

TRAINING REGULATIONS

CAREGIVING (CLIENTS WITH SPECIAL NEEDS) NC II



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** refers to the group of competencies that describes the different functions of 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 procedure.

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TRAINING REGULATIONS FOR CAREGIVING (CLIENTS WITH SPECIAL NEEDS) NC II

SECTION 1 DEFINITION OF QUALIFICATION

The **CAREGIVING (CLIENTS WITH SPECIAL NEEDS) NC II** Qualification consists of competencies that a person must achieve to participate in the implementation and monitoring of client's care plan, provide assistance and support to clients with special needs, recognize healthy body systems and apply medical terminology, provide care to clients with special needs, assist in administering medications to clients with special needs, provide care and support to clients with special needs, respond to emergency situations, provide immediate care and support to children with special needs, and provide immediate care and support to adults and elderly with special needs.

The Units of Competency comprising this Qualification include the following:

Unit Code	BASIC COMPETENCIES
400311210	Participate in workplace communication
400311211	Work in team environment
400311212	Solve/address general workplace problems
400311213	Develop career and life decisions
400311214	Contribute to workplace innovation
400311215	Present relevant information
400311216	Practice occupational safety and health policies and procedures
400311217	Exercise efficient and effective sustainable practices in the workplace
400311218	Practice entrepreneurial skills in the workplace
Unit Code	COMMON COMPETENCIES
HHC532201	Implement and monitor infection control policies and procedures
HHC532202	Respond effectively to difficult/challenging behavior
HHC532203	Apply basic first aid
HHC532204	Maintain high standard of patient / client services
Unit Code	CORE COMPETENCIES
HHC532325	Participate in the implementation and monitoring of client's care plan
HHC532326	Provide assistance and support on environment and biopsychosocial needs of clients
HHC532327	Develop the ability to recognize healthy body systems and apply medical terminologies
HHC532328	Provide care and support to activities of daily living (ADL) of clients
HHC532329	Provide assistance in administering prescribed medications to clients
HHC532330	Provide care and support to clients with special needs
HHC532331	Respond to emergency situations
HHC532332	Provide immediate care and support to children with special needs
HHC532333	Provide immediate care and support to adults and elderly with special needs

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

- Caregiver for people with special needs
- Caregiver for children with special needs
- Caregiver for adults and elderly with special needs

SECTION 2 COMPETENCY STANDARDS

This section gives the details of the contents of the units of competency required in **CAREGIVING (CLIENTS WITH SPECIAL NEEDS) NC II**.

BASIC COMPETENCIES

UNIT OF COMPETENCY : PARTICIPATE IN WORKPLACE COMMUNICATION

UNIT CODE : 400311210

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

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

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

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	3.3 Errors in recording information on forms/ documents are identified and acted upon 3.4 Reporting requirements to supervisor are completed according to organizational guidelines	3.5 Communication procedures and systems 3.6 Technology relevant to the enterprise and the individual's work responsibilities	3.3 Gathering and providing information in response to workplace requirements 3.4 Applying Effective record keeping skills

RANGE OF VARIABLES

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

EVIDENCE GUIDE

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

UNIT OF COMPETENCY : WORK IN A TEAM ENVIRONMENT

UNIT CODE : 400311211

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

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

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	standard company practices 3.4 Contribute to the development of team work plans based on an understanding of team's role and objectives		issues and concerns

RANGE OF VARIABLES

VARIABLE	RANGE
1. Role and objective of team	May include but not limited to: 1.1. Work activities in a team environment with enterprise or specific sector 1.2. Limited discretion, initiative and judgement maybe demonstrated on the job, either individually or in a team environment
2. Sources of information	May include but not limited to: 2.1. Standard operating and/or other workplace procedures 2.2. Job procedures 2.3. Machine/equipment manufacturer's specifications and instructions 2.4. Organizational or external personnel 2.5. Client/supplier instructions 2.6. Quality standards 2.7. OHS and environmental standards
3. Workplace context	May include but not limited to: 3.1. Work procedures and practices 3.2. Conditions of work environments 3.3. Legislation and industrial agreements 3.4. Standard work practice including the storage, safe handling and disposal of chemicals 3.5. Safety, environmental, housekeeping and quality guidelines

EVIDENCE GUIDE

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

UNIT OF COMPETENCY : SOLVE/ADDRESS GENERAL WORKPLACE PROBLEMS

UNIT CODE : 400311212

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

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

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

RANGE OF VARIABLES

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

EVIDENCE GUIDE

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

UNIT OF COMPETENCY : DEVELOP CAREER AND LIFE DECISIONS

UNIT CODE : 400311213

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

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

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

RANGE OF VARIABLES

VARIABLE	RANGE
1. Self-management strategies	May include but not limited to: 1.1 Seeking assistance in the form of job coaching or mentoring 1.2 Continuing dialogue to tackle workplace grievances 1.3 Collective negotiation/bargaining for better working conditions 1.4 Share your goals to improve with a trusted co-worker or supervisor 1.5 Make a negativity log of every instance when you catch yourself complaining to others 1.6 Make lists and schedules for necessary activities
2. Unpleasant situation	May include but not limited to: 2.1 Job burn-out 2.2 Drug dependence 2.3 Sulking

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Express emotions appropriately 1.2 Work independently and show initiative 1.3 Consistently demonstrate self-confidence and self-discipline
2. Resource Implications	The following resources should be provided: 2.1. Access to workplace and resource s 2.2. Case studies
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1. Demonstration or simulation with oral questioning 3.2. Case problems involving work improvement and sustainability issues 3.3. Third-party report
4. Context for Assessment	4.1. Competency assessment may occur in workplace or any appropriately simulated environment

UNIT OF COMPETENCY : CONTRIBUTE TO WORKPLACE INNOVATION

UNIT CODE : 400311214

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

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

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
change in the workplace	<p>different ideas for change of key people</p> <p>3.2 Summarizing, analyzing and generalizing skills are used to extract salient points in the pool of ideas</p> <p>3.3 Reporting skills are likewise used to communicate results</p> <p>3.4 Current Issues and concerns on the systems, processes and procedures, as well as the need for simple innovative practices are identified</p>	<p>making improvements</p> <p>3.2 Positive impacts and challenges in innovation</p> <p>3.3 Types of changes and responsibility</p> <p>3.4 Seven habits of highly effective people</p> <p>3.5 Basic research skills</p>	<p>improve and to do things better Involvement.</p> <p>3.2 Identifying the positive impacts and the challenges of change and innovation</p> <p>3.3 Providing examples of the types of changes that are within and outside own scope of responsibility</p> <p>3.4 Communicating ideas for change through small group discussions and meetings</p> <p>3.5 Demonstrating skills in analysis and interpretation of data</p>

RANGE OF VARIABLES

VARIABLE	RANGE
1. Opportunities for improvement	May include: 1.1 Systems 1.2 Processes 1.3 Procedures 1.4 Protocols 1.5 Codes 1.6 Practices
2. Information	May include: 2.1 Workplace communication problems 2.2 Performance evaluation results 2.3 Team dynamics issues and concerns 2.4 Challenges on return of investment 2.5 New tools, processes and procedures 2.6 New people in the organization
3. People who could provide input	May include: 3.1 Leaders 3.2 Managers 3.3 Specialists 3.4 Associates 3.5 Researchers 3.6 Supervisors 3.7 Staff 3.8 Consultants (external) 3.9 People outside the organization in the same field or similar expertise/industry 3.10 Clients
4. Critical inquiry method	May include: 4.1 Preparation 4.2 Discussion 4.3 Clarification of goals 4.4 Negotiate towards a Win-Win outcome 4.5 Agreement 4.6 Implementation of a course of action 4.7 Effective verbal communication. See our pages Verbal Communication and Effective Speaking 4.8 Listening 4.9 Reducing misunderstandings is a key part of effective negotiation 4.10 Rapport Building 4.11 Problem Solving 4.12 Decision Making 4.13 Assertiveness 4.14 Dealing with Difficult Situations
5. Reporting skills	May include: 5.1 Data management 5.2 Coding 5.3 Data analysis and interpretation 5.4 Coherent writing 5.5 Speaking

EVIDENCE GUIDE

<p>1. Critical Aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Identified opportunities to do things better 1.2 Discussed and developed ideas with others on how to contribute to workplace innovation 1.3 Integrated ideas for change in the workplace 1.4 Analyzed and reported rooms for innovation and learning in the workplace
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 2.1 Pens, papers and writing implements 2.2 White board 2.3 Manila papers
<p>3. Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> 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
<p>4. Context for Assessment</p>	<p>4.1 Competency may be assessed individually in the actual workplace or simulation environment in TESDA accredited institutions</p>

UNIT OF COMPETENCY : PRESENT RELEVANT INFORMATION

UNIT CODE : 400311215

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

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

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

RANGE OF VARIABLES

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

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Determine data / information 1.2 Studied and applied gathered data/information 1.3 Recorded and studied data/information These aspects may be best assessed using a range of scenarios what ifs as a stimulus with a walk through forming part of the response. These assessment activities should include a range of problems, including new, unusual and improbable situations that may have happened.
2. Resource Implications	Specific resources for assessment 2.1 Evidence of competent performance should be obtained by observing an individual in an information management role within the workplace or operational or simulated environment.
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Written Test 3.2 Interview 3.3 Portfolio 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.
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 : PRACTICE OCCUPATIONAL SAFETY AND HEALTH POLICIES AND PROCEDURES

UNIT CODE : 400311216

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

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

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3. Perform tasks in accordance with relevant OSH policies and procedures	3.1 Relevant OSH work procedures are identified in accordance with workplace policies and procedures 3.2 Work Activities are executed in accordance with OSH work standards 3.3 <i>Non-compliance work activities</i> are reported to <i>appropriate personnel</i>	3.1 OSH work standards 3.2 Industry related work activities 3.3 General OSH principles 3.4 OSH Violations 3.5 Non-compliance work activities	3.1 Applying communication skills 3.2 Applying interpersonal skills 3.3 Applying troubleshooting skills 3.4 Applying critical thinking skills 3.5 Applying observation skills

RANGE OF VARIABLES

VARIABLE	RANGE
1. OSH Requirements, Regulations, Policies and Procedures	May include: 1.1 Clean Air Act 1.2 Building code 1.3 National Electrical and Fire Safety Codes 1.4 Waste management statutes and rules 1.5 Permit to Operate 1.6 Philippine Occupational Safety and Health Standards 1.7 Department Order No. 13 (Construction Safety and Health) 1.8 ECC regulations
2. Appropriate Personnel	May include: 2.1 Manager 2.2 Safety Officer 2.3 EHS Offices 2.4 Supervisors 2.5 Team Leaders 2.6 Administrators 2.7 Stakeholders 2.8 Government Official 2.9 Key Personnel 2.10 Specialists 2.11 Himself
3. OSH Preventive and Control Requirements	May include: 3.1 Resources needed for removing hazard effectively 3.2 Resources needed for substitution or replacement 3.3 Resources needed to establishing engineering controls 3.4 Resources needed for enforcing administrative controls 3.5 Personal Protective equipment
4. Non OSH-Compliance Work Activities	May include non-compliance or observance of the following safety measures: 4.1 Violations that may lead to serious physical harm or death 4.2 Fall Protection 4.3 Hazard Communication 4.4 Respiratory Protection 4.5 Power Industrial Trucks 4.6 Lockout/Tag-out 4.7 Working at heights (use of ladder, scaffolding) 4.8 Electrical Wiring Methods 4.9 Machine Guarding 4.10 Electrical General Requirements 4.11 Asbestos work requirements 4.12 Excavations work requirements

EVIDENCE GUIDE

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

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

UNIT CODE : 400311217

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

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

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	3.2 Concerns related resource utilization are discussed with appropriate personnel 3.3 Feedback on information/ concerns raised are clarified with appropriate personnel		3.3 Applying problem solving 3.4 Applying observation Skills 3.5 Practicing Environmental Awareness

RANGE OF VARIABLES

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

EVIDENCE GUIDE

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

UNIT OF COMPETENCY : PRACTICE ENTREPRENEURIAL SKILLS IN THE WORKPLACE

UNIT CODE : 400311218

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

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

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

RANGE OF VARIABLES

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

EVIDENCE GUIDE

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

COMMON COMPETENCIES

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

UNIT CODE : **HHC532201**

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

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> 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 <i>industry codes of practice</i> 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 1.9 Principles of infection control 1.9.1 Frequent handwashing (WHO Standard) 1.9.2 Body Substance Isolation (BSI) by	1.1 Applying effective communication and interpersonal skills 1.1.1 Language competence and reading competence 1.1.2 Negotiating skills 1.1.3 Intra and interpersonal skills 1.2 Identifying mode of communication 1.3 Practicing communication skills with ease 1.4 Applying principles of infection control 1.5 Using PPE (Personal Protective Equipment) 1.6 Identifying transmission of infectious diseases 1.7 Implementing OSH, infection control, environmental and institutional

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		using PPE (Personal Protective Equipment) 1.10 Use of disinfectant 1.11 Observe “Social Distancing” 1.12 Stay at home as needed 1.13 Knowledge on equipment for communication to be used (computer, telephone, cell phone etc.)	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
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	3.1 Reporting, documentation and use of non-verbal and verbal communication 3.2 Knowledge on OSH, infection control, environmental and	3.1 Using personal protective equipment 3.2 Identifying transmission of infectious diseases

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	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 <i>infection control standards</i> 3.4 Inadequacies in work procedures and infection control measures are identified, corrected or reported to <i>designated personnel</i> 3.5 Records of infection control risks and incidents are accurately maintained as required 3.6 <i>Aggregate infection control</i> information reports are used to identify hazards, to monitor and improve risk control Method and to indicate training needs	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.)	3.3 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 5.4 Use color code poster labels and signs to warn employees of potential hazards

VARIABLE	RANGE
	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 7.2 Classes of hazard

VARIABLE	RANGE
	<ul style="list-style-type: none"> 7.2.1 Natural 7.2.2 Man made 7.2.2 Technology 7.2.3 Behavior/attitude 7.3 Specific hazard <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 7.4.1 Corona virus – accommodating high risk employee returning to work 7.4.2 Ergonomics 7.4.3 Risk examples <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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	<p>May include:</p> <ul style="list-style-type: none"> 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	<p>May include:</p> <ul style="list-style-type: none"> 9.1 Medical team of the company or agency 9.2 Support group <ul style="list-style-type: none"> 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
10. Aggregate infection control information	<p>May include:</p> <ul style="list-style-type: none"> 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

VARIABLE	RANGE
	10.5 Hazard reports

EVIDENCE GUIDE

1. Critical Aspects of Competency	<p>Assessment requires evidence that the candidate:</p> <ol style="list-style-type: none"> 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	<p>The following resources should be provided:</p> <ol style="list-style-type: none"> 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	<p>Competency in this unit may be assessed through:</p> <ol style="list-style-type: none"> 3.1. Observation 3.2. Interview 3.3. Portfolio 3.4. Demonstration with questioning
4. Context of Assessment	<p>4.1. Competency maybe assessed in actual workplace or at the designated TESDA Accredited Assessment Center.</p>

UNIT OF COMPETENCY : RESPOND EFFECTIVELY TO DIFFICULT/ CHALLENGING BEHAVIOR

UNIT CODE : HHC532202

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 <i>Italicized terms</i> 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
2. Apply response	2.1 Difficult or challenging behavior is dealt with promptly, firmly and diplomatically in accordance with institutional policies and procedures	2.1 Reporting and documentation 2.2 Knowledge on institutional, rules, guidelines, policies and procedures	2.1 Applying therapeutic communication 2.2 Implementing institutional, rules, guidelines, policies and procedures

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	2.2 Communication is used effectively to achieve the desired outcomes in responding to difficult or challenging behavior 2.3 <i>Appropriate strategies are selected</i> to suit particular instances of difficult or challenging behavior	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	2.3 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 <i>reported and reviewed</i> 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 <i>Advice and assistance are sought from legitimate sources</i> 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 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	<p>May include:</p> <ul style="list-style-type: none"> 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	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 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	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 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	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> 3.1. Observation with questioning 3.2. Demonstration with questioning
4. Context of Assessment	<ul style="list-style-type: none"> 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 : HHC532203

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 <i>Italicized terms</i> 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 2.5 Basic life support is applied based on	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 <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	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 bystanders who can help? 1.4.5 Are there available equipment to be used? 1.4.6 Identify yourself as First aider with your PPEs on 1.4.7 Wear mask and gloves 1.4.8 Get consent to give care
2. Physical hazards	May include: 2.1 Quick assessment of the surroundings to identify physical hazards like 2.1.1 Falls 2.1.2 Slips 2.1.3 Working from heights 2.1.4 Collapsed of building 2.1.5 Fire 2.1.6 Presence of toxic chemicals, etc.
3. Immediate risk to self and casualty	May include: 3.1 Injury of the first aider and further injury to casualty 3.2 Death which may occur either or both first aider and casualty
4. First aid kit	May include: 4.1 Digital BP apparatus 4.2 Digital thermometer 4.3 Pulse oximeter 4.4 Cotton balls 4.5 Alcohol 4.6 Disposable gloves (1 box) 4.7 Disposable mask (1 box) 4.8 Cervical 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 (2 nd and 3 rd degree) with difficulty of breathing 7.4 Person/casualty who are injured but the condition is not life threatening. Treatment can be delayed temporarily 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

VARIABLE	RANGE
	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: 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

VARIABLE	RANGE
	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 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

UNIT OF COMPETENCY : MAINTAIN HIGH STANDARDS OF CLIENT SERVICES

UNIT CODE : HHC532204

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

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> 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 1.10 Knowledge on the use of equipment 1.11 Knowledge on operating of equipment needed	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 <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		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 2.8 Knowledge on operating of equipment needed for communication	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 <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		(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 equipment needed	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

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		for communication (computer, cell phone, and other forms of media)	3.7 Using effective listening techniques 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

VARIABLE	RANGE
	5.4.7 Volunteers 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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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 : PARTICIPATE IN THE IMPLEMENTATION AND MONITORING OF CLIENT’S CARE PLAN

UNIT CODE : HHC532325

UNIT DESCRIPTOR : This unit describes the knowledge, skills and work values required for a caregiver to participate in implementing and monitoring care support services within the limits of the individualized support formal care plan developed for the client with special need.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Determine support needs	1.1 Details of legal and ethical aspects of healthcare associated with the provision of client care support are identified following established industry standard 1.2 Care plan details are described to the client and family members using therapeutic communication 1.3 Specific cultural, social needs and preferences of the client relevant to personal support are understood 1.4 The rights and complaints of the client is enumerated and described based on the established industry standards 1.5 Support activities are prepared according to the client’s care plan based on the established industry standards. 1.6 Actions and activities that support the care plan and promote the client’s independence and rights, and to make informed	1.1 Principles of Therapeutic Communication 1.2 SMARTER (Specific, Measurable, Attainable, Realistic, Time-bound, Evaluate, Re-evaluate approach to care plans 1.3 Roles and responsibilities of different people and the communication between them 1.3.1 Client 1.3.2 immediate family members 1.3.3 health care workers 1.4 Universal Patients’ Bill of Rights 1.5 OSH LAW (RA 11058) 1.6 Data Privacy Act (RA 10173) 1.7 Legal and Ethical aspects of healthcare 1.8 Care Plan 1.9 Nature and types of client complaints 1.10 Principles and strategies for promoting client independence	1.1 Applying therapeutic communication techniques in discussing care plan details 1.2 Preparing a caregiver’s care plan in implementing care plan details of client 1.3 Collaborating with other health care workers 1.4 Observing compliance of client’s rights 1.5 Maintaining confidentiality and client’s privacy 1.6 Planning of action and management

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	decisions, are identified based on principles of autonomy. 1.7 Safety and risks associated with the provision of support are understood in accordance with standard industry safety practices	1.11 Personal safety and security risks associated with provision of personal care support	
2. Provide and monitor support services and activities	2.1 Support is provided according to the care plan 2.2 The client's family is recognized and respected as part of the support team following general principles of team-based care 2.3 Assistance is provided to maintain a clean, safe and healthy environment in accordance with general infection control principles and OHS standards 2.4 Individual differences are identified and respected to ensure dignity and privacy following universal standards for patient rights and autonomy 2.5 Potential impact of care plan activities to client and difficulties in providing support to meet client needs are identified and reported in accordance with industry protocols 2.6 Assistance is sought when it is not possible to provide appropriate support following care support plan procedure	2.1 Therapeutic Communication Techniques 2.2 Patient/Client profiling 2.3 Legal and Regulatory Requirements in Care Plan implementation 2.4 Principle of "Duty of Care" 2.5 OHS Law (RA 11058) 2.6 Safe and Healthy Environment 2.7 Principles of collaborative care 2.8 Personal Hygiene 2.9 Ergonomics 2.10 Infection Control Principles	2.1 Applying decision making skills 2.2 Maintaining balance on duties and responsibilities of care and dignity of the client 2.3 Applying the Principles of Infection Control 2.4 Monitoring client progress
3. Provide complete daily records and reports	3.1 Confidentiality of client's records and reports are maintained based on established procedures.	3.1 Confidentiality of records and reports 3.2 Documentation and Reports	3.1 Recording and reporting of confidential data 3.2 Preparing assessment and

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	3.2 Documentation is completed and maintained based on the established procedures 3.3 Situations of potential or actual risk is identified and responded within scope of own role and report to appropriate person as required 3.4 Signs of additional or unmet needs of the client are identified and reported to appropriate person as required. 3.5 Information is stored in accordance with the established procedures.	3.3 Legal and Work Setting Requirements for Recording Information and Producing Reports 3.4 Data Privacy Act (RA 11073) 3.5 Principles of Risk Reduction and Hazards Management 3.6 Signs of Additional or Unmet Needs 3.7 Computer literacy in documentation	endorsement reports 3.3 Applying interpersonal skills 3.4 Applying keen attention to details 3.5 Performing good documentation skills 3.6 Applying computer encoding skills in documentation

RANGE OF VARIABLES

VARIABLE	RANGE
1. Care Plan	May include: 1.1 Caregiver’s Care Plan 1.1.1 Personal care support plan prepared by caregiver 1.1.2 Personal care aspects embedded in a nursing care plan 1.2 Client Chart 1.3 Risk Management Plan 1.4 Home Care Plan
2. Therapeutic Communication	May include: 2.1 Assessing verbal and nonverbal client communication needs 2.2 Respecting the client's personal values and beliefs 2.3 Allowing time to communicate with the client 2.4 Using therapeutic communication techniques to provide client support 2.5 Encouraging the client to verbalize feelings (e.g., fear, discomfort)
3. Rights and Complaints	May include: 3.1 Universal Patient’s Bill of Rights 3.1.1 DOH Patient rights 3.2 Common Complaints 3.2.1 abuses 3.2.2 sexual harassment 3.2.3 medical treatment 3.2.4 theft 3.2.5 decision making by client’s relatives 3.2.6 Involuntary seclusion

<p>4. Legal and Ethical Aspects of Healthcare</p>	<p>May include:</p> <ul style="list-style-type: none"> 4.1 Caregiver's Welfare Act (House Bill No. 6396) 4.2 Code of Ethics for Caregiver 4.3 Caregiver's Code of Conduct 4.4 Discrimination 4.5 Dignity of Risk 4.6 Duty of Care 4.7 Human Rights and Privacy 4.8 Mandatory Reporting 4.9 Client/Caregiver's roles and responsibilities and their limitations 4.10 Record Management 4.11 Occupational Safety and Health (OSH) 4.12 Privacy, Confidentiality and Disclosure 4.13 Patient autonomy ("informed consent") 4.14 Non-maleficence (not intentionally create a harm or injury to the client, either through acts of commission or omission) 4.15 Beneficence (caregivers have a duty to be of a benefit to the client, as well as to take positive steps to prevent and to remove harm from the client. 4.16 Justice (equal treatment) 4.17 Confidentiality
<p>5. Support Activities</p>	<p>May include:</p> <ul style="list-style-type: none"> 5.1 Range of motion 5.2 Therapeutic exercises 5.3 Appropriate recreational activities 5.4 Appropriate play therapy
<p>6. Safety and Risk</p>	<p>May include:</p> <ul style="list-style-type: none"> 6.1 client's aggressive behavior 6.2 presence of animals/pets 6.3 stress 6.4 biological hazards 6.5 evidence of self-neglect 6.6 impaired judgment and problem solving abilities 6.7 impaired cognitive functioning 6.8 sudden or unexpected change in health status include sensory loss 6.9 home environmental hazards 6.10 slippery or uneven floor surfaces 6.11 physical obstructions (e.g. furniture and equipment) 6.12 poor home maintenance 6.13 poor or inappropriate lighting 6.14 inadequate heating and cooling devices 6.15 inadequate security 6.16 defective assistive devices
<p>7. Support Team</p>	<p>May include:</p> <ul style="list-style-type: none"> 7.1 client's family members 7.2 health care workers 7.3 support organizations 7.4 client's household help

8. Potential impact of care plan activities to client	May include 8.1 Embarrassment 8.2 Fear 8.3 Disempowerment 8.4 Humiliation 8.5 Discomfort
9. Confidentiality	may include: 9.1 Client's personal information 9.2 Medical record 9.2.1 Client's medical condition 9.2.2 Treatment and procedures 9.2.3 Physician's prescription 9.3 Data privacy 9.4 Principles of confidentiality
10. Documentation	May include: 10.1 Caregiver's care plan 10.1.1 Assessment report 10.1.2 Endorsement report 10.2 Use of computer
11. Risk	May include: 11.1 Safety hazards in assisted living facilities 11.2 Client abuse 11.3 Infection control
12. Unmet Needs	May include: 12.1 Access to medical services 12.2 Activities of daily life that required going outside the bedroom and involved spiritual aspects

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Used individualized care plan as the basis of support 1.2 Prepared a caregiver's care plan 1.3 Promoted a culture of active participation 1.4 Ensured that a client centered approach is used when communicating with individuals and key people
2. Resource Implications	The following resources should be provided: 2.1. Appropriate Work environment 2.2. Appropriate tools and equipment
3. Methods of Assessment	Competency in this unit must be assessed through: 3.1. Demonstration with questioning 3.2. Oral questioning 3.3. Written test (online / offline / face-to-face)
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 ASSISTANCE AND SUPPORT ON ENVIRONMENT AND BIOPSYCHOSOCIAL NEEDS OF CLIENTS

UNIT CODE : HHC532326

UNIT DESCRIPTOR : This unit of competency describes the knowledge, skills and work values required to undertake the efficient and effective maintenance of a child, adult or elderly client's living environment and to assist a client in fulfilling their biopsychosocial needs, where independence is also encouraged and safety is promoted.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Maintain a safe environment	1.1 Client's physical environmental requirements for the home care is obtained from supervising health professional 1.2 Home environment layout is arranged to create opportunities for meaningful activity in accordance with OHS standards 1.3 Cues are provided around the area to allow clients to find their way around 1.4 Opportunities are provided for the client to have privacy, sufficient lighting, and multiple opportunities to eat and drink 1.5 Negative stimuli such as loud noises and glare are avoided within the client's environment 1.6 Clients with elopement behaviors are given enough space for safe wandering	1.1 Effective verbal and written communication 1.2 RA 11058: OHS law 1.3 RA 9003: Ecological Solid Waste Management Act 1.4 Physical environmental requirements and modifications to improve activity, safety and health outcomes 1.5 Barriers to movement 1.6 Basic principles of ergonomics 1.7 Use of mobility assistive equipment 1.8 Bed and beddings	1.1 Arranging spatial layout to increase accessibility and ease of movement 1.2 Using assistive equipment 1.3 Providing cues around the area
2. Maintain a healthy environment	2.1 OHS guidelines in implementing the home care is followed to avoid safety hazards for self and clients	2.1 RA 11058: OSH Law 2.2 RA 9003: Ecological Solid Waste Management Act	2.1 Demonstrating safe handling of spills 2.2 Demonstrating safe handling of wastes 2.3 Handling hostile animals / pets

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	2.2 Established standards of hygiene for self and clients are maintained when implementing the home care 2.3 Established procedures for infection control are followed where required when implementing the home care	2.3 Standards of hygiene 2.4 Established procedures for Infection control 2.5 Types of cuts and abrasions 2.6 Principles of Infection Control 2.7 Aseptic Hand Washing 2.8 Use of appropriate PPE	2.4 Handling of dirty laundry and soiled linen 2.5 Demonstrating Cough etiquette 2.6 Applying appropriate infection control procedures 2.7 Using appropriate PPE in the workplace 2.8 Applying proper hand washing
3 Prepare and maintain the client's bed	3.1 The area for bed making is prepared and cleared 3.2 Bed linen is checked for displaced personal items, aids and equipment, and aids and equipment are placed in appropriate area or container 3.3 Clinical waste and soiled linen are removed and placed in appropriate container 3.4 The bed is cleaned according to established clinical procedures, where necessary 3.5 Clean bed linen is placed on bed in accordance with established clinical procedures 3.6 The client is asked whether they are comfortable, or if they have any specific bed needs 3.7 Bed height is adjusted for occupancy and brakes are applied according to bed type 3.8 Bed, equipment and aids are kept accessible	3.1 RA 9003: Ecological Solid Waste Management Act 3.2 Types and description of beds and linen items 3.3 Bed cleaning 3.4 Safe handling of soiled linen 3.5 Principles of infection control 3.6 Bed equipment and aids	3.1 Preparing area for making bed 3.2 Following proper procedure of making bed 3.3 Applying proper disposal of clinical waste

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	3.9 Damaged and/or faulty beds, equipment, mattresses, pillows and linen are reported to appropriate persons 3.10 All cleaning materials are cleaned and returned to storage area 3.11 Any clinical waste are disposed in accordance with industry guidelines		
4 Assist in the biopsychosocial care of the client with special need	4.1 Therapeutic communication techniques are used to address client's verbalization of his perceived problems related to his condition 4.2 The client is assisted with implementation of appropriate methods of rehabilitation & restoration care in accordance with care plan instructions 4.3 Principles of palliative care and the palliative approach in undertaking holistic assessment of the client approaching end-of life stage are understood and interpreted, in accordance with established standards 4.4 Principles and strategies of post mortem care are understood and interpreted, in accordance with established standards	4.1 Principles and techniques of therapeutic communication 4.2 Post-mortem terminologies 4.3 RA 9003: Ecological Solid Waste Management Act 4.4 Characteristics of impaired physical mobility 4.5 Programs that maintain flexibility and joint motion 4.6 SMART monitoring of rehabilitative / restorative care plan 4.7 Signs and symptoms of complication and its preventive methods 4.8 End of life physical symptoms 4.9 Principles of palliative care 4.10 Bereavement management 4.11 Ethical and legal issues related to a palliative care approach 4.12 Principles of Post mortem care	4.1 Demonstrating techniques of therapeutic communication 4.2 Demonstrating rehabilitation & restoration care techniques 4.3 Interpreting palliative care terminologies and demonstrating its principles 4.4 Interpreting post mortem care terminologies and demonstrating its principles 4.5 Observing, monitoring and documenting client responses

RANGE OF VARIABLES

VARIABLE	RANGE
1. Physical Environmental Requirements	May include: <ul style="list-style-type: none"> 1.1 personal tastes or preferences of individuals in the home 1.2 safe movement within the home 1.3 safe transfers in self-care activities 1.4 temperature and humidity 1.5 ventilation 1.6 ramps and lifts 1.7 toilet chairs 1.8 grab bars 1.9 presence of children and animals 1.10 communication and internet access
2. Cues	May include: <ul style="list-style-type: none"> 2.1 Signs and picture labels 2.2 Schematic diagrams 2.3 Carpeting / flooring
3. Standards of Hygiene	May include: <ul style="list-style-type: none"> 3.1 Checking clients stored food and drink for fitness for consumption 3.2 Cleanliness of food preparation area, bathing area, toilets 3.3 Standard hand hygiene
4. Established Procedures for Infection Control	May include <ul style="list-style-type: none"> 4.1 WHO Guidelines on proper hand washing 4.2 Proper use of face mask, hand gloves, laboratory gown, shoe covers, scrub suit 4.3 Use of appropriate disinfectants 4.4 Social distancing procedures 4.5 Hand hygiene practices 4.6 Appropriate cough etiquette 4.7 Procedures for environmental cleaning 4.8 Procedures for handling, transporting and processing of linen 4.9 Procedures for disposal of contaminated waste 4.10 Procedures for handling and cleaning of client equipment, prevention of skin and mucous membrane exposures, contamination of clothing, and transfer of pathogens, 4.11 Infection hazards associated with own role and work environment 4.12 Protocols for care after exposure to blood or other body fluids
5. Bed	May include: <ul style="list-style-type: none"> 5.1 Domestic beds 5.2 Care beds 5.3 Pediatric bed 5.4 Cot 5.5 Flotation bed 5.6 Memory mattress

VARIABLE	RANGE
	5.7 Egg mattress
6. Bed, Equipment and Aids	May include: 6.1 Over bed table 6.2 Bed wedge 6.3 Slide sheet 6.4 Medical foot stool
7. Therapeutic Communication Techniques	May include: 7.1 Active listening 7.2 Silence 7.3 Focusing 7.4 Using open-ended questions 7.5 Clarification 7.6 Exploring 7.7 Paraphrasing 7.8 Restating 7.9 Reflection
8. Rehabilitation & Restoration Care	May include: 8.1 Passive range of motion techniques (PROM) 8.2 Assistive range of motion techniques (AROM) 8.3 Splint and brace assistance 8.4 Bed mobility 8.5 Bowel and bladder programs 8.6 Ambulation and transfer activities 8.7 Prosthesis care
9. Principles of Palliative Care	May include: 9.1 Infection control procedure 9.2 Therapeutic communication techniques 9.3 Concept of death, dying and related terminologies 9.3.1 death 9.3.2 dying 9.3.3 closed awareness 9.3.4 open awareness 9.3.5 mutual pretense 9.3.6 hospice 9.3.7 palliative care 9.3.8 end-of-life care 9.4 Dying persons Bill of Rights 9.5 Palliative care principles 9.5.1 provide relief from pain and other distressing symptoms 9.5.2 affirm life and regard dying as a normal process 9.5.3 intend neither to hasten or postpone death 9.5.4 integrate the psychological and spiritual aspects of client care 9.5.5 support client to live as actively as possible until death 9.6 Caregiver responsibilities 9.6.1 assist the client achieve a dignified death 9.6.2 provide relief from fear, loneliness and depression

VARIABLE	RANGE
	<ul style="list-style-type: none"> 9.6.3 maintain client security, dignity and self-worth 9.6.4 provide physical, physiological and psychological comfort 9.6.5 monitor vital signs 9.6.6 provide personal hygiene 9.6.7 provide pain control 9.6.8 provide relief from respiratory difficulties 9.6.9 provide assistance with mobility, nutrition, hydration, and elimination 9.6.10 ensure client's spiritual needs are attended 9.7 Benefits of palliative care <ul style="list-style-type: none"> 9.7.1 encouraging early and open discussion on death and dying 9.7.2 allowing for advanced care planning 9.7.3 providing for opportunities for improved control of pain symptoms 9.7.4 offering the client and family consistent and continuous care 9.8 Strategies to keep client comfortable when discussing death and dying <ul style="list-style-type: none"> 9.8.1 identify own personal feelings about death and how it will influence interaction with client 9.8.2 focus on client need 9.8.3 keep open communication 9.8.4 provide caring touch 9.8.5 respond with honesty and directness to client's questions about death 9.8.6 make time to always be available to the client
10. Post Mortem Care	<p>May include:</p> <ul style="list-style-type: none"> 10.1 Understand terminologies related to post mortem care <ul style="list-style-type: none"> 10.1.1 Post mortem 10.1.2 Pallor mortis 10.1.3 Algor mortis 10.1.4 Rigor mortis 10.1.5 Livor mortis 10.1.6 Mortician 10.2 Maintain family's and client's right to dignity, privacy and confidentiality <ul style="list-style-type: none"> 10.2.1 Confidentiality of post-mortem information 10.2.2 Right of the client's body to be treated with dignity and respect <ul style="list-style-type: none"> 10.2.2.1 Non-maleficence 10.2.2.2 Beneficence 10.3 Provide post mortem care of the client's body <ul style="list-style-type: none"> 10.3.1 Notify the supervising health professional 10.3.2 Prepare needed materials <ul style="list-style-type: none"> 10.3.2.1 3 pairs of clean gloves 10.3.2.2 2 basins 10.3.3 All tubes attached to the body remain intact (for home care). At home, tubes attached to the

