7.4.3.1 Health risk (smoking) 7.4.3.2 Exposure to computer 7.4.3.3 Working at height 7.4.3.4 Hazardous substances exposure 7.4.3.5 Slips and trips 7.4.3.6 Strain, sprain and pain 7.5 Adapt best practices in the workplace 7.5.1 Provide clear expectations 7.5.2 Give people the opportunity to use their skills 7.5.3 Encourage people to contribute ideas and get involved in decision making 7.5.4 Reward effort 7.5.5 Stay committed 7.5.6 Hold regular meetings 7.5.7 Seek cultural cohesiveness
8. Infection control standards	May include: 8.1 Goals of infection control policy 8.2 Basic infection control 8.3 Main universal precautions 8.4 Standard infection control precautions 8.5 WHO infection prevention and control 8.6 Data analysis
9. Designated personnel	May include: 9.1 Medical team of the company or agency 9.2 Support group 9.2.1 Manager 9.2.2 Infection Control Coordinator 9.2.3 Quality Improvement Coordinator 9.2.4 Infection Control Committee 9.2.5 Occupational Health and Safety Committee

VARIABLE	RANGE
10. Aggregate infection control information	May include: 10.1 Records of needle stick injuries 10.2 Hospital-acquired infection rates 10.3 DOH healthcare standards clinical indicators 10.4 HACCP (Hazards Analysis Critical Control Point) records 10.5 Hazard reports

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. Resource Implications	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. Methods of Assessment	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.

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Plan responses	1.1 ***Responses are planned*** 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 ***difficult or challenging behavior*** are identified and ***strategies appropriate*** 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

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Apply response	2.1 Difficult or challenging behavior is dealt with promptly, firmly and diplomatically in accordance with ***institutional policies and procedures*** 2.2 Communication is used effectively to achieve the desired outcomes in responding to difficult or challenging behavior 2.3 ***Appropriate strategies are selected*** to suit particular instances of difficult or challenging behavior	2.1 Reporting and documentation 2.2 Knowledge on institutional, rules, guidelines, policies and procedures 2.3 Issues relating to difficult and challenging behavior 2.4 Client issues which need to be referred to an appropriate health professional 2.5 Knowledge on policies and rules of health professionals involved with the care of client	2.1 Applying therapeutic communication 2.2 Implementing institutional, rules, guidelines, policies and procedures 2.3 Identifying issues relating to difficult and challenging behavior 2.4 Identifying client issues which need to be referred to an appropriate health professional 2.5 Remaining alert to potential incidents of difficult or challenging behavior 2.6 Reporting and documentation with accuracy
3. Report and review incidents	3.1 Incidents are ***reported and reviewed*** according to institutional policies and procedures 3.2 Incidents are reviewed with appropriate staff and suggestions appropriate to area of responsibility are made 3.3 ***Advice and assistance are sought from legitimate sources*** as needed according to agency policies and procedures	3.1 Use of therapeutic communication 3.2 Reporting and documentation 3.3 Knowledge on environment RA 9003 – Ecological Solid Waste Management 3.4 Use of computer for documentation and reporting	3.1 Applying therapeutic communication 3.2 Reporting and documentation with accuracy

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 7.1.6 If any treatment was provided to the injured and if so, what kind of treatment 7.1.7 Nature of injury and part of the body affected 7.1.8 Date and time reported

VARIABLE	RANGE
	7.1.9 Name and signature of the person making the report 7.2 Ten essential elements of an incident report
8. Advice and assistance from legitimate source	May include: 8.1 According to company's policy 8.2 Recommendations 8.3 Employees training on safe work practice 8.4 Preventive maintenance activities that keep equipment in good operating condition 8.5 Evaluation of job procedures with recommendation for changes 8.6 Conducting a job hazard analysis to evaluate the task for any other hazards and then train employees for these hazards

EVIDENCE GUIDE

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

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Assess the situation	1.1 ***Emergency action principle of First Aid*** is applied based on established procedure 1.2 ***Physical hazards*** to self and casualty's health and safety are identified based on established procedure 1.3 ***Immediate risks to self and casualty*** are minimized by controlled in accordance with OHS requirements 1.4 ***First Aid kit*** 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 ***Principles of Body Substance Isolation*** is applied based on standard First Aid procedure 2.2 Responses and ***level of consciousness*** of the victim or casualty are checked based on established standard first aid procedure 2.3 ***Potentially life-threatening condition*** is identified and then appropriate treatment is began based on first aid standard procedure 2.4 ***Activate medical assistance*** 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

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

RANGE OF VARIABLES

VARIABLE	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 by standers 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

VARIABLE	RANGE
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 5.1.1.2 Surface contamination 5.1.1.3 Needle stick exposure 5.1.1.4 Oral contamination due to improper handwashing 5.2 Proper handwashing (WHO standard) 5.3 Proper wearing, removal and disposal of mask and gloves (PPE) 5.4 Wearing of HazMat (Hazardous material suit) as needed 5.5 Use of disinfectant
6. Level of consciousness	May include: 6.1 Awake 6.2 Confused 6.3 Disoriented 6.4 Lethargic 6.5 Obtunded 6.6 Stuporous 6.7 Comatose 6.7.1 Protect spine if necessary 6.7.2 Check C-A-B 6.7.2.1 Circulation 6.7.2.2 Airway 6.7.2.3 Breathing
7 Potentially life-threatening condition	May include: 7.1 Types of unconscious victim 7.1.1 +B +P = Syncope 7.1.2 –B + P = Respiratory arrest 7.1.3 –B - P = Cardiac arrest * B-breathing: *P - pulse 7.2 TRIAGE (TRIAGE PRIORITY) 7.3 Casualty who has life threatening condition that involves C-A-B. Treat this victim first and transport as soon as possible 7.3.1 Airway and breathing difficulties 7.3.2 Choking 7.3.3 Uncontrolled and severe bleeding 7.3.4 Decreased level of consciousness 7.3.5 Shock (different types) 7.3.6 Severe burns (2nd and 3rd degree) with difficulty of breathing 7.4 Person/casualty who are injured but the condition is not life threatening. Treatment can be delayed temporarily

VARIABLE	RANGE
	7.4.1 Burns without airway problem 7.4.2 major or multiple or joint injury 7.4.3 Back injuries with or without spinal cord injury 7.5 Person who is injured but only minor. Treatment can be delayed 7.5.1 Minor fracture 7.5.2 minor soft tissue injury 7.6 Lowest priority (Black) person who is already dead or have little chance of survival 7.6.1 Obvious death 7.6.2 Obviously non survivable injury 7.6.2.1 Major open brain trauma 7.6.2.2 Full cardiac arrest
8 Activate medical assistance	May include: 8.1 Arrange transfer facilities 8.1.1 Phone first – activate or call medical assistance then return to the victim 8.1.2 Phone fast – CPR first before calling for medical assistance
9 Basic life support	May include: 9.1 Basic life support definition 9.1.1 Respiratory arrest 9.1.2 Cardiac arrest 9.1.3 Artificial respiration or rescue breathing 9.1.4 Cardiopulmonary resuscitation 9.1.4.1 CPR for infant 9.1.4.2 CPR for children 9.1.4.3 CPR for adult * Follow CPR under AHA (American Heart Association C-A-B procedure) 9.2 Check Circulation – Airway - Breathing 9.2.1 Carotid pulse for adult 9.2.2 Brachial pulse for infant 9.2.3 Open airway 9.2.3.1 Head tilt chin lift maneuver 9.2.3.2 Jaw thrust maneuver 9.2.3.3 Modified jaw thrust maneuver 9.3 When to stop CPR 9.3.1 S - Spontaneous breathing and pulse has occurred 9.3.2 T – Turned over to the physician or paramedics 9.3.3 O – Operator or first aider is already exhausted 9.3.4 P – Physician assumed responsibility and if the casualty has been declared dead
10 Detailed history of casualty	May include: 10.1 Ask the following data:

VARIABLE	RANGE
	10.1.1 Signs and symptoms of the episode 10.1.2 What occurred at the onset of accident 10.1.3 Any known allergies 10.1.4 Present medication 10.1.4.1 Name of medication 10.1.4.2 Frequency of medication 10.1.4.3 Dosage 10.1.4.4 Time when last taken 10.1.5 Past history of casualty's medical condition 10.1.6 Last oral intake, last meal, drink or medication taken prior to accident 10.1.7 Events leading to injury or illness
11 Physical examination	May include: 11.1 Begin care and assessment in the order of importance: 11.1.1 A – Airway 11.1.2 B – Breathing 11.1.3 C – Circulation 11.1.4 D – Disabilities which includes mental status 11.1.5 E - Expose any body part that is fractured like extremities but still maintain casualty's privacy and dignity 11.2 Techniques of physical examination 11.2.1 Inspection 11.2.2 Palpation 11.2.3 Auscultation 11.2.4 Percussion 11.3 Examine the following: 11.3.1 D - Deformity 11.3.2 C - Contusion 11.3.3 A - Abrasion 11.3.4 P – Punctured 11.3.5 B – Bleeding and burns 11.3.6 T – Tenderness 11.3.7 L - Laceration 11.3.8 S – Swelling 11.4 For casualty - fall from heights 11.4.1 Don't move the casualty 11.4.2 Wait for the paramedics 11.4.3 Keep the casualty calm and well ventilated
12 Vital signs	12.1 Baseline vital signs 12.1.1 Body temperature 12.1.2 Pulse rate 12.1.3 Respiratory rate 12.1.4 Blood pressure 12.2 Assessment of pain 12.2.1 Use of pain scale
13 Incident report	13.1 Definition of term 13.1.1 Accident report

VARIABLE	RANGE
	13.1.2 Incident report 13.2 Find the factor 13.2.1 Date, Time and specific location of incident 13.2.2 Name, job title and department of employee involved 13.2.3 Names and accounts of witness 13.2.4 Events leading up to incident 13.2.5 Exactly what the casualty was doing at the moment of incident 13.2.6 Environmental condition e.g. slippery, wet floor, lighting, noise, etc. 13.2.7 Circumstances like tools, equipment, PPE 13.2.8 Specific injuries of casualty 13.2.9 Type of treatment given 13.2.10 Damage equipment if there are tools and equipment involved in the accident 13.2.11 Determine the sequence 13.2.12 Events involved in the incident 13.2.13 Events after the incident 13.2.14 Analyze 13.2.15 Recommend 13.2.16 Name, signature, date and time of the person who wrote the incident report

EVIDENCE GUIDE

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

UNIT OF COMPETENCY : MAINTAIN HIGH STANDARDS OF 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.

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Communicate appropriately with patients / clients	1.1 Effective ***communication*** 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 1.9 Concepts on modes of communication	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 1.10 Using oral and written communication

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

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

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		equipment needed for communication (computer, cell phone, and other forms of media)	3.8 Using appropriate verbal and non-verbal communication styles 3.9 Using oral and written communication 3.10 Working with others and displaying empathy with client and relatives 3.11 Applying conflict management skills 3.12 Demonstrating intra and interpersonal skills 3.13 Reporting and documentation with accuracy
4. Evaluate own work to maintain a high standard of client service	4.1 Advice and assistance are received or sought from appropriate sources on own ***performance*** 4.2 Own work is adjusted, incorporating recommendations that address performance issues, to maintain the agreed standard of client support	4.1 Reporting, documentation and use of non-verbal and verbal communication 4.2 Concepts on modes of communication 4.3 Knowledge on evaluation and analysis of work performance	4.1 Identifying the mode on communication appropriate for the situation 4.2 Applying modes of communication 4.3 Identifying standards for work procedures 4.4 Implementing standards for work procedures 4.5 Maintaining standards for work procedures 4.6 Demonstrating intra and interpersonal skills 4.7 Reporting and documentation

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

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

EVIDENCE GUIDE

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

CORE COMPETENCIES

UNIT OF COMPETENCY : CARRY OUT RESPONSE INTEGRATION AND COORDINATION IN A MASS CASUALTY INCIDENT

UNIT CODE : HHC325301

UNIT DESCRIPTOR : This unit covers the competency required to initiate incident management in an EMS setting with the use of local initial response resources in a mass casualty incident that includes identify incident type, establish initial control and command, participate in operational response, conclude operational task and perform post-response activities.

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Identify the incident type	1.1 ***Communications network*** are accessed. 1.2 Initial assessment of the incident is carried out promptly. 1.3 ***Hazards*** or potential hazards are assessed and monitored 1.4 Number of patients identified in accordance with mass casualty incident protocol 1.5 ***Resources*** are determined to deal with the incident. 1.6 Additional resources needed are identified and requested in accordance with SOP 1.7 Actions are taken to protect, secure and preserve incident scene as required.	1.1 National Disaster Risk Reduction and Management Council structure and policies 1.2 Organizational Policies and Procedures 1.3 Principles of incident command system 1.3.1 Incident management 1.3.2 EMS response structure within the incident command system 1.4 Hazards 1.5 Resources 1.6 Communication Protocols 1.7 Use of Communication equipment	1.1 Communication skills 1.2 Access communications network 1.3 Use communications equipment 1.4 Conduct initial incident assessment 1.5 Follow safety protocols and guidelines
2. Establish initial control and command	2.1 Control and command are established in accordance with organizational policies and procedures. 2.2 ***Operational briefing*** is received and implemented based on	2.1 Organizational Policies and Procedure 2.1.1 Medical Direction 2.2 Operational briefing 2.3 Agency procedures for establishing control and	2.1 Follow the operational briefing in the Incident Action Plan (IAP) 2.2 Maintain incident situational awareness

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	Incident Action Plan (***IAP***) 2.3 Leadership, supervision and ***team welfare*** are provided to ensure safety and performance on operational standards.	communicating to relevant authorities 2.4 Agency protocols for liaising with stakeholders and media on scene 2.5 RA 10121 2.6 National Disaster Response Plan 2.7 Principles of Basic Incident Command System 2.8 EMS response concept within the incident command system	
3 Participate in operational response	3.1 EMS response is coordinated 3.2 Mass casualty protocols are followed in accordance with triage principles 3.3 Mass casualty incidents due to terrorism and disaster is recognized	3.1 National Disaster Risk Reduction and Management Council Incident Management System structure and policies 3.2 Organizational policies and procedures relating to operations 3.3 Purpose and structure of medical incident command within the incident management system 3.4 Mass casualty incident (MCI) and triage categories 3.5 Risks and responsibilities of operating on scene of a natural or man-made disaster 3.9 Disaster management and hazardous materials 3.10 Emergency medical technician's role under the incident command system (ICS)	3.1 Conduct operational briefings 3.2 Deploy personnel and equipment to deal with the incident 3.3 Perform triage in mass casualty incident management 3.4 Initiate start triage system 3.5 Conduct jumpstart triage system for pediatric patients 3.6 Identify labels, placards, and markings used to designate hazardous materials 3.7 Ability to use a variety of reference materials to identify a hazardous material

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		3.11 Hazardous material incidents identification 3.12 Mass casualty incidents due to terrorism and disaster	
4 Conclude operational task and perform post response activities	4.1 Final incident assessment is conducted 4.2 Incident actions and decisions are recorded 4.3 Incident is concluded and coordinated 4.4 Post incident reports are prepared and submitted	4.1 Incident situational awareness report 4.2 Procedures for protecting and preserving an incident scene and recording requirements 4.3 Demobilization procedures 4.4 Recording and schedule procedures for equipment cleaning, repair, storage and replenishment 4.5 Critical incident stress debriefing 4.6 Briefing/ debriefing requirements and protocols	4.1 Prepare and submit reports 4.2 Recommend and attend debriefing sessions

RANGE OF VARIABLES

VARIABLE	RANGE
1. Communications network	May include: 1.1 Two-way radios 1.2 Telephones (mobile, land, satellite) 1.3 Public address equipment 1.4 Audible alarms/whistles 1.5 Hand signals 1.6 Verbal and written instructions 1.7 Distress signal units 1.8 Ground to air 1.9 Mobile Data transfer 1.10 Internet connection or WIFI
2. Hazards	May include: 2.1 Crowd 2.2 Chemical Spills 2.3 Leaking Fuel 2.4 Vehicle Electrical Faults 2.5 Downed Power Lines 2.6 Falling Debris 2.7 Natural hazards 2.8 Human-induced hazards 2.9 CBRNe
3. Resources	May include 3.1 Additional ambulance (BLS/ALS) and rescue units 3.2 Technical teams (extrication, rescue, hazmat, etc.) 3.3 Aircraft (rotary and fixed wing) 3.4 Equipment and tools (extrication. Rescue, hazmat, etc.) 3.5 Materials (maps, navigation aids, etc.)
4. Operational briefing	May include: 4.1 Briefing Agenda 4.2 Operational Period 4.3 Incident Objectives 4.4 Current assessment and accomplishments 4.5 Work assignments 4.6 Weather and environmental factors affecting responses 4.7 Safety issues and mitigations 4.8 Protocols as to general public information concerns
5. Team welfare	May include: 5.1 Fatigue management 5.2 Physical needs such as refreshments 5.3 Physical stress 5.4 Psychological stress

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Identified the incident type 1.2 Established initial control and command 1.3 Participated in operational response 1.4 Concluded operational task and performed post-response activities
2. Resource Implications	The following resources should be provided: 2.1 Access to appropriate workplace or simulation of realistic workplace setting where assessment can be conducted. 2.2 Access to equipment and resources normally used in the workplace
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Demonstration with questioning 3.2 Observations with questioning 3.3 Third Party Report 3.4 Written Examination
4. Context of Assessment	4.1 Competency may be assessed in the actual workplace or at the designated TESDA Accredited Assessment Center.

UNIT OF COMPETENCY : PERFORM PATIENT ASSESSMENT

UNIT CODE : HHC325302

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required in the competency to perform patient assessment that includes conduct scene size up and triage, perform primary assessment, gather patient history, perform secondary assessment, and perform continuing reassessment.

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Conduct Scene Size up and Triage	1.1 Scene safety is ensured 1.2 ***Mechanism of injury*** or ***nature of illness*** is determined 1.3 Standard precautions are followed 1.4 Specific guidelines in a potential COVID-19 contaminated environment is followed based on the Department of Health Policy and the World Health precautionary recommendations 1.5 Suspected patient is identified through Dispatch screening process based on the established EMS protocols specific to COVID-19 patient handling 1.6 Number of patients is determined 1.7 Field Triage is conducted based on SOP 1.8 Additional or specialized resources are considered	1.1 Communication for the need of additional resources 1.2 Protocols and Training for COVID-19 guidelines 1.3 Call management screening procedures as a preliminary identification for COVID-19 patients 1.4 Activation and pre-notification from dispatch 1.5 Pre-arrival instructions from dispatch 1.6 Recognition, precautions and personal safety protection to environmental, chemical, and biological hazards present at an emergency scene 1.6.1 Standard precautions to be followed and personal protective equipment to be worn at an emergency scene	1.1 Perform Scene size up procedures 1.2 Perform triage procedures 1.3 Proper communication techniques

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		1.7 Importance of identifying the number of patients in an emergency scene 1.8 Initiation of incident management and triage 1.9 Components of patient assessment process 1.10 Mass Casualty Incident (MCI) management 1.11 Different types of emergencies that an EMT needs to be familiar with 1.11.1 Procedures in determining mechanism of injury and nature of illness 1.11.2 Differentiation of trauma and non-trauma patients 1.12 Scene safety evaluation	
2 Perform primary assessment	2.1 ***General impression*** is formed 2.2 Specific guidelines in a potential COVID-19 patient contact is performed based on the Department of Health Policy and the World Health precautionary recommendations 2.3 ***Primary assessment procedures*** is performed 2.4 Suspected patient is identified based on Department of Health Guidelines and World Health Organization's precautionary guidelines	2.1 Goals of the patient assessment 2.2 Identify and manage life threatening conditions 2.3 Process of forming a general impression 2.4 The Detect-Isolate and Report Process 2.5 Precautionary measures to prevent contamination or infection	2.1 Assess patient properly and efficiently 2.2 Use of appropriate PPE's 2.3 Perform proper hand hygiene technique 2.4 Use AVPU Scale 2.5 Evaluate patient's orientation 2.6 Assess patient's Airway 2.6.1 Head tilt-chin lift for non-trauma 2.6.2 Jaw-thrust maneuver for trauma

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	2.5 Rapid scan is performed 2.6 Patient care and transport prioritization are determined.	2.6 PPE preparation appropriate for handling potential COVID-19 patients 2.7 Hand hygiene as part of standard of care 2.8 Direct contact restrictions during patient engagement 2.9 Immediate transport requirement criteria 2.10 Airway assessment status in patients who are both responsive and unresponsive 2.11 Assessment of breathing status of the patient, information to obtain in the process and care required for both patients with adequate and inadequate breathing 2.12 Signs of respiratory distress and failure 2.13 Assessment of a patient's circulatory status, different methods of obtaining pulse and appropriate management 2.14 Assessing for and methods for controlling external bleeding 2.15 Steps to identify and treat life-threatening conditions	2.7 Determine adequacy and depth of breathing 2.8 Assess radial or carotid pulse for both responsive and unresponsive patient 2.9 Assess carotid pulse of an unresponsive patient 2.10 Palpate brachial pulse of a child who is younger than 1 year 2.11 Obtain patient's pulse rate 2.12 Assess capillary refill of an adult or child older than 6 years 2.13 Assess capillary refill of an infant or child younger than 6 years and explain variations required in assessing a newborn 2.14 Perform rapid scan in a patient 2.15 If needed, perform cervical immobilization 2.16 Use spine board

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		2.16 Steps to follow during rapid scan of a trauma patient 2.17 Process of determining the priority of patient care and transport at an emergency scene 2.18 Importance of protecting the trauma patient's spine and identify fractured extremities during patient packaging for transport 2.19 Proper use of PPE's for the management of COVID-19 patients	
3 Gather Patient History	3.1 ***Patient Information*** are gathered 3.2 Chief complaint and History of present illness is investigated 3.3 ***SAMPLE*** history is obtained 3.4 Suspected patient is identified through verbal interview in accordance to screening criteria of the Department of Health	3.1 Different techniques used to obtain information from patients during history taking process 3.2 Screening protocols training 3.3 Documentation and debriefing process 3.4 Different challenges in taking patient history on sensitive topics and strategies to facilitate for each situation 3.5 Decontamination, proper waste handling and disposal 3.6 Process of taking focused history, its key components and its relationship to the primary assessment process	3.1 Document patient information 3.2 Obtain information using the mnemonic SAMPLE 3.3 Assess pain using the mnemonic OPQRST 3.4 Proper communication techniques 3.5 Doffing techniques in an appropriate area 3.6 Decontaminate properly the ambulance and the EMS base 3.7 Attend debriefing sessions 3.8 Perform precautionary measures in dealing with patients with special needs

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
4 Perform Secondary Assessment	4.1 ***Vital signs*** are assessed using the appropriate ***monitoring device*** 4.2 Patient is systematically assessed 4.3 Full-body scan is performed 4.4 Focused assessment is conducted	4.1 Purpose of performing a physical exam during secondary assessment 4.2 Components, special patient considerations, and methods to use to determine aspects of the physical examination 4.3 Purpose and process of full body scan 4.4 Situations of patients that may receive focused assessment and body system to include based on chief complaint 4.5 Normal blood pressure ranges for adults, children and infants 4.6 SAMPLE history-taking 4.7 Principles and use of Monitoring devices	4.1 Evaluate body regions using the mnemonic DCAP-BTLS 4.2 Use pulse oximetry device 4.3 Assist in blood pressure measurement 4.4 Perform full body scan 4.5 Measure blood pressure by auscultation 4.6 Measure blood pressure by palpation 4.7 Determine Glasgow Coma Scale Score 4.8 Obtain SAMPLE history
5 Perform Re-assessment	5.1 Primary assessment is repeated in accordance with patient assessment protocols 5.2 Vital signs are reassessed 5.3 Changes in patient's condition is identified based on primary and secondary assessment	5.1 Importance of performing a reassessment of the patient 5.2 Steps in the reassessment process	5.1 Repeat primary assessment procedures

RANGE OF VARIABLES

VARIABLE	RANGE
1. Mechanism of injury	May include: 1.1 Motor vehicle crashes 1.2 Assaults 1.3 Stabbings 1.4 Gunshot wounds
2. Nature of illness	May include: 2.1 Seizures 2.2 Heart attacks 2.3 Diabetic problems 2.4 Poisonings
3. General impression	May include: 3.1 Age 3.2 Sex 3.3 Race 3.4 Level of distress 3.5 Overall appearance
4. Primary assessment procedure	May include: 4.1 Level of consciousness is assessed 4.2 Airway is assessed and managed 4.3 Breathing is assessed and managed 4.4 Circulation is assessed and managed
5. Patient Information	May include: 5.1 Patient's name 5.2 Date of incident 5.3 All types of assessment and interventions 5.4 Patient's age 5.5 Patient's sex 5.6 Patient's nationality
6. SAMPLE	May include: 6.1 Signs 6.2 Allergies 6.3 Medications 6.4 Past Medical History 6.5 Last oral intake 6.6 Event leading to illness
7. Vital signs	May include: 7.1 GCS 7.1.1. Eye 1 – 4 7.1.2. Verbal 1 – 5 7.1.3. Motor 1 - 6 7.2 Blood pressure 7.3 Respiratory rate 7.4 Pulse rate 7.5 Temperature 7.6 Oxygen saturation
8 Monitoring device	May include 8.1 Pulse oximetry 8.2 Noninvasive blood pressure monitoring

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Conducted scene size up 1.2 Performed primary assessment 1.3 Gathered patient history 1.4 Performed secondary assessment 1.5 Performed reassessment
2. Resource Implications	The following resources should be provided: 2.1 Access to relevant workplace or appropriately simulated environment where assessment can take place. 2.2 Relevant government and organizational policy, guidelines, procedures and protocols.
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Demonstration with questioning 3.2 Observations with questioning 3.3 Third Party Report 3.4 Written Examination
4. Context of Assessment	4.1 Competency may be assessed in the actual workplace or at the designated TESDA Accredited Assessment Center.

UNIT OF COMPETENCY : PROVIDE EMERGENCY CARE FOR SUSPECTED SPINE INJURY

UNIT CODE : HHC325303

UNIT DESCRIPTOR : This unit of competency covers the knowledge, skills and attitudes required to provide emergency care and to minimize further injury to a patient with suspected spine injury that includes establish safe access, identify injury, apply cervical collar, and perform basic extrication procedures.

