

# TRAINING REGULATIONS

## CAREGIVING (GRADE SCHOOLER TO ADOLESCENT) 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 skills 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 (GRADE SCHOOLER TO ADOLESCENT) NC II

## SECTION 1 DEFINITION OF QUALIFICATION

The **CAREGIVING (GRADE SCHOOLER TO ADOLESCENT) NC II** Qualification consists of competencies that a person must achieve to 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 and respond to emergency for adolescent.

The Units of Competency comprising this Qualification include the following:

<b>Unit Code</b>	<b>BASIC COMPETENCIES</b>
400311210	Participate in workplace communication
400311211	Work in team environment
400311212	Solve/address general workplace problems
400311213	Develop career and life decisions
400311214	Contribute to workplace innovation
400311215	Present relevant information
400311216	Practice occupational safety and health policies and procedures
400311217	Exercise efficient and effective sustainable practices in the workplace
400311218	Practice entrepreneurial skills in the workplace

<b>Unit Code</b>	<b>COMMON COMPETENCIES</b>
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

<b>Unit Code</b>	<b>CORE COMPETENCIES</b>
HHC532313	Provide assistance and care to personal needs of grade schooler
HHC532314	Foster physiological needs and cognitive development of grade schooler
HHC532315	Foster physical growth and development of grade schooler
HHC532316	Respond to emergency for grade schooler
HHC532317	Foster physical growth and development of adolescent
HHC532318	Promote developmental tasks for adolescent
HHC532319	Respond to emergency for adolescent

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

- Caregiver for Grade schooler (6-12 years old)
- Caregiver for Adolescent (13-19 years old)

## SECTION 2 COMPETENCY STANDARDS

This section gives the details of the contents of the units of competency required in **CAREGIVING (GRADE SCHOOLER TO ADOLESCENT) 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 <b>appropriate sources</b> 1.2 Effective questioning, active listening and speaking skills are used to gather and convey information 1.3 Appropriate <b>medium</b> is used to transfer information and ideas 1.4 Appropriate non- verbal communication is used 1.5 Appropriate lines of communication with supervisors and colleagues are identified and followed 1.6 Defined workplace procedures for the location and <b>storage</b> of information are used 1.7 Personal interaction is carried out clearly and concisely	1.1 Effective verbal and nonverbal communication 1.2 Different modes of communication 1.3 Medium of communication in the workplace 1.4 Organizational policies 1.5 Communication procedures and systems 1.6 Lines of Communication 1.7 Technology relevant to the enterprise and the individual's work responsibilities 1.8 Workplace etiquette	1.1 Following simple spoken language 1.2 Performing routine workplace duties following simple written notices 1.3 Participating in workplace meetings and discussions 1.4 Preparing work-related documents 1.5 Estimating, calculating and recording routine workplace measures 1.6 Relating/ Interacting with people of various levels in the workplace 1.7 Gathering and providing basic information in response to workplace requirements 1.8 Applying basic business writing skills

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 <b>Workplace interactions</b> 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 <b>appropriate sources</b> 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 <b>forms</b> 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

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

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

**UNIT CODE : 400311211**

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

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

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

## EVIDENCE GUIDE

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

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

**UNIT CODE : 400311212**

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

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

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
2. Look for solutions to routine problems	2.1 Potential solutions to problem are identified 2.2 Recommendations about possible solutions are developed, <b>documented</b> , ranked and presented to <b>appropriate person</b> for decision	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 <b>planned</b> 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

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

**UNIT CODE : 400311213**

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

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

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
	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.**

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

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

## 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"> <li>1.1 Identified opportunities to do things better</li> <li>1.2 Discussed and developed ideas with others on how to contribute to workplace innovation</li> <li>1.3 Integrated ideas for change in the workplace</li> <li>1.4 Analyzed and reported rooms for innovation and learning in the workplace</li> </ul>
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> <li>2.1 Pens, papers and writing implements</li> <li>2.2 White board</li> <li>2.3 Manila papers</li> </ul>
<p>3. Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> <li>3.1 Psychological and behavioral Interviews</li> <li>3.2 Performance Evaluation</li> <li>3.3 Life Narrative Inquiry</li> <li>3.4 Review of portfolios of evidence and third-party workplace reports of on-the-job performance.</li> <li>3.5 Sensitivity analysis</li> <li>3.6 Organizational analysis</li> <li>3.7 Standardized assessment of character strengths and virtues applied</li> </ul>
<p>4. Context for Assessment</p>	<ul style="list-style-type: none"> <li>4.1 Competency may be assessed individually in the actual workplace or simulation environment in TESDA accredited institutions</li> </ul>

**UNIT OF COMPETENCY : PRESENT RELEVANT INFORMATION**

**UNIT CODE : 400311215**

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

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Gather data/information	1.1 Evidence, facts and information are collected 1.2 Evaluation, terms of reference and conditions are reviewed to determine whether data/information falls within project scope	1.1 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

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
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 <b>Data analysis techniques</b> 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.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Identify OSH compliance requirements	1.1 Relevant <b>OSH requirements, regulations, policies and procedures</b> are identified in accordance with workplace policies and procedures 1.2 OSH activity non-conformities are conveyed to <b>appropriate personnel</b> 1.3 <b>OSH preventive and control requirements</b> are identified in accordance with OSH work policies and procedures	1.1 OSH preventive and control requirements 1.2 Hierarchy of Controls 1.3 Hazard Prevention and Control 1.4 General OSH principles 1.5 Work standards and procedures 1.6 Safe handling procedures of tools, equipment and materials 1.7 Standard emergency plan and procedures in the workplace	1.1 Applying communication skills 1.2 Applying interpersonal skills 1.3 Applying critical thinking skills 1.4 Applying observation skills
2. Prepare OSH requirements for compliance	2.1 OSH work activity material, tools and equipment requirements are identified in accordance with workplace policies and procedures 2.2 Required OSH materials, tools and equipment are acquired in accordance with workplace policies and procedures 2.3 Required OSH materials, tools and equipment are arranged/ placed in accordance with OSH work standards	2.1 Resources necessary to execute hierarchy of controls 2.2 General OSH principles 2.3 Work standards and procedures 2.4 Safe handling procedures of tools, equipment and materials 2.5 Different OSH control measures	2.1 Applying Communication skills 2.2 Applying estimation skills 2.3 Applying interpersonal skills 2.4 Applying critical thinking skills 2.5 Applying observation skills 2.6 Identifying material, tool and equipment
3. Perform tasks in accordance	3.1 Relevant OSH work procedures are identified in accordance	3.1 OSH work standards	3.1 Applying communication skills

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
with relevant OSH policies and procedures	with workplace policies and procedures 3.2 Work Activities are executed in accordance with OSH work standards 3.3 <b><i>Non-compliance work activities</i></b> are reported to <b><i>appropriate personnel</i></b>	3.2 Industry related work activities 3.3 General OSH principles 3.4 OSH Violations 3.5 Non-compliance work activities	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"> <li>1.1. Convey OSH work non-conformities to appropriate personnel</li> <li>1.2. Identify OSH preventive and control requirements in accordance with OSH work policies and procedures</li> <li>1.3. Identify OSH work activity material, tools and equipment requirements in accordance with workplace policies and procedures</li> <li>1.4. Arrange/Place required OSH materials, tools and equipment in accordance with OSH work standards</li> <li>1.5. Execute work activities in accordance with OSH work standards</li> <li>1.6. Report OSH activity non-compliance work activities to appropriate personnel</li> </ul>
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> <li>2.1 Facilities, materials tools and equipment necessary for the activity</li> </ul>
<p>3. Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> <li>3.1 Observation/Demonstration with oral questioning</li> <li>3.2 Third party report</li> </ul>
<p>4. Context for Assessment</p>	<ul style="list-style-type: none"> <li>4.1 Competency may be assessed in the work place or in a simulated work place setting</li> </ul>

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

**UNIT CODE : 400311217**

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

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

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
	<p><b><i>appropriate personnel</i></b></p> <p>3.2 Concerns related resource utilization are discussed with appropriate personnel</p> <p>3.3 Feedback on information/ concerns raised are clarified with appropriate personnel</p>	3.2 Environmental corrective actions	<p>3.2 Applying critical thinking</p> <p>3.3 Applying problem solving</p> <p>3.4 Applying observation skills</p> <p>3.5 Practicing environmental awareness</p>

## RANGE OF VARIABLES

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

## EVIDENCE GUIDE

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

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

**UNIT CODE : 400311218**

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

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

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
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 <b><i>industry codes of practice</i></b> are accurately and clearly explained to the work group 1.2 Information about identified <b><i>hazards and the outcomes of infection risk assessments</i></b> is regularly provided to the work group 1.3 Opportunity is provided for the work group to seek further information on workplace infection control issues and practices	1.1 Literacy levels and communication skills of work group members and consequent suitable communication techniques 1.2 Concepts of mode of communication 1.3 Reporting, documentation and use of non-verbal and verbal communication 1.4 Knowledge on OSH, infection control, environmental and institutional, rules, guidelines, policies and procedures 1.5 Respect for client's rights 1.6 Knowledge on the use of personal protective equipment 1.7 Basic knowledge on infectious diseases transmission 1.9 Principles of infection control 1.9.1 Frequent handwashing (WHO Standard)	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,

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		1.9.2 Body Substance Isolation (BSI) by 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.)	environmental and institutional rules, guidelines, policies and procedures 1.8 Operating equipment for operation 1.9 Reporting and documentation with accuracy
2. Integrate the organization's infection control policy and procedure into work practices	2.1 <b>Therapeutic communication</b> is applied to ensure implementation of infection control policy in the work place 2.2 <b>Infection control policies and procedures</b> are implemented based on established procedure 2.3 <b>Employer's coaching and support</b> ensures the individuals/teams are able to practice infection control procedures 2.4 <b>Safe work procedures</b> are adopted to reflect appropriate infection control practices in the work place 2.5 Employees are encouraged to report <b>hazardous and infectious risks</b> and to suggest improvement of infection control procedures	2.1 Use of verbal and non-verbal therapeutic communication 2.2 RA 11058 – OSH Law 2.3 RA 9008 – Ecological Solid Waste Management Act 2.4 RA 856 – Sanitation Code of the Phil. 2.5 Hazards and infectious risks 2.6 Appropriate wearing, removal and disposal of PPE (Personal Protective Equipment) 2.7 Use of computer for documentation and reporting	2.1 Applying verbal and non-verbal communication 2.2 Implementing infection control policy and procedures 2.3 Coaching employees to ensure the practice of infection control 2.4 Adopting work procedures to reflect appropriate infection control practices 2.5 Encouraging employees to report hazards and risks in the work place 2.6 Recognizing suggestions of employees to improve infection control practices
3. Monitor infection control performance and implement	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,	3.1 Using personal protective equipment 3.2 Identifying transmission of infectious diseases

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
improvements in practices	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 <b><i>infection control standards</i></b> 3.4 Inadequacies in work procedures and infection control measures are identified, corrected or reported to <b><i>designated personnel</i></b> 3.5 Records of infection control risks and incidents are accurately maintained as required 3.6 <b><i>Aggregate infection control</i></b> information reports are used to identify hazards, to monitor and improve risk control Method and to indicate training needs	environmental and institutional, rules, guidelines, policies and procedures 3.3 Concepts on modes of communication 3.4 RA 9003 – Ecological Solid Waste Management Act 3.5 Knowledge on the use of personal protective equipment 3.6 Basic knowledge on infectious diseases transmission 3.7 Knowledge on equipment for communication to be used (computer, telephone, cell phone etc.)	3.3 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 5.5 Provide information that work areas, machinery and equipment are kept in a safe condition

VARIABLE	RANGE
	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 7.2.1 Natural 7.2.2 Man made 7.2.2 Technology

VARIABLE	RANGE
	<ul style="list-style-type: none"> <li>7.2.3 Behavior/attitude</li> <li>7.3 Specific hazard <ul style="list-style-type: none"> <li>7.3.1 Mechanical</li> <li>7.3.2 Chemical</li> <li>7.3.3 Physical</li> <li>7.3.4 Biological</li> <li>7.3.5 Psychological</li> </ul> </li> <li>7.4 Risks in the workplace <ul style="list-style-type: none"> <li>7.4.1 Corona virus – accommodating high risk employee returning to work</li> <li>7.4.2 Ergonomics</li> <li>7.4.3 Risk examples <ul style="list-style-type: none"> <li>7.4.3.1 Health risk (smoking)</li> <li>7.4.3.2 Exposure to computer</li> <li>7.4.3.3 Working at height</li> <li>7.4.3.4 Hazardous substances exposure</li> <li>7.4.3.5 Slips and trips</li> <li>7.4.3.6 Strain, sprain and pain</li> </ul> </li> </ul> </li> <li>7.5 Adapt best practices in the workplace <ul style="list-style-type: none"> <li>7.5.1 Provide clear expectations</li> <li>7.5.2 Give people the opportunity to use their skills</li> <li>7.5.3 Encourage people to contribute ideas and get involved in decision making</li> <li>7.5.4 Reward effort</li> <li>7.5.5 Stay committed</li> <li>7.5.6 Hold regular meetings</li> <li>7.5.7 Seek cultural cohesiveness</li> </ul> </li> </ul>
8. Infection control standards	<p>May include:</p> <ul style="list-style-type: none"> <li>8.1 Goals of infection control policy</li> <li>8.2 Basic infection control</li> <li>8.3 Main universal precautions</li> <li>8.4 Standard infection control precautions</li> <li>8.5 WHO infection prevention and control</li> <li>8.6 Data analysis</li> </ul>
9. Designated personnel	<p>May include:</p> <ul style="list-style-type: none"> <li>9.1 Medical team of the company or agency</li> <li>9.2 Support group <ul style="list-style-type: none"> <li>9.2.1 Manager</li> <li>9.2.2 Infection Control Coordinator</li> <li>9.2.3 Quality Improvement Coordinator</li> <li>9.2.4 Infection Control Committee</li> <li>9.2.5 Occupational Health and Safety Committee</li> </ul> </li> </ul>
10. Aggregate infection control information	<p>May include:</p> <ul style="list-style-type: none"> <li>10.1 Records of needle stick injuries</li> <li>10.2 Hospital-acquired infection rates</li> <li>10.3 DOH healthcare standards clinical indicators</li> <li>10.4 HACCP (Hazards Analysis Critical Control Point) records</li> <li>10.5 Hazard reports</li> </ul>