VARIABLE	RANGE
	<p>body are removed in the presence of family members.</p> <p>10.3.4 Place body in supine position with arms at either side, palms down; or across the abdomen depending on the client's religious practices</p> <p>10.3.5 One pillow is placed under the head and shoulders to prevent blood from discoloring the face</p> <p>10.3.6 Eyelids are closed and held in place for a few seconds so it remains closed</p> <p>10.3.7 Dentures are inserted to help give the face a natural appearance</p> <p>10.3.8 Remove watch, jewelry and all possessions; give it to the nearest relative.</p> <p>10.3.9 Put on clean gloves.</p> <p>10.3.10 Remove soiled dressings.</p> <p>10.3.11 Wash soiled areas of body; a complete bath will be given by the mortician</p> <p>10.3.12 Change gloves and place absorbent pads (disposable pads) to the perianal area to absorb any stool or urine released as the sphincter muscle relaxes.</p> <p>10.3.13 Remove and discard gloves.</p> <p>10.3.14 Put a clean gown on the client and arrange the hair</p> <p>10.3.15 Place small towel under chin to keep mouth intact</p> <p>10.3.16 Cover the body with top blanket</p> <p>10.3.17 Put away and clean or dispose equipment and supplies used.</p> <p>10.3.18 Wash your hands</p> <p>10.3.19 Gather personal effects and give to the family or provide for safekeeping.</p> <p>10.3.20 Transport body to morgue or wait for the arrival of the mortician.</p> <p>10.3.21 Clinical alert:</p> <p style="padding-left: 40px;">10.3.21.1 Mishandling of corpse can cause emotional distress to the family</p> <p style="padding-left: 40px;">10.3.21.2 Mislabeling of corpse can create legal complications if inappropriately identified</p> <p>10.4 Prepare accurate reports and documentation</p> <p>10.4.1 Time of cessation of vital signs</p> <p>10.4.2 Responsible persons notified and time of notification</p> <p>10.4.3 List of valuables / personal effects</p> <p>10.4.4 Time the corpse is removed from homecare institution or at home</p> <p>10.4.5 Responsible persons who transported the body</p>

EVIDENCE GUIDE

<p>1. Critical Aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Demonstrated techniques of therapeutic communication 1.2 Demonstrated rehabilitation & restoration care techniques 1.3 Maintained a safe and hygienic environment for clients 1.4 Prepared and maintained client bed 1.5 Demonstrated knowledge in providing palliative care to clients approaching end-of life stage 1.6 Demonstrated knowledge in providing post mortem care to clients
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 2.1 Access to relevant workplace or simulated environment 2.2 Client health records and licensed health practitioner care plans 2.3 Relevant tools, materials, supplies and equipment for demonstration of competencies
<p>3. Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> 3.1. Demonstration with questioning 3.2. Oral questioning 3.3. Written test (online / offline / face-to-face)
<p>4. Context of Assessment</p>	<p>4.1 Competency may be assessed in the actual workplace or at the designated TESDA Accredited Assessment Center.</p>

UNIT OF COMPETENCY : DEVELOP THE ABILITY TO RECOGNIZE HEALTHY BODY SYSTEMS AND APPLY MEDICAL TERMINOLOGIES

UNIT CODE : HHC532327

UNIT DESCRIPTOR : This unit covers the knowledge, skills and work values required for the caregiver to understand workplace information about the human body, to describe ways to promote healthy functioning of the human body, and to interpret appropriate medical terminology in carrying out routine tasks.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms are elaborated in the Range of Variables</i>	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Recognize the basic structure and function of the human body	1.1 The basic structure and function of the human body is related to healthy living in accordance with relevant industry standards 1.2 Processes, conditions and resources required by the body to support healthy functioning based on basic clinical standards are understood and applied to care activities 1.3 The interdependence of the body systems as they relate to wellness, disease, disorders, therapies, and care rehabilitation are understood following standard clinical practice	1.1 Anatomical terminology 1.2 Basic human anatomy 1.3 Basic human physiology 1.4 Body planes, directional terms, quadrants, and cavities 1.5 Basic human body regulatory mechanisms 1.6 Components of a healthy lifestyle	1.1 Applying knowledge of anatomical terms related to human body systems during communication with healthcare professionals and with the clients 1.2 Applying concepts on how the general body system works in relation to the client's medical condition
2. Understand the impact of diseases and disorders on various body systems	2.1 Information on causes and spread of disease/disorder is applied in interpreting care plan activities 2.2 Information on immunity of the disease/disorder is understood and used in accordance with standard clinical practice	2.1 Causes of disease: 2.2 Defense systems and immunity responses in relation to the whole body and the individual body systems 2.3 Common disorders, problems and complaints associated with each body system and its components	2.1 Applying knowledge on human body systems to check client health status 2.2 Observing and identifying signs and symptoms of diseases or changes in health status

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	2.3 Information on how the body systems are affected by the disease/disorder is understood and interpreted to the client based on established standards 2.4 Information needed to identify any actual or potential problems regarding health status is obtained and confirmed with care plan based on established standards 2.5 Information on how developmental delays affect the stages of growth and development of a client is understood and interpreted based on established standards 2.6 information on how the aging process plays a role in the disease/disorder is understood and interpreted to the client based on established standards	2.4 Stages of growth and development 2.5 Health effects of aging	
3. Interpret instructions which contain medical terminology	3.1 Written and oral instructions are received, interpreted and reported using medical terminology in accordance with medical standards 3.2 Abbreviations for specialized medical terminology are interpreted following medical standard 3.3 Clarification is sought when necessary	3.1 Common medical terminology 3.2 Common medical abbreviations 3.3 Common Medical acronyms	3.1 Using medical terminology in responding to written/oral instructions

RANGE OF VARIABLES

VARIABLE	RANGE
<p>1. Basic Structure and Function of the Human Body</p>	<p>May include:</p> <ul style="list-style-type: none"> 1.3 Cardiovascular system 1.4 Respiratory system 1.5 Musculo-skeletal system 1.6 Endocrine system 1.7 Digestive system 1.8 Urinary system 1.9 Reproductive system 1.10 Integumentary system 1.11 Lymphatic system 1.12 Sensory systems – eye and ear 1.13 Immune system
<p>2 Causes and Spread of Disease/Disorder</p>	<p>May include:</p> <p>Basic understanding on-</p> <ul style="list-style-type: none"> 2.1 pathogens 2.2 inherited genetic conditions 2.3 trauma, toxins and other environmental hazards 2.4 nutritional factors 2.5 degenerative changes in vital organ systems 2.6 the loss of normal control mechanisms such as the uncontrolled growth of cancer cells
<p>3 Processes, conditions and resources required by the body to support healthy functioning</p>	<p>May include:</p> <p>Basic understanding of-</p> <ul style="list-style-type: none"> 3.1 Body regulation including <ul style="list-style-type: none"> 3.1.1 maintenance of body temperature 3.1.2 body fluids (including e.g. absorption of water from digestive system, loss of water through skin, distribution of water by cardiovascular system) 3.1.3 elimination of wastes from the body 3.1.4 maintenance of blood pressure 3.2 Protection from infection 3.3 Physical activity - active and passive
<p>4 Problems regarding health status</p>	<p>May include:</p> <p>Basic understanding of-</p> <ul style="list-style-type: none"> 4.1 Genitourinary problems, such as: <ul style="list-style-type: none"> 4.1.1 UTI 4.1.2 incontinence 4.1.3 dysuria 4.1.4 prostatic cancer 4.2 Integumentary system problems, such as: <ul style="list-style-type: none"> 4.2.1 Burns <ul style="list-style-type: none"> 4.2.1.1 Types according to degree of burn 4.2.2 Types of wounds 4.3 Musculo-skeletal system problems, such as: <ul style="list-style-type: none"> 4.3.1 Muscle strain 4.3.2 Muscle spasm 4.3.3 Fractures and types of fractures 4.4 Nervous system problems, such as:

VARIABLE	RANGE
	<ul style="list-style-type: none"> 4.4.1 cerebrovascular accident 4.4.2 seizure 4.4.3 convulsion 4.4.4 dementia 4.4.5 heat stroke 4.4.6 heat exhaustion 4.5 Reproductive system problems, such as: <ul style="list-style-type: none"> 4.5.1 obstetric emergencies 4.6 Respiratory system problems, such as: <ul style="list-style-type: none"> 4.6.1 bronchospasm (asthma and anaphylaxis) 4.6.2 pneumonia 4.6.3 tuberculosis 4.7 Skin condition, infections and wounds, such as: <ul style="list-style-type: none"> 4.7.1 impetigo 4.7.2 dermatitis
5 Medical Terminology	<p>May include:</p> <ul style="list-style-type: none"> 5.1 Abbreviations for medical and pharmacological terms 5.2 Causes to changes in the systems of the body (e.g. Changes to the muscular-skeletal system may include inflammation due to repeated strain on the system) 5.3 Common medical conditions including illnesses, injuries and diseases 5.4 Interrelated functions of the body, locations and diseases (e.g. Functions of the skeletal system, locations of skeletal injuries, skeletal diseases) 5.5 Knowledge of medical specialties and the names and titles of doctors working in specialist fields 5.6 Signs and symptoms 5.7 Etiology 5.8 Manifestations 5.9 Morbidity 5.10 Comorbidity 5.11 Mortality 5.12 Medications 5.13 Terms to describe onset and/or nature of disease

EVIDENCE GUIDE

<p>1. Critical Aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Discussed how the body works 1.2 Correctly used and interpreted health terminology that describes the normal, structure, function and location of major body systems 1.3 Recognized and supported ways to maintain a healthy life for the client 1.4 Discussed how relationships between different body systems affect and support healthy functioning by using and sharing information about healthy functioning of the body 1.5 Used medical terminology in written and oral communications with supervising health practitioner and with client and family members
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 2.1 Access to relevant workplace or simulated environment 2.2 Client health records and licensed health practitioner reports 2.3 Human anatomical system charts/diagrams/models
<p>3. Methods of Assessment</p>	<p>Competency in this unit must be assessed through:</p> <ul style="list-style-type: none"> 3.2 Demonstration with questioning 3.3 Oral questioning 3.4 Written test (online / offline / face-to-face)
<p>4. Context of Assessment</p>	<p>4.1 Competency may be assessed in the actual workplace or at the designated TESDA Accredited Assessment Center.</p>

UNIT OF COMPETENCY : PROVIDE CARE AND SUPPORT TO ACTIVITIES OF DAILY LIVING (ADL) OF CLIENTS

UNIT CODE : HHC532328

UNIT DESCRIPTOR : This unit covers the knowledge; skills and work values required to support or assist a child, adult or elderly client with their personal care needs within the framework of an individualized care support plan, with the purpose of encouraging the client to undertake activities of daily living independently.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Obtain basic vital signs of client prior to performing care activities	1.1 Purpose and scope of the activity is interpreted to the client utilizing therapeutic communication tools 1.2 Basic medical terminologies relative to vital signs are understood and interpreted based on clinical standards 1.3 Vital signs equipment and paraphernalia are prepared and used in an appropriate and safe manner in accordance with standard clinical practice 1.4 Aseptic hand washing is performed following standard infection control guidelines 1.5 The client is appropriately positioned and rested before taking vital signs based on standard practice and in consideration of client comfort and privacy. 1.6 The environment is modified or adapted to ensure maximum comfort and safety 1.7 Vital signs are obtained following standard clinical practice	1.1 Principles of therapeutic communication 1.2 Respiration rate 1.3 Pulse rate 1.4 Body temperature norms (°C or °F) 1.5 RA 9003: Ecological Solid Waste Management Act 1.6 Principles of vital signs 1.7 Factors affecting vital signs 1.8 Importance of vital signs monitoring 1.9 Basic medical terminologies for vital signs 1.10 Standard / normal values and ranges of vital signs 1.11 Proper maintenance and use of basic vital signs equipment 1.12 WHO guidelines on aseptic hand washing technique 1.13 Standard vital sign measurement and monitoring 1.14 Abnormalities in vital signs results 1.15 Vital signs paraphernalia	1.1 Utilizing therapeutic communication tools 1.2 Identifying calibrating and maintaining vital signs monitoring equipment, aids and devices 1.3 Performing aseptic hand washing 1.4 Applying skill in taking vital signs 1.5 Applying waste segregation technique 1.6 Applying accurate recording of vital sign results

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	1.8 Normal & abnormal conditions in vital signs results are identified, differentiated, monitored, accurately recorded and reported 1.9 Equipment and aids are cleaned and stored properly based on supplier's protocol 1.10 Appropriate waste segregation methods are practiced based on regulatory requirements		
2 Assist the client in eating and drinking	2.1 Purpose and scope of the activity is explained to the client utilizing therapeutic communication tools 2.2 Necessary processes, feeding tools, materials and equipment are prepared and used in an appropriate and safe manner in accordance with established standard 2.3 Infection control procedures is practiced 2.4 The environment is modified or adapted to ensure maximum comfort and safety 2.5 Food pyramid is discussed with the client in relation food nutrition practice 2.6 Therapeutic diet is explained in accordance with the doctor's order 2.7 Well-balanced diet is followed and prepared according to dietary requirements 2.8 Proper feeding technique is applied in accordance to planned therapeutic diet	2.1 Therapeutic communication techniques 2.2 Solid Waste Management Act (R.A. 9003) 2.3 Relevant Occupational Safety and Health Laws 2.4 Infection control procedures 2.5 Food pyramid 2.6 Importance, types and guidelines of therapeutic diets 2.7 Feeding Techniques 2.8 Proper food storage procedures 2.9 Feeding tools, materials and equipment	2.1 Demonstrating therapeutic communication skills 2.2 Performing documentation / reporting skills 2.3 Preparing meal 2.4 Performing appropriate feeding technique 2.5 Cleaning feeding area 2.6 Storing and handling left-over food 2.7 Evaluating and documenting feeding outcome

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	2.9 Client's response to feeding is evaluated and documented in accordance with established procedures 2.10 Proper storage and disposal of left-over food are handled in accordance with established procedures 2.11 Feeding area and utensils are cleaned and stored in accordance with established procedures		
3 Assist the client in toileting and elimination	3.1 The purpose and scope of toileting and elimination is explained to the client utilizing therapeutic communication tools 3.2 The client's bladder and bowel functioning are checked according to established standard 3.3 Necessary processes, toileting equipment, aids and appliances are prepared and used in an appropriate and safe manner in accordance with established standard 3.4 Risk of injury is minimized and fall prevention strategies are implemented based on established standard 3.5 The client is appropriately positioned before elimination based on standard practice and in consideration of client comfort and privacy. 3.6 The client is assisted in using assistive devices according to established standard	3.1 Therapeutic communication techniques 3.2 RA 9003: Ecological Solid Waste Management Act 3.3 Basics of toileting and elimination 3.4 Basic principles of bladder and bowel functioning 3.5 Urinal and bedpan management 3.6 Privacy of client 3.7 Problems related to elimination and toileting 3.8 Client positioning prior to elimination 3.9 Infection control procedures 3.10 Elimination and toileting devices	3.1 Demonstrating oral therapeutic communication skills 3.2 Performing documentation / reporting skills 3.3 Ensuring client privacy and comfort 3.4 Positioning the client 3.5 Demonstrating how to assist a patient, resident or client with using a bedpan 3.6 Demonstrating proper use of urinal 3.7 Demonstrating how to measure and record urinary output.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	3.7 Urinary and bowel elimination problems are identified and recorded according to established standard 3.8 The client is assisted in cleaning herself/himself 3.9 Wastes and used diapers and wipes are properly disposed following established standard 3.10 Assistive devices are cleaned and sanitized after use based on standard clinical practice		
4 Assist the client with dressing and undressing	4.1 The clothing selection process is streamlined to fit the client's style, comfort and ease of dressing and undressing 4.2 The client is given enough time to do as much as s/he is able to on their own 4.3 Well-fitting shoes and slippers are selected to avoid accidents and falls 4.4 Stress is minimized on the client's weak side during dressing and undressing	4.1 Therapeutic communication techniques 4.2 Infection control procedures 4.3 Ergonomics 4.4 Dressing techniques 4.5 Well-fitting shoes and slippers	4.1 Demonstrating oral therapeutic communication skills 4.2 Performing assistive dressing / undressing skills
5 Assist the client in oral care	5.1 The purpose and scope of the activity is explained to the client utilizing therapeutic communication tools 5.2 Dental / oral health tools, equipment and materials are prepared and used in an appropriate and safe manner in accordance with established standard 5.3 Client is assisted in the proper way to practice oral hygiene according to standard practice.	5.1 Therapeutic communication techniques 5.2 Oral hygiene principles and procedures 5.3 Infection control principles and applications 5.4 Client positioning 5.5 Abnormal oral conditions and its mitigation measures 5.6 Technology for routine mouth care 5.7 Care of dentures	5.1 Demonstrating oral therapeutic communication skills 5.2 Performing documentation / reporting skills 5.3 Performing mouth care skills 5.4 Performing oral hygiene caring for unconscious clients 5.5 Performing oral hygiene caring for bed clients requiring assistance

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	5.4 Client is assisted in the proper way to clean dentures based on practice standards 5.5 Appropriate ways to give oral hygiene to conscious bed clients requiring assistance are demonstrated in accordance with acceptable clinical standards 5.6 Appropriate ways to give oral hygiene to unconscious clients are demonstrated in accordance with acceptable clinical standards 5.7 Abnormal oral conditions are identified and recorded 5.8 Assistance is given to clients with mouth injuries, oral surgery, or inflamed mouth tissue in practicing special mouth care following established standard		5.6 Performing caring for dentures 5.7 Performing caring for clients with mouth injuries, oral surgery, or inflamed mouth tissue
6 Assist the client with bathing /showering	6.1 The purpose and scope of the appropriate bathing technique is explained to the client, utilizing therapeutic communication tools 6.2 Bathing equipment, aids and appliances are prepared and used in an appropriate and safe manner in accordance with care plan 6.3 The client is prepared using appropriate dressing and undressing techniques 6.4 The bath is prepared in accordance to client preference and standard safety and infection control practices	6.1 Therapeutic communication techniques 6.2 Bathing techniques 6.3 Bathing and showering equipment 6.4 Safety in the bathing environment 6.5 Infection control procedures 6.6 Dressing and undressing techniques 6.7 Bathing equipment, aids and appliances	6.1 Practicing oral therapeutic communication skills 6.2 Performing documentation / reporting skills 6.3 Performing appropriate bathing skills 6.4 Performing assistive dressing skills

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	6.5 The client is checked for skin rashes and / or sores following standard infection control practices 6.6 The client is assisted in bathing / showering while maintaining the client's sense of control 6.7 The client is assisted in dressing following client preference and comfort		
7 Assist the client in skin care and prevention of bed sores	7.1 The purpose and scope of the activity is explained to the client utilizing therapeutic communication tools 7.2 <i>Skin care materials and equipment</i> are prepared and used in an appropriate and safe manner in accordance with established standard 7.3 <i>Skin conditions and breakdowns</i> are identified and reported following care plan procedures 7.4 Client is assisted in performing <i>skin care hygiene</i> in accordance to standard care procedures 7.5 Good nutrition and <i>hydration practices</i> are applied in accordance to standard procedures 7.6 <i>Movement and mild exercises to gain circulation</i> are applied in accordance with supervising health professional's instructions 7.7 Potential causes and symptoms of pressure ulcers are identified and reported 7.8 Products and activities to avoid skin	7.1 Therapeutic communication techniques 7.2 Skin care hygiene 7.3 Skin conditions and breakdowns 7.4 Skin nutrition and hydration principles and practices 7.5 Nature, causes and location of pressure ulcers 7.6 Exercises to boost circulation 7.7 Assistive devices for avoiding skin breakdown	7.1 Demonstrating oral therapeutic communication skills 7.2 Performing Documentation / reporting skills 7.3 Applying pressure alleviation techniques 7.4 Performing skin care hygiene 7.5 Performing movement and mild exercises to stimulate circulation 7.6 Performing good nutrition and hydration practices

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	breakdown are identified and implemented		
8 Assist the client with ambulation and transfer	8.1 The purpose and scope of activities outlined in the care plan is interpreted to the client utilizing therapeutic communication tools 8.2 Necessary processes, <i>mobility / transfer equipment, aids and appliances</i> are prepared and used in an appropriate and safe manner in accordance with care plan 8.3 Appropriate action is taken to prevent falls and ensure client safety and maximum comfort 8.4 Client is assisted with a range of <i>ambulation activities to reacquire independence</i> in accordance with standard rehabilitation practice 8.5 Measures are implemented to prevent skin breakdown and vein inflammation from prolonged immobility 8.6 Client is assisted in the use of mobility devices- walkers, crutches- to compensate for impaired function 8.7 Transfer of clients to bed, chair, stretcher is facilitated according to client safety guidelines 8.8 Client is given positive reinforcement during ambulation activities 8.9 Principles of progressive activities	8.1 Therapeutic communication techniques 8.2 Positive reinforcement techniques 8.3 Mobility and its implications 8.4 Progressive ambulation activities 8.5 Relaxation techniques 8.6 Distraction activities 8.7 Goal setting techniques to increase client self confidence 8.8 Nature and prevention of skin breakdown and vein inflammation 8.9 Mobility devices 8.10 Transfer devices	8.1 Demonstrating oral therapeutic communication skills 8.2 Performing documentation / reporting skills 8.3 Maintaining home atmosphere hazard-free and safe 8.4 Assisting the client to use crutches and other walking aids 8.5 Implementing and monitoring ambulation activities 8.6 Moving clients between wheelchair and bed 8.7 Assisting the client up off the floor 8.8 Assisting the client to be weighed on chair weighing scales 8.9 Assisting the client to change position in bed 8.10 Assisting the client or co-worker to use a hoist or mechanical lifter for transfers 8.11 Moving the client to a seated position 8.12 Moving the client by wheelchair or trolley 8.13 Moving the client to a standing position 8.14 Transferring the client from wheelchair to

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	are explained to the client		shower chair and toilet 8.15 Assisting the client who is falling
9 Assist the client in hair care, foot care and nail care (grooming)	9.1 The client is informed of the importance of proper grooming using appropriate communication techniques 9.2 grooming activities are implemented based on care plan instructions 9.3 The client is positioned properly to ensure safety and comfort 9.4 Grooming equipment, tools and materials are prepared and placed within client reach 9.5 General physical conditions that might place the client at risk for infections are identified and reported 9.6 Client is assisted in implementing appropriate hair care 9.7 client is assisted in proper hand washing based on standard industry practice 9.8 Proper care of the client's hands, nails and feet are demonstrated according to standard industry practice 9.9 Client problems with their hands and feet are identified and recorded	9.1 Therapeutic communication techniques 9.2 Ra 9003: ecological solid waste management act 9.3 Infection control procedures 9.4 Hair care principles and procedures 9.5 Hand care principles and procedures 9.6 Foot care principles and procedures 9.7 Nail care principles and procedures 9.8 Problems associated with hand and foot care 9.9 Grooming equipment, tools and materials	9.1 Demonstrating therapeutic communication skills 9.2 Performing hair care skills 9.3 Performing hand washing skills 9.4 Performing nail care skills 9.5 Performing hand care skills 9.6 Performing foot care skills 9.7 Recognizing hand and feet abuse
10 Assist the client in the care of eyes, ears, nose and throat	10.1 The purpose and scope of the activity is explained to the client utilizing therapeutic communication tools 10.2 Necessary processes, equipment, aids and appliances are prepared and used in	10.1 Therapeutic communication techniques 10.2 Eye hygiene principles and cleansing procedures	10.1 Demonstrating oral therapeutic communication skills 10.2 Performing eye cleansing skills 10.3 Performing ear cleansing skills

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p>an appropriate and safe manner in accordance with care plan</p> <p>10.3 Client is assisted in the care of eyeglasses, contact lenses, artificial eyes, or hearing aids.</p> <p>10.4 Client is assisted in eye, ear, nose and throat cleansing procedures using EENT clinically-accepted cleansing aids</p> <p>10.5 Client is assisted in implementing specialized care procedures for removing unwanted secretions from the eyes, nose and ears</p> <p>10.6 abnormal conditions of the eyes, ears, nose and throat are identified and recorded according to care plan instructions</p> <p>10.7 client's challenging behaviors are identified and mitigated following clinically accepted mediation skills</p>	<p>10.3 Ear hygiene and cleansing procedures</p> <p>10.4 Nose and throat hygiene principles and procedures</p> <p>10.5 Infection control procedures</p> <p>10.6 Eye, ear, nose and throat disease states</p> <p>10.7 Care of eyeglasses, contact lenses, artificial eyes and hearing aids</p> <p>10.8 EENT clinically accepted cleansing aids</p>	<p>10.4 Performing nose and throat cleansing skills</p> <p>10.5 Caring for eyeglasses, contact lenses, artificial eyes, or hearing aids</p> <p>10.6 Demonstrating observation skills</p> <p>10.7 Identifying client's challenging behavior</p>
<p>11 Assist the client in perianal care</p>	<p>11.1 Therapeutic communication techniques are applied based on established standard</p> <p>11.2 Principles of infection control is practiced based on established standard</p> <p>11.3 Perianal care paraphernalia are prepared based on the established standard</p> <p>11.4 Privacy, comfort and safety of the client is maintained based on established standard</p>	<p>11.1 Therapeutic communication techniques</p> <p>11.2 Sanitation Code of the Philippines (PD 856)</p> <p>11.3 Ecological Solid Waste Management Act (RA 9003)</p> <p>11.4 Data Privacy Act (RA 10173)</p> <p>11.5 Defining and Penalizing the crime of photo and video desires, prescribing penalties and</p>	<p>11.1 Documenting activities accurately</p> <p>11.2 Applying therapeutic communication skills</p> <p>11.3 Practicing infection control by hand washing techniques</p> <p>11.4 Maintaining client privacy, comfort and safety</p> <p>11.5 Performing perianal care</p>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	11.5 Activities are documented accurately based on established standard	other purposes (RA 9995) 11.6 Occupational Health and Safety 11.7 signs and symptoms of infection 11.8 Infection control procedures 11.9 External female genitalia care 11.10 External male genitalia care 11.11 Care of the anal area	
12 Monitor progression of activities and report observed anomalies	12.1 Reporting requirements , including reporting observations to supervisor are complied with 12.2 Documentation is completed according to industry policy and protocols 12.3 Documentation is maintained in a manner consistent with reporting requirements 12.4 Documentation is filed according to industry policy and protocols	12.1 Protocols to Document Information Relating to the support care plan 12.2 Appropriate Terminology and Format to Document the Client's Progress 12.3 Good documentation practices	12.1 Using accepted protocols to document information relating to the support care plan in line with industry requirements 12.2 Providing regular feedback to the client's care team 12.3 Using appropriate terminology and format to document the client's progress, including any barriers or challenges to the rehabilitation plan

RANGE OF VARIABLES

VARIABLE	RANGE
1 Therapeutic Communication Tools	May include: <ul style="list-style-type: none"> 1.1 Building relationship with the client 1.2 Communicating at the client's level- child, adult or elderly 1.3 Allowing the client to help in preparing the paraphernalia 1.4 Acknowledging the client's feelings 1.5 Not arguing with the client 1.6 Seeing the situation through the client's eyes 1.7 Focusing on client behavior and not shaming the client 1.8 Giving recognition or praises for compliant behavior 1.9 Starting the procedure from simple (or less invasive) to more complex (eg use of tympanic thermometer in children)
2 Basic Medical Terminologies Relative to Vital Signs	May include: <ul style="list-style-type: none"> 2.1 Febrile/afebrile 2.2 Pyrexia 2.3 Hyper/hypothermia 2.4 Apical pulse 2.5 Radial pulse 2.6 Degree Celsius 2.7 Degree Fahrenheit 2.8 Apnea <ul style="list-style-type: none"> 2.8.1 Bradypnea 2.8.2 Tachypnea 2.9 Blood pressure <ul style="list-style-type: none"> 2.9.1 Systolic pressure 2.9.2 Diastolic pressure
3 Vital Signs Equipment and Paraphernalia	May include: <ul style="list-style-type: none"> 3.1 Thermometer <ul style="list-style-type: none"> 3.1.1 Digital thermometer 3.1.2 Tympanic thermometer 3.1.3 Temporal thermometer 3.2 Aneroid sphygmomanometer <ul style="list-style-type: none"> 3.2.1 Child sphygmomanometer 3.2.2 Sphygmomanometer with adult-size cloth cuff 3.3 Stethoscope 3.4 Digital sphygmomanometer 3.5 Pulse oximeter 3.6 Wrist watch with second hand/timer 3.7 Cotton balls 3.8 Alcohol 3.9 3 pcs receptacle or kidney basin
4 Vital Signs	May include: <ul style="list-style-type: none"> 4.1 Body temperature 4.2 Pulse rate 4.3 Blood pressure 4.4 Respiration rate

VARIABLE	RANGE
	4.5 Oxygen saturation
5 Abnormalities in Vital Signs	May include: 5.1 Low blood pressure 5.1.1 orthostatic hypotension 5.1.2 postural hypotension 5.2 Drop in blood pressure may indicate hemorrhage 5.3 Rise in temperature may indicate infection or other environmental factors 5.4 Increase in pulse rate may indicate hypertension/hypotension
6 Hand Hygiene Practices	May include: 6.1 WHO guidelines on hand washing and hand hygiene 6.2 Hand rubbing 6.3 Proper use of gloves and masks 6.4 Proper use of disinfectant solution
7 Feeding Tools, Materials and Equipment	May include: 7.1 Bowls and plates with high sides 7.2 Bowls and plates with partitions 7.3 Insulated bowls and plates 7.4 Slip resistant bowls and plates 7.5 Mugs and cups with straws 7.6 Protective clothing- aprons, bibs, neckerchiefs 7.7 Lap trays 7.8 Slip resistant tray liners 7.9 Nonmetallic / shaped / spoons and forks
8 Food Pyramid	May include: 8.1 Carbohydrates – rich food 8.2 Protein-rich food 8.3 Fats 8.4 Minerals 8.5 Vitamins 8.6 Fiber
9 Well-Balanced Diet	May include: 9.1 Recommended calorie intake 9.2 Fruits 9.3 Vegetables 9.4 Proteins 9.5 Grains 9.6 Milk and dairy 9.7 Oil / cholesterol levels 9.8 Sugar content
10 Proper Feeding Technique	May include: 10.1 Observe for signs and symptoms of aspiration and regurgitation 10.2 Allow client feed independence 10.3 Do not rush 10.4 Be gentle with utensils 10.5 Keep the conversation pleasant 10.6 Feed foods separated 10.7 Assist in drinking

VARIABLE	RANGE
	10.8 Record intake and output 10.9 Record observation
11 Therapeutic Diet	May include: 11.1 Normal diet 11.2 Diabetic diet 11.3 Dash diet (dietary approaches to stop hypertension) 11.3.1 Cardiac diet 11.3.2 Low fat / low cholesterol diet 11.3.3 Sodium restricted diet 11.3.4 Potassium restricted diet 11.4 High fiber diet 11.5 Fluid restricted diet 11.6 Lactose restricted diet 11.7 Full liquid diet 11.8 Therapeutic diet for clients with swallowing disorders 11.8.1 Chopped / ground diet 11.8.2 Puree 11.9 Therapeutic diet for clients with gastrointestinal disorders 11.9.1 Clear liquid diet 11.9.2 Soft / low fiber diet 11.10 Therapeutic diet for clients with allergies
12 Toileting	May include: 12.1 Getting on and off the toilet 12.2 Help in using the toilet 12.3 Managing clothing
13 Elimination	May include: 13.1 Fecal elimination terminologies 13.1.1 Defecation 13.1.2 Fecal 13.1.3 Constipation 13.1.4 Diarrhea 13.1.5 Fecal impaction 13.1.6 Flatulence 13.2 Considerations in developmental changes affecting fecal output in elderly 13.2.1 Provide privacy 13.2.2 Ensure comfort and safety 13.2.3 Proper positioning 13.2.4 Provide sufficient time 13.2.5 Provide 8 glasses of water (2-3 liters) daily 13.2.6 Provide high fiber diet 13.2.7 Modified exercises to promote peristalsis 13.2.8 Avoid stress 13.2.9 Encourage regular morning defecation 13.2.10 Food, fluid intake and medication that may cause fecal discoloration 13.2.11 Accurate documentation of food intake 13.2.11.1 Kinds of food and specific amount 13.2.11.2 Food intake in-between meals

VARIABLE	RANGE
	<ul style="list-style-type: none"> 13.2.11.3 Food intake during the night 13.2.12 Accurate documentation <ul style="list-style-type: none"> 13.2.12.1 Color 13.2.12.2 Odor 13.2.12.3 Amount 13.2.12.4 Time and frequency 13.2.12.5 Shape 13.2.12.6 Consistency 13.2.12.7 Constituents 13.3 Management for constipation <ul style="list-style-type: none"> 13.3.1 Increase fluid intake (warm water) 13.3.2 Provide high fiber diet 13.3.3 Provide modified exercises 13.3.4 Avoid greasy foods and others high in fat 13.3.5 Regular eating pattern to encourage regular peristaltic activity 13.3.6 Refer to doctor if constipation persist 13.4 Management for diarrhea <ul style="list-style-type: none"> 13.4.1 Provide BRAT diet (Banana, Rice, Apple, Tea or Toasted bread w/o butter) 13.4.2 Provide fluid intake to prevent dehydration 13.4.3 Avoid foods high in fiber and fats 13.4.4 Refer to doctor if diarrhea persist 13.5 Urine elimination terminologies <ul style="list-style-type: none"> 13.5.1 Micturition 13.5.2 Voiding 13.5.3 Urination 13.5.4 Nocturia 13.5.5 Dysuria 13.5.6 Urinary incontinence 13.6 Considerations in developmental changes affecting urine output in elderly <ul style="list-style-type: none"> 13.6.1 Provide privacy 13.6.2 Ensure comfort and safety 13.6.3 Proper positioning 13.6.4 Provide sufficient time 13.6.5 Provide 8 glasses of water daily 13.6.6 Provide running water to aid elimination 13.6.7 Medications and food that may cause urine discoloration 13.6.8 Accurate documentation of fluid intake <ul style="list-style-type: none"> 13.6.8.1 Water intake 13.6.8.2 Cola drinks 13.6.8.3 Coffee 13.6.8.4 Wine 13.6.9 Accurate documentation of urine output <ul style="list-style-type: none"> 13.6.9.1 Amount 13.6.9.2 Color 13.6.9.3 Odor 13.6.9.4 Time and frequency 13.6.9.5 Presence of particles (e.g. Blood)

VARIABLE	RANGE
14 Toileting Equipment, Aids and Appliances	May include: 14.1 Commode chairs 14.2 Toilet backrest 14.3 Toilet rails 14.4 Female urinals 14.5 Male urinals 14.6 Bedpans 14.7 Urine bags 14.8 Bed rail
15 Toileting Assistive Devices	May include: 15.1 Raised toilet seats 15.2 Grab bars 15.3 Bath chair 15.4 Transfer chair 15.5 Anti-slip rubber mats 15.6 Bidet 15.7 Hand held nozzle for bathing 15.8 Long handle brushes / sponges
16 Urinary and Bowel Elimination Problems	May include: 16.1 Diarrhea 16.2 Constipation 16.3 Polyuria 16.4 Urine retention
17 Clothing Selection Process	May include: 17.1 Age reduction fashion 17.2 Vertical patterns 17.3 Complementary colors 17.4 Loose fitting fabric – less friction on thin skin 17.5 Easy to dress and undress 17.6 Accessorize
18 Well-Fitting Shoes and Slippers	May include: 18.1 Good thread 18.2 Closed heels 18.3 Slip resistant sole material 18.4 Low heels 18.5 Light weight
19 Incontinence Aids and Equipment	May include: 19.1 Disposable pads, nappies, pull-on style pads and all-in-one pads 19.2 Reusable bed pads, chair pads and pants 19.3 Indwelling and disposable catheters 19.4 Catheter valves 19.5 Sheaths (latex and non-latex) 19.6 Leg and night drainage bags 19.7 Stretch pants (only supplied with non-adhesive shaped pads)
20 Incontinence Management Procedures	May include: 20.1 Lifestyle changes 20.2 Pelvic floor muscle training

VARIABLE	RANGE
	20.3 Timed toileting 20.4 Medication 20.5 Breathing and relaxation 20.6 Catheterization
21 Care of the Urinary Catheter	May include: 21.1 Perform hand washing techniques 21.2 Prepare all materials needed 21.3 Perform steps in cleaning the client with urinary catheter
22 Voiding Records	May include: 22.1 Caregiver care plan 22.2 Intake and output record sheets
23 Dental / Oral Health Tools, Equipment and Materials	May include: 23.1 Fluoride toothpaste 23.2 Interdental toothbrush 23.3 Glycerin 23.4 Toothbrush 23.5 Floss holder
24 Appropriate Bathing Techniques	May include: 24.1 Types of bath 24.1.1 Bed bath 24.1.2 Sponge bath 24.1.3 Towel bath 24.1.4 Showering 24.1.5 Toilet bath 24.1.6 Under-the-clothes bath 24.2 Steps in bathing the client (ambulatory and bed-ridden)
25 Bathing Equipment, Aids and Appliances	May include: 25.1 Shower chairs and stools 25.2 Hair washing basin 25.3 Rinse free shampoo 25.4 Capes 25.5 Shower cap 25.6 Cleansing towel 25.7 Bathing towel 25.8 Modesty garment / bath robe
26 Skin Conditions and Breakdowns	May include: 26.1 Bedsores 26.2 Reddening area 26.3 Scrapes, bruises and cuts 26.4 Blisters 26.5 Softening and whiteness of the skin 26.6 Swelling 26.7 Development of blue color in the affected area
27 Skin Care Hygiene	May include: 27.1 Bathing, showering, body washing 27.2 Wash-dry between toes and fingers 27.3 Use of emollients and moisturizers