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Establish safe access in an emergency	1.1 Patient's needs/concern is prioritized during the formulation of the access plan 1.2 Safe Access is formulated based on an assessment of all factors associated with the situation or incident 1.3 ***Obstacles*** impacting safe access is identified 1.4 ***Additional personnel*** and ***specialized equipment*** are requested or arranged to ensure safe access 1.5 The risk of not moving the patient while waiting for additional personnel with specialized tools to arrive is evaluated.	1.1 Dispatch Protocols 1.2 Use of personal protective equipment 1.3 Vehicle safety systems 1.4 Ambulance Standard Operating Procedures	1.1 Identify dangers associated with various hazardous situations 1.2 Follow OSH policies and procedures related to access 1.3 Conduct physical scene assessment 1.4 Understand relevance of equipment needed and its uses
2. Identify suspected spinal injury	2.1 ***Mechanism of injury*** is identified 2.2 Condition of patient is assessed based on ***level of consciousness*** 2.3 ***Conditions of motor and sensory functions*** are assessed	2.1 Anatomy and physiology of the musculo-skeletal system and nervous system 2.2 Age related variations required in providing care to pediatric patient who has a suspected spine injury 2.3 Basic life support protocols are followed with care for patient's spine where the victim	2.1 Perform jaw-thrust maneuver in a patient with suspected spine injury 2.2 Perform manual in-line stabilization to a patient with suspected spine injury

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		exhibits no signs of life 2.4 Different kinds of brain injuries 2.5 Different types of spine injuries 2.6 Patient assessment process for suspected brain and spine injury	
3. Apply cervical collar	3.1 Height of the patient's neck is measured based on the available cervical collar 3.2 Appropriately sized cervical collar is selected 3.3 Cervical collar is applied ensuring correct location and tension is applied	3.1 Process in providing emergency medical care for head and spine injury 3.2 Circumstances in which a helmet should be either left on or taken off to a patient with possible head or spine injury 3.3 Application of cervical spine immobilization devices to a patient with suspected spinal injury 3.4 Method of helmet removal to a patient with suspected spinal injury 3.5 Alternate method for removal of helmet to a patient with suspected spinal injury 3.6 Application of cervical spine immobilization on children 3.7 Application of cervical spine immobilization on geriatrics	3.1 Apply cervical spine immobilization devices to a patient with suspected spinal injury 3.2 Remove helmet of a patient with suspected spinal injury 3.3 Perform alternate method for removal of helmet to a patient with suspected spinal injury 3.4 Apply of cervical spine immobilization on children 3.5 Apply of cervical spine immobilization on geriatrics

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
4. Perform basic extrication procedures	4.1 Basic extrication is performed based on ***protocols*** 4.2 Basic extrication procedure is monitored 4.3 Work with additional personnel with specialized equipment upon their arrival to ensure safe extrication procedures	4.1 Fundamentals of basic extrication 4.2 Ten phases of basic extrication 4.3 Consideration for specialized rescue situations 4.4 Immobilization procedures on a patient with suspected spinal injury found in a sitting position 4.5 Immobilization procedures on a patient with suspected spinal injury found in a standing position 4.6 Immobilization procedures on a patient with suspected spinal injury found in a supine position 4.7 Immobilizing a patient with suspected spinal injury to a long backboard 4.8 Immobilizing a patient with suspected spinal injury to a short backboard	4.1 Immobilize a patient with suspected spinal injury found in a sitting position 4.2 Immobilize a patient with suspected spinal injury found in a standing position 4.3 Immobilize a patient with suspected spinal injury found in a supine position 4.4 Immobilize a patient with suspected spinal injury to a long backboard 4.5 Immobilizing a patient with suspected spinal injury to a short backboard

RANGE OF VARIABLES

VARIABLE	RANGE
1. Obstacles	May include: 1.1 Type of vehicle collisions 1.2 Severity of vehicle collision 1.3 Gaining access procedures 1.4 Different type of incidents (e.g. falls, collapse structures, etc.)
2. Additional personnel	May include: 2.1 The need for extrication technicians 2.2 Technical rescue teams
3. Specialized equipment	3.1 Hydraulic tools 3.2 Pneumatic devices
4. Mechanism of Injury	May include: 4.1 Trauma index scale (include) 4.2 Pulse, motor and sensory functions
5. Level of Consciousness	May include: 5.1 Vital signs 5.2 Glasgow Coma Scale
6. Conditions of motor and sensory	May include: 6.1 Assessment procedures for motor functions 6.2 Assessment procedures for sensory functions
7. Protocols	May include: 7.1 Scene safety 7.2 Victim identification 7.3 Stabilize neck 7.4 Apply cervical collar 7.5 Extricate patient

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Established safe access during an emergency. 1.2 Identified suspected spinal injury. 1.3 Applied cervical collar 1.4 Performed basic extrication procedures
2. Resource Implications	The following resources should be provided: 2.1 Access to relevant workplace or appropriately simulated environment where assessment can take place. 2.2 Relevant government and organizational policy, guidelines, procedures and protocols.
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Demonstration with questioning 3.2 Observations with questioning 3.3 Third Party Report 3.4 Written Examination
4. Context of Assessment	4.1 Competency may be assessed in the actual workplace or at the designated TESDA Accredited Assessment Center.

UNIT OF COMPETENCY : PROVIDE PRE-HOSPITAL INTERVENTIONS FOR TRAUMA PATIENTS

UNIT CODE : HHC325304

UNIT DESCRIPTOR : The unit covers the knowledge, skills and attitude required to analyze all threats to life that a patient could suffer due to a trauma incident that includes perform scene size up, primary and secondary assessment, perform procedure for pre hospital trauma management, monitor pre hospital patient care and endorse patient requiring specialized care.

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Perform scene size up	1.1 Potential threats to the safety of the patient, bystanders and EMS personnel is identified in accordance with EMS protocols 1.2 Analysis of ***scene safety, scene situation and kinematics*** into assessment of trauma patients is integrated 1.3 Mechanism of injury is determined 1.4 Total number of patient is determined 1.5 Reason for identifying the need for additional help or assistance is determined	1.1 Introduce self and consent 1.2 Reporting and documentation 1.3 Request for additional resources 1.4 Occupational Safety and health 1.5 Identify hazards 1.6 Law of energy and motion 1.7 Anatomy and Physiology 1.8 Reference manual on trauma condition 1.9 Use of equipment	1.1 Identifying hazards 1.2 Determine if the scene is safe 1.3 Proper wearing of personal protective equipment 1.4 Perform triaging and tagging
2. Perform primary assessment	2.1 General impression of trauma patient is determined according to EMS protocols 2.2 Mental status of the patient is assessed based on patient findings 2.3 ***Classification of hemorrhage or exsanguination*** is assessed based on Clinical Review: Hemorrhagic shock (Gutierrez et al.) 2.4 Airway patency is determined based on patient findings	2.1 Levels of consciousness 2.2 Baseline vital signs 2.3 Mass casualty incident management 2.4 Primary assessment 2.5 Triaging and tagging	2.1 Assess mental status of patient 2.2 Assess airway, breathing and circulation 2.3 Assess and manage external bleeding and life-threatening conditions

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	2.5 Quality of breathing is determined based on patient findings 2.6 Circulation of a trauma patient is determined based on patient findings 2.7 Reason for prioritizing a patient care is determined based on Triage category 2.8 Immediate transport is decided based on Triage category 2.9 Life threatening conditions is determined based on patient assessment		
3. Perform secondary assessment	3.1 Physical assessment is assessed in accordance with EMS protocols 3.2 History taking is conducted based on standard operating procedures 3.3 Vital signs are assessed in accordance with Standard operating procedures	3.1 Physical assessment 3.2 Head to toe assessment	3.1 Perform head to toe assessment 3.2 Perform DCAP BTLS 3.3 Perform SAMPLE history 3.4 Perform vital signs taking
4. Perform procedure for pre hospital trauma management	4.1 Patient conditions are assessed based on clinical guidelines 4.2 Patient care is performed based on ***trauma patient condition*** 4.3 Materials and equipment are used appropriately based on standard operating procedures 4..4 Patient status is coordinated with appropriate medical authorities in accordance with protocols	4.1 Anatomy and Physiology 4.2 Recognition and care of the shock patient 4.3 Caring for patient with soft tissue injuries 4.4 Caring for patient with eye, face and throat injuries 4.5 Caring for patient with head and spine injuries 4.6 Caring for patient with musculoskeletal system 4.7 Caring for patient with chest injuries 4.8 Caring for patient with abdominal	4.1 Perform bleeding control includes direct pressure, pressure points, elevation of affected limb and application of tourniquet. 4.2 Demonstrate proper wound dressing 4.3 Care of chest and abdominal wounds 4.4 Demonstrate proper care for impaled objects 4.5 Demonstrate the rule of nine (9) and the management of burn patient 4.6 Demonstrate the use of irrigation to flush out foreign

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		and genitalia injuries 4.9 Caring for patient with pediatric and geriatric traumatic injuries 4.10 Wearing of personal protective equipment 4.11 Infection control and proper waste disposal 4.12 Proper disinfection of equipment and tools 4.13 Materials, tools and equipment are utilized for patient care. 4.14 Preparing the patient for transport after proper assessment management of injuries 4.15 Advance directives online and offline protocols 4.16 Proper packaging and moving lifting of patient 4.17 Dispatch information and advance call to hospital	bodies lying on the surface of the eye 4.7 Demonstrate the care of the patient with chemical burns to the eye and lacerations of eyelids 4.8 Demonstrate the care of a patient with soft-tissue wounds of the face and neck 4.9 Demonstrate the care of the patient with injury to the nose and ears, penetrating injury to the neck, injury to the upper airway and dental injuries. 4.10 Demonstrate the steps in the emergency medical care of a sucking chest wound 4.11 Demonstrate proper treatment of a patient who has an object impaled in the abdomen 4.12 Demonstrate how to apply a dressing to an abdominal eviscerated wound 4.13 Demonstrate the emergency medical care of a patient with a painful, swollen, and deformed extremity 4.14 Demonstrate opening the airway in a patient with a

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
			suspected spinal cord injury 4.15 Demonstrate securing a patient to a long spine board and Kendrick's extrication device (KED) 4.16 Demonstrate stabilization of the spine and removal of helmet. 4.17 Perform pelvic stabilization
5. Monitor pre hospital patient care given and modify as required	5.1 Patient condition is monitored including reassessment of vital signs 5.2 Effectiveness and condition of procedures implemented is assessed 5.3 Changes in patients' condition are recognized and managed 5.4 Treatment is maintained and/or modified according to patient condition and needs	5.1 Monitoring patient's response to intervention 5.2 Effective data gathering for coordination and endorsement	5.1 Perform reassessment and effectivity of the treatment regimen 5.2 Perform detailed physical examination
6. Endorse patient requiring further specialize care, assessment and management	6.1 ***Trauma Patient details*** are documented for endorsement protocols 6.2 Information is conveyed appropriately to those individuals involved in patient care to facilitate understanding and optimum patient care	6.1 Endorsement protocols of trauma patients 6.2 Knowledge in accomplishing patient care chart	6.1 Demonstrate completing a prehospital care report for patients with traumatic injuries 6.2 Proper endorsement to receiving facility

RANGE OF VARIABLES

VARIABLE	RANGE
1. Scene Safety	May include: 1.1 Traffic Safety 1.2 Weather and Light Conditions 1.3 Highway designs 1.4 Violence 1.5 Blood borne pathogens 1.6 Hazardous materials 1.7 Mitigation strategies
2. Scene Situation	May include: 2.1 Crime scenes 2.2 Weapons of mass destruction 2.3 Decontamination 2.4 Scene control zones 2.5 Command structure 2.6 Incident Action plans 2.7 Patient assessment and triage 2.8 Mechanism of injury
3. Kinematics of Trauma	May include: 3.1 Physics of Trauma 3.2 Blunt trauma 3.3 Falls 3.4 Penetrating Trauma 3.5 Newton's law
4. Classification of Hemorrhage	4.1 Class 1: Blood loss (ml): <750; Blood loss (%): <15% Pulse rate (beats/min): <100 Blood Pressure: Normal Respiratory Rate (breaths/min): 14-20 Urine output (ml/hour): >30 CNS symptoms: Normal 4.2 Class 2: Blood loss (ml): 750-1500 Blood loss (%): 15-30% Pulse rate (beats/min): >100 Blood Pressure: Decreased Respiratory Rate (breaths/min): 20-30 Urine output (ml/hour): 20-30 CNS symptoms: Anxious 4.3 Class 3: Blood loss (ml): 1500-2000 Blood loss (%): 30-40% Pulse rate (beats/min): >120 Blood Pressure: Decreased Respiratory Rate (breaths/min): 30-40 Urine output (ml/hour): 5-15 CNS symptoms: Confused 4.4 Class 4: Blood loss (ml): >2000 Blood loss (%): >40% Pulse rate (beats/min): >140

	Blood Pressure: Decreased Respiratory Rate (breaths/min): >35 Urine output (ml/hour): Negligible CNS symptoms: Lethargic
5. Trauma Patient's Condition	May include: 5.1 Bleeding 5.2 Shock 5.3 Soft tissue injuries 5.4 Eye injuries 5.5 Face and throat injuries 5.6 Head and spine injuries 5.7 Musculoskeletal injuries 5.8 Chest injuries 5.9 Abdomen and genitalia injury 5.10 Pediatric and geriatric traumatic injuries
6. Communication System	May include: 6.1 Two-way radio 6.2 Mobile Phones 6.3 Electronic equipment 6.4 Telephone
7. Trauma Patient Details	May include: 7.1 Date of Injury 7.2 Time of Injury 7.3 Place of Injury 7.4 Mechanism of Injury
8. Types of documentation	May include: 8.1 Patient Care Reports 8.2 Preparation of incident reports 8.3 Handover reports 8.4 Case management material

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Performed scene size up 1.2 Performed primary assessment 1.3 Performed secondary assessment 1.4 Performed procedure for pre hospital trauma management 1.5 Monitored pre hospital patient care given and modify as required 1.6 Endorsed patient requiring further specialized care, assessment and management
2. Resource Implications	The following resources should be provided: 2.1 Access to appropriate workplace or simulation of realistic workplace where assessment can be conducted 2.2 Access to equipment and resources used in the workplace.
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Demonstration with questioning 3.2 Observation with questioning 3.3 Third party report 3.4 Written examination
4. Context of Assessment	4.2 Competency may be assessed in the actual workplace or at the designated TESDA Accredited Assessment Center.

UNIT OF COMPETENCY : PROVIDE PRE-HOSPITAL INTERVENTIONS FOR SHOCK PATIENTS

UNIT CODE : HHC325305

UNIT DESCRIPTOR : This unit of competency involves understanding of all types and causes of shock which recognizes the need to provide pre-hospital interventions that includes assessment of the shock patient, provide emergency care procedure of the shock patient, and monitor patient condition and modify intervention as required for the general and specific emergency medical care provided to patients experiencing shock.

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Assess the shock patient	1.1 ***Scene size up*** is assessed in accordance with EMS Protocols 1.2 ***Primary assessment*** is performed 1.3 ***Secondary assessment*** is performed 1.4 ***Causes of shock*** are identified in different patient's conditions 1.5 ***Types of shock*** are determined 1.6 ***Signs and symptoms*** of shock patient are assessed	1.1 Introduce self and consent 1.2 Reporting and documentation 1.3 Request for additional resources 1.4 Occupational Safety and health 1.5 Identify hazards 1.6 Respiration Rate 1.7 Pulse Rate 1.8 Temperature 1.9 Pulse Oxymeter 1.10 Anatomy and Physiology 1.11 Levels of consciousness 1.12 Baseline vital signs 1.13 Primary assessment 1.14 Secondary assessment 1.15 Recognition and care of the shock patient 1.16 Use of basic medical equipment (e.g. BP apparatus, thermometer, pen light)	1.1 Determine if the scene is safe 1.2 Demonstrate the care of the patient exhibiting signs and symptoms of shock (hypoperfusion) 1.3 Proper wearing of personal protective equipment 1.4 Conducting scene assessment 1.5 Perform primary and secondary assessment 1.6 Taking vital signs 1.7 Performing head to toe physical examination

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		1.17 Use of bleeding control materials 1.18 Use of oxygen delivery devices	
2. Provide emergency care procedure of the shock patient	2.1 ***Shock management for trauma patient*** is provided according to Medical Direction 2.2 ***Shock management for medical patient*** is provided according to Medical Direction 2.3 Shock patient is positioned in accordance with clinical condition	2.1 Pathophysiology of shock 2.2 Pharmacology 2.3 Care for bleeding patient 2.4 Care for different types of Shock and treatment 2.5 Use of materials and equipment for shock intervention	2.1 Initiate high flow of oxygen 2.2 Control of external bleeding 2.3 Bandaging and splinting 2.4 Controlling bleeding 2.5 Administration of epinephrine (epipen)
3. Monitor condition of patient with shock and modify intervention as required	3.1 Patients condition is monitored for ***progression of shock*** 3.2 Patient condition including reassessment of vital signs is monitored 3.3 Effectiveness and condition of procedures implemented are assessed 3.4 Changes in the condition of the patient are recognized and managed	3.1 Patients response to intervention 3.2 Effective data gathering for coordination and endorsement 3.3 Ongoing patient assessment procedures	3.1 Demonstrate completing a pre hospital care report for the patient with bleeding and/or shock (hypoperfusion) 3.2 Monitor Vital signs

RANGE OF VARIABLES

VARIABLE	RANGE
1. Scene size up	May include: 1.1 Scene safety 1.2 Mechanism of injury 1.3 Nature of illness 1.4 Determining the number of patients 1.5 Determining the need for additional resources 1.6 Consideration of spinal immobilization
2. Primary Assessment	May include: 2.1 Form a general impression 2.2 Evaluate the mental status 2.3 Determine the chief complaint 2.4 Ensure an adequate airway 2.5 Ensure adequate breathing; give oxygen as needed 2.6 Ensure adequate circulation 2.7 Identify and control severe bleeding 2.8 Determine priority for transport 2.9 Rapid scan
3. Secondary Assessment	May include: 3.1 History taking 3.2 Vital Signs 3.3 Full body scan
4. Causes of Shock	May include: 4.1 Multiple severe fractures 4.2 Abdominal or chest injury 4.3 Spinal injury 4.4 Severe infections 4.5 Major heart attack 4.6 Anaphylaxis 4.7 Internal and External bleeding
5. Type of Shock	May include 5.1 Hypovolemic shock 5.2 Distributive shock 5.3 Cardiogenic Shock
6. Signs and Symptoms of Shock	May include 6.1 Increase pulse rate 6.2 Altered mental status 6.3 Increase respiratory rate 6.4 Shortness of breath 6.5 Increase capillary refill time 6.6 Weak peripheral pulses 6.7 Pale cool and clammy skin 6.8 Marked Thirst 6.9 Sluggish and dilated pupils 6.10 Nausea or vomiting 6.11 Decreasing blood pressure
7. Shock Management for trauma	May include: 7.1 Control of external bleeding 7.2 Apply traction splint

VARIABLE	RANGE
	7.3 Conservation of body heat using thermal blanket
8. Shock management for medical patient	8.1 Initiate high flow of oxygen 8.2 Administration of epi- pen/ana-kit (epinephrine) to anaphylactic shock patient
9. Progression of Shock	May include: 9.1 Compensated shock 9.2 Decompensated shock 9.3 Irreversible shock

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Assessed the shock patient 1.2 Provided emergency care procedure of the shock patient 1.3 Monitored patient condition and modify intervention as required
2. Resource Implications	The following resources should be provided: 2.1 Access to appropriate workplace or simulation of realistic workplace where assessment can be conducted 2.2 Access to equipment and resources used in the workplace
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Demonstration with questioning 3.2 Observations with questioning 3.3 Third Party Report 3.4 Written Examination
4. Context of Assessment	4.1 Competency may be assessed in the actual workplace or at the designated TESDA Accredited Assessment Center.

UNIT OF COMPETENCY : PROVIDE PRE-HOSPITAL INTERVENTIONS FOR MEDICAL PATIENTS

UNIT CODE : HHC325306

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes in providing pre-hospital interventions to medical patients.

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Address Respiratory emergencies	1.1 ***Abnormal breathing patterns*** are recognized and communicated to the medical director 1.2 ***Abnormal breath sounds*** are recognized and communicated to the medical director 1.3 ***Conditions*** *that* causes ***respiratory distress*** *are* recognized and communicated to the medical director 1.4 ***Oxygen support*** is administered following specific protocols or based on medical direction 1.5 Metered dose Inhalers and Small Volume nebulizers containing Salbutamol is administered following specific protocols or based on medical direction	1.1 Informed consent 1.2 Basic Radio and phone protocols in communicating medical endorsements 1.3 Computation of Oxygen requirement and delivery 1.4 Dose computation for medication 1.5 Anatomy of the Respiratory system 1.6 Pathophysiology of Respiratory diseases 1.7 Pharmacology and Pharmacokinetics of beta2 agonist and oxygen 1.8 Use of inhalers and nebulizers 1.9 Use of Oxygen support equipment 1.10 Use Pulse oximeter	1.1 Observational skills in assessing respiratory emergencies 1.2 Communication skills 1.3 Interpersonal skills 1.4 Clinical skills in administering oxygen 1.5 Clinical skills in administering beta2 agonist
2. Address Cardiovascular emergencies	2.1 ***Abnormal Heart sounds*** are recognized and communicated to the medical director 2.2 ***Life threatening cardiac rhythms*** are recognized and communicated to the medical director 2.3 Signs and symptoms of Cardiac Compromise are recognized and communicated to the medical director	2.1 Informed consent 2.2 Basic Radio and phone protocols in communicating medical endorsements 2.3 Dose computation for medication 2.4 Anatomy of the Cardiovascular system 2.5 Pathophysiology of Cardiovascular diseases	2.1 Observational skills in assessing cardiovascular emergencies 2.2 Communication skills 2.3 Interpersonal skills 2.4 Clinical skills in administering Aspirin 2.5 Clinical skills in administering Nitroglycerin

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	2.4 Acute Coronary Syndrome is recognized and communicated to the medical director 2.5 Aspirin is administered following specific protocols or based on medical direction	2.6 Pharmacology and Pharmacokinetics of Aspirin and Nitroglycerin 2.7 Use of ECGs 2.8 Basic knowledge of PCI procedure (for patient education and consent to transport to PCI facility)	2.6 ECG lead placement skills 2.7 Determining Eligibility for PCI procedure
3. Address Neurologic Emergencies	3.1 Patients with Altered Mental Status are recognized and endorsed accordingly 3.2 Stroke and Transient Ischemic Attacks are recognized based on history, PE and approved prehospital screening tools and endorsed accordingly 3.3 Seizures are recognized and endorsed accordingly	3.1 Informed consent 3.2 Basic Radio and phone protocols in communicating medical endorsements 3.3 Basic Arithmetic for GCS computation 3.4 Anatomy of the Central and Peripheral Nervous system 3.5 Pathophysiology of Neurologic diseases 3.6 Types of Headache 3.7 Types of Seizures 3.8 Types of Stroke 3.9 Pre-hospital stroke assessment tools 3.10 Basic Knowledge of Mechanical Embolectomy and Stroke units (for patient education and consent to transport to PCI facility)	3.1 Observational skills in recognizing neurologic emergencies 3.2 Communication skills 3.3 Interpersonal skills 3.4 Determining eligibility of rTPA candidates 3.5 Recognizing stroke 3.6 Recognizing seizure
4. Address Endocrine emergencies	4.1 Blood Glucose Level is checked 4.2 Hypoglycemia and Hyperglycemia are recognized and endorsed to the medical director 4.3 Oral glucose is administered following specific protocols or based on medical direction	4.1 Informed consent 4.2 Basic Radio and phone protocols in communicating medical endorsements 4.3 Basic knowledge of Numerical Range for Blood Glucose Level 4.4 Anatomy of the Endocrine system	4.1 Observational skills in recognizing endocrine emergencies 4.2 Communication skills 4.3 Interpersonal skills 4.4 Recognizing signs and symptoms of

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	4.4 Signs and symptoms of ***Emergent conditions of hyperglycemia or hypoglycemia*** are recognized and endorsed to the medical director	4.5 Pathophysiology of Endocrine diseases 4.6 Pharmacology and Pharmacokinetics of oral glucose 4.7 Use of the Glucometer	hypoglycemia and hyperglycemia 4.5 Clinical skills in administering oral glucose
5. Address Anaphylactic Reactions	5.1 Signs and symptoms of anaphylactic reactions are recognized and endorsed accordingly 5.2 ***Anaphylactic shock*** is recognized and endorsed to the medical director 5.3 Epinephrine Auto-injector is administered following specific protocols or based on medical direction	5.1 Informed consent 5.2 Basic Radio and phone protocols in communicating medical endorsements 5.3 Dose computation for medication 5.4 Pathophysiology of Anaphylactic Reactions 5.5 Pharmacology and Pharmacokinetics of Epinephrine 5.6 Use of the Auto-Injector	5.1 Observational skills in recognizing Anaphylactic Reactions 5.2 Communication skills 5.3 Interpersonal skills 5.4 Clinical skills in administering Epinephrine Auto-Injector
6. Address Toxicologic Emergencies	6.1 ***Toxidromes*** are recognized and endorsed to the medical director 6.2 ***Ingested poisons*** are recognized and endorsed to the medical director 6.3 Activated charcoal administered following specific protocols or based on medical direction	6.1 Informed-consent protocol 6.2 Basic Radio and phone protocols in communicating medical endorsements 6.3 Recognition of pollutants 6.4 Dose computation for medication 6.5 Pathophysiology of Toxidromes 6.6 Types of Poisons 6.7 Types of substance abuse 6.8 Pharmacology and Pharmacokinetics of activated charcoal	6.1 Observational skills in recognizing Toxidromes 6.2 Communication skills 6.3 Interpersonal skills 6.4 Recognizing of toxidromes 6.5 Clinical skills in administering Activated charcoal 6.6 Basic decontamination skills 6.7 Recognizing substance abuse

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
7. Address Abdominal, Hematologic, Gynecologic, Genitourinary and Renal Emergencies	7.1 ***Conditions with acute abdomen*** is recognized and endorsed to the medical director 7.2 ***Hematologic emergencies*** *are* recognized and endorsed to the medical director 7.3 ***Genitourinary emergencies*** *are* recognized and endorsed to the medical director 7.4 Patients with Urinary Catheters are assessed and endorsed to the medical director 7.5 Dialysis Patients are assessed and endorsed to the medical director 7.6 ***Gynecologic Emergencies*** are recognized and endorsed to the medical director	7.1 Informed consent 7.2 Basic Radio and phone protocols in communicating medical endorsements 7.3 Anatomy of the Gastrointestinal system 7.4 Pathophysiology of Acute Abdomen 7.5 Pathophysiology of Hematologic emergencies 7.6 Pathophysiology of Genitourinary / Renal emergencies 7.7 Anatomy of Genitourinary / Renal system 7.8 Knowledge of proper human waste disposal and effect to the environment 7.9 Computation of renal input and output	7.1 Observational skills in recognizing Acute Abdomen 7.2 Observational skills in recognizing Hematologic emergencies 7.3 Observational skills in recognizing Genitourinary / Renal emergencies 7.4 Observational skills in recognizing Hematologic emergencies 7.5 Communication skills 7.6 Interpersonal skills

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
8. Address Environmental emergencies	8.1 ***Heat-related emergencies*** are recognized and endorsed to the medical director 8.2 Heat-related emergencies are addressed based on approved protocols or medical direction 8.3 ***Cold-related emergencies*** are recognized and endorsed to the medical director. 8.4 Cold-related emergencies are addressed based on approved protocols or medical direction 8.5 ***Water-related emergencies*** are recognized and endorsed to the medical director 8.6 ***Diving emergencies*** are recognized and endorsed to the medical director	8.1 Informed consent 8.2 Basic Radio and phone protocols in communicating medical endorsements 8.3 Knowledge of environmental hazards 8.4 Laws and safety measures related to water-related emergencies 8.5 Temperature determination 8.6 Water depth and pressure 8.7 Thermodynamic 8.8 Temperature 8.9 Pathophysiology of Drowning 8.10 Basic laws of physics related to Scuba or deep-water diving emergencies 8.11 Use of heating tools and technology 8.12 Use of cooling tools and technology	8.1 Observational skills in recognizing environmental emergencies 8.2 Observational skills in recognizing Submersion Incidents 8.3 Communication skills 8.4 Interpersonal skills
9. Address Behavioral emergencies	9.1 ***Behavioral changes and psychiatric problems*** are recognized and referred to the medical director or appropriate specialist 9.2 ***Behavioral emergencies*** are recognized and referred to the medical director or appropriate specialist 9.3 Physical restraints are applied to a ***specific subset of psychiatric patients*** as approved by medical direction and based on protocols	9.1 Informed consent 9.2 Basic Radio and phone protocols in communicating medical endorsements 9.3 Legal considerations for mental health 9.4 Pathophysiology of Psychiatric disorders	9.1 Observational skills in recognizing Behavioral emergencies 9.2 Communication skills 9.3 Interpersonal skills

RANGE OF VARIABLES

VARIABLE	RANGE
1. Abnormal Breathing patterns	May include: 1.1 Cheyne-Stokes breathing 1.2 Biot's "Cluster" Breathing 1.3 Kussmaul's Breathing 1.4 Apnea 1.5 Tachypnea 1.6 Bradypnea 1.7 Hyperventilation 1.8 Agonal Breathing
2. Abnormal Breath sounds	May include: 2.1 Rhonchi 2.2 Wheezing 2.3 Crackles 2.4 Stridor
3. Conditions that cause Respiratory distress	May include: 3.1 Sepsis 3.2 Pancreatitis 3.3 Pneumonia 3.4 Aspiration Pneumonia 3.5 Chemical Pneumonitis 3.6 Submersion Incidents
4. Oxygen support	May include: 4.1 Nasal Cannula 4.2 Face Mask/ Non-rebreather mask 4.3 Venturi mask
5. Abnormal Heart sounds	May include: 5.1 Systolic murmur 5.2 Diastolic murmur 5.3 Splitting heart sound 5.4 Gallop
6. Life-threatening cardiac rhythms	May include: 6.1 Bradycardia 6.2 Tachycardia 6.3 Irregular rhythm 6.4 Asystole 6.5 Ventricular fibrillation 6.6 Ventricular Tachycardia 6.7 Sinus Tachycardia 6.8 Atrial Fibrillation 6.9 Atrial flutter 6.10 Heart blocks 6.11 Junctional rhythm
7. Emergent Conditions of Hyper/hypoglycemia	May include: 7.1 Diabetic Ketoacidosis
8. Anaphylactic Shock	May include: 8.1 Urticaria 8.2 Angioedema

VARIABLE	RANGE
	8.3 Anaphylaxis 8.4 Cold urticaria 8.5 Scombroid
9. Toxidromes	May include: 9.1 Narcotics 9.2 Sympathomimetics 9.3 Sedative-hypnotics 9.4 Cholinergics 9.5 Anticholinergics
10. Ingested Poisons	May include: 10.1 Prescription medication 10.2 Over-the-counter medications 10.3 Illegal drugs 10.4 Cleaning agents 10.5 Insecticides 10.6 Petroleum products 10.7 Foods 10.8 Plants
11. Conditions with Acute Abdomen	May include: 11.1 Peptic Ulcer Disease 11.2 Gallstones 11.3 Gastrointestinal Hemorrhage 11.4 Gut Obstruction 11.5 Acute Appendicitis 11.6 Pancreatitis 11.7 Diverticulitis
12. Hematologic Emergencies	May include: 12.1 Anemia 12.2 Sickle cell crisis 12.3 Hemophilia
13. Genitourinary Emergencies	May include: 13.1 Acute Urinary Retention 13.2 Urinary Obstruction 13.3 End stage Renal Disease 13.4 Fournier's Gangrene 13.5 Phimosis 13.6 Paraphimosis 13.7 Testicular Torsion
14. Gynecologic Emergencies	May include: 14.1 Pelvic Inflammatory Disease 14.2 Sexually transmitted diseases 14.3 Ruptured Ovarian Cyst 14.4 Vaginal Bleeding 14.5 Ectopic Pregnancy
15. Heat-related emergencies	May include: 15.1 Heat Cramps 15.2 Heat Exhaustion 15.3 Heat stroke

VARIABLE	RANGE
16. Cold-related emergencies	May include: 16.1 Frostnip 16.2 Immersion Foot 16.3 Frostbite
17. Water-related emergencies	May include: 17.1 Submersion 17.2 Drowning
18. Diving emergencies	May include: 18.1 Air embolism 18.2 Decompression sickness
19. Behavioral Changes and Psychiatric problem	May include: 19.1 Acute Psychosis 19.2 Suicide 19.3 Agitated Delirium
20. Specific subset of psychiatric patients	May include: 20.1 Combative 20.2 Threat to others 20.3 Threat to self

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Addressed respiratory emergencies 1.2 Addressed cardiovascular emergencies 1.3 Addressed neurologic emergencies 1.4 Addressed endocrine emergencies 1.5 Addressed anaphylactic reactions 1.6 Addressed toxicologic emergencies 1.7 Addressed abdominal, hematologic, gynecologic, genitourinary and renal emergencies 1.8 Addressed environmental emergencies 1.9 Addressed behavioral emergencies
2. Resource Implications	The following resources should be provided: 2.1 Access to appropriate workplace or simulation of realistic workplace where assessment can be conducted 2.2 Access to equipment and resources used in the workplace.
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Written Examination 3.2 Case-specific exercises 3.3 Case presentations with panel questioning 3.4 Oral examinations and revalida 3.5 Return demonstration with questioning
4. Context of Assessment	4.1 Competency may be assessed in the actual workplace or at the designated TESDA Accredited Assessment Center.