## EVIDENCE GUIDE

<p>1. Critical Aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1. Communicated with team and individuals on organizational policy and procedures for infection control</li> <li>1.2. Applied infection control policies and procedures which impact on work processes of the specific work unit</li> <li>1.3. Applied procedures for adopting appropriate infection practices within work unit</li> <li>1.4. Demonstrated appropriate handwashing technique</li> <li>1.5. Demonstrated the ability to appropriately wear, remove and dispose PPE (Personal Protective Equipment)</li> <li>1.6. Provided appropriate supervision of work group</li> </ul>
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> <li>2.1. Workplace infection control and health and safety policies and procedures</li> <li>2.2. Waste management procedures</li> <li>2.3. Food safety procedures</li> <li>2.4. Other organizational policies and procedures</li> <li>2.5. Duties statements and/or job descriptions</li> </ul>
<p>3. Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> <li>3.1. Observation</li> <li>3.2. Interview</li> <li>3.3. Portfolio</li> <li>3.4. Demonstration with questioning</li> </ul>
<p>4. Context of Assessment</p>	<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.**

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

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

## RANGE OF VARIABLES

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

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

## EVIDENCE GUIDE

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

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

**UNIT CODE : 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.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Assess the situation	1.1 <b>Emergency action principle of First Aid</b> is applied based on established procedure 1.2 <b>Physical hazards</b> to self and casualty's health and safety are identified based on established procedure 1.3 <b>Immediate risks to self and casualty</b> are minimized by controlled in accordance with OHS requirements 1.4 <b>First Aid kit</b> must be available at all times based on OSH Law and First Aid manual	1.1 First Aid standard operating procedure 1.2 OSH Law RA 11058 1.3 Physical hazards 1.4 Immediate risk 1.5 Use of gloves and mask 1.6 First aid kit	1.1 Applying emergency action principles of first aid 1.2 Identifying physical hazards 1.3 Controlling and minimizing immediate risk for self and casualty 1.4 Applying principle to activate medical assistance 1.5 Wearing of mask and gloves 1.6 Using of First Aid kit
2. Perform primary survey of the victim	2.1 <b>Principles of Body Substance Isolation</b> is applied based on standard First Aid procedure 2.2 Responses and <b>level of consciousness</b> of the victim or casualty are checked based on established standard first aid procedure 2.3 <b>Potentially life-threatening condition</b> is identified and then appropriate treatment is began based on first aid standard procedure 2.4 <b>Activate medical assistance</b> is applied based on established first aid procedure 2.5 <b>Basic life support</b> 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 <b>Detailed history of casualty</b> is obtained based on established standard procedure of first aid 3.2 <b>Physical examination</b> of the casualty is done based on established procedure 3.3 <b>Vital signs of casualty</b> 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 <b>Written incident report</b> 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 <sup>nd</sup> and 3 <sup>rd</sup> 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

VARIABLE	RANGE
	13.2.6 Environmental condition e.g. slippery, wet floor, lighting, noise, etc. 13.2.7 Circumstances like tools, equipment, PPE 13.2.8 Specific injuries of casualty 13.2.9 Type of treatment given 13.2.10 Damage equipment if there are tools and equipment involved in the accident 13.2.11 Determine the sequence 13.2.12 Events involved in the incident 13.2.13 Events after the incident 13.2.14 Analyze 13.2.15 Recommend 13.2.16 Name, signature, date and time of the person who wrote the incident report

## EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: <ul style="list-style-type: none"> <li>1.1 Complied with institutional requirements, OSH laws infections control and manual handling procedures and relevant health regulations</li> <li>1.2 Identified physical hazards of the casualty and minimized immediate risks</li> <li>1.3 Assessed and monitored the physical condition of the casualty</li> <li>1.4 Responded to emergency using basic life support measures.</li> <li>1.5 Provided initial response where First Aid is required</li> <li>1.6 Dealt with complex casualties or incident</li> <li>1.7 Prepared reports to concerned personnel in a timely manner</li> </ul>
2. Resource Implications	The following resources should be provided: <ul style="list-style-type: none"> <li>2.1 Access to relevant work station</li> <li>2.2 Relevant institutional policies, guidelines procedure and protocol</li> <li>2.3 Equipment and materials relevant to the proposed activities</li> </ul>
3. Methods of Assessment	Competency in this unit may be assessed through: <ul style="list-style-type: none"> <li>3.1 Demonstration with questioning</li> <li>3.2 Interview</li> <li>3.3 Third Party report</li> <li>3.4 Portfolio</li> </ul>
4. Context of Assessment	4.1 Competency maybe assessed in actual workplace or at the designated TESDA Assessment Center.

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

**UNIT CODE : HHC532204**

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

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Communicate appropriately with patients / clients	1.1 Effective <b>communication</b> strategies and techniques are identified and used to achieve best client service outcomes 1.2 Complaints are responded to in accordance with organizational policy to ensure best service to clients 1.3 Complaints are dealt with in accordance with established procedures 1.4 Interpreter services are accessed as required 1.5 Action is taken to resolve conflicts either directly, where a positive outcome can be immediately achieved, or by referral to the appropriate personnel 1.6 Participation in work team is constructive and collaborative and demonstrates an understanding of own role	1.1 Reporting, documentation and use of non-verbal and verbal communication 1.2 Management of conflict 1.3 Knowledge on cultural differences of client including rules and policies as necessary 1.4 Roles and responsibilities of self and other workers within the organization 1.5 Knowledge on client issues that need to be referred to an appropriate health professional 1.6 Organizational / institutional policies and procedures for privacy and confidentiality of information provided by clients and others 1.7 Institutional policy on patient / client rights and responsibilities 1.8 Knowledge on the use mathematical operations such as addition, subtraction, division, multiplication 1.9 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 <b>clients</b> 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	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
		for communication (computer, cell phone, and other forms of media)	2.8 Using appropriate verbal and non-verbal communication styles 2.9 Using oral and written communication 2.10 Working with others and displaying empathy with client and relatives 2.11 Applying conflict management skills 2.12 Demonstrating intra and interpersonal skills 2.13 Reporting and documentation with accuracy
3. Act in a respectful manner at all times	3.1 <b>Respect for differences</b> is positively, actively and consistently demonstrated in all work 3.2 <b>Confidentiality and privacy of client</b> 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 <b>performance</b> 4.2 Own work is adjusted, incorporating recommendations that address performance issues, to maintain the agreed standard of client support	4.1 Reporting, documentation and use of non-verbal and verbal communication 4.2 Concepts on modes of communication 4.3 Knowledge on evaluation and analysis of work performance	4.1 Identifying the mode on communication appropriate for the situation 4.2 Applying modes of communication 4.3 Identifying standards for work procedures 4.4 Implementing standards for work procedures 4.5 Maintaining standards for work procedures 4.6 Demonstrating intra and interpersonal skills 4.7 Reporting and documentation

## RANGE OF VARIABLES

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

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

## EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: <ol style="list-style-type: none"> <li>1.1. Communicated appropriately with clients</li> <li>1.2. Handled complaints and resolved conflict, or referred matters to supervisors when required</li> <li>1.3. Complied with relevant policies, protocols, guidelines and procedures of the organization</li> <li>1.4. Established and maintained good interpersonal relationship with clients</li> <li>1.5. Demonstrated courtesy in all interactions with clients, their visitors, and family</li> </ol>
2. Resource Implications	The following resources should be provided: <ol style="list-style-type: none"> <li>2.1. Access to relevant workplace or appropriately simulated environment where assessment can take place</li> <li>2.2. Relevant government and organizational policy, guidelines, procedures and protocols</li> <li>2.3. Any relevant legislation in relation to service delivery</li> </ol>
3. Methods of Assessment	Competency in this unit may be assessed through: <ol style="list-style-type: none"> <li>3.1. Demonstration with questioning</li> <li>3.2. Interview</li> <li>3.3. Third party report</li> </ol>
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 : PROVIDE ASSISTANCE AND CARE TO PERSONAL NEEDS OF GRADE SCHOOLER**

**UNIT CODE : HHC532313**

**UNIT DESCRIPTOR :** This unit covers the knowledge, skills and attitudes required to provide assistance and care to personal needs of grade schooler between six (6) years old and twelve (12) years old.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Instilling personal hygiene practices to grade schooler	1.1 Hygiene practices are explained clearly to grade schooler based on established procedures 1.2 Personal hygiene procedure is demonstrated to grade schooler based on health and safety procedures 1.3 <b>Grade schooler paraphernalia</b> are maintained based on healthy procedures	1.1 Principle of therapeutic communication 1.2 Oral and written communication 1.3 Disciplinary policies and practices 1.4 OHS Law (RA 11058) 1.5 Grade schooler workplace environment 1.6 Principle of personal hygiene practices and techniques 1.7 Principle of cross contamination 1.8 Good sanitation practice 1.9 Materials, supplies and tools in accordance with the standards	1.1 Applying therapeutic communication techniques 1.2 Applying standard and additional precautions in infection control 1.3 Observing, recording and reporting of grade schooler's state of health and well being 1.4 Performing proper hand washing techniques
2. Bathe and dress grade schooler	2.1 Grade schooler's body temperature is checked before bathing based on procedures 2.2 Bathing paraphernalia are prepared as per procedure 2.3 Bath water quantity and temperature are checked based on health requirements of the grade schooler 2.4 Grade schooler are assisted in dressing up	2.1 Oral and written communication 2.2 Principles of therapeutic communication 2.3 Principle of interpersonal skills 2.4 OHS Law (RA 11058) 2.5 Grade schooler workplace environment 2.6 Conduciveness of area	2.1 Applying therapeutic communication 2.2 Performing proper hand washing techniques 2.3 Checking body temperature 2.4 Performing bathing skills 2.5 Promoting self-care and self-control

	<p>according to prevailing weather condition</p> <p>2.5 Grade schooler's preferences and decisions are acknowledged, respected and followed whenever appropriate and possible based on established standard</p> <p>2.6 Grade schooler with difficult behavior in bathing is dealt with appropriately as per procedure</p>	<p>2.7 Use of personal protective equipment</p> <p>2.8 Procedure in taking body temperature</p> <p>2.9 Bathing and dressing / undressing procedures</p> <p>2.10 Cultural consideration in bathing, dressing and undressing</p> <p>2.11 Safety in bathing procedures</p> <p>2.12 Ergonomics</p> <p>2.13 Self-care skills for grade schooler</p> <p>2.14 Principle of in decision making</p> <p>2.15 Problems in handling opportunities in bathing</p> <p>2.16 Hand washing techniques</p> <p>2.17 Types of clothing</p> <p>2.18 Responsible behavior approach</p> <p>2.19 Principle of cross contamination</p> <p>2.20 Good sanitation practice</p> <p>2.21 Materials, supplies and tools in accordance with the standard</p>	<p>2.6 Applying proper body mechanics</p> <p>2.7 Performing proper dressing / undressing techniques</p> <p>2.8 Handling challenge behavior</p> <p>2.9 Applying standard and additional precautions in infection control</p>
3. Feed grade schooler	<p>3.1 <b>Nutritional requirements</b> of grade schooler are determined according to their developmental stage</p> <p>3.2 <b>Menu</b> is prepared in accordance with grade schooler's nutritional and <b>cultural requirements</b></p> <p>3.3 <b>Appetizing food and drink</b> are prepared and served sufficiently and appropriately according to the grade schooler's <b>health needs and preferences</b></p>	<p>3.1 Oral and written communication</p> <p>3.2 Principles of therapeutic communication</p> <p>3.3 Principle of interpersonal skills</p> <p>3.4 OHS Law (RA 11058)</p> <p>3.5 Grade schooler workplace environment</p> <p>3.6 Conduciveness of area</p> <p>3.7 Use of personal protective equipment</p> <p>3.8 Nutritional needs of grade schooler</p>	<p>3.1 Applying therapeutic communication techniques</p> <p>3.2 Preparing and cooking nutritious foods suitable for grade schooler</p> <p>3.3 Demonstrating food sanitation techniques</p> <p>3.4 Assisting self-feeding techniques</p> <p>3.5 Handling behavior challenges</p>

	<p>3.4 Grade schooler is fed following healthy procedures</p>	<p>3.9 Dietary guideline requirements for grade schooler</p> <p>3.10 Cultural practices and beliefs about food provision</p> <p>3.11 Impact of food and drinks on dental health</p> <p>3.12 Go, grow, and glow food</p> <p>3.13 Consideration in feeding practices</p> <p>3.14 Commercial food preference</p> <p>3.15 Food preparation and cooking standards</p> <p>3.16 Food storage</p> <p>3.17 Self-feeding</p> <p>3.18 Principle of cross contamination</p> <p>3.19 Good sanitation practice</p> <p>3.20 Materials, supplies and tools in accordance with the standard</p> <p>3.21 Food measurement</p> <p>3.22 Body Mass Index</p>	
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## RANGE OF VARIABLES