VARIABLE	RANGE
28 Hydration Practices	May include: 28.1 Remind and encourage clients to drink water, and use a positive approach. 28.2 Offer liquids at meal times and in-between meals. 28.3 Serve small quantities of water alongside coffee and tea 28.4 Offer slightly larger volumes of water when clients are swallowing tablets / taking medications to encourage them to drink more. 28.5 Encourage higher volumes of water consumption in the morning rather than at night so clients are not worrying about increased toilet visits. 28.6 Offer hot water with a piece of fruit such as lemon, lime or orange which can appeal to those who want a hot drink. 28.7 Observe beverage preferences especially for clients with cognitive impairment 28.8 Provide assistance. Position the client properly to minimize aspiration risk 28.9 Keep refilling clients' glasses so they drink little and often. 28.10 Monitor fluid intake closely 28.11 Maintain a comfortable temperature and humidity level in the client's environment
29 Movement and Mild Exercises to Gain Circulation	May include: 29.1 Walking 29.2 Deep breathing exercises 29.3 Downward facing dog exercise
30 Skin Care Materials and Equipment	May include; 30.1 Mild soap 30.2 Moisturizers 30.3 Geri sleeves
31 Mobility / Transfer Equipment, Aids and Devices	`May include: 31.1 Walkers 31.2 Canes 31.3 Crutches 31.4 Wheelchair 31.5 Trapeze 31.6 Transfer belt/gait belt 31.7 Mobility draw sheet 31.8 Transfer boards 31.9 Commode chairs
32 Ambulation Activities to Reacquire Independence	May include: 32.1 Muscle exercise- abdominal tightening exercise, knee bends 32.2 Passive or active assistive rom exercises to all extremities 32.3 Early ambulation exercises-leg dangling, sitting in a chair 32.4 Resistance training exercises

VARIABLE	RANGE
	32.5 Coughing and deep breathing exercises
33 Grooming Equipment, Tools and Materials	May include: 33.1 Nail clipper 33.2 Shaver 33.3 Warm foot bath 33.4 Nail files 33.5 Emery board 33.6 Wash basin 33.7 Emesis basin 33.8 Lotion
34 Client problems with their hands and feet	May include 34.1 Trembling and shaky hands 34.2 Arthritis 34.3 Carpal tunnel syndrome 34.4 Fungal nail infection 34.5 Cracked skin
35 EENT clinically-accepted cleansing aids	May include: 35.1 Ear drops to loosen an earwax buildup 35.2 Ear irrigation kits 35.3 Throat gargle 35.4 Eye cleansing solution
36 Abnormal conditions of the eyes, ears, nose and throat	May include 36.1 Cerumen impaction 36.2 Infection 36.3 Allergies
37 Perianal care	May include: 37.1 Tools, materials and equipment 37.1.1 Forceps 37.1.2 Cotton balls 37.1.3 Kidney basin 37.1.4 Cotton canister 37.1.5 Rubber sheet 37.1.6 Underpads 37.1.7 Hypoallergenic liquid soap 37.1.8 Bath Towel 37.1.9 Personal Protective Equipment 37.1.10 Hand towel 37.1.11 Bath blanket 37.1.12 Bed pan 37.2 Female Genitalia 37.2.1 External female genital organ 37.2.2 Mons pubis 37.2.3 Labia majora 37.2.4 Labia minora 37.2.5 Clitoris 37.2.6 Opening of Urethra 37.2.7 Opening of Vagina 37.2.8 Perineum 37.2.9 Anus 37.3 Male Genitalia

VARIABLE	RANGE
	37.3.1 External male genital organ 37.3.2 Penis 37.3.3 Urethra 37.3.4 Scrotum
38 Reporting Requirements	May include: 38.1 Non-verbal (written): 38.1.1 indicate date and time 38.1.2 indicate timing 38.1.3 follow good documentation practices on <ul style="list-style-type: none"> 38.1.3.1 legibility 38.1.3.2 permanence 38.1.3.3 acceptable terminology 38.1.3.4 spelling 38.1.3.5 accuracy 38.1.3.6 sequence 38.1.3.7 absence of erasures 38.1.3.8 completeness 38.1.3.9 concise 38.1.3.10 signature of reporter/caregiver

EVIDENCE GUIDE

<p>1. Critical Aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Understood client’s personal care support requirements 1.2 Worked collaboratively to establish a routine that fosters maximum client independence 1.3 Supported client to participate in activities of daily living that support care plan goals 1.4 Monitored impact of client involvement in daily living activities on care plan goals 1.5 Interpreted infection prevention and control procedures 1.6 Demonstrated proper techniques for- <ul style="list-style-type: none"> 1.6.1 Monitoring client’s vital signs 1.6.2 Feeding clients and assisting in drinking 1.6.3 Using the urinal, bedpan, commode 1.6.4 Safe dressing / undressing of client 1.6.5 Maintaining continence 1.6.6 Care of the urinary catheter 1.6.7 Oral hygiene 1.6.8 Bathing / showering client 1.6.9 Skin hygiene 1.6.10 Ambulation activities to reacquire independence 1.6.11 Hair- / nail- / foot-care 1.6.12 EENT care 1.6.13 Perianal care
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 2.1 Appropriate workplace where assessment can take place 2.2 Relevant organization policy, protocols and procedures 2.3 OHS industry guides 2.4 Health care checklists, health management plans, personal healthcare diaries 2.5 Equipment and resources normally used in the workplace
<p>3. Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> 3.1 Observation in the workplace 3.2 Oral Interview 3.3 Demonstration with oral questioning 3.4 Written test (online / offline / face-to-face)
<p>4. Context of Assessment</p>	<p>4.1 Competency may be assessed in the actual workplace or at the designated TESDA Accredited Assessment Center.</p>

UNIT OF COMPETENCY : PROVIDE ASSISTANCE IN ADMINISTERING PRESCRIBED MEDICATIONS TO CLIENTS

UNIT CODE : HHC532329

UNIT DESCRIPTOR : This unit covers the knowledge, skills and work values required to assist clients in administering medication under delegation by a licensed medical practitioner and in accordance with the family and client’s consent.

However, medications requiring invasive or specialized administration techniques such as injectable drugs, drugs administered through PEG, oxygen and rectal suppositories are directly administered only by a licensed healthcare professional.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Prepare to assist with prescribed medication	1.1 Therapeutic communication is applied based on established standard 1.2 Legal aspects in assisting client in administering prescribed medications is applied based on established standard 1.3 An understanding of client’s medication order is demonstrated based on the supervising health professional’s instructions 1.4 Consent is secured from the family and / or client to assist in administering medications in accordance with regulatory requirements. 1.5 Level and type of physical assistance required by the client to address their personal needs in taking medications is identified 1.6 Level and type of supervision required by the client to self-	1.1 Medical terms and standard prescription abbreviations 1.2 Use of therapeutic communication techniques 1.3 Legal aspects of medication 1.4 Definition of Medication orders 1.5 Caregiver scope of practice in administering prescribed medicines 1.6 Ten Rights of Patient medication 1.7 Pre-medication administration procedures 1.8 Levels and types of supervision in self-administration of medications 1.9 Conditions affecting client administration of medications 1.10 Forms of medication 1.11 Types of dispensing aids 1.12 Contamination and infection control during medication preparation and administration	1.1 Interpreting medication orders 1.2 Applying standard and additional precautions in infection control 1.3 Following instructions for assisting with administration of medication as per the client’s health/care/support plan 1.4 Following occupational health and safety (OHS) guidelines 1.5 Following legal aspects in assisting client in administering prescribed medication

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p>administer medications is identified</p> <p>1.7 Any circumstances or changes in the client's condition or personal needs that may impact on assisting the client with their medication is identified and reported to the supervising health professional</p> <p>1.8 Dispensing aids are prepared in accordance with standard industry practice</p> <p>1.9 Personal hygiene and disinfection control procedures are implemented according to industry practice</p>	<p>1.13 OHS guidelines</p>	
<p>2. Prepare the client for assistance with administration of medication</p>	<p>5.1 Client medications are checked according to the procedures identified in the organization guidelines</p> <p>5.2 The administration procedure is explained to the client in line with requirements and organization procedures</p> <p>5.3 The medication to be administered is prepared in accordance with standard dispensing practice of processing medication orders</p> <p>5.4 Client's vital signs are monitored following standard clinical practice</p> <p>5.5 The client is observed prior to giving medication, to check for any physical or behavioral changes that may indicate a need to report to supervisor or health</p>	<p>2.1 Counseling techniques</p> <p>2.2 Definition and basic classifications of medicines</p> <p>2.3 Common types of dosage forms</p> <p>2.4 Quality standards and physical characteristics of dosage forms</p> <p>2.5 Drug information labels</p> <p>2.6 Terms and Abbreviations used in medication preparation and administration</p>	<p>2.1 Interpreting package label information</p> <p>2.2 Preparing the medication for administration</p> <p>2.3 Supporting client to self-administer the medication</p> <p>2.4 Providing physical assistance to take the medication</p>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	professional in accordance with organization policies and procedures		
3. Assist/support medication administration according to physician's instructions	<p>5.1 Prescribed medications are administered to the client or their self-administration is supported according to the physician</p> <p>5.2 All necessary checks are implemented to ensure the right medication is given at the right time, to the right person, in the right amount, via the right route</p> <p>5.3 The client is assisted to take the medications as required, in accordance with their needs and documented procedures</p> <p>5.4 The client is observed when taking the medication and their ingestion or completion is confirmed with the client</p> <p>5.5 The client is observed for any possible medication effects and reported to a supervisor or health professional</p> <p>5.6 Used equipment, discarded medications/ applicators and rubbish are collected and placed in appropriate/ designated receptacle according to instructions</p>	<p>3.1 Different routes in administering medication</p> <p>3.2 Different time intervals in giving medication</p> <p>3.3 Personal needs of clients in taking medications</p> <p>3.4 Common side effects of medicines</p> <p>3.5 Sources of medication errors and preventive measures to take</p> <p>3.6 Medication administration principles and procedures</p> <p>3.7 Documentation procedures</p>	<p>3.1 Identifying the appropriate dosage form, potency and generic name of the medicine</p> <p>3.2 Administering medication to the client</p> <p>3.3 Correctly using dose administration aids</p> <p>3.4 Documenting the administration of medicines</p>
4. Comply with industry procedures for handling the range of issues/	4.1 Details of medication administration and medication not being administered or absorbed, such as incomplete ingestion ,	<p>4.1 Medication side effects and Adverse Reactions to Medication</p> <p>4.2 Physical characteristics of</p>	4.1 Proper handling of expired / damaged / contaminated medicines

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
contingencies which may arise	<p>expelling /vomiting, refusal or damage to medication, are documented and reported to supervising health professional</p> <p>4.2 Individual's reactions to medication are identified, reported and recorded according to organization guidelines and health professional's instructions</p> <p>4.3 Contaminated or expired medication are clearly identified and organization's procedures for ensuring safe and appropriate disposal are implemented</p> <p>4.4 Any <i>inconsistencies observed with the medication or client</i> are promptly reported to the supervising health professional and action is taken in accordance with the industry procedures or health professional's instructions</p>	<p>expired / contaminated medicines</p> <p>4.3 Complications of medication administration</p>	<p>4.2 Handling skipped/missed doses</p> <p>4.3 Recognizing medication side effects</p> <p>4.4 Documenting medication effects</p>
5. Complete the distribution and administration of medication	<p>5.1 Unused and/or used medications, containers and administration aids are cleaned and stored in accordance with industry and the organization's infection control guidelines</p> <p>5.2 Medication charts/care plans are stored securely according to organization procedures to ensure safety, security and confidentiality</p> <p>5.3 <i>Medications are stored</i> following</p>	<p>5.1 Infection control guidelines in cleaning medication containers and administration aids</p> <p>5.2 Safe medication storage guidelines</p> <p>5.3 Proper handling of medication waste</p>	<p>5.1 Proper storing of medications</p> <p>5.2 Proper cleaning and storage of dose administration aids</p>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	government regulations and manufacturer's instructions		

RANGE OF VARIABLES

VARIABLE	RANGE
1 Physical Assistance	May include: <ul style="list-style-type: none"> 1.1 Discussing the process and addressing any likely difficulties 1.2 Confirming the time and type of medication 1.3 Establishing the type and level of support required by the client to take / receive the medication 1.4 Adjusting posture or position 1.5 Opening bottles or dose administration aids 1.6 Removing tablets or capsules from dose administration aids 1.7 Measuring the amount of liquid required into a medicine cup or a cream onto the affected area 1.9 Placing medication into nebulizers 1.10 Dissolving medication in water 1.11 Ensuring that fluids are available to assist with swallowing 1.12 Providing privacy
2 Level and type of supervision required by the client to self-administer medications	May include: <ul style="list-style-type: none"> 2.1 Confirming the following with the client: <ul style="list-style-type: none"> 2.1.1 the amount of medication (e.g. number of tablets or amount of gel) 2.1.2 the time for self-medication (e.g. once a day with food) 2.1.3 the route of self-medication (e.g. by mouth) 2.1.4 any alterations authorized by the pharmacist, registered nurse or health professional (e.g. crush tablets or mix with water or food) 2.2 Checking the medication for expiry date and any obvious discrepancies such as color changes, disintegration or deterioration
3 Dispensing Aids	May include: <ul style="list-style-type: none"> 3.1 Dosettes 3.2 Dispensing spoons, dispensing cups 3.3 Pre-filled syringes 3.4 Pill pots 3.5 Pill cutter

VARIABLE	RANGE
4 Client Medication / Required Medications	May include: <ul style="list-style-type: none"> 4.1 Medications prescribed for a client by a health professional and dispensed by a pharmacist in dose administration aids 4.2 Medications purchased over the counter and identified in the client's health/care/support plan or drug/treatment sheet 4.3 PRN medications: <ul style="list-style-type: none"> 4.3.1 as prescribed and instructed by the health professional 4.3.2 in response to staff observation of need as identified in drug sheet and/or health/care/support plan and according to relevant legislation, organization guidelines and clear written instructions from a health professional 4.3.3 in response to specific information provided by client, where the medication is documented in the client's health/care/support plan
5 Administration Procedure	May include: <ul style="list-style-type: none"> 5.1 Discussing the procedure 5.2 Encouraging client's participation 5.3 Adjusting posture and position 5.4 Seeking assistance from other staff if available and required 5.5 Providing privacy 5.6 Appropriate exposure of treatment area (in the case of lotion application)
6 Standard dispensing practice of processing medication orders	May include: <ul style="list-style-type: none"> 6.1 Assistance provided in taking medication by grinding or dividing tablets where there are clearly written instructions 6.2 Dissolving powder medication in diluent 6.3 Reconstituting powder for suspension 6.4 Measuring liquid medications into measuring cup / spoon 6.5 Placing medication in nebulizer 6.6 Placing tablets/capsules from dose administration aids into a medicine cup
7 Necessary Checks	May include: <ul style="list-style-type: none"> 7.1 Checking client details 7.2 Checking for authorization 7.3 Checking medication against the requirements 7.4 Checking the chart 7.5 Checking the client's health/care/support plan 7.6 checking the prescription 7.7 Checking the treatment sheets
8. Equipment	May include: <ul style="list-style-type: none"> 8.1 Administration aid / medication pack 8.2 Applicator for lotions / ointments

VARIABLE	RANGE
	8.3 Aprons 8.4 Container for dirty spoons/dishes 8.5 Cotton wool / gauze 8.6 Drug/treatment sheet or case record 8.7 Gloves 8.8 Health/care/support plan 8.9 Measuring cups 8.10 Nebulizer / spacer 8.11 Paper towels and tissues 8.12 dispensing spoons 8.13 Tablet divider 8.14 Tumbler 8.15 Water jug and cup
9. Incomplete Ingestion	May include: 9.1. Ejection of medication 9.2. Inability or difficulties in swallowing tablets, 9.3. capsules or liquids 9.4. Refusal to take medications 9.5. Vomiting
10. Inconsistencies observed with the medication or client	May include: 10.1. Allergies 10.2. Blurred vision 10.3. Changes in behavior 10.4. Changes to airway (e.g. choking), changes to breathing (including slowed, fast or absent breathing), changes in person's color (e.g. pale or flushed appearance or bluish tinge), or changes to circulation (including unexpected drowsiness, loss of consciousness, and absence of pulse) 10.5. Confusion 10.6. Feelings of dizziness 10.7. Headache 10.8. Inflammation or redness 10.9. Nausea and vomiting 10.10. Others as advised by health professional 10.11. Rash 10.12. Skin tone 10.13. Slurring of speech 10.14. Swelling
11. Medications are stored	May include: 11.1. Locking and storing drugs according to industry policy and procedure 11.2. Referring to instructions from health professional/ manufacturer

EVIDENCE GUIDE

<p>1. Critical Aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <p>1.1 Discussed the ten rights in giving prescribed medication</p> <p>1.2 Explained the different routes in giving medication</p> <p>1.3 Prepared the client for assistance with administration of medication</p> <p>1.4 Provided assistance with administration of medications for clients in accordance with the client's individual support needs, including providing physical assistance to take the medication or supporting a client to self-administer medications</p> <p>1.5 Discussed the self-medication process with the client and the support needed</p> <p>1.6 Observed and recorded discrepancies in the medication, instructions and administration procedures</p>
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <p>2.1 Access to relevant workplace or simulated environment</p> <p>2.2 Client health records and licensed health practitioner reports</p> <p>2.3 Assortment of medicines and administration aids</p>
<p>3. Methods of Assessment</p>	<p>Competency in this unit must be assessed through:</p> <p>3.1 Demonstration with questioning</p> <p>3.2 Oral questioning</p> <p>3.3 Written test (online / offline / face-to-face)</p>
<p>4. Context of Assessment</p>	<p>4.1 Competency may be assessed in the actual workplace or at the designated TESDA Accredited Assessment Center.</p>

UNIT OF COMPETENCY : PROVIDE CARE AND SUPPORT TO CLIENTS WITH SPECIAL NEEDS

UNIT CODE : HHC532330

UNIT DESCRIPTOR : This unit covers the knowledge; skills and work values required for the caregiver to support or assist a client with their special needs within the framework of an individualized care plan.

However, the professional healthcare practitioner assumes the primary responsibility of delivering care and support to the client's special needs, with the caregiver rendering collaborative assistance.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Assist in simple wound care	1.1 The purpose and scope of the activity is interpreted to the client utilizing therapeutic communication tools 1.2 Vital signs of the client are monitored 1.3 Necessary wound care equipment, aids and appliances are prepared and used in an appropriate and safe manner in accordance with established standard 1.4 Infection control procedure for wound management is practiced 1.5 The environment is prepared to ensure maximum comfort and safety 1.6 Wound healing process is identified 1.7 Signs and symptoms of infection and its complications are identified and reported 1.8 Appropriate wound dressing is applied 1.9 Old dressing is appropriately disposed	1.1 RA 9003: Ecological Solid Waste Management Act 1.2 Procedures for safe disposal of old dressings 1.3 Types of wounds 1.4 Wound healing process 1.5 Client confidentiality privacy and dignity policies 1.6 Evaluation of wounds 1.7 Signs and symptoms and prevention of infection 1.8 Aseptic techniques for wound cleaning 1.9 Types of dressing 1.10 Diabetic wound care 1.11 Dressing choice 1.12 Compression bandaging for wound management 1.13 Necessary wound care equipment and appliances	1.1 Applying principles of infection control in wound dressing 1.2 Assessing signs and symptoms of wound infection 1.3 Using therapeutic communication to the client during wound dressing 1.4 Accurately documenting wound healing in terms of appearance, soreness, amount of discharge, color, smell and location

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	following approved government protocol 1.10 Wound healing progress is recorded and reported		
2 Assist the client in catheter care and incontinence management	2.1 The purpose and scope of the activity is explained to the client utilizing therapeutic communication tools 2.2 Incontinence aids and equipment are prepared and used in an appropriate and safe manner in accordance with care plan 2.3 Infection control procedures are practiced 2.4 Vital signs of the client are obtained 2.5 The environment is modified or adapted to ensure maximum comfort and safety 2.6 Signs of incontinence are identified and discussed with the client 2.7 Incontinence management procedures are implemented based on established standard 2.8 The client is assisted in the care of the urinary catheter 2.9 Client toileting distress and challenging behavior are managed through therapeutic communication 2.10 Signs and symptoms that require immediate medical attention are identified and reported 2.11 Voiding records are continuously documented and monitored to track	2.1 Therapeutic communication techniques 2.2 RA 10173: Data Privacy Act 2.3 RA 9995: Anti Photo and Video Voyeurism Act 2.4 Signs of incontinence 2.5 Incontinence aids and equipment 2.6 Incontinence management procedures 2.7 Urinary catheter care 2.8 Symptoms requiring prompt medical attention 2.9 Incontinence aids and equipment 2.10 Definition and types of urinary catheter	2.1 Demonstrating verbal and non-verbal therapeutic communication skills 2.2 Applying principles of infection control 2.3 Performing incontinence assessment skills 2.4 Using incontinence aids and equipment 2.5 Demonstrating care of the urinary catheter 2.6 Maintaining client's dignity and privacy while performing the procedure 2.7 Instructing the client to perform bladder training and pelvic muscle exercise 2.8 Recording accurately fluid intake and urinary output of the client

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	and trend voiding patterns and measure outcomes		
3 Participate in applying hot and cold therapy to the client	3.1 <i>The guidelines for hot and cold local application</i> in pain management is recognized and interpreted to the client based on established standard 3.2 <i>Contraindications on the use of hot and cold therapy</i> are understood and applied 3.3 Appropriate hand washing technique is performed and PPE is applied 3.4 Vital signs of the client are obtained 3.5 The environment is modified or adapted to ensure maximum comfort and safety 3.6 Possible risks and complications of hot and cold therapy on the client are understood 3.7 <i>Heat and cold application paraphernalia</i> are prepared in accordance with client needs 3.8 <i>Appropriate hot / cold therapy techniques</i> are applied to the client 3.9 <i>Physiological effects of heat and cold</i> are identified and reported 3.10 Activity is monitored and recorded	3.1 Therapeutic Communication techniques 3.2 RA 10173: Data Privacy Act 3.3 RA 9995: Anti Photo and Video Voyeurism Act 3.4 Occupational Safety and Health Laws 3.5 RA 9003: Solid Waste Management Act 3.6 Temperature measurement of hot water in centigrade and Fahrenheit degrees 3.7 Principles of infection control 3.8 General science of pain 3.9 Heat and cold therapy principles and uses 3.9.1 physiological effects 3.9.2 application guidelines 3.9.3 contraindications 3.10 Risks, limitations and complications of hot and cold treatment 3.11 Heat therapy techniques and equipment 3.12 Cold therapy techniques and equipment	3.1 Using therapeutic communication skills 3.2 Applying guidelines in using hot and cold therapy 3.3 Identifying contraindications in using hot and cold therapy 3.4 Using a variety of cold therapy techniques 3.5 Using a variety of hot therapy techniques 3.6 Documenting accurately the physiological effects of hot and cold therapy
4 Assist the client in nebulization	4.1 The goals and benefits of nebulization based on established standard are understood and interpreted to the client 4.2 Appropriate hand washing technique is	4.1 Therapeutic Communication techniques 4.2 RA 10173: Data Privacy Act 4.3 RA 9995: Anti Photo and Video Voyeurism Act	4.1 Demonstrating verbal and non-verbal therapeutic communication skills 4.2 Applying principles of infection control

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	performed and PPE is applied 4.3 Vital signs of the client are obtained 4.4 The environment is modified or adapted to ensure maximum comfort and safety 4.5 Possible risks and complications of nebulizing on the client are understood 4.6 Appropriate breathing paraphernalia is identified following standard clinical practice 4.7 Client is assisted in performing the appropriate nebulizing therapy following established standard 4.8 Possible side effects of nebulization therapy are identified and reported to supervising health professional 4.9 Activity is described and recorded	4.4 Occupational Safety and Health Laws 4.5 RA 9003: Solid Waste Management Act 4.6 Principles of infection control 4.7 Nebulizing principles and uses 4.8 Proper inhalation 4.9 Nebulizing techniques and equipment 4.10 Risks, limitations and complications of nebulizing 4.11 Nebulization paraphernalia	4.3 Maintaining dignity and privacy of client 4.4 Demonstrating nebulization procedure 4.5 Accurately documenting nebulization procedure, its physiological effects and untoward signs and symptoms
5 Assist the client in the management of pain	5.1 The nature and types of pain is explained to the client and family members following established standard 5.2 Indications of pain on the client are recognized, recorded and reported. 5.3 Non-pharmacological interventions of pain management are understood and implemented following established standard 5.4 Client progress in is monitored and reported immediately to the doctor	5.1 Therapeutic communication techniques 5.2 Nature, types and indications of pain 5.3 Simple Pain scale 5.4 Therapeutic relaxation techniques 5.5 Warm compress/heat therapy	5.1 Demonstrating verbal and non-verbal therapeutic communication skills 5.2 Demonstrating the application of pain scale 5.3 Demonstrating non-pharmacological pain management techniques 5.4 Documenting accurately the types of pain, location and severity

RANGE OF VARIABLES

VARIABLE	RANGE
1. Wound Care Equipment, Aids and Appliances	May include: 1.1 Different types of wound 1.2 Management of wounds 1.3 Steps in proper wound dressing 1.4 Materials needed for proper wound dressing 1.4.1 Kidney basin 1.4.2 Cotton balls 1.4.3 Silicon adhesive tapes 1.4.4 Elastic bandages 1.4.5 Gauze bandages 1.4.6 Medicated wound dressings 1.4.7 Gauze and sponges 1.4.8 Wound cleansers 1.4.9 Wound ointments and solutions 1.4.10 Cotton tipped applicators 1.4.11 Burn care 1.4.12 Fine point forceps 1.4.13 Littauer scissors 1.4.14 Wound drainage collectors
2. Infection control procedure for wound management	May include: 2.1 Difference between aseptic techniques and surgical technique 2.2 Principles of infection control 2.2.1 Hand hygiene 2.2.2 WHO standard of hand washing 2.2.3 Personal protective equipment 2.3 Clinical Waste disposal
3. Appropriate wound dressing	May include: 3.1 Definition of dressing 3.2 Definition of bandage 3.3 Types and uses of dressing 3.3.1 Cloth wound dressing 3.3.2 Transparent wound dressing 3.3.3 Foam wound dressing 3.3.4 Collagen wound dressing 3.3.5 Hydrocolloid dressing 3.3.6 Hydrogel dressing
4. Incontinence aids and equipment	May include: 4.1 Disposable pads, nappies, pull-on style pads and all-in- one pads 4.2 Reusable bed pads, chair pads and pants 4.3 Indwelling and disposable catheters 4.4 Catheter valves 4.5 Sheaths (latex and non-latex) 4.6 Leg and night drainage bags 4.7 Stretch pants

VARIABLE	RANGE
5. Incontinence management procedures	May include: 5.1 Pelvic muscle exercises 5.2 Fluid and diet management 5.3 Bladder training 5.4 Regular toileting program 5.5 Medication management
6. Care of the urinary catheter	May include 6.1 Principles of infection control 6.2 Preparation of needed materials 6.3 Procedure in cleaning the client with urinary catheter
7. Signs and symptoms that require immediate medical attention	May include: 7.1 Inability to urinate 7.2 Sudden bedwetting or loss of urinary control 7.3 Chronic constipation 7.4 Diarrhea that lasts longer than 24 hours 7.5 Persistent skin rash that doesn't respond to scrupulous hygiene and barrier creams 7.6 Strong negative emotions such as anger, stress or depression experienced by the client or the caregiver.
8. Voiding Records	May include: 8.1 Caregiver's care plan 8.2 Intake and output record sheets in homecare facility and hospital
9. The guidelines for hot and cold local application	May include: 9.1 Determine client ability to tolerate the therapy 9.2 Identify conditions that may contraindicate the treatment 9.3 Explain in detail the application technique to the client 9.4 Assess the skin area to which the heat or cold will be applied 9.5 Ask the client for any discomfort during the application 9.6 Return to the client 15 minutes after starting the application and observe for any untoward signs and symptoms 9.7 Stop the procedure if any problem occurs 9.8 Remove the equipment at the designated time and dispose of it accordingly. 9.9 Examine the area to where the heat or cold is applied 9.10 Document the procedure and client response to the therapy Apply the hot water bag 9.11 Measure the temperature of water using a bath thermometer (460c and above for adults) 9.12 Fill the bag 2/3 full 9.13 Expel the remaining air and secure the top. With the air removed the water bag can be molded to the body part

VARIABLE	RANGE
	9.14 Dry the bag and hold it upside down to test for leakage 9.15 Wrap the bag in a small towel or clean cloth and place it on the affected part 9.16 Remove after 30 minutes or according to doctor's order 9.17 Document the procedure
10. Contraindications on the use of hot and cold therapy	May include: 10.1 Neurosensory impairment 10.2 Impaired mental status 10.3 Impaired circulation 10.4 Open wounds 10.5 Active bleeding 10.6 Non-inflammatory edema 10.7 Skin disorders that causes redness and blisters
11. Heat and cold application paraphernalia	May include: 11.1 Hand towel / clean cloth 11.2 Bath thermometer 11.3 Commercially prepared disposable hot and cold packs 11.4 Ice bag 11.5 Ice cap 11.6 Ice collar 11.7 Ice gloves 11.8 Hot water bag 11.9 Hot water bottle 11.10 Ice compress bag 11.11 Electric heating pads
12. Appropriate hot / cold therapy techniques	May include: 12.1 Applying ice packs to injury within 48 hours 12.2 Wetting a towel with cold water and then placing ice inside to keep the cloth cold 12.3 Using Electric heating pads, microwavable pads, hot water bottles, gel packs, warm towels, and hot water baths under 20 minutes for hot therapy 12.4 Alternating hot and cold therapy
13 Nebulizing therapy	May include: 13.1 Meaning of nebulization / nebulizer 13.2 Purpose of nebulizing therapy 13.3 Kinds of nebulization 13.4 Steps in administering nebulizing therapy 13.5 Safety and precaution in administering nebulizing therapy
14 Possible side effects of nebulization therapy	May include 14.1 Palpitations 14.2 Tremors 14.3 Tachycardia 14.4 Headache 14.5 Nausea 14.6 Bronchospasms (resulting from too much ventilation)

VARIABLE	RANGE
15 Activities to focus the client's physical and mental energy	May include: 15.1 Sports 15.2 Physical exercise 15.3 Hobbies- reading, drawing, writing, music 15.4 Use of multimedia / exergaming 15.5 Peer group activity
16 Types of pain	May include: 16.1 Difference of chronic pain from acute pain 16.2 Sensory terminology 16.2.1 Scalding 16.2.2 Sharp 16.2.3 Piercing 16.2.4 Burning 16.2.5 Crushing 16.2.6 Penetrating 16.2.7 Suffocating 16.2.8 Agonizing
17 Indications of pain	May include: 17.1 Facial expressions 17.2 Labored breathing 17.3 Atypical body movements 17.4 Emotional and behavioral changes 17.5 Proper assessment of pain 17.5.1 Location 17.5.2 Quality 17.5.3 Intensity, by using pain scale 17.5.4 Pattern 17.5.4.1 Time of onset 17.5.4.2 Duration 17.5.4.3 Constancy 17.5.5 Precipitating factors 17.5.6 Alleviating factors 17.5.7 Associated signs and symptoms
18 Non-pharmacological interventions in pain management	May include: 18.1 Therapeutic exercises 18.2 Massage therapy 18.3 Music therapy 18.4 Use of television 18.5 Newspaper reading 18.6 Conversation with the client 18.7 Proper positioning

EVIDENCE GUIDE

<p>1. Critical Aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <p>1.1 Wound care:</p> <ul style="list-style-type: none"> 1.1.1 Correctly identified the type of wound 1.1.2 Performed infection control procedures 1.1.3 Identified and performed the appropriate wound dressing 1.1.4 Identified the signs and symptoms of infection <p>1.2 Performed the appropriate hot and/or cold therapy technique</p> <p>1.3 Demonstrated proper nebulization</p> <p>1.4 Demonstrated techniques of pain management</p>
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <p>2.1 Facilities, equipment, supplies and materials relevant to the unit of competency</p>
<p>3. Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <p>3.1 Demonstration with questioning</p> <p>3.2 Interview</p>
<p>4. Context of Assessment</p>	<p>4.1 Competency may be assessed in the actual workplace or at the designated TESDA Accredited Assessment Center.</p>

UNIT OF COMPETENCY : RESPOND TO EMERGENCY SITUATIONS

UNIT CODE : HHC532331

UNIT DESCRIPTOR : This unit describes the knowledge, skill and attitude required for a caregiver to recognize and respond to life-threatening emergencies within the workplace.