UNIT OF COMPETENCY : PERFORM BASIC LIFE SUPPORT AND USE AIRWAY ADJUNCTS

UNIT CODE : HHC325307

UNIT DESCRIPTOR : This unit covers the knowledge, skills, and attitudes to perform high quality cardiopulmonary resuscitation for adult, child, and infant with Automated External Defibrillator (AED) and airway adjuncts use.

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Conduct scene size up	1.1 Scene safety is ensured 1.2 Pre arrival instructions are strictly followed for potential COVID-19 contaminated environments based on the Department of Health Policy and the World Health Organization's precautionary recommendations 1.3 ***Mechanism of injury*** or ***nature of illness*** is determined 1.4 Standard precautions were followed 1.5 Number of patients is determined 1.6 Additional or specialized resources are considered	1.1 Communication with patient's relative/bystanders 1.2 Importance of identifying the number of patients an emergency scene relative to the need of additional resources, initiation of incident management and triage 1.3 Recognition, precautions and personal safety protection to environmental, chemical, and biological hazards present at an emergency scene 1.4 COVID-19 pre-arrival EMS protocol training 1.5 Components of patient assessment process 1.6 Different causes and presentation of emergencies affecting the EMT's performance 1.7 Steps to take to survey the scene for signs of violence and to protect the EMT	1.1 Communication skills 1.2 Observation skills 1.3 Perform Scene size up procedures

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		and the bystanders for real or potential danger 1.8 Procedures in determining mechanism of injury and nature of illness 1.9 Importance of differentiating trauma patients from medical patients 1.10 Standard precautions to be followed and personal protective equipment to be worn at an emergency scene	
2. Conduct patient assessment	2.1 ***General impression*** is formed 2.2 Specific guidelines in a potential COVID-19 patient contact is performed based on the Department of Health Policy and the World Health precautionary recommendations 2.3 Cardiac Arrest patient is recognized 2.4 Level of consciousness is assessed 2.5 Airway is assessed - identify and treat life threats 2.6 Breathing is assessed - identify and treat life threats 2.7 Circulation is assessed - identify and treat life 2.8 Patient care and transport priority is determined	2.1 Principal goals of the patient assessment process 2.2 Precautionary measures to prevent contamination or infection 2.3 Identify and treat life threats 2.4 Immediate transport requirement criteria 2.5 Process of forming a general impression of the patient and its critical importance in patient management 2.6 Importance and methods of assessing patient's level of consciousness to determine altered mental status	2.1 Observation skills 2.2 Proper communication techniques 2.3 Demonstration skills 2.4 Assess potential COVID-19 patient properly and efficiently 2.5 Use of appropriate PPE's 2.6 Proper hand hygiene techniques 2.7 Use AVPU Scale 2.8 Assess patient's Airway 2.9 Obtain correct information related to respiratory rate, rhythm, quality/character of breathing and depth of breathing 2.10 Assess carotid pulse of an unresponsive patient 2.11 Palpate brachial pulse of a child

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		2.7 Airway assessment status in patients who are both responsive and unresponsive 2.8 Assessment of breathing status of the patient, information to obtain in the process and care required for both patients with adequate and inadequate breathing 2.9 Signs of respiratory distress and failure 2.10 Assessment of a patient's circulatory status, different methods of obtaining pulse and appropriate management 2.11 Steps to identify and treat life-threatening conditions 2.12 Process of determining the priority of patient care and transport at an emergency scene 2.13 Proper use of PPE's for the management of COVID-19 patients	who is younger than 1 year 2.12 Doffing of PPE at the designated area
3. Perform CPR	3.1 ***High quality*** CPR is initiated 3.2 Chest compression with ***correct hand placement*** and ***proper***	3.1 Communication and coordination between rescuers 3.2 Basic anatomy and physiology of the	3.1 Communication Skill 3.2 Interpersonal Skills 3.3 Reposition an unconscious adult

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	body posture is performed 3.3 ***Aerosol Generating Procedures*** are performed with caution only if and when medically necessary 3.4 Measures to decrease droplet generation is considered 3.5 Airway patency is ensured 3.5.1 Head Tilt Chin Lift maneuver is performed 3.5.2 For patient with suspected spine injury, jaw thrust maneuver is performed 3.6 Ventilation is delivered with the appropriate device used 3.6.1 CPR mask for 1 EMT 3.6.2 Bag Valve Mask for 2 EMT 3.7 Presence of ***pulse*** and ***breathing*** are re-assessed	circulatory and respiratory systems 3.3 Up to date with current guidelines for respiratory support procedures 3.4 Identification of signs of Cardiopulmonary Arrest 3.5 Elements of basic life support and its difference from advanced life support 3.6 Goals of cardiopulmonary resuscitation (CPR) 3.7 System components of cardiopulmonary resuscitation (CPR) 3.8 The chain of survival 3.9 Proper way to position an adult patient to receive basic life support 3.10 Two techniques used to open the adult patient's airway and the determination which technique will be appropriate 3.11 Purpose of the external chest compression 3.12 Recovery position and circumstances that would warrant its use as well as situations it is contraindicated 3.13 Process of providing artificial ventilations to an adult patient using a barrier device, to avoid gastric distention, and	for airway management 3.4 Check pulse at the carotid artery in an unresponsive patient 3.5 Perform external chest compressions on an adult 3.6 Perform a head tilt-chin lift maneuver on an adult patient 3.7 Perform a jaw-thrust maneuver on an adult patient 3.8 Place a patient in the recovery position 3.9 Perform rescue breathing on an adult with a simple barrier device 3.10 Perform one-rescuer adult CPR 3.11 Perform two-rescuer adult CPR 3.12 Perform a head tilt-chin lift maneuver on a pediatric patient 3.13 Perform a jaw-thrust maneuver on a pediatric patient 3.14 Perform rescue breathing on a child 3.15 Perform rescue breathing on an infant 3.16 Perform external chest compressions on an infant 3.17 Perform CPR in a child between 1 year of age and the onset of puberty 3.18 Remove a foreign body airway

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		modifications required for a patient with a stoma 3.14 Steps in providing one-rescuer adult CPR 3.15 Steps in providing two-rescuer adult CPR, including methods of switching positions during the process 3.16 Different possible causes of cardiopulmonary arrest in children 3.17 Four steps of pediatric basic life support (BLS) procedures and how they differ from procedures used in an adult patient 3.18 Ethical issues related to patient resuscitation and when not to start CPR on a patient 3.19 Factors when to stop CPR once it has been started on a patient 3.20 Causes of foreign body airway obstruction in all types of patients and how to distinguish mild or partial airway obstruction from complete airway obstruction 3.21 Different methods for removing airway obstruction in an infant, child and adult, and the procedure for a patient with an	obstruction in a conscious adult patient using abdominal thrusts (Heimlich maneuver) 3.19 Remove a foreign body airway obstruction in a conscious pregnant or obese patient using chest thrusts 3.20 Remove a foreign body airway obstruction in a conscious child older than 1 year using abdominal thrusts (Heimlich maneuver) 3.21 Remove a foreign body airway obstruction in an unconscious child 3.22 Remove a foreign body airway obstruction in an infant 3.23 Use of Metered dose inhalers 3.24 BVM or ventilator with a HEPA filter in the exhalation port

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		obstruction who becomes unconscious 3.22 Understanding of Administrative orders, Republic Acts, International and local guidelines 3.22.1 DOH AO 2014-155 "Implementing Guidelines for Managing Mass Casualty Incidents During Emergencies and Disasters" 3.22.2 RA 10871 "An Act Requiring Basic Education Students to Undergo Age Appropriate Basic Life Support Training" 3.22.3 ILCOR 2015 CPR Guidelines 3.23 Occupational Safety and Health Practices 3.24 Perform high quality CPR 30:2 compression to ventilation ratio for 5 cycles 3.25 Adequate compression depth at least 2 - 2.4 inches (adult) 3.26 Adequate compression rate 100 to 120/minute 3.27 Examination gloves	

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		3.28 Barrier Devices (Pocket mask, Face shield) 3.29 Bag Valve Mask (BVM) 3.30 AED 3.31 Adjuncts 3.32 Oxygenation	
4.Use AED	4.1 AED functionality is ensured 4.2 AED operation is performed based on established Standard Operating Procedures 4.3 Compression, ventilation and AED use is ***transitioned*** based on procedures	4.1 Good coordination/ communication between the EMT's 4.2 Parts and operation of AED 4.3 Principles of electrical conduction 4.4 Parts and operation of AED 4.5 Size and anatomical landmarks of AED pads 4.6 Importance of early defibrillation 4.7 For HCP, understanding and recognition of shockable rhythms 4.8 Guidelines for circumstances that require the use of an automated external defibrillator (AED) on both adult and pediatric patients 4.9 Three special situations related to the use of an automated external defibrillation 4.10 Differentiation on the types and use of AED 4.11 Operate the AED	4.1 Communication Skills 4.2 Operate the AED 4.3 Perform high quality CPR for one (1) EMT and two (2) EMT's
5. Integrate resources	5.1 The need for suctioning is recognized	5.1 Good coordination/ communication between the EMT's	5.1 Use the suction machine

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	5.2 Type of ***airway adjunct*** is identified 5.3 Airway adjunct is appropriately used to the patient 5.4 BVM assembly is attached to oxygen at a maximum of 15 L/minute	5.2 Major structures of the respiratory system 5.3 Physiology of breathing 5.4 Signs of adequate and inadequate breathing 5.5 Assessment and care of a patient with apnea 5.6 Insertion of an oropharyngeal and nasopharyngeal airway 5.7 Importance and techniques of suctioning 5.8 Importance of giving supplemental oxygen 5.9 Basics of oxygen storage and various hazards associated with its use 5.10 Measurement of an oropharyngeal and nasopharyngeal airway	5.2 Insert airway adjuncts 5.3 Use Bag valve mask device 5.4 “Cracking” the oxygen cylinder 5.5 Assemble the oxygen 5.6 Operate the oxygen and its components

RANGE OF VARIABLES

VARIABLE	RANGE
1. Mechanism of injury	May include: 1.1 Motor vehicle crashes 1.2 Assaults 1.3 Stabbings 1.4 Gunshot wounds
2. Nature of illness	May include: 2.1 Seizures 2.2 Heart attacks 2.3 Diabetic problems 2.4 Poisonings
3. General impression	May include: 3.1 Age 3.2 Sex 3.3 Race 3.4 Level of distress 3.5 Overall appearance
4. High Quality CPR	May include: 4.1 Adequate compression depth 4.2 Adequate compression rate 4.3 Ensures complete chest recoil 4.4 Avoid excessive ventilations 4.5 Minimize compression interruptions
5. Correct hand placement	May include: 5.1 Center of the chest between the nipple lines for an adult and a child 5.2 Center of the chest one (1) finger breath below the nipple lines for an infant
6. Proper body posture	May include: 6.1 Bend on your knees squarely at the patient's side 6.2 Position the one hand with other hand over the first (*and interlock your fingers*) at center of chest 6.3 Elbows maintained straight and perpendicular to patient chest
7. Pulse and breathing	May include: 7.1 Not breathing or lack of spontaneous breathing 7.2 Apnea 7.3 Choking 7.4 Drug overdose 7.5 Near-drowning 7.6 Head injury 7.7 Heart irregularities (arrhythmia, fibrillation) or cardiac arrest, nervous system disorders, or metabolic disorders 7.8 Prematurity

VARIABLE	RANGE
	7.9 Bronchial disturbances or pneumonia 7.10 Holding the breath 7.11 Seizures 7.12 Meningitis 7.13 Regurgitating food 7.14 Asthma attacks. 7.15 Improper technique by the rescuer 7.16 Shock
8. Transitioned	May include: 8.1 After 2 minutes or 5 cycles 8.2 First EMT assesses patient and 8.3 Second rescuer resumes compressions while first EMT operates AED
9. Airway adjunct	May include: 9.1 Oropharyngeal airway 9.2 Nasopharyngeal airway 9.3 Laryngeal mask airway

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1. Conducted scene size up 1.2. Conducted patient assessment 1.3. Performed CPR 1.4. Used AED 1.5. Integrated resources
2. Resource Implications	The following resources should be provided: 2.1 Access to relevant workplace or appropriately simulated environment where assessment can take place. 2.2 Relevant government and organizational policy, guidelines, procedures and protocols.
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Written Examination 3.2 Practical examination 3.3 Demonstration with Questioning 3.4 Skills Return Demonstration 3.5 Case Scenario Simulation with Questioning
4. Context of Assessment	4.1 Competency may be assessed in the actual workplace or at the designated TESDA Accredited Assessment Center.

UNIT OF COMPETENCY : PROVIDE PRE-HOSPITAL INTERVENTIONS FOR SPECIAL PATIENT POPULATIONS

UNIT CODE : HHC325308

UNIT DESCRIPTOR : This unit covers the competency required to evaluate and treat patients within the Special Populations; to include obstetrics, neonates, pediatrics, the abuse and assault patient and how to utilize assessment-based interventions.

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Conduct scene size up	1.1 Pre arrival instructions are strictly followed for potential COVID-19 contaminated environments based on the Department of Health Policy and the World Health Organization's precautionary recommendations 1.2 Scene safety is ensured 1.3 ***Mechanism of injury*** or ***nature of illness*** is determined 1.4 Standard precautions were followed 1.5 Number of patients is determined 1.6 Additional or specialized resources are considered	1.1 COVID-19 Pre arrival EMS Protocols Training 1.2 Importance of identifying the number of patients an emergency scene relative to the need of additional resources, initiation of incident management and triage 1.3 Recognition, precautions and personal safety protection to environmental, chemical, and biological hazards present at an emergency scene 1.4 Components of patient assessment process 1.5 Different causes and presentation of emergencies affecting the EMT's performance 1.6 Steps to take to survey the scene for signs of violence and to protect the EMT and the bystanders for real or potential danger 1.7 Procedures in determining	1.1 Perform Scene size up procedures 1.2 Proper communication techniques

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		mechanism of injury and nature of illness 1.8 Importance of differentiating trauma patients from medical patients 1.9 Standard precautions to be followed and personal protective equipment to be worn at an emergency scene	
2. Provide care for special patient populations emergency	2.1 ***Special patient populations*** emergency is identified 2.2 Precautionary measures are performed in dealing special patient populations with COVID-19 2.3 Field impression is formulated 2.4 Pathophysiological principles and assessment findings are integrated 2.5 Assessment findings for the special population patient who has sustained abuse or assault are considered	2.1 Challenges in providing emergency care to pediatric patients 2.2 Protocols and Training 2.3 Call management screening procedures as a preliminary identification for COVID-19 patients 2.4 Documentation and debriefing process 2.5 Effective communication with both the patient and his or her family members 2.6 Responsibilities of the EMT when communicating with the family or loved ones following the death of a child 2.7 Post-traumatic stress debriefing for all healthcare professionals 2.8 Generational considerations when communicating with a geriatric patient 2.9 Decontamination, proper waste	2.1 Proper communication techniques 2.2 Assess patient properly and efficiently 2.3 Use of appropriate PPE's 2.4 Proper hand hygiene techniques 2.5 Doffing of gloves at the right area 2.6 Perform precautionary measures in dealing with patients with special needs 2.7 Use the AVPU Scale 2.8 Use the TICLS Mnemonic 2.9 Position airway of a pediatric patient 2.10 Palpate the pulse and capillary refill time 2.11 Use pediatric resuscitation tape measure 2.12 Use airway adjuncts

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		handling and disposal 2.10 Precautionary measures to prevent contamination or infection 2.11 Physical and cognitive developmental stages of all pediatric age groups 2.12 Health risks and signs that may indicate illness and patient in all pediatric age groups 2.13 Differences in the anatomy, physiology and pathophysiology of the pediatric patient as compared to the adult patient 2.14 Steps in primary assessment for providing emergency care to a pediatric patient 2.15 Steps in the secondary assessment of a pediatric patient and the method of injury related to different body areas 2.16 Different causes of pediatric respiratory emergencies 2.17 Signs and symptoms of increased work of breathing, the difference between respiratory distress and respiratory	2.13 Administer oxygen 2.14 Apply nasal cannula 2.15 Apply nonrebreathing mask 2.16 Ventilate an infant or child using a bag-mask device 2.17 One-rescuer bag-mask device ventilation 2.18 Two-rescuer bag-mask device ventilation 2.19 Immobilize a pediatric patient involved in a trauma emergency 2.20 Immobilize a pediatric patient involved in a trauma emergency in a car seat 2.21 Immobilize a pediatric patient involved in a trauma emergency out of a car seat 2.22 Use the GEMS Diamond mnemonic 2.23 Assessment of a geriatric patient 2.24 Different strategies to communicate effectively with a hearing impairment patient

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		failure and the emergency medical strategies used in the management of each 2.18 Causes of an upper and a lower airway obstruction in a pediatric patient and the steps in the management of foreign body airway obstruction 2.19 Causes, signs, symptoms and management of a patient who is experiencing an asthma attack 2.20 Correct size of an airway adjunct intended for a pediatric patient during an emergency 2.21 Different oxygen delivery device options including indications of each and precautions to ensure the patient's safety 2.22 Causes, signs, symptoms and emergency medical management of shock in pediatric patients 2.23 Causes, signs, symptoms and emergency medical management of altered mental status in pediatric patients 2.24 Causes, types and emergency	

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		medical management of seizures in pediatric patients 2.25 Common causes of meningitis, high risk age group, signs and symptoms, special precautions, and emergency medical management 2.26 Types of gastrointestinal disease emergencies and its emergency medical management affecting pediatric patients 2.27 Sources, signs, symptoms and emergency medical management of poisoning in pediatric patents 2.28 Dehydration emergencies in pediatric patients including how to gauge severity based on key signs and symptoms and emergency medical management 2.29 Common causes of fever and its management 2.30 Common causes of drowning emergencies in pediatric patents, their signs, symptoms and emergency	

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		medical management 2.31 Common causes of pediatric trauma emergencies and the difference between injury patterns in adults, children and infants 2.32 Significance of burns in pediatric patients, most common causes and general guidelines in patient assessment 2.33 Four triage categories used in Jump START system for pediatric patients during disaster management 2.34 Child abuse and neglect its possible indicators 2.35 Medical and legal responsibilities of the EMT when caring for pediatric patient who is a possible victim of child abuse 2.36 Sudden infant death syndrome, risk factors, and special management considerations related to the death of an infant patient 2.37 Understanding the geriatric patient 2.38 Common complaints and the leading causes of death in an elderly	

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		2.39 Special considerations when performing the patient assessment process on a geriatric patient with medical condition 2.40 GEMS diamond, its role in the assessment and care of the geriatric patient 2.41 Physiologic changes associated with the aging process 2.42 Age-related assessment and treatment modifications 2.43 "Polypharmacy" and toxicity issues that can result 2.44 Effect of aging on psychiatric emergencies 2.45 Special considerations when performing the patient assessment process on a geriatric patient with a traumatic injury 2.46 Effects of aging on environmental emergencies 2.47 Specials considerations when responding to a nursing and skilled care facilities 2.48 Advanced directives and its use in older patients	

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		2.49 Care of Elder abuse and neglect 2.50 Patients with special needs during a medical emergency 2.51 Special medical care required for patients with developmental disabilities 2.52 Different types of visual impairments and special patient care considerations that may be required when providing emergency medical care for these patients 2.53 Different types of hearing impairments and special patient care considerations that may be required when providing emergency medical care for these patients 2.54 Special patient care considerations that may be required when providing emergency medical care to patients with cerebral palsy, spina bifida, and paralysis 2.55 Obesity and special patient care considerations 2.56 Homecare, types of patients and its services	

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		2.57 Hospice and palliative care their difference with curative care 2.58 Responsibilities of the EMT to terminally ill patients with DNR orders 2.59 Issues of poverty and homelessness, effects on a person's health and the role of the provider as a patient advocate 2.60 Responder's approach to Cultural and religious value consideration 2.61 Approach to emerging and re-emerging diseases 2.62 Approach to PTSD patients 2.63 Proper use of PPE's for the management of COVID-19 patients 2.64 Special patient care considerations that may be required when providing emergency medical care to a patient relying on medical technological assistance	
3. Identify obstetric emergency	3.1 Pregnant patient is assessed 3.2 Two patients- the woman and the unborn fetus are considered– when treating a pregnant trauma patient	3.1 Anatomy and physiology of the female reproductive system 3.2 Normal changes that occur in the body during pregnancy	3.1 Perform Assessment of obstetric patients

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	3.3 Vaginal bleeding in the pregnant patient is recognized	3.3 The three stages of labor 3.4 Complications of pregnancy 3.5 Treatment of a pregnant patient 3.6 Special considerations involving pregnancy in different cultures and teenage patients 3.7 Assessment of the pregnant patient 3.8 Significance of meconium in the amniotic fluid 3.9 Indications of an imminent delivery 3.10 Steps in normal delivery management 3.11 Contents of an obstetrics kit 3.12 Care of the baby as the head appears 3.13 Procedure to cut and tie the umbilical cord 3.14 Delivery of the placenta 3.15 Complicated delivery emergencies 3.16 Postpartum complications	
4. Perform emergency childbirth	4.1 Complications of pregnancy is recognized 4.2 Emergency childbirth (Imminent normal spontaneous vaginal delivery) is performed based on ems protocols 4.3 Cutting the cord is considered based on patient condition, protocols, and medical direction	4.1 Complications of pregnancy 4.2 Treatment of a pregnant patient 4.3 Special considerations involving pregnancy in different cultures and teenage patients	4.1 Perform normal cephalic delivery procedures 4.2 Perform care procedures of the infant as the head appears 4.3 Cut and tie the umbilical cord 4.4 Deliver the placenta

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	4.4 ***Complicated delivery emergencies*** are recognized	4.4 Assessment of the pregnant patient 4.5 Significance of meconium in the amniotic fluid 4.6 Indications of an imminent delivery 4.7 Steps in normal delivery management 4.8 Contents of an obstetrics kit 4.9 Care of the baby as the head appears 4.10 Procedure to cut and tie the umbilical cord 4.11 Delivery of the placenta 4.12 Complicated delivery emergencies 4.13 Postpartum complications	4.5 Perform post-delivery care of the mother 4.6 Perform procedures for complicated delivery emergencies
5. Provide neonatal care	5.1 Neonate is assessed 5.2 Neonatal care is provided 5.3 Neonatal resuscitation steps are carried out as appropriate and based on medical direction	5.1 Steps to take in neonatal assessment and resuscitation 5.2 The Apgar scores 5.3 Neonatal Basic life support interventions	5.1 Performing post-delivery care of the infant 5.2 Assisting in early skin-to-skin contact 5.3 Obtaining the Apgar scores 5.4 Performing neonatal Basic life support interventions

RANGE OF VARIABLES

VARIABLE	RANGE
1. Mechanism of injury	May include: 1.1 Motor vehicle crashes 1.2 Assaults 1.3 Stabbings 1.4 Gunshot wounds
2. Nature of illness	May include: 2.1 Seizures 2.2 Heart attacks 2.3 Diabetic problems 2.4 Poisonings
3. Special patient populations	May include: 3.1 Obstetrics and neonate 3.2 Pediatrics 3.3 Geriatrics 3.4 With special challenges
4. Complicated delivery emergencies	May include: 4.1 Breech delivery 4.2 Presentation complications 4.3 Spina bifida 4.4 Abortion 4.5 Multiple gestation 4.6 Abuse 4.7 Substance abuse 4.8 Premature infant 4.9 Post term pregnancy 4.10 Fatal demise 4.11 Delivery without sterile supplies

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Conducted scene size up 1.2 Provided care for special patient populations emergency 1.3 Identified obstetric emergency 1.4 Performed emergency childbirth 1.5 Provided neonatal care
2. Resource Implications	The following resources should be provided: 2.1 Access to relevant workplace or appropriately simulated environment where assessment can take place. 2.2 Relevant government and organizational policy, guidelines, procedures and protocols.
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Demonstration with questioning 3.2 Observations with questioning 3.3 Third Party Report 3.4 Written Examination
4. Context of Assessment	4.1 Competency may be assessed in the actual workplace or at the designated TESDA Accredited Assessment Center.

UNIT OF COMPETENCY : PERFORM PATIENT PACKAGING

UNIT CODE : HHC325309

UNIT DESCRIPTOR : This unit of competency covers the knowledge, skills and attitudes required to perform patient packaging that provides for comfort and immobilization without interfering with the patient's ability to continue with normal bodily function and allow the EMT to prepare patient for packaging, package patient, prepare patient for transport, and package patient with special considerations while maintaining accurate account of the patient's vital signs, continue with the treatment of any and all illness and injury and provide the appropriate medical care.