VARIABLE	RANGE
1. Grade Schooler's Paraphernalia	May include: <ol style="list-style-type: none"> <li>1.1. Bathing paraphernalia and toiletries</li> <li>1.2. Clothes</li> <li>1.3. Grooming Kit (hairbrush, comb, nail scissors / nail cutter)</li> <li>1.4. Oral Hygiene (toothbrush, toothpaste)</li> <li>1.5. Digital Thermometer</li> <li>1.6. Medical Tray</li> </ol>
2. Nutritional Requirements	May include: <ol style="list-style-type: none"> <li>2.1. Nutritious food</li> <li>2.2. Balance diet</li> <li>2.3. Relevant nutritional needs according to age level</li> <li>2.4. Dietary guideline requirements</li> <li>2.5. Socio-economic consideration</li> </ol>
3. Menu	May include: <ol style="list-style-type: none"> <li>3.1. Breakfast</li> <li>3.2. Lunch</li> <li>3.3. Dinner</li> <li>3.4. Snacks</li> </ol>
4. Cultural Requirements	May include: <ol style="list-style-type: none"> <li>4.1. Meal patterns over a day</li> <li>4.2. Drinks provided</li> <li>4.3. Foods used</li> <li>4.4. Hot or cold meals</li> <li>4.5. Spices and flavorings used</li> <li>4.6. Inclusion of sweets</li> </ol>
5. Appetizing Food and Drink	May include: <ol style="list-style-type: none"> <li>5.1. Color</li> <li>5.2. Shape</li> <li>5.3. Texture</li> <li>5.4. Variety</li> <li>5.5. Smell</li> </ol>
6. Health Needs of Grade Schooler	May include: <ol style="list-style-type: none"> <li>6.1. Medical advice and diet</li> <li>6.2. Allergies to certain foods</li> </ol>
7. Food and Drink Preferences	May include: <ol style="list-style-type: none"> <li>7.1. Culture</li> <li>7.2. Dietary Requirements</li> <li>7.3. Religion</li> <li>7.4. Age</li> <li>7.5. Family Patterns</li> <li>7.6. Individual Tastes</li> <li>7.7. Stage of the Day</li> </ol>

## EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1. Instilled personal hygiene practices to grade schooler. 1.2. Took vital signs before bathing the grade schooler. 1.3. Demonstrated ability to prepare nutritious foods suitable for grade schooler. 1.4. Demonstrated feeding procedures.
2. Resource Implication	The following resources should be provided: 2.1. A grade schooler care workplace 2.2. Facilities, equipment 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
4. Context of Assessment	4.1. Competency may be assessed in the workplace or in a simulated work setting. 4.2. Assessment shall be observed while task are being undertaken whether individually or in a group/

**UNIT OF COMPETENCY : FOSTER PHYSIOLOGICAL NEEDS AND COGNITIVE DEVELOPMENT OF GRADE SCHOOLER**

**UNIT CODE : HHC532314**

**UNIT DESCRIPTOR :** The unit covers the knowledge, skills and attitudes required to foster physiological needs and cognitive development of grade schooler.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Foster grade schooler's conscientiousness	1.1 <b>Opportunities</b> to develop self- help skills and independence are provided as needed based on standards 1.2 Grade schoolers are given opportunities to make choice in appropriate ways taking into consideration their <b>individual differences</b> according to standards 1.3 Grade schoolers are encouraged to accept responsibility for their own actions according to established standards 1.4 Opportunities are created for grade schoolers to participate in decision making based on established procedures and standards	1.1 Oral and written communication 1.2 Principles of therapeutic communication 1.3 Principle of interpersonal skills 1.4 OHS Law (RA 11058) 1.5 Conduciveness of area 1.6 Use of personal protective equipment 1.7 Creative grade schooler workplace 1.8 Parallel play ground 1.9 Motor skills workplace 1.10 Foundation in growth and development of grade schooler 1.11 Psychological development of grade schooler 1.12 Skills development of grade schooler 1.13 Cultural awareness 1.14 Processes for creative and artistic expression 1.15 Motor skills 1.16 Guidelines in task accomplishments 1.17 Process in decision making for grade schooler	1.1 Applying therapeutic communication techniques 1.2 Applying interpersonal and motivation skills 1.3 Demonstrating creative activity or role play to grade schooler 1.4 Preparing task accomplished skills 1.5 Applying time management task skills
2. Encourage grade schooler to express their	2.1 Grade schoolers are encouraged to express their feelings, ideas	2.1 Oral and written communication	2.1 Applying therapeutic communication techniques

<p>feelings, ideas and needs</p>	<p>and needs based on social norm</p> <p>2.2 Grade schoolers are provided with <b>activities</b> as means of releasing their feelings according to their interests and needs</p> <p>2.3 Grade schoolers are encouraged to respect each other's individual needs, abilities and interest based on established social and cultural norms</p>	<p>2.2 Principles of therapeutic communication</p> <p>2.3 Principle of interpersonal skills</p> <p>2.4 OHS Law (RA 11058)</p> <p>2.5 Conduciveness of area</p> <p>2.6 Use of personal protective equipment</p> <p>2.7 Creative grade schooler workplace</p> <p>2.8 Parallel play ground</p> <p>2.9 Processes for creative and artistic behavior</p> <p>2.10 Role play</p> <p>2.11 Cultural awareness</p> <p>2.12 Needs, interest and problems of grade schooler</p> <p>2.13 Influence of five senses in grade schooler development</p> <p>2.14 Model Calm Behavior</p> <p>2.15 Respond with Empathy</p> <p>2.16 Create a safe environment to talk about feelings</p>	<p>2.2 Applying interpersonal and motivation skills</p> <p>2.3 Demonstrating creative activity or role play to grade schooler</p>
<p>3. Stimulate grade schooler's awareness and creativity</p>	<p>3.1 Grade schooler is encouraged to express their imagination and creativity based developmental needs</p> <p>3.2 Grade schooler is provided with activities that would support awareness of the range of movements of their own body based on developmental needs</p> <p>3.3 Materials and experiences are provided that would stimulate their various senses based on their interests</p> <p>3.4 Experiences that develop and enhance imagination and creativity are provided based on their interests</p>	<p>3.1 Oral and written communication</p> <p>3.2 Principles of therapeutic communication</p> <p>3.3 Principle of interpersonal skills</p> <p>3.4 OHS Law (RA 11058)</p> <p>3.5 Conduciveness of area</p> <p>3.6 Use of personal protective equipment</p> <p>3.7 Creative grade schooler workplace</p> <p>3.8 Parallel play ground</p> <p>3.9 Physiological needs for grade schooler</p> <p>3.10 Basic human body parts chart</p> <p>3.11 Different colorful posters</p> <p>3.12 Building blocks</p>	<p>3.1 Applying therapeutic communication techniques</p> <p>3.2 Applying interpersonal and motivation skills</p> <p>3.3 Demonstrating creative activity or role play to grade schooler</p> <p>3.4 Facilitating social care</p>

		3.13 Role Play 3.14 Techniques in developing creative thinking for grade schooler 3.15 Push and pull toys 3.16 Principles of growth and development 3.17 Types of different plays 3.18 Social development of grade schooler 3.19 Imagination, expression, and experimentation	
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## RANGE OF VARIABLES

VARIABLE	RANGE
1. Opportunities	May include: <ol style="list-style-type: none"> <li>1.1. Socio dramatic play</li> <li>1.2. Movement</li> <li>1.3. Listening to music</li> <li>1.4. Art experiences including clay and finger painting</li> </ol>
2. Individual Differences	May include: <ol style="list-style-type: none"> <li>2.1. Age</li> <li>2.2. Gender</li> <li>2.3. Family background and lifestyle</li> <li>2.4. Abilities and disabilities</li> <li>2.5. Style of social interaction</li> <li>2.6. Appearance</li> <li>2.7. Cultural beliefs and practices</li> <li>2.8. Temperament</li> <li>2.9. Interests</li> <li>2.10. Peer group acceptance, membership or isolation</li> </ol>
3. Grade Schooler's Activities	May include: <ol style="list-style-type: none"> <li>3.1. Grade schooler's activities are carried out with the use of the following:               <ol style="list-style-type: none"> <li>3.1.1. Playpen with appropriate toys according to age group (cradle toys, objects to explore by mouth, swinging toys, rattles, toys to poke, squeeze and push along)</li> <li>3.1.2. Audio Visual Equipment (computer, Smartphone, TV, USB flash drive, etc.)</li> <li>3.1.3. Coloring Books</li> <li>3.1.4. Crayons</li> <li>3.1.5. Pencils</li> <li>3.1.6. Peg Boards</li> <li>3.1.7. Beads to String</li> <li>3.1.8. Construction Sets</li> <li>3.1.9. Scissors</li> <li>3.1.10. Paper</li> <li>3.1.11. Color</li> <li>3.1.12. Paint/Short Fat Paint Brushes</li> <li>3.1.13. Play Dough</li> <li>3.1.14. Activity Kit</li> <li>3.1.15. Puzzles</li> <li>3.1.16. Books</li> <li>3.1.17. Manual</li> </ol> </li> </ol>

## EVIDENCE GUIDE

<p>1. Critical Aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1. Demonstrated ability to evaluate the emotional and psychological stage of the grade schooler and to plan activities which will enhance their development</li> <li>1.2. Demonstrated ability to assist grade schooler to be creative through providing a stimulating and challenging environment, taking into account grade schooler's age, development, culture and abilities</li> <li>1.3. Demonstrated ability to engage grade schooler in a range of developmental opportunities which are matched to their developmental stage and specific needs</li> </ul>
<p>2. Resource Implication</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> <li>2.1. A grade schooler care workplace</li> <li>2.2. Facilities, equipment and materials relevant to the unit of competency</li> </ul>
<p>3. Method of Assessment</p>	<p>Competency in this unit must be assessed through:</p> <ul style="list-style-type: none"> <li>3.1. Demonstration with oral questioning</li> <li>3.2. Interview</li> </ul>
<p>4. Context of Assessment</p>	<p>4.1. Competency may be assessed either in the workplace or in a simulated workplace setting.</p>

**UNIT OF COMPETENCY : FOSTER PHYSICAL GROWTH AND DEVELOPMENT OF GRADE SCHOOLER**

**UNIT CODE : HHC532315**

**UNIT DESCRIPTOR : This unit covers the knowledge, skills, attitudes required to foster physical growth and development of grade schooler.**

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Enhance physical activities of grade schooler	1.1 Grade schooler is provided with <b>tools and equipment</b> based on physical developmental needs 1.2 Grade schooler is given exercise or activities based physical developmental needs	1.1 Oral and written communication 1.2 Principles of therapeutic communication 1.3 Principle of interpersonal skills 1.4 OHS Law (RA 11058) 1.5 Conduciveness of area 1.6 Use of personal protective equipment 1.7 Creative grade schooler workplace 1.8 Parallel play ground 1.9 Physical growth and development of grade schooler 1.10 Physical activity 1.11 Movement of the body that uses energy 1.12 Safety procedures 1.13 Different types of learning activities for grade schooler 1.14 Parallel play 1.15 Social Interaction 1.16 Types of active toys for grade schooler 1.17 Behavioral challenges 1.18 Skills Development 1.19 Relevant organizational standards, policies and procedures	1.1 Applying therapeutic communication techniques 1.2 Applying interpersonal and motivation skills 1.3 Demonstrating appropriate learning activities for grade schooler 1.4 Demonstrating ability to engage grade schooler in a range of developmental opportunities

<p>2. Create opportunities for grade schooler to develop a wider range of physical development</p>	<p>2.1 Grade schooler is provided opportunities to develop their <b>physical skills</b> based on development needs</p> <p>2.2 Grade schooler is given the opportunities to develop themselves physically in accordance with resources available</p> <p>2.3 Equipment and tools are made available based on needs</p> <p>2.4 <b>Opportunities to develop physical fitness skills</b> are provided based on grade schooler's stage of growth and development</p> <p>2.5 Grade schooler are monitored and encouraged to develop healthy sleeping patterns and practices based on physical needs</p>	<p>2.1 Oral and written communication</p> <p>2.2 Principles of therapeutic communication</p> <p>2.3 Principle of interpersonal skills</p> <p>2.4 OHS Law (RA 11058)</p> <p>2.5 Conduciveness of area</p> <p>2.6 Use of personal protective equipment</p> <p>2.7 Creative Grade schooler workplace</p> <p>2.8 Parallel play ground</p> <p>2.9 Physical environment – constraints and potentials</p> <p>2.10 Grade schooler / worker ratios</p> <p>2.11 Purpose of Service</p> <p>2.12 Developmental milestone of grade schooler</p> <p>2.13 Support system for grade schooler</p> <p>2.14 Physical activities and skills for grade schooler</p> <p>2.15 Stages of growth and development for grade schooler</p> <p>2.16 Types of active toys for grade schooler</p> <p>2.17 Acceptance of grade schooler's rate of developments, needs, interests, and strengths</p> <p>2.18 Equipment, toys and resources to stimulate physical development</p> <p>2.19 Behavioral challenges</p> <p>2.20 Motor skills development</p> <p>2.21 Relevant organizational standards, policies and procedures</p>	<p>2.1 Applying therapeutic communication techniques</p> <p>2.2 Applying interpersonal and motivation skills</p> <p>2.3 Demonstrating appropriate learning activities for grade schooler</p> <p>2.4 Creating opportunities for grade schooler to develop a wider range of physical development</p>
<p>3. Provide experience to</p>	<p>3.1 Experiences are provided which will</p>	<p>3.1 Oral and written communication</p>	<p>3.1 Applying therapeutic</p>