This unit applies to all workers who may be required to provide an emergency response in a range of situations, including community and workplace settings.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Implement procedures for infection control and prevention	1.1 Exclusion guidelines for clients suffering from an infectious condition are followed according to established protocol and guidelines 1.2 Hygiene and health principles are implemented in care practice based on standard procedures 1.3 Infection control guidelines are followed with accordance to established protocols and guidelines	1.1 Principles of therapeutic communication 1.2 Incident reports 1.3 OSH Law (RA 11058) 1.4 Environmental hazards 1.5 Good sanitation practice 1.6 Guidelines for infection control 1.7 Disease spread and transmission 1.8 Use of personal protective equipment	1.1 Assessing environmental hazards 1.2 Performing aseptic hand washing 1.3 Wearing PPE properly 1.4 Preventing cross contamination 1.5 Writing incident reports
2. Recognize and respond to signs of potential illness	2.1 Signs of potential illness in emergency are reported based on the established standards 2.2 Medical assistance is sought as necessary according to policies and procedures 2.3 Clients and relatives are informed as soon as possible according to policies and procedures 2.4 Client is comforted and settled in accordance with policies and procedures	2.1 Principles of therapeutic communication 2.2 Monitoring and Evaluation Procedure 2.3 OHS Law (RA 11058) 2.4 Environmental Hazards 2.5 Code of sanitation 2.6 Basic disease and illness for emergency 2.7 Signs and symptoms of potential emergency illness 2.8 Indicators of Adolescence abuse 2.9 Different types of Adolescence abuse 2.10 Documentation and report process	2.1 Establishing rapport with the client 2.2 Maintaining caring, calm and nonjudgmental approach 2.3 Demonstrating ability to respond quickly to emergency 2.4 Assessing for early signs and symptoms of emergency 2.5 Offering emotional support 2.6 Writing incident reports 2.7 Reporting signs of abuse to

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		2.11 Legal ethics pertaining to Adolescence abuse 2.12 Relevant organizational standards, policies and procedures	appropriate authorities
3. Responding to emergencies and accidents	3.1 The safety of self and others is ensured according to established standards and procedures 3.2 Immediate <i>first aid and basic life support</i> are provided based on established standards and procedures 3.3 Strategies to calm, reassure and comfort clients are implemented according to established standards and procedures 3.4 Details of emergency are recorded and reported accurately based on established standards and procedures 3.5 Information is provided to others according to established policies 3.6 Emergencies and accidents are responded to according to the established guidelines and legislative requirements	3.1 Oral and written communication 3.2 Principles of therapeutic communication 3.3 Monitoring and Evaluation Procedure 3.4 Legal laws in assisting emergency cases 3.5 OHS Law (RA 11058) 3.6 Conduciveness of area 3.7 RA 9003: Ecological Solid Waste Management Act 3.8 Basic disease and illness related to emergencies and accidents 3.9 Safety and standard protocols 3.10 First aid principles and procedures 3.11 Aseptic techniques 3.12 Infection control procedures 3.13 Documentation and reports process 3.14 Health care system in emergency situation 3.15 Rules of confidentiality 3.16 Information decimation on emergency protocol 3.17 Basic life support 3.18 Choking incident	3.1 Establishing rapport with the client 3.2 Maintaining caring, calm and nonjudgmental approach 3.3 Demonstrating ability to respond quickly to emergency 3.4 Assessing for early signs and symptoms of emergency 3.5 Offering emotional support 3.6 Writing incident reports 3.7 Reporting signs of abuse to appropriate authorities

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
4. Responding to threats and situations of danger	<p>4.1 Remove Adolescence from threat/danger or remove danger/threat from Adolescence based on established standards and procedures</p> <p>4.2 The level of immediate danger is assessed and reported to an appropriate person according to established protocol and standards</p> <p>4.3 Appropriate emergency procedures are implemented to ensure the safety of Adolescence and workers based on established policies, standards and procedures</p>	<p>4.1 Principles of therapeutic communication</p> <p>4.2 Monitoring and Evaluation Procedure</p> <p>4.3 Legal laws in assisting emergency cases</p> <p>4.4 OHS Law (RA 11058)</p> <p>4.5 Conduciveness of area</p> <p>4.6 RA 9003: Ecological Solid Waste Management Act</p> <p>4.7 Threats and danger situation or environment</p> <p>4.8 Safety and standard protocols</p> <p>4.9 Environmental hazards</p> <p>4.10 First aid principles and procedures</p> <p>4.11 Aseptic techniques</p> <p>4.12 Infection control procedures</p> <p>4.13 Documentation and reports process</p> <p>4.14 Health care system in emergency situation</p> <p>4.15 Recovery procedures after emergency</p> <p>4.16 Relevant organizational standards, policies and procedures</p>	<p>4.1 Applying therapeutic communication</p> <p>4.2 Assessing threats and danger in the area according to the standards</p> <p>4.3 Responding to threats and situations of danger</p> <p>4.4 Remaining alert to potential threats and dangers or challenging behavior</p> <p>4.5 Reporting and documenting incident reports accurately</p>

RANGE OF VARIABLES

VARIABLE	RANGE
1. Hygiene and Health Principles	May include: 1.1 Principles of infection control 1.2 Hand Washing 1.3 Use of disposable gloves when cleaning up body wastes 1.4 Removal and disposal of infected articles 1.5 Cleaning equipment 1.6 Disposal of unused foods 1.7 Cleaning of tools and equipment after use 1.8 Regular disinfecting of soft toys 1.9 Removal of body waste products (e.g. feces, urine, saliva, vomit) and disinfection of affected area
2. Signs of potential illness in emergency	May include: 2.1. Has bleeding that can't be controlled 2.2. Is or becomes unconscious (not related to a seizure) 2.3. Has no pulse 2.4. Has trouble breathing or is breathing in a strange way 2.5. Has chest pain or pressure 2.6. Has severe injuries such as broken bones as a result of an accident 2.7. Is choking (not breathing and not coughing) 2.8. Has injuries to the head, neck or back 2.9. Has gone into shock 2.10. Has a seizure lasting five minutes (and this is not normal for this person) or has continuous seizures 2.11. Has suffered electrical shock 2.12. Is drowning or near drowning 2.13. Suffers severe burns
3. First aid and basic life support	May include: 3.1. First aid treatment for the following: 3.1.1. Animal Bites 3.1.2. Sprains 3.1.3. Fractures 3.1.4. Wounds 3.1.5. Dislocations 3.1.6. Falls 3.1.7. Poison 3.1.8. Shocks 3.1.9. Burns 3.1.10. Any related medical and environmental emergency 3.2. Basic life support procedure for the following: 3.2.1. Choking 3.2.2. Cardiac arrest 3.2.3. Near drowning

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1. Demonstrated ability to respond quickly to emergencies and implement correct procedures including administering first aid 1.2. Implemented procedures for infection control and prevention 1.3. Recognized and responded to signs of potential illness 1.4. Responded to emergencies and accidents 1.5. Responded to threats and situations of danger
2. Resource Implication	The following resources should be provided: 2.1. Care workplace 2.2. Facilities, equipment, supplies and materials relevant to the unit of competency
3. Method of Assessment	Competency in this unit must be assessed through: 3.1. Demonstration with Oral Questioning 3.2. Interview 3.3. Written test (online / offline / face-to-face)
4. Context of Assessment	4.1. Competency may be assessed in the workplace or in a simulated workplace setting

UNIT OF COMPETENCY : PROVIDE IMMEDIATE CARE AND SUPPORT TO CHILDREN WITH SPECIAL NEEDS

UNIT CODE : HHC532332

UNIT DESCRIPTOR : This unit covers the knowledge, skills and work values required in providing immediate care and support to children with special needs in accordance with the client’s individualized care plan.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Recognize stages of growth and development of the child	1.1 Stages of child growth and development are identified and interpreted to the client’s family based on established standard 1.2 Developmental tasks that is appropriate for the child’s growth and development stage are interpreted and discussed with the family 1.3 Developmental delays are identified in accordance with established standard 1.4 Communication strategies appropriate for the client’s growth and developmental stage is selected and employed according to established standard	1.1 Communication strategies appropriate for the client’s growth and developmental stage 1.2 Principles of growth and development 1.3 Developmental age periods 1.4 Developmental tasks per stage 1.5 Developmental delays and associated disorders	1.1 Demonstrate communication techniques appropriate for the child’s growth stage
2. Plan to provide support to children with special needs	2.1 Information for children with special needs about healthy living, safety, school, transitions, independent living, and finding support; are worked with the family 2.2 The needs of the client and their family is well understood 2.3 Specific communication needs of children with special needs are identified where	2.1 Medical terminologies and abbreviations 2.2 Therapeutic communication techniques 2.3 Definition of children with special needs 2.4 Conflict resolution strategies 2.5 Feedback mechanisms based current good practice	2.1 Applying information about healthy living, safety, school, transitions, independent living, and finding support on individualized care plan for clients

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p>appropriate, in accordance with established standard</p> <p>2.4 Areas of conflict that may require resolution is identified according to industry practice</p> <p>2.5 Feedback and advice is given in a way which reflects current identified good practice</p> <p>2.6 Due regard to individual differences, needs and rights in communicating with clients and colleagues is demonstrated</p> <p>2.7 Activities that need to be addressed as part of the care plan is identified and worked with the supervising health professional and with the people that matters to the client</p> <p>2.8 Concerns about client safety in relation to daily activities is clarified with the supervising health professional</p>	<p>2.6 Care planning details: goals, strategies, activities and supports</p> <p>2.7 Client safety in relation to daily activities</p> <p>2.8 coping strategies</p>	
<p>3. Respond to situations of risk or potential risk to client</p>	<p>3.1 Situations of risk are identified and responded and reported to appropriate people according to established standard</p> <p>3.2 Uncharacteristic behaviors and behaviors of concern are reported to supervising health professional</p> <p>3.3 Situations of risk which may adversely affect the health of people with disabilities is reported to supervising health professional</p> <p>3.4 Need for modifications as part of the daily</p>	<p>3.1 Situations of risk in working with clients</p> <p>3.2 Uncharacteristic behaviors</p> <p>3.3 Abuse / Neglect of clients</p>	<p>3.1 Responding and reporting to situations of risks</p> <p>3.2 Identifying uncharacteristic behaviors of clients</p>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p>routine are observed and discussed with the family to improve client care</p> <p>3.5 Indications of possible abuse and/or neglect is identified and reported according to organization policy and protocol</p>		
4. Provide care and support to children with physical disabilities	<p>4.1 Therapeutic communication is used in providing assistance to client</p> <p>4.2 Assistance is provided to children with <i>club foot</i></p> <p>4.3 Assistance is provided to children with <i>cleft lip and cleft palate</i></p> <p>4.4 Client condition is monitored and recorded</p>	<p>4.1 Therapeutic communication techniques</p> <p>4.2 Coping strategies</p> <p>4.3 Stress management</p> <p>4.4 “teach-back” method</p> <p>4.5 Nature and causes of club foot</p> <p>4.6 Treatment guidelines</p> <p>4.7 Care for cast</p> <p>4.8 Care for braces</p> <p>4.9 Ponseti method</p> <p>4.10 Nature and causes of cleft lip and cleft palate</p> <p>4.11 Feeding guidelines for children with cleft lip and cleft palate</p> <p>4.12 Feeding tools for children with cleft lip and cleft palate</p> <p>4.13 Complications during feeding for children with cleft lip and cleft palate</p> <p>4.14 Symptoms of ear infection for children with cleft lip and cleft palate</p>	<p>4.1 Using therapeutic communication in providing assistance</p> <p>4.2 Explaining the condition, treatment and self-care needs to parents</p> <p>4.3 Encouraging parents to hold and play with the child and participate in care</p> <p>4.4 Positioning the child with cleft lip and cleft palate for breastfeeding</p> <p>4.5 Feeding the child with cleft lip and cleft palate using specialized feeding tools</p>
5 Provide care and support to children with behavioral challenges	<p>5.1 <i>Understanding and recognition of ADHD and ASD</i> based on established standard is demonstrated</p> <p>5.2 <i>A predictable and regular daily routine</i> based on care plan instructions is implemented for the client</p>	<p>5.1 Medical terminologies and abbreviations</p> <p>5.2 Factors causing Communication problems of autistic client</p> <p>5.3 Communication techniques to build trust</p>	<p>5.1 Understanding individualized care plan for clients with ADHD and ASD</p> <p>5.2 Communicating with the client and the family to learn more about the client’s home activities</p>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	5.3 Assistance is provided in developing the child's communication and language skills 5.4 Adequate nutrition is provided to the child in accordance with established standard 5.5 Uncharacteristic behaviors and behaviors of concern are reported to supervising health professional 5.6 Situations of risk which may adversely affect the health of people with disabilities is reported to supervising health professional 5.7 Indications of possible abuse and/or neglect is identified and reported according to organization policy and protocol	5.4 Visual language systems 5.5 Causes, signs and complications of Attention Deficit Hyperactivity Disorder (ADHD) and Autism (ASD) 5.6 Types and uses of visual support 5.7 Symptoms / signs of anxiety and calming management strategies 5.8 Social skills development strategies 5.9 Positive reinforcement techniques 5.10 Gastric motility problems 5.11 Client eating habits 5.12 Nonverbal cues of pain 5.13 Uncharacteristic behaviors of clients with ADHD and ASD 5.14 Abuse / Neglect of clients with ADHD and ASD	5.3 Identifying requirements for a calm environment 5.4 providing calming activities 5.5 preparing visual support 5.6 interpreting strategies to manage anxiety 5.7 interpreting strategies to develop social skills 5.8 Dialoguing with the client and family 5.9 Identifying receptive language communication 5.10 Identifying and demonstrating expressive language communication 5.11 providing positive reinforcement 5.12 Recognizing client eating habits 5.13 Recognizing nonverbal cues of pain
6 Provide care and support to children with congenital disorders	6.1 Understanding and recognition of the congenital disorder is interpreted and worked with the client and family 6.2 The client is assisted in performing multidisciplinary therapeutic measures designed to establish locomotion, communication, and self-help, gain optimal appearance and integration of motor functions 6.3 The client is assisted to perform age-and	6.1 Active listening 6.2 Expressive language techniques 6.3 Receptive language techniques 6.4 Definition and characteristics of common congenital disorders in children 6.5 Facial techniques 6.6 Positive reinforcement techniques 6.7 Factors causing communication problems of cerebral palsy clients 6.8 Speech therapy types and features	6.1 Identifying receptive language communication 6.2 Identifying and demonstrating expressive language communication 6.3 providing positive reinforcement 6.4 demonstrating implementation of physical and mental energy activities 6.5 demonstrating implementation of calming activities

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p><i>condition-appropriate motor activities</i> to promote mobility</p> <p>6.4 A calm and safe environment, appropriate toys, and protective gear (helmet, kneepads) if needed, is provided to prevent physical injury</p> <p>6.5 The client is assisted to perform <i>range-of-motion exercises at regular intervals</i> for clients unable to move body parts</p> <p>6.6 Adequate nutritional and fluid intake of the client is encouraged following established standard</p> <p>6.7 Playtime is provided and incorporated into the client's daily schedule</p> <p>6.8 Rest periods are provided to foster relaxation and general health</p> <p>6.9 <i>Appropriate communication techniques</i> based on established standard are applied to assist with the language development of the child</p> <p>6.10 <i>Care plan activities for children afflicted with Tourette syndrome</i> are interpreted in accordance with established standard</p> <p>6.11 Parents and infant are assisted in the <i>prevention and coping with Sudden Infant Death Syndrome (SIDS)</i></p>	<p>6.9 Breathing techniques</p> <p>6.10 Correct nature and causes of Tourette syndrome</p> <p>6.11 Types of tics</p> <p>6.12 Classifications of tics</p> <p>6.13 Complications of Tourette's syndrome</p> <p>6.14 Physical and mental energy activities</p> <p>6.15 Calming activities</p> <p>6.16 Factors in the infant sleep environment that are potentially unsafe</p> <p>6.17 Risk reduction strategies</p> <p>6.18 Crib safety standards</p> <p>6.19 Techniques in managing breathing difficulties</p> <p>6.20 Signs and symptoms of apnea, cyanosis</p> <p>6.21 Grief counseling</p>	<p>6.6 Demonstrating proper breast feeding</p> <p>6.7 Demonstrating first aid techniques in managing choking and suffocation</p> <p>6.8 Demonstrating first aid techniques in cardiopulmonary resuscitation</p>

RANGE OF VARIABLES

VARIABLE	RANGE
1. Stages of child growth and development	May include: 1.1 Infancy 1.2 Toddler 1.3 Pre school 1.4 School-age 1.5 Adolescence 1.6 Young adulthood
2. Developmental Tasks	May include: 2.1 Gross motor skills, such as crawling and walking 2.2 Fine motor skills, such as stacking blocks or coloring 2.3 Language skills, including speech and comprehension 2.4 Thinking skills 2.5 Social interaction
3. Children with Special Needs	May include: 3.1 Children with physical disabilities 3.2 Children with challenging behaviors 3.3 Children with congenital disorders
4. Physical Disabilities	May include: 4.1 Club foot: meaning, signs and symptoms, and management 4.2 Cleft lip and cleft palate: meaning, signs and symptoms, and management
5. Club Foot	May include: 5.1 Basic skin care practice is performed 5.2 Site of impaired skin integrity is monitored for color changes, redness, swelling, warmth, pain, or other signs of infection 5.3 Parents are assisted in removing the cast 5.4 Parents are assisted in bracing the client 5.5 Parents are assisted in caring for casts/braces 5.6 Parents are assisted in coping with the client's condition 5.7 Range of motion exercises are provided in accordance with supervising health professional's advice 5.8 Client is assisted with non-pharmacological methods of pain relief 5.9 Signs of post-operative complications are monitored if the client underwent surgery
6. Cleft Lip and Cleft Palate	May include: 6.1 Adequate nutrition is provided the client using specialized feeding tools and techniques 6.1.1 lamb nipples 6.1.2 breck feeder 6.1.3 cup with spouts 6.1.4 side-lying positioning client 6.1.5 burping the client 6.2 Risks associated with feeding are recognized and remedial action is taken following care plan guidelines

VARIABLE	RANGE
	<ul style="list-style-type: none"> 6.2.1 aspiration 6.2.2 ineffective breathing pattern 6.3 Signs of post-operative complications are monitored if the client underwent surgery. 6.3.1 pneumonia 6.3.2 blood clots 6.3.3 bleeding
<p>7. Understanding and Recognition of ADHD and ASD</p>	<p>May include:</p> <ul style="list-style-type: none"> 7.1 Knowledge of the signs, symptoms and complications of the disorder is understood and interpreted. 7.2 Therapeutic communication techniques are used to communicate with the family and the client and learn more about the client's home activities 7.3 Behavioral problems of the client is identified and is assisted to increase his/her personal judgment of self-worth <ul style="list-style-type: none"> 7.3.1 Failure to make eye contact 7.3.2 Overly focused interest in specific topics 7.3.3 Increased or decreased sensitivity to light, noise, touch and temperature 7.3.4 Sing-song voice 7.3.5 Detailed memory 7.4 Family's strengths are utilized to influence client's health in a positive direction. <ul style="list-style-type: none"> 7.4.1 coping mechanisms 7.4.2 support network 7.4.3 positive attitude 7.5 Requirements for a calm environment are identified <ul style="list-style-type: none"> 7.5.1 Avoid loud noises, radios, talking 7.5.2 Turn off TV during evaluations 7.5.3 Limit number of people in room to those whom the patient is most comfortable with 7.6 Resource information and education for parents are provided in accordance with standard practice guidelines and referrals from supervising health professionals
<p>8 A predictable and regular daily routine</p>	<p>May include:</p> <ul style="list-style-type: none"> 8.1 Calming activities are provided to redirect the client and prevent boredom <ul style="list-style-type: none"> 8.1.1 Drawing, coloring and painting 8.1.2 Music or musical instrument 8.1.3 Shape and color matching, or sorting, toys 8.1.4 word books (often with pictures or photos of familiar objects) 8.1.5 puzzle books 8.1.6 games to play with other people 8.2 Visual supports (such as daily timetables), and pre-planning strategies are prepared for change or events that might be stressful <ul style="list-style-type: none"> 8.2.1 calendars 8.2.2 choice boards

VARIABLE	RANGE
	<ul style="list-style-type: none"> 8.2.3 basic symbols 8.2.4 labels for objects 8.3 Strategies to manage anxiety are used in accordance to care plan instructions <ul style="list-style-type: none"> 8.3.1 keeping a diary 8.3.2 relaxation techniques <ul style="list-style-type: none"> 8.3.2.1 breathing exercises 8.3.2.2 aromatherapy 8.3.2.3 taking a bath 8.3.3 listening to relaxing music 8.4 Time limits and restrictions are set around obsessions and repetitive behavior 8.5 Client social skills are identified and developed following care plan instructions
<p>9 Developing the child's communication and language skills</p>	<p>May include:</p> <ul style="list-style-type: none"> 9.1 Communication with the client is kept simple, specific and concrete <ul style="list-style-type: none"> 9.1.1 parallel talk 9.1.2 self-talk 9.1.3 expansion and extension 9.1.4 non-verbal communication techniques 9.2 Appropriate communication techniques are used to build trust and ease client anxiety <ul style="list-style-type: none"> 9.2.1 Allow time for client to respond 9.2.2 Establish eye contact 9.2.3 Keep the volume and tone of speech moderate 9.2.4 Use client interest to build motivation 9.2.5 Avoid negative words that act as triggers 9.2.6 Break instructions or long sentences into steps 9.3 Augmentative and alternative communication techniques are used for non-verbal clients in accordance with standard industry practice <ul style="list-style-type: none"> 9.3.1 Picture Exchange Communication (PECS) 9.3.2 Interactive language boards 9.3.3 Sign language 9.3.4 Gestures 9.4 Positive reinforcement techniques are identified and applied in accordance with industry standards <ul style="list-style-type: none"> 9.4.1 Positive praise- compliments and recognition 9.4.2 Affection 9.4.3 Pats on the back, smiles, hand-shakes, and high-fives 9.4.4 Increased relaxation time 9.4.5 Positive notes 9.5 Difficulties in communicating with the client is identified and reported
<p>10 Adequate nutrition</p>	<p>May include:</p> <ul style="list-style-type: none"> 10.1 Nutritional plan is interpreted in avoiding gastric motility problems 10.2 Adequate time is given the client for chewing 10.3 Client eating habits are noted and reported

VARIABLE	RANGE
	10.4 Nonverbal cues of pain are noted and reported 10.5 Client obesity is monitored
11 Common congenital disorders	May include: 11.1 Cerebral palsy: meaning, signs and symptoms and management 11.2 Down syndrome: meaning, signs and symptoms, and management 11.3 Tourette syndrome: meaning, signs and symptoms and management 11.4 Sudden Infant death syndrome. meaning, signs and symptoms, and management
12 Age-and condition-appropriate motor activities to promote mobility	May include: 12.1 Swimming 12.2 Massage therapy 12.3 Hydrotherapy 12.4 Cycling 12.5 Dance 12.6 Gymnastics 12.7 Martial arts 12.8 Team sports
13 Appropriate communication techniques	May include: 13.1 Talk to the child deliberately and slowly 13.2 Use pictures to reinforce speech when needed 13.3 Encourage early speech therapy to prevent poor or maladaptive communication habits 13.4 Provide means of articulate speech such as sign language or a picture board
14 Care plan activities for children afflicted with Tourette syndrome	May include: 14.1 The goals and benefits of tourette syndrome management are understood and interpreted to the client according to care plan goals 14.2 Risk assessment reports are understood and interpreted 14.3 Vital signs of the client are obtained 14.4 The environment is modified or adapted to ensure maximum comfort and safety 14.5 Possible risks and complications on the client with tourette syndrome are understood and interpreted to the client 14.6 Type of tic demonstrated by the client is identified and recorded 14.7 Activities to focus the client's physical and mental energy are prepared and implemented 14.8 Calming activities are implemented during stressful / exciting moments in accordance with agreed support plan 14.9 The client and parents are assisted in searching and attending habit-reversal therapies
15 Prevention and coping with Sudden Infant Death Syndrome (SIDS)	May include: 15.1 Risk reduction strategies for SIDS are practiced following care plan instructions.

VARIABLE	RANGE
	15.2 The mother is assisted in providing breastfeeding to client following best practice guidelines 15.3 Trauma situations are identified and accepted procedures are applied in accordance to accepted clinical practice 15.4 Accepted procedures of bringing in specialist support and/or appropriate referral are applied and documented 15.5 Appropriate procedures are used in assisting parents to cope with fear and grief

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: <ul style="list-style-type: none"> 1.1 Discussed developmental tasks appropriate for the child's growth stage 1.2 Demonstrated the capacity to provide care support for clients with club foot disorder 1.3 Demonstrated the capacity to provide care support for clients with cleft lip and cleft palate disorder 1.4 Demonstrated care plan activities for ADHD clients 1.5 Demonstrated care plan activities for ASD clients 1.6 Demonstrated care plan activities for Cerebral Palsy clients 1.7 Demonstrated care plan activities for Down Syndrome clients 1.8 Demonstrated care plan activities for clients with Tourette Syndrome 1.9 Demonstrated care plan activities for clients with SIDs
2 Resource Implications	The following resources should be provided: <ul style="list-style-type: none"> 2.1 An appropriate workplace where assessment can take place or simulation of realistic workplace setting for assessment
3. Methods of Assessment	Competency in this unit must be assessed through: <ul style="list-style-type: none"> 3.1 Demonstration 3.2 Oral questioning 3.3 Written test (online / offline / face-to-face)
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 IMMEDIATE CARE AND SUPPORT TO ADULTS AND ELDERLY WITH SPECIAL NEEDS

UNIT CODE : HHC532333

UNIT DESCRIPTOR : This unit describes the knowledge, skills and work values required for the caregiver to provide immediate patient-centered care and support activities to clients living with dementia and Alzheimer’s disease according to care plan.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
<p>1. Interpret care plan to provide support to adult and elderly clients with special needs</p>	<p>1.1 Care plan goals and desired outcomes for clients with special needs are interpreted and familiarized with</p> <p>1.2 Patient-centered care approaches to all interactions with the client is provided upon approval of the supervising medical professional</p> <p>1.3 Client’s needs for a stable and familiar environment is identified and addressed upon consent of supervising health professional</p> <p>1.4 Activities which aim to maintain independence, using familiar routines and existing skill are provided according to established standard</p> <p>1.5 Concerns about client safety in relation to daily activities is clarified with the supervising health professional</p> <p>1.6 Signs consistent with financial, physical or emotional abuse or neglect of the person is recognized and reported to the</p>	<p>1.1 Care Plan goals</p> <p>1.2 Patient-centered care approaches</p> <p>1.3 strategies to reduce internal stressors</p> <p>1.4 strategies to reduce external stressors</p> <p>1.5 Strategies to promote cognition, independence and well being</p>	<p>1.1 Preparing daily care activity for client</p> <p>1.2 Providing patient-centered care approaches</p> <p>1.3 Reporting ability to perform ADL daily</p> <p>1.4 Recognizing signs of abuse of the client</p> <p>1.5 Coping with agitative and aggressive behavior</p> <p>1.6 Implementing activities to promote client independence</p>

	supervising medical professional		
2. Use appropriate communication techniques	<p>2.1 Verbal and nonverbal communication strategies is used to maximize engagement of the client, in accordance to established standard</p> <p>2.2 Cooperation is gained and reassurance provided as appropriate by using a variety of approved training activities for dementia clients</p> <p>2.3 A range of validation strategies is used to relieve distress and agitation in the client</p> <p>2.4 the client is redirected towards a new activity in case other communication techniques are not helpful</p>	<p>2.1 Therapeutic Communication strategies to maximize client engagement</p> <p>2.2 Training Activities to relieve stress and agitation</p> <p>2.2.1 Reality Orientation</p> <p>2.2.2 Cognitive Therapy</p> <p>2.2.3 Reminiscence Therapy</p> <p>2.2.4 Sensory Stimulation</p> <p>2.2.5 Self-Care Training</p> <p>2.3 Validation Strategies</p> <p>2.4 strategies to address and manage wandering behavior</p> <p>2.5 Redirection Techniques</p>	<p>2.1 Orienting client to reality and surrounding</p> <p>2.2 Using active listening skills</p> <p>2.3 Giving positive feedback when thinking and behavior are appropriate Using simple explanations and face-to-face interaction when communicating with client</p> <p>2.4 Expressing reasonable doubt if client relays suspicious beliefs in response to delusional thinking</p> <p>2.5 Preparing for the training activity</p> <p>2.6 Providing redirection techniques in case other communication techniques are not working</p>
3. Respond to situations of risk or potential risk to client	<p>3.1 Situations of risk are identified and responded and reported to appropriate people according to industry practice</p> <p>3.2 Uncharacteristic behaviors and behaviors of concern are reported to supervising health professional</p> <p>3.3 Situations of risk which may adversely affect the health of people with disabilities is reported to supervising health professional</p> <p>3.4 Need for modifications as part of the daily routine are observed and discussed with</p>	<p>3.1 Situations of risk in working with clients</p> <p>3.2 Uncharacteristic behaviors</p> <p>3.3 Abuse / Neglect of clients</p>	<p>3.1 Responding and reporting to situations of risks</p> <p>3.2 Identifying uncharacteristic behaviors of clients</p>

	<p>the family to improve client care</p> <p>3.5 Indications of possible abuse and/or neglect is identified and reported according to organization policy and protocol</p>		
4. Provide care and support to clients with sensory degeneration	<p>4.1 Signs and symptoms of sensory degeneration are identified and reported based on standard clinical guidelines</p> <p>4.2 Care activities for clients with vision impairment are implemented and monitored based on established standard</p> <p>4.3 Care activities for clients with hearing impairment are implemented and monitored based on established standard</p> <p>4.4 Care activities for clients with taste and smell impairment are implemented and monitored based on established standard</p> <p>4.5 Care activities for clients with peripheral neuropathy are implemented and monitored based on established standard</p>	<p>4.1 Sensory changes common in older adults</p> <p>4.2 Medical terminologies</p> <p>4.3 Therapeutic communication techniques</p> <p>4.4 EENT Anatomical review</p> <p>4.5 Care activities for clients with sensory degeneration</p> <p>4.6 Safety hazards related to changes in visual fields or loss of vision</p> <p>4.7 Cerumen impaction</p> <p>4.8 Types and care for hearing aids</p> <p>4.9 Foot care techniques</p>	<p>4.1 Explaining care activities for sensory degeneration</p> <p>4.2 Demonstrating appropriate care for hearing aids</p>
5. Provide care and support to clients with Alzheimer's disease	<p>5.1 Nature and characteristics of the disorder are familiarized with in accordance with established standard</p> <p>5.2 Appropriate care activities to help improve client's cognitive functioning are promoted in accordance with established standard</p> <p>5.3 Techniques to promote client's physical safety are implemented in accordance with established standard</p>	<p>5.1 Appropriate communication techniques for dementia clients</p> <p>5.2 Nature and characteristics of Alzheimer's disease</p> <p>5.3 Reality orientation techniques</p> <p>5.4 Causes and solutions to address wandering behavior</p> <p>5.5 Appropriate activities for clients with Alzheimer's disease / dementia</p> <p>5.6 Eating and nutritional challenges in clients</p>	<p>5.1 Implementing care activities to support cognitive functioning</p> <p>5.2 Promoting physical safety techniques</p> <p>5.3 Understanding and preventing wandering behavior</p> <p>5.4 reducing anxiety and agitation</p> <p>5.5 preparing a daily activity plan</p> <p>5.6 demonstrating appropriate communication techniques</p>

	<p>5.4 Activities that reduce anxiety and agitation in client are implemented based on established standard</p> <p>5.5 Daily activities and rest are balanced to reduce client agitation and improve mood</p> <p>5.6 Adequate hydration and nutrition to reduce constipation and dehydration is practiced based on established standard</p> <p>5.7 Client independence is promoted in implementing daily care activities</p> <p>5.8 Appropriate communication techniques for dementia clients are practiced according to therapeutic communication principles</p>	<p>with Alzheimer's disease</p> <p>5.7 Techniques in encouraging client independence</p>	
<p>6. Provide care and support to clients with Parkinson's disease</p>	<p>6.1 Recognition of the disorder is interpreted to the client and family</p> <p>6.2 The client is assisted in preparing a progressive program of daily exercises based on supervising professional's instructions</p> <p>6.3 Activities in improving functional mobility is implemented according to established standard</p> <p>6.4 Client is assisted in maintaining independence in performing activities of daily living and in using assistive devices</p> <p>6.5 Client is assisted in performing activities for adequate nutrition and improved swallowing</p> <p>6.6 Client is assisted in performing activities in</p>	<p>6.1 Distractions in communication</p> <p>6.2 Ways and means of getting the clients attention</p> <p>6.3 Non-verbal cues of communication</p> <p>6.4 handwriting techniques</p> <p>6.5 Basic ergonomics</p> <p>6.6 OHS Guidelines</p> <p>6.7 Physical characteristics of Parkinson's Disease</p> <p>6.8 Joint mobility and flexibility exercises</p> <p>6.9 Postural exercises</p> <p>6.10 Breathing exercises</p> <p>6.11 techniques that initiate movement</p> <p>6.12 assistive devices for mobility</p> <p>6.13 Coping techniques with "freezing" and falls</p> <p>6.14 Home safety requirements</p>	<p>6.1 Demonstrating techniques that initiate movement</p> <p>6.2 Demonstrating special walking techniques</p> <p>6.3 Performing postural and breathing exercises</p> <p>6.4 Demonstrating use of assistive devices</p> <p>6.5 Demonstrating coping techniques with "freezing" (temporary inability to move) and falls</p> <p>6.6 Demonstrating client assistance in performing ADL</p> <p>6.7 Demonstrating techniques to manage dysphagia</p> <p>6.8 Demonstrate techniques to manage saliva</p>

	<p>improving bowel function</p> <p>6.7 A regular exercise and walking program based on care plan instructions is encouraged and maintained</p> <p>6.8 The client is encouraged to apply relaxation techniques to provide distraction</p> <p>6.9 Appropriate methods of communication or clients with Parkinson's disease are implemented based on established standard</p>	<p>6.15 Good bathing and grooming techniques</p> <p>6.16 Good oral hygiene</p> <p>6.17 Food selection for Parkinson's clients</p> <p>6.18 Signs of dysphagia</p> <p>6.19 Strategies to overcome swallowing problems</p> <p>6.20 Saliva management</p> <p>6.21 Strategies to manage constipation among Parkinson's clients</p> <p>6.22 Emotional aspects of Parkinson's disease</p> <p>6.23 Relaxation techniques</p>	<p>drooling and dribbling</p> <p>6.9 Speaking slowly, clearly and carefully to the client</p> <p>6.10 Asking closed questions to the client</p>
<p>7. Provide care and support to clients with chronic diseases</p>	<p>7.1 The client's chronic disease conditions and its possible impacts on client health, wellbeing and ability to achieve maximum performance in life situations is identified and interpreted to the client within the scope of roles and responsibilities</p> <p>7.2 Impairments, activity limitations and/or participation restrictions that the client may experience due to the chronic disease is identified following established standard</p> <p>7.3 Active involvement of the client and family members in the development of strategies to self-manage their chronic disease is encouraged</p> <p>7.4 Care plan activities with diabetes are provided to clients based on established standard</p>	<p>7.1 Therapeutic communication techniques</p> <p>7.2 Medical terminologies</p> <p>7.3 Scope of Chronic Diseases and their Symptoms</p> <p><u>Diabetes</u></p> <p>7.4 Signs and management of dehydration and edema</p> <p>7.5 Strategies to improve nutritional intake</p> <p>7.6 Recommended foods for a diabetic diet</p> <p>7.7 Diabetic-specific exercise programs</p> <p>7.8 Signs and symptoms of hyperglycemia and its management strategies</p> <p>7.9 Signs and symptoms of hypoglycemia and its management strategies</p> <p>7.10 Types of oral hypoglycemic medications and its administration</p> <p>7.11 Glucose monitoring devices</p>	<p>Diabetes</p> <p>7.1 Measuring fluid intake and output</p> <p>7.2 Demonstrating the proper use of glucose monitoring devices</p> <p><u>Arthritis and Gout</u></p> <p>7.3 Demonstrating application of hot and cold compress</p> <p>7.4 Positioning the client to avoid pressure on affected joint for gout</p> <p>7.5 Demonstrating use of assistive devices</p> <p>7.6 Demonstrating performance of Isometric, and active and passive ROM exercises to all extremities</p>

	<p>7.5 Care plan activities are provided to clients with arthritis and gout based on established standard</p> <p>7.6 Care plan activities are provided to clients with cerebrovascular accident based on established standard</p> <p>7.7 Care plan activities are provided to clients with pneumonia based on established standard</p>	<p><u>Arthritis and gout</u></p> <p>7.12 Signs of joint inflammation</p> <p>7.13 Pain relief techniques</p> <p>7.14 Relaxation techniques for stress relief</p> <p>7.15 Types, administration and side effects of pharmacologic pain relievers</p> <p>7.16 Types and uses of assistive devices</p> <p>7.17 Adaptive measures to ease performance of ADL</p> <p>7.18 environmental barriers to mobility</p> <p><u>Cerebrovascular Accident (CVA)</u></p> <p>7.19 Potential complications of CVA</p> <p>7.20 Measures to improve mobility and prevent deformities</p> <p>7.21 ROM exercises for joint mobility, motor control and contracture prevention</p> <p>7.22 Signs of excessive cardiac workload during exercise</p> <p>7.23 Procedures for preventing shoulder pain</p> <p>7.24 Alternate swallowing techniques</p> <p>7.25 Techniques for managing dysphagia</p> <p>7.26 Techniques for managing sensory-perceptual difficulties</p> <p>7.27 Bowel and bladder control</p>	<p><u>Cerebrovascular Accident (CVA)</u></p> <p>7.7 Positioning to prevent contractures</p> <p>7.8 Using a foot board</p> <p>7.9 Applying a posterior splint</p> <p>7.10 Preventing external rotation of hip joint with a trochanter roll</p> <p>7.11 Using a volar resting splint to support wrist and hand</p> <p>7.12 Demonstrating procedures to maintain skin integrity</p> <p><u>Pneumonia</u></p> <p>7.13 Demonstrating turning procedures</p> <p>7.14 Demonstrating coughing procedures</p> <p>7.15 Demonstrating percussion therapy</p> <p>7.16 Demonstrating semi fowlers position</p>
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		<u>Pneumonia</u> 7.28 infection control procedures in handling client secretions 7.29 Chest physical therapy procedures 7.30 Medication therapy 7.31 Signs and symptoms of respiratory failure and shock	
8. Provide care and support to clients with muscle strain and muscle spasm	8.1 The client is assisted in practicing pain relieving techniques based on established standard 8.2 Client is assisted in performing exercises to improve posture and mobility 8.3 Precautions are taken to avoid client fall 8.4 Splints, braces and casts placed on the client is monitored for tightness and proper positioning 8.5 Client response to medication is observed and recorded according to established standard 8.6 Appropriate nutritional diets for weight reduction is understood and applied in accordance with established standard 8.7 Client is assisted to cope with stressors and control stressful situations	8.1 Medical terminologies 8.2 Characteristics and causes of muscle spasm and muscle strain 8.3 Pain relieving techniques 8.4 Proper body mechanics 8.5 Posture and mobility exercises 8.6 Weight loss programs 8.7 Classifications and side effects of medications for muscle spasticity 8.8 Causes and care for pressure sores 8.9 Types of splints, braces and casts and its benefits	8.1 Demonstrating proper bed positioning of client 8.2 Performing diaphragmatic breathing technique 8.3 Demonstrating stretching exercises
9. Provide care and support in a homecare setting to clients with fracture and dislocation	9.1 Appropriate techniques for stabilizing and aligning the fracture are implemented following established standard 9.2 Medication is reminded to clients before performing care activities	9.1 Types of fracture 9.2 Stabilization and alignment of fractures 9.3 Muscle relaxation techniques 9.4 Strength and mobility maintenance of unaffected muscles 9.5 Inflammation relief in injured tissues	9.1 Maintaining immobilization of affected part by means of bed rest, cast, splint, traction. 9.2 Demonstrating alternative comfort measures to improve circulation

	<p>9.3 Injured extremity is elevated and supported in preventing edema and reducing pain</p> <p>9.4 Client is assisted in performing ROM exercise based on physician's instructions</p> <p>9.5 Alternative comfort measures are provided based on established standard</p> <p>9.6 Appropriate techniques of emotional support and of stress management are provided following established standard</p> <p>9.7 Diversional activities to enhance coping abilities and reduce muscle tension are identified and implemented according to established standard</p>	<p>9.6 Stress relief and emotional support techniques</p> <p>9.7 Types of casts, splints and traction devices</p>	<p>9.3 Demonstrating progressive muscle relaxation techniques</p>
<p>10. Document and report client activities</p>	<p>10.1 Accepted protocols to document information relating to the rehabilitation is used according to organizational requirements</p> <p>10.2 Regular feedback to the client's care team is provided according to organizational requirements</p> <p>10.3 Appropriate terminology and format to document the client's progress, including any barriers or challenges to the rehabilitation plan is used</p>	<p>10.1 Use of caregiver's care plan for documentation</p> <p>10.2 Individual findings, including factors affecting, interactions, nature of social exchanges, specifics of individual behavior</p> <p>10.3 Cultural and religious beliefs, and expectations</p> <p>10.4 Plan of care</p> <p>10.5 Teaching plan</p> <p>10.6 Responses to interventions, teaching, and actions performed</p> <p>10.7 Attainment or progress toward the desired outcome</p> <p>10.8 Computer literacy in documentation</p>	<p>10.1 Recording of progression of activities</p> <p>10.2 Recording possible changes in function; loss of abilities</p> <p>10.3 Documenting diary form</p> <p>10.4 Documenting client profile</p>