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Prepare patient for packaging	1.1 Scene safety is assessed 1.2 Packaging equipment are prepared 1.3 Packaging procedures are communicated with the patient 1.4 Meticulous attention is optimized for patient resuscitation and stabilization	1.1 Effective communication techniques to establish patient rapport 1.2 Anatomy and Physiology 1.3 Familiarization of Equipment 1.4 Equipment Usage 1.5 Equipment Maintenance Schedule 1.6 Equipment Limitations 1.7 Relationship between equipment decontamination and the prevention of disease transmission principles	1.1 Establish effective communication techniques 1.2 Demonstrate equipment familiarity 1.3 Maintain equipment and resources
2. Package patient	2.1 Patients with serious injury are carefully handled and packaged 2.2 ***Standard packaging*** procedure is followed 2.3 Patient is ***effectively packaged*** 2.4 ***Patient is secured*** from unnecessary movement to prevent additional injuries	2.1 Introduction to patient handling 2.2 Safe Patient Handling Procedures 2.3 Standard packaging procedures 2.4 Mechanical restraints application protocols	2.1 Perform standard patient packaging

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		2.5 Maintaining extremity stabilization on patients 2.6 Maintain splints and traction applied to the patient 2.7 Technical skills and general considerations required during patient packaging and handling	
3. Prepare patient for transport	3.1 ***Lifting procedures*** are performed based on patient condition and situation 3.2 ***Moving procedures*** are performed based on patient condition and situation 3.3 Adequate access is ensured 3.4 Manual handling procedure is established	3.1 Body mechanics and prevention of work-related injuries by following proper patient lifting and moving techniques 3.2 Safety precautions and guidelines when lifting and carrying patients 3.3 General considerations required to move patients safely without causing them further harm while simultaneously protecting the EMT from injury 3.4 Specific situations when to use urgent or rapid extrication to move a patient 3.5 Specific situations in which non urgent move may be necessary to move a patient 3.6 Use of packaging equipment	3.1 Perform Lifting and moving 3.2 Perform a power lift to lift patient 3.3 Demonstrate using power lift 3.4 Perform diamond carry 3.5 Perform one handed carrying technique in lifting the patient 3.6 Perform a patient carry using a stair chair 3.7 Demonstrate proper body mechanics and principles for safe reaching and pulling 3.8 Perform log rolls 3.9 Perform an emergency and non-emergency moves 3.10 Perform the direct ground lift 3.11 Perform the extremity lift 3.12 Perform the direct carry 3.13 Demonstrate how the use the draw sheet method to transfer a patient onto a stretcher

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
			3.14 Use scoop stretcher 3.15 Demonstrate the correct use of medical restraints
4. Package patient with special considerations	4.1 Patient packaged before arrival is augmented utilizing team equipment 4.2 Decision to package the patient as per the standard packaging procedure is clearly communicated and the rationale explained to the attending crews. 4.3 Moving a very large patient is recognized 4.4 Patients with suspected head injuries is packaged with cervical collar loosened and with a head up tilted up on the trolley 4.5 Loosen straps across the torso to improve ventilation in patients with difficulty of breathing is considered	4.1 Patients fully packaged before arrival on an extrication board or in their current packaged state 4.2 Special considerations related to moving and transporting geriatric patients and guidelines to follow during their lifting and moving 4.3 Guidelines for lifting and moving bariatric patients 4.4 Guidelines for lifting and moving trauma patients 4.5 Guidelines for lifting and moving medical patients 4.6 EMS bariatric protocol 4.7 Managing the bariatric patient as one of the most complex challenges for the EMS providers to encounter 4.8 Patient and provider safe care principles 4.9 EMS agencies consideration for equipment, personnel and process guidelines to ensure timely and high-quality emergency care and movement for the very large patient	4.1 Handling patient following EMS bariatric protocol 4.2 Performing patient extrication and immobilization 4.3 Performing appropriate carry procedures with special needs patients

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		4.10 Situations that require the use of physical restraints on a patient	

RANGE OF VARIABLES

VARIABLE	RANGE
1. Standard packaging	May include: 1.1 Remove clothing in order to facilitate assessment, treatment and packaging. 1.2 Ensure adequate protection from exposure and maintenance of patient dignity using standard ambulance blankets. 1.3 Prepare the transport mattress by placing it open on top of an ambulance trolley with the straps un-fastened. 1.4 Place the patient onto the 'scoop' stretcher. A slight log roll or bracing the patient may be required. 1.5 Ensure the clips at each end are securely fastened. If a pelvic splint is required apply this during the log roll in order to mitigate further movement. 1.6 Secure the patient to the scoop stretcher using the appropriate straps (minimum of 3). 1.7 Apply the head blocks and tape into place. Place at least one standard ambulance blanket over the patient. 1.8 The patient can now be loaded on the land ambulance.
2. Effectively packaged	May include: 2.1 Minimize spinal movement 2.2 Minimize clot disturbance and further blood loss 2.3 Maintain normothermia
3. Patient is secured	May include: 3.1 Mechanical restraints 3.2 Spider straps 3.3 Wrist and ankle straps
4. Lifting procedures	May include: 4.1 Guidelines for carrying a patient on a stretcher 4.2 Lifting guidelines
5. Moving procedures	May include: 5.1 Carrying guidelines 5.2 Principles of safe reaching and pulling 5.3 Emergency moves 5.4 Urgent moves

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Prepared patient for packaging 1.2 Packaged patient 1.3 Prepared patient for transport 1.4 Packaged patient with special considerations
2. Resource Implications	The following resources should be provided: 2.1 Access to relevant workplace or appropriately simulated environment where assessment can take place. 2.2 Relevant government and organizational policy, guidelines, procedures and protocols.
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Demonstration with questioning 3.2 Observations with questioning 3.3 Third Party Report 3.4 Written Examination
4. Context of Assessment	4.1 Competency may be assessed in the actual workplace or at the designated TESDA Accredited Assessment Center.

UNIT OF COMPETENCY : CONDUCT PATIENT TRANSPORT

UNIT CODE : HHC325310

UNIT DESCRIPTOR : This unit defines the competency required to recognize emergency and non-emergency transport it includes perform transport decision, convey and receive information relating to the transport, and perform procedure in loading, unloading and endorsement of patient.

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Perform transport decision	1.1 Pre-transport procedures are followed based on EMS protocols 1.2 Pre-transport guidelines for a potential COVID-19 patient contact are strictly followed 1.3 EMS transport protocol guidelines are implemented 1.4 EMS Personnel are prepared 1.5 Patient care contact during transport is minimized 1.6 Patient is identified based on triage and on the ***patient condition*** 1.7 Emergency Patient is transported based on the patient condition 1.8 Non-Emergency Patient is transported based on the patient condition	1.1 Verbal and nonverbal communications 1.2 Anatomy and Physiology of the Human Body to recognize life-threatening condition and non-threatening condition 1.3 Competencies of EMS Personnel in the management of COVID-19 patients 1.4 Inter-facility Transfer established protocols 1.5 Passenger transport prohibitions 1.6 Appropriate interventions for patient deterioration before and/or during patient transport 1.7 Nine phases of an ambulance call and examples of key tasks the EMT performs during each phase 1.8 Medical equipment carried on an	1.1 Perform a daily inspection of an ambulance 1.2 Prepare the ambulance ventilation settings 1.3 Perform emergency and non-emergency moves 1.4 Provide necessary patient care during transport 1.5 Care for Pediatric and Geriatric patient with special needs 1.6 Perform dead body management 1.7 Demonstrate cleaning and disinfecting the ambulance and equipment before and during the post run phase

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		ambulance and supplies included 1.9 Safety, operations and use each of equipment carried on an ambulance 1.10 Importance of regular vehicle inspections and lists of specific parts of an ambulance that should be inspected daily 1.11 Minimum dispatch information required by EMS to respond to an emergency call 1.12 High risk situations and hazards that may affect the safety of the ambulance and its passengers during both pre-transport and transport 1.13 Considerations required for ensuring scene safety including personal safety, patient safety and traffic control 1.14 Capabilities, protocols and methods for accessing air ambulances 1.15 Scene safety considerations when preparing for helicopter medevac 1.16 Ambulance Ventilation Principles	

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		1.17 Importance in considering of having the patient compartment vent on high while performing aerosol generating procedures	
2. Convey and receive information relating to the transport	2.1 Patient Information is communicated through ***communication system*** to the dispatch center to ensure coordination with the ***receiving facility*** 2.2 Integrated Health Service Network is communicated 2.3 Hospital is notified for pre arrival arrangements 2.4 Patient Information is endorsed to the medical authorities 2.5 Lights and Sirens are used appropriately 2.6 Modes of transport is utilized appropriately	2.1 A safe channel to share sensitive information as a method of communication 2.2 Verbal and non-verbal communication 2.3 Establishing secure routes 2.4 Utilization of Lights and Sirens 2.5 Knowledge in accessing air and sea ambulance 2.6 Knowledge on how to use lights and siren, communication devices and documentations 2.7 Elements that dictate the use of lights and siren to the scene, and to the hospital 2.8 Specific and limited privileges that are provided to emergency vehicles and drivers 2.9 Additional risks and special considerations related to using police escorts and crossing intersections pose to EMS personnel during transport	2.1 Effective communication techniques 2.2 Demonstrate use of two-way radios 2.3 Demonstrate communication skills used in Mobile Phones 2.4 Demonstrate how to fill out patient care report 2.5 Demonstrate how to write a written report that includes all pertinent patient information following patient transfer to the hospital

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3. Perform procedure in loading, unloading and endorsement of patient	3.1 ***Transport Equipment*** is used appropriately 3.2 Patient's illness/injury is not exacerbated by unnecessary movement during loading 3.3 Patient's illness/injury is not exacerbated by unnecessary movement during unloading 3.4 Patient is transported appropriately based on patient condition 3.5 Physical handover is facilitated based on patient safety protocol 3.6 Tasks of the EMT after patient conduction is complete are undertaken 3.7 Post-transport procedures are followed based on EMS protocols 3.8 Precautionary measures in the Emergency operations center and EMS base are strictly imposed 3.9 Additional or Special considerations are given to patients that have special needs that may affect EMS protocol	3.1 Communication with the designated point of contact at the receiving facility with updates on the patient's condition to facilitate reception of the patient immediately upon arrival 3.2 Verbal Non-verbal communication 3.3 Use of Simple Commands for lifting the patient 3.4 Knowledge on the use of body mechanics and power grip 3.5 Physiology of the body movement to do proper body mechanics 3.6 Identify the risk and hazards during transport 3.7 Difference between cleaning, disinfection, high-level disinfection, and sterilization 3.8 Protocols and guidelines for driving an ambulance safely and defensively 3.9 Key steps that EMT can use to identify safety improvement while enroute to the scene, the hospital and the station 3.10 Computation of Weight and capacity to lift a patient 3.11 Identify the modes of transportation	3.1 Demonstrate lifting using commercial stretcher 3.2 Demonstrate lifting using folding stretcher 3.3 Demonstrate lifting using spine board 3.4 Demonstrate lifting using scoop stretcher 3.5 Demonstrate lifting using blanket 3.6 Demonstrate Transfer from commercial stretcher to Bed 3.7 Demonstrate manual lifting 3.8 Demonstrate how to present verbal report that would be given to arrival personnel at the receiving facility upon patient transfer 3.9 Perform proper endorsement procedures

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
4. Conduct post-transport procedures	4.1 Post transport protocols on waste handling and disposal is followed 4.2 Proper documentation and debriefing procedures are performed 4.3 Decontamination area is identified	4.1 Applicable regulations in waste management 4.2 Proper doffing protocols 4.3 Administrative guidelines in the management of COVID-19 in EMS 4.4 Decontamination area requirements and disinfecting procedures 4.5 Ambulance supplies and procedures	4.1 Handle waste properly 4.2 Doffing of PPE's 4.3 Clean and conduct infection control in the EMS Agency 4.4 Disinfect the ambulance unit 4.5 Replenish supplies

RANGE OF VARIABLES

VARIABLE	RANGE
1. Patient Condition	May include: 1.1 Patient Medical Condition 1.2 Patient Trauma Condition 1.2.1 Bleeding 1.2.2 Shock 1.2.3 Soft tissue injuries 1.2.4 Eye injuries 1.2.5 Face and throat injuries 1.2.6 Head and spine injuries 1.2.7 Musculoskeletal injuries 1.2.8 Chest injuries 1.2.9 Abdomen and genitalia injury 1.2.10 Pediatric and geriatric traumatic injuries
2. Communication system	May include: 2.1 Mobile Phone 2.2 Two Way Radio 2.3 Telephone
3. Receiving facility	May include: 3.1 Primary Hospital 3.2 Secondary Hospital 3.3 Tertiary Hospital 3.4 Specialized Hospital 3.5 Clinic 3.6 Field Hospital 3.7 Home 3.8 Homecare
4. Transport Equipment	May include: 4.1 Commercial Stretcher 4.2 Spine Board 4.3 Blanket 4.4 Vacum Mattress 4.5 Folding Stretcher

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Performed transport decision 1.2 Conveyed and received information relating to the transport 1.3 Performed procedure in loading, unloading and endorsement of patient
2. Resource Implications	The following resources should be provided: 2.1 Access to relevant workplace or appropriately simulated environment where assessment can take place. 2.2 Relevant government and organizational policy, guidelines, procedures and protocols.
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Demonstration with questioning 3.2 Observations with questioning 3.3 Third Party Report 3.4 Written Examination
4. Context of Assessment	4.1 Competency may be assessed in the actual workplace or at the designated TESDA Accredited Assessment Center.

UNIT OF COMPETENCY : DELIVER BASIC PRE-HOSPITAL COMMUNICATION SKILLS

UNIT CODE : HHC325311

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes in documenting patient information and communicating with other medical professionals the ongoing status of the patient.

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Exercise effective communication techniques	1.1 ***Effective interviewing techniques*** are demonstrated 1.2 ***EMS system communication*** is demonstrated 1.3 ***Medical Direction*** is sought as needed 1.4 ***Proper sequence of patient information communicated via radio*** is demonstrated	1.1 Factors and strategies to consider for therapeutic communication with patients 1.2 Techniques of effective verbal communication 1.3 Skills used to communicate with family members, bystanders, people from other agencies, and hospital personnel 1.4 System maintenance forms 1.5 EMS audit forms 1.6 Basic knowledge on communication protocols and equipment handling and maintenance 1.7 Broadcast regulations 1.8 NTC requirements 1.9 Basic principles of the various types of communications equipment used in EMS 1.10 Describe the use radio communications 1.11 Proper methods of initiating and terminating a radio call	1.1 Demonstrate techniques of successful cross-cultural communication 1.2 Demonstrate effective radio communication skills 1.3 Demonstrate concise radio transmission with dispatch

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		1.12 Correct radio procedures in the phases of call 1.13 Proper sequence of information to communicate in radio delivery of a patient report 1.14 Specifications of Base radios, Mobile radios, Handheld Radios and wireless phones	
2. Record assessment and findings	2.1 ***Patient information*** is recorded in accordance with Standard Operating Procedures 2.2 ***Assessment*** is recorded in accordance with Standard Operating Procedures 2.3 ***Patient care intervention*** is documented based on patient assessment protocol	2.1 Prehospital care report/ patient care form 2.2 Use of written communication and documentation 2.3 Rules on prehospital documentation 2.4 Information required in a patient care report (PCR) 2.5 Legal implications of the patient care report (Data Privacy act) 2.6 How to document refusal of care and its legal implications 2.7 Basic Knowledge on Human Anatomy and Physiology 2.8 Documentation paraphernalia 2.9 Digital documenting tools	2.1 Encoding skills 2.2 Demonstrate the completion of the Patient Care report

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3. Hand over patient	3.1 ***Pre-arrival information*** to receiving facility is provided to dispatch 3.2 Dispatch is notified that EMS is at the receiving facility 3.3 Patient care report is endorsed to the medical authority at the receiving facility 3.4 Departure time from the receiving facility is relayed to the dispatcher	3.1 Communicating with dispatch 3.2 Communicating with medical direction 3.3 Radio codes 3.4 Broadcast regulations 3.5 Basic knowledge in communication protocols, equipment handling and maintenance 3.6 Operation of Base radios 3.7 Mobile radios 3.8 Repeaters 3.9 Digital equipment 3.10 Portable Radios 3.11 Wireless phones	3.1 Basic Communication skills (encoding, decoding, feedback) 3.2 Basic communication response skills (Clarification, summary, explanation, silence) 3.3 Demonstrate effective patient handover communication skills

RANGE OF VARIABLES

VARIABLE	RANGE
1. Effective interviewing techniques	May include: 1.1 Non- Verbal and Verbal Communications 1.2 Factors to consider during communication 1.1.1 Age 1.1.2 Body language 1.1.3 Clothing 1.1.4 Culture 1.1.5 Educational Background 1.1.6 Environment 1.1.7 Eye Contact 1.1.8 Facial Expression 1.1.9 Gender 1.1.10 Posture 1.1.11 Voice Tempo 1.1.12 Volume 1.3 Communication tools 1.3.1 Facilitation 1.3.2 Silence 1.3.3 Reflection 1.3.4 Empathy 1.3.5 Clarification 1.3.6 Confrontation 1.3.7 Interpretation 1.3.8 Explanation
2. EMS system communication	May include: 2.1 Base Station Radios 2.2 Mobile and Portable Radios 2.3 Repeater-Based Systems 2.4 Digital Equipment 2.5 Cellular/ Satellite Telephones 2.6 Other Communications Equipment
3. Medical Direction	May include: 3.1 Administer certain treatments 3.2 Determine the transportation destination of patients 3.3 Allowed to stop treatment/ and or not to transport patient
4. Proper sequence of patient information communicated via radio	May include: 4.1 Initial receipt of call 4.2 En route to call 4.3 On Scene 4.4 Arrival at hospital or point of transfer 4.5 Return to service 4.6 Others
5. Patient information	May include: 5.1 Name 5.2 Age 5.3 Sex 5.4 Place of Residence 5.5 Contact Number

	5.6 Chief complaint 5.7 Name of Informant 5.8 Location of the patient when first seen 5.9 Rescue/patient handling and treatment given before arrival
6. Assessment	May include: 6.1 Primary assessment 6.2 Secondary assessment 6.3 Signs and symptoms during assessment
7. Patient care intervention	May include: 7.1 Care and treatment given at the site and during transport 7.2 Patient status monitoring 7.3 Patient vital signs monitoring
8. Pre-arrival information	May include: 8.1 Classification of dispatch 8.2 Date of the call 8.3 Time of the call 8.4 Location of the caller 8.5 Time of the dispatch 8.6 Time of arrival 8.7 Time of leaving the scene 8.8 Time of arrival at the hospital 8.9 Names of the EMTs who responded to the call 8.10 Name of the receiving facility

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Exercised effective communication techniques 1.2 Recorded assessment and findings 1.3 Handed over patient
2. Resource Implications	The following resources should be provided: 2.1 Access to relevant workplace or appropriately simulated environment where assessment can take place. 2.2 Relevant government and organizational policy, guidelines, procedures and protocols
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Demonstration with questioning 3.2 Observations with questioning 3.3 Third Party Report 3.4 Written Examination
4. Context of Assessment	4.1 Competency may be assessed in the actual workplace or at the designated TESDA Accredited Assessment Center.

SECTION 3 TRAINING ARRANGEMENTS

These standards are set to provide Technical and Vocational Education and Training (TVET) providers with information and other important requirements to consider when designing training programs for **EMERGENCY MEDICAL SERVICES NC III**.

This includes information on curriculum design; training delivery; trainee entry requirements; tools and equipment; training facilities, trainer's qualification and institutional assessment.

3.1 CURRICULUM DESIGN

TESDA shall provide the training on the development of competency-based curricula to enable training providers develop their own curricula with the components mentioned below.

Delivery of knowledge requirements for the basic, common and core units of competency specifically in the areas of mathematics, science/technology, communication/language and other academic subjects shall be contextualized. To this end, TVET providers shall develop a Contextual Learning Matrix (CLM) to accompany the curricula.

Course Title: **EMERGENCY MEDICAL SERVICES** **NC Level:** **NC III**

Nominal Training Duration:

40	hours	Basic Competencies
112	hours	Common Competencies
528	hours	Core Competencies
680	**hours**	
264	hours	Supervised Industry Learning (SIL)
944	**hours**	**TOTAL**

Course Description:

This course is designed to provide the learner with knowledge, practical skills and attitude, applicable in performing work activities involve in carrying out response integration and coordination in a mass casualty incident, performing patient assessment, providing emergency care for suspected spine injury, providing pre-hospital intervention for trauma patients, providing intervention for shock patients, providing pre-hospital intervention for medical patients, providing basic life support and use of airway adjuncts, providing pre-hospital intervention for special patient populations, performing patient packaging, conducting patient transport and delivering basic pre-hospital communication skills.

Upon completion of the course, the learners are expected to demonstrate the above-mentioned competencies to be employed. To obtain this, all units prescribed for this qualification must be achieved.

BASIC COMPETENCIES
(40 HOURS)

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration

1. Lead workplace communication	1.1 Communicate information about workplace processes	• Read
		  ○ Effective verbal communication methods
		  ○ Sources of information
		• Practice organizing information
		• Identify organization requirements for written and electronic communication methods
		• Follow organization requirements for the use of written and electronic communication methods
		• Perform exercises on understanding and conveying intended meaning scenario
			• Lecture
			• Demonstration
			• Practical exercises
			• Role Play
				• Written Test
				• Observation
					2 hours

	1.2 Lead workplace discussions	• Describe:
		  ○ Organizational policy on production, quality and safety
		  ○ Goals/ objectives and action plan setting
		• Read
		  ○ Effective verbal communication methods
		• Prepare/set action plans based on organizational goals and objectives
			• Group discussion
			• Lecture
			• Demonstration
				• Oral evaluation
				• Written Test
				• Observation
					2 hours

	1.3 Identify and communicate issues arising in the workplace	• Describe: ○ Organizational policy in dealing with issues and problems • Read • Effective verbal communication methods	• Group discussion • Lecture	• Oral evaluation • Written Test	2 hours
2. Lead small teams	2.1 Provide team leadership	• Discussion of Company policies and procedures • Read web pages on situational leadership • Role play on situational leadership	• Group work • Role Play • Lecture/ Discussion • Individual Work	• Role Play • Written Test	1 hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	2.2 Assign responsibilities	• Read web pages on performance management • Case study on allocating roles and responsibilities based on competencies of current staff	• Individual Work • Case Study	• Role Play • Written Test	1 hour
	2.3 Set performance expectations for team members	• Role play to communicate performance expectations with staff • Discussion on performance issues	• Lecture/ Discussion • Role Play	• Role Play • Written Test	1 hour
	2.4 Supervise team performance	• Discussion on performance monitoring • Role play on providing feedback on performance • Role play on performance coaching • Discussion on keeping the team informed of team performance • Case study on Team performance monitoring and feedback	• Lecture/ Discussion • Role Play • Case Study	• Role Play • Written Test	1 hour
3. Apply critical thinking and problem-solving techniques in the workplace	3.1 Examine specific workplace strategies	• Show thorough knowledge and understanding of the process, normal operating parameters, and product quality to recognize non-standard situations • Show mastery of the current industry hardware and software products and services • Discuss process of identification of fundamental causes of specific workplace challenges • Show mastery of knowledge and understanding of the process, normal operating parameters, and product quality to recognize non-standard situations	• Group discussion • Lecture • Demonstration • Role playing	• Case Formulation • Life Narrative Inquiry (Interview) • Standardized test	1 hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		- Relevant equipment and operational processes - Enterprise goals, targets and measures - Enterprise quality OHS and environmental requirement - Enterprise information systems and data collation - Industry codes and standards			
	3.2 Analyze the causes of specific workplace challenges	• Show thorough knowledge and understanding of the process, normal operating parameters, and product quality to recognize non-standard situations • Show mastery of the current industry hardware and software products and services • Discuss process of identification of fundamental causes of specific workplace challenges • Show mastery of knowledge and understanding of the process, normal operating parameters, and product quality to recognize non-standard situations - Relevant equipment and operational processes - Enterprise goals, targets and measures - Enterprise quality OHS and environmental requirement - Enterprise information systems and data collation - Industry codes and standards • Identify extent and causes of specific challenges in the workplace • Use of range of analytical problem-solving techniques	• Group discussion • Lecture • Demonstration • Role playing	• Case Formulation • Life Narrative Inquiry (Interview) • Standardized test	1 hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Formulate clear-cut findings on the nature of each identified workplace challenges			
	3.3 Formulate resolutions to specific workplace challenges	• Show thorough knowledge and understanding of the process, normal operating parameters, and product quality to recognize non-standard situations • Show mastery of the current industry hardware and software products and services • Discuss process of identification of fundamental causes of specific workplace challenges • Show mastery of knowledge and understanding of the process, normal operating parameters, and product quality to recognize non-standard situations - Relevant equipment and operational processes - Enterprise goals, targets and measures - Enterprise quality OHS and environmental requirement - Enterprise information systems and data collation - Industry codes and standards • Identify extent and causes of specific challenges in the workplace • Use of range of analytical problem-solving techniques • Formulate clear-cut findings on the nature of each identified workplace challenges • Discus strategies on devising, communicating, implementing and evaluating strategies and techniques in addressing specific workplace challenges	• Group discussion • Lecture • Demonstration • Role playing	• Case Formulation • Life Narrative Inquiry (Interview) • Standardized test	1 hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	3.4 Implement action plans and communicate results	• Identify extent and causes of specific challenges in the workplace • Use of range of analytical problem-solving techniques • Formulate clear-cut findings on the nature of each identified workplace challenges • Discus strategies on devising, communicating, implementing and evaluating strategies and techniques in addressing specific workplace challenges	• Group discussion • Lecture • Demonstration • Role playing	• Case Formulation • Life Narrative Inquiry (Interview) • Standardized test	1 hour
4. Work in a diverse environment	4.1 Develop an individual's cultural awareness and sensitivity	• Show understanding of cultural diversity in the workplace • Recognize norms of behavior for interacting and dialogue with specific groups (e. g., Muslims and other non-Christians, non-Catholics, tribes/ethnic groups, foreigners) • Demonstrate different methods of verbal and non-verbal communication in a multicultural setting • Apply cross-cultural communication skills (i.e. different business customs, beliefs, communication strategies) • Show affective skills – establishing rapport and empathy, understanding, etc. • Demonstrate openness and flexibility in communication • Recognize diverse groups in the workplace and community as defined by divergent culture, religion, traditions and practices	• Small Group Discussion • Interactive Lecture • Brainstorming • Demonstration • Role-playing	• Demonstration or simulation with oral questioning • Group discussions and interactive activities • Case studies/ problems involving workplace diversity issues • Written examination • Role Playing	1 hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	4.2 Work effectively in an environment that acknowledges and values cultural diversity	• Explain the value of diversity in the economy and society in terms of Workforce development • Discuss the importance of inclusiveness in a diverse environment • Discuss the importance of shared vision and understanding of and commitment to team, departmental, and organizational goals and objectives • Identify and exhibit strategies for customer service excellence • Demonstrate cross-cultural communication skills and active listening • Recognize diverse groups in the workplace and community as defined by divergent culture, religion, traditions and practices • Demonstrate collaboration skills	• Small Group Discussion • Interactive Lecture • Brainstorming • Demonstration • Role-playing	• Demonstration or simulation with oral questioning • Group discussions and interactive activities • Case studies/ problems involving workplace diversity issues • Written examination • Role Playing	1 hour
	4.3 Identify common issues in a multicultural and diverse environment	• Explain the value, and leverage of cultural diversity • Discuss the inclusivity and conflict resolution • Describe the workplace harassment • Explain the change management and cite ways to overcome resistance to change • Demonstrate advanced strategies for customer service excellence • Address diversity-related conflicts in the workplace • Eliminate discriminatory behavior towards customers and co-workers • Utilize change management policies in the workplace	• Small Group Discussion • Interactive Lecture • Brainstorming • Demonstration • Role-playing	• Demonstration or simulation with oral questioning • Group discussions and interactive activities • Case studies/ problems involving workplace diversity issues • Written examination • Role Playing	1 hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
5. Propose methods of applying learning and innovation in the organization	5.1 Assess work procedures, processes and systems in terms of innovative practices	• Show mastery of the following practical concepts (e.g., 7 habits of highly effective people, character strengths that foster learning and innovation, five minds of the future, adaptation concepts and transtheoretical model of behavior change) • Demonstrate collaboration and networking skills • Show basic skills in research • Generate practical insights on how to improve organizational procedures, processes and systems	• Interactive Lecture • Appreciative Inquiry • Demonstration • Group work	• Psychological and behavioral Interviews • Performance Evaluation • Life Narrative Inquiry • Review of portfolios of evidence and third-party workplace reports of on-the-job performance. • Standardized assessment of character strengths and virtues applied	1 hour
	5.2 Generate practical action plans for improving work procedures, processes	• Show mastery of the following practical concepts (e.g., 7 habits of highly effective people, character strengths that foster learning and innovation, five minds of the future, adaptation concepts and transtheoretical model of behavior change) • Demonstrate collaboration and networking skills • Show basic skills in research • Generate practical insights on how to improve organizational procedures, processes and systems • Set up action plans on how to apply innovative procedures in the organization • Set up action plans on how to apply innovative procedures in the organization	• Interactive Lecture • Appreciative Inquiry • Demonstration • Group work	• Psychological and behavioral Interviews • Performance Evaluation • Life Narrative Inquiry • Review of portfolios of evidence and third-party workplace reports of on-the-job performance. • Standardized assessment of	2 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Generate practical insights on how to improve organizational procedures, processes and systems		character strengths and virtues applied	
	5.3 Evaluate the effectiveness of the proposed action plans	• Show mastery of the following practical concepts (e.g., 7 habits of highly effective people, character strengths that foster learning and innovation, five minds of the future, adaptation concepts and transtheoretical model of behavior change) • Demonstrate collaboration and networking skills • Show basic skills in research • Generate practical insights on continuous improvement	• Interactive Lecture • Appreciative Inquiry • Demonstration • Group work	• Psychological and behavioral Interviews • Performance Evaluation • Life Narrative Inquiry • Review of portfolios of evidence and third-party workplace reports of on-the-job performance. • Standardized assessment of character strengths and virtues applied	1 hour
6. Use information systematically	6.1 Use technical information	• Lecture and discussion on: o Application in collating information o Procedures for inputting, maintaining and archiving information o Guidance to people who need to find and use information • Organizing information into a suitable form for reference and use • Classify stored information for identification and retrieval • Operate the technical information system by using agreed procedures	• Lecture • Group Discussion • Hands on • Demonstration	• Oral evaluation • Written Test • Observation • Presentation	4 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration

	6.2 Apply information technology (IT)	• Lecture and discussion on:
		  ○ Attributes and limitations of available software tool
		  ○ Procedures and work instructions for the use of IT
		  ○ Operational requirements for IT systems
		  ○ Sources and flow paths of data
		  ○ Security systems and measures that can be used
		  ○ Methods of entering and processing information
		• Use procedures and work instructions for the use of IT
		• Extract data and format reports
		• Use WWW applications
			• Lecture
			• Group Discussion
			• Self-paced handout/ module
			• Hands on
			• Demonstration
				• Oral evaluation
				• Written Test
				• Observation
				• Presentation
					2 hours

	6.3 Edit, format and check information	• Lecture and discussion on:
		  ○ Basic file-handling techniques
		  ○ Techniques in checking documents
		  ○ Techniques in editing and formatting
		  ○ Proof reading techniques
		• Use different techniques in checking documents
		• Edit and format information applying different techniques
		• Proof read information applying different techniques
			• Lecture
			• Group Discussion
			• Self-paced handout/ module
			• Hands on
			• Demonstration
				• Oral evaluation
				• Written Test
				• Observation
				• Presentation
					1 hour

7. Evaluate Occupational Safety And Health Work Practices	7.1 Interpret Occupational Safety and Health practices	• Discuss the OSH standards, principles and legislations • Identify OSH work practices issues • Discuss standard safety requirements	• Lecture • Group Discussion	• Written Exam • Demonstration • Observation • Interviews / Questioning	1.5 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	7.2 Set OSH work targets	• Discussion in actions plans that are necessary in achieving the OSH target	• Lecture • Group Discussion	• Written Exam • Demonstration • Observation • Interviews / Questioning	1 hour
	7.3 Evaluate effectiveness of Occupational Safety and Health work instructions	• Practice evaluating safety data (Historical or Simulated)	• Lecture • Group Discussion	• Written Exam • Demonstration • Observation • Interviews / Questioning	1.5 hours
8. Evaluate Environmental Work Practices	8.1 Interpret environmental practices, policies and procedures	• Discussion Environmental Issues regarding - Water Quality - National and Local Government Issues - Safety - Endangered Species - Noise - Air Quality - Historic - Waste - Cultural • Updating of existing occupation practices	• Lecture • Group Discussion • Demonstration	• Written Exam • Demonstration • Observation • Interviews / Questioning	1 hour
	8.2 Establish targets to evaluate environmental practices	• Discussion on - lower production costs and energy consumption - Environmentally Sound Processes - Resource Efficient - Recycling and Waste Management • Simple case study regarding energy efficiency	• Lecture • Group Discussion • Demonstration	• Written Exam • Demonstration • Observation • Interviews / Questioning	1 hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	8.3 Evaluate effectiveness of environmental practices	• Identifying effective environmental practices relevant to the industry/occupation - Implementation of energy efficiency	• Lecture • Group Discussion • Demonstration • Case Study	• Written Exam • Demonstration • Observation • Interviews / Questioning • Third Party Reports	
9. Facilitate Entrepreneurial Skills for Micro-Small-Medium Enterprises (MSMEs)	9.1 Develop and maintain micro-small-medium enterprise (MSMEs) skills in the organization	• Discussions on business models and strategies • Discussion on Types and categories of businesses and business internal control • Discussion on Relevant National and local legislations affecting businesses • Prepare promotional materials • Practice basic bookkeeping	• Lecture/ Discussion • Case Study • Demonstration	• Written Test • Portfolio • Work Related Project	2 hours
	9.2 Establish and maintain client-base/market	• Role play on customer and employee relations • Discussion on Basic product promotion strategies • Preparation of Basic Feasibility study • Case studies on Basic Business ethics • Prepare basic advertising materials	• Role Play • Lecture Discussion • Case study	• Case problem • Written Test	2 hours
	9.3 Apply budgeting and financial management skills	• Discussion on: - Basic cost-benefit analysis - Basic financial management - Basic financial accounting - Business internal controls	• Role Play • Lecture Discussion • Group work	• Written Test • Case problem	1 hour

COMMON COMPETENCIES
(112 HOURS)

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
1 Implement and monitor infection control policies and procedures (32 hours)	1.1 Provide information to the work group about the organization's infection control policies and procedures	• Lecture and discussion on: - Use of personal protective equipment (PPE) - Transmission of infectious diseases - Concepts and modes of communication - Communication equipment (computer, telephone, cell phone etc.) - OSH, infection control, environmental and institutional, rules, guidelines, policies and procedures - Respecting for patient / client rights - Literacy levels and communication skills of work group members and consequent suitable communication techniques • Demonstrate proper use of personal protective equipment (PPE) • Demonstrate proper hand washing (WHO Standard) • Apply Body Substance Isolation (BSI) by using PPE (Personal Protective Equipment) • Demonstrate use of disinfectant • Apply social distancing • Demonstrate operating equipment for communication • Apply effective communicating and interpersonal skills including: - language competence	• Lecture (online / face to face) • Discussion (online / face to face) • Self-Learning • Video Presentation (offline / face to face) • Demonstration • Role play	• Written test (online / face to face) • Interview • Portfolio assessment • Observation • Demonstration with questioning	12 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		- literacy and reading competence - negotiating Skills - intra and Interpersonal skills			
	1.2 Integrate the organization's infection control policy and procedure into work practices	• Lecture and discussion on: - Use of verbal and non-verbal therapeutic communication - RA 11058 – OSH Law - RA 9008 – Ecological Solid Waste Management Act - RA 856 – Sanitation Code of the Phil. - Hazards and infectious risk - Safe work procedures - Use of computer for documentation and reporting • Demonstrate appropriate wearing, removal and disposal of PPE (Personal Protective Equipment) • Encourage employees to report hazards and risks in the work place • Recognize suggestions of employees to improve infection control practices	• Lecture (online / face to face) • Discussion (online / face to face) • Self-Learning • Video Presentation (offline / face to face) • Demonstration • Role play	• Written test (online / face to face) • Interview • Portfolio assessment • Observation • Demonstration with questioning	12 hours
	1.3 Monitor infection control performance and implement improvements in practices	• Lecture and discussion on: - Key performance indicators of infection control and prevention - Monitoring, surveillance and investigation of infection risks and hazardous events - Aggregate infection control information reports • Demonstrate identification, correction and reporting inadequacies in work procedures and infection control measures	• Lecture (online / face to face) • Discussion (online / face to face) • Self-Learning • Video Presentation (offline / face to face) • Demonstration	• Written test (online / face to face) • Interview • Portfolio assessment • Demonstration with oral questioning	8 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
2. Respond effectively to difficult/ challenging behavior (24 hours)	2.1 Plan responses	• Lecture and discussion on: - Concepts and modes of communication - Environmental and institutional, rules, guidelines, policies and procedures - Issues relating to difficult and challenging behavior - Patient / client issues which need to be referred to an appropriate health professional - Policies and rules of health professionals involved with the care of patient / client - Literacy levels and communication skills of work group members and consequent suitable communication techniques - Modes of verbal, non-verbal, and written communication • Apply thinking and responding quickly and strategically • Remain alert to potential incidents of difficult or challenging behavior • Demonstrate working with others and display empathy with patient / client and relatives • Apply intra and interpersonal skills • Demonstrate reporting and documentation with accuracy	• Lecture (online / face to face) • Discussion (online / face to face) • Self-Learning • Video Presentation (offline / face to face) • Demonstration	• Written test (online / face to face) • Interview • Portfolio assessment • Demonstration with oral questioning	12 hours
	2.2 Apply response	• Lecture and discussion on: - Suitable communication techniques to achieve the desired outcomes in responding to difficult or challenging behavior	• Lecture (online / face to face) • Discussion (online / face to face) • Self-Learning	• Written test (online / face to face) • Interview • Portfolio assessment	8 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Apply thinking and responding quickly and strategically • Remain alert to potential incidents of difficult or challenging behavior • Demonstrate working with others and display empathy with patient / client and relatives • Apply intra and interpersonal skills Demonstrate reporting and documentation with accuracy	• Video Presentation (offline / face to face) • Demonstration • Role play	• Observation • Demonstration with questioning	
	2.3 Report and review incidents	• Lecture and discussion about the concepts of incident reports and documentations • Outline organizational policies in reporting and reviewing workplace incidents • Make use of questioning and debriefing techniques • Demonstrate appropriate incident reporting and documenting in the workplace	• Lecture • Demonstration	• Written test • Demonstration	4 hours
3. Apply basic first aid (24 hours)	3.1 Assess the situation	• Discuss and explain basic anatomy and physiology (parts of the human body) • Classify the mode of communication in an assessing the situation • Discuss and explain first aid principles • Discuss, identify and explain the use of equipment (BP apparatus, pulse oxymeter, digital thermometer etc.) • Discuss and explain OSH, infection control, environmental and institutional, rules, guidelines, policies and procedures	• Lecture (online / face to face) • Discussion (online / face to face) • Self-Learning • Video Presentation (offline / face to face) • Demonstration • Role play	• Written test (online / face to face) • Interview • Portfolio assessment • Observation • Demonstration with questioning	8 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Discuss and explain reporting, documentation and use of non-verbal and verbal communication • Identify the abnormal vital signs of patient / client • Identify the mode of communication • Make use of appropriate modes of communication • Demonstrate resuscitation skills • Utilize operating equipment as required for the assessment of patient / client • Apply safe manual handling of casualty • Adapt OSH, infection control, environmental and institutional, rules, guidelines, policies and procedures • Reporting preparation • Make use of intra and Interpersonal skills • Demonstrate appropriate incident reporting and documenting			
	3.2 Apply basic first aid techniques	• Lecture and discussion about training application of first aid • Discuss and explain the proper use of equipment for first aid response (ambubag, oxygen etc.) • Compare the normal and abnormal vital signs • Analyze the needs for first aid • Demonstrate first aid procedures • Utilize operating equipment as required for the assessment of patient / client	• Lecture (online / face to face) • Discussion (online / face to face) • Self-Learning • Video Presentation (offline / face to face) • Demonstration • Role play	• Written test (online / face to face) • Interview • Portfolio assessment • Observation • Demonstration with questioning	12 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Illustrate OHS, infection control, environmental and institutional, rules, guidelines, policies and procedures • Make use of verbal and non-verbal communication • Make use of intra and interpersonal skills • Demonstrate appropriate incident reporting and documenting			
	3.3 Communicate details of the incident	• Lecture and discussion about concepts of communication in an accident/incident situation • Read and explain the use of equipment for communication (computer, cellphone, radio, network, etc.) • Classify the mode of communication in an accident/incident situation • Select appropriate tools, supplies and equipment in communication • Make use of intra and interpersonal skills • Demonstrate appropriate communication skills reporting and documenting	• Lecture (online / face to face) • Discussion (online / face to face) • Self-Learning • Video Presentation (offline / face to face) • Demonstration • Role play	• Written test (online / face to face) • Interview • Portfolio assessment • Observation • Demonstration with questioning	4 hours

4. Maintain high standards of patient / client services (32 hours)	4.1 Communicate appropriately with patients / clients	• Lecture and discussion on: - Mathematical operations such as addition, subtraction, division, multiplication - Concepts on modes of communication - Equipment needed for communication (computer, cell phone, and other forms of media) - Roles and responsibilities of self and other workers within the organization - Organizational / institutional policies and procedures for privacy and confidentiality of information provided by patients / clients and others - Institutional policy on patient / client rights and responsibilities - Reporting and documentation with accuracy • Apply mathematical operations such as addition, subtraction, division, multiplication • Read and understand client handling and interaction • Define concepts and mode of communication • Demonstrate following instructions and guidance of health professionals involved with the care of patient / client • Show how to deal with conflict • Participate in the discussion of client handling and interaction • Participate in the demonstration in communicating properly with different types of clients, and of different nationalities • Participate in the demonstration in delivering correct information to the client	• Lecture (online / face to face) • Discussion (online / face to face) • Self-Learning • Video Presentation (offline / face to face) • Demonstration • Role play	• Written test (online / face to face) • Interview • Portfolio assessment • Observation • Demonstration with questioning	12 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Demonstrate empathy with patient / client and relatives • Apply intra and Interpersonal skills			

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	4.2 Establish and maintain good interpersonal relationship with patients / clients	• Lecture and discussion on: - Cultural differences of patient / client including rules and policies as necessary - Institutional policy on patient / client rights and responsibilities - Management of conflict • Identify the mode on communication appropriate for the situation • Establish and maintain relationships, taking into account individual differences • Follow the instructions and guidance of health professionals involved with the care of patient / client • Show how to respect patient / client rights • Use effective listening techniques • Apply appropriate verbal and non-verbal communication styles • Apply oral and written communication • Demonstrate working with others and displaying empathy with patient / client and relatives • Apply conflict management • Apply intra and Interpersonal skills • Reporting and documentation with accuracy	• Lecture (online / face to face) • Discussion (online / face to face) • Self-Learning • Video Presentation (offline / face to face) • Demonstration • Role play	• Written test (online / face to face) • Interview • Portfolio assessment • Observation • Demonstration with questioning	8 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	4.3 Act in a respectful manner at all times	• Discuss identify and explain cultural differences of patient / client including rules and policies as necessary • Discuss and explain organizational / institutional policies and procedures for privacy and confidentiality of information provided by patients / clients and others • Demonstrate working with others and displaying empathy with patient / client and relatives • Make use of appropriate conflict management style • Utilize intra and interpersonal skills	• Lecture (online / face to face) • Discussion (online / face to face) • Self-Learning • Video Presentation (offline / face to face) • Demonstration • Role play	• Written test (online / face to face) • Interview • Portfolio assessment • Observation • Demonstration with questioning	6 hours
	4.4 Evaluate own work to maintain a high standard of patient / client service	• Discuss and explain evaluation and analysis of work performance • Identify standards for work procedures • Make use of standards for work procedures • Examine standards for work procedures • Utilize intra and interpersonal skills • Participate in the discussion of evaluation of work and standard of client service • Participate in demonstrating the application of evaluation of work and standard of client service	• Lecture (online / face to face) • Discussion (online / face to face) • Self-Learning • Video Presentation (offline / face to face) • Demonstration • Role play	• Written test (online / face to face) • Interview • Portfolio assessment • Observation • Demonstration with questioning	6 hours

CORE COMPETENCIES
(528 HOURS)

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration

1. Carry out response integration and coordination in a mass casualty incident (32 hours)	1.1 Identify the incident type	Lecture and discussion on the following topics:
		• National Disaster Risk Reduction and Management Council structure and policies
		• Organizational Policies and Procedures
		• Principles of incident command system
		  ○ Incident management
		  ○ EMS response structure within the incident command system
		• Hazards
		• Resources
		• Communication Protocols
		• Use of communication Equipment
		
		Perform the following tasks:
		• Access communications network.
		• Carry-out initial assessment of the incident promptly.
		• Assess and monitor hazards or potential hazards
		• Identify number of patients in accordance with mass casualty incident protocol
		• Determine resources to deal with the incident.
		• Identify and request additional resources needed in accordance with SOP
		• Take actions to protect, secure and preserve incident scene as required
		• Demonstrate communication skills
		• Access communications network
		• Use communications equipment
			• Lecture
			• Group Discussion
			• Video Viewing
			• Demonstration
			• Role Play
			• Reading Group
			• Self-Learning
			• Brainstorming
				• Written Test
				• Oral Evaluation
				• Interview
				• Observation
					4 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Conduct initial incident assessment • Follow safety protocols and guidelines			
	1.2 Establish initial control and command	Lecture and discussion on the following topics: Knowledge • Organizational policies and policies procedures ○ Medical Direction • Operational briefing • Agency procedures for establishing control and communicating to relevant authorities • Agency protocols for liaising with stakeholders and media on scene • Republic Act 10121 • National Disaster Response Plan • Principles of Basic Incident Command System • EMS response concept within the incident command system Perform the following tasks: • Establish control and command in accordance with organizational policies and procedures. • Receive and implement operational briefing based on Incident Action Plan (IAP) • Provide leadership, supervision and team welfare to ensure safety and performance on operational standards. • Follow the operational briefing in the Incident Action Plan (IAP) • Maintain incident situational awareness	• Lecture/discussion • Demonstration • Group Discussion • Brainstorming • Self-Learning	• Written Test • Oral Evaluation • Interview • Observation	4 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	1.3 Participate in operational response	Lecture and discussion on the following topics: • National Disaster Risk Reduction and Management Council Incident Management System structure and policies • Organizational policies and procedures relating to operations • Purpose and structure of medical incident command within the incident management system • Mass casualty incident (MCI) and triage categories • Risks and responsibilities of operating on scene of a natural or man-made disaster • Disaster management and hazardous materials • Emergency medical technician's role under the incident command system (ICS) • Hazardous material incidents identification • Mass casualty incidents due to terrorism and disaster recognition Perform the following tasks: • Conduct operational briefings • Deploy personnel and equipment to deal with the incident • Perform triage in mass casualty incident management • Initiate start triage system • Conduct jumpstart triage system for pediatric patients • Identify labels, placards, and markings used to designate hazardous materials	• Lecture • Demonstration • Group Discussion	• Oral Evaluation • Interview • Observation	16 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Ability to use a variety of reference materials to identify a hazardous material			
	1.4 Conclude operational task and perform post response activities	Lecture and discussion on the following topics: • Incident situational awareness report • Procedures for protecting and preserving an incident scene and recording requirements • Demobilization procedures • Recording and schedule procedures for equipment cleaning, repair, storage and replenishment • Critical incident stress debriefing • Briefing/ debriefing requirements and protocols • Prepare and submit reports • Recommend and attend debriefing sessions Perform the following tasks: • Conduct final incident assessment • Record incident actions and decisions • Conclude and coordinate incident • Prepare and submit • Post incident reports	• Lecture • Group Discussion • Demonstration • Role Play	• Written Test • Oral Evaluation • Interview • Observation	8 hours
2. Perform patient assessment	2.1 Conduct scene size up	Lecture and discussion on the following topics • Communication for the need of additional resources • Protocols and Training for COVID-19 guidelines • Call management screening procedures as a preliminary identification for COVID-19 patients • Activation and pre-notification from dispatch • Pre-arrival instructions from dispatch	• Lecture • Group Discussion • Video Viewing • Demonstration	• Written Test • Oral Evaluation • Observation	3 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration

		• Recognition, precautions and personal safety protection to environmental, chemical, and biological hazards present at an emergency scene
		• Standard precautions to be followed and personal protective equipment to be worn at an emergency scene
		• Importance of identifying the number of patients in an emergency scene
		• Initiation of incident management and triage
		• Components of patient assessment process
		• Mass Casualty Incident (MCI) management
		• Different types of emergencies that an EMT needs to be familiar with
		  ○ Procedures in determining mechanism of injury and nature of illness
		  ○ Differentiation of trauma and non-trauma patients
		• Scene safety evaluation
		Perform the following tasks:
		• Ensure scene safety
		• Determine mechanism of injury or nature of illness
		• Follow standard precautions
		• Follow specific guidelines in a potential COVID-19 contaminated environment based on the Department of Health Policy and the World Health precautionary recommendations
		• Confirm suspected patient through dispatch screening process based on the established EMS protocols specific to COVID-19 patient handling			

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Determine number of patients • Conduct field triage based on SOP • Consider additional or specialized resources • Perform scene size up procedures • Perform triage procedures • Proper communication techniques			
	2.2 Perform primary assessment	Lecture and discussion on the following topics: • Goals of the patient assessment • Identify and manage life threatening conditions • Process of forming a general impression • The Detect-Isolate and Report Process • Precautionary measures to prevent contamination or infection • PPE preparation appropriate for handling potential COVID-19 patients • Hand hygiene as part of standard of care • Direct contact restrictions during patient engagement • Immediate transport requirement criteria • Airway assessment status in patients who are both responsive and unresponsive • Assessment of breathing status of the patient, information to obtain in the process and care required for both patients with adequate and inadequate breathing • Signs of respiratory distress and failure • Assessment of a patient's circulatory status, different methods of obtaining pulse and appropriate management • Assessing for and methods for controlling external bleeding	• Lecture • Group Discussion • Video Viewing • Demonstration • Role Play	• Written Test • Oral Evaluation • Interview • Observation	5 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Steps to identify and treat life-threatening conditions • Steps to follow during rapid scan of a trauma patient • Process of determining the priority of patient care and transport at an emergency scene • Importance of protecting the trauma patient's spine and identify fractured extremities during patient packaging for transport • Proper use of PPE's for the management of COVID-19 patients Perform the following tasks: • Form general impression • Perform specific guidelines in a potential COVID-19 patient contact based on the Department of Health Policy and the World Health precautionary recommendations • Perform primary assessment procedures • Confirm suspected patient based on Department of Health Guidelines and World Health Organization's precautionary guidelines • Perform rapid scan • Determine patient care and transport prioritization • Assess patient properly and efficiently • Use of appropriate PPE's • Perform proper hand hygiene technique • Use AVPU Scale • Evaluate patient's orientation • Assess patient's Airway			

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		○ Head tilt-chin lift for non-trauma ○ Jaw-thrust maneuver for trauma • Determine adequacy and depth of breathing • Assess radial or carotid pulse for both responsive and unresponsive patient • Assess carotid pulse of an unresponsive patient • Palpate brachial pulse of a child who is younger than 1 year • Obtain patient's pulse rate • Assess capillary refill of an adult or child older than 6 years • Assess capillary refill of an infant or child younger than 6 years and explain variations required in assessing a newborn • Perform rapid scan in a patient • If needed, perform cervical immobilization • Use spine board			
	2.3 Gather Patient History	Lecture and discussion on the following topics: • Different techniques used to obtain information from patients during history taking process • Screening protocols training • Documentation and debriefing process • Different challenges in taking patient history on sensitive topics and strategies to facilitate for each situation • Decontamination, proper waste handling and disposal • Process of taking focused history, its key components and its relationship to the primary assessment process	• Lecture • Group Discussion • Demonstration • Role Play	• Written Test • Oral Evaluation • Observation	2 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		Perform the following tasks: • Gather patient Information • Investigate Chief complaint and history of present illness • Obtain SAMPLE history • Confirm suspected patient through verbal interview in accordance to screening criteria of the Department of Health • Document patient information • Obtain information using the mnemonic SAMPLE • Assess pain using the mnemonic OPQRST • Apply proper communication techniques • Apply doffing techniques in an appropriate area • Decontaminate properly the ambulance and the EMS base • Attend debriefing sessions • Perform precautionary measures in dealing with patients with special needs			
	2.4 Perform Secondary Assessment	Lecture and discussion on the following topics • Purpose of performing a physical exam during secondary assessment • Components, special patient considerations, and methods to use to determine aspects of the physical examination • Purpose and process of full body scan • Situations of patients that may receive focused assessment and body system to include based on chief complaint	• Lecture • Group Discussion • Video Viewing • Demonstration • Role Play	• Written Test • Oral Evaluation • Observation	4 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Normal blood pressure ranges for adults, children and infants • SAMPLE History taking • Principles and use of Monitoring devices Perform the following tasks: • Assess vital signs using the appropriate monitoring device • Assess patient systematically • Perform full-body scan • Conduct focused assessment • Evaluate body regions using the mnemonic DCAP-BTLS • Use pulse oximetry device • Assist in blood pressure measurement • Perform full body scan • Measure blood pressure by auscultation • Measure blood pressure by palpation • Determine Glasgow Coma Scale • Obtain SAMPLE History			
	2.5 Perform Reassessment	Lecture and discussion on the following topics: • Importance of performing a reassessment of the patient • Steps in the reassessment process • Perform the following tasks • Repeat primary assessment procedures	• Lecture • Group Discussion • Video Viewing • Demonstration • Role Play	• Written Test • Oral Evaluation • Observation	2 hours
3. Provide emergency care for suspected spine injury (40 hours)	3.1 Establish safe access in an emergency	Lecture and discussion on the following topics: • Dispatch Protocols • Use of personal protective equipment • Vehicle safety systems • Ambulance SOP's Skills • Prioritize patient's needs/concern during the formulation of the access plan	• Lecture • Group Discussion • Video Viewing • Demonstration • Role Play	• Written Test • Oral Evaluation • Observation	4 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Formulate safe access based on an assessment of all factors associated with the situation or incident • Identify obstacles impacting safe access • Request or arrange additional personnel and specialized equipment to ensure safe access • Evaluate the risk of not moving the patient while waiting for additional personnel with specialized tools to arrive • Repeat primary assessment in accordance with patient assessment protocols • Re-assess vital signs • Identify changes in patient's condition based on primary and secondary assessment • Identify dangers associated with various hazardous situations • Follow OSH policies and procedures related to access • Conduct physical scene assessment • Understand relevance of equipment needed and its uses			
	3.2 Identify suspected spinal injury	Lecture and discussion on the following topics: • Anatomy and physiology of the musculo-skeletal system and nervous system • Age related variations required in providing care to pediatric patient who has a suspected spine injury • Basic life support protocols are followed with care for patient's spine where the victim exhibits no signs of life • Different kinds of brain injuries	• Lecture • Group Discussion • Video Viewing • Demonstration • Role Play	• Written Test • Oral Evaluation • Observation	4 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Different types of spine injuries • Patient assessment process for suspected brain and spine injury Perform the following tasks: • Identify mechanism of injury • Assess condition of patient based on level of consciousness • Assess conditions of motor and sensory functions • Perform jaw-thrust maneuver in a patient with suspected spine injury • Perform manual in-line stabilization to a patient with suspected spine injury			
	3.3 Apply cervical collar	Lecture and discussion on the following topics: • Process in providing emergency medical care for head and spine injury • Circumstances in which a helmet should be either left on or taken off to a patient with possible head or spine injury • Application of cervical spine immobilization devices to a patient with suspected spinal injury • Method of helmet removal to a patient with suspected spinal injury • Alternate method for removal of helmet to a patient with suspected spinal injury • Application of cervical spine immobilization on children. • Application of cervical spine immobilization on geriatrics Perform the following tasks: • Measure height of the patient's neck based on the available cervical collar	• Lecture • Group Discussion • Video Viewing • Demonstration • Role Play	• Written Test • Oral Evaluation • Observation	8 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Select appropriately sized cervical collar • Apply cervical collar ensuring correct location and tension is applied • Apply cervical spine immobilization devices to a patient with suspected spinal injury • Remove helmet of a patient with suspected spinal injury • Perform alternate method for removal of helmet to a patient with suspected spinal injury • Apply of cervical spine immobilization on children • Apply of cervical spine immobilization on geriatrics			
	3.4 Perform basic extrication procedures	Lecture and discussion on the following topics: • Fundamentals of basic extrication • Ten phases of basic extrication • Consideration for specialized rescue situations • Immobilization procedures on a patient with suspected spinal injury found in a sitting position • Immobilization procedures on a patient with suspected spinal injury found in a standing position • Immobilization procedures on a patient with suspected spinal injury found in a supine position • Immobilizing a patient with suspected spinal injury to a long backboard • Immobilizing a patient with suspected spinal injury to a short backboard Perform the following tasks:	• Lecture • Group Discussion • Video Viewing • Demonstration • Role Play	• Written Test • Oral Evaluation • Interview • Observation	24 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Perform basic extrication based on protocols • Monitor basic extrication procedure • Work with additional personnel with specialized equipment upon their arrival to ensure safe extrication procedures • Immobilize a patient with suspected spinal injury found in a sitting position • Immobilize a patient with suspected spinal injury found in a standing position • Immobilize a patient with suspected spinal injury found in a supine position • Immobilize a patient with suspected spinal injury to a long backboard • Immobilize a patient with suspected spinal injury to a short backboard			
4. Provide pre-hospital interventions for trauma patients (56 hours)	4.1 Perform scene size up	Lecture and discussion on the following topics: • Introduce self and consent • Reporting and documentation • Request for additional resources • Occupational Safety and health • Identify hazards • Law of energy and motion • Anatomy and Physiology • Reference manual on trauma condition • Use of equipment Perform the following tasks: • Identify potential threats to the safety of the patient, bystanders and EMS personnel in accordance with EMS protocols	• Lecture • Group Discussion • Video Viewing • Demonstration • Role Play	• Written Test • Oral Evaluation • Interview • Observation	4 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Integrate analysis of scene safety, scene situation and kinematics into assessment of trauma patients • Determine mechanism of injury • Determine total no of patient • Determine reason for identifying the need for additional help or assistance • Identify hazards • Determine if the scene is safe • Wear proper wearing of personal protective equipment • Perform triaging and tagging			
	4.2 Perform primary assessment	Lecture and discussion on the following topics: • Levels of consciousness • Baseline vital signs • Mass casualty incident management Primary assessment • Triaging and tagging Perform the following tasks • Determine general impression of trauma patient according to EMS protocols • Assess mental status of the patient based on patient findings • Assess classification of hemorrhage or exsanguination based on **c**linical review: hemorrhagic shock (Gutierrez et al.) • Determine airway patency based on patient's findings • Determine airway patency based on patient findings • Determine quality of breathing based on patient's findings • Determine circulation of a trauma patient	• Lecture • Group Discussion • Video Viewing • Demonstration • Role Play	• Written Test • Oral Evaluation • Interview • Observation	16 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Determine reason for prioritizing a patient care based on triage category • Decide immediate transport based on triage category • Determine life threatening conditions based on patient's assessment • Assess mental status of patient • Assess airway, breathing and circulation • Assess and manage external bleeding and life-threatening conditions			
	4.3 Perform secondary assessment	Lecture and discussion on the following topics: • Physical assessment • Head to toe assessment Perform the following tasks: • Assess physical assessment in accordance with EMS protocols • Conduct History taking based on SOP's • Assess vital signs in accordance with standard operating procedures • Perform head to toe assessment • Perform DCAP BTLS • Perform SAMPLE history • Perform vital signs taking	• Lecture • Group Discussion • Video Viewing • Demonstration • Role Play	• Written Test • Oral Evaluation • Interview • Observation	8 hours
	4.4 Perform procedure for pre-hospital trauma management	Lecture and discussion on the following topics: • Anatomy and Physiology • Recognition and care of the shock patient • Caring for patient with soft tissue injuries • Caring for patient with eye, face and throat injuries • Caring for patient with head and spine injuries	• Lecture • Group Discussion • Video Viewing • Demonstration • Role Play	• Written Test • Oral Evaluation • Interview • Observation	20 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Caring for patient with musculoskeletal system • Caring for patient with chest injuries • Caring for patient with abdominal and genitalia injuries • Caring for patient with pediatric and geriatric traumatic injuries • Wearing of personal protective equipment • Infection control and proper waste disposal. • Proper disinfection of equipment and tools • Materials, tools and equipment are utilized for patient care. • Preparing the patient for transport after proper assessment management of injuries • Advance directives online and offline protocols • Proper packaging and moving lifting of patients • Dispatch information and advance call to hospital Perform the following tasks: • Assess patient conditions based on clinical guidelines • Perform patient care based on trauma patient condition • Use materials and equipment appropriately based on SOP's • Coordinate patient status with appropriate medical authorities in accordance with protocols			