<p>support physical development of grade schooler</p>	<p><b>develop and enhance physical fitness</b> based on established policies and standards</p> <p>3.2 Encouragement is given to grade schooler to learn to develop habit forming physical activities based on established policies and standards</p> <p>3.3 Ways and means for the grade schooler to participate in physical fitness are communicated, modeled and practiced based on established policies and standards</p>	<p>3.2 Principles of therapeutic communication</p> <p>3.3 Principle of interpersonal skills</p> <p>3.4 OHS Law (RA 11058)</p> <p>3.5 Conduciveness of area</p> <p>3.6 Use of personal protective equipment</p> <p>3.7 Creative grade schooler workplace</p> <p>3.8 Parallel play ground</p> <p>3.9 Physical environment – constraints and potentials</p> <p>3.10 Different types of active sports and games</p> <p>3.11 Appropriate types of exercises for grade schooler</p> <p>3.12 Socio-dramatic play</p> <p>3.13 Art activities</p> <p>3.14 Opportunities to practice large muscle skills (jumping, running, catching a ball, etc.)</p> <p>3.15 Opportunities for development of balance for climbing, riding, skating.</p> <p>3.16 Behavioral challenges</p> <p>3.17 Motor skills development</p> <p>3.18 Relevant organizational standards, policies and procedures</p> <p>3.19 Posture and Balance</p>	<p>communication techniques</p> <p>3.2 Applying interpersonal and motivation skills</p> <p>3.3 Demonstrating appropriate learning activities for grade schooler</p> <p>3.4 Creating opportunities for grade schooler to develop a wider range of physical development</p> <p>3.5 Providing opportunities to practice new skills</p>
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## RANGE OF VARIABLES

VARIABLE	RANGE
1. Tools and Equipment	May include: <ol style="list-style-type: none"> <li>1.1. Playpen with approximate toys according to age group (cradle toys, objects to explore by mouth, swinging toys, rattles, toys to poke, squeeze and push along</li> <li>1.2. Audio Visual Equipment (computer, Smartphone, TV, USB flash drive, etc.)</li> <li>1.3. Coloring Books</li> <li>1.4. Crayons</li> <li>1.5. Pencils</li> <li>1.6. Peg Boards</li> <li>1.7. Beads to String</li> <li>1.8. Construction Sets</li> <li>1.9. Scissors</li> <li>1.10. Paper</li> <li>1.11. Color</li> <li>1.12. Paint/Short Fat Paint Brushes</li> <li>1.13. Play Dough</li> <li>1.14. Activity Kit</li> <li>1.15. Puzzles</li> <li>1.16. Books</li> <li>1.17. Manual</li> <li>1.18. Push and pull toys</li> </ol>
2. Physical Skills	May include: <ol style="list-style-type: none"> <li>2.1. Skills in motor areas – fine and gross motor</li> <li>2.2. Dexterity</li> <li>2.3. Eye – Hand Coordination</li> <li>2.4. Balance</li> <li>2.5. Locomotion</li> <li>2.6. Coordination</li> </ol>
3. Opportunities to develop physical fitness skills	May include: <ol style="list-style-type: none"> <li>3.1. Active Games</li> <li>3.2. Sports</li> <li>3.3. Exercises</li> <li>3.4. Setting up venue/environment</li> <li>3.5. Range of environments and equipment</li> <li>3.6. Socio dramatic play</li> <li>3.7. Play with construction materials</li> <li>3.8. Art activities</li> </ol>
4. Develop and enhance physical skills	May include: <ol style="list-style-type: none"> <li>4.1. Opportunities for development of balance, skilled climbing, riding, skating and opportunities to develop skills in running kicking, catching, skipping, throwing, writing, drawing, gluing etc.</li> <li>4.2. Indoor and Outdoor Facilities</li> <li>4.3. Environment</li> <li>4.4. Venue/Location</li> <li>4.5. Type of Service</li> <li>4.6. Workers own physical capabilities</li> </ol>

	<p>4.7. The desire for grade schooler to set up equipment themselves</p> <p>4.8. Safety considerations</p> <p>4.9. Peer group pressure</p>
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## EVIDENCE GUIDE

1. Critical Aspects of Competency	<p>Assessment requires evidence that the candidate:</p> <p>1.1. Demonstrated ability to engage grade schooler in a range of developmental opportunities which are matched to their developmental stage and specific needs</p>
2. Resource Implication	<p>The following resources should be provided:</p> <p>2.1. A grade schooler care workplace</p> <p>2.2. Facilities, equipment and materials relevant to the unit of competency</p>
3. Method of Assessment	<p>Competency in this unit must be assessed through:</p> <p>3.1. Interview / Oral Questioning</p> <p>3.2. Demonstration with questioning</p>
4. Context of Assessment	<p>4.1 Competency may be assessed either in the workplace or in a simulated workplace setting.</p>

**UNIT OF COMPETENCY : RESPOND TO EMERGENCY FOR GRADE SCHOOLER**

**UNIT CODE : HHC532316**

**UNIT DESCRIPTOR : This unit covers the knowledge skills and attitudes required to respond to emergency situation for grade schooler.**

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Implement procedures for infection control and prevention	1.1 Exclusion guidelines for grade schooler and others suffering from an infectious condition are followed according to established protocol and guidelines 1.2 <b>Hygiene and health principles</b> 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 Oral and written communication 1.2 Principles of therapeutic communication 1.3 Monitoring and Evaluation Procedure 1.4 OHS Law (RA 11058) 1.5 Conduciveness of area 1.6 Use of personal protective equipment 1.7 Good sanitation practice 1.8 Guidelines for infection control 1.9 Materials, supplies and tools in accordance with the standards requirements 1.10 Body substance isolation precaution (Ex. Personal Protective Equipment-PPE) 1.11 Environmental Protection Agency (EPA) registered disinfectant 1.12 Incident reports 1.13 Disease spread and transmission 1.14 Organizational standards, policies, and procedures	1.1 Establishing rapport to the grade schooler 1.2 Writing incident reports 1.3 Preventing cross contamination 1.4 Performing aseptic hand washing 1.5 Wearing PPE properly 1.6 Assessing environmental hazards
2. Recognize and respond to signs of potential illness	2.1 <b>Signs of potential illness</b> in emergency are reported based on the established standards 2.2 Medical assistance is sought as necessary	2.1 Oral and written communication 2.2 Principles of therapeutic communication	2.1 Establishing rapport to the grade schooler 2.2 Writing incident reports 2.3 Assessing for early signs and

	<p>according to policies and procedures</p> <p>2.3 Clients and relatives are informed as soon as possible according to policies and procedures</p> <p>2.4 Client is comforted and settled in accordance with policies and procedures</p>	<p>2.3 Monitoring and Evaluation Procedure</p> <p>2.4 OHS Law (RA 11058)</p> <p>2.5 Conduciveness of area</p> <p>2.6 Code of sanitation</p> <p>2.7 Use of personal protective equipment</p> <p>2.8 Basic disease and illness for emergency</p> <p>2.9 Signs and symptoms of potential emergency illness</p> <p>2.10 Indicators of grade schooler abuse</p> <p>2.11 Different types of grade schooler abuse</p> <p>2.12 Documentation and report process</p> <p>2.13 Legal ethics pertaining to grade schooler abuse</p> <p>2.14 Relevant organizational standards, policies and procedures</p>	<p>symptoms of emergency</p> <p>2.4 Offering emotional support to grade schooler and relatives</p> <p>2.5 Maintaining and caring in a calm and nonjudgmental approach</p> <p>2.6 Demonstrating ability to respond quickly to emergency</p> <p>2.7 Reporting signs of abuse to appropriate authorities</p>
3. Respond to emergencies and accidents	<p>3.1 The safety of self and others is ensured according to established standards and procedures</p> <p>3.2 Immediate <b>first aid and basic life support</b> are provided based on established standards and procedures</p> <p>3.3 Strategies to calm, reassure and comfort clients are implemented according to established standards and procedures</p> <p>3.4 Details of emergency are recorded and reported accurately based on established standards and procedures</p> <p>3.5 Information is provided to others according to established policies</p>	<p>3.1 Oral and written communication</p> <p>3.2 Principles of therapeutic communication</p> <p>3.3 Monitoring and Evaluation Procedure</p> <p>3.4 OHS Law (RA 11058)</p> <p>3.5 Conduciveness of area</p> <p>3.6 Code of sanitation</p> <p>3.7 Use of personal protective equipment</p> <p>3.8 Basic disease and illness related to emergencies and accidents</p> <p>3.9 Environmental hazards and situations related to first aid</p>	<p>3.1 Establishing rapport to the grade schooler</p> <p>3.2 Writing incident reports</p> <p>3.3 Making decision under pressure</p> <p>3.4 Performing first aid procedures to grade schooler</p> <p>3.5 Performing basic life support to grade schooler</p> <p>3.6 Collaborating with health care team</p> <p>3.7 Identifying grade schooler issues which need to be referred to an appropriate health professional</p> <p>3.8 Identifying issues relating to difficult</p>

	<p>3.6 Emergencies and accidents are responded according to the established guidelines and legislative requirements</p>	<p>3.10 Safety and standard protocols  3.11 First aid principles and procedures  3.12 Aseptic techniques  3.13 Infection control procedures  3.14 Documentation and reports process  3.15 Health care system in emergency situation  3.16 Rules of confidentiality  3.17 Information decimation on emergency protocol  3.18 Basic life support for grade schooler  3.19 Choking incident  3.20 Legal laws in assisting emergency cases  3.21 Relevant organizational standards, policies and procedures</p>	<p>and challenging behavior</p>
<p>4. Respond to threats and situations of danger</p>	<p>4.1 Remove grade schooler from threat/danger or remove danger/threat from grade schooler based on established standards and procedures  4.2 The level of immediate danger is assessed and reported to an appropriate person according to established protocol and standards.  4.3 Appropriate emergency procedures are implemented to ensure the safety of grade schooler and workers based on established policies, standards and procedures</p>	<p>4.1 Oral and written communication  4.2 Principles of therapeutic communication  4.3 Monitoring and Evaluation Procedure  4.4 OHS Law (RA 11058)  4.5 Conduciveness of area  4.6 Code of sanitation  4.7 Use of personal protective equipment  4.8 Threats and danger situation or environment  4.9 Safety and standard protocols  4.10 Environmental hazards  4.11 First aid principles and procedures  4.12 Aseptic techniques  4.13 Infection control procedures  4.14 Documentation and reports process</p>	<p>4.1 Applying therapeutic communication  4.2 Establishing rapport to the grade schooler  4.3 Assessing threats and danger in the area according to the standards  4.4 Responding to threats and situations of danger  4.5 Remaining alert to potential threats and dangers or challenging behavior  4.6 Reporting and documenting incident reports accurately</p>

		<p>4.15 Health care system in emergency situation</p> <p>4.16 Recovery procedures after emergency</p> <p>4.17 Legal laws in assisting emergency cases</p> <p>4.18 Relevant organizational standards, policies and procedures</p>	
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## RANGE OF VARIABLES

VARIABLE	RANGE
1. Hygiene and Health Principles	May include: <ol style="list-style-type: none"> <li>1.1. Hand Washing</li> <li>1.2. Use of disposable gloves when cleaning up body wastes</li> <li>1.3. Removal and disposal of infected articles</li> <li>1.4. Cleaning equipment</li> <li>1.5. Disposal of unused foods</li> <li>1.6. Cleaning of utensils after use</li> <li>1.7. Regular disinfecting of toys</li> <li>1.8. Removal of body waste products (e.g. feces, urine, saliva, vomit) and disinfection of affected area</li> </ol>
2. Signs of Potential Illness in Emergency	May include: <ol style="list-style-type: none"> <li>2.1. Has bleeding that can't be controlled</li> <li>2.2. Is or becomes unconscious (not related to a seizure)</li> <li>2.3. Has no pulse</li> <li>2.4. Has trouble breathing or is breathing in a strange way</li> <li>2.5. Has chest pain or pressure</li> <li>2.6. Has severe injuries such as broken bones as a result of an accident</li> <li>2.7. Is choking (not breathing and not coughing)</li> <li>2.8. Has injuries to the head, neck or back</li> <li>2.9. Has gone into shock</li> <li>2.10. Has a seizure lasting five minutes (and this is not normal for this person) or has continuous seizures</li> <li>2.11. Has suffered electrical shock</li> <li>2.12. Is drowning or near drowning</li> <li>2.13. Suffers severe burns</li> </ol>
3. First Aid and Basic Life Support	May include: <ol style="list-style-type: none"> <li>3.1. First aid treatment for the following:               <ol style="list-style-type: none"> <li>3.1.1. Animal Bites</li> <li>3.1.2. Sprains</li> <li>3.1.3. Fractures</li> <li>3.1.4. Wounds</li> <li>3.1.5. Dislocations</li> <li>3.1.6. Falls</li> <li>3.1.7. Poison</li> <li>3.1.8. Shocks</li> <li>3.1.9. Burns</li> <li>3.1.10. Any related medical and environmental emergency</li> </ol> </li> <li>3.2. Basic life support procedure for the following:               <ol style="list-style-type: none"> <li>3.2.1. Choking</li> <li>3.2.2. Cardiac arrest</li> <li>3.2.3. Near drowning</li> </ol> </li> </ol>