RANGE OF VARIABLES

VARIABLE	RANGE
1. Clients with Special Needs	May include: Disease process and management of the following: <ol style="list-style-type: none"> 1.1 Clients with sensory degeneration 1.2 Clients with Alzheimer’s disease 1.3 Clients with chronic disease 1.4 Clients with Parkinson’s disease 1.5 Clients with muscle strain and muscle spasm 1.6 Clients with arthritis, gout, fracture and dislocation
2 Patient-Centered Care Approaches	May include: <ol style="list-style-type: none"> 2.1 treating the client with dignity and respect. 2.2 understanding their history, lifestyle, culture and preferences, including their likes, dislikes hobbies and interests. <ol style="list-style-type: none"> 2.2.1 what the client likes, dislikes, is interested in, and what abilities the patient has 2.2.2 how the client structured a day before being diagnosed with the illness 2.2.3 the time of day that the client functions best 2.2.4 what times are to be set for waking and sleeping 2.2.5 sufficient time for meals, dressing, and bathing 2.3 looking at situations from the point of view of the client 2.4 providing opportunities for the client to have to have conversations and relationships with other people 2.5 ensuring the client has the chance to try new things or take part in activities they enjoy
3 Client’s Needs	May include: <ol style="list-style-type: none"> 3.1 communication needs. 3.2 eating and nutrition needs. 3.3 hygiene needs. 3.4 continence needs. 3.5 sleeping habits. 3.6 memory abilities. 3.7 behavior.
4. Signs consistent with financial, physical or emotional abuse or neglect	May include: <ol style="list-style-type: none"> 4.1 injury, pain, or impairment and isolation 4.2 the inappropriate use of restraints. 4.3 verbal abuse, threats, harassment, humiliation, and intimidation 4.4 illegally or improperly using the client’s money, property, or other resources. 4.5 non-consensual sexual contact 4.6 purposely withholding necessities like food, clothing, shelter, medication, medical care, physical assistance, or a safe environment. 4.7 falsifying client information for financial gain or not providing proper care

VARIABLE	RANGE
5 Verbal and Non-Verbal Communication Strategies	May include: 5.1 Talking to dementia clients from the front - approaching them from behind may startle them 5.2 Using a gentle and relaxed tone 5.3 Identifying yourself each day (hey may not remember you every day so don't be offended by this) 5.4 Asking questions with "yes" or "no" answers and avoid lengthy sentences which may overwhelm them 5.5 Giving clients extra time to respond to better understand what you have said 5.6 Using positive body language; Alzheimer's clients tend to copy people's actions 5.7 Being patient and supportive and expecting that they may not always cooperate with you 5.8 Using positive encouragement such as "good job" or "you're doing great" 5.9 Always calling your client by their name and be respectful 5.10 Helping them feel like the healthy adult that they once were 5.11 Smiling 5.12 Going with the flow...meet them where they are each day
6 Training Activities	May include: 6.1 Reality orientation 6.2 Cognitive therapy 6.3 Reminiscence therapy 6.4 Sensory stimulation 6.5 Self-care training
7 Validation Strategies to Relieve Stress and Agitation	May include: 7.1 Sensory intervention 7.1.1 Music therapy 7.1.2 Light therapy 7.1.3 Pet therapy 7.2 Active therapy 7.2.1 Dancing 7.2.2 Exercise 7.2.3 Social interaction 7.2.4 Playing and singing 7.2.5 Outdoor walks 7.3 Complimentary alternative medicine 7.3.1 Reiki meditation 7.3.2 Aromatherapy 7.3.3 Massage
8 Signs and Symptoms of Sensory Degeneration	May include: Disease process and management of the following: 8.1 vision changes and diseases 8.1.1 Presbyopia 8.1.2 Cataracts 8.1.3 Glaucoma

VARIABLE	RANGE
	<ul style="list-style-type: none"> 8.1.4 Macular degeneration 8.1.5 Diabetic retinopathy 8.1.6 Hypertensive retinopathy 8.2 Hearing changes and diseases <ul style="list-style-type: none"> 8.2.1 Presbycusis (difficulty of hearing high pitch sounds- s, z, sh, ch) 8.2.2 Conductive hearing loss involving outer and /or middle ear) 8.2.3 Sensorineural hearing loss involving inner ear 8.2.4 Tinnitus 8.2.5 Meniere’s disease 8.3 Taste and smell changes <ul style="list-style-type: none"> 8.3.1 Burning mouth syndrome 8.3.2 Peripheral neuropathy
9 Care activities for vision impaired clients	<p>May include:</p> <ul style="list-style-type: none"> 9.1 Encourage the use of good lighting in client rooms. Avoid glare whenever possible. 9.2 Encourage the use of the client's eyeglasses. Have family provide lighted magnification if needed (these are the large magnifiers with a light attached). 9.3 Add contrast to the fixtures in the room if light switches blend into the wall or faucets blend into the sink. 9.4 Encourage annual eye exams either with an Optometrist or Ophthalmologist.
10 Care activities for clients with hearing impairment	<p>May include:</p> <ul style="list-style-type: none"> 10.1 Assess for cerumen impactions. Request cerumen softening drops followed by irrigation (if needed) or ENT consultation 10.2 Get the client’s attention and face them before speaking to assist the individual with lip reading, a common compensatory mechanism for older adults 10.3 Do not shout, but rather use lower tones of your voice 10.4 Provide written instructions (use large black marker if client also is visually impaired) 10.5 Assure appropriate care for hearing aids: remove batteries out at night; use brush provided to gently clean the tubes to reduce wax accumulation. Before sending bed linens or clothing to the laundry make sure the patient has hearing aid is in their ear or in their designated location (bedside table or medication cart) 10.6 Notify the primary care provider of any sudden change in hearing 10.7 Referral to audiologist and/or ENT as indicated
11 Care activities for clients with taste and smell impairment	<p>May include:</p> <ul style="list-style-type: none"> 11.1 Take all complaints of inability or decreased ability to smell or taste seriously. 11.2 If there is an abrupt change in taste or smell notify supervising health professional. Client may need an ENT referral.

VARIABLE	RANGE
	<p>11.3 Client teaching should focus on safety issues with odors of gas and spoiled food. Educate elderly clients to evaluate food with other methods other than sense of smell and taste.</p>
<p>12 Care activities for clients with peripheral neuropathy</p>	<p>May include:</p> <p>12.1 Examine feet daily and inform supervising healthcare professional if lesions, calluses or red areas are present</p> <p>12.2 Clean and thoroughly dry feet prior to applying lotion</p> <p>12.3 Ensure or have family bring in adequate foot wear that protects the client's feet. Most medical supply places carry diabetic healing shoes that have wide toe boxes and Velcro closed often</p> <p>12.4 Implement fall precautions and initiate referral to physical therapy for diabetics with peripheral neuropathy</p> <p>12.5 Provide appropriate foot care</p>
<p>13 Activities which aim to maintain independence</p>	<p>May include:</p> <p>13.1 Encouraging self-expression</p> <p>13.2 Fostering emotional connections with others</p> <p>13.3 Lessening any anxiety and irritability that dementia may bring</p> <p>13.4 Making clients feel more engaged</p> <p>13.5 Stir memories</p>
<p>14 Appropriate care activities to help improve client's cognitive functioning</p>	<p>May include:</p> <p>14.1 Provide a calm, predictable environment to minimize confusion and disorientation</p> <p>14.2 Help client feel a sense of security with a quiet, pleasant manner and clear, simple explanations</p> <p>14.2.1 Call client by name; this leads to self-identity and recognition of reality</p> <p>14.2.2 Use a rather low voice and speak slowly to increase understanding</p> <p>14.3 Instruct family in methods to use with communication with client: listen carefully, listen to stories even if they've heard them many times previously, and to avoid asking questions that the client may not be able to answer</p> <p>14.4 Reality orientation techniques</p> <p>14.4.1 Talking about orientation, including the day, time of day, date, and season</p> <p>14.4.2 Using people's name frequently</p> <p>14.4.3 Discussing current events</p> <p>14.4.4 Referring to clocks and calendars</p> <p>14.4.5 Placing signs and labels on doors, cupboards, and other objects</p> <p>14.4.6 Asking questions about photos or other memorabilia</p>

VARIABLE	RANGE
	14.5 Maintain a regular daily schedule routine to prevent problems that may result from thirst, hunger, lack of sleep, or inadequate exercise
15 Techniques to promote client's physical safety	May include: 15.1 Allow hoarding and wandering in a controlled environment, as appropriate or within acceptable limitations. 15.1.1 Prevent falls and remove tripping hazards 15.1.2 Install alarms and locks 15.1.3 Place removable curtains over doors or camouflage doors with paint or wallpaper that matches the surrounding walls. 15.2 Allow client to move about as freely as possible 15.3 Place medications in a locked drawer
16 Activities that reduce anxiety and agitation in client	May include: 16.1 Give constant emotional support 16.2 Adjust goals to meet client's declining ability 16.3 Structure activities to help prevent agitation 16.4 Keep environment simple, familiar and noise free 16.5 Use easy-to-understand sentences to convey messages
17 Client independence is promoted	May include: 17.1 Simplify daily activities into short achievable steps 17.2 Maintain personal dignity and autonomy 17.3 Encourage client to participate in self-care activities 17.4 Encourage client to make choices when appropriate
18 Appropriate communication techniques for Alzheimer's clients	May include: 18.1 Monitor the patient for nonverbal communication, such as facial grimacing, smiling, pointing, crying, and so forth; encourage use of speech when possible. 18.2 Attempt to anticipate patient's needs. 18.3 When communicating with client, face client and maintain eye contact, speaking slowly and enunciating clearly in a moderate or low-pitched tone. 18.4 Remove competing stimuli, and provide a calm, unhurried atmosphere for communication. 18.5 Use simple, direct questions requiring one-word answers. Repeat and reword questions if misunderstanding occurs. 18.6 Provide an alternative method of communication if fine motor function is not impaired; use of magic slate is also suitable. 18.7 Encourage client to breath prior to speaking, pause between words, and use tongue, lips, and jaw to speak. 18.8 Encourage client to control the length and rate of phrases, over articulate words, and separate syllables, emphasizing consonants. 18.9 Avoid rushing the patient when struggling to express feelings and thoughts.

VARIABLE	RANGE
	18.10 Instruct client in the performance of facial muscle exercises, such as smiling, frowning, sticking tongue out, moving tongue from side to side and up and down.
19 Activities in improving functional mobility	May include: 19.1 The client is assisted in performing exercises for joint mobility and flexibility 19.2 The client is encouraged to perform postural exercises and breathing exercises following care plan instructions 19.3 The client is provided with warm baths and massages to minimize rigidity 19.4 The client is given time to relax muscles
20 Activities for adequate nutrition and improved swallowing	May include: 20.1 The client is appropriately positioned for feeding 20.2 A relaxed environment is provided for feeding. 20.3 Secure, stabilizing dishes and feeding utensils are prepared 20.4 Swallowing problem signs (dysphagia) are recognized and appropriately managed following care plan instructions 20.5 Client is encouraged 20.6 To make a conscious effort to control drooling and dribbling (sialorrhea) 20.7 Client weight is regularly checked and recorded
21 Appropriate methods of communication or clients with Parkinson's disease	May include: 21.1 Appropriate time and environment for communication is identified and prepared 21.2 A clear method of communication and speaking to the client is established 21.3 The client is monitored for non-verbal communication 21.4 The client is encouraged to apply appropriate handwriting techniques
22 Client's chronic disease conditions	May include: 22.1 Cardio vascular diseases 22.2 Diabetes 22.3 Osteoarthritis, rheumatoid arthritis 22.4 Gout 22.5 Stroke
23. Impairments, activity limitations and/or participation restrictions	May include: 23.1 Mobility limitations 23.2 Depression 23.3 Pain and fatigue 23.4 Morning stiffness 23.5 Stress
24. Strategies to self-manage their chronic disease	May include: 24.1 Techniques to deal with problems such as frustration, fatigue, pain, and isolation 24.2 flexibility Appropriate exercise for maintaining and improving strength and endurance 24.3 Appropriate use of medications

VARIABLE	RANGE
	24.4 Communicating effectively with family, friends, and health professionals 24.5 Managing depression 24.6 Better breathing techniques 24.7 Relaxation techniques 24.8 Healthy eating habits 24.9 Making good decisions about your health 24.10 How to evaluate new treatments
25 Care plan activities for clients with diabetes	May include: 25.1 Monitoring client weight 25.2 Improving nutritional intake 25.3 Developing a regular exercise program 25.4 Managing blood glucose levels
26 Care plan activities for clients with arthritis and gout	May include: 26.1 Implementing pain relief techniques 26.1.1 Apply a hot or cold pack 26.1.2 Change positions frequently while maintaining functional alignment. 26.1.3 Sit in a chair with a raised seat and firm support. 26.1.4 Eliminate stressors 26.1.5 Provide for adequate rest periods 26.1.6 Support joints in a slightly flexed position through the use of pillows, rolls, and towels. 26.1.7 Use adaptive equipment (such as cane, walker), as indicated. 26.2 Recognizing pharmacologic pain relievers as advised by the supervising doctor 26.2.1 Paracetamol 26.2.2 NSAIDS 26.2.3 Muscle relaxants 26.3 Recognizing medications for gout as advised by the supervising doctor 26.3.1 Corticosteroids 26.3.2 Colchicine 26.3.3 Xanthine oxidase inhibitors (XOIS) 26.3.4 Uricosurics 26.4 Assisting in performing ADL 26.5 Assisting in performing isometric and rom exercises
27 Care plan activities for clients with cerebrovascular accident	May include: 27.1 Practicing measures to improve mobility and prevent deformities 27.1.1 Position to prevent contractures; use measures to relieve pressure, assist in maintaining good body alignment, and prevent compressive neuropathies. 27.1.2 Apply a splint at night to prevent flexion of affected extremity. 27.1.3 Prevent adduction of the affected shoulder with a pillow placed in the axilla.

VARIABLE	RANGE
	<p>27.1.4 Elevate affected arm to prevent edema and fibrosis.</p> <p>27.1.5 Position fingers so that they are barely flexed; place hand in slight supination. If upper extremity spasticity is noted, do not use a hand roll; dorsal wrist splint may be used.</p> <p>27.1.6 Change position every 2 hours; place patient in a prone position for 15 to 30 minutes several times a day.</p> <p>27.2 Practicing ambulation activities to maintain balance</p> <p>27.3 Implementing procedures to prevent shoulder pain</p> <p>27.3.1 Never lift patient by the flaccid shoulder or pull on the affected arm or shoulder.</p> <p>27.3.2 Use proper patient movement and positioning (e.g., flaccid arm on a table or pillows when patient is seated, use of sling when ambulating).</p> <p>27.3.3 Range of motion exercises are beneficial, but avoid over strenuous arm movements.</p> <p>27.3.4 Elevate arm and hand to prevent dependent edema of the hand; administer analgesic agents as indicated.</p> <p>27.4 Encouraging ADL practice using unaffected side</p> <p>27.5 Using assistive devices when using the affected side</p> <p>27.6 Recognizing sensory-perceptual difficulties</p> <p>27.7 Maintaining skin integrity</p> <p>27.7.1 Frequently assess skin for signs of breakdown, with emphasis on bony areas and dependent body parts.</p> <p>27.7.2 Employ pressure relieving devices; continue regular turning and positioning (every 2 hours minimally); minimize shear and friction when positioning.</p> <p>27.7.3 Keep skin clean and dry, gently massage the healthy dry skin and maintain adequate nutrition</p> <p>27.8 Applying appropriate communication techniques</p> <p>27.8.1 Reinforce the individually tailored program.</p> <p>27.8.2 Jointly establish goals, with the client taking an active part.</p> <p>27.8.3 Make the atmosphere conducive to communication, remaining sensitive to client's reactions and needs and responding to them in an appropriate manner; treat the client as an adult.</p> <p>27.8.4 Provide strong emotional support and understanding to allay anxiety; avoid completing client's sentences.</p> <p>27.8.5 Be consistent in schedule, routines, and repetitions. A written schedule, checklists, and audiotapes may help with memory and</p>

VARIABLE	RANGE
	<p>concentration; a communication board may be used.</p> <p>27.8.6 Maintain client's attention when talking with the client, speak slowly, and give one instruction at a time; allow the client time to process.</p>
<p>28 Care plan activities for clients with pneumonia</p>	<p>May include:</p> <p>28.1 Applying infection control procedures in handling client secretions</p> <p>28.2 Implementing chest physical therapy procedures</p> <p>28.3 Monitoring fluid intake</p> <p>28.4 Applying oral hygiene procedures</p> <p>28.5 Monitoring for signs and symptoms of complications</p>
<p>29 Appropriate techniques for stabilizing and aligning the fracture</p>	<p>May include:</p> <p>29.1 Maintain bed rest or limb rest as indicated. Provide support of joints above and below fracture site, especially when moving and turning.</p> <p>29.2 Secure a bed board under the mattress or place patient on the orthopedic bed.</p> <p>29.3 Support fracture site with pillows or folded blankets. Maintain a neutral position of affected part with sandbags, splints, trochanter roll, footboard.</p>
<p>30 Alternative comfort measures</p>	<p>May include:</p> <p>30.1 Massage</p> <p>30.2 Backrub</p> <p>30.3 Position changes</p>
<p>31 Appropriate techniques of emotional support and of stress management</p>	<p>May include:</p> <p>31.1 Progressive relaxation exercises</p> <p>31.2 Visualization exercises</p> <p>31.3 Hydrotherapy</p>

EVIDENCE GUIDE

1. Critical Aspects of Competency	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Effectively interpreted the client care plan 1.2 Prepared a responsive support plan for the client 1.3 Effectively used therapeutic communication strategies 1.4 Effectively handled agitated and aggressive behavior
2 Resource Implications	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 2.1 Access to relevant workplace or simulated environment 2.2 Access to appropriate tools and equipment
3. Methods of Assessment	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> 3.1 Interview 3.2 Demonstration with questioning 3.3 Oral questioning 3.4 Written test (online / offline / face-to-face)
4 Context of Assessment	<ul style="list-style-type: none"> 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 **CAREGIVING (CLIENTS WITH SPECIAL NEEDS) NC II**.

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: **CAREGIVING (Clients with Special Needs)** **NC Level:** **NC II**

Nominal Training Duration:

37 hours	Basic Competencies
112 hours	Common Competencies
504 hours	Core Competencies
<u>653 hours</u>	
160 hours	Supervised Industry Learning (SIL)
813 hours	TOTAL

Course Description:

This course is designed to provide the learner with knowledge, skills and attitude, applicable in performing work activities involve in providing care and support to clients with special needs – children with special needs and adult and elderly with special needs. This include classroom learning activities and practical work in actual work site or simulation area.

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 achieve.

BASIC COMPETENCIES (37 HOURS)

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
1. Participate in workplace communication	1.1. Obtain and convey workplace information	<ul style="list-style-type: none"> • Describe organizational policies • Read: <ul style="list-style-type: none"> ○ Effective communication ○ Written communication ○ Communication procedures and systems • Identify: <ul style="list-style-type: none"> ○ Different modes of communication ○ Medium of communication ○ Flow of communication ○ Available technology relevant to the enterprise and the individual's work responsibilities • Prepare different types of question • Gather different sources of information • Apply storage system in establishing workplace information • Demonstrate Telephone courtesy 	<ul style="list-style-type: none"> • Group discussion • Lecture • Demonstration 	<ul style="list-style-type: none"> • Oral evaluation • Written examination • Observation 	2 hours
	1.2. Perform duties following workplace instructions	<ul style="list-style-type: none"> • Read: <ul style="list-style-type: none"> ○ Written notices and instructions ○ Workplace interactions and procedures • Read instructions on work related forms/documents • Perform workplace duties scenario following workplace instructions 	<ul style="list-style-type: none"> • Group discussion • Lecture • Demonstration 	<ul style="list-style-type: none"> • Oral evaluation • Written examination • Observation 	2 hours
	1.3. Complete relevant work-related documents	<ul style="list-style-type: none"> • Describe communication procedures and systems • Read: <ul style="list-style-type: none"> ○ Meeting protocols ○ Nature of workplace meetings ○ Workplace interactions ○ Barriers of communication 	<ul style="list-style-type: none"> • Group discussion • Lecture • Demonstration • Role play 	<ul style="list-style-type: none"> • Oral evaluation • Written examination • Observation 	2 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> • Read instructions on work related forms/documents • Practice: <ul style="list-style-type: none"> ○ Estimate, calculate and record routine workplace measures ○ Basic mathematical processes of addition, subtraction, division and multiplication • Demonstrate office activities in: <ul style="list-style-type: none"> ○ workplace meetings and discussions scenario • Perform workplace duties scenario following simple written notices • Follow simple spoken language • Identify the different Non-verbal communication • Demonstrate ability to relate to people of social range in the workplace • Gather and provide information in response to workplace requirements • Complete work-related documents 			
2. Work in a team environment	2.1 Describe team role and scope	<ul style="list-style-type: none"> • Discussion on team roles and scope • Participate in the discussion: <ul style="list-style-type: none"> ○ Definition of Team ○ Difference between team and group ○ Objectives and goals of team • Locate needed information from the different sources of information 	<ul style="list-style-type: none"> • Lecture/ Discussion • Group Work • Individual Work • Role Play 	<ul style="list-style-type: none"> • Role Play • Case Study • Written Test 	1 hour
	2.2 Identify one's role and responsibility within team	<ul style="list-style-type: none"> • Role play: <ul style="list-style-type: none"> ○ individual role and responsibility • Role Play <ul style="list-style-type: none"> ○ Understanding Individual differences • Discussion on gender sensitivity 	<ul style="list-style-type: none"> • Role Play • Lecture/ Discussion 	<ul style="list-style-type: none"> • Role Play • Written Test 	1 hour
	2.3 Work as a team member	<ul style="list-style-type: none"> • Participate in group planning activities • Role play : Communication protocols 	<ul style="list-style-type: none"> • Group work • Role Play 	<ul style="list-style-type: none"> • Role Play • Written Test 	1 hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> • Participate in the discussion of standard work procedures and practices 	<ul style="list-style-type: none"> • Lecture/ Discussion 		
3. Solve/address routine problems	3.1 Identify routine problems	<ul style="list-style-type: none"> • Review of the current industry hardware and software products and services • Identify correctly the industry maintenance, service and helpdesk practices, processes and procedures • Make use of the industry standard diagnostic tools • Share best practices in determining basic malfunctions and resolutions to general problems in the workplace • Analyze routine/procedural problems 	<ul style="list-style-type: none"> • Group discussion • Lecture • Demonstration • Role playing 	<ul style="list-style-type: none"> • Case Formulation • Life Narrative Inquiry (Interview) • Standardized test 	1 hour
	3.2 Look for solutions to routine problems	<ul style="list-style-type: none"> • Review of the current industry hardware and software products and services • Identify correctly the industry maintenance, service and helpdesk practices, processes and procedures • Make use of the industry standard diagnostic tools • Share best practices in determining basic malfunctions and resolutions to general problems in the workplace • Formulate possible solutions to problems and document procedures for reporting 	<ul style="list-style-type: none"> • Group discussion • Lecture • Demonstration • Role playing 	<ul style="list-style-type: none"> • Case Formulation • Life Narrative Inquiry (Interview) • Standardized test 	1 hour
	3.3 Look for solutions to routine problems	<ul style="list-style-type: none"> • Review of the current industry hardware and software products and services • Identify correctly the industry maintenance, service and helpdesk practices, processes and procedures • Make use of the industry standard diagnostic tools • Share best practices in determining basic malfunctions and resolutions to general problems in the workplace 	<ul style="list-style-type: none"> • Group discussion • Lecture • Demonstration • Role playing 	<ul style="list-style-type: none"> • Case Formulation • Life Narrative Inquiry (Interview) • Standardized test 	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> Formulate possible solutions to problems and document procedures for reporting 			
4. Develop Career and Life Decisions	4.1 Manage one's emotion	<ul style="list-style-type: none"> Demonstrate self-management strategies that assist in regulating behavior and achieving personal and learning goals Explain enablers and barriers in achieving personal and career goals Identify techniques in handling negative emotions and unpleasant situation in the workplace such as frustration, anger, worry, anxiety, etc. Manage properly one's emotions and recognize situations that cannot be changed and accept them and remain professional Recall instances that demonstrate self-discipline, working independently and showing initiative to achieve personal and career goals Share experiences that show confidence, and resilience in the face of setbacks and frustrations and other negative emotions and unpleasant situations in the workplace 	<ul style="list-style-type: none"> Discussion Interactive Lecture Brainstorming Demonstration Role-playing 	<ul style="list-style-type: none"> Demonstration or simulation with oral questioning Case problems involving workplace diversity issues 	1 hour
	4.2 Develop reflective practice	<ul style="list-style-type: none"> Enumerate strategies to improve one's attitude in the workplace Explain Gibbs' Reflective Cycle/Model (Description, Feelings, Evaluation, Analysis, Conclusion, and Action plan) Use basic SWOT analysis as self-assessment strategy Develop reflective practice through realization of limitations, likes/ dislikes; through showing of self-confidence Demonstrate self-acceptance and being able to accept challenges 	<ul style="list-style-type: none"> Small Group Discussion Interactive Lecture Brainstorming Demonstration 5 Role-playing 	<ul style="list-style-type: none"> Demonstration or simulation with oral questioning Case problems involving workplace diversity issues 	1 hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	4.3 Boost self-confidence and develop self-regulation	<ul style="list-style-type: none"> • Describe the components of self-regulation based on Self-Regulation Theory (SRT) • Explain personality development concepts • Cite self-help concepts (e. g., 7 Habits by Stephen Covey, transactional analysis, psycho-spiritual concepts) • Perform effective communication skills – reading, writing, conversing skills • Show affective skills – flexibility, adaptability, etc. • Determine strengths and weaknesses 	<ul style="list-style-type: none"> • Small Group Discussion • Interactive Lecture • Brainstorming • Demonstration • Role-playing 	<ul style="list-style-type: none"> • Demonstration or simulation with oral questioning • Case problems involving workplace diversity issues 	1 hour
5. Contribute to workplace innovation	5.1 Identify opportunities to do things better	<ul style="list-style-type: none"> • Identify different roles of individuals in contributing to doing things better in the workplace • Explain the concepts of positive impacts and challenges in innovation • Show mastery of the different types of changes and levels of participation in the workplace • Discuss 7 habits of highly effective people 	<ul style="list-style-type: none"> • Interactive Lecture • Appreciative Inquiry • Demonstration • Group work 	<ul style="list-style-type: none"> • 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 Discuss and develop ideas with others	<ul style="list-style-type: none"> • Identify different roles of individuals in contributing to doing things better in the workplace • Explain the concepts of positive impacts and challenges in innovation • Show mastery of the different types of changes and levels of participation in the workplace 	<ul style="list-style-type: none"> • Interactive Lecture • Appreciative Inquiry • Demonstration • Group work 	<ul style="list-style-type: none"> • Psychological and behavioral Interviews • Performance Evaluation • Life Narrative Inquiry 	1 hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> • Discuss 7 habits of highly effective people • Communicate ideas through small group discussions and meetings 		<ul style="list-style-type: none"> • Review of portfolios of evidence and third-party workplace reports of on-the-job performance. • Standardized assessment of character strengths and virtues applied 	
	5.3 Integrate ideas for change in the workplace	<ul style="list-style-type: none"> • Identify different roles of individuals in contributing to doing things better in the workplace • Explain the concepts of positive impacts and challenges in innovation • Show mastery of the different types of changes and levels of participation in the workplace • Discuss 7 habits of highly effective people • Communicate ideas through small group discussions and meetings • Demonstrate basic skills in data analysis 	<ul style="list-style-type: none"> • Interactive Lecture • Appreciative Inquiry • Demonstration • Group work 	<ul style="list-style-type: none"> • 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. Present relevant information	6.1 Gather data/ information	<ul style="list-style-type: none"> • Lecture and discussion on: <ul style="list-style-type: none"> - Organisational protocols - Confidentiality and accuracy - Business mathematics and statistics - Legislation, policy and procedures relating to the conduct of evaluations • Reviewing data/ information 	<ul style="list-style-type: none"> • Group discussion • Lecture • Demonstration • Role Play 	<ul style="list-style-type: none"> • Oral evaluation • Written Test • Observation • Presentation 	2 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	6.2 Assess gathered data/ information	<ul style="list-style-type: none"> • Lecture and discussion on: <ul style="list-style-type: none"> - Data analysis techniques/ procedures - Organisational values, ethics and codes of conduct - Trends and anomalies • Computing business mathematics and statistics • Application of data analysis techniques 	<ul style="list-style-type: none"> • Group discussion • Lecture • Demonstration • Role Play • Practical exercises 	<ul style="list-style-type: none"> • Oral evaluation • Written Test • Observation • Presentation 	3 hours
	6.3 Record and present information	<ul style="list-style-type: none"> • Lecture and discussion on: <ul style="list-style-type: none"> - Reporting requirements to a range of audiences - Recommendations for possible improvements • Analysis and comparison of interim and final reports' outcomes • Reporting of data findings 	<ul style="list-style-type: none"> • Group discussion • Lecture • Demonstration • Role Play • Practical exercises 	<ul style="list-style-type: none"> • Oral evaluation • Written Test • Observation • Presentation 	3 hours
7. Practice Occupational Safety and Health Policies and Procedures	7.1 Identify OSH compliance requirements	<ul style="list-style-type: none"> • Discussion regarding: <ul style="list-style-type: none"> - Hierarchy of Controls - Hazard Prevention and Controls - Work Standards and Procedures - Personal Protective Equipment 	<ul style="list-style-type: none"> • Lecture • Group Discussion 	<ul style="list-style-type: none"> • Written Exam • Demonstration • Observation • Interviews / Questioning 	1 hour
	7.2 Prepare OSH requirements for compliance	<ul style="list-style-type: none"> • Identification of required safety materials, tools and equipment • Handling of safety control resources 	<ul style="list-style-type: none"> • Lecture • Group Discussion 	<ul style="list-style-type: none"> • Written Exam • Demonstration • Observation • Interviews / Questioning 	1 hour
	7.3 Perform tasks in accordance with relevant OSH policies and procedures	<ul style="list-style-type: none"> • Discussion of General OSH Standards and Principles • Performing industry related work activities in accordance with OSH Standards 	<ul style="list-style-type: none"> • Lecture • Group Discussion 	<ul style="list-style-type: none"> • Written Exam • Demonstration • Observation • Interviews / Questioning 	2 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
8. Exercise Efficient and Effective Sustainable Practices in the Workplace	8.1 Identify the efficiency and effectiveness of resource utilization	<ul style="list-style-type: none"> Identify the processes on environmental policies Relate the necessary skills in response to changing environmental policies needs <ul style="list-style-type: none"> Waste Management Skills Conservation of Energy in workplace 	<ul style="list-style-type: none"> Lecture Group Discussion Simulation Demonstration 	<ul style="list-style-type: none"> Written Exam Demonstration Observation Interviews / Questioning 	1 hour
	8.2 Determine causes of inefficiency and/or ineffectiveness of resource utilization	<ul style="list-style-type: none"> Discussion of environmental protection and resource efficiency targets Analysis on the relevant work procedure 	<ul style="list-style-type: none"> Lecture Group Discussion Demonstration 	<ul style="list-style-type: none"> Written Exam Demonstration Observation Interviews / Questioning 	1 hour
	8.3 Convey inefficient and ineffective environmental practices	<ul style="list-style-type: none"> Identification of (re)training needs and usage of environment friendly methods and technologies Identification of environmental corrective actions Practicing environment awareness 	<ul style="list-style-type: none"> Lecture Group Discussion Role Play Demonstration 	<ul style="list-style-type: none"> Written Exam Demonstration Observation Interviews / Questioning 	1 hour
9. Practice Entrepreneurial Skills in the Workplace	9.1 Apply entrepreneurial workplace best practices	<ul style="list-style-type: none"> Case studies on best entrepreneurial practices Discussion on quality procedures and practices Case studies on cost consciousness in resource utilization 	<ul style="list-style-type: none"> Case Study Lecture/ Discussion 	<ul style="list-style-type: none"> Case Study Written Test Interview 	1 hour
	9.2 Communicate entrepreneurial workplace best practices	<ul style="list-style-type: none"> Discussion on communicating entrepreneurial workplace best practices 	<ul style="list-style-type: none"> Lecture/ Discussion 	<ul style="list-style-type: none"> Written Test Interview 	1 hour
	9.3 Communicate entrepreneurial workplace best practices	<ul style="list-style-type: none"> Discussion on communicating entrepreneurial workplace best practices 	<ul style="list-style-type: none"> Lecture/ Discussion 	<ul style="list-style-type: none"> Written Test Interview 	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.	<ul style="list-style-type: none"> • Lecture and discussion on: <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - language competence - literacy and reading competence - negotiating Skills - intra and Interpersonal skills 	<ul style="list-style-type: none"> • Lecture (online / face to face) • Discussion (online / face to face) • Self-Learning • Video Presentation (offline / face to face) • Demonstration • Role play 	<ul style="list-style-type: none"> • Written test (online / face to face) • Interview • Portfolio assessment • Observation • Demonstration with questioning 	12 hours
	1.2 Integrate the organization's	<ul style="list-style-type: none"> • Lecture and discussion on: 	<ul style="list-style-type: none"> • Lecture (online / face to face) 	<ul style="list-style-type: none"> • Written test (online / face to face) 	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	infection control policy and procedure into work practices	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> • Discussion (online / face to face) • Self-Learning • Video Presentation (offline / face to face) • Demonstration • Role play 	<ul style="list-style-type: none"> • Interview • Portfolio assessment • Observation • Demonstration with questioning 	
	1.3 Monitor infection control performance and implement improvements in practices	<ul style="list-style-type: none"> • Lecture and discussion on: <ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> • Lecture (online / face to face) • Discussion (online / face to face) • Self-Learning • Video Presentation (offline / face to face) • Demonstration 	<ul style="list-style-type: none"> • Written test (online / face to face) • Interview • Portfolio assessment • Demonstration with oral questioning 	8 hours
2. Respond effectively to difficult/ challenging behavior (24 hours)	2.1 Plan responses	<ul style="list-style-type: none"> • Lecture and discussion on: <ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> • Lecture (online / face to face) • Discussion (online / face to face) • Self-Learning • Video Presentation (offline / face to face) 	<ul style="list-style-type: none"> • Written test (online / face to face) • Interview • Portfolio assessment • Demonstration with oral questioning 	12 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> - 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 	Demonstration		
	2.2 Apply response	<ul style="list-style-type: none"> • Lecture and discussion on: <ul style="list-style-type: none"> - Suitable communication techniques to achieve the desired outcomes in responding to difficult or challenging behavior • 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 	<ul style="list-style-type: none"> • Lecture (online / face to face) • Discussion (online / face to face) • Self-Learning • Video Presentation (offline / face to face) • Demonstration • Role play 	<ul style="list-style-type: none"> • Written test (online / face to face) • Interview • Portfolio assessment • Observation • Demonstration with questioning 	8 hours
	2.3 Report and review incidents	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Lecture • Demonstration 	<ul style="list-style-type: none"> • Written test • Demonstration 	4 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> Demonstrate appropriate incident reporting and documenting in the workplace 			
3. Apply basic first aid (24 hours)	3.1 Assess the situation	<ul style="list-style-type: none"> 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 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 	<ul style="list-style-type: none"> Lecture (online / face to face) Discussion (online / face to face) Self-Learning Video Presentation (offline / face to face) Demonstration Role play 	<ul style="list-style-type: none"> Written test (online / face to face) Interview Portfolio assessment Observation Demonstration with questioning 	8 hours
	3.2 Apply basic first aid techniques	<ul style="list-style-type: none"> Lecture and discussion about training application of first aid 	<ul style="list-style-type: none"> Lecture (online / face to face) 	<ul style="list-style-type: none"> Written test (online / face to face) 	12 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> • 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 • 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 	<ul style="list-style-type: none"> • Discussion (online / face to face) • Self-Learning • Video Presentation (offline / face to face) • Demonstration • Role play 	<ul style="list-style-type: none"> • Interview • Portfolio assessment • Observation • Demonstration with questioning 	
	3.3 Communicate details of the incident	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Lecture (online / face to face) • Discussion (online / face to face) • Self-Learning • Video Presentation (offline / face to face) • Demonstration • Role play 	<ul style="list-style-type: none"> • Written test (online / face to face) • Interview • Portfolio assessment • Observation • Demonstration with questioning 	4 hours

<p>4. Maintain high standards of patient / client services (32 hours)</p>	<p>4.1 Communicate appropriately with patients / clients</p>	<ul style="list-style-type: none"> • Lecture and discussion on: <ul style="list-style-type: none"> - 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 • Demonstrate empathy with patient / client and relatives • Apply intra and Interpersonal skills 	<ul style="list-style-type: none"> • Lecture (online / face to face) • Discussion (online / face to face) • Self-Learning • Video Presentation (offline / face to face) • Demonstration • Role play 	<ul style="list-style-type: none"> • Written test (online / face to face) • Interview • Portfolio assessment • Observation • Demonstration with questioning 	<p>12 hours</p>
	<p>4.2 Establish and maintain good</p>	<ul style="list-style-type: none"> • Lecture and discussion on: 	<ul style="list-style-type: none"> • Lecture (online / face to face) 	<ul style="list-style-type: none"> • Written test (online / face to face) 	<p>8 hours</p>