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Perform bleeding control includes direct pressure, pressure points, elevation of affected limb and application of tourniquet. • Demonstrate proper wound dressing • Demonstrate care of chest and abdominal wounds • Demonstrate proper care for impaled objects • Demonstrate the rule of nine (9) and the management of burn patient • Demonstrate the use of irrigation to flush out foreign bodies lying on the surface of the eye • Demonstrate the care of the patient with chemical burns to the eye and lacerations of eyelids • Demonstrate the care of a patient with soft-tissue wounds of the face and neck. • Demonstrate the care of the patient with injury to the nose and ears, penetrating injury to the neck, injury to the upper airway and dental injuries. • Demonstrate the steps in the emergency medical care of a sucking chest wound • Demonstrate proper treatment of a patient who has an object impaled in the abdomen • Demonstrate how to apply a dressing to an abdominal eviscerated wound • Demonstrate the emergency medical care of a patient with a painful, swollen, and deformed extremity. • Demonstrate opening the airway in a patient with a suspected spinal cord injury			

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Demonstrate securing a patient to a long spine board and Kendrick's extrication device (KED) • Demonstrate stabilization of the spine and removal of helmet. • Perform pelvic stabilization			
	4.5 Monitor pre-hospital patient care given and modify as required	Lecture and discussion on the following topics: • Monitoring patient's response to intervention • Effective data gathering for coordination and endorsement Perform the following tasks: • Monitor patient condition including reassessment of vital signs • Assess effectiveness and condition of procedures implemented • Recognize and manage changes in patients' condition • Maintain and/or modify treatment according to patient condition and needs • Perform reassessment and effectivity of the treatment regimen. • Perform detailed physical examination	• Lecture • Group Discussion • Video Viewing • Demonstration • Role Play	• Written Test • Oral Evaluation • Interview • Observation	4 hours
	4.6 Endorse patient requiring further specialize care, assessment and management	Lecture and discussion on the following topics: • Endorsement protocols of trauma patients • Knowledge in accomplishing patient care chart Perform the following tasks: • Document trauma patient details • Endorse need for specialized care based on EMS protocols • Convey information appropriately to those individuals involved in patient care to	• Lecture • Group Discussion • Video Viewing • Demonstration • Role Play	• Written Test • Oral Evaluation • Interview • Observation	4 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		facilitate understanding and optimum patient care • Demonstrate completing a prehospital care report for patients with traumatic injuries • Proper endorsement to receiving facility			
5. Provide pre-hospital care interventions for shock patients (32 hours)	5.1 Assess the shock patient	Lecture and discussion on the following topics: • Introduce self and consent • Reporting and documentation • Request for additional resources • Occupational Safety and health • Identify hazards • Respiration Rate • Pulse Rate • Temperature • Pulse Oxymeter • Anatomy and Physiology • Levels of consciousness • Baseline vital signs • Primary assessment • Secondary assessment • Recognition and care of the shock patient • Use of basic medical equipment (e.g. BP apparatus, thermometer, pen light) • Use of bleeding control materials • Use of oxygen delivery devices Perform the following tasks: • Assess scene size up in accordance with EMS Protocols • Perform primary assessment • Perform secondary assessment	• Lecture • Group Discussion • Video Viewing • Demonstration • Role Play	• Written Test • Oral Evaluation • Observation	8 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Identify causes of shock in different patient's conditions • Determine types of shock • Assess signs and symptoms of shock patient • Determine if the scene is safe. • Demonstrate the care of the patient exhibiting signs and symptoms of shock (hypoperfusion) • Wear appropriate personal protective equipment • Conduct scene assessment • Perform primary and secondary assessment • Take vital signs • Perform head to toe physical examination			
	5.2 Provide emergency care procedure of the shock patient	Lecture and discussion on the following topics: • Pathophysiology of shock • Pharmacology • Care for bleeding patient • Care for different types of Shock and treatment • Use of materials and equipment for shock intervention Perform the following tasks: • Provide shock management for trauma patient according to medical direction. • Provide shock management for medical patient is provided ~~a~~according to medical direction. • Position shock patient in accordance with clinical condition	• Lecture • Group Discussion • Demonstration	• Written Test • Oral Evaluation • Observation	16 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Initiate high flow of oxygen • Control of external bleeding • Bandage and splint • Control bleeding • Administer epinephrine (epipen)			
	5.3 Monitor condition of patient with shock and modify intervention as required	Lecture and discussion on the following topics: • Patients response to intervention • Effective data gathering for coordination and endorsement • Ongoing patient assessment procedures Perform the following tasks: • Monitor patients condition for progression of shock • Monitor patient condition including reassessment of vital signs • Assess effectiveness and condition of procedures implemented • Recognize and manage changes in the condition of the patient • Demonstrate completing a pre-hospital care report for the patient with bleeding and/or shock (hypoperfusion) • Monitor vital signs	• Lecture • Group Discussion • Demonstration • Role Play	• Written Test • Oral Evaluation • Interview • Observation	8 hours
6. Provide pre-hospital interventions for medical patients (160 hours)	6.1 Address Respiratory emergencies	Lecture and discussion on the following topics: • Informed consent • Basic Radio and phone protocols in communicating medical endorsements • Computation of Oxygen requirement and delivery • Dose computation for medication • Anatomy of the Respiratory system • Pathophysiology of Respiratory diseases	• Lecture • Group Discussion • Demonstration	• Written Test • Oral Evaluation • Observation	24 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Pharmacology and Pharmacokinetics of beta2 agonist and oxygen • Use of inhalers and nebulizers • Use of Oxygen support equipment • Use Pulse oximeter Perform the following tasks: • Recognize and communicate abnormal breathing patterns to the medical director • Recognize and communicate abnormal breath sounds to the medical director • Recognize and communicate conditions that causes respiratory distress to the medical director • Administer oxygen support following specific protocols or based on medical direction. • Administer metered dose Inhalers and small volume nebulizers containing salbutamol following specific protocols or based on medical direction. • Demonstrate observational skills in assessing respiratory emergencies • Demonstrate communication skills • Demonstrate interpersonal skills • Demonstrate clinical skills in administering oxygen • Demonstrate clinical skills in administering beta2 agonist			
	6.2 Address Cardiovascular emergencies	Lecture and discussion on the following topics: • Informed consent • Basic Radio and phone protocols in communicating medical endorsements • Dose computation for medication	• Lecture • Group Discussion • Demonstration	• Written Test • Oral Evaluation • Observation	24 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Anatomy of the Cardiovascular system • Pathophysiology of Cardiovascular diseases • Pharmacology and Pharmacokinetics of Aspirin and Nitroglycerin • Use of ECGs • Basic knowledge of PCI procedure (for patient education and consent to transport to PCI facility) Perform the following tasks: • Recognize and communicate abnormal heart sounds to the medical director. • Recognize and communicate life-threatening cardiac rhythms to the medical director. • Recognize and communicate signs and symptoms of cardiac compromise to the medical director • Recognize and communicate Acute Coronary Syndrome to the medical director. • Administer aspirin following specific protocols or based on medical direction. • Demonstrate observational skills in assessing cardiovascular emergencies • Demonstrate communication skills • Demonstrate interpersonal skills • Demonstrate clinical skills in administering aspirin • Demonstrate clinical skills in administering nitroglycerin • Demonstrate ECG lead placement skills			

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Determine Eligibility for PCI procedure			
	6.3 Address Neurologic Emergencies	Lecture and discussion on the following topics: • Informed consent • Basic Radio and phone protocols in communicating medical endorsements • Basic Arithmetic for GCS computation • Anatomy of the Central and Peripheral Nervous system • Pathophysiology of Neurologic diseases • Types of Headache • Types of Seizures • Types of Stroke • Pre-hospital stroke assessment tools • Basic Knowledge of Mechanical Embolectomy and Stroke units (for patient education and consent to transport to PCI facility) Perform the following tasks: • Recognize and endorse patients with altered mental status accordingly. • Recognize stroke and transient ischemic attacks based on history, PE and approved prehospital screening tools and endorse accordingly. • Recognize and endorse seizures accordingly • Demonstrate observational skills in recognizing neurologic emergencies • Demonstrate communication skills • Demonstrate interpersonal skills • Determine eligibility of rTPA candidates • Recognize stroke	• Lecture • Group Discussion • Demonstration	• Written Test • Oral Evaluation • Observation	24 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Recognize seizure			
	6.4 Address Endocrine emergencies	Lecture and discussion the following topics: • Informed consent • Basic Radio and phone protocols in communicating medical endorsements • Basic knowledge of Numerical Range for Blood Glucose Level • Anatomy of the Endocrine system • Pathophysiology of Endocrine diseases • Pharmacology and Pharmacokinetics of oral glucose • Use of the Glucometer Perform the following tasks: • Recognize Blood Glucose Level Hypoglycemia and Hyperglycemia and endorse to the medical director • Administer oral glucose following specific protocols or based on medical direction. • Recognize signs and symptoms of emergent conditions of hyperglycemia or hypoglycemia and endorse to the medical director • Demonstrate observational skills in recognizing endocrine emergencies • Demonstrate communication skills • Demonstrate interpersonal skills • Recognize signs and symptoms of hypoglycemia and hyperglycemia • Demonstrate clinical skills in administering oral glucose	• Lecture • Group Discussion • Demonstration	• Written Test • Oral Evaluation • Observation	16 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	6.5 Address Anaphylactic Reactions	Lecture and discussion on the following topics: • Informed consent • Basic radio and phone protocols in communicating medical endorsements • Dose computation for medication • Pathophysiology of Anaphylactic Reactions • Pharmacology and Pharmacokinetics of Epinephrine • Use of the Auto-Injector Perform the following tasks: • Recognize and endorse signs and symptoms of anaphylactic reactions accordingly • Recognize and endorse anaphylactic shock to the medical director • Administer epinephrine auto-injector following specific protocols or based on medical direction. • Demonstrate observational skills in recognizing anaphylactic reactions • Demonstrate communication skills • Demonstrate interpersonal skills • Demonstrate clinical skills in administering epinephrine auto-injector	• Lecture • Group Discussion • Demonstration • Role Play	• Written Test • Oral Evaluation • Interview • Observation	8 hours
	6.6 Address Toxicologic Emergencies	Lecture and discussion on the following topics: • Informed consent • Basic Radio and phone protocols in communicating medical endorsements • Recognition of pollutants • Dose computation for medication • Pathophysiology of Toxidromes	• Lecture • Group Discussion • Demonstration	• Written Test • Oral Evaluation • Observation	8 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Types of Poisons • Types of substance abuse • Pharmacology and Pharmacokinetics of activated charcoal Perform the following tasks: • Recognize and endorse toxidromes to the medical director. • Recognize and endorse ingested poisons to the medical director • Administer activated charcoal following specific protocols or based on medical direction • Demonstrate observational skills in recognizing toxidromes • Demonstrate communication skills • Demonstrate interpersonal skills • Recognize toxidromes • Demonstrate clinical skills in administering activated charcoal • Demonstrate basic decontamination skills • Recognize substance abuse			
	6.7 Address abdominal, hematologic, gynecologic, genitourinary and renal emergencies	Lecture and discussion the following topics: • Informed consent • Basic Radio and phone protocols in communicating medical endorsements • Anatomy of the Gastrointestinal system • Pathophysiology of Acute Abdomen • Pathophysiology of Hematologic emergencies • Pathophysiology of Genitourinary / Renal emergencies • Anatomy of Genitourinary / Renal system	• Lecture • Group Discussion • Demonstration	• Written Test • Oral Evaluation • Observation	32 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Knowledge of proper human waste disposal and effect to the environment • Computation of renal input and output Perform the following tasks: • Recognize and endorse conditions with acute abdomen to the medical director. • Recognize and endorse hematologic emergencies to the medical director. • Recognize and endorse genitourinary emergencies to the medical director. • Assess and endorse patients with urinary catheters to the medical director. • Assess and endorse dialysis patients to the medical director • Recognize and endorse gynecologic emergencies to the medical director. • Demonstrate observational skills in recognizing acute abdomen • Demonstrate observational skills in recognizing hematologic emergencies • Demonstrate observational skills in recognizing genitourinary / renal emergencies • Demonstrate observational skills in recognizing hematologic emergencies • Demonstrate communication skills • Demonstrate interpersonal skills			
	6.8 Address Environmental emergencies	Lecture and discussion on the following topics: • Informed consent • Basic Radio and phone protocols in communicating medical endorsements • Knowledge of environmental hazards	• Lecture • Group Discussion	• Written Test • Oral Evaluation • Observation	12 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Laws and safety measures related to water-related emergencies • Temperature determination • Water depth and pressure • Thermodynamics • Temperature • Pathophysiology of Drowning • Basic laws of physics related to Scuba or deep-water diving emergencies • Use of heating tools and technology • Use of cooling tools and technology Perform the following tasks: • Recognize and endorse heat-related emergencies to the medical director. • Address heat-related emergencies based on approved protocols or medical direction • Recognize and endorse cold-related emergencies to the medical director. • Address cold-related emergencies based on approved protocols or medical direction • Recognize and endorse water-related emergencies to the medical director. • Recognize and endorse diving emergencies to the medical director. • Demonstrate observational skills in recognizing environmental emergencies • Demonstrate observational skills in recognizing submersion incidents • Demonstrate communication skills • Demonstrate interpersonal skills			
	6.9 Address Behavioral emergencies	Lecture and discussion on the following topics: • Informed consent	• Lecture • Group Discussion • Demonstration	• Written Test • Oral Evaluation • Observation	12 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Basic Radio and phone protocols in communicating medical endorsements • Legal considerations for mental health • Pathophysiology of Psychiatric disorders Perform the following tasks: • Recognize and refer behavioral changes and psychiatric problems to the medical director or appropriate specialist. • Recognize and refer behavioral emergencies to the medical director or appropriate specialist. • Apply physical restraints to a specific subset of Psychiatric patients as approved by medical direction and based on protocols • Demonstrate observational skills in recognizing Behavioral emergencies • Demonstrate communication skills • Demonstrate Interpersonal skills	• Role Play • Self-Learning		
7. Perform basic life support and use airway adjuncts (32 hours)	7.1 Conduct Scene Size Up	Lecture and discussion on the following topics: • Communication with patient's relative/bystanders • Importance of identifying the number of patients an emergency scene relative to the need of additional resources, initiation of incident management and triage • Recognition, precautions and personal safety protection to environmental, chemical, and biological hazards present at an emergency scene • COVID-19 pre-arrival EMS protocol training	• Lecture • Group Discussion • Video Viewing • Demonstration • Role Play Reading Group • Self-Learning • Brainstorming	• Written Test • Oral Evaluation • Interview • Observation	4 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Components of patient assessment process • Different causes and presentation of emergencies affecting the EMT's performance • Steps to take to survey the scene for signs of violence and to protect the EMT and the bystanders for real or potential danger • Procedures in determining mechanism of injury and nature of illness • Importance of differentiating trauma patients from medical patients • Standard precautions to be followed and personal protective equipment to be worn at an emergency scene Perform the following tasks: • Ensure scene safety • Strictly follow pre arrival instructions for potential COVID-19 contaminated environments based on the Department of Health Policy and the World Health Organization's precautionary recommendations • Determine mechanism of injury or nature of illness • Follow standard precautions Determine number of patients • Consider additional or specialized resources • Demonstrate communication skills • Demonstrate Observation skills • Perform scene size up procedures			

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	7.2 Conduct Patient Assessment	Lecture and discussion on the following topics: • Principal goals of the patient assessment process • Precautionary measures to prevent contamination or infection • Identify and treat life threats • Immediate transport requirement criteria • Process of forming a general impression of the patient and its critical importance in patient management • Importance and methods of assessing patient's level of consciousness to determine altered mental status • Airway assessment status in patients who are both responsive and unresponsive • Assessment of breathing status of the patient, information to obtain in the process and care required for both patients with adequate and inadequate breathing • Signs of respiratory distress and failure • Assessment of a patient's circulatory status, different methods of obtaining pulse and appropriate management • Steps to identify and treat life-threatening conditions • Process of determining the priority of patient care and transport at an emergency scene • Proper use of PPE's for the management of COVID-19 patients Perform the following tasks: • Form general impression	• Lecture • Group Discussion • Video Viewing • Demonstration • Role Play Reading Group • Self-Learning • Brainstorming	• Written Test • Oral Evaluation • Interview • Observation	8 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Perform specific guidelines in a potential COVID-19 patient contact based on the Department of Health Policy and the World Health precautionary recommendations • Recognize cardiac arrest • Assess level of consciousness • Assess airway - identify and treat life threats • Assess breathing - identify and treat life threats • Assess circulation - identify and treat life • Determined patient care and transport priority • Demonstrate observation skills • Demonstrate proper communication techniques • Assess potential COVID-19 patient properly and efficiently • Use of appropriate PPE's • Demonstrate proper hand hygiene techniques • Demonstration skills • Use AVPU Scale • Assess patient's airway • Obtain correct information related to respiratory rate, rhythm, quality/character of breathing and depth of breathing • Assess carotid pulse of an unresponsive patient • Palpate brachial pulse of a child who is younger than 1 year • Doffing of PPE at the designated area			
	7.3 Perform CPR	Lecture and discussion on the following topics:	• Lecture	• Written Test	16 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Communication and coordination between rescuers • Basic anatomy and physiology of the circulatory and respiratory systems • Up to date with current guidelines for respiratory support procedures • Identification of signs of Cardiopulmonary Arrest • Elements of basic life support and its difference from advanced life support • Goals of cardiopulmonary resuscitation (CPR) • System components of cardiopulmonary resuscitation (CPR) • The chain of survival • Proper way to position an adult patient to receive basic life support • Two techniques used to open the adult patient's airway and the determination which technique will be appropriate • Purpose of the external chest compression • Recovery position and circumstances that would warrant its use as well as situations it is contraindicated • Process of providing artificial ventilations to an adult patient using a barrier device, to avoid gastric distention, and modifications required for a patient with a stoma • Steps in providing one-rescuer adult CPR • Steps in providing two-rescuer adult CPR, including methods of switching positions during the process • Different possible causes of cardiopulmonary arrest in children	• Group Discussion • Video Viewing • Demonstration • Role Play	• Oral Evaluation • Interview • Observation	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Four steps of pediatric basic life support (BLS) procedures and how they differ from procedures used in an adult patient • Ethical issues related to patient resuscitation and when not to start CPR on a patient • Factors when to stop CPR once it has been started on a patient • Causes of foreign body airway obstruction in all types of patients and how to distinguish mild or partial airway obstruction from complete airway obstruction • Different methods for removing airway obstruction in an infant, child and adult, and the procedure for a patient with an obstruction who becomes unconscious • Understanding of Administrative orders, Republic Acts, International and local guidelines - DOH AO 2014-155 “Implementing Guidelines for Managing Mass Casualty Incidents During Emergencies and Disasters” - RA 10871 “An Act Requiring Basic Education Students to undergo Age Appropriate Basic Life Support Training” - ILCOR 2015 CPR Guidelines • Occupational Safety and Health Practices • Perform high quality CPR 30:2 compression to ventilation ratio for 5 cycles			

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Adequate compression depth at least 2 - 2.4 inches (adult) • Adequate compression rate 100 to 120/minute • Examination gloves • Barrier Devices (Pocket mask, Face shield) • Bag Valve Mask (BVM) • AED • Adjuncts • Oxygenation Perform the following tasks: • Initiate high quality CPR • Perform chest compression with correct hand placement and proper body posture • Perform aerosol generating procedures with caution only if and when medically necessary • Consider measures to decrease droplet generation • Ensure airway patency - Head Tilt Chin Lift maneuver is performed - For patient with suspected spine injury, jaw thrust maneuver is performed • Deliver ventilation with the appropriate device used - CPR mask for 1 EMT - Bag Valve Mask for 2 EMT • Re-assess presence of pulse and breathing • Demonstrate communication skills			

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Demonstrate interpersonal skills • Reposition an unconscious adult for airway management • Check pulse at the carotid artery in an unresponsive patient • Perform external chest compressions on an adult • Perform a head tilt-chin lift maneuver on an adult patient • Perform a jaw-thrust maneuver on an adult patient • Place a patient in the recovery position • Perform rescue breathing on an adult with a simple barrier device • Perform one-rescuer adult CPR • Perform two-rescuer adult CPR • Perform a head tilt-chin lift maneuver on a pediatric patient • Perform a jaw-thrust maneuver on a pediatric patient • Perform rescue breathing on a child • Perform rescue breathing on an infant • Perform external chest compressions on an infant • Perform CPR in a child between 1 year of age and the onset of puberty • Remove a foreign body airway obstruction in a conscious adult patient using abdominal thrusts (Heimlich maneuver) • Remove a foreign body airway obstruction in a conscious pregnant or obese patient using chest thrusts			

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Remove a foreign body airway obstruction in a conscious child older than 1 year using abdominal thrusts (Heimlich maneuver) • Remove a foreign body airway obstruction in an unconscious child • Remove a foreign body airway obstruction in an infant • Use of Metered dose inhalers • BVM or ventilator with a HEPA filter in the exhalation port			
	7.4 Use AED	Lecture and discussion on the following topics: • Good coordination/ communication between the EMT's • Parts and operation of AED • Principles of electrical conduction • Parts and operation of AED • Size and anatomical landmarks of AED pads • Importance of early defibrillation • For HCP, understanding and recognition of shockable rhythms • Guidelines for circumstances that require the use of an automated external defibrillator (AED) on both adult and pediatric patients • Three special situations related to the use of an automated external defibrillation • Differentiation on the types and use of AED • Operate the AED Perform the following tasks: • Ensure AED functionality.	• Lecture • Group Discussion • Video Viewing • Demonstration • Role Play	• Written Test • Oral Evaluation • Interview • Observation	2 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Perform AED operation based on established Standard Operating Procedures • Transition compression, ventilation and AED use based on procedures • Demonstrate communication skills • Operate the AED • Perform high quality CPR for one (1) EMT and two (2) EMT's			
	7.5 Integrate resources	Lecture and discussion on the following topics: • Good coordination/ communication between the EMT's • Major structures of the respiratory system • Physiology of breathing • Signs of adequate and inadequate breathing • Assessment and care of a patient with apnea • Insertion of an oropharyngeal and nasopharyngeal airway • Importance and techniques of suctioning • Importance of giving supplemental oxygen • Basics of oxygen storage and various hazards associated with its use • Measurement of an oropharyngeal and nasopharyngeal airway Perform the following tasks: • Recognize the need for suctioning • Identify type of airway adjunct . • Use appropriate airway adjunct to the patient. • Attach BVM assembly to oxygen at a maximum of 15 L/minute	• Lecture • Group Discussion • Video Viewing • Demonstration • Role Play	• Written Test • Oral Evaluation • Interview • Observation	2 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Use the suction machine • Insert airway adjuncts • Use Bag valve mask device • "Cracking" the oxygen cylinder • Assemble the oxygen • Operate the oxygen and its components			
8 Provide pre-hospital interventions for special patient population (72 hours)	8.1 Conduct Scene Size up	Lecture and discussion on the following topics: • COVID-19 Pre arrival EMS Protocols Training • Importance of identifying the number of patients an emergency scene relative to the need of additional resources, initiation of incident management and triage • Recognition, precautions and personal safety protection to environmental, chemical, and biological hazards present at an emergency scene • Components of patient assessment process • Different causes and presentation of emergencies affecting the EMT's performance • Steps to take to survey the scene for signs of violence and to protect the EMT and the bystanders for real or potential danger • Procedures in determining mechanism of injury and nature of illness • Importance of differentiating trauma patients from medical patients • Standard precautions to be followed and personal protective equipment to be worn at an emergency scene Perform the following tasks:	• Lecture • Group Discussion • Demonstration • Role Play	• Written Test • Oral Evaluation • Observation	8 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Follow strictly pre arrival instructions for potential COVID-19 contaminated environments based on the Department of Health Policy and the World Health Organization's precautionary recommendations • Ensure scene safety • Determine mechanism of injury or nature of illness • Follow standard precautions • Determine number of patients • Consider additional or specialized resources • Perform Scene size up procedures • Proper communication techniques			
	8.2 Provide care for special patient populations emergency	Lecture and discussion on the following topics: • Challenges in providing emergency care to pediatric patients • Protocols and Training • Call management screening procedures as a preliminary identification for COVID-19 patients • Documentation and debriefing process • Effective communication with both the patient and his or her family members • Responsibilities of the EMT when communicating with the family or loved ones following the death of a child • Post-traumatic stress debriefing for all healthcare professionals • Generational considerations when communicating with a geriatric patient	• Lecture • Group Discussion • Demonstration • Role Play	• Written Test • Oral Evaluation • Observation	24 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Decontamination, proper waste handling and disposal • Precautionary measures to prevent contamination or infection • Physical and cognitive developmental stages of all pediatric age groups • Health risks and signs that may indicate illness and patient in all pediatric age groups • Differences in the anatomy, physiology and pathophysiology of the pediatric patient as compared to the adult patient • Steps in primary assessment for providing emergency care to a pediatric patient • Steps in the secondary assessment of a pediatric patient and the method of injury related to different body areas • Different causes of pediatric respiratory emergencies • Signs and symptoms of increased work of breathing, the difference between respiratory distress and respiratory failure and the emergency medical strategies used in the management of each • Causes of an upper and a lower airway obstruction in a pediatric patient and the steps in the management of foreign body airway obstruction • Causes, signs, symptoms and management of a patient who is experiencing an asthma attack • Correct size of an airway adjunct intended for a pediatric patient during an emergency			

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Different oxygen delivery device options including indications of each and precautions to ensure the patient's safety • Causes, signs, symptoms and emergency medical management of shock in pediatric patients • Causes, signs, symptoms and emergency medical management of altered mental status in pediatric patients • Causes, types and emergency medical management of seizures in pediatric patients • Common causes of meningitis, high risk age group, signs and symptoms, special precautions, and emergency medical management • Types of gastrointestinal disease emergencies and its emergency medical management affecting pediatric patients • Sources, signs, symptoms and emergency medical management of poisoning in pediatric patents • Dehydration emergencies in pediatric patients including how to gauge severity based on key signs and symptoms and emergency medical management • Common causes of fever and its management • Common causes of drowning emergencies in pediatric patents, their signs, symptoms and emergency medical management • Common causes of pediatric trauma emergencies and the difference between			