## EVIDENCE GUIDE

1. Critical Aspects of Competency	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1. Demonstrated ability to respond quickly to emergencies and implement correct procedures including administering first aid</li> <li>1.2. Implemented procedures for infection control and prevention</li> <li>1.3. Recognized and responded to signs of potential illness</li> <li>1.4. Responded to emergencies and accidents</li> <li>1.5. Responded to threats and situations of danger.</li> </ul>
2. Resource Implication	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> <li>2.1. A grade schooler care workplace</li> <li>2.2. Facilities, equipment, supplies and materials relevant to the unit of competency</li> </ul>
3. Method of Assessment	<p>Competency in this unit must be assessed through:</p> <ul style="list-style-type: none"> <li>3.1. Demonstration with Oral Questioning</li> <li>3.2. Interview</li> </ul>
4. Context of Assessment	<ul style="list-style-type: none"> <li>4.1. Competency may be assessed in the workplace or in a simulated workplace setting.</li> </ul>

**UNIT OF COMPETENCY : FOSTER PHYSICAL GROWTH AND DEVELOPMENT OF ADOLESCENT**

**UNIT CODE : HHC532317**

**UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required to foster physical growth and development of adolescent ages from seven (7) to nineteen (19) years old.**

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Determine support needs	1.1 <b>Care plan</b> details are confirmed with the adolescent's, family members and caregiver based on established procedure 1.2 <b>Support activities</b> are prepared according to adolescent's care plan based on established industry standards 1.3 Actions and activities that support the care plan and promote the adolescent's independence and rights and to make informed decisions are identified based on principle of autonomy 1.4 Caregiver's own role in adolescent's care plan is interpreted and clarified according to approved individualized care plan	1.1 Oral and written communication 1.2 Principles of therapeutic communication 1.3 Communication techniques 1.4 SMARTER (Specific, Measurable, Attainable, Realistic, Time-bounded, Evaluate, Re-evaluate) approach to care plan 1.5 Environmental Workplace 1.6 Patient's Bill of Rights 1.7 OHS Law (RA 11058) 1.8 Principle of human rights 1.9 Principle of autonomy 1.10 Data Privacy Act (RA 10173) 1.11 Individualized care plan 1.12 Activities that promote adolescent independence and self determination	1.1 Applying therapeutic communication 1.2 Conforming care plan details of adolescent 1.3 Collaborating with other health care team 1.4 Maintaining confidentiality and privacy of the adolescent 1.5 Planning of action and management

<p>2. Foster physical growth and development of adolescent</p>	<p>2.1 <b>Secondary sex characteristics</b> transitions are explained based on developmental changes</p> <p>2.2 Secondary sex characteristics are understood based on physical growth and development</p> <p>2.3 Hormonal changes are identified based on growth and development</p> <p>2.4 Opportunities to develop adolescent physical skills are provided based on developmental needs</p> <p>2.5 Exercises or activities are given based on developmental needs</p>	<p>2.1 Principle of therapeutic communication</p> <p>2.2 Oral and written communication</p> <p>2.3 Disciplinary policies and practices</p> <p>2.4 Conduciveness of area</p> <p>2.5 Growth and development for adolescent</p> <p>2.6 Theories and principles of secondary sex characteristics</p> <p>2.7 Principle of autonomy</p> <p>2.8 Hormonal changes in adulthood</p> <p>2.9 Materials, supplies and tools in accordance with the standards</p>	<p>2.1 Applying therapeutic communication</p> <p>2.2 Promoting self-care and self-control</p> <p>2.3 Handling behavioral challenges</p>
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<p>3. Facilitate cognitive development of adolescent</p>	<p>3.1 Critical thinking is developed based on the established standards</p> <p>3.2 Goal setting is encouraged according to developmental needs</p> <p>3.3 <b>Cognitive maturity</b> is attained according to the developmental stages</p>	<p>3.1 Principle of therapeutic communication approach</p> <p>3.2 Oral and written communication</p> <p>3.3 Disciplinary policies and practices</p> <p>3.4 Conduciveness of area</p> <p>3.5 Appropriate work environment</p> <p>3.6 Critical thinking skills</p> <p>3.7 Problem solving, logical reasoning and decision-making skills</p> <p>3.8 Principle of autonomy</p> <p>3.9 Goal orientation</p> <p>3.10 Theory of cognitive development</p> <p>3.11 Development of realistic goals pertaining to future career or goal</p> <p>3.12 Development of sense of self identity</p> <p>3.13 Knowledge in refining moral, religious and sexual values</p>	<p>3.1 Applying therapeutic communication</p> <p>3.2 Encouraging adolescent to share ideas and thoughts with the caregivers</p> <p>3.3 Promoting self-control and setting up goal</p>
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## RANGE OF VARIABLES

VARIABLE	RANGE
1. Care Plan	May include: <ol style="list-style-type: none"> <li>1.1. Nursing care plan</li> <li>1.2. Client's chart</li> <li>1.3. Caregiver's plan based on doctor's order</li> <li>1.4. Risk management plan</li> <li>1.5. Home care plan</li> </ol>
2. Support Activities	May include: <ol style="list-style-type: none"> <li>2.1. Range of activities</li> <li>2.2. Therapeutic exercises</li> <li>2.3. Appropriate recreational activities</li> <li>2.4. Appropriate play activities</li> <li>2.5. Music and art therapy</li> </ol>
3. Secondary Sex Characteristics	May include: <ol style="list-style-type: none"> <li>3.1. Breast development</li> <li>3.2. Fat deposition</li> <li>3.3. Development of the genitalia</li> <li>3.4. Changes in the larynx</li> <li>3.5. Body hair growth</li> <li>3.6. Widened hips</li> <li>3.7. Height and body shapes</li> </ol>
4. Cognitive Maturity	May include: <ol style="list-style-type: none"> <li>4.1. Develop realistic goals pertaining to future vocation and career</li> <li>4.2. Develop sense of self-identity</li> <li>4.3. Refining moral, religious, and sexual values.</li> </ol>

## EVIDENCE GUIDE

<p>1. Critical Aspects of Competency</p>	<p>Assessment may require evidence that the candidate:</p> <ol style="list-style-type: none"> <li>1.1. Used individualized care plan as the basis of support</li> <li>1.2. Handled behavioral challenges among adolescents</li> <li>1.3. Demonstrated ability to prepare activities that will facilitate goal setting to the adolescents</li> </ol>
<p>2. Resource Implication</p>	<p>The following resources should be provided:</p> <ol style="list-style-type: none"> <li>2.1. Appropriate workplace environment</li> <li>2.2. Facilities, equipment and materials relevant to the unit of competency</li> </ol>
<p>3. Method of Assessment</p>	<p>Competency in this unit must be assessed through:</p> <ol style="list-style-type: none"> <li>3.1. Oral questioning</li> <li>3.2. Interview</li> </ol>
<p>4. Context of Assessment</p>	<ol style="list-style-type: none"> <li>4.1. Competency may be assessed in the workplace or in a simulated work setting.</li> <li>4.2. Assessment shall be observed while task are being undertaken whether individually or in a group</li> </ol>

**UNIT OF COMPETENCY : PROMOTE DEVELOPMENTAL TASKS FOR ADOLESCENT**

**UNIT CODE : HHC532318**

**UNIT DESCRIPTOR :** This unit covers the knowledge, skills and attitudes required to promote developmental tasks for adolescent that will bring a new awareness of self and influence other's reactions to them.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Establish and maintain social relationship with others	1.1 <b>Social peers</b> are identified based on established standards and procedures 1.2 Social relationship is established and maintained according to developmental needs 1.3 <b>Mature relationship</b> with friends and family are developed based established standards and procedures 1.4 Feeling is understood based on the developmental needs. 1.5 Healthy and unhealthy relationship are recognized based on the developmental needs	1.1 Oral and written communication 1.2 Principles of therapeutic communication 1.3 Principle of interpersonal skills 1.4 Conduciveness of area 1.5 Appropriate workplace environment 1.6 Social peers and relationship of adolescent with families, significant others friends, romantic and with other adults. 1.7 Principle of autonomy 1.8 Social role of adolescent 1.9 Emotional independence from parents and other adults 1.10 Set of values and ethical system as a guide to behavior 1.11 Ideology 1.12 Social Responsibility	1.1 Applying therapeutic communication and interpersonal skills 1.2 Promoting self-care and self-control 1.3 Handling behavioral challenges
2. Provide appropriate support to adolescent	2.1 <b>Sexual or gender identity / orientation</b> are recognized based on the developmental needs 2.2 Feeling of independencies are	2.1 Oral and written communication 2.2 Principles of therapeutic communication 2.3 Principle of interpersonal skills	2.1 Applying therapeutic communication, motivational skills and interpersonal skills

	<p>recognized based on established research</p> <p>2.3 <b>Sexual behavior</b> is expressed according to psychosocial developmental needs</p>	<p>2.4 Appropriate workplace environment</p> <p>2.5 Conduciveness of area</p> <p>2.6 Sexual or gender identity / orientation</p> <p>2.7 Principle of autonomy</p> <p>2.8 Identity development in adolescent</p> <p>2.9 Sexual role and responsibility</p> <p>2.10 Sexual behavior</p> <p>2.11 Sex, gender identity crisis</p>	<p>2.2 Promoting self-care and self-control</p> <p>2.3 Handling behavioral challenges</p>
<p>3. Facilitate behavioral challenges</p>	<p>3.1 Body changes sensitivity are identified based on the growth and development</p> <p>3.2 Separation anxiety is recognized based on established policies and procedures</p> <p>3.3 Depression and anxiety are explained according to established standards and policies.</p>	<p>3.1 Oral and written communication</p> <p>3.2 Principles of therapeutic communication</p> <p>3.3 Principle of interpersonal skills</p> <p>3.4 Appropriate workplace environment</p> <p>3.5 Conduciveness of area</p> <p>3.6 Principle of growth and development</p> <p>3.7 Behavioral challenges in body changes</p> <p>3.8 Safety precaution</p> <p>3.9 Separation anxiety</p> <p>3.10 Depression and anxiety</p>	<p>3.1 Applying therapeutic communication, motivational skills and interpersonal skills</p> <p>3.2 Promoting self-care and self-control</p> <p>3.3 Handling behavioral challenges</p>

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Social Peers	May include: <ul style="list-style-type: none"> <li>1.1. Same-aged individuals who share similar interests and a part of the same social class</li> <li>1.2. Sports teams of which adolescence are a part of:               <ul style="list-style-type: none"> <li>1.2.1. Basketball</li> <li>1.2.2. Soccer</li> <li>1.2.3. Football</li> <li>1.2.4. Volleyball</li> <li>1.2.5. etc.</li> </ul> </li> <li>1.3. School organizations and clubs               <ul style="list-style-type: none"> <li>1.3.1. Student body organization</li> <li>1.3.2. Chess club</li> <li>1.3.3. Science Club</li> <li>1.3.4. Guild</li> <li>1.3.5. Band or orchestra</li> <li>1.3.6. etc.</li> </ul> </li> </ul>
2. Mature Relationship	May include: <ul style="list-style-type: none"> <li>2.1. Adolescence and peer relationship</li> <li>2.2. Adolescence and family relationship               <ul style="list-style-type: none"> <li>2.2.1. Parents</li> <li>2.2.2. Siblings</li> <li>2.2.3. Relatives or significant others</li> </ul> </li> <li>2.3. Adolescence and romantic relationship</li> <li>2.4. Adolescence and with other adults</li> </ul>
3. Sexual or Gender Identity /Orientation	May include: <ul style="list-style-type: none"> <li>3.1. Agender</li> <li>3.2. Bigender</li> <li>3.3. Cisgender</li> <li>3.4. Gender expression</li> <li>3.5. Gender fluid</li> <li>3.6. Genderqueer</li> <li>3.7. Gender variant</li> <li>3.8. Intersex</li> <li>3.9. Mx.</li> <li>3.10. Third gender</li> <li>3.11. Transgender</li> <li>3.12. Two-spirit</li> <li>3.13. Ze / Hir</li> </ul>
4. Sexual Behavior	May include: <ul style="list-style-type: none"> <li>4.1. Solitary activity</li> <li>4.2. Sociosexual activity               <ul style="list-style-type: none"> <li>4.2.1. Heterosexual activity</li> <li>4.2.2. Homosexual activity</li> </ul> </li> </ul>

## EVIDENCE GUIDE

1. Critical Aspects of Competency	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1. Used appropriate therapeutic communication skills and interpersonal skills in handling behavioral challenges among adolescence</li> <li>1.3. Demonstrated ability to prepare activities that will facilitate self control, self role and self responsibility of the adolescence</li> </ul>
2. Resource Implication	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> <li>2.1. Appropriate workplace environment</li> <li>2.2. Facilities, equipment and materials relevant to the unit of competency</li> </ul>
3. Method of Assessment	<p>Competency in this unit must be assessed through:</p> <ul style="list-style-type: none"> <li>3.1. Oral questioning</li> <li>3.2. Interview</li> </ul>
4. Context of Assessment	<ul style="list-style-type: none"> <li>4.1. Competency may be assessed in the workplace or in a simulated work setting.</li> <li>4.2. Assessment shall be observed while task are being undertaken whether individually or in a group</li> </ul>