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	interpersonal relationship with patients / clients	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> • Discussion (online / face to face) • Self-Learning • Video Presentation (offline / face to face) • Demonstration • Role play 	<ul style="list-style-type: none"> • Interview • Portfolio assessment • Observation • Demonstration with questioning 	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	4.3 Act in a respectful manner at all times	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Lecture (online / face to face) • Discussion (online / face to face) • Self-Learning • Video Presentation (offline / face to face) • Demonstration • Role play 	<ul style="list-style-type: none"> • Written test (online / face to face) • Interview • Portfolio assessment • Observation • Demonstration with questioning 	6 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	4.4 Evaluate own work to maintain a high standard of patient / client service	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Lecture (online / face to face) • Discussion (online / face to face) • Self-Learning • Video Presentation (offline / face to face) • Demonstration • Role play 	<ul style="list-style-type: none"> • Written test (online / face to face) • Interview • Portfolio assessment • Observation • Demonstration with questioning 	6 hours

CORE COMPETENCIES (504 HOURS)

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
1 Participate in the implementation and monitoring of client's care plan (20 hours)	1.1 Determine support needs	Listen / read and apply the following topics <ul style="list-style-type: none"> • Principles of therapeutic communication • "SMARTER" approach to care plan • Roles and responsibilities of different people and the communication between them • Universal Patients' Bill of Rights • OHS LAW (RA 11058) • Data Privacy Act (RA 10173) • Legal and ethical aspects of healthcare • Care plan • Nature and types of client complaints • Principles and strategies for promoting client independence • Personal safety and security risks associated with provision of personal care support 	<ul style="list-style-type: none"> • lecture / PowerPoint presentation • group discussion • self-learning • blended learning • online learning 	<ul style="list-style-type: none"> • oral questioning • self-check • written test (online / offline / face-to-face) 	12 hours
		Perform the following: <ul style="list-style-type: none"> • Applying therapeutic communication techniques in discussing care plan details • Preparing a caregiver care plan in implementing care plan details of client • Collaborating with other health care workers • Observing compliance of client's rights • Maintaining confidentiality and client's privacy • Planning of action and management 	<ul style="list-style-type: none"> • role playing • case study 	<ul style="list-style-type: none"> • demonstration / role playing • case study 	

	1.2 Provide and monitor support services and activities	<p>Listen / read and apply the following topics</p> <ul style="list-style-type: none"> • Therapeutic communication techniques • Patient/client profiling • Legal and regulatory requirements in care plan implementation • Principle of “Duty Of Care” • OHS Law (RA 11058) • Safe and Healthy Environment • Principles of collaborative care • Personal Hygiene • Ergonomics • Infection Control Principles 	<ul style="list-style-type: none"> • lecture / PowerPoint presentation • group discussion • self-learning • blended learning • online learning 	<ul style="list-style-type: none"> • oral questioning • self-check • written test (online / offline / face-to-face) 	4 hours
		<p>Perform the following:</p> <ul style="list-style-type: none"> • Applying decision making skills • Maintaining balance on duties and responsibilities of care and dignity of-of the client • Applying the Principles of Infection Control • Monitoring client progress 	<ul style="list-style-type: none"> • role playing • case study 	<ul style="list-style-type: none"> • demonstration / role playing • case study 	
	1.3 Provide complete daily records and reports	<p>Read and apply the following topics</p> <ul style="list-style-type: none"> • Confidentiality of records and reports • Documentation and Reports • Legal and Work Setting Requirements For Recording Information And Producing Reports • Data Privacy Act (RA 11073) • Principles of Risk Reduction and Hazards Management • Signs of Additional or Unmet Needs • Computer literacy in documentation 	<ul style="list-style-type: none"> • lecture / PowerPoint presentation • group discussion • self-learning • blended learning • online learning 	<ul style="list-style-type: none"> • oral questioning • self-check • written test (online / offline / face-to-face) 	4 hours

		<p>Perform the following:</p> <ul style="list-style-type: none"> Recording and reporting of confidential data Preparing assessment and endorsement reports Applying interpersonal Skills Applying keen attention to details Performing good documentation skills Applying computer encoding skills in documentation 	<ul style="list-style-type: none"> role playing case study 	<ul style="list-style-type: none"> demonstration / role playing case study 	
2 Provide assistance and support on environment and biopsychosocial needs of clients (32 hours)	2.1 Maintain a safe environment	<p>Listen / read and apply the following topics</p> <ul style="list-style-type: none"> Effective verbal and written communication RA 11058 RA 9003 Physical environmental requirements and modifications to improve activity, safety and health outcomes Barriers to movement Basic principles of ergonomics Use of mobility assistive equipment Bed and beddings 	<ul style="list-style-type: none"> lecture / PowerPoint presentation group discussion self-learning blended learning online learning 	<ul style="list-style-type: none"> oral questioning self-check written test (online / offline / face-to-face) 	10 hours
		<p>Perform the following:</p> <ul style="list-style-type: none"> Arranging spatial layout to increase accessibility and ease of movement Using assistive equipment Providing cues around the area 	<ul style="list-style-type: none"> demonstration observation 	<ul style="list-style-type: none"> demonstration oral questioning 	

2.2 Maintain a healthy environment	<p>Listen / read and apply the following topics</p> <ul style="list-style-type: none"> • Recap <ul style="list-style-type: none"> ○ RA 11058: OHS law ○ RA 9003 • Standards of hygiene • Established procedures for Infection control • Types of cuts and abrasions • Principles of Infection control • Aseptic hand washing • Use of appropriate PPE 	<ul style="list-style-type: none"> • lecture / PowerPoint presentation • group discussion • self-learning • blended learning • online learning 	<ul style="list-style-type: none"> • oral questioning • self-check • written test (online / offline / face-to-face) 	8 hours
	<p>Perform the following:</p> <ul style="list-style-type: none"> • Demonstrating safe handling of spills • Demonstrating safe handling of wastes • Handling hostile animals / pets • Handling of dirty laundry and soiled linen • Demonstrating Cough etiquette • Applying appropriate infection control procedures • Using appropriate PPE in the workplace • Applying proper hand washing 	<ul style="list-style-type: none"> • demonstration • observation 	<ul style="list-style-type: none"> • demonstration • oral questioning 	
2.3 Prepare and maintain the client's bed	<p>Listen / read and apply the following topics</p> <ul style="list-style-type: none"> • Recap: RA 9003 • Types and description of beds and linen items • Bed cleaning • Safe handling of soiled linen • Principles of infection control • Types of bed, equipment and aids 	<ul style="list-style-type: none"> • lecture / PowerPoint presentation • group discussion • self-learning • blended learning • online learning 	<ul style="list-style-type: none"> • oral questioning • self-check • written test (online / offline / face-to-face) 	4 hours
	<p>Perform the following:</p> <ul style="list-style-type: none"> • Preparing area for making bed • Following proper procedure of making bed • Applying proper disposal of clinical waste 	<ul style="list-style-type: none"> • demonstration • observation 	<ul style="list-style-type: none"> • demonstration • oral questioning 	

2.4 Assist in the biopsychosocial care of the client with special need	<p>Listen / read and apply the following topics</p> <ul style="list-style-type: none"> • Principles and techniques of therapeutic communication • Post-mortem terminologies • Recap: RA 9003 • Characteristics of impaired physical mobility • Programs that maintain flexibility and joint motion • SMART monitoring of rehabilitative / restorative care plan • Signs and symptoms of complication and its preventive methods • End of life physical symptoms • Principles of palliative care • Bereavement management • Ethical and legal issues related to a palliative care approach • Principles of Post mortem care 	<ul style="list-style-type: none"> • lecture / PowerPoint presentation • group discussion • self-learning • blended learning • online learning 	<ul style="list-style-type: none"> • oral questioning • self-check • written test (online / offline / face-to-face) 	10 hours
	<p>Perform the following:</p> <ul style="list-style-type: none"> • Demonstrating techniques of therapeutic communication • Demonstrating rehabilitation & restoration care techniques • Observing, monitoring and documenting client responses • Interpreting palliative care terminologies and demonstrating its principles • Interpreting post mortem care terminologies and demonstrating its principles 	<ul style="list-style-type: none"> • demonstration / role play • observation 	<ul style="list-style-type: none"> • demonstration / role play • oral questioning 	

3	Develop the ability to recognize healthy body systems and apply medical terminologies (56 hours)	3.1 Recognize the basic structure and function of the human body	<p>Listen / read and apply the following topics</p> <ul style="list-style-type: none"> Anatomical terminology Basic human anatomy Basic human physiology Body planes, directional terms, quadrants, and cavities Basic human body regulatory mechanisms Components of a healthy lifestyle 	<ul style="list-style-type: none"> lecture / PowerPoint presentation group discussion self-learning blended learning online learning 	<ul style="list-style-type: none"> oral questioning self-check written test (online / offline / face-to-face) 	32 hours
			<p>Perform the following:</p> <ul style="list-style-type: none"> Applying knowledge of anatomical terms related to human body systems during communication with healthcare professionals and with the patients Applying concepts on how the general body system works in relation to the client's medical condition 	<ul style="list-style-type: none"> case study problem solving 	<ul style="list-style-type: none"> oral questioning 	
	3.2 Understand the impact of diseases and disorders on various body systems	<p>Listen / read and apply the following topics</p> <ul style="list-style-type: none"> Causes of disease: Defense systems and immunity responses in relation to the whole body and the individual body systems. Common disorders, problems and complaints associated with each body system and its components. Stages of growth and development Health effects of aging 	<ul style="list-style-type: none"> lecture / PowerPoint presentation group discussion self-learning blended learning online learning 	<ul style="list-style-type: none"> oral questioning self-check written test (online / offline / face-to-face) 	16 hours	
		<p>Perform the following:</p> <ul style="list-style-type: none"> Applying knowledge on human body systems to check client health status Observing and identifying signs and symptoms of diseases or changes in health status 	<ul style="list-style-type: none"> case study problem solving 	<ul style="list-style-type: none"> oral questioning 		

	3.3 Interpret instructions which contain medical terminology	Listen / read and apply the following topics <ul style="list-style-type: none"> • Common medical terminology • Common medical abbreviations • Common Medical acronyms 	<ul style="list-style-type: none"> • lecture / PowerPoint presentation • group discussion • self-learning • blended learning • online learning 	<ul style="list-style-type: none"> • oral questioning • self-check • written test (online / offline / face-to-face) 	8 hours
		Perform the following: <ul style="list-style-type: none"> • Using medical terminology in responding to written/oral instructions 	<ul style="list-style-type: none"> • case study 	<ul style="list-style-type: none"> • oral questioning 	
4 Provide care and support to activities of daily living (ADL) of clients (96 hours)	4.1 Obtain basic vital signs of client prior to performing care activities	Listen / read and apply the following topics <ul style="list-style-type: none"> • Recap: RA 9003 • Respiration rate • Pulse rate • Body temperature norms (°C or °F) • Principles of vital signs • Factors affecting vital signs • Importance of vital signs monitoring • Basic medical terminologies for vital signs • Standard / normal values and ranges of vital signs • Proper maintenance and use of basic vital signs equipment • WHO guidelines on aseptic hand washing technique • Standard vital sign measurement and monitoring • Abnormalities in vital signs results • Types of vital signs paraphernalia 	<ul style="list-style-type: none"> • lecture / PowerPoint presentation • group discussion • self-learning • blended learning • online learning 	<ul style="list-style-type: none"> • oral questioning • self-check • written test (online / offline / face-to-face) 	10 hours

		<p>Perform the following:</p> <ul style="list-style-type: none"> Utilizing therapeutic communication tools Identifying, calibrating and maintaining vital signs monitoring equipment, aids and devices Performing aseptic hand washing Applying skill in taking vital signs Applying waste segregation technique Applying accurate recording of vital sign results 	<ul style="list-style-type: none"> demonstration role play observation 	<ul style="list-style-type: none"> demonstration oral questioning 	
	4.2 Assist the client in eating and drinking	<p>Listen / read and apply the following topics</p> <ul style="list-style-type: none"> Therapeutic communication techniques Code on Sanitation of the Philippines (P.D. 856) Solid Waste Management Act (R.A. 9003) Relevant Occupational Safety and Health Laws Infection control procedures Food pyramid Importance, types and guidelines of therapeutic diets Feeding Techniques Feeding tools, materials and equipment Proper food storage procedures 	<ul style="list-style-type: none"> lecture / PowerPoint presentation group discussion self-learning blended learning online learning 	<ul style="list-style-type: none"> oral questioning self-check written test (online / offline / face-to-face) 	8 hours

		<p>Perform the following:</p> <ul style="list-style-type: none"> • Demonstrating therapeutic communication skills • Performing documentation / reporting skills • Preparing meal • Performing appropriate feeding technique • Cleaning feeding area • Storing and handling left-over food • Evaluating and documenting feeding outcome 	<ul style="list-style-type: none"> • demonstration • role play • observation 	<ul style="list-style-type: none"> • demonstration • oral questioning 	
4.3 Assist the client in toileting and elimination	<p>Listen / read and apply the following topics</p> <ul style="list-style-type: none"> • Therapeutic communication techniques • Sanitation Code of the Philippines (P.D. 856) • Basics of toileting and elimination • Basic principles of bladder and bowel functioning • Urinal and bedpan management • Privacy of client • Problems related to elimination and toileting • Client positioning prior to elimination • Infection control procedures • Elimination and toileting devices 	<ul style="list-style-type: none"> • lecture / PowerPoint presentation • group discussion • self-learning • blended learning • online learning 	<ul style="list-style-type: none"> • oral questioning • self-check • written test (online / offline / face-to-face) 	8 hours	

		<p>Perform the following:</p> <ul style="list-style-type: none"> • Demonstrating oral therapeutic communication skills • Performing documentation / reporting skills • Ensuring client privacy and comfort • Positioning the client • Demonstrating how to assist a patient, resident or client with using a bedpan • Demonstrating proper use of urinal • Demonstrating how to measure and record urinary output. 	<ul style="list-style-type: none"> • demonstration • role play • observation 	<ul style="list-style-type: none"> • demonstration • oral questioning 	
4.4 Assist the client with dressing and undressing	<p>Listen / read and apply the following topics</p> <ul style="list-style-type: none"> • Therapeutic communication techniques • Infection control procedures • Ergonomics • Dressing techniques • Well-fitting shoes and slippers 	<ul style="list-style-type: none"> • lecture / PowerPoint presentation • group discussion • self-learning • blended learning • online learning 	<ul style="list-style-type: none"> • oral questioning • self-check • written test (online / offline / face-to-face) 	4 hours	
	<p>Perform the following:</p> <ul style="list-style-type: none"> • Demonstrating oral therapeutic communication skills • Performing assistive dressing / undressing skills 	<ul style="list-style-type: none"> • demonstration • role play 	<ul style="list-style-type: none"> • demonstration • oral questioning 		

4.5 Assist the client in oral care	<p>Listen / read and apply the following topics</p> <ul style="list-style-type: none"> • Therapeutic communication techniques • Oral hygiene principles and procedures • Infection control principles and applications • Client positioning • Abnormal oral conditions and its mitigation measures • Technology for routine mouth care • Care of dentures 	<ul style="list-style-type: none"> • lecture / PowerPoint presentation • group discussion • self-learning • blended learning • online learning 	<ul style="list-style-type: none"> • oral questioning • self-check • written test (online / offline / face-to-face) 	8 hours
	<p>Perform the following:</p> <ul style="list-style-type: none"> • Demonstrating oral therapeutic communication skills • Performing documentation / reporting skills • Performing mouth care skills • Performing oral hygiene caring for unconscious clients • Performing oral hygiene caring for bed clients requiring assistance • Performing caring for dentures • Performing caring for clients with mouth injuries, oral surgery, or inflamed mouth tissue 	<ul style="list-style-type: none"> • demonstration • role play 	<ul style="list-style-type: none"> • demonstration • oral questioning 	
4.6 Assist the client with bathing /showering	<p>Listen / read and apply the following topics</p> <ul style="list-style-type: none"> • Therapeutic communication techniques • Bathing techniques • Bathing and showering equipment • Safety in the bathing environment • Infection control procedures • Dressing and undressing techniques 	<ul style="list-style-type: none"> • lecture / PowerPoint presentation • group discussion • self-learning • blended learning • online learning 	<ul style="list-style-type: none"> • oral questioning • self-check • written test (online / offline / face-to-face) 	8 hours

		<p>Perform the following:</p> <ul style="list-style-type: none"> • Practicing oral therapeutic communication skills • Performing documentation / reporting skills • Performing appropriate bathing skills • Performing assistive dressing skills 	<ul style="list-style-type: none"> • demonstration • role play 	<ul style="list-style-type: none"> • demonstration • oral questioning 	
4.7 Assist the client in skin care and prevention of bed sores	<p>Listen / read and apply the following topics</p> <ul style="list-style-type: none"> • Therapeutic communication techniques • Skin care hygiene • Skin conditions and breakdowns • Skin nutrition and hydration principles and practices • Nature, causes and location of pressure ulcers • Assistive devices for avoiding skin breakdown • Exercises to boost circulation 	<ul style="list-style-type: none"> • lecture / PowerPoint presentation • group discussion • self-learning • blended learning • online learning 	<ul style="list-style-type: none"> • oral questioning • self-check • written test (online / offline / face-to-face) 	8 hours	
	<p>Perform the following:</p> <ul style="list-style-type: none"> • Demonstrating oral therapeutic communication skills • Performing Documentation / reporting skills • Applying pressure alleviation techniques • Performing skin care hygiene • Performing movement and mild exercises to stimulate circulation • Performing good nutrition and hydration practices 	<ul style="list-style-type: none"> • demonstration • role play 	<ul style="list-style-type: none"> • demonstration • oral questioning 		

	4.8 Assist the client with ambulation and transfer	Listen / read and apply the following topics <ul style="list-style-type: none"> • Therapeutic communication techniques • Positive reinforcement techniques • Mobility and its implications • Progressive ambulation activities • Relaxation techniques • Distraction activities • Goal setting techniques to increase client self confidence • Mobility assistive devices • Transfer devices • Nature and prevention of skin breakdown and vein inflammation 	<ul style="list-style-type: none"> • lecture / PowerPoint presentation • group discussion • self-learning • blended learning • online learning 	<ul style="list-style-type: none"> • oral questioning • self-check • written test (online / offline / face-to-face) 	16 hours
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		<p>Perform the following:</p> <ul style="list-style-type: none"> • Demonstrating oral therapeutic communication skills • Performing documentation / reporting skills • Maintaining home atmosphere hazard-free and safe. • Assisting the client to use crutches and other walking aids • Implementing and monitoring ambulation activities • Moving clients between wheelchair and bed • Assisting the client up off the floor • Assisting the client to be weighed on chair weighing scales • Assisting the client to change position in bed • Assisting the client or co-worker to use a hoist or mechanical lifter for transfers • Moving the client to a seated position • Moving the client by wheelchair or trolley • Moving the client to a standing position • Transferring the client from wheelchair to shower chair and toilet • Assisting the client who is falling 	<ul style="list-style-type: none"> • demonstration • role play 	<ul style="list-style-type: none"> • demonstration • oral questioning 	
	<p>4.9 Assist the client in hair care, foot care and nail care (grooming)</p>	<p>Listen / read and apply the following topics</p> <ul style="list-style-type: none"> • Recap: RA 9003 • Infection control procedures • hair care principles and procedures • hand care principles and procedures • foot care principles and procedures • nail care principles and procedures • Problems associated with hand and foot care 	<ul style="list-style-type: none"> • lecture / PowerPoint presentation • group discussion • self-learning • blended learning • online learning 	<ul style="list-style-type: none"> • oral questioning • self-check • written test (online / offline / face-to-face) 	<p>8 hours</p>

		<p>Perform the following:</p> <ul style="list-style-type: none"> • demonstrating therapeutic communication skills • Performing hair care skills • Performing hand washing skills • Performing nail care skills • Performing hand care skills • Performing foot care skills • Recognizing hand and feet abuse 	<ul style="list-style-type: none"> • demonstration • role play 	<ul style="list-style-type: none"> • demonstration • oral questioning 	
4.10 Assist the client in the care of eyes, ears, nose and throat	<p>Listen / read and apply the following topics</p> <ul style="list-style-type: none"> • Therapeutic communication techniques • eye hygiene principles and cleansing procedures • ear hygiene and cleansing procedures • nose and throat hygiene principles and procedures • Infection control procedures • eye, ear, nose and throat disease states 	<ul style="list-style-type: none"> • lecture / PowerPoint presentation • group discussion • self-learning • blended learning • online learning 	<ul style="list-style-type: none"> • oral questioning • self-check • written test (online / offline / face-to-face) 	8 hours	
	<p>Perform the following:</p> <ul style="list-style-type: none"> • Demonstrating oral therapeutic communication skills • Performing eye cleansing skills • Performing ear cleansing skills • Performing nose and throat cleansing skills • caring for eyeglasses, contact lenses, artificial eyes, or hearing aids • Demonstrating observation skills • Identifying client's challenging behavior 	<ul style="list-style-type: none"> • demonstration • role play 	<ul style="list-style-type: none"> • demonstration • oral questioning 		

	4.11 Assist the client in perianal and genital care	<p>Listen / read and apply the following topics</p> <ul style="list-style-type: none"> • Therapeutic communication techniques in perianal care • Sanitation Code of the Philippines (PD 856) • Ecological Solid Waste Management Act (RA 9003) • Data Privacy Act (RA 10173) • Defining and Penalizing the crime of photo and video desires, prescribing penalties and other purposes (RA 9995) • Occupational Health and Safety • Signs and symptoms of infection • Infection control procedures • Use Personal Protective Equipment (PPE) • External female genitalia care • External male genitalia care • Care of the anal area 	<ul style="list-style-type: none"> • lecture / PowerPoint presentation • group discussion • self-learning • blended learning • online learning 	<ul style="list-style-type: none"> • oral questioning • self-check • written test (online / offline / face-to-face) 	6 hours
		<p>Perform the following:</p> <ul style="list-style-type: none"> • Documenting activities accurately • Applying therapeutic communication skills • Practicing infection control by hand washing techniques • Maintaining client privacy, comfort and safety • Performing perianal care 	<ul style="list-style-type: none"> • demonstration • role play 	<ul style="list-style-type: none"> • demonstration • oral questioning 	
	4.12 Monitor progression of activities and report observed anomalies	<p>Listen / read and apply the following topics</p> <ul style="list-style-type: none"> • Protocols to document information relating to the support care plan • Appropriate terminology and format to document the client's progress • Good documentation practices 	<ul style="list-style-type: none"> • lecture / PowerPoint presentation • group discussion • self-learning • blended learning • online learning 	<ul style="list-style-type: none"> • oral questioning • self-check • written test (online / offline / face-to-face) 	4 hours

		<p>Perform the following:</p> <ul style="list-style-type: none"> Using accepted protocols to document information relating to the support care plan in line with industry requirements Providing regular feedback to the client's care team Using appropriate terminology and format to document the client's progress, including any barriers or challenges to the rehabilitation plan 	<ul style="list-style-type: none"> demonstration role play 	<ul style="list-style-type: none"> demonstration oral questioning 		
5	Provide assistance in administering prescribed medications to clients (32 hours)	5.1 Prepare to assist with medication	<p>Listen / read and apply the following topics</p> <ul style="list-style-type: none"> Caregiver scope of practice in administering prescribed medicines Contamination and infection control during medication preparation and administration OHS guidelines Medical terms and standard prescription abbreviations Use of therapeutic communication techniques Legal aspects of medication Definition of Medication orders Ten rights of Patient medication Pre-medication administration procedures Levels and types of supervision in self-administration of medications Conditions affecting client administration of medications Types of dispensing aids 	<ul style="list-style-type: none"> lecture / PowerPoint presentation group discussion self-learning blended learning online learning 	<ul style="list-style-type: none"> oral questioning self-check written test (online / offline / face-to-face) 	8 hours

		<p>Perform the following:</p> <ul style="list-style-type: none"> • Interpreting medication orders • applying standard and additional precautions in infection control • following instructions for assisting with administration of medication as per the client's health/care/support plan • following occupational health and safety (OHS) guidelines • Following legal aspects in assisting client in administering prescribed medication 	<ul style="list-style-type: none"> • demonstration • case study 	<ul style="list-style-type: none"> • demonstration • oral questioning 	
5.2 Prepare the client for assistance with administration of medication	<p>Listen / read and apply the following topics</p> <ul style="list-style-type: none"> • Counseling techniques • Definition and basic classifications of medicines • Common types of dosage forms • Quality standards and physical characteristics of dosage forms • Drug information labels • Terms and Abbreviations used in medication preparation and administration 	<ul style="list-style-type: none"> • lecture / PowerPoint presentation • group discussion • self-learning • blended learning • online learning 	<ul style="list-style-type: none"> • oral questioning • self-check • written test (online / offline / face-to-face) 	8 hours	
	<p>Perform the following:</p> <ul style="list-style-type: none"> • Interpreting package label information • Preparing the medication for administration • Supporting client to self-administer the medication • Providing physical assistance to take the medication 	<ul style="list-style-type: none"> • demonstration • role play 	<ul style="list-style-type: none"> • demonstration • oral questioning 		

5.3 Assist/support medication administration according to care plan instructions	<p>Listen / read and apply the following topics</p> <ul style="list-style-type: none"> • Different routes in administering medication • Different time intervals in giving medication • Personal needs clients in taking medications • Common side effects of medicines • Sources of medication errors and preventive measures to take • Medication administration principles and procedures • Documentation procedures 	<ul style="list-style-type: none"> • lecture / PowerPoint presentation • group discussion • self-learning • blended learning • online learning 	<ul style="list-style-type: none"> • oral questioning • self-check • written test (online / offline / face-to-face) 	8 hours
	<p>Perform the following:</p> <ul style="list-style-type: none"> • Identifying the appropriate dosage form, potency and generic name of the medicine • Administering medication to the client • Correctly using dose administration aids • Documenting the administration of medicines 	<ul style="list-style-type: none"> • demonstration • role play 	<ul style="list-style-type: none"> • demonstration • oral questioning 	
5.4 Comply with industry procedures for handling the range of issues/ contingencies	<p>Listen / read and apply the following topics</p> <ul style="list-style-type: none"> • Medication side effects and Adverse Reactions to Medication • Disposal of expired medicines • Complications of medication administration 	<ul style="list-style-type: none"> • lecture / PowerPoint presentation • group discussion • self-learning • blended learning • online learning 	<ul style="list-style-type: none"> • oral questioning • self-check • written test (online / offline / face-to-face) 	4 hours

	which may arise	Perform the following: <ul style="list-style-type: none"> • Proper handling of expired / damaged / contaminated medicines • Handling skipped/missed doses • Recognizing medication side effects • Documenting medication effects 	<ul style="list-style-type: none"> • demonstration 	<ul style="list-style-type: none"> • demonstration • oral questioning 	
	5.5 Complete the distribution and administration of medication	Listen / read and apply the following topics <ul style="list-style-type: none"> • Infection control guidelines in cleaning medication containers and administration aids • Safe Medication storage guidelines • Proper handling of medication waste 	<ul style="list-style-type: none"> • lecture / PowerPoint presentation • group discussion • self-learning • blended learning • online learning 	<ul style="list-style-type: none"> • oral questioning • self-check • written test (online / offline / face-to-face) 	4 hours
		Perform the following: <ul style="list-style-type: none"> • Proper storing of medications • Proper cleaning and storage of dose administration aids 	<ul style="list-style-type: none"> • demonstration 	<ul style="list-style-type: none"> • demonstration • oral questioning 	

6	Provide care and support to clients with special needs (40 hours)	6.1 Assist in simple wound care	Listen / read and apply the following topics <ul style="list-style-type: none"> • Types of wounds • Wound healing process • Client confidentiality privacy and dignity policies • Evaluation of wounds • Signs and symptoms and prevention of infection • Aseptic techniques for wound cleaning • Types of dressing • Diabetic wound care • Dressing choice • Compression bandaging for wound management • RA 9003 • Procedures for safe disposal of old dressings • Necessary wound care equipment and appliances 	<ul style="list-style-type: none"> • lecture / PowerPoint presentation • group discussion • self-learning • blended learning • online learning 	<ul style="list-style-type: none"> • oral questioning • self-check • written test (online / offline / face-to-face) 	16 hours
			Perform the following: <ul style="list-style-type: none"> • Applying principles of infection control in wound dressing • Assessing signs and symptoms of wound infection • Using therapeutic communication to the client during wound dressing • Accurately documenting wound healing in terms of appearance, soreness, amount of discharge, color, smell and location 	<ul style="list-style-type: none"> • demonstration • role play • observation 	<ul style="list-style-type: none"> • demonstration • oral questioning 	

	6.2 Assist the client in catheter care and incontinence management	Listen / read and apply the following topics <ul style="list-style-type: none"> • RA 10173: Data Privacy Act • RA 9995: Anti Photo and Video Voyeurism Act • Signs of incontinence • Incontinence aids and equipment • Definition and types of urinary catheters • Incontinence management procedures • Urinary catheter care • Symptoms requiring prompt medical attention 	<ul style="list-style-type: none"> • lecture / PowerPoint presentation • group discussion • self-learning • blended learning • online learning 	<ul style="list-style-type: none"> • oral questioning • self-check • written test (online / offline / face-to-face) 	8 hours
		<ul style="list-style-type: none"> • Perform the following: <ul style="list-style-type: none"> • Demonstrating oral therapeutic communication skills • Performing incontinence assessment skills • Using incontinence aids and equipment • Demonstrating care of the urinary catheter • Maintaining client's dignity and privacy while performing the procedure • Instructing the client to perform bladder training and pelvic muscle exercise • Recording accurately fluid intake and urinary output of the client 	<ul style="list-style-type: none"> • demonstration • role play • observation 	<ul style="list-style-type: none"> • demonstration • oral questioning 	

	6.3 Participate in applying hot and cold therapy to the client	<p>Listen / read and apply the following topics</p> <ul style="list-style-type: none"> • Therapeutic Communication techniques • RA 10173: Data Privacy Act • RA 9995: Anti Photo and Video Voyeurism Act • RA 9003: Solid Waste Management Act • Occupational Safety and Health Laws • Temperature measurement of hot water in centigrade and Fahrenheit degrees • Principles of infection control • General science of pain • Heat and cold therapy principles and uses • heat therapy techniques and equipment • cold therapy techniques and equipment • Risks, limitations and complications of hot and cold treatment 	<ul style="list-style-type: none"> • lecture / PowerPoint presentation • group discussion • self-learning • blended learning • online learning 	<ul style="list-style-type: none"> • oral questioning • self-check • written test (online / offline / face-to-face) 	8 hours
		<p>Perform the following:</p> <ul style="list-style-type: none"> • Using therapeutic communication skills • Applying guidelines in using hot and cold therapy • Identifying contraindications in using hot and cold therapy • Using a variety of cold therapy techniques • Using a variety of hot therapy techniques • Documenting accurately the physiological effects of hot and cold therapy 	<ul style="list-style-type: none"> • demonstration • role play 	<ul style="list-style-type: none"> • demonstration • oral questioning 	

6.4 Assist the client in nebulization	<p>Listen / read and apply the following topics</p> <ul style="list-style-type: none"> • Therapeutic Communication techniques • RA 10173: Data Privacy Act • RA 9995: Anti Photo and Video Voyeurism Act • RA 9003: Solid Waste Management Act • Occupational Safety and Health Laws • Principles of infection control • Nebulizing principles and uses • Proper inhalation • nebulizing techniques and equipment • Risks, limitations and complications of nebulizing 	<ul style="list-style-type: none"> • lecture / PowerPoint presentation • group discussion • self-learning • blended learning • online learning 	<ul style="list-style-type: none"> • oral questioning • self-check • written test (online / offline / face-to-face) 	4 hours
	<p>Perform the following:</p> <ul style="list-style-type: none"> • Demonstrating verbal and non-verbal therapeutic communication skills • Applying principles of infection control • Maintaining dignity and privacy of client • Demonstrating nebulization procedure 	<ul style="list-style-type: none"> • demonstration 	<ul style="list-style-type: none"> • demonstration • oral questioning 	
6.5 Assist the client in the management of pain	<p>Listen / read and apply the following topics</p> <ul style="list-style-type: none"> • Therapeutic communication techniques • Nature, types and indications of pain • Simple Pain scale • Therapeutic relaxation techniques • warm compress/heat therapy 	<ul style="list-style-type: none"> • lecture / PowerPoint presentation • group discussion • self-learning • blended learning • online learning 	<ul style="list-style-type: none"> • oral questioning • self-check • written test (online / offline / face-to-face) 	4 hours
	<p>Perform the following:</p> <ul style="list-style-type: none"> • Demonstrating verbal and non-verbal therapeutic communication skills • Demonstrating the application of pain scale • Demonstrating non-pharmacological pain management techniques • Documenting accurately the types of pain, location and severity 	<ul style="list-style-type: none"> • demonstration • role play 	<ul style="list-style-type: none"> • demonstration • oral questioning 	

7. Respond to emergency situations (40 hours)	7.1 Implement procedures for infection control and prevention	Listen / read and apply the following topics:	<ul style="list-style-type: none"> • lecture / PowerPoint presentation • group discussion • self-learning • blended learning • online learning 	<ul style="list-style-type: none"> • oral questioning • self-check • written test (online / offline / face-to-face) 	12 hours
		Perform the following:	<ul style="list-style-type: none"> • demonstration • role play 	<ul style="list-style-type: none"> • demonstration • oral questioning 	
		<ul style="list-style-type: none"> • Principles of therapeutic communication • Monitoring and Evaluation Procedure • Environment • OHS Law (RA 11058) • Conduciveness of area • Good sanitation practice • Guidelines for infection control • Incident reports • Disease spread and transmission • Use of PPE 			
		<ul style="list-style-type: none"> • Assessing environmental hazards • Performing aseptic hand washing • Wearing PPE properly • Preventing cross contamination • Writing incident reports 			

7.2 Recognize and respond to signs of potential illness	<p>Listen / read and apply the following topics:</p> <ul style="list-style-type: none"> • Principles of therapeutic communication • Monitoring and Evaluation Procedure • OHS Law (RA 11058) • Conduciveness of area • Code of sanitation • Use of personal protective equipment • Basic disease and illness for emergency • Signs and symptoms of potential emergency illness • Documentation and report process • Legal ethics • Relevant organizational standards, policies and procedure 	<ul style="list-style-type: none"> • lecture / PowerPoint presentation • group discussion • self-learning • blended learning • online learning 	<ul style="list-style-type: none"> • oral questioning • self-check • written test (online / offline / face-to-face) 	12 hours
	<p>Perform the following:</p> <ul style="list-style-type: none"> • Establishing rapport with the client • Maintaining caring, calm and nonjudgmental approach • Demonstrating ability to respond quickly to emergency • Assessing for early signs and symptoms of emergency • Offering emotional support • Writing incident reports • Reporting signs of abuse to appropriate authorities 	<ul style="list-style-type: none"> • demonstration • role play 	<ul style="list-style-type: none"> • demonstration • oral questioning 	

	7.3 Respond to emergencies and accidents	<p>Listen / read and apply the following topics:</p> <ul style="list-style-type: none"> • Principles of therapeutic communication • Monitoring and Evaluation Procedure • OHS Law (RA 11058) • RA 9003 • Conduciveness of area • Code of sanitation • Basic disease and illness related to emergencies and accidents • Safety and standard protocols • First aid principles and procedures • Infection control procedures • Documentation and reports process • Health care system in emergency situation • Rules of confidentiality • Information decimation on emergency protocol • Basic life support • Choking incident • Legal laws in assisting emergency cases • Relevant organizational standards, policies and procedures 	<ul style="list-style-type: none"> • lecture / PowerPoint presentation • group discussion • self-learning • blended learning • online learning 	<ul style="list-style-type: none"> • oral questioning • self-check • written test (online / offline / face-to-face) 	8 hours
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		<p>Perform the following:</p> <ul style="list-style-type: none"> • Establishing rapport with the client • Maintaining caring, calm and nonjudgmental approach • Demonstrating ability to respond quickly to emergency • Assessing for early signs and symptoms of emergency • Offering emotional support • Writing incident reports • Reporting signs of abuse to appropriate authorities 	<ul style="list-style-type: none"> • demonstration • role play 	<ul style="list-style-type: none"> • demonstration • oral questioning 	
	7.4 Respond to threats and situations of danger	<p>Listen / read and apply the following topics:</p> <ul style="list-style-type: none"> • Principles of therapeutic communication • Monitoring and Evaluation Procedure • Legal laws in assisting emergency cases • OHS Law (RA 11058) • RA 9003 • Conduciveness of area • Code of sanitation • Threats and danger situation or environment • Safety and standard protocols • Environmental hazards • First aid principles and procedures • Aseptic techniques • Infection control procedures • Documentation and reports process • Health care system in emergency situation • Recovery procedures after emergency • Relevant organizational standards, policies and procedures 	<ul style="list-style-type: none"> • lecture / PowerPoint presentation • group discussion • self-learning • blended learning • online learning 	<ul style="list-style-type: none"> • oral questioning • self-check • written test (online / offline / face-to-face) 	8 hours