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		injury patterns in adults, children and infants • Significance of burns in pediatric patients, most common causes and general guidelines in patient assessment • Four triage categories used in Jump START system for pediatric patients during disaster management • Child abuse and neglect its possible indicators • Medical and legal responsibilities of the EMT when caring for pediatric patient who is a possible victim of child abuse • Sudden infant death syndrome, risk factors, and special management considerations related to the death of an infant patient • Understanding the geriatric patient • Common complaints and the leading causes of death in an elderly • Special considerations when performing the patient assessment process on a geriatric patient with medical condition • GEMS diamond, its role in the assessment and care of the geriatric patient • Physiologic changes associated with the aging process • Age-related assessment and treatment modifications • “Polypharmacy” and toxicity issues that can result • Effect of aging on psychiatric emergencies			

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Special considerations when performing the patient assessment process on a geriatric patient with a traumatic injury • Effects of aging on environmental emergencies • Specials considerations when responding to a nursing and skilled care facilities • Advanced directives and its use in older patients • Care of Elder abuse and neglect • Patients with special needs during a medical emergency • Special medical care required for patients with developmental disabilities • Different types of visual impairments and special patient care considerations that may be required when providing emergency medical care for these patients • Different types of hearing impairments and special patient care considerations that may be required when providing emergency medical care for these patients • Special patient care considerations that may be required when providing emergency medical care to patients with cerebral palsy, spina bifida, and paralysis • Obesity and special patient care considerations • Homecare, types of patients and its services • Hospice and palliative care their difference with curative care			

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Responsibilities of the EMT to terminally ill patients with DNR orders • Issues of poverty and homelessness, effects on a person's health and the role of the provider as a patient advocate • Responder's approach to Cultural and religious value consideration. • Approach to emerging and re-emerging diseases • Approach to PTSD patients • Proper use of PPE's for the management of COVID-19 patients • Special patient care considerations that may be required when providing emergency medical care to a patient relying on medical technological assistance Perform the following tasks: • Identify special patient populations emergency • Perform precautionary measures in dealing special patient populations with COVID-19 • Formulate field impression • Integrate pathophysiological principles and assessment findings • Consider assessment findings for the special population patient who has sustained abuse or assault • Demonstrate proper communication techniques • Assess patient properly and efficiently			

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Use of appropriate PPE's • Proper hand hygiene techniques • Doffing of gloves at the right area • Perform precautionary measures in dealing with patients with special needs • Use the AVPU Scale • Use the TICLS Mnemonic • Position airway of a pediatric patient • Palpate the pulse and capillary refill time • Use pediatric resuscitation tape measure • Use airway adjuncts • Administer oxygen • Apply nasal cannula • Apply non-rebreathing mask • Ventilate an infant or child using a bag-mask device • Use one-rescuer bag-mask device ventilation • Use two-rescuer bag-mask device ventilation • Immobilize a pediatric patient involved in a trauma emergency • Immobilize a pediatric patient involved in a trauma emergency in a car seat • Immobilize a pediatric patient involved in a trauma emergency out of a car seat • Use the GEMS Diamond mnemonic • Assess geriatric patient • Demonstrate different strategies to communicate effectively with a hearing impairment patient			

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	8.3 Identify obstetric emergency	Lecture and discussion on the following topics: • Anatomy and physiology of the female reproductive system • Normal changes that occur in the body during pregnancy • The three stages of labor • Complications of pregnancy • Treatment of a pregnant patient • Special considerations involving pregnancy in different cultures and teenage patients • Assessment of the pregnant patient • Significance of meconium in the amniotic fluid • Indications of an imminent delivery • Steps in normal delivery management • Contents of an obstetrics kit • Care of the baby as head appears • Procedure to cut and tie the umbilical cord • Delivery of the placenta • Complicated delivery emergencies • Postpartum complications Perform the following tasks: • Assess pregnant patient • Consider two patients- the woman and the unborn fetus – when treating a pregnant trauma patient • Recognize vaginal bleeding in the pregnant patient • Perform Assessment of obstetric patients	• Lecture • Group Discussion • Demonstration • Role Play	• Written Test • Oral Evaluation • Interview • Observation	12 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	8.4 Perform emergency childbirth	Lecture and discussion on the following topics: • Complications of pregnancy • Treatment of a pregnant patient • Special considerations involving pregnancy in different cultures and teenage patients • Assessment of the pregnant patient • Significance of meconium in the amniotic fluid • Indications of an imminent delivery • Steps in normal delivery management • Contents of an obstetrics kit • Care of the baby as the head appears • Procedure to cut and tie the umbilical cord • Delivery of the placenta • Complicated delivery emergencies • Postpartum complications • Steps to take in neonatal assessment and resuscitation • The Apgar scores • Neonatal Basic life support interventions Perform the following tasks: • Recognize complications of pregnancy • Perform emergency childbirth (Imminent normal spontaneous vaginal delivery) based on ems protocols • Consider cutting the cord based on patient condition, protocols and medical direction • Recognize complicated delivery emergencies	• Lecture • Group Discussion • Video Viewing • Demonstration • Role Play	• Written Test • Oral Evaluation • Interview • Observation	20 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Perform normal cephalic delivery procedures • Perform care procedures of the infant as the head appears • Cut and tie the umbilical cord • Deliver the placenta • Perform post-delivery care of the mother • Perform procedures for complicated delivery emergencies			
	8.5 Provide neonatal care	Lecture and discussion on the following topics: • Steps to take in neonatal assessment and resuscitation • The Apgar scores • Neonatal Basic life support interventions Perform the following tasks: • Assess neonate • Provide neonatal care • Carry out neonatal resuscitation steps as appropriate and based on medical direction • Perform post-delivery care of the infant • Assist in early skin-to-skin contact • Obtain the apgar scores • Perform neonatal basic life support interventions	• Lecture • Group Discussion • Video Viewing • Demonstration • Role Play	• Written Test • Oral Evaluation • Interview • Observation	8 hours
9 Perform patient packaging (32 hours)	9.1 Prepare patient for packaging	Lecture and discussion on the following topics: • Effective communication techniques to establish patient rapport • Anatomy and Physiology • Familiarization of Equipment • Equipment Usage • Equipment Maintenance Schedule	• Lecture • Group Discussion • Video Viewing • Demonstration • Role Play	• Written Test • Oral Evaluation • Interview • Observation	8 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Equipment Limitations • Relationship between equipment decontamination and the prevention of disease transmission principles Perform the following tasks: • Assess scene safety • Prepare packaging equipment • Communicate packaging procedures with the patient • Optimize meticulous attention for patient resuscitation and stabilization • Establish effective communication techniques • Demonstrate equipment familiarity • Maintain equipment and resources			
	9.2 Package patient	Lecture and discussion on the following topics: • Introduction to patient handling • Safe Patient Handling Procedures • Standard packaging procedures • Mechanical restraints application protocols • Maintaining extremity stabilization on patients • Maintain splints and traction applied to the patient • Technical skills and general considerations required during patient packaging and handling Perform the following tasks: • Handle and package patients with serious injury carefully • Follow standard packaging procedure	• Lecture • Group Discussion • Demonstration • Role Play	• Written Test • Oral Evaluation • Observation	8 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Package patient effectively • Secure patient from unnecessary movement to prevent additional injuries • Perform standard patient packaging			
	9.3 Prepare patient for transport	Lecture and discussion the following topics: • Body mechanics and prevention of work-related injuries by following proper patient lifting and moving techniques • Safety precautions and guidelines when lifting and carrying patients • General considerations required to move patients safely without causing them further harm while simultaneously protecting the EMT from injury • Specific situations when to use urgent or rapid extrication to move a patient • Specific situations in which non urgent move may be necessary to move a patient • Use of packaging equipment Perform the following tasks: • Perform lifting procedures based on patient condition and situation • Perform moving procedures based on patient condition and situation • Ensure adequate access • Establish manual handling procedure • Perform lifting and moving • Perform a power lift to lift patient • Demonstrate using power lift • Perform diamond carry • Perform one handed carrying technique in lifting the patient	• Lecture • Group Discussion • Demonstration • Role Play	• Written Test • Oral Evaluation • Observation	8 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Perform a patient carry using a stair chair • Demonstrate proper body mechanics and principles for safe reaching and pulling • Perform log rolls • Perform an emergency and non-emergency moves • Perform the direct ground lift • Perform the extremity lift • Perform the direct carry • Demonstrate how the use the draw sheet method to transfer a patient onto a stretcher • Use scoop stretcher • Demonstrate the correct use of medical restraints			
	9.4 Package patient with special considerations	Lecture and discussion on the following topics: • Patients fully packaged before arrival on an extrication board or in their current packaged state • Special considerations related to moving and transporting geriatric patients and guidelines to follow during their lifting and moving • Guidelines for lifting and moving bariatric patients • Guidelines for lifting and moving trauma patients • Guidelines for lifting and moving medical patients • EMS bariatric protocol	• Lecture • Group Discussion • Demonstration • Role Play	• Written Test • Oral Evaluation • Interview • Observation	8 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Managing the bariatric patient as one of the most complex challenges for the EMS providers to encounter. • Patient and provider safe care principles • EMS agencies consideration for equipment, personnel and process guidelines to ensure timely and high-quality emergency care and movement for the very large patient. • Situations that require the use of physical restraints on a patient Perform the following tasks: • Patient packaged before arrival is augmented utilizing team equipment • Decision to package the patient as per the standard packaging procedure is clearly communicated and the rationale explained to the attending crews. • Moving a very large patient is recognized • Patients with suspected head injuries is packaged with cervical collar loosened and with a head up tilted up on the trolley • Loosen straps across the torso to improve ventilation in patients with difficulty of breathing is considered • Patients fully packaged before arrival on an extrication board or in their current packaged state • Special considerations related to moving and transporting geriatric patients and guidelines to follow during their lifting and moving • Guidelines for lifting and moving bariatric patients			

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Guidelines for lifting and moving trauma patients • Guidelines for lifting and moving medical patients • EMS bariatric protocol • Managing the bariatric patient as one of the most complex challenges for the EMS providers to encounter. • Patient and provider safe care principles • EMS agencies consideration for equipment, personnel and process guidelines to ensure timely and high-quality emergency care and movement for the very large patient. • Situations that require the use of physical restraints on a patient • Handle patient following EMS bariatric protocol • Perform patient extrication and immobilization • Performing appropriate carry procedures with special needs patients			
10 Conduct patient transport (24 hours)	10.1 Perform transport decision	Lecture and discussion on the following topics: • Verbal and nonverbal communications • Anatomy and Physiology of the Human Body to recognize life-threatening condition and non-threatening condition • Competencies of EMS Personnel in the management of COVID-19 patients • Inter-facility Transfer established protocols • Passenger transport prohibitions • Appropriate interventions for patient deterioration before and/or during patient transport	• Lecture • Group Discussion • Demonstration • Role Play	• Written Test • Oral Evaluation • Interview • Observation	8 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Nine phases of an ambulance call and examples of key tasks the EMT performs during each phase • Medical equipment carried on an ambulance and supplies included • Safety, operations and use each of equipment carried on an ambulance • Importance of regular vehicle inspections and lists of specific parts of an ambulance that should be inspected daily • Minimum dispatch information required by EMS to respond to an emergency call • High risk situations and hazards that may affect the safety of the ambulance and its passengers during both pre-transport and transport • Considerations required for ensuring scene safety including personal safety, patient safety and traffic control • Capabilities, protocols and methods for accessing air ambulances • Scene safety considerations when preparing for helicopter medevac • Ambulance Ventilation Principles • Importance in considering of having the patient compartment vent on high while performing aerosol generating procedures Perform the following tasks • Follow pre-transport procedures based on EMS protocols • Follow strictly pre- transport guidelines for a potential COVID-19 patient contact			

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Implement EMS transport protocol guidelines • Prepare EMS personnel • Minimize patient care contact during transport • Identify patient based on triage and on the patient condition • Transport emergency patient based on the patient condition • Transport non- emergency patient based on the patient condition • Perform a daily inspection of an ambulance • Prepare the ambulance ventilation settings • Perform emergency and non-emergency moves • Provide necessary patient care during transport • Demonstrate care for pediatric and geriatric patient with special needs • Perform dead body management • Demonstrate cleaning and disinfecting the ambulance and equipment before and during the post run phase			
	10.2 Convey and receive information relating to the transport	Lecture and discussion on the following topics: • A safe channel to share sensitive information as a method of communication • Verbal and non-verbal communication • Establishing secure routes • Utilization of Lights and Sirens • Knowledge in accessing air and sea ambulance	• Lecture • Demonstration • Role Play	• Written Test • Oral Evaluation • Interview • Observation	4 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Knowledge on how to use lights and siren, communication devices and documentations • Elements that dictate the use of lights and siren to the scene, and to the hospital • Specific and limited privileges that are provided to emergency vehicles and drivers • Additional risks and special considerations related to using police escorts and crossing intersections pose to EMS personnel during transport Perform the following tasks: • Communicate patient information through communication system to the dispatch center to ensure coordination with the receiving facility • Communicate integrated health service network • Notify hospital for pre arrival arrangements • Endorse patient Information to the medical authorities • Use lights and sirens appropriately • Utilize modes of transport appropriately • Demonstrate effective communication techniques • Demonstrate use of two-way radios • Demonstrate communication skills used in Mobile Phones • Demonstrate how to fill out patient care report			

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Demonstrate how to write a written report that includes all pertinent patient information following patient transfer to the hospital			
	10.3 Perform procedure in loading, unloading and endorsement of patient	Lecture and discussion on the following topics: • Verbal Non-verbal communication • Use of Simple Commands for lifting the patient • Knowledge on the use of body mechanics and power grip • Physiology of the body movement to do proper body mechanics • Identify the risk and hazards during transport • Difference between cleaning, disinfection, high-level disinfection, and sterilization • Protocols and guidelines for driving an ambulance safely and defensively • Key steps that EMT can use to identify safety improvement while enroute to the scene, the hospital and the station • Computation of Weight and capacity to lift a patient • Identify the modes of transportation Perform the following tasks: • Use transport equipment appropriately • Load patient without exacerbated by unnecessary movement of illness/injury • Transport patient appropriately based on patient condition • Facilitate physical handover based on patient safety protocol • Undertake tasks of the EMT after patient conduction is complete	• Lecture • Group Discussion • Demonstration • Role Play	• Written Test • Oral Evaluation • Interview • Observation	9 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Demonstrate lifting using commercial stretcher • Demonstrate lifting using folding stretcher • Demonstrate lifting using spine board • Demonstrate lifting using scoop stretcher • Demonstrate lifting using blanket • Demonstrate Transfer from commercial stretcher to Bed • Demonstrate manual lifting • Demonstrate how to present verbal report that would be given to arrival personnel at the receiving facility upon patient transfer			
	10.4 Conduct post-transport procedures	Lecture and discussion on the following topics: • Applicable regulations in waste management • Proper doffing protocols • Administrative guidelines in the management of COVID-19 in EMS • Decontamination area requirements and disinfecting procedures • Ambulance supplies and procedures Perform the following tasks: • Follow post transport protocols on waste handling and disposal • Perform proper documentation and debriefing procedures • Identify decontamination area • Handle waste properly • Doffing of PPE's • Clean and conduct infection control in the EMS Agency • Disinfect the ambulance unit • Replenish supplies	• Lecture • Group Discussion • Demonstration • Role Play	• Written Test • Oral Evaluation • Interview • Observation	4 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
11 Deliver basic pre-hospital communication skills (32 hours)	11.1 Exercise effective communication techniques	Lecture and discussion on the following topics: • Factors and strategies to consider for therapeutic communication with patients • Techniques of effective verbal communication • Skills used to communicate with family members, bystanders, people from other agencies, and hospital personnel • System maintenance forms • EMS audit forms • Basic knowledge on communication protocols and equipment handling and maintenance • Broadcast regulations • NTC requirements • Basic principles of the various types of communications equipment used in EMS. • Describe the use radio communications • Proper methods of initiating and terminating a radio call • Correct radio procedures in the phases of call • Proper sequence of information to communicate in radio delivery of a patient report • Specifications of Base radios, Mobile radios, Handheld Radios and wireless phones Perform the following tasks: • Demonstrate effective interviewing techniques • Demonstrate EMS system communication	• Lecture • Group Discussion • Demonstration • Role Play	• Written Test • Oral Evaluation • Interview • Observation	8 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Seek medical direction as needed • Demonstrate proper sequence of patient information communicated via radio • Demonstrate techniques of successful cross-cultural communication • Demonstrate effective radio communication skills • Demonstrate concise radio transmission with dispatch			
	11.2 Record assessment and findings	Lecture and discussion on the following topics: Knowledge • Prehospital care report/ patient care form • Use of written communication and documentation • Rules on prehospital documentation • Information required in a patient care report (PCR) • Legal implications of the patient care report (Data Privacy Act) • How to document refusal of care and its legal implications • Basic Knowledge on • Human Anatomy and Physiology • Documentation and paraphernalia • Digital documenting tools Perform the following tasks: • Record patient information is in accordance with standard operating procedures. • Record assessment in accordance with standard operating procedures	• Lecture • Group Discussion • Demonstration • Role Play • Self-Learning	• Written Test • Oral Evaluation • Interview • Observation	12 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Document patient care intervention based on patient assessment protocol • Demonstrate encoding skills • Demonstrate the completion of the patient care report			
	11.3 Hand over patient	Lecture and discussion on the following topics: • Communicating with dispatch • Communicating with medical direction • Radio codes • Broadcast regulations • Basic knowledge in communication protocols, equipment handling and maintenance • Operation of Base radios • Mobile radios • Repeaters • Digital equipment • Portable Radios • Wireless phones Perform the following tasks: • Provide pre-arrival information to receiving facility to dispatch • Notify dispatch that EMS is at the receiving facility • Endorse patient care report to the medical authority at the receiving facility • Relay departure time from the receiving facility to the dispatcher. • Demonstrate basic communication skills (encoding, decoding, feedback)	• Lecture • Group Discussion • Demonstration • Role Play	• Written Test • Oral Evaluation • Interview • Observation	12 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Demonstrate basic communication response skills (clarification, summary, explanation, silence) • Demonstrate effective patient handover communication skills			

3.2 TRAINING DELIVERY

1. The delivery of training shall adhere to the design of the curriculum. Delivery shall be guided by the principles of competency based TVET.

    a. Course design is based on competency standards set by the industry or recognized industry sector; (Learning system is driven by competencies written to industry standards)

    b. Training delivery is learner-centered and should accommodate individualized and self-paced learning strategies;

    c. Training can be done on actual workplace setting, simulation of a workplace and/or through adoption of modern technology;

    d. Assessment is based in the collection of evidence of the performance of work to the industry required standards;

    e. Assessment of competency takes the trainee's knowledge and attitude into account but requires evidence of actual performance of the competency as the primary source of evidence;

    f. Training program allows for Recognition of Prior Learning (RPL) or current competencies;

    g. Training completion is based on satisfactory performance of all specified competencies.

2. The competency – based TVET system recognizes various types of delivery modes, both on and off-the-job as long as the learning is driven by the competency standards specified by the industry. The following training modalities and their variations/components may be adopted singly or combination with other modalities when designing and delivering training programs:

    2.1 Institution-Based:

    - Dual Training System (DTS)/Dualized training Program (DTP) which contain both in-school and in-industry training or fieldwork components. Details can be referred to the Implementing Rules and Regulations of the DTS Law and the TESDA Guidelines on the DTP;

    - Distance learning is formal education process in which majority of the instruction occurs when the students and instructor are not in the same place. Distance learning may employ correspondence study, audio, video, computer technologies or other modern technology that can be used to facilitate learning and formal and non-formal training. Specific guidelines on this mode shall be issued by the TESDA Secretariat.

    - The traditional classroom-based or in-center instruction may be enhanced through use of learner-centered methods as well as laboratory or field-work components.

2.2 Enterprise-Based:

- Formal Apprenticeship – Training within employment involving a contract between an apprentice and an enterprise on an approved apprentice able occupation.

- Informal Apprenticeship – is based on training (and working) agreement between an apprentice and a master craftsperson wherein the agreement may be written or oral and the master craftsperson commits to training the apprentice in all the skills relevant to his or her trade over a significant period of time, usually between one and four years, while the apprentice commits to contributing productively to the work of the business. Training is integrated into the production process and apprentices learn by working alongside the experienced craftsperson.

- Enterprise-based Training – where training is implemented within the company in accordance with the requirements of the specific company. Specific guidelines on this mode shall be issued by the TESDA Secretariat.

2.3 Community-Based – short term programs conducted by Non-Government Organizations (NGOs), LGUs, training centers and other TVET providers which are intended to address the specific needs of a community. Such programs can be conducted in informal settings such as barangay hall, basketball courts, etc. These programs can also be Mobile Training Programs (MTP).

3.3 TRAINEE ENTRY REQUIREMENTS:

Trainees or students wishing to enroll in this qualification must possess the following requirements:

- Completed at least ten (10) years of basic education or Holder of Alternative Learning System (ALS) certificate of completion with grade ten (10) equivalent;
- At least 18 years old;
- Must possess good communication skills;
- Physically fit*

*Note: Certified by a duly licensed physician which include CBC, Urinalysis, X-ray

3.4 TOOLS, MATERIALS AND EQUIPMENT

Recommended list of tools, equipment and materials for the training of **25 trainees** for EMERGENCY MEDICAL SERVICES NC III.

Up-to-date tools, materials, and equipment of equivalent functions can be used as alternatives. This also applies in consideration of community practices and their availability in the local market.

TOOLS

QTY	UNIT	DESCRIPTION/SPECIFICATION
2	UNITS	Mobile Phones
4	UNITS	Handheld Portable Radio
1	UNIT	Base Radio with setup (optional)
1	PAIR	Laser Flare Flasher Warning Emergency Lights
1	UNIT	Thermometer (Thermal Scanner)
4	UNITS	Thermometer (Digital)
2	UNITS	Pulse Oxymeter
1	UNIT	Glucometer
3	PCS	Pocket Mask
3	PCS	Safety Helmets
2	PCS	Full Face Motorcycle Helmet
3	UNITS	Goggles
3	PCS	Face Shield
1	PC	Rolled blanket (8 ft in length)
2	PCS	Spider Strap
3	PCS	Belt Type Straps
1	SET	Rigid Splints
2	PCS.	Malleable Splint (e.g. Sam)
1	PC	Traction Splint
1	PC	Pelvic Splint
2	SETS	Slings (small, medium, large)
1	SET	Bandages (triangular/elastic/rolled)
25	PCS	Disposable Gown
25	PCS	Coverall
1	BOX	Disposable Hair Net
2	PCS	Cervical Collar (Adjustable)
1	PC	Ring Cutter
1	PC	Trauma Shears
1	PC	Examination Penlight

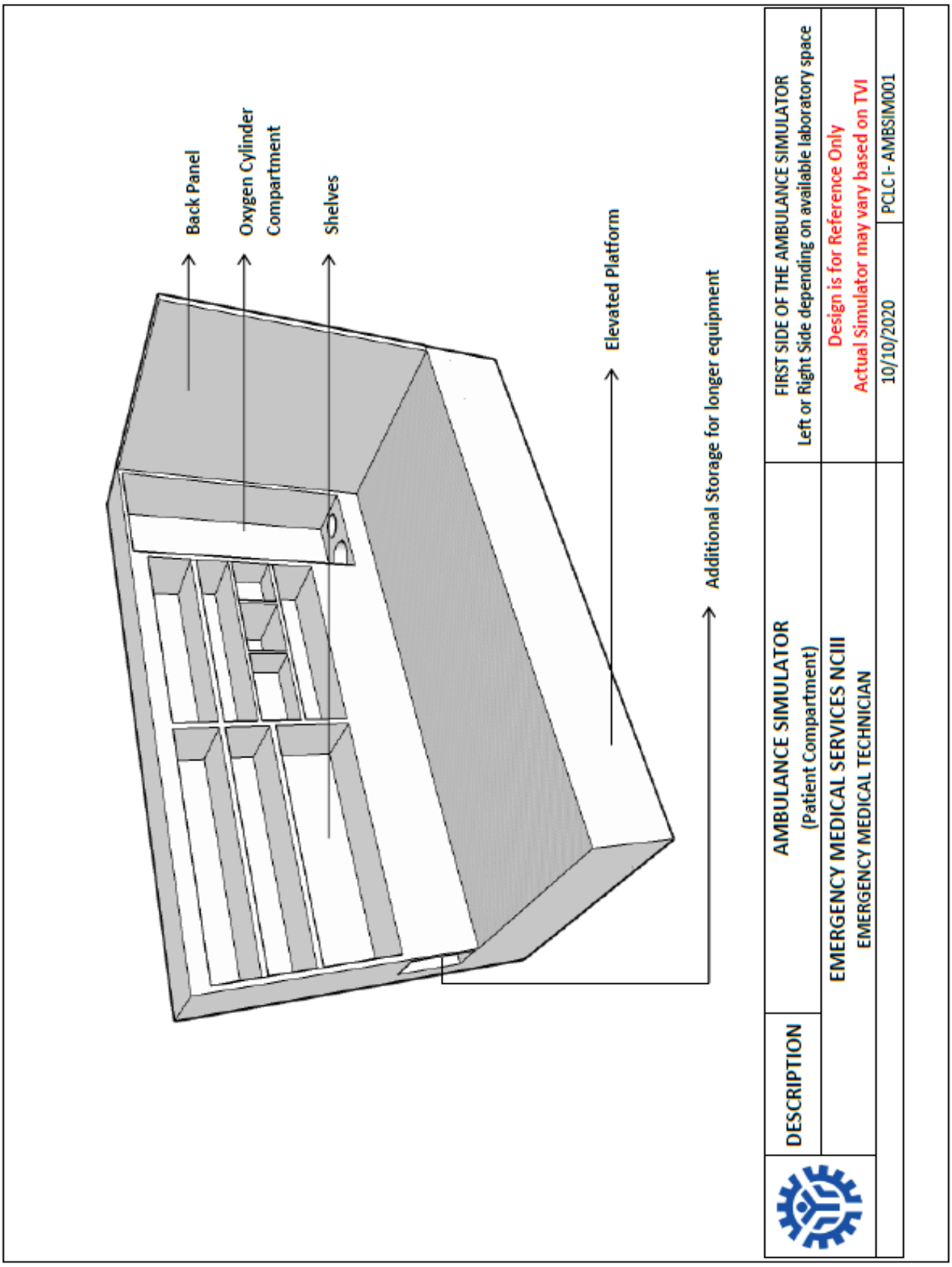
EQUIPMENT

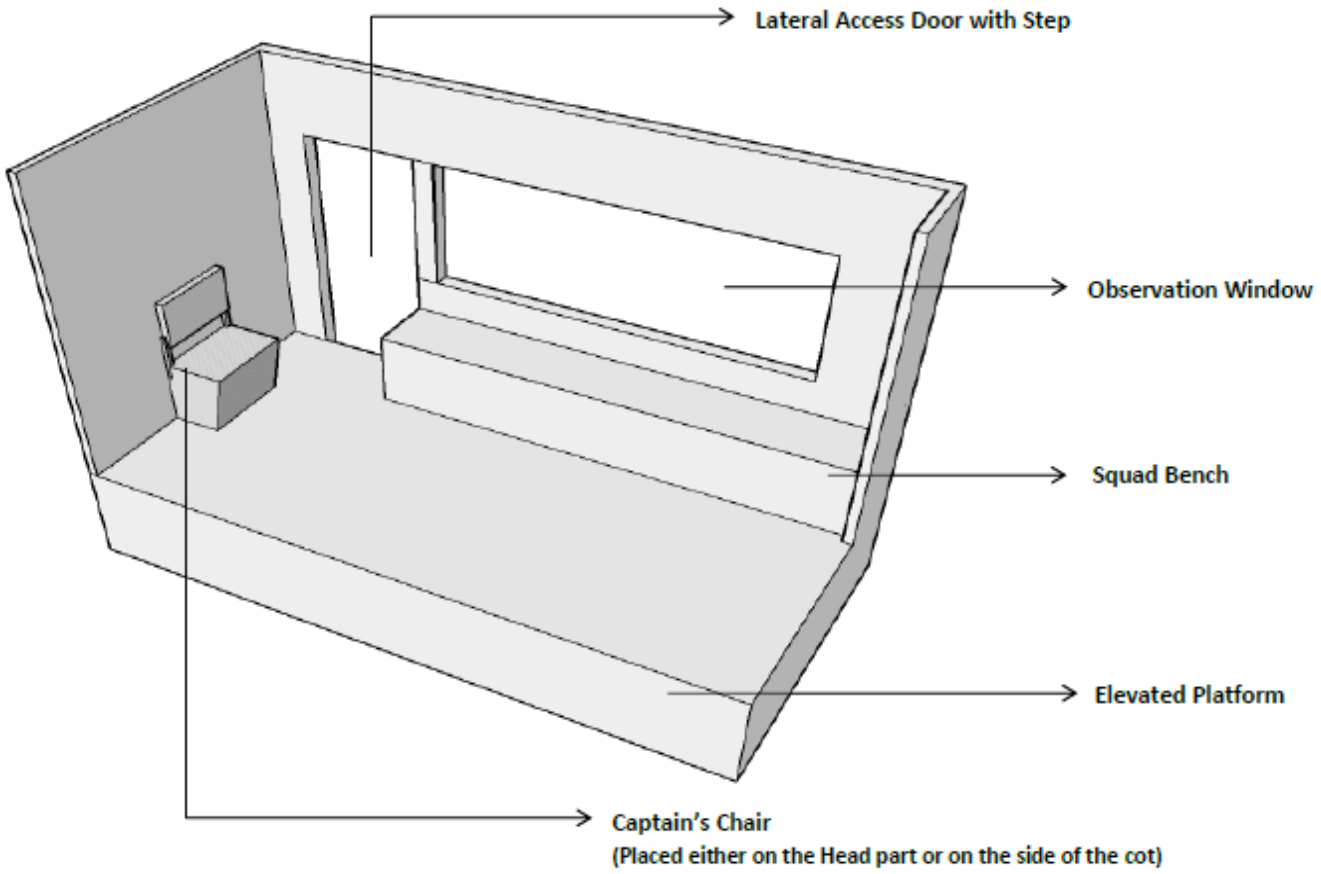
QTY	UNIT	DESCRIPTION/SPECIFICATION
2	UNITS	Sphygmomanometer
2	UNITS	Stethoscope
1	CYL	Portable Oxygen Cylinder (5 lbs.)
1	CYL	Oxygen Cylinder (20 lbs.)
2	UNITS	Oxygen Gauge
1	UNIT	Automated External Defibrillator (AED) Trainer
1	UNIT	Scoop Stretcher
1	UNIT	Long Board with Head Immobilizers (Spine board)
1	UNIT	Short Board
1	UNIT	Spinal Immobilization Device
1	UNIT	Ambulance Collapsible Stretcher (Cot/Gurney) with Straps
1	UNIT	Kendrick's Extrication Device (KED)
1	SET EACH	Bag-Valve-Mask Device (Adult, Child, Infant)
1	UNIT	Suction Machine, Portable
1	UNIT	Nebulizer
1	EACH	BLS Mannequins (Adult, Child and Infant)
1	PC	OB Mannequin (Torso, Optional)
1	UNIT	Stair Chair
1	UNIT	Ambulance Simulator* (A mock-up patient compartment with provisions of cabinet appropriate for storage of tools, materials and equipment, oxygen container storage, chair of responder with safety features, mobile stretcher with locking system) **Refer to Annex A for a sample drawing*
1	UNIT	Ambulance Vehicle (owned or thru agency affiliation) Registered as Type 1 with DOH
1	UNIT	Multimedia Set Up for Training
1	UNIT	Laptop/Desktop