**UNIT OF COMPETENCY : RESPOND TO EMERGENCY FOR ADOLESCENT**

**UNIT CODE : HHC532319**

**UNIT DESCRIPTOR :** This unit covers the knowledge, skills and attitudes required to respond to emergency situation adolescent.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Implement procedures for infection control and prevention	1.1 Exclusion guidelines for adolescent and others suffering from an infectious condition are followed according to established protocol and guidelines 1.2 <b>Hygiene and health principles</b> 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 Oral and written communication 1.2 Principles of therapeutic communication 1.3 Monitoring and Evaluation Procedure 1.4 OHS Law (RA 11058) 1.5 Conduciveness of area 1.6 Use of personal protective equipment 1.7 Good sanitation practice 1.8 Guidelines for infection control 1.9 Materials, supplies and tools in accordance with the standards requirements 1.10 Personal Protective Equipment (PPE) 1.11 EPA registered disinfectant 1.12 Incident reports 1.13 Disease spread and transmission 1.14 Organizational standards, policies, and procedures	1.1 Establishing rapport to the adolescent 1.2 Writing incident reports 1.3 Preventing cross contamination 1.4 Performing aseptic hand washing 1.5 Wearing PPE properly 1.6 Assessing environmental hazards
2. Recognize and respond to signs of potential illness	2.1 <b>Signs of potential illness</b> in emergency are reported based on the established standards 2.2 Medical assistance is sought as necessary according to policies and procedures	2.1 Oral and written communication 2.2 Principles of therapeutic communication 2.3 Monitoring and Evaluation Procedure 2.4 OHS Law (RA 11058)	2.1 Establishing rapport to the adolescent 2.2 Writing incident reports 2.3 Assessing for early signs and symptoms of emergency

	<p>2.3 Clients and relatives are informed as soon as possible according to policies and procedures</p> <p>2.4 Client is comforted and settled in accordance with policies and procedures</p>	<p>2.5 Conduciveness of area</p> <p>2.6 Code of sanitation</p> <p>2.7 Use of personal protective equipment</p> <p>2.8 Basic disease and illness for emergency</p> <p>2.9 Signs and symptoms of potential emergency illness</p> <p>2.10 Indicators of Adolescent abuse</p> <p>2.11 Different types of Adolescent abuse</p> <p>2.12 Documentation and report process</p> <p>2.13 Legal ethics pertaining to Adolescent abuse</p> <p>2.14 Relevant organizational standards, policies and procedures</p>	<p>2.4 Offering emotional support to adolescent and relatives</p> <p>2.5 Maintaining caring, calm and non-judgmental approach</p> <p>2.6 Demonstrating ability to respond quickly to emergency</p> <p>2.7 Reporting signs of abuse to appropriate authorities</p>
3. Respond to emergencies and accidents	<p>3.1 The safety of self and others is ensured according to established standards and procedures</p> <p>3.2 Immediate <b>first aid and basic life support</b> are provided based on established standards and procedures</p> <p>3.3 Strategies to calm, reassure and comfort clients are implemented according to established standards and procedures</p> <p>3.4 Details of emergency are recorded and reported accurately based on established standards and procedures</p> <p>3.5 Information is provided to others according to established policies.</p> <p>3.6 Emergencies and accidents are responded to according to the established guidelines and legislative requirements</p>	<p>3.1 Oral and written communication</p> <p>3.2 Principles of therapeutic communication</p> <p>3.3 Monitoring and Evaluation Procedure</p> <p>3.4 OHS Law (RA 11058)</p> <p>3.5 Conduciveness of area</p> <p>3.6 Code of sanitation</p> <p>3.7 Use of personal protective equipment</p> <p>3.8 Basic disease and illness related to emergencies and accidents</p> <p>3.9 Safety and standard protocols</p> <p>3.10 First aid principles and procedures</p> <p>3.11 Aseptic techniques</p> <p>3.12 Infection control procedures</p> <p>3.13 Documentation and reports process</p>	<p>3.1 Establishing rapport to the adolescent</p> <p>3.2 Writing incident reports</p> <p>3.3 Making decision under pressure</p> <p>3.4 Performing first aid procedures to adolescent</p> <p>3.5 Performing basic life support to adolescent</p> <p>3.6 Collaborating with health care team</p> <p>3.7 Identifying adolescent issues which need to be referred to an appropriate health professional</p> <p>3.9 Identifying issues relating to difficult and challenging behavior</p>

		<p>3.14 Health care system in emergency situation</p> <p>3.15 Rules of confidentiality</p> <p>3.16 Information decimation on emergency protocol</p> <p>3.17 Basic life support for Adolescent</p> <p>3.18 Choking incident</p> <p>3.19 Legal laws in assisting emergency cases</p> <p>3.20 Relevant organizational standards, policies and procedures</p>	
4. Respond to threats and situations of danger	<p>4.1 Remove adolescent from threat/danger or remove danger/threat from adolescent 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 adolescent and workers based on established policies, standards and procedures</p>	<p>4.1 Oral and written communication</p> <p>4.2 Principles of therapeutic communication</p> <p>4.3 Monitoring and Evaluation Procedure</p> <p>4.4 OHS Law (RA 11058)</p> <p>4.5 Conduciveness of area</p> <p>4.6 Code of sanitation</p> <p>4.7 Use of personal protective equipment</p> <p>4.8 Threats and danger situation or environment</p> <p>4.9 Safety and standard protocols</p> <p>4.10 Environmental hazards</p> <p>4.11 First aid principles and procedures</p> <p>4.12 Aseptic techniques</p> <p>4.13 Infection control procedures</p> <p>4.14 Documentation and reports process</p> <p>4.15 Health care system in emergency situation</p> <p>4.16 Recovery procedures after emergency</p>	<p>4.1 Applying therapeutic communication</p> <p>4.2 Establishing rapport to the adolescent</p> <p>4.3 Assessing threats and danger in the area according to the standards</p> <p>4.4 Responding to threats and situations of danger</p> <p>4.5 Remaining alert to potential threats and dangers or challenging behavior</p> <p>4.6 Reporting and documenting incident reports accurately</p>

		4.17 Legal laws in assisting emergency cases 4.18 Relevant organizational standards, policies and procedures	
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## RANGE OF VARIABLES

VARIABLE	RANGE
1. Hygiene and Health Principles	<p>May include:</p> <ul style="list-style-type: none"> <li>1.1. Hand Washing</li> <li>1.2. Use of disposable gloves when cleaning up body wastes</li> <li>1.3. Removal and disposal of infected articles</li> <li>1.4. Cleaning equipment</li> <li>1.5. Disposal of unused foods</li> <li>1.6. Cleaning of utensils after use</li> <li>1.7. Regular disinfecting of soft toys</li> <li>1.8. Removal of body waste products (e.g. feces, urine, saliva, vomit) and disinfection of affected area</li> </ul>
2. Signs of Potential Illness in Emergency	<p>May include:</p> <ul style="list-style-type: none"> <li>2.1. Has bleeding that can't be controlled</li> <li>2.2. Is or becomes unconscious (not related to a seizure)</li> <li>2.3. Has no pulse</li> <li>2.4. Has trouble breathing or is breathing in a strange way</li> <li>2.5. Has chest pain or pressure</li> <li>2.6. Has severe injuries such as broken bones as a result of an accident</li> <li>2.7. Is choking (not breathing and not coughing)</li> <li>2.8. Has injuries to the head, neck or back</li> <li>2.9. Has gone into shock</li> <li>2.10. Has a seizure lasting five minutes (and this is not normal for this person) or has continuous seizures</li> <li>2.11. Has suffered electrical shock</li> <li>2.12. Is drowning or near drowning</li> <li>2.13. Suffers severe burns</li> </ul>
3. First Aid and Basic Life Support	<p>May include:</p> <ul style="list-style-type: none"> <li>3.1. First aid treatment for the following: <ul style="list-style-type: none"> <li>3.1.1. Animal Bites</li> <li>3.1.2. Sprains</li> <li>3.1.3. Fractures</li> <li>3.1.4. Wounds</li> <li>3.1.5. Dislocations</li> <li>3.1.6. Falls</li> <li>3.1.7. Poison</li> <li>3.1.8. Shocks</li> </ul> </li> </ul>

	<p>3.1.9. Burns</p> <p>3.1.10. Any related medical and environmental emergency</p> <p>3.2. Basic life support procedure for the following:</p> <p>3.2.1. Choking</p> <p>3.2.2. Cardiac arrest</p> <p>3.2.3. Near drowning</p>
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## EVIDENCE GUIDE

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

## 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 NC II for grade schooler and adolescent ages 6 yrs. old to 19 years old.**

### 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 (Grade schooler to Adolescent)** **NC Level:** **NC II**

#### **Nominal Training Duration:**

37	hours	Basic Competencies
112	hours	Common Competencies
240	hours	Core Competencies
<b>389</b>	<b>hours</b>	
160	hours	Supervised Industry Learning (SIL)
<b>549</b>	<b>hours</b>	<b>TOTAL</b>

#### **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, fostering physical needs, cognitive development to grade schooler (6 years old to 12 years old), and fostering physical growth and development, and promoting developmental tasks for adolescent (13 years old to 19 years old). This include classroom learning activities and simulation area.

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

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

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

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

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

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

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
				strengths and virtues applied	
	5.2 Discuss and develop ideas with others	<ul style="list-style-type: none"> <li>• Identify different roles of individuals in contributing to doing things better in the workplace</li> <li>• Explain the concepts of positive impacts and challenges in innovation</li> <li>• Show mastery of the different types of changes and levels of participation in the workplace</li> <li>• Discuss 7 habits of highly effective people</li> <li>• Communicate ideas through small group discussions and meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive Lecture</li> <li>• Appreciative Inquiry</li> <li>• Demonstration</li> <li>• Group work</li> </ul>	<ul style="list-style-type: none"> <li>• Psychological and behavioral Interviews</li> <li>• Performance Evaluation</li> <li>• Life Narrative Inquiry</li> <li>• Review of portfolios of evidence and third-party workplace reports of on-the-job performance.</li> <li>• Standardized assessment of character strengths and virtues applied</li> </ul>	1 hour
	5.3 Integrate ideas for change in the workplace	<ul style="list-style-type: none"> <li>• Identify different roles of individuals in contributing to doing things better in the workplace</li> <li>• Explain the concepts of positive impacts and challenges in innovation</li> <li>• Show mastery of the different types of changes and levels of participation in the workplace</li> <li>• Discuss 7 habits of highly effective people</li> <li>• Communicate ideas through small group discussions and meetings</li> <li>• Demonstrate basic skills in data analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive Lecture</li> <li>• Appreciative Inquiry</li> <li>• Demonstration</li> <li>• Group work</li> </ul>	<ul style="list-style-type: none"> <li>• Psychological and behavioral Interviews</li> <li>• Performance Evaluation</li> <li>• Life Narrative Inquiry</li> <li>• Review of portfolios of evidence and third-party workplace reports</li> </ul>	1 hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
				of on-the-job performance. • Standardized assessment of character strengths and virtues applied	
6. Present relevant information	6.1 Gather data/ information	<ul style="list-style-type: none"> <li>• Lecture and discussion on: <ul style="list-style-type: none"> <li>- Organisational protocols</li> <li>- Confidentiality and accuracy</li> <li>- Business mathematics and statistics</li> <li>- Legislation, policy and procedures relating to the conduct of evaluations</li> </ul> </li> <li>• Reviewing data/ information</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Lecture</li> <li>• Demonstration</li> <li>• Role Play</li> </ul>	<ul style="list-style-type: none"> <li>• Oral evaluation</li> <li>• Written Test</li> <li>• Observation</li> <li>• Presentation</li> </ul>	2 hours
	6.2 Assess gathered data/ information	<ul style="list-style-type: none"> <li>• Lecture and discussion on: <ul style="list-style-type: none"> <li>- Data analysis techniques/ procedures</li> <li>- Organisational values, ethics and codes of conduct</li> <li>- Trends and anomalies</li> </ul> </li> <li>• Computing business mathematics and statistics</li> <li>• Application of data analysis techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Lecture</li> <li>• Demonstration</li> <li>• Role Play</li> <li>• Practical exercises</li> </ul>	<ul style="list-style-type: none"> <li>• Oral evaluation</li> <li>• Written Test</li> <li>• Observation</li> <li>• Presentation</li> </ul>	3 hours
	6.3 Record and present information	<ul style="list-style-type: none"> <li>• Lecture and discussion on: <ul style="list-style-type: none"> <li>- Reporting requirements to a range of audiences</li> <li>- Recommendations for possible improvements</li> </ul> </li> <li>• Analysis and comparison of interim and final reports' outcomes</li> <li>• Reporting of data findings</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Lecture</li> <li>• Demonstration</li> <li>• Role Play</li> <li>• Practical exercises</li> </ul>	<ul style="list-style-type: none"> <li>• Oral evaluation</li> <li>• Written Test</li> <li>• Observation</li> <li>• Presentation</li> </ul>	3 hours
	7.1 Identify OSH compliance requirements	<ul style="list-style-type: none"> <li>• Discussion regarding: <ul style="list-style-type: none"> <li>- Hierarchy of Controls</li> <li>- Hazard Prevention and Controls</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Written Exam</li> <li>• Demonstration</li> <li>• Observation</li> </ul>	1 hour