		<p>Perform the following:</p> <ul style="list-style-type: none"> • Applying therapeutic communication • Establishing rapport to the Adolescence • Assessing threats and danger in the area according to the standards • Responding to threats and situations of danger • Remaining alert to potential threats and dangers or challenging behavior • Reporting and documenting incident reports accurately 	<ul style="list-style-type: none"> • demonstration • role play 	<ul style="list-style-type: none"> • demonstration • oral questioning 	
8 Provide immediate care and support to children with special needs (80 hours)	8.1 Recognize stages of growth and development of the child	<p>Listen / read and apply the following topics</p> <ul style="list-style-type: none"> • Communication strategies appropriate for the client's growth and developmental stage • Principles of growth and development • Developmental age periods • Developmental tasks per stage • Developmental delays and associated disorders 	<ul style="list-style-type: none"> • lecture / PowerPoint presentation • group discussion • self-learning • blended learning • online learning 	<ul style="list-style-type: none"> • oral questioning • self-check • written test (online / offline / face-to-face) 	8 hours
		<p>Perform the following:</p> <ul style="list-style-type: none"> • Demonstrate communication techniques appropriate for the child's growth stage 	<ul style="list-style-type: none"> • demonstration • role play 	<ul style="list-style-type: none"> • demonstration • oral questioning 	

8.2 Plan to provide support to children with special needs	Listen / read and apply the following topics	<ul style="list-style-type: none"> • Medical terminologies and abbreviations • Therapeutic communication techniques • Conflict resolution strategies • Feedback mechanisms based current good practice • Definition of children with special needs • Care planning details: goals, strategies, activities and supports • Client safety in relation to daily activities • coping strategies 	<ul style="list-style-type: none"> • lecture / PowerPoint presentation • group discussion • self-learning • blended learning • online learning 	<ul style="list-style-type: none"> • oral questioning • self-check • written test (online / offline / face-to-face) 	8 hours
	Perform the following:	<ul style="list-style-type: none"> • Applying information about healthy living, safety, school, transitions, independent living, and finding support on individualized care plan for clients 	<ul style="list-style-type: none"> • demonstration 	<ul style="list-style-type: none"> • demonstration • oral questioning 	
8.3 Respond to situations of risk or potential risk to client	Listen / read and apply the following topics	<ul style="list-style-type: none"> • Situations of risk in working with clients • Uncharacteristic behaviors • Abuse / Neglect of clients 	<ul style="list-style-type: none"> • lecture / PowerPoint presentation • group discussion • self-learning • blended learning • online learning 	<ul style="list-style-type: none"> • oral questioning • self-check • written test (online / offline / face-to-face) 	8 hours
	Perform the following:	<ul style="list-style-type: none"> • Responding and reporting to situations of risks • Identifying uncharacteristic behaviors of clients 	<ul style="list-style-type: none"> • demonstration • role play 	<ul style="list-style-type: none"> • demonstration • oral questioning 	

8.4 Provide care and support to children with physical disabilities	<p>Listen / read and apply the following topics</p> <ul style="list-style-type: none"> • Therapeutic communication techniques • Coping strategies • Stress management • “teach-back” method • Nature and causes of club foot • Treatment guidelines • Care for cast • Care for braces • Ponseti method • Nature and causes of cleft lip and cleft palate • Feeding guidelines for children with cleft lip and cleft palate • Feeding tools for children with cleft lip and cleft palate • Complications during feeding for children with cleft lip and cleft palate • Symptoms of ear infection for children with cleft lip and cleft palate 	<ul style="list-style-type: none"> • lecture / PowerPoint presentation • group discussion • self-learning • blended learning • online learning 	<ul style="list-style-type: none"> • oral questioning • self-check • written test (online / offline / face-to-face) 	8 hours
	<p>Perform the following:</p> <ul style="list-style-type: none"> • Using therapeutic communication in providing assistance • Explaining the condition, treatment and self-care needs to parents • Encouraging parents to hold and play with the child and participate in care • Positioning the child with cleft lip and cleft palate for breastfeeding • Feeding the child with cleft lip and cleft palate using specialized feeding tools 	<ul style="list-style-type: none"> • demonstration • role play 	<ul style="list-style-type: none"> • demonstration • oral questioning 	

8.5 Provide care and support to children with behavioral challenges	<p>Listen / read and apply the following topics</p> <ul style="list-style-type: none"> • Medical terminologies and abbreviations • Factors causing Communication problems of autistic client • Communication techniques to build trust • Visual language systems • Causes, signs and complications of Attention Deficit Hyperactivity Disorder (ADHD) and Autism (ASD) • Types and uses of visual support • Symptoms / signs of anxiety and calming management strategies • Social skills development strategies • Positive reinforcement techniques • Gastric motility problems • Client eating habits • Nonverbal cues of pain • Uncharacteristic behaviors of clients with ADHD and ASD • Abuse / Neglect of clients with ADHD and ASD 	<ul style="list-style-type: none"> • lecture / PowerPoint presentation • group discussion • self-learning • blended learning • online learning 	<ul style="list-style-type: none"> • oral questioning • self-check • written test (online / offline / face-to-face) 	24 hours
	<p>Perform the following:</p> <ul style="list-style-type: none"> • interpreting strategies to develop social skills • Dialoguing with the client and family • Identifying receptive language communication • Identifying and demonstrating expressive language communication • providing positive reinforcement • Recognizing client eating habits • Recognizing nonverbal cues of pain 	<ul style="list-style-type: none"> • demonstration • role play 	<ul style="list-style-type: none"> • demonstration • oral questioning 	

	8.6 Provide care and support to children with congenital disorders	<p>Listen / read and apply the following topics</p> <ul style="list-style-type: none"> • Active listening • Expressive language techniques • Receptive language techniques • Definition and characteristics of common congenital disorders in children • Facial techniques • Positive reinforcement techniques • Factors causing communication problems of cerebral palsy clients • Speech therapy types and features • Breathing techniques • Correct nature and causes of Tourette syndrome • Types of tics • Classifications of tics • Complications of Tourette's syndrome • Physical and mental energy activities • Calming activities • Factors in the infant sleep environment that are potentially unsafe • Risk reduction strategies • Crib safety standards • Techniques in managing breathing 	<ul style="list-style-type: none"> • lecture / PowerPoint presentation • group discussion • self-learning • blended learning • online learning 	<ul style="list-style-type: none"> • oral questioning • self-check • written test (online / offline / face-to-face) 	24 hours
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		<p>Perform the following:</p> <ul style="list-style-type: none"> Identifying receptive language communication Identifying and demonstrating expressive language communication providing positive reinforcement demonstrating implementation of physical and mental energy activities demonstrating implementation of calming activities Demonstrating proper breast feeding Demonstrating first aid techniques in managing choking and suffocation Demonstrating first aid techniques in cardiopulmonary resuscitation 	<ul style="list-style-type: none"> demonstration role play 	<ul style="list-style-type: none"> demonstration oral questioning 	
9 Provide immediate care and support to adults and elderly with special needs (108 hours)	9.1 Interpret care plan to provide support to adult and elderly clients with special needs	<p>Listen / read and apply the following topics</p> <ul style="list-style-type: none"> Care Plan goals Patient-centered care approaches strategies to reduce internal stressors strategies to reduce external stressors Strategies to promote cognition, independence and well being 	<ul style="list-style-type: none"> lecture / PowerPoint presentation group discussion self-learning blended learning online learning 	<ul style="list-style-type: none"> oral questioning self-check written test (online / offline / face-to-face) 	4 hours
		<p>Perform the following:</p> <ul style="list-style-type: none"> Preparing daily care activity for client Providing patient-centered care approaches Reporting ability to perform ADL daily Recognizing signs of abuse of the client Coping with agitative and aggressive behavior Implementing activities to promote client independence 	<ul style="list-style-type: none"> demonstration role play 	<ul style="list-style-type: none"> demonstration oral questioning 	

		Listen / read and apply the following topics	<ul style="list-style-type: none"> • lecture / PowerPoint presentation • group discussion • self-learning • blended learning • online learning 	<ul style="list-style-type: none"> • oral questioning • self-check • written test (online / offline / face-to-face) 	8 hours
	9.2 Use appropriate communication techniques	<ul style="list-style-type: none"> • Therapeutic Communication strategies to maximize client engagement • Training Activities to relieve stress and agitation • Reality Orientation • Cognitive Therapy • Reminiscence Therapy • Sensory Stimulation • Self-Care Training • Validation Strategies • strategies to address and manage wandering behavior • Redirection Techniques 			
		Perform the following: <ul style="list-style-type: none"> • Orienting client to reality and surroundings • Using active listening skills • Giving positive feedback when thinking and behavior are appropriate • Using simple explanations and face-to-face interaction when communicating with client • Expressing reasonable doubt if client relays suspicious beliefs in response to delusional thinking • Preparing for the training activity • Providing redirection techniques in case other communication techniques are not working 	<ul style="list-style-type: none"> • demonstration • role play 	<ul style="list-style-type: none"> • demonstration • oral questioning 	
	9.3 Respond to situations of risk or potential risk to client	Listen / read and apply the following topics <ul style="list-style-type: none"> • Situations of risk in working with clients • Uncharacteristic behaviors • Abuse / Neglect of clients 	<ul style="list-style-type: none"> • lecture / PowerPoint presentation • group discussion • self-learning • blended learning • online learning 	<ul style="list-style-type: none"> • oral questioning • self-check • written test (online / offline / face-to-face) 	4 hours

		<p>Perform the following:</p> <ul style="list-style-type: none"> • Responding and reporting to situations of risks • Identifying uncharacteristic behaviors of clients 	<ul style="list-style-type: none"> • demonstration • role play 	<ul style="list-style-type: none"> • demonstration • oral questioning 	
9.4 Provide care and support to clients with sensory degeneration	<p>Listen / read and apply the following topics</p> <ul style="list-style-type: none"> • Medical terminologies • Therapeutic communication techniques • Sensory changes common in older adults • EENT Anatomical review • Care activities for clients with sensory degeneration • Safety hazards related to changes in visual fields or loss of vision • Cerumen impaction • Types and care for hearing aids • Foot care techniques 		<ul style="list-style-type: none"> • lecture / PowerPoint presentation • group discussion • self-learning • blended learning • online learning 	<ul style="list-style-type: none"> • oral questioning • self-check • written test (online / offline / face-to-face) 	12 hours
	<p>Perform the following:</p> <ul style="list-style-type: none"> • Explaining care activities for sensory degeneration • Demonstrating appropriate care for hearing aids 	<ul style="list-style-type: none"> • demonstration • role play 	<ul style="list-style-type: none"> • demonstration • oral questioning 		
9.5 Provide care and support to clients with Alzheimer's disease	<p>Listen / read and apply the following topics</p> <ul style="list-style-type: none"> • Appropriate communication techniques for dementia clients • Nature and characteristics of Alzheimer's disease • Reality orientation techniques • Causes and solutions to address wandering behavior • Appropriate activities for clients with Alzheimer's disease / dementia • Eating and nutritional challenges in clients with Alzheimer's disease • Techniques in encouraging client independence 		<ul style="list-style-type: none"> • lecture / PowerPoint presentation • group discussion • self-learning • blended learning • online learning 	<ul style="list-style-type: none"> • oral questioning • self-check • written test (online / offline / face-to-face) 	24 hours

		<p>Perform the following:</p> <ul style="list-style-type: none"> • Implementing care activities to support cognitive functioning • Promoting physical safety techniques • Understanding and preventing wandering behavior • reducing anxiety and agitation • preparing a daily activity plan • demonstrating appropriate communication techniques 	<ul style="list-style-type: none"> • demonstration • role play 	<ul style="list-style-type: none"> • demonstration • oral questioning 	
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	9.6 Provide care and support to clients with Parkinson's disease	<p>Listen / read and apply the following topics</p> <ul style="list-style-type: none"> • Distractions in communication • Ways and means of getting the clients attention • Non-verbal cues of communication • handwriting techniques • Basic ergonomics • 'OHS Guidelines • Physical characteristics of Parkinson's Disease • Joint mobility and flexibility exercises • Postural exercises • Breathing exercises • techniques that initiate movement • assistive devices for mobility • Coping techniques with "freezing" and falls • Home safety requirements • Good bathing and grooming techniques • Good oral hygiene • Food selection for Parkinson's clients • Signs of dysphagia • Strategies to overcome swallowing problems • Saliva management • Strategies to manage constipation among Parkinson's clients • Emotional aspects of Parkinson's disease • Relaxation techniques 	<ul style="list-style-type: none"> • lecture / PowerPoint presentation • group discussion • self-learning • blended learning • online learning 	<ul style="list-style-type: none"> • oral questioning • self-check • written test (online / offline / face-to-face) 	12 hours
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		<p>Perform the following:</p> <ul style="list-style-type: none"> • Demonstrating techniques that initiate movement • Demonstrating special walking techniques • Performing postural and breathing exercises • Demonstrating use of assistive devices • Demonstrating coping techniques with “freezing’ (temporary inability to move) and falls • Demonstrating client assistance in performing ADL • Demonstrating techniques to manage dysphagia • Demonstrate techniques to manage saliva drooling and dribbling • Speaking slowly, clearly and carefully to the client • Asking closed questions to the client 	<ul style="list-style-type: none"> • demonstration • role play 	<ul style="list-style-type: none"> • demonstration • oral questioning 	
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	<p>9.7 Provide care and support to clients with chronic diseases</p>	<p>Listen / read and apply the following topics</p> <ul style="list-style-type: none"> • Therapeutic communication techniques • Medical terminologies • Scope of Chronic Diseases and their Symptoms • Diabetes <ul style="list-style-type: none"> ○ Signs and management of dehydration and edema ○ Strategies to improve nutritional intake ○ Recommended foods for a diabetic diet ○ Diabetic-specific exercise programs ○ Signs and symptoms of hyperglycemia and its management strategies ○ Signs and symptoms of hypoglycemia and its management strategies ○ Types of oral hypoglycemic medications and its administration ○ Glucose monitoring devices 	<ul style="list-style-type: none"> • lecture / PowerPoint presentation • group discussion • self-learning • blended learning • online learning 	<ul style="list-style-type: none"> • oral questioning • self-check • written test (online / offline / face-to-face) 	<p>24 hours</p>
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		<ul style="list-style-type: none"> • Arthritis and gout <ul style="list-style-type: none"> ○ Signs of joint inflammation ○ Pain relief techniques ○ Relaxation techniques for stress relief ○ Types, administration and side effects of pharmacologic pain relievers ○ Types and uses of assistive devices ○ Adaptive measures to ease performance of ADL ○ environmental barriers to mobility • Cerebrovascular Accident (CVA) <ul style="list-style-type: none"> ○ Potential complications of CVA ○ Measures to improve mobility and prevent deformities ○ ROM exercises for joint mobility, motor control and contracture prevention ○ Signs of excessive cardiac workload during exercise ○ Procedures for preventing shoulder pain ○ Alternate swallowing techniques ○ Techniques for managing dysphagia ○ Techniques for managing sensory-perceptual difficulties ○ Bowel and bladder control • Pneumonia <ul style="list-style-type: none"> ○ Infection control procedures in handling client secretions ○ Chest physical therapy procedures ○ Medication therapy ○ Signs and symptoms of respiratory failure and shock 			
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		<p>Perform the following:</p> <ul style="list-style-type: none"> • Diabetes <ul style="list-style-type: none"> ○ Measuring fluid intake and output ○ Demonstrating the proper use of glucose monitoring devices • Arthritis and Gout <ul style="list-style-type: none"> ○ Demonstrating application of hot and cold compress ○ Positioning the client to avoid pressure on affected joint for gout ○ Demonstrating use of assistive devices ○ Demonstrating performance of Isometric, and active and passive ROM exercises to all extremities • Cerebrovascular Accident (CVA) <ul style="list-style-type: none"> ○ Positioning to prevent contractures ○ Using a foot board ○ Applying a posterior splint ○ Preventing external rotation of hip joint with a trochanter roll ○ Using a volar resting splint to support wrist and hand ○ Demonstrating procedures to maintain skin integrity • Pneumonia <ul style="list-style-type: none"> ○ Demonstrating turning procedures ○ Demonstrating coughing procedures ○ Demonstrating percussion therapy ○ Demonstrating semi fowlers position 	<ul style="list-style-type: none"> • demonstration • role play 	<ul style="list-style-type: none"> • demonstration • oral questioning 	
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9.8 Provide care and support to clients with muscle strain and muscle spasm	<p>Listen / read and apply the following topics</p> <ul style="list-style-type: none"> • Medical terminologies • Characteristics and causes of muscle spasm and muscle strain • Pain relieving techniques • Proper body mechanics • Posture and mobility exercises • Weight loss programs • Classifications and side effects of medications for muscle spasticity • Types of splints, braces and casts and its benefits • Causes and care for pressure sores 	<ul style="list-style-type: none"> • lecture / PowerPoint presentation • group discussion • self-learning • blended learning • online learning 	<ul style="list-style-type: none"> • oral questioning • self-check • written test (online / offline / face-to-face) 	8 hours
	<p>Perform the following:</p> <ul style="list-style-type: none"> • Demonstrating proper bed positioning of client • Performing diaphragmatic breathing technique • Demonstrating stretching exercises 	<ul style="list-style-type: none"> • demonstration • role play 	<ul style="list-style-type: none"> • demonstration • oral questioning 	
9.9 Provide care and support in a homecare setting to clients with fracture and dislocation	<p>Listen /read and apply the following topics</p> <ul style="list-style-type: none"> • Types of fracture • Stabilization and alignment of fractures • Muscle relaxation techniques • Strength and mobility maintenance of unaffected muscles • Inflammation relief in injured tissues • Stress relief and emotional support techniques 	<ul style="list-style-type: none"> • lecture / PowerPoint presentation • group discussion • self-learning • blended learning • online learning 	<ul style="list-style-type: none"> • oral questioning • self-check • written test (online / offline / face-to-face) 	8 hours
	<p>Perform the following:</p> <ul style="list-style-type: none"> • Maintaining immobilization of affected part by means of bed rest, cast, splint, traction. • Demonstrating alternative comfort measures to improve circulation • Demonstrating progressive muscle relaxation techniques 	<ul style="list-style-type: none"> • demonstration • role play 	<ul style="list-style-type: none"> • demonstration • oral questioning 	

	12.3 Document and report client activities	Listen / read and apply the following topics <ul style="list-style-type: none"> • Individual findings, including factors affecting, interactions, nature of social exchanges, specifics of individual behavior. • Cultural and religious beliefs, and expectations. • Plan of care. • Teaching plan. • Responses to interventions, teaching, and actions performed. • Attainment or progress toward the desired outcome 	<ul style="list-style-type: none"> • lecture / PowerPoint presentation • group discussion • self-learning • blended learning • online learning 	<ul style="list-style-type: none"> • oral questioning • self-check • written test (online / offline / face-to-face) 	4 hours
		Perform the following: <ul style="list-style-type: none"> • Recording of progression of activities • Recording possible changes in function; loss of abilities • Documenting diary form • Documenting client profile 	<ul style="list-style-type: none"> • demonstration • role play 	<ul style="list-style-type: none"> • demonstration • oral questioning 	

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 an 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 completion of all specified competencies not on the specified nominal duration of learning.
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 in 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 a 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.
- Supervised Industry Training (SIT) or on-the-job training (OJT) is an approach in training designed to enhance the knowledge and skills of the

trainee through actual experience in the workplace to acquire specific competencies as prescribed in the training regulations. It is imperative that the deployment of trainees in the workplace is adhered to training programs agreed by the institution and enterprise and status and progress of trainees are closely monitored by the training institutions to prevent opportunity for work exploitation.

- The classroom-based or in-center instruction uses 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 apprenticeable occupation.
- Informal Apprenticeship - is based on a training (and working) agreement between an apprentice and a master craftsman wherein the agreement may be written or oral and the master craftsman 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 craftsman.
- 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

- 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 program (MTP).

3.3 TRAINEE ENTRY REQUIREMENTS

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

- Completed at least 10 years basic education or Holder of Alternative Learning Systems (ALS) certificate of completion with grade 10 equivalent;
- Basic communication skills

3.4 TOOLS, MATERIALS AND EQUIPMENT

Recommended list of tools, equipment and materials for the training of **25 trainees** for CAREGIVING (CLIENTS WITH SPECIAL NEEDS) NC II.

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.

TRAINING RESOURCE AREA

EQUIPMENT		
QTY	UNIT	DESCRIPTION/SPECIFICATION
1	PC	Computer table
3	SETS	Office table (regular size) with chairs
2	PC	Steel cabinet
1	SET	Computer with complete accessories and applications
1	UNIT	Telephone with internet
1	SET	Printer
1	UNIT	Air conditioning unit
1	PC	Wall clock
2	SET	First Aid Kit
1	PC	Rechargeable Emergency Lamp
2	PC	Fire Extinguisher
1	PC	Bulletin board
TOOLS		
QTY	UNIT	DESCRIPTION/SPECIFICATION
2	PCS	Scissors
1	PCS	Stapler
1	PCS	Puncher
1	PC	White board eraser
MATERIALS		
QTY	UNIT	DESCRIPTION/SPECIFICATION
1	REAM	A4, letter, legal bond paper (each)
25	PCS	Long , short Folder each
25	PCS	Long , short Envelop each
1	REAM	A4, letter, legal bond paper (each)
1	BOX	Fastener
1	BOX	Staple wire
3	PCS	Ballpen / ink correction tape / fluid
1	BOX	Paper clip
2	PCS	White board markers (RED,BLUE, BLACK (each)
3	PCS	Pencil eraser
INSTRUCTIONAL MATERIALS and LEARNING GUIDES		
QTY	UNIT	DESCRIPTION/SPECIFICATION
1	COPY	Session plans per unit of competency

1	COPY	On the Job Training (OJT) program
25	COPIES	Trainees Record Books
1	COPY	Summative assessment tools per unit /cluster of units of competency

CONTEXTUAL LEARNING AREA

TOOLS and EQUIPMENT		
QTY	UNIT	DESCRIPTION/SPECIFICATION
1	POSTER	Progress chart for 25 trainees for the qualification
1	POSTER	List of competency standards for the qualification
1	PC	Wall clock
25	PC	Arm chairs
2	PC	Long Table
1	UNIT	LCD projector
1	PC	White board (big)
5	PC	White board marker
2	PC	White board eraser
1	PC	Trainer Chair
1	PC	Trainer Table with drawer
1	UNIT	Airconditioning unit

LEARNING RESOURCE AREA

TOOLS and EQUIPMENT		
QTY	UNIT	DESCRIPTION/SPECIFICATION
2	SETS	Desktop computer with internet access
2	SET	Long table with 4 chairs
2	UNITS	Bookshelves
1	COPY	Relevant Training Regulation for the qualification
2	COPIES	Competency-Based Learning Module (CBLM)
1	COPY	Outcome-based Training Curriculum for the qualification
2	COPIES EACH	Relevant Philippine laws and regulations- <ul style="list-style-type: none"> • RA 11058 OSH Law • RA 10173 Data Privacy law • RA 9003 Ecological Solid Waste Management Act of 2000 • RA 6969 Toxic Substances & Hazardous & Nuclear Wastes Control Act of 1990 • PD 856 Code on Sanitation of the Philippines • Senate Bill 2261 Caregivers Welfare Act • RA 7164 Philippine Nursing Act • RA 10918 New Pharmacy Law
2	COPIES	WHO Guidelines on infection prevention and control

2	COPIES EACH	<p>Text reference or book reference</p> <ul style="list-style-type: none"> • Fundamentals of Caregiving • Fundamental of Nursing • Caregiving for newborn to preschooler • Nurses Pocket Guide • Medical dictionary • MIMs / PPD • Principles and practice of therapeutic communication • Principles and practice of ergonomics • Basic human anatomy • Basic human physiology • Principle of Growth and Development • Principles in hygiene practices and techniques • Principles in therapeutic techniques • Maternal and Child Nursing • Caring For young baby and young Child • Early Childhood Assessment • The social stages of play • Child and adolescent psychiatry • Caregivers Care plan or Nursing Care plan • Ethical and legal standard of care (local and abroad) • Principles of Infection Control • Newborn Screening • Immunization for neonate to children • Medical Surgical • Childhood Illnesses and management • Adult Illness and Management • Dealing with People with Special Needs • Psychiatric Disorder and Its management
5	COPIES	The alphabet book
5	COPIES	Puzzle books
5	COPIES	Coloring books
2	COPIES	Go, GROW, GLOW poster
2	COPIES	Text reference on
2	COPIES EACH	<p>Audiovisual Video presentation</p> <ul style="list-style-type: none"> • Handwashing techniques • Gloving technique • Wearing of Personal protective equipment • Bathing of the Elderly • Bathing of the Ambulatory and Non-Ambulatory Patient

		<ul style="list-style-type: none"> • Hair, foot and nail care • Pulse oximeter • Vital sign Taking for adult • Occupied and Non- Occupied Bed Making • How to use glucometer • Assist client in eating and drinking • Assist the client in toileting and elimination • Assist the client with dressing and undressing • Oral care for elderly and person with special needs like psyche patient and coma patient • Changing diaper and diapering elderly or person with special needs • Assist the client with ambulation and transfer • Assistive devices and how to use it • Medication preparation • Medication administration • Assist in simple wound care • Assist in catheter care and incontinence management • Applying hot and cold therapy • Assisting in nebulization • Pain Management • Feeding the Elderly • Feeding with cleft palate and cleft lip • Provide care and support to client with congenital disorder • Provide care and support to client with challenging behavior • Provide care and support to client with sensory degeneration • Provide care and support to client with Alzheimer's disease • Provide care and support to client with Parkinson's disease • Provide care and support to client with chronic disease • Muscle strain and muscle spasm management • Fracture and dislocation and its management • Different Medical condition in all system (at least 5 diseases) • Head to toe assessment • Carrying Techniques for elderly • Putting elderly into care seat • Common Injuries and Accident among elderly and person with special needs
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		<ul style="list-style-type: none"> Basic First aid and Basic Life Support with AED for Adult
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SUPPORT AREA

TOOLS and EQUIPMENT		
QTY	UNIT	DESCRIPTION/SPECIFICATION
5	SETS	Desktop computer with internet access
5	SETS	table with chair
1	UNIT	Wide screen television
1	UNIT	DVD player

PRACTICAL WORK AREA

UC: 1. PARTICIPATE IN THE IMPLEMENTATION AND MONITORING OF CLIENT'S CARE PLAN		
EQUIPMENT		
QTY	UNIT	DESCRIPTION/SPECIFICATION
1	UNIT	LCD projector
1	SET	Audio-video equipment
TOOLS		
QTY	UNIT	DESCRIPTION/SPECIFICATION
1	PC	Whiteboard
1	PC	Clip Chart (Client's Care plan made by the Doctor or Nurses)
MATERIALS		
QTY	UNIT	DESCRIPTION/SPECIFICATION
25	PC	Sample nursing care plan template
25	PC	Sample client clip chart
25	PC	Personal care support plan
25	PC	Endorsement report
1	REAM	Bond Paper
1	BOX	Ballpoint Pen (Color: Red, Blue, Black, Quantity: 1 box per color)
INSTRUCTIONAL MATERIALS		
QTY	UNIT	DESCRIPTION/SPECIFICATION
5	COPIES	Competency-Based Learning Module (CBLM)
1	COPY	Module of Instruction: Participating in the Implementation and Monitoring of Client's Care Plan

UC: 2.PROVIDE ASSISTANCE AND SUPPORT ON ENVIRONMENT AND BIOPSYCHOSOCIAL NEEDS OF CLIENTS		
EQUIPMENT		
QTY	UNIT	DESCRIPTION/SPECIFICATION
1	PC	Automatic Hand dryer (*RPM: 2800, Drying Time : 21 sec, Air Speed: 14m/sec, Dimension 240x240x230MM)
1	PC	Portable Lavatory (Sink Size (s or l x h): 390 mm, Depth sink (h): 150 mm, Flow rate: 15lt/min)
1	PC	Hand Sanitizer Dispenser (Power Supplier: 4pcs C size batteries or AC adapter, N.W. : 08/1.0kg, Pump mode: Liquid, foam, spray and Installation mode: wall mounted)
1	PC	Hospital Bed (Dimension: 79" x 38" x 22".Backrest Lifting Angle: 80°+5°,Kneerest Lifting Angle: 40° + 5°, With controller brake to allow caregiver to set predetermined parameter., Bed Framework made from mild steel ERW rectangular tubes., Aluminum alloy side rail, collapsed type with safe lock.
1	PC	Single Bed Frame (Materials : Wood or Steel , Size : 36" (W)x 75" (L))
1	PC	Single bed mattress (Type: Foam: Size: 36" (W)x 75" (L), 28 cm thick)
1	PC	Linen Hamper (Size: L: 20" x W: 20" x H: 36", Made of heavy tubular steel mounted on 75mm 4 pieces swivel casters & with cover manual operate, Provided with Canvass bag)
1	PC	Bedside Table (Material: Wood)
1	PC	Bedside chair (Material: Wood)
TOOLS		
QTY	UNIT	DESCRIPTION/SPECIFICATION
5	PCS	Trash bin (Color coded for Solid Bio-Medical Waste: Black, Red, Yellow, Blue and White)
5	PCS	laundry hamper
5	PCS	Pets (Category: Bird, Dog, Cat, Fish, White Rat Quantity: 1 pc/ category)
8	PCS	Bed linen(Material: Cotton, Color: White, Size: 60" x 90"
5	PCS	Pillow (Material: Foam, Color: White, Size : 16" x 24")
4	PCS	Pillow case (Material: Cotton, Color: White, Size : 16" x 24")
2	PCS	Hospital Draw Sheet (Material: Cotton: Color: Green: Size : 90 x 180 cm)
2	PCS	Hospital Rubber Sheet (Material: Rubber, Color: Multicolor Size: 80 x 160 cm)
5	PCS EACH	Disposable Bed Underpad S, M, L, XL sizes
2	PCS	Bed Blanket (Size: 200x 240 cm, Material: Cotton
MATERIALS		
QTY*	UNIT	DESCRIPTION/SPECIFICATION
5	SETS	Liquid soap (Net Weight: 1000 ml, Intended for Handwashing)
5	PCS	Bar soap (Net weight : 100g , Intended for Handwashing)
5	PCS	Hand towel (Size 20 "x 28" , Color: Different Color)

5	PCS	All Purpose Cleaner (Net Weight: 500ml, Intended for cleaning floor)
5	PCS	Chamois (Types: Cotton)
2	BOX	Disposable Tissues (Type: Facial Tissues)
25	PCS	Surgical face mask (Mask type: 3 Ply Earloop, Bidirectional, 3 Ply Tien On, Duck Bill)
<i>quantity ratio- 1 : 5*</i>		
INSTRUCTIONAL MATERIALS		
QTY	UNIT	DESCRIPTION/SPECIFICATION
5	COPIES	Competency-Based Learning Module (CBLM)
1	COPY	Module of Instruction: Providing Assistance and Support to Clients with Special Needs

UC: 3. DEVELOP THE ABILITY TO RECOGNIZE HEALTHY BODY SYSTEMS AND APPLY MEDICAL TERMINOLOGIES		
EQUIPMENT		
QTY	UNIT	DESCRIPTION/SPECIFICATION
1	UNIT	Flat Screen Television (LED< Smart TV, Wall-Mounted, Size: 50 " , Network-LAN terminal, Connections-HDMI, component terminal
1	PC	Speaker (Connections: Bluetooth ready, Rechargeable battery, USB charging, 10 W output power, AUX IN port, Micro USB Jack.
1	UNIT	Laptop (Size: 18 " , Connectivity: WIFI, Bluetooth ready,, With USB port, HDMI port, VGA port, Processor: Intel Core Duo or higher, Hard Disk Drive250 GB or higher)
1	UNIT	LCD Projector
1	UNIT	Human body Model – Life Size Human Body Model Anatomy Doll with Removable Organs 3D Human Organ Model
1	UNIT	Human adult penis model- for demonstration of perianal care
TOOLS		
QTY	UNIT	DESCRIPTION/SPECIFICATION
1	COPY	Human Anatomy and Physiology lecture videos
1	COPY	Common disorders problems and complaints in each human body system lecture videos
INSTRUCTIONAL MATERIALS		
QTY	UNIT	DESCRIPTION/SPECIFICATION
5	COPIES	Competency-Based Learning Module (CBLM)
1	COPY	Module of Instruction: Developing The Ability To Recognize Healthy Body Systems And Apply Medical Terminologies
11	PC	Human Body System (All 11 systems) poster (Each System preferably encase in glass frame (1 framed poster / system)
1	PC	Common Medical Terminology (preferably within glass frame)

1	PC	Common medical abbreviations (preferably within glass frame)
1	PC	Common medical acronyms (preferably within glass frame)

UC: 4. PROVIDE CARE AND SUPPORT TO ACTIVITIES OF DAILY LIVING (ADL) OF CLIENTS

element: Obtain basic vital signs of client prior to performing care activities

EQUIPMENT

QTY	UNIT	DESCRIPTION/SPECIFICATION
5	PCS	Aneroid Type Blood Pressure Monitor
1	PC	Digital Blood Pressure Monitor (Measurement System, Oscillometric method, Power source AA size x4 , Rated Voltage DG6V=3W)
2	PCS	Pulse oximeter

TOOLS

QTY	UNIT	DESCRIPTION/SPECIFICATION
5	PC	Stethoscope (Chest piece : surgical stainless steel, Size: 45 mm, Dual Heads –Diaphragm and bell)
1	PC	Wall Clock (Type: Quartz Analog, Size: 30.5 * 30.5* 4.3 cm, Material; Plastic)
1	PC	Wrist watch with second hand
5	PCS	Digital Thermometer (Type: Oral, Anal, Axilla, Tympanic, Forehead, Quantity: 1pc/type)
6	PCS	Kidney basin (size : 6" (2pcs), 10 " (2pcs), 12 " (2pcs), Stainless and plastic)

MATERIALS

QTY	UNIT	DESCRIPTION/SPECIFICATION
3	PCS	Trash Bin (Color Coded: Yellow, Green and Black)
5	PACKS	Cotton Balls(100pcs)
3	PCS	Cotton Balls canister (Type; Stainless Steel, Size :Small, Medium, Large)
5	PCS	70 % Alcohol (Net Weight: 500 ml)
2	BOXES	Disposal Clean Gloves (Type: Latex, 100pcs per box)

element: Assist the client in eating and drinking

EQUIPMENT

QTY	UNIT	DESCRIPTION/SPECIFICATION
1	UNIT	Overbed Bedside table Wheels for hospital and home (Height Adjustable: 28" – 40", DIMENSIONS: 15"(D) x 30"(W) x 28-40"(H); Base Dimensions: 15.5"(D) x 26.5"(W); Table Top Dimensions: 30"(L) x 15"(W) x 0.75"(D)
1	UNIT	Dining set 2 seater. Dimensions: Table: 80 L (cm) x 70 W (cm) x 74 H (cm) Chair: 43.5 L (cm) x 41.5 W (cm) x 91 H (cm)
1	UNIT	Baby high chair with feeding tray. Dimensions: 50cm (L) x 62cm (W) x 90cm (H)

TOOLS		
QTY	UNIT	DESCRIPTION/SPECIFICATION
2	SET	Dinnerware (Dinner plate, appetizer plate, under liner plate, soup bowl)
2	SET	Flatware (Dinner knife, spoon and fork, Salad spoon and fork, fish knife, soup spoon)
2	SET	Glassware (Water goblet, white and red white glass)
6	PCS	Food Storage (Type: Tupperware container, Glass Container and Plastic (ziplock) bag Quantity: 2pcs / type)
6	PCS	Dish rag dryer
2	PCS	Tablecloth
2	PCS	Placemat
2	PCS	Rectangular tray
2	PCS	Round Tray (for glassware)
2	PCS	Center piece flower
MATERIALS		
QTY	UNIT	DESCRIPTION/SPECIFICATION
6	PCS	Table napkin
2	SET	Condiments
1	RIM	Bond Paper
1	BOX	Ballpoint Pen (Color: Red, Blue, Black, Quantity: 1 box per color)
5	PCS	Chamois
2	PC	Liquid dishwashing detergent (500ml)
5	PC	Cleaning sponge pad net cloth
element: Assist the client in toileting and elimination		
EQUIPMENT		
QTY	UNIT	DESCRIPTION/SPECIFICATION
1	UNIT	Mannequin Newborn 40 cm
1	UNIT	Mannequin Infant 60 cm
1	UNIT	Mannequin Child full body
1	UNIT	Mannequin Adult full body
TOOLS		
QTY	UNIT	DESCRIPTION/SPECIFICATION
2	PCS	Bedpan with cover (Material: Plastic , stainless, Quantity : 1pc /type)
2	PCS	Urinal (Material: Plastic , stainless, Quantity : 1pc /type)
MATERIALS		
QTY	UNIT	DESCRIPTION/SPECIFICATION
2	BOXES	Disposal Clean Gloves (Type: Latex, 100pcs per box)
2	PCS	Air freshener (500 ml)
5	PCS	Bath towels (Size: 27 x 53 inches, Color: Different Colors, Type: Cotton)
12	PCS	Toilet Rolled Tissue-2 ply
2	PCS	Urine bag
2	PCS	Foley Catheter for Adults