MATERIALS

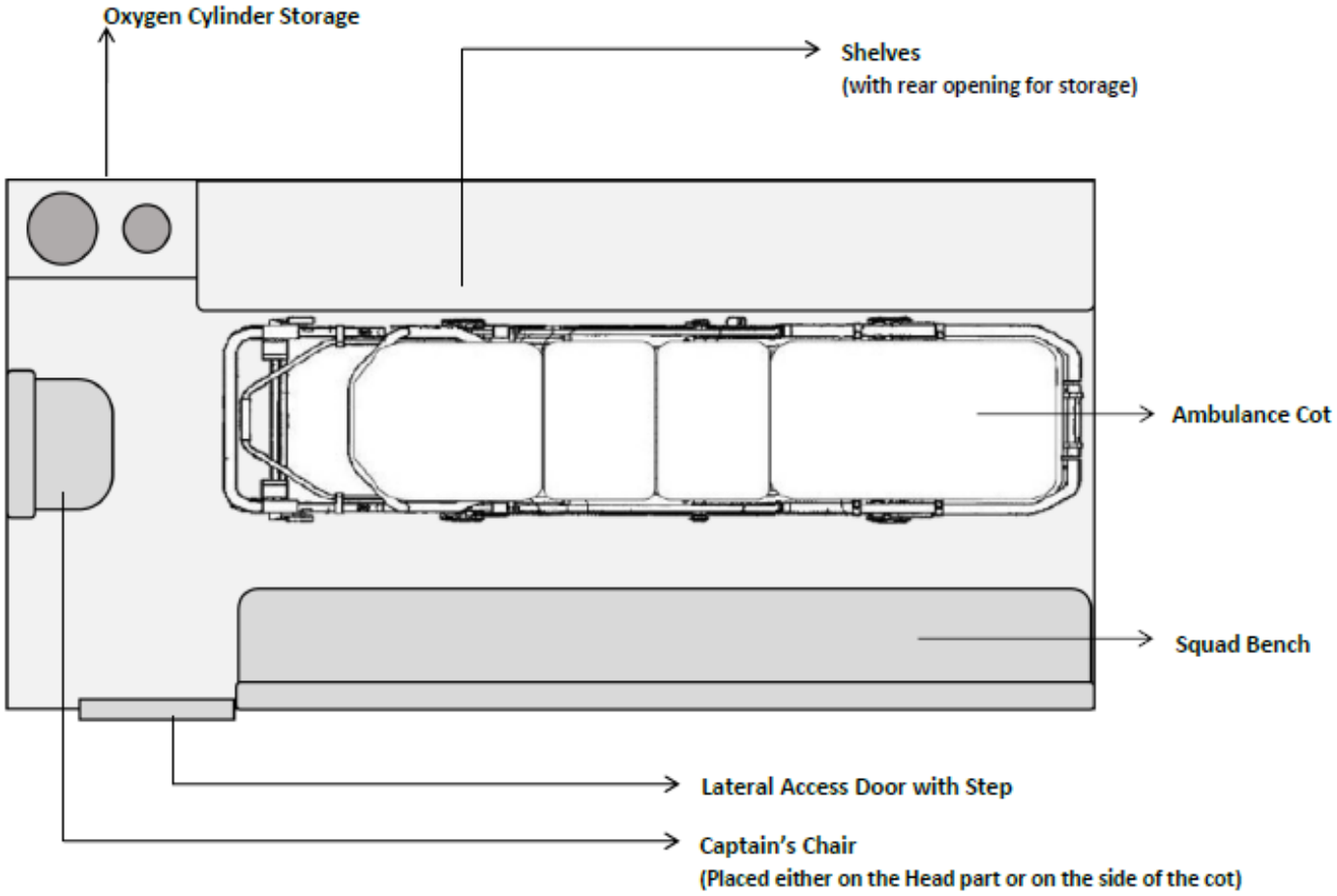
QTY	UNIT	DESCRIPTION/SPECIFICATION
1	UNIT	First Aid Kit
1	SET	OB Kit
1	SET	Trauma Kit
1	PC	Eyewash
1	PC	Thermal Blanket
2	PCS	O2 Non Re-Breather Masks
2	PAIRS	Heavy Duty Gloves
1	SET	Ambulance Dressing Set
1	UNIT	Sharps Disposable Container
1	SET	Basic Airway Adjuncts (Oropharyngeal and Nasopharyngeal)
1	SET	Suction Catheters (French 12, 14, 16 flexible and rigid)
1	BOX	HEPA/Surgical Masks
5	PCS	Mouthpiece for Pocket Masks
1	BOX	Disposable Gloves

Annex A. Ambulance Simulator Sample Design





	DESCRIPTION	AMBULANCE SIMULATOR (Patient Compartment)	SECOND SIDE OF THE AMBULANCE SIMULATOR Left or Right Side depending on available laboratory space
	EMERGENCY MEDICAL SERVICES NCIII EMERGENCY MEDICAL TECHNICIAN		Design is for Reference Only Actual Simulator may vary based on TVI
			10/10/2020 | PCLC I- AMBSIM002



	DESCRIPTION	AMBULANCE SIMULATOR (Patient Compartment)	TOP VIEW OF THE AMBULANCE SIMULATOR
	EMERGENCY MEDICAL SERVICES NCIII EMERGENCY MEDICAL TECHNICIAN		Design is for Reference Only Actual Simulator may vary based on TVI
NOTE: Squad Bench and Shelves with Oxygen Compartment can be either left or right based on Laboratory Floor Plan of the TVI		10/10/2020	PCLC I- AMBSIM003

3.5 TRAINING FACILITIES

A. The Emergency Medical Services Learning Facility must be of concrete structure. Based on class size of 25 students / trainees, the space requirements for the teaching / learning and curriculum areas are as follows:

SPACE REQUIREMENT	SIZE IN METERS	AREA IN SQ. METERS	TOTAL AREA IN SQ. METERS
Laboratory Area	4 X 5	20	20
Tool Room and S/M storage Area	3 X 5	15	15
Learning Resources Area*	5 X 7	35	35
Wash Area/Comfort Room (male & female)*	2.5 X 4	10	10
Admin and Staff Room	4 X 5	20	20
Circulation Area**			30
Total Workshop Area			**130 sq. m.**

B. An Ambulance Simulator Mock-Up is required in the laboratory area;
C. In the absence of an institution owned ambulance unit, an affiliation to agencies with ambulance is required.

3.6 TRAINER'S QUALIFICATION

- Must be a holder of a National TVET Trainer's Certificate (NTTC) Level I in Emergency Medical Services NC III
- Must have undergone training on Emergency Medical Services NC III or any other similar training for Emergency Medical Technicians;
- A college graduate **either**:
    a. of any Allied Medical Course with at least 2 years of active EMS field experience with direct patient handling and management; or
    b. a College Graduate of any course with a minimum of 3 years active EMS field experience with direct patient handling and management.

NOTE: EMS field experience should be evidenced by a Certificate of Employment or Service Record and one letter of recommendation from a direct superior

3.7 INSTITUTIONAL ASSESSMENT

Institutional assessment is undertaken by trainees to determine their achievement of units of competency. A certificate of achievement is issued for each unit of competency.

It is recommended that a comprehensive written examination covering the basic, common and core competencies be administered at the end of the training.

SECTION 4 ASSESSMENT AND CERTIFICATION ARRANGEMENTS

Competency Assessment is the process of collecting evidence and making judgments whether competency has been achieved. The purpose of assessment is to confirm that an individual can perform to the standards expected at the workplace as expressed in relevant competency standards.

The assessment process is based on evidence or information gathered to prove achievement of competencies. The process may be applied to an employable unit(s) of competency in partial fulfillment of the requirements of the national qualification.

4.1. NATIONAL ASSESSMENT AND CERTIFICATION ARRANGEMENTS

4.1.1 To attain the **EMERGENCY MEDICAL SERVICES**, National Certificate (NC III) the candidate must demonstrate competence in all unit/s of competency of the qualification of the promulgated Training Regulations.

4.1.2 Individuals wanting to be certified will have to be assessed in accordance with the requirements identified in the evidence guide of the relevant unit/s of competency.

4.1.3 Recognition of Prior Learning (RPL).
Candidates who have gained competencies through education, informal training, and previous work or life experiences may apply for recognition in a particular qualification through competency assessment.

4.1.4 Any of the following are qualified to apply for assessment and certification:

4.1.4.1 Graduates from a WTR-registered Emergency Medical Services programs.

4.1.4.2 Graduates of non-formal and/or informal training including enterprise-based training programs. Proof and verifiable documents such as but not limited to proof of service issued by the facility, EMS Agency and/or training certificate equivalent from any other similar training institute must be provided.

4.1.4.3 Experienced workers (wage employed or self-employed) in the Local Government Units, NGOs, industry-based services with least 2 years of field experience in the emergency medical services unit. A document or proof of service issued by the EMS Agency and a proof of training from any other similar training provider must be shown.

4.1.5 Current holders of National Certificate (NC) in Emergency Medical Services NC II are required to undergo assessment under the promulgated Training Regulations (TR) for Emergency Medical Services NC III.

4.1.6 Reassessment is allowed only after one month from the date of assessment. Reassessment for a National Certificate shall be done only on the task/s that the candidate did not successfully achieve.

4.1.7 A candidate rated as “not yet competent” in the assessment for two (2) consecutive times will be required to go through a refresher course before taking another assessment.

4.1.8 Only certified individuals in this Qualification may be nominated by the industry sector for accreditation as competency assessor.

4.1.8 Only accredited competency assessors are allowed to conduct competency assessment, however trainers who are accredited competency assessors are not allowed to assess their trainees.

4.1.9 Assessment of competence must be undertaken only in the TESDA accredited assessment center. The performance assessment (demonstration of competence), however, may be done in any venue or workplace duly designated by an accredited assessment center.

4.1.10 The guidelines on assessment and certification are discussed in detail in the Procedures Manual on Assessment and Certification.

4.1.10.1 The industry shall determine assessment and certification requirements for each qualification with promulgated Training Regulations. It includes the following:

a. Entry requirements for candidates
b. Evidence gathering methods
c. Qualification requirements of competency assessors
d. Specific assessment and certification arrangements as identified by industry

4.1.10.2 Recognition of Prior Learning (RPL). Candidates who have gained competencies through informal training, previous work or life experiences may apply for recognition in a qualification through a recognition/assessment process.

4.2. COMPETENCY ASSESSMENT REQUISITE

4.2.1 **Self-Assessment Guide**. The self-assessment guide (SAG) is accomplished by the candidate prior to actual competency assessment. SAG is a pre-assessment tool to help the candidate and the assessor determine what evidence is available, where gaps exist, including readiness for assessment.

This document can:

a) Identify the candidate’s skills and knowledge
b) Highlight gaps in candidate’s skills and knowledge
c) Provide critical guidance to the assessor and candidate on the evidence that need to be presented
d) Assist the candidate to identify key areas in which practice is needed or additional information or skills that should be gained prior to assessment

4.2.2 **Accredited Assessment Center**. Only Assessment Center accredited by TESDA is authorized to conduct competency assessment. Assessment centers undergo a quality assured procedure for accreditation before they are authorized by TESDA to manage the assessment for National Certification.

4.2.3 **Accredited Competency Assessor**. Only accredited competency assessor is authorized to conduct assessment of competence. Competency assessors undergo a quality assured system of accreditation procedure before they are authorized by TESDA to assess the competencies of candidates for National Certification.

COMPETENCY MAP – HUMAN HEALTH/HEALTH CARE SECTOR
EMERGENCY MEDICAL SERVICES NC III

BASIC COMPETENCIES

Receive and respond to workplace communication	Work with others	Solve/address routine problems	Enhance self-management skills	Support Innovation	Access and maintain information	Follow occupational safety and health policies and procedures	Apply environmental work standards	Adopt entrepreneurial mindset in the workplace
Participate in workplace communication	Work in team environment	Solve/address general workplace problems	Develop career and life decisions	Contribute to workplace innovation	Present relevant information	Practice occupational safety and health policies and procedures	Exercise efficient and effective sustainable practices in the workplace	Practice entrepreneurial skills in the workplace
Lead workplace communication	Lead small teams	Apply critical thinking and problem-solving techniques in the workplace	Work in a diverse environment	Propose methods of applying learning and innovation in the organization	Use information systematically	Evaluate occupational safety and health work practices	Evaluate environmental work practices	Facilitate entrepreneurial skills for micro-small-medium enterprises (MSMEs)
Utilize specialized communication skill	Develop and lead teams	Perform higher order thinking processes and apply techniques in the workplace	Contribute to the practice of social justice in the workplace	Manage innovative work instructions	Manage and evaluate usage of information	Lead in improvement of Occupational Safety and Health Program, Policies and Procedures	Lead towards improvement of environmental work programs, policies and procedures	Sustain entrepreneurial skills
Manage and sustain effective communication strategies	Manage and sustain high performing teams	Evaluate higher order thinking skills and adjust problem solving techniques	Advocate strategic thinking for global citizenship	Incorporate innovation into work procedures	Develop systems in managing and maintaining information	Manage implementation of occupational safety and health programs in the workplace	Manage implementation of environmental programs in the workplace	Develop and sustain a high-performing enterprise

COMMON COMPETENCIES

Maintain instruments and equipment in work area	Assist in dental laboratory procedures	Assist with administration in dental laboratory practice	Implement and monitor infection control policies and procedures	Respond effectively to difficult/ challenging behavior	Apply basic first aid	Maintain high standard of patient / client services	Apply quality standards	Maintain a safe, clean and efficient environment	Maintain an effective relationship with clients/ customers (marketing)
Update industry knowledge and practice through continuing education	Use pharmaceutical calculation techniques and terminologies	Maintain an effective relationship with customers and clients	Manage own performance	Follow occupational health and safety policies in dental laboratory facilities	Maintain infection control in dental practice	Operate a personal computer	Perform workplace security and safety practices	Perform computer operations	

CORE COMPETENCIES

Prepare and maintain beds	Collect and maintain linen stocks at end-users location	Assist in patient mobility	Assist in transporting patients	Assist in bio-psychosocial support care of patients	Handle waste in a health care environment	Plan the hilot wellness program of client/s	Provide pre-service to hilot client/s	Apply hilot wellness massage techniques	Provide post advice and post-services to hilot clients
Practice good housekeeping	Monitor supply/ inventory of pharmaceutical products	Handle and control pharmaceutical products	Arrange and display pharmaceutical products	Perform good laboratory practices	Adhere to good manufacturing practices	Demonstrate product knowledge on medicines	Dispense pharmaceutical products	Perform health promotion education, vigilance	Install biomedical equipment
Perform corrective maintenance on biomedical equipment	Perform preventive maintenance on biomedical equipment	Repair biomedical equipment	Assess and refer biomedical equipment	Develop massage practice	Perform client consultation	Perform body massage and work area	Maintain and organize tools, equipment, supplies	Perform basic life support	Maintain life support equipment and resources
Implement safe access and extrication procedures in an emergency	Manage request for ambulance service	Allocate ambulance service resources	Coordinate emergency resources	Deliver basic ambulance communication skills	Supervise on-road operations	Manage the scene of an emergency	Manage the scene of a special event	Manage routine scene	Deliver pre-hospital patient care

Deliver intensive pre-hospital patient care	Manage ambulance operations	Transport emergency patients	Transport non-emergency patients	Drive vehicles under operational conditions	Assist the household to identify health problems to promote health and well-being	Share knowledge and skills among members to provide information, education and communication (IEC) and/or household teaching in disease prevention and control	Ensure the proper maintenance of health station and safe custody of its equipment, medical supplies, materials, and health records	Monitor health status of household members under his/her area of service coverage	Maintain updated list/records of health activities
Analyze and interpret ophthalmic lens prescription	Edge and mount ophthalmic appliances	Apply UV coat/ tint to ophthalmic lenses	Fabricate models	Fabricate custom impression trays	Fabricate registration bite rims	Articulate models and transfer records	Fabricate mouthguard	Fabricate metal crown and bridge structures	Fabricate ceramic restorations
Fabricate indirect composite/ polymer fixed restorations	Join alloy structures	Arrange artificial teeth for complete dentures	Set-up and wax removable partial dentures	Wax, process and finish acrylic dentures and appliances	Fabricate thermo formed bases and appliances	Repair and modify dentures and appliances	Fabricate oral splints	Fabricate orthodontic appliances	Fabricate cast metal removable partial denture framework
Perform oral examination	Promote oral health and hygiene	Operate a dental radiographic equipment	Apply the principle of radiology biology and protection in dental practice	Perform scaling and polishing	Maintain dental records and resources	Provide effective patient/client service	Manage dental laboratory production and operation	Perform administrative functions	Continue professional growth and development
Participate in the implementation and monitoring of newborn's care plan	Develop the ability to recognize newborn's growth and development	Perform caring skills for newborn	Participate in the implementation and monitoring of infant's care plan	Provide physical needs, care and support to infant	Foster social, intellectual and emotional development of infant	Participate in the implementation and monitoring of toddler's care plan	Develop the ability to recognize toddler's growth and development	Perform caring skills for toddler	Participate in the implementation and monitoring of pre- schooler's care plan
Develop the ability to recognize pre-schooler's growth and development	Perform caring skills for pre-schooler	Provide assistance and care to personal needs of grade schooler	Foster physiological needs and cognitive development of grade schooler	Foster physical growth and development of grade schooler	Respond to emergency for grade schooler	Foster physical growth and development of adolescent	Promote developmental tasks for adolescent	Respond to emergency for adolescent	Develop the ability to recognize aging process

Participate in the implementation and monitoring of client's care plan	Perform caring skills	Perform specialty care procedures	Assist client in administering prescribed medication	Participate in the implementation and monitoring of client's care plan	Provide assistance and support on environment and biopsychosocial needs of clients	Develop the ability to recognize healthy body systems and apply medical terminologies	Provide care and support to activities of daily living (ADL) of clients	Provide assistance in administering prescribed medications to clients	Provide care and support to clients with special needs
Respond to emergency situations	Provide immediate care and support to children with special needs	Provide immediate care and support to adults and elderly with special needs	Carry out response integration and coordination in a mass casualty incident	Perform patient assessment	Provide emergency care for suspected spine injury	Provide pre-hospital interventions for trauma patients	Provide pre-hospital interventions for shock patients	Provide pre-hospital interventions for medical patients	Perform basic life support and use airway adjuncts
Provide pre-hospital interventions for special patient populations	Perform patient packaging	Conduct patient transport	Deliver basic pre-hospital communication skills						

GLOSSARY OF TERMS

1) **Aspiration** – the entry of secretions or foreign material into the trachea and lungs
2) **Assault** – refers to a violent physical or verbal attack
3) **Bag Valve Mask with reservoir** – refers to a supplemental oxygen device used to provide positive pressure ventilation to patients who are not breathing or not breathing adequately.
4) **AED (Automated External Defibrillator)** – a device that analyzes heart rhythms and delivers electrical shock in a patient suffering from sudden cardiac arrest.
5) **Body Mechanics** – refers to using the body in an efficient and careful way
6) **Cardiopulmonary Resuscitation (CPR)**- refers to good quality of external chest compression and adequate rescue breaths
7) **Choking** – refers to a person having difficulty in breathing due to foreign body airway obstruction
8) **Capnography (End Tidal CO2)** - a device measures the exhaled carbon dioxide level.
9) **First Aid Kit** – emergency tools used to administer immediate treatment to an injured person.
10) **Hazardous Waste** – refers to items contaminated with blood, body fluids, or body substances that maybe harmful to others
11) **HEPA (High Efficient Particulate Air Respirator Mask)** – special personal protective equipment for airborne diseases
12) **LOC**- means Level of consciousness
13) **OSHA** – means Occupational Safety and Health Act
14) **PPE** – means personal protective equipment
15) **Pulse Oximeter** – a device that measures the percentage of oxygen in the hemoglobin
16) **Pressure or Elastic Bandage** – refers to a piece of material used to cover a wound and to immobilize a part of the body or restrict the movement
17) **Sling** – refers to a material or a piece of cloth used to support the upper extremities
18) **Splint** – refers to a hard plastic or piece of wood used to immobilize a limb in the case of fractures or deformity.
19) **SPO2**- saturation of peripheral oxygen
20) **Stressors** – refers to an agent or factor that produces stress
21) **Scoop Stretchers** – refers to a device used in transferring patients in a lying position.
22) **Stair Chair -** refers to an equipment used to transfer patient either by lifting or rolling from one place to another in a sitting position
23) **Suffocation** – refers to suppression of one's breathing due to lack of oxygen
24) **Suicide** – refers to the act of intentionally killing or injuring oneself
25) **Thermal Blanket** – refers to a material used to decrease the body temperature or keep the patient warm
26) **Triangular Bandage**- refers to a tool used to hold the dressing in place and/or to immobilize an injured body parts.

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THE TECHNICAL/INDUSTRY EXPERT AND REVIEW PANEL

MR. RENANTE D. LIWANAG
Philippine International EMS Registry (IEMSR-P), Prompt C.A.R.E. Learning Center, Inc., Prompt Ambulance Philippines

MR. JULIUS T. QUIJANO
Eccumenical Christian College, Tarlac City

DR. JEREMY A. CORDERO, MD
Philippine College of Emergency Medicine (PCEM), OSMAK, Red Cross

DR. IRVIN MIRANDA, MD
Health Emergency Management Bureau-DOH

MR. JOSE A. JUAN JR, RN, MHPNP, MPA
Health Emergency Management Bureau-DOH

MR. FRANCIS RAIZE NICHOLAS L. BAUTISTA
Health Emergency Management Bureau-DOH

MR. VON RYAN C. ONG
Philippine Red Cross

FO2 JAZER P. TUNGOL
Bureau of Fire Protection-National Headquarters

The PARTICIPANTS in the National Validation of this Training Regulation

LUZON

Name	Organization
Mylene S. Mangalindan	GMMC-DOH HEMS
Jose Paulo S. Merilles	RITM
Elmer Benedict B. Collong	PNC
Dr. Roderick Esteban B. Ramirez	BFP-NHQ
Melvin H. Villaruz	Metro Vision EMS
Aloysius Anthony Alvarez	PRC
Dr. Emelia B. Santamaria	PCEM/UP-PGH
Peter P. Necrudo	Rescue Recon
Carlo Jay F. Ruiz	PRC
Romeo Francis V. Paras	ECC-Tarlac City
Dr. Bernadette P. Velasco	PCEM
Alvin N. Timbol	PDRRMC-Tarlac City
Jules Vera Santos	PIEMSR/Tarlac CDRRMO
Wilfredo C. Laya	PDRRMC Tarlac
Jocelyn Sales	LPG/STC
Rolando B. Mangune	LPG/STC
Ruby Tahum	PRC
Fleda Rose L. Castro	PRC
Jeremy Gusil	QMMC

VISAYAS

Name	Organization
Jaypee Del Rosario	CHP, Mandaue City
Joel Sisa	Talisay City LGU
Patricia Damas	TESDA Board
Grace Obregon	CHP, Mandaue City
Mahlou S. Villaflor	CHP Cebu
Lyka M. Sarte	CHP Cebu
Maureen Manabat	SKILLS
Cesar G. Go	ERUF
Gerard Paul B. Santillas	SKILLS
Kirt Stephen R. Velez	ERUF
Justav Q. Caballero	ERUF
Charles L. Quiroga	ERUF
Conarcani F. Ortiz, Jr.	BFP
Alik F. Yao	PDRRMO
Crista Mae P. Hermosa	CEBU PDRRMO
Florianne E. Adlawan	PRC
Mark Anthony F. Baas	PRC

VISAYAS

Name	Organization
Lloyd Bryan C. Ozon	PRC
Gerald Paul E. Caballes	LGU-Lapu-Lapu City
Rowell L. Panuncial	LGU
Dr. Shelbay G. Blanco	DOH-CV-CHD
Harvey G. Durampowong	DOH-CV-CHD
Romeo Alfeche Jr.	LGU
Pantaleon Busquit	LGU
Valentino B. Cruz III	CPHO_HEMS

MINDANAO

Name	Organization
Gladys A. Valmoria	PRC-Davao
John Oliver R. Valmoria	PRC-Davao
Arlene Golloso	Ateneo De Davao
John Michael Hega	Southern Philippines Medical Center
Ronel Golloso	Ateneo De Davao
Florante B. Perez III	SPMC-HEMB
Supt. Vilma F. Carlos	BFP
Fredchell Q. Tiamson	PRC-Davao
Erwin Ian Deliso	SPMC-DEM
Redentor D. Cardinal	CDRRMO Tagum City
Clifford Marimon	SPMC-HEMB
Fausto T. Barrete II	TESDA PO Davao Del Sur
April Anne R. Delova	SPMC
Vic Louie M.Wesro	BFP
Victor L. Guerrero	BFP
Emmanuel R. Jaldon	Central 911
Rex Chi John G. Asero	TESDA ROD
Erik Vincent L. Fermin	TESDA DN
Dick Carlo Estrosas	TESDA
Riche G. Jermia	PDRRMO-COMVAL
Major P Salupot	RTC KORPHIL Davao

The Members of the TESDA Board and Secretariat

The MANAGEMENT and STAFF of the TESDA Secretariat

Qualifications and Standards Office (QSO)

- **MS. IMELDA B. TAGANAS**, Executive Director

- Competency Standards Development Division
  - **MS. MA. ISABEL G. GAMUROT,** Division Chief
  - **MR. EDWIN G. MAGLALANG**
  - **MS. BARBARA JANE B. REYES**

- Competency Programs and Standards Development Division
  - **MS. MERCEDES E. JAVIER,** Division Chief
  - **MR. ADRIAN BRIAN C. SABANAL**

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Technical Education and Skills Development Authority (TESDA)
Tele Fax No.: 818-7728
or visit our website: www.tesda.gov.ph