<b>Unit of Competency</b>	<b>Learning Outcomes</b>	<b>Learning Activities</b>	<b>Methodology</b>	<b>Assessment Approach</b>	<b>Nominal Duration</b>
7. Practice Occupational Safety and Health Policies and Procedures		<ul style="list-style-type: none"> <li>- Work Standards and Procedures</li> <li>- Personal Protective Equipment</li> </ul>		<ul style="list-style-type: none"> <li>• Interviews / Questioning</li> </ul>	
	7.2 Prepare OSH requirements for compliance	<ul style="list-style-type: none"> <li>• Identification of required safety materials, tools and equipment</li> <li>• Handling of safety control resources</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Written Exam</li> <li>• Demonstration</li> <li>• Observation</li> <li>• Interviews / Questioning</li> </ul>	1 hour
	7.3 Perform tasks in accordance with relevant OSH policies and procedures	<ul style="list-style-type: none"> <li>• Discussion of General OSH Standards and Principles</li> <li>• Performing industry related work activities in accordance with OSH Standards</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Written Exam</li> <li>• Demonstration</li> <li>• Observation</li> <li>• Interviews / Questioning</li> </ul>	2 hours
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"> <li>• Identify the processes on environmental policies</li> <li>• Relate the necessary skills in response to changing environmental policies needs</li> <li>- Waste Management Skills</li> <li>- Conservation of Energy in workplace</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group Discussion</li> <li>• Simulation</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Written Exam</li> <li>• Demonstration</li> <li>• Observation</li> <li>• Interviews / Questioning</li> </ul>	1 hour
	8.2 Determine causes of inefficiency and/or ineffectiveness of resource utilization	<ul style="list-style-type: none"> <li>• Discussion of environmental protection and resource efficiency targets</li> <li>• Analysis on the relevant work procedure</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group Discussion</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Written Exam</li> <li>• Demonstration</li> <li>• Observation</li> <li>• Interviews / Questioning</li> </ul>	1 hour
	8.3 Convey inefficient and ineffective environmental practices	<ul style="list-style-type: none"> <li>• Identification of (re)training needs and usage of environment friendly methods and technologies</li> <li>• Identification of environmental corrective actions</li> <li>• Practicing environment awareness</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group Discussion</li> <li>• Role Play</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Written Exam</li> <li>• Demonstration</li> <li>• Observation</li> <li>• Interviews / Questioning</li> </ul>	1 hour
	9.1 Apply entrepreneurial	<ul style="list-style-type: none"> <li>• Case studies on best entrepreneurial practices</li> </ul>	<ul style="list-style-type: none"> <li>• Case Study</li> <li>• Lecture/</li> </ul>	<ul style="list-style-type: none"> <li>• Case Study</li> <li>• Written Test</li> </ul>	1 hour

<b>Unit of Competency</b>	<b>Learning Outcomes</b>	<b>Learning Activities</b>	<b>Methodology</b>	<b>Assessment Approach</b>	<b>Nominal Duration</b>
9. Practice Entrepreneurial Skills in the Workplace	workplace best practices	<ul style="list-style-type: none"> <li>• Discussion on quality procedures and practices</li> <li>• Case studies on cost consciousness in resource utilization</li> </ul>	Discussion	<ul style="list-style-type: none"> <li>• Interview</li> </ul>	
	9.2 Communicate entrepreneurial workplace best practices	<ul style="list-style-type: none"> <li>• Discussion on communicating entrepreneurial workplace best practices</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture/ Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Written Test</li> <li>• Interview</li> </ul>	1 hour
	9.3 Communicate entrepreneurial workplace best practices	<ul style="list-style-type: none"> <li>• Discussion on communicating entrepreneurial workplace best practices</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture/ Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Written Test</li> <li>• Interview</li> </ul>	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"> <li>• Lecture and discussion on:               <ul style="list-style-type: none"> <li>- Use of personal protective equipment (PPE)</li> <li>- Transmission of infectious diseases</li> <li>- Concepts and modes of communication</li> <li>- Communication equipment (computer, telephone, cell phone etc.)</li> <li>- OSH, infection control, environmental and institutional, rules, guidelines, policies and procedures</li> <li>- Respecting for patient / client rights</li> <li>- Literacy levels and communication skills of work group members and consequent suitable communication techniques</li> </ul> </li> <li>• Demonstrate proper use of personal protective equipment (PPE)</li> <li>• Demonstrate proper hand washing (WHO Standard)</li> <li>• Apply Body Substance Isolation (BSI) by using PPE (Personal Protective Equipment)</li> <li>• Demonstrate use of disinfectant</li> <li>• Apply social distancing</li> <li>• Demonstrate operating equipment for communication</li> <li>• Apply effective communicating and interpersonal skills including:</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture (online / face to face)</li> <li>• Discussion (online / face to face)</li> <li>• Self-Learning</li> <li>• Video Presentation (offline / face to face)</li> <li>• Demonstration</li> <li>• Role play</li> </ul>	<ul style="list-style-type: none"> <li>• Written test (online / face to face)</li> <li>• Interview</li> <li>• Portfolio assessment</li> <li>• Observation</li> <li>• Demonstration with questioning</li> </ul>	12 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> <li>- language competence</li> <li>- literacy and reading competence</li> <li>- negotiating Skills</li> <li>- intra and Interpersonal skills</li> </ul>			
	1.2 Integrate the organization's infection control policy and procedure into work practices	<ul style="list-style-type: none"> <li>• Lecture and discussion on:               <ul style="list-style-type: none"> <li>- Use of verbal and non-verbal therapeutic communication</li> <li>- RA 11058 – OSH Law</li> <li>- RA 9008 – Ecological Solid Waste Management Act</li> <li>- RA 856 – Sanitation Code of the Phil.</li> <li>- Hazards and infectious risk</li> <li>- Safe work procedures</li> <li>- Use of computer for documentation and reporting</li> </ul> </li> <li>• Demonstrate appropriate wearing, removal and disposal of PPE (Personal Protective Equipment)</li> <li>• Encourage employees to report hazards and risks in the work place</li> <li>• Recognize suggestions of employees to improve infection control practices</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture (online / face to face)</li> <li>• Discussion (online / face to face)</li> <li>• Self-Learning</li> <li>• Video Presentation (offline / face to face)</li> <li>• Demonstration</li> <li>• Role play</li> </ul>	<ul style="list-style-type: none"> <li>• Written test (online / face to face)</li> <li>• Interview</li> <li>• Portfolio assessment</li> <li>• Observation</li> <li>• Demonstration with questioning</li> </ul>	12 hours
	1.3 Monitor infection control performance and implement improvements in practices	<ul style="list-style-type: none"> <li>• Lecture and discussion on:               <ul style="list-style-type: none"> <li>- Key performance indicators of infection control and prevention</li> <li>- Monitoring, surveillance and investigation of infection risks and hazardous events</li> <li>- Aggregate infection control information reports</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture (online / face to face)</li> <li>• Discussion (online / face to face)</li> <li>• Self-Learning</li> <li>• Video Presentation (offline / face to face)</li> </ul>	<ul style="list-style-type: none"> <li>• Written test (online / face to face)</li> <li>• Interview</li> <li>• Portfolio assessment</li> </ul>	8 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> <li>• Demonstrate identification, correction and reporting inadequacies in work procedures and infection control measures</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration with oral questioning</li> </ul>	
<p>2. Respond effectively to difficult/ challenging behavior (24 hours)</p>	<p>2.1 Plan responses</p>	<ul style="list-style-type: none"> <li>• Lecture and discussion on:               <ul style="list-style-type: none"> <li>- Concepts and modes of communication</li> <li>- Environmental and institutional, rules, guidelines, policies and procedures</li> <li>- Issues relating to difficult and challenging behavior</li> <li>- Patient / client issues which need to be referred to an appropriate health professional</li> <li>- Policies and rules of health professionals involved with the care of patient / client</li> <li>- Literacy levels and communication skills of work group members and consequent suitable communication techniques</li> <li>- Modes of verbal, non-verbal, and written communication</li> </ul> </li> <li>• Apply thinking and responding quickly and strategically</li> <li>• Remain alert to potential incidents of difficult or challenging behavior</li> <li>• Demonstrate working with others and display empathy with patient / client and relatives</li> <li>• Apply intra and interpersonal skills</li> <li>• Demonstrate reporting and documentation with accuracy</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture (online / face to face)</li> <li>• Discussion (online / face to face)</li> <li>• Self-Learning</li> <li>• Video Presentation (offline / face to face)</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Written test (online / face to face)</li> <li>• Interview</li> <li>• Portfolio assessment</li> <li>• Demonstration with oral questioning</li> </ul>	<p>12 hours</p>
	<p>2.2 Apply response</p>	<ul style="list-style-type: none"> <li>• Lecture and discussion on:</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture (online / face to face)</li> </ul>	<ul style="list-style-type: none"> <li>• Written test (online / face to face)</li> </ul>	<p>8 hours</p>

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> <li>- Suitable communication techniques to achieve the desired outcomes in responding to difficult or challenging behavior</li> <li>• Apply thinking and responding quickly and strategically</li> <li>• Remain alert to potential incidents of difficult or challenging behavior</li> <li>• Demonstrate working with others and display empathy with patient / client and relatives</li> <li>• Apply intra and interpersonal skills</li> <li>Demonstrate reporting and documentation with accuracy</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion (online / face to face)</li> <li>• Self-Learning</li> <li>• Video Presentation (offline / face to face)</li> <li>• Demonstration</li> <li>• Role play</li> </ul>	<ul style="list-style-type: none"> <li>• Interview</li> <li>• Portfolio assessment</li> <li>• Observation</li> <li>• Demonstration with questioning</li> </ul>	
	2.3 Report and review incidents	<ul style="list-style-type: none"> <li>• Lecture and discussion about the concepts of incident reports and documentations</li> <li>• Outline organizational policies in reporting and reviewing workplace incidents</li> <li>• Make use of questioning and debriefing techniques</li> <li>• Demonstrate appropriate incident reporting and documenting in the workplace</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Written test</li> <li>• Demonstration</li> </ul>	4 hours
3. Apply basic first aid (24 hours)	3.1 Assess the situation	<ul style="list-style-type: none"> <li>• Discuss and explain basic anatomy and physiology (parts of the human body)</li> <li>• Classify the mode of communication in an assessing the situation</li> <li>• Discuss and explain first aid principles</li> <li>• Discuss, identify and explain the use of equipment (BP apparatus, pulse oxymeter, digital thermometer etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture (online / face to face)</li> <li>• Discussion (online / face to face)</li> <li>• Self-Learning</li> <li>• Video Presentation (offline / face to face)</li> <li>• Demonstration</li> <li>• Role play</li> </ul>	<ul style="list-style-type: none"> <li>• Written test (online / face to face)</li> <li>• Interview</li> <li>• Portfolio assessment</li> <li>• Observation</li> <li>• Demonstration with questioning</li> </ul>	8 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> <li>• Discuss and explain OSH, infection control, environmental and institutional, rules, guidelines, policies and procedures</li> <li>• Discuss and explain reporting, documentation and use of non-verbal and verbal communication</li> <li>• Identify the abnormal vital signs of patient / client</li> <li>• Identify the mode of communication</li> <li>• Make use of appropriate modes of communication</li> <li>• Demonstrate resuscitation skills</li> <li>• Utilize operating equipment as required for the assessment of patient / client</li> <li>• Apply safe manual handling of casualty</li> <li>• Adapt OSH, infection control, environmental and institutional, rules, guidelines, policies and procedures</li> <li>• Reporting preparation</li> <li>• Make use of intra and Interpersonal skills</li> <li>• Demonstrate appropriate incident reporting and documenting</li> </ul>			
	3.2 Apply basic first aid techniques	<ul style="list-style-type: none"> <li>• Lecture and discussion about training application of first aid</li> <li>• Discuss and explain the proper use of equipment for first aid response (ambubag, oxygen etc.)</li> <li>• Compare the normal and abnormal vital signs</li> <li>• Analyze the needs for first aid</li> <li>• Demonstrate first aid procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture (online / face to face)</li> <li>• Discussion (online / face to face)</li> <li>• Self-Learning</li> <li>• Video Presentation (offline / face to face)</li> </ul>	<ul style="list-style-type: none"> <li>• Written test (online / face to face)</li> <li>• Interview</li> <li>• Portfolio assessment</li> <li>• Observation</li> </ul>	12 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> <li>• Utilize operating equipment as required for the assessment of patient / client</li> <li>• Illustrate OHS, infection control, environmental and institutional, rules, guidelines, policies and procedures</li> <li>• Make use of verbal and non-verbal communication</li> <li>• Make use of intra and interpersonal skills</li> <li>• Demonstrate appropriate incident reporting and documenting</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Role play</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration with questioning</li> </ul>	
	3.3 Communicate details of the incident	<ul style="list-style-type: none"> <li>• Lecture and discussion about concepts of communication in an accident/incident situation</li> <li>• Read and explain the use of equipment for communication (computer, cellphone, radio, network, etc.)</li> <li>• Classify the mode of communication in an accident/incident situation</li> <li>• Select appropriate tools, supplies and equipment in communication</li> <li>• Make use of intra and interpersonal skills</li> <li>• Demonstrate appropriate communication skills reporting and documenting</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture (online / face to face)</li> <li>• Discussion (online / face to face)</li> <li>• Self-Learning</li> <li>• Video Presentation (offline / face to face)</li> <li>• Demonstration</li> <li>• Role play</li> </ul>	<ul style="list-style-type: none"> <li>• Written test (online / face to face)</li> <li>• Interview</li> <li>• Portfolio assessment</li> <li>• Observation</li> <li>• Demonstration with questioning</li> </ul>	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"> <li>• Lecture and discussion on: <ul style="list-style-type: none"> <li>- Mathematical operations such as addition, subtraction, division, multiplication</li> <li>- Concepts on modes of communication</li> <li>- Equipment needed for communication (computer, cell phone, and other forms of media)</li> <li>- Roles and responsibilities of self and other workers within the organization</li> <li>- Organizational / institutional policies and procedures for privacy and confidentiality of information provided by patients / clients and others</li> <li>- Institutional policy on patient / client rights and responsibilities</li> <li>- Reporting and documentation with accuracy</li> </ul> </li> <li>• Apply mathematical operations such as addition, subtraction, division, multiplication</li> <li>• Read and understand client handling and interaction</li> <li>• Define concepts and mode of communication</li> <li>• Demonstrate following instructions and guidance of health professionals involved with the care of patient / client</li> <li>• Show how to deal with conflict</li> <li>• Participate in the discussion of client handling and interaction</li> <li>• Participate in the demonstration in communicating properly with different types of clients, and of different nationalities</li> <li>• Participate in the demonstration in delivering correct information to the client</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture (online / face to face)</li> <li>• Discussion (online / face to face)</li> <li>• Self-Learning</li> <li>• Video Presentation (offline / face to face)</li> <li>• Demonstration</li> <li>• Role play</li> </ul>	<ul style="list-style-type: none"> <li>• Written test (online / face to face)</li> <li>• Interview</li> <li>• Portfolio assessment</li> <li>• Observation</li> <li>• Demonstration with questioning</li> </ul>	<p>11 hours</p>
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Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> <li>• Demonstrate empathy with patient / client and relatives</li> <li>• Apply intra and Interpersonal skills</li> </ul>			