1	PC	Flexible measuring cup for urine (Size: 0.25L, 0.50L, 1 L Quantity: 1 pc / size)
element: Assist the client with dressing and undressing		
TOOLS		
QTY	UNIT	DESCRIPTION/SPECIFICATION
2	SETS	Upper and lower garments (Type: Blouse, Shirt, and pants For male and female)
2	PCS	Hospital gown
5	PCS	Bath towels (Size: 27 x 53 inches, Color: Different Colors, Type: Cotton)
MATERIALS		
QTY	UNIT	DESCRIPTION/SPECIFICATION
2	PCS	Body lotion or moisturizer or protective cream
2	BOXES	Surgical face mask (Mask type: 3 Ply Earloop, Bidirectional, 3 Ply Tien On, Duck Bill)
2	BOXES	Clean Gloves (Type: Latex, 100pcs per box)
5	PCS	Personal Protective Equipment: Disposable Gown
element: Assist the client in oral care		
TOOLS		
QTY	UNIT	DESCRIPTION/SPECIFICATION
1	BOX	Tongue depressor
5	PCS	Kidney basin (size : 6" (2pcs), 10 " (2pcs), 12 " (2pcs), Stainless and plastic)
2	PCS	Denture container
2	PCS	Denture
MATERIALS		
QTY	UNIT	DESCRIPTION/SPECIFICATION
2	BOXES	Clean Gloves (Type: Latex, 100pcs per box)
2	BOXES	Surgical face mask (Mask type: 3 Ply Earloop, Bidirectional, 3 Ply Tien On, Duck Bill)
2	PCS	Water Soluble lubricant for lips
20	PCS	Sponge toothette
4	PCS	Toothbrush (For adult and children)
2	BOXES	Toothpaste (For adult and children)
5	PCS	Hand towel (Size 20 "x 28" , Color: White))
2	PCS	Medicine Cup (Type: Plastic)
1	BOX	Gauze (Size: 10 cm x 10 cm)
2	PCS	Mouthwash (500ml)
1	PACK	Dental floss (100 pcs)
elements: Assist the client with bathing /showering		
Assist the client in hair care, foot care and nail care (grooming)		
Assist the client in the care of eyes, ears, nose and throat		
EQUIPMENT		
QTY	UNIT	DESCRIPTION/SPECIFICATION
1	UNIT	Mannequin Newborn 40 cm for bathing procedure
1	UNIT	Mannequin Infant 60 cm for bathing procedure

1	UNIT	Mannequin Child full body
1	UNIT	Mannequin Adult full body
TOOLS		
QTY	UNIT	DESCRIPTION/SPECIFICATION
2	PCS	Bedpan with cover (Material: Plastic , stainless, Quantity : 1pc /type)
2	PCS	Urinal (Material: Plastic , stainless, Quantity : 1pc /type)
2	PCS	Eyeglasses
2	PAIR	Contact Lenses
2	PCS	Contact lenses case
1	PAIR	Hearing aid with brush and earplugs (Strengthen the against external noise and make the sound output to the ear canal smooth)
MATERIALS		
QTY	UNIT	DESCRIPTION/SPECIFICATION
2	BOXES	Clean Gloves (Type: Latex, 100pcs per box)
2	BOXES	Surgical face mask (Mask type: 3 Ply Earloop, Bidirectional, 3 Ply Tien On, Duck Bill)
2	SETS	Upper and lower garments (Type: Blouse, Shirt, and pants For male and female)
2	PCS	Hospital gown
2	PCS	Bath Blanket
8	PCS	Bath towels (Size: 27 x 53 inches, Color: Different Colors, Type: Cotton)
8	PCS	Hand towel (Size 20 "x 28" , Color: Different Color)
8	PCS	Face towels (Size 12 x 12 inches ,Color: Different Color)
3	PCS	Basin (Size: small, Medium, Large)
5	PCS	Adult Soap (Form: Liquid Soap - Net Weight 1L and Bar Soap -Net weight: 200g, Hypoallergenic)
5	PCS	Adult Shampoo (Form: Liquid, Net Weight: 300 ML)
5	PCS	Adult Conditioner (Form: Liquid, Net Weight: 300 ML)
3	PCS	Adult Lotion (Net Weight: 800ml, Hypoallergenic)
5	PCS	Adult Cologne (Ne Weight: 6.80 oz)
2	PCS	Linen bag
2	SETS	Clean Bed Linen(Flat sheet, Bottom Sheet, Rubber Sheet, Draw Sheet and Top Sheet)
2	PCS	Shampoo Trough (Type: Plastic and inflatable Quantity: 1pc/ type)
2	PCS	Pail (Size: Small, Medium, Large)
2	PCS	Nail cutter (Intended for :adult)
2	PCS	Comb or hair pick and brush
2	PCS	Pitcher (small)
6	PACKS	Cotton balls (100pcs/pack)
3	PCS	Cotton Balls canister (Type; Stainless Steel, Size :Small, Medium, Large)
2	PCS	Waterproof pad

2	PCS	Roller toilet tissue
element: Assist the client in perianal care		
EQUIPMENT		
QTY	UNIT	DESCRIPTION/SPECIFICATION
2	PCS	Ovum Forceps
6	PCS	Kidney basin (size : 6" (2pcs), 10 " (2pcs), 12 " (2pcs), Stainless and plastic)
2	PCS	Bedpan with cover (Material: Plastic , stainless, Quantity : 1pc /type)
TOOLS		
QTY	UNIT	DESCRIPTION/SPECIFICATION
5	PCS	Hand towel (Size 20 "x 28" , Color: White))
8	PCS	Bath towels (Size: 27 x 53 inches, Color: Different Colors, Type: Cotton)
3	PCS	Cotton Balls canister (Type; Stainless Steel, Size :Small, Medium, Large)
2	PCS	Rubber sheet
2	PCS	Underpads
8	PCS	bath blanket
2	PCS	Hospital gown
MATERIALS		
QTY	UNIT	Description/specification
6	PACKS	Cotton balls (100pcs/pack)
5	PCS	Adult Soap (Form: Liquid Soap - Net Weight 1L and Bar Soap -Net weight: 200g, Hypoallergenic)
2	BOXES	Disposal Clean Gloves (Type: Latex, 100pcs per box)
INSTRUCTIONAL MATERIALS		
QTY	UNIT	DESCRIPTION/SPECIFICATION
1	POSTER	Perianal area (adult male)
1	POSTER	Perianal area (adult female)
element: Assist the client with ambulation and transfer		
EQUIPMENT		
QTY	UNIT	DESCRIPTION/SPECIFICATION
1	PC	Hospital Bed (Dimension: 79" x 38" x 22".Backrest Lifting Angle: 80°+5°,Kneerest Lifting Angle: 40° + 5°, With controller brake to allow caregiver to set predetermined parameter., Bed Framework made from mild steel ERW rectangular tubes., Aluminum alloy side rail, collapsed type with safe lock.
1	PC	Single Bed Frame (Materials : Wood or Steel , Size : 36" (W)x 75" (L))
1	PC	Single bed mattress (Type: Foam: Size: 36" (W)x 75" (L), 28 cm thick)
1	UNIT	Hospital emergency button with Signal Cord (This is to emergency button or cord that signal emergency to call the attention of health care provider)

2	UNITS	Wheelchair (Feature: 24'x 1' Solid Tire Flat free Wheels, 8" x1" front caster flat free, Seat Width: 18" x 16", Weight Capacity: 250lbs)
2	UNITS	Walking cane (36" – 37", aluminum, adjustable, non-skid rubber tip, foamed handle)
2	UNITS	Adult axillary crutches (aluminum, adjustable push-button, for 5'6" – 5'7" height patient)
2	UNITS	Standard 2-button walker without wheels (aluminum)
TOOLS		
QTY	UNIT	DESCRIPTION/SPECIFICATION
2	SETS	Clean Bed Linen(Flat sheet, Bottom Sheet, Rubber Sheet, Draw Sheet and Top Sheet)
2	PCS	Belt grip Transfer Belt
2	PCS	Gait belt
MATERIALS		
QTY	UNIT	DESCRIPTION/SPECIFICATION
2	PCS	Slippers (non-skid soles)
2	PCS	Shoes (non-skid soles)
2	PCS	Robe
2	PCS	stockings
2	PCS	Pillow (Size: 30x40 cm, Color: Any Color)
2	PCS	Moisture-proof Pillow case (Size: 30x40 cm, Color: Any Color)
INSTRUCTIONAL MATERIALS		
QTY	UNIT	DESCRIPTION/SPECIFICATION
5	COPIES	Competency-Based Learning Module (CBLM)
1	COPY	Module of Instruction: Providing Care and Support to Activities of Daily Living (ADL) of Clients
1	POSTER	Chart on Food Pyramid
1	POSTER	Diagram on aseptic handwashing

UC: 5. PROVIDE ASSISTANCE IN ADMINISTERING PRESCRIBED MEDICATIONS TO CLIENTS		
EQUIPMENT		
QTY	UNIT	DESCRIPTION/SPECIFICATION
1	PC	Medicine Cabinet (Double Door 85 x 100 x 30 cm with Eight shelves and Eight door trays
1	PC	Refrigerator (Small) (Capacity; 40 L, Temperature 0 to 8 degree, Size: 440Lx400x550 mm, Net weight (16.5 kg)
TOOLS		
QTY	UNIT	DESCRIPTION/SPECIFICATION
2	SETS	Dispensing aids- <ul style="list-style-type: none"> • Dosettes • Dispensing spoons, dispensing cups • Pre-filled syringes

		<ul style="list-style-type: none"> • Pill pots • Pill cutter
2	PCS	Adult nebulizing kit
2	PCS	Children's nebulizing kit
2	PCS	Tumbler
1	PACK	Paracetamol 500mg tablet
1	PACK	Mefenamic acid scored tablet
1	PACK	Antacid chewable tablet
1	PACK	Sublingual tablet
1	PACK	Antidiabetic drugs
1	PACK	Antihypertensive drugs
1	PACK	Cholesterol lowering drugs
1	PACK	Diuretic drugs
1	BOTTLE	Antacid suspension 60ml
1	BOTTLE	Multivitamin syrup 60ml
1	BOTTLE	Paracetamol drops 15ml1
1	TUBE	Analgesic Ointment
MATERIALS		
QTY	UNIT	DESCRIPTION/SPECIFICATION
25	COPIES	Sample medication chart / record
25	PCS	Sample medication prescription
INSTRUCTIONAL MATERIALS		
QTY	UNIT	DESCRIPTION/SPECIFICATION
5	COPIES	Competency-Based Learning Module (CBLM)
1	COPY	Module of Instruction: Provide Assistance in Administering Prescribed Medications to Clients
1	COPY	MIMs / PDD

UC: 6. PROVIDE CARE AND SUPPORT TO CLIENTS WITH SPECIAL NEEDS		
element: Assist in simple wound care		
TOOLS		
QTY	UNIT	DESCRIPTION/SPECIFICATION
6	PCS	Cotton Balls canister (Type; Stainless Steel, Size :Small, Medium, Large Quantity: 2 pcs per size)
2	PCS	Ovum forceps
2	SETS	Minor surgical instrument (Thumb forceps, Tooth forceps, Surgical scissors, bandage scissors, needle holder)
6	PCS	Kidney basin (size : 6" (2pcs), 10 " (2pcs), 12 " (2pcs), Stainless and plastic)
MATERIALS		
QTY	UNIT	DESCRIPTION/SPECIFICATION
5	PACKS	Cotton Balls(100pcs)
5	PCS	70 % Alcohol (Net Weight: 500 ml)
2	BOXES	Alcohol swab

2	BOXES	Clean Gloves (Type: Latex, 100pcs per box)
2	BOXES	Micropore tape or plaster tape (size : 1 inch, 3 inches Quantity: 1 box per size)
5	PCS	Trash bin (Color coded for Solid Bio-Medical Waste: Black, Red, Yellow, Blue and White)
1	BOX	Sterile gauze (Size 4 x 4 inches)
1	BOX	Antibiotic cream or ointment as prescribed by the doctor
1	BOTTLE	Sterile water (1000ml)
3	PCS	10 cc Syringe
element: Assist the client in catheter care and incontinence management		
TOOLS		
QTY	UNIT	DESCRIPTION/SPECIFICATION
6	PCS	Kidney basin (size : 6" (2pcs), 10 " (2pcs), 12 " (2pcs), Stainless and plastic)
6	PCS	Cotton Balls canister (Type; Stainless Steel, Size :Small, Medium, Large Quantity: 2 pcs per size)
MATERIALS		
QTY	UNIT	DESCRIPTION/SPECIFICATION
5	PACKS	Cotton Balls(100pcs)
5	PCS	Povidone Iodine Solution
2	BOXES	Alcohol swab
2	BOXES	Clean Gloves (Type: Latex, 100pcs per box)
2	BOXES	Micropore tape or plaster tape (size : 1 inch, 3 inches Quantity: 1 box per size)
5	PCS	Trash bin (Color coded for Solid Bio-Medical Waste: Black, Red, Yellow, Blue and White)
2	PCS	Urinary Foley Catheter for Adult
1	PC	Drapes (Plain and fenestrated, containing an opening or window)
26	PCS	Surgical Gloves (Type: Latex, Sizes : 5 – 8)
element: Participate in applying hot and cold therapy to the client		
EQUIPMENT		
QTY	UNIT	DESCRIPTION/SPECIFICATION
1	UNIT	Electric heating pad (Size : 10cm x 5cm)
TOOLS		
QTY	UNIT	DESCRIPTION/SPECIFICATION
2	PCS	Hot compress bag
2	PCS	Cold compress bag
2	PCS	Hot compress pack
2	PCS	Cold compress pack
element: Assist the client in nebulization		
EQUIPMENT		
QTY	UNIT	DESCRIPTION/SPECIFICATION
1	UNIT	Nebulizer (Max pressure (compressor) 30psi, Flow range (Compressor) 0-14L/min, Capacity (Nebulizer) 5ml, Size: 4.85" x 3.4" x 1.9"

TOOLS		
QTY	UNIT	DESCRIPTION/SPECIFICATION
2	PCS	Nebulizer kit (t-adapter, 7 inch tubing, mouth piece, reservoir tube, and medication cup)
MATERIALS		
QTY	UNIT	DESCRIPTION/SPECIFICATION
1	BOX	Medication (Nebulization medication such as Albuterol, salbutamol)
2	BOXES	Clean Gloves (Type: Latex, 100pcs per box)
2	BOXES	Alcohol swab
element: Assist the client in the management of pain		
MATERIALS		
QTY	UNIT	DESCRIPTION/SPECIFICATION
2	PCS	Oil Massage (240 ml)
5	PCS	Bath towels (Size: 27 x 53 inches, Color: Different Colors, Type: Cotton)
5	PCS	Face towels (Size 12 x 12 inches ,Color: Different Color)
1	FOIL / BLISTER PACK EACH	Analgesics / anti-inflammatory / corticosteroids
INSTRUCTIONAL MATERIALS		
QTY	UNIT	DESCRIPTION/SPECIFICATION
5	COPIES	Competency-Based Learning Module (CBLM)
1	COPY	Module of Instruction: Providing Care and support to Clients with Special Needs

UC: 7.RESPOND TO EMERGENCY SITUATIONS		
EQUIPMENT		
QTY	UNIT	DESCRIPTION/SPECIFICATION
1	UNIT	Dummy for adult (with light detector and clicker)
1	UNIT	AED for adult (prototype)
1	UNIT	Dummy for child (with light detector and clicker)
1	UNIT	AED for child (prototype)
1	UNIT	Dressing Trolley
TOOLS		
QTY	UNIT	DESCRIPTION/SPECIFICATION
1	PIECE	Surgical scissors
1	PIECE	Bandage scissors
1	PIECE	Pick up forceps
2	PIECES	Tissue forceps
2	PIECES	Surgical forceps
3	SETS	Hard Splint (Different sizes: Arm, forearm, thigh, leg)
3	SETS	Soft Splint

2	SETS	First aid kit
3	PIECES	Medical tray (stainless steel)
3	PIECES	Kidney basin (plastic/stainless steel)
2	PIECES	Instrument tray with cover (stainless steel)
1	PIECE	Cervical collar for adolescence
1	PIECE	Cardiac board for adolescence
MATERIALS		
QTY	UNIT	DESCRIPTION/SPECIFICATION
1	BOX	Clean gloves (50 pairs)
5	SETS	Surgical gloves (different sizes: 5.5, 6,6.5, 7, 7.5, 8)
1	BOX	Surgical mask (50 pieces)
6	BOTTLES	70% alcohol (at least 250ml capacity)
25	PIECES	Hospital hair net
2	PACKS	Cotton Balls (at least 100 balls)
15	PIECES	Triangle bandage
3	SETS	Elastic Bandage (different size: 2", 3", 4")
10	PACKS	Surgical wound bandage (at least 4x4)
1	LITER	Soaking solution (instrument disinfectant)
1	LITER	Rinsing solution (Plain NSS)
INSTRUCTIONAL MATERIALS		
QTY	UNIT	DESCRIPTION/SPECIFICATION
5	COPIES	Competency-Based Learning Module (CBLM)
1	COPY	Module of Instruction: Responding to Emergency Situations

UC: 8. PROVIDE IMMEDIATE CARE AND SUPPORT TO CHILDREN WITH SPECIAL NEEDS		
element: Provide care and support to children with physical disabilities (feeding with cleft lip or palate)		
TOOLS		
QTY	UNIT	DESCRIPTION/SPECIFICATION
1	PC	Cleft lip/palate nurser
1	PC	Special Needs Feeder
1	PC	Pigeon feeder
1	PC	Dr. Brown's Specialty Feeding System with one-way valve
3	PCS	Milk dispenser (Type: Plastic, Portable , 3 layers)
MATERIALS		
QTY	UNIT	DESCRIPTION/SPECIFICATION
1	PC	Milk Formula (Net Weight: 1kg, Type: Powder)
1	PC	Distilled water (Net Weight: 1 gallon)
5	PCS	Hand towel (Size 20 "x 28" , Color: Different Color)

element: Provide care and support to children with congenital disorders		
EQUIPMENT		
QTY	UNIT	DESCRIPTION/SPECIFICATION
3	UNIT	Half Size- Dummy for CPR with LED Compression indicator (Adult, Children and Infant)
1	UNIT	Semi- Automated External Defibrillator for Training Purposes (Portable, Biphasic Defibrillators, Trainer remote powered by two (2) AAA batteries (not included). Trainer package includes: G5 Training device, adult trainer pads (1 pair), infra-red remote control (1), languages packs and User's Guide CD (XTRLANG02A), overlay for an automatic version, and language configuration instructions
MATERIALS		
QTY	UNIT	Description/specification
2	BOXES	Clean Gloves (Type: Latex, 100pcs per box)
2	BOXES	Alcohol swab
2	PCS	Pocket facemask
2	PCS	CPR Mask
2	PCS	Defibrillator pads for adults and infants
element: Provide care and support to children with challenging behaviors		
TOOLS		
QTY	UNIT	DESCRIPTION/SPECIFICATION
5	SETS	Shape and color matching, or sorting, toys
5	COPIES	Word books
5	COPIES	Puzzle books
5	SETS	Board games
5	SETS	Picture board
1	PC	Any musical instrument for children
5	SETS	Music audio records
5	COPIES	Daily timetable
5	SETS	Drawing / coloring / painting sets
INSTRUCTIONAL MATERIALS		
QTY	UNIT	DESCRIPTION/SPECIFICATION
5	COPIES	Competency-Based Learning Module (CBLM)
1	COPY	Module of Instruction: Providing Immediate Care and Support to Children with Special Needs

UC: 9.PROVIDE IMMEDIATE CARE AND SUPPORT TO ADULTS AND ELDERLY WITH SPECIAL NEEDS		
element: Provide care and support to clients with sensory degeneration		
EQUIPMENT		
QTY	UNIT	DESCRIPTION/SPECIFICATION
1	PAIR	Hearing aid with brush and earplugs (Strengthen the against external noise and make the sound output to the ear canal smooth)
TOOLS		
QTY	UNIT	DESCRIPTION/SPECIFICATION
6	PCS	Kidney basin (size : 6” (2pcs), 10 “ (2pcs), 12 “ (2pcs), Stainless and plastic)
1	PC	Wax pick or wire loop
Materials		
QTY	UNIT	Description/specification
2	BOXES	Clean Gloves (Type: Latex, 100pcs per box)
2	PCS	Soft cloth
element: Provide care and support to clients with Alzheimer’s disease		
EQUIPMENT		
QTY	UNIT	DESCRIPTION/SPECIFICATION
2	UNITS	Wheelchair
2	UNITS	Adjustable crutches
2	PCS	Canes
2	PCS	Walker
1	SET	Ordinary bed (single) with beddings
1	SET	Orthopedic bed with beddings
2	UNITS	Commode
TOOLS		
QTY	UNIT	DESCRIPTION/SPECIFICATION
5	SETS	Oral care kit
5	SETS	Clothes and grooming kit
5	SETS	EENT clinically-accepted cleansing kit
5	SETS	Bathing and toiletries kit
5	SETS	Feeding kit
MATERIALS		
QTY	UNIT	DESCRIPTION/SPECIFICATION
5	SETS	Location signs (assorted)
5	SETS	Object labels (assorted)
5	COPIES	Weight monitoring checklist
5	COPIES	Blood glucose monitoring checklist
5	COPIES	Bladder voiding record
5	COPIES	Fluid intake record
5	COPIES	Care shift endorsement report

element: Provide care and support to clients with Parkinson’s disease		
EQUIPMENT		
QTY	UNIT	DESCRIPTION/SPECIFICATION
2	PCS	Cane (Type: single point, multiple point , Quantity: 1 pc per type)
2	PCS	Walker (Type: Standard, Rollator, Quantity: 1 pc per type)
2	PCS	Crutches
TOOLS		
QTY	UNIT	DESCRIPTION/SPECIFICATION
2	PCS	Medical Foot stool
MATERIALS		
QTY	UNIT	DESCRIPTION/SPECIFICATION
2	PCS	Gait belt
element: Provide care and support to clients with chronic diseases		
EQUIPMENT		
QTY	UNIT	DESCRIPTION/SPECIFICATION
1	UNIT	Glucometer (To test random blood sugar level)
TOOLS		
QTY	UNIT	DESCRIPTION/SPECIFICATION
6	PCS	Kidney basin (size : 6” (2pcs), 10 “ (2pcs), 12 “ (2pcs), Stainless and plastic)
6	PCS	Cotton Balls canister (Type; Stainless Steel, Size :Small, Medium, Large Quantity: 2 pcs per size)
2	PCS	Volar Resting Splint
MATERIALS		
QTY	UNIT	DESCRIPTION/SPECIFICATION
5	PACKS	Cotton Balls(100pcs)
5	PCS	70 % Ethyl Alcohol
2	BOXES	Alcohol swab
2	BOXES	Clean Gloves (Type: Latex, 100pcs per box)
2	BOXES	Micropore tape or plaster tape (size : 1 inch, 3 inches Quantity: 1 box per size)
5	PCS	Trash bin (Color coded for Solid Bio-Medical Waste: Black, Red, Yellow, Blue and White)
1	BOX	Sterile glucose strips
element: Provide care and support to clients with muscle strain and muscle spasm Provide care and support in a homecare setting to clients with fracture and dislocation		
EQUIPMENT		
QTY	UNIT	DESCRIPTION/SPECIFICATION
2	PCS	Knee Immobilizer
2	PCS	Traction splint
1	PC	Spinal Board

2	PCS	Cervical Collar (Type: Plastic and Foam, Quantity: 1pc per type)
MATERIALS		
QTY	UNIT	DESCRIPTION/SPECIFICATION
26	PCS	Triangular Bandage (Size: Large)
26	PCS	Elastic Bandage (Size: 4 inches)
2	BOXES	Micropore tape or plaster tape (size : 1 inch, 3 inches Quantity: 1 box per size)
3	PCS	Spinal Board strap
1	PC	Cast splint
INSTRUCTIONAL MATERIALS		
QTY	UNIT	DESCRIPTION/SPECIFICATION
5	COPIES	Competency-Based Learning Module (CBLM)
1	COPY	Module of Instruction: Providing Immediate Care and Support To Adults and Elderly with Special Needs

3.5 TRAINING FACILITIES

The Caregiving Learning Facility must be of concrete structure. Based on a class intake 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
Administrative/ Office Area		15	15
Training Resource Area		10	10
Practical Work Area- Person with special needs Adult and Elderly		25	25
Practical Work Area- Person with special needs – Children		20	20
Contextual Learning Area		30	30
Learning Resource Area		15	15
Support/Computer Area		10	10
Circulation Area		30	30
Career Counseling Area		5	5
Clinic/Lactating Room		5	5
Comfort Room for Special Child and Elderly		10	10
Separate restrooms for female and male		10	10
Total workshop area:			185 sq. m.

NOTE: Access to and use of equipment /facilities can be provided through cooperative arrangements or MOA with other partner/companies.

3.6 TRAINER'S QUALIFICATIONS FOR CAREGIVING (CLIENTS WITH SPECIAL NEEDS) NC II

- Must be a holder of a current National TVET Trainer Certificate (NTTC) Level I in Caregiving (Clients with Special Needs) NCII
- Must be a holder of any allied health courses or Bachelor's degree
- Must possess good communication skills
- Must have at least two (2) years industry experience within the last five (5) years

3.7 INSTITUTIONAL ASSESSMENT

Institutional Assessment is gathering of evidences to determine the achievements of the requirements of the qualification to enable the trainer make judgement whether the trainee is competent or not competent.

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 a full qualification or 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 national qualification of **CAREGIVING (CLIENTS WITH SPECIAL NEEDS) NC II**, the candidate must demonstrate competence in all units listed in Section 1. Successful candidates shall be awarded a National Certificate signed by the TESDA Director General.

4.1.2 A Certificate of Competency (COC) is issued by the Authority to individuals who were assessed as competent in cluster of related units of competency, namely:

COC 1 Provide care and support for children with special needs

- Participate in the implementation and monitoring of client's care plan
- Provide assistance and support on environmental 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

COC 2 Provide care and support for adults and elderly with special needs

- Participate in the implementation and monitoring of client's care plan
- Provide assistance and support on environmental 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 adults and elderly with special needs

Upon accumulation and submission of all the COCs acquired, an individual shall be issued the corresponding National Certificate for the Qualification.

- 4.1.3 Assessment shall cover all competencies with basic and common integrated or assessed concurrently with the core units of competency.
- 4.1.4 Any of the following are qualified to undergo assessment and certification:
- 4.1.4.1 Graduates of WTR-registered program, NTR-registered programs or formal/non-formal/informal including enterprise-based trainings related to Caregiving (Clients with Special Needs) NC II.
 - 4.1.4.2 Experienced workers (wage employed or self-employed) who gained competencies in providing caregiving services for at least one (1) year within the last five (5) years.
- 4.1.5 Recognition of Prior Learning (RPL). Candidates who have gained competencies through education, informal training, previous work or life experiences with at least three (3) years of caregiving experience within the last five (5) years may apply for recognition in this Qualification through Portfolio Assessment.

Requirements and implementation procedure of Portfolio Assessment must be consistent with TESDA Circular No. 47, series of 2018 on *“Implementing Guidelines on the Implementation of Portfolio Assessment Leading to Recognition of Prior Learning (RPL) within the TESDA Assessment and Certification System*, and with TESDA Circular No. 118, series of 2019 on *“Addendum to the Implementing Guidelines on the Implementation Portfolio Assessment Leading to Recognition of Prior Learning (RPL) within the TESDA Assessment and Certification System.”*

- 4.1.6 Holders of National Certificate (NC) or Certificates of Competency (COC) in Caregiving Services NC II are required to undergo re-assessment under the amended Training Regulations (TRs), upon expiration of their Certificates.
- 4.1.7 The guidelines on assessment and certification are discussed in detail in the “Procedures Manual on Assessment and Certification” and “Guidelines on the Implementation of the “Philippine TVET Competency Assessment and Certification System (PTCACS)”.

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 CAREGIVING (CLIENTS WITH SPECIAL NEEDS) NC II

**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							

GLOSSARY OF TERMS

1. **ADULT** - is an organism that has reached sexual maturity. In human context, the term *adult* additionally has meanings associated with social and legal concepts. In contrast to a "minor", a **legal adult** is a person who has attained the age of majority and is therefore regarded as independent, self-sufficient, and responsible. The typical age of attaining legal adulthood is 18, although definition may vary by legal rights and country.
2. **ADHD (ATTENTION DEFICIT HYPERACTIVITY DISORDER)** - is a chronic condition marked by persistent inattention, hyperactivity, and sometimes impulsivity. ADHD begins in childhood and often lasts into adulthood. As many as 2 out of every 3 children with ADHD continue to have symptoms as adults.
3. **ASD (AUTISM SPECTRUM DISORDER)** – any of a group of developmental disorders (such as autism and Asperger’s syndrome) marked by impairments in the ability to communicate and interact socially and by the presence of repetitive behaviors or restricted interests. Also called pervasive developmental disorder.
4. **AMBULATION** - the act, action, or an instance of moving about or walking. Ambulation is the ability to walk without the need for any kind of assistance. It is most often used when describing the goals of a patient after a surgery or physical therapy. In order to reach a patient’s goal of ambulation, they may require assistance before they are able to walk around on their own.
5. **ANATOMY** - the branch of science concerned with the bodily structure of humans, animals, and other living organisms, especially as revealed by dissection and the separation of parts.
6. **ARTHRITIS** - painful inflammation and stiffness of the joints.
7. **ASSISTIVE DEVICES** - Any device that is designed, made, or adapted to assist a person perform a particular task. For examples, canes, crutches, walkers, wheel chairs, and shower chairs are all assistive devices.
8. **BASIC LIFE SUPORT (BLS)** - is a level of medical care which is used for victims of life-threatening illnesses or injuries until they can be given full medical care at a hospital. It can be provided by trained medical personnel, including certified first responders, emergency medical technicians, and by qualified bystanders.
9. **BED SORES** - A painful, often reddened area of degenerating, ulcerated skin caused by pressure and lack of movement, and worsened by exposure to urine or other irritating substances on the skin. Untreated bed sores can become seriously infected or gangrenous. Bed sores are a major problem for patients who are confined to bed or a wheelchair. They can be prevented by moving the patient frequently, changing bedding, and keeping the skin clean and dry. Also called a pressure sore, decubitus sore, or decubitus ulcer.
10. **BIOPSYCHOSOCIAL NEEDS** - The biopsychosocial model is a method of understanding health and illness through biological, psychological, and social factors. The principle of the biopsychosocial model states that all issues relating to health are products of a complex interplay of these three factors. The model has

been both revered and criticized in medical circles. In layman's terms, the biopsychosocial model is known as the mind-body connection.

11. **CAREGIVER** – a lay individual who assumes responsibility for the physical and emotional needs of another who is incapable of self-care. A person who provides direct care (as for children, elderly people, or the chronically ill).
12. **CARE PLAN** - A care plan is a written statement of your individual assessed needs identified during a Community Care Assessment. It sets out what support you should get, why, when, and details of who is meant to provide it. You are entitled to be given a copy of your care plan and should not sign the care plan until you are happy with it.
13. **CARING SKILLS** - feeling or showing concern for or kindness to others. All individuals in society have “needs” to grow, develop and maintain a healthy lifestyle. A “need” is what is required to achieve, maintain or regain the life quality factors. Caring helps individuals meet these needs to be healthy, active and independent. Caring helps individuals with everyday living and supports an individual’s life quality factors. Carers have an enormous influence over the outcome of the care that they give. Their actions can have positive or negative effects.
14. **CATHETER** - a tubular medical device for insertion into canals, vessels, passageways, or body cavities usually to permit injection or withdrawal of fluids or to keep a passage open.
15. **CEREBROVASCULAR** - the sudden death of some brain cells due to lack of oxygen when the blood flow to the brain is impaired by blockage or rupture of an artery to the brain. A CVA is also referred to as a stroke.
16. **CHRONIC DISEASE** - A chronic disease is a condition you can control with treatment for months. Asthma, diabetes, and depression are common examples. Often, they don't have a cure, but you can live with them and manage their symptoms.
17. **CLEFT LIP** - a birth defect characterized by one or more clefts in the upper lip resulting from failure of the embryonic parts of the lip to unite.
18. **CLEFT PALATE** - congenital fissure of the roof of the mouth
19. **CLIENT** - a person who engages the professional advice or services of another.
20. **CLINICAL WASTE** - Clinical waste is the term used to describe waste produced from healthcare and similar activities that may pose a risk of infection, for example, swabs, bandages, dressings etc. or may prove hazardous, for example medicines.
21. **CLUBFOOT**- describes a range of foot abnormalities usually present at birth (congenital) in which your baby's foot is twisted out of shape or position. In clubfoot, the tissues connecting the muscles to the bone (tendons) are shorter than usual. Clubfoot is a fairly common birth defect and is usually an isolated problem for an otherwise healthy newborn

22. **COLD THERAPY** - As a general rule, cold therapy is used for sudden, acute injuries such as ankle sprains, muscle tears, bruising and inflammation.
23. **CONGENITAL DISORDER** - is a medical condition that is present at or before birth. These conditions, also referred to as birth defects, can be acquired during the fetal stage of development or from the genetic make up of the parents.
24. **DISPENSING** - is the provision of drugs or medicines as set out properly on a lawful prescription.
25. **ELDERLY**- aged; individuals over 65 years old who have functional impairments; sometimes used to describe any adult over 75 years old.
26. **FIRST AID** - emergency care or treatment given to an ill or injured person before regular medical aid can be obtained.
27. **GOUT** - is a common and complex form of arthritis that can affect anyone. It's characterized by sudden, severe attacks of pain, swelling, redness and tenderness in the joints, often the joint at the base of the big toe.
28. **GROOMING** - the things that you do to make your appearance clean and neat, for example brushing your hair, or the things that you do to keep an animal's hair or fur clean and neat
29. **HOT THERAPY** - Heat therapy is primarily used for taking the edge off of several different kinds of body pain. Those dull, persistent pains that you get with stiffness and cramping, for example.
30. **INCONTINENCE** - inability of the body to control the evacuative functions of urination or defecation: partial or complete loss of bladder or bowel control.
31. **INFECTION CONTROL** - is the discipline concerned with preventing healthcare-associated infections; a practical rather than academic sub-discipline of epidemiology. Infection control addresses factors related to the spread of infections within the healthcare setting, whether among patients, from patients to staff, from staff to patients, or among staff. This includes preventive measures such as hand washing, cleaning, disinfecting, sterilizing, and vaccinating. Other aspects include surveillance, monitoring, and investigating any suspected outbreak of infection, and its management.
32. **MEDICATION** - a substance used for medical treatment, especially a medicine or drug.
33. **MOBILITY** - the ability to move or be moved freely and easily.
34. **NEBULIZATION** - is the process of medication administration via inhalation. It utilizes a nebulizer which transports medications to the lungs by means of mist inhalation.
35. **ORAL CARE** – is the practice of keeping the mouth clean and healthy by brushing and flossing to prevent tooth decay and gum disease.

36. **PALLIATIVE CARE** - care for the terminally ill and their families, especially that provided by an organized health service.
37. **PARKINSONS DISEASE** - is a progressive nervous system disorder that affects movement. Symptoms start gradually, sometimes starting with a barely noticeable tremor in just one hand. Tremors are common, but the disorder also commonly causes stiffness or slowing of movement.
38. **PNEUMONIA** - is an infection that inflames the air sacs in one or both lungs. The air sacs may fill with fluid or pus (purulent material), causing cough with phlegm or pus, fever, chills, and difficulty breathing. A variety of organisms, including bacteria, viruses and fungi, can cause pneumonia.
39. **PERENIAL CARE** - involves cleaning the private areas of a patient. Because this area is prone to infection, it must be cleaned at least daily, and more if your loved one suffers from incontinence. Typical times to perform peri-care include as part of daily bathing, after the use of the bedpan, and following episodes of incontinence.
40. **PERSONAL PROTECTIVE EQUIPMENT (PPE)** – is protective clothing, helmets, goggles, or other garments or equipment designed to protect the wearer's body from injury or infection.
41. **PRESCRIPTION** - an instruction written by a medical practitioner that authorizes a patient to be provided a medicine or treatment.
42. **SKIN CARE** - maintaining clean, comfortable and healthy skin through thorough cleansing with soap and water, and moisturizing with emollients. Basic skin care also includes treating skin conditions appropriately with medicines and lotions, and avoiding sun exposure. Age is a factor in skin care. Special consideration should be given to infants, senior adults and the infirm.
43. **SPECIAL NEEDS** - any of various difficulties (such as a physical, emotional, behavioral, or learning disability or impairment) that causes an individual to require additional or specialized services or accommodations (such as in education or recreation)
44. **THERAPEUTIC COMMUNICATION** – an interaction between a health care professional and a patient that aims to enhance the patient's comfort, safety, trust, or health and well-being.
45. **THERAPEUTIC DIET** - a therapeutic diet is a meal plan that controls the intake of certain foods or nutrients. It is part of the treatment of a medical condition and are normally prescribed by a physician and planned by a dietician.
46. **TOILETING** - is the act of assisting a dependent patient with his/her elimination needs.
47. **TOURETTE SYNDROME** - is a disorder that involves repetitive movements or unwanted sounds (tics) that can't be easily controlled. For instance, you might repeatedly blink your eyes, shrug your shoulders or blurt out unusual sounds or offensive words.

48. **VITAL SIGNS** – determination of temperature, pulse rate, rate of breathing and level of blood pressure.
49. **WOUND CARE** - refers to specific types of treatment for pressure sores, skin ulcers and other wounds that break the skin.

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00	Document Created	Caregiving NC II	TBR No. 2007-01 01/16/2007	N/A
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