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	4.2 Establish and maintain good interpersonal relationship with patients / clients	<ul style="list-style-type: none"> <li>• Lecture and discussion on:               <ul style="list-style-type: none"> <li>- Cultural differences of patient / client including rules and policies as necessary</li> <li>- Institutional policy on patient / client rights and responsibilities</li> <li>- Management of conflict</li> </ul> </li> <li>• Identify the mode on communication appropriate for the situation</li> <li>• Establish and maintain relationships, taking into account individual differences</li> <li>• Follow the instructions and guidance of health professionals involved with the care of patient / client</li> <li>• Show how to respect patient / client rights</li> <li>• Use effective listening techniques</li> <li>• Apply appropriate verbal and non-verbal communication styles</li> <li>• Apply oral and written communication</li> <li>• Demonstrate working with others and displaying empathy with patient / client and relatives</li> <li>• Apply conflict management</li> <li>• Apply intra and Interpersonal skills</li> <li>• Reporting and documentation with accuracy</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture (online / face to face)</li> <li>• Discussion (online / face to face)</li> <li>• Self-Learning</li> <li>• Video Presentation (offline / face to face)</li> <li>• Demonstration</li> <li>• Role play</li> </ul>	<ul style="list-style-type: none"> <li>• Written test (online / face to face)</li> <li>• Interview</li> <li>• Portfolio assessment</li> <li>• Observation</li> <li>• Demonstration with questioning</li> </ul>	8 hours

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"> <li>• Discuss identify and explain cultural differences of patient / client including rules and policies as necessary</li> <li>• Discuss and explain organizational / institutional policies and procedures for privacy and confidentiality of information provided by patients / clients and others</li> <li>• Demonstrate working with others and displaying empathy with patient / client and relatives</li> <li>• Make use of appropriate conflict management style</li> <li>• Utilize intra and interpersonal skills</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture (online / face to face)</li> <li>• Discussion (online / face to face)</li> <li>• Self-Learning</li> <li>• Video Presentation (offline / face to face)</li> <li>• Demonstration</li> <li>• Role play</li> </ul>	<ul style="list-style-type: none"> <li>• Written test (online / face to face)</li> <li>• Interview</li> <li>• Portfolio assessment</li> <li>• Observation</li> <li>• Demonstration with questioning</li> </ul>	6 hours
	4.4 Evaluate own work to maintain a high standard of patient / client service	<ul style="list-style-type: none"> <li>• Discuss and explain evaluation and analysis of work performance</li> <li>• Identify standards for work procedures</li> <li>• Make use of standards for work procedures</li> <li>• Examine standards for work procedures</li> <li>• Utilize intra and interpersonal skills</li> <li>• Participate in the discussion of evaluation of work and standard of client service</li> <li>• Participate in demonstrating the application of evaluation of work and standard of client service</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture (online / face to face)</li> <li>• Discussion (online / face to face)</li> <li>• Self-Learning</li> <li>• Video Presentation (offline / face to face)</li> <li>• Demonstration</li> <li>• Role play</li> </ul>	<ul style="list-style-type: none"> <li>• Written test (online / face to face)</li> <li>• Interview</li> <li>• Portfolio assessment</li> <li>• Observation</li> <li>• Demonstration with questioning</li> </ul>	6 hours

## CORE COMPETENCIES (240 HOURS)

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
1. Provide assistance and care to personal needs of grade schooler (40 hours)	1.1 Instilling personal hygiene practices to grade schooler	<ul style="list-style-type: none"> <li>• Read and apply the following topics:               <ul style="list-style-type: none"> <li>○ Principle of Therapeutic Communication</li> <li>○ Oral and Written Communication</li> <li>○ Disciplinary Policies and Practices</li> <li>○ OSH Law (RA 11058)</li> <li>○ Grade Schooler Workplace Environment</li> <li>○ Principle of Personal Hygiene Practices and Techniques</li> <li>○ Principle of Cross Contamination</li> <li>○ Good Sanitation Practice</li> <li>○ Materials, Supplies and Tools in accordance with the standards</li> </ul> </li> <li>• Perform the following skills:               <ul style="list-style-type: none"> <li>○ Apply therapeutic communication techniques</li> <li>○ Apply standard and additional precautions in infection control</li> <li>○ Observe, record and report grade schooler's state of health and well being</li> <li>○ Perform proper hand washing techniques.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Individual study</li> <li>• Lecture-discussion</li> <li>• Demonstration</li> <li>• Field work</li> <li>• Role playing</li> </ul>	<ul style="list-style-type: none"> <li>• Written Test</li> <li>• Interview</li> <li>• Demonstration with oral questioning</li> <li>• Portfolio</li> </ul>	4 hours

	1.2 Bathe and dress grade schooler	<ul style="list-style-type: none"> <li>• Read and apply the following topics: <ul style="list-style-type: none"> <li>○ Oral and written communication</li> <li>○ Principles of therapeutic communication</li> <li>○ Principle of interpersonal skills</li> <li>○ OHS Law (RA 11058)</li> <li>○ Grade schooler workplace environment</li> <li>○ Conduciveness of area</li> <li>○ Use of personal protective equipment</li> <li>○ Procedure in taking body temperature</li> <li>○ Bathing and dressing / undressing procedures</li> <li>○ Cultural consideration in bathing, dressing and undressing</li> <li>○ Safety in bathing procedures</li> <li>○ Ergonomics</li> <li>○ Self-care skills for grade schooler</li> <li>○ Principle of in decision making</li> <li>○ Problems in handling opportunities in bathing</li> <li>○ Hand washing techniques</li> <li>○ Types of clothing</li> <li>○ Responsible behavior approach</li> <li>○ Principle of cross contamination</li> <li>○ Good sanitation practice</li> <li>○ Materials, supplies and tools in accordance with the standard</li> </ul> </li> <li>• Perform the following: <ul style="list-style-type: none"> <li>○ Apply therapeutic communication</li> <li>○ Perform proper hand washing techniques</li> <li>○ Check body temperature</li> <li>○ Perform bathing skills</li> <li>○ Promote self-care and self- control</li> <li>○ Apply proper body mechanics</li> <li>○ Perform proper dressing / undressing techniques</li> <li>○ Handle challenge behavior</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Individual study</li> <li>• Lecture- discussion</li> <li>• Demonstration</li> <li>• Field work</li> <li>• Role playing</li> </ul>	<ul style="list-style-type: none"> <li>• Written Test</li> <li>• Interview</li> <li>• Demonstration with oral questioning</li> <li>• Portfolio</li> </ul>	20 hours
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		<ul style="list-style-type: none"><li>○ Apply standard and additional precautions in infection control</li></ul>			
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Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	1.3 Feed grade schooler	<ul style="list-style-type: none"> <li>• Read and understand the following topics:               <ul style="list-style-type: none"> <li>○ Oral and written communication</li> <li>○ Principles of therapeutic communication</li> <li>○ Principle of interpersonal skills</li> <li>○ OHS Law (RA 11058)</li> <li>○ Grade schooler workplace environment</li> <li>○ Conduciveness of area</li> <li>○ Use of personal protective equipment</li> <li>○ Nutritional needs of grade schooler</li> <li>○ Dietary guideline requirements for grade schooler</li> <li>○ Cultural practices and beliefs about food provision</li> <li>○ Impact of food and drinks on dental health</li> <li>○ Go, grow, and glow food</li> <li>○ Consideration in feeding practices</li> <li>○ Commercial food preference</li> <li>○ Food preparation and cooking standards</li> <li>○ Food storage</li> <li>○ Self-feeding</li> <li>○ Principle of cross contamination</li> <li>○ Good sanitation practice</li> <li>○ Materials, supplies and tools in accordance with the standard</li> <li>○ Food measurement</li> <li>○ Body Mass Index</li> </ul> </li> <li>• Perform the following:               <ul style="list-style-type: none"> <li>○ Applying therapeutic communication techniques</li> <li>○ Preparing and cooking nutritious foods suitable for grade schooler</li> <li>○ Demonstrating food sanitation techniques</li> <li>○ Assisting self feeding techniques</li> <li>○ Handling behavior challenges</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Individual study</li> <li>• Lecture-discussion</li> <li>• Demonstration</li> <li>• Field work</li> <li>• Role playing</li> </ul>	<ul style="list-style-type: none"> <li>• Written Test</li> <li>• Interview</li> <li>• Demonstration with oral questioning</li> <li>• Portfolio</li> </ul>	16 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
2. Foster physiological needs and cognitive development of grade schooler (16 hours)	2.1 Foster grade schooler's conscientiousness	<ul style="list-style-type: none"> <li>• Read and understand the following topics:               <ul style="list-style-type: none"> <li>○ Oral and written communication</li> <li>○ Principles of therapeutic communication</li> <li>○ Principle of interpersonal skills</li> <li>○ OHS Law (RA 11058)</li> <li>○ Conduciveness of area</li> <li>○ Use of personal protective equipment</li> <li>○ Creative grade schooler workplace</li> <li>○ Parallel play ground</li> <li>○ Motor skills workplace</li> <li>○ Foundation in growth and development of grade schooler</li> <li>○ Psychological development of grade schooler</li> <li>○ Skills development of grade schooler</li> <li>○ Cultural awareness</li> <li>○ Processes for creative and artistic expression</li> <li>○ Motor skills</li> <li>○ Guidelines in task accomplishments</li> <li>○ Process in decision making for grade schooler</li> </ul> </li> <li>• Perform the following:               <ul style="list-style-type: none"> <li>○ Apply therapeutic communication techniques</li> <li>○ Apply interpersonal and motivation skills</li> <li>○ Demonstrate creative activity or role play to grade schooler</li> <li>○ Prepare task accomplished skills</li> <li>○ Apply time management task skills</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Individual study</li> <li>• Lecture-discussion</li> <li>• Demonstration</li> <li>• Field work</li> <li>• Role playing</li> </ul>	<ul style="list-style-type: none"> <li>• Written Test</li> <li>• Interview</li> <li>• Demonstration with oral questioning</li> <li>• Portfolio</li> </ul>	4 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	2.2 Encourage grade schooler to express their feelings, ideas and needs	<ul style="list-style-type: none"> <li>• Read and understand the following               <ul style="list-style-type: none"> <li>○ Oral and written communication</li> <li>○ Principles of therapeutic communication</li> <li>○ Principle of interpersonal skills</li> <li>○ OHS Law (RA 11058)</li> <li>○ Conduciveness of area</li> <li>○ Use of personal protective equipment</li> <li>○ Creative grade schooler workplace</li> <li>○ Parallel play ground</li> <li>○ Processes for creative and artistic behavior</li> <li>○ Role play</li> <li>○ Cultural awareness</li> <li>○ Needs, interest and problems of grade schooler</li> <li>○ Influence of five senses in grade schooler development</li> <li>○ Model Calm Behavior</li> <li>○ Respond with Empathy</li> <li>○ Create a safe environment to talk about feelings</li> </ul> </li> <li>• Perform the following:               <ul style="list-style-type: none"> <li>○ Apply therapeutic communication techniques</li> <li>○ Apply interpersonal and motivation skills</li> <li>○ Demonstrate creative activity or role play to grade schooler</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Individual study</li> <li>• Lecture-discussion</li> <li>• Demonstration</li> <li>• Field work</li> <li>• Role playing</li> </ul>	<ul style="list-style-type: none"> <li>• Written Test</li> <li>• Interview</li> <li>• Demonstration with oral questioning</li> <li>• Portfolio</li> </ul>	8 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	2.3 Stimulate grade schooler's awareness and creativity	<ul style="list-style-type: none"> <li>• Read and understand the following topics               <ul style="list-style-type: none"> <li>○ Oral and written communication</li> <li>○ Principles of therapeutic communication</li> <li>○ Principle of interpersonal skills</li> <li>○ OHS Law (RA 11058)</li> <li>○ Conduciveness of area</li> <li>○ Use of personal protective equipment</li> <li>○ Creative grade schooler workplace</li> <li>○ Parallel play ground</li> <li>○ Physiological needs for grade schooler</li> <li>○ Basic human body parts chart</li> <li>○ Different colorful posters</li> <li>○ Building blocks</li> <li>○ Role Play</li> <li>○ Techniques in developing creative thinking for grade schooler</li> <li>○ Push and pull toys</li> <li>○ Principles of growth and development</li> <li>○ Types of different plays</li> <li>○ Social development of grade schooler</li> <li>○ Imagination, expression, and experimentation</li> </ul> </li> <li>• Perform the following:               <ul style="list-style-type: none"> <li>○ Apply therapeutic communication techniques</li> <li>○ Apply interpersonal and motivation skills</li> <li>○ Demonstrate creative activity or role play to grade schooler</li> <li>○ Facilitate social care</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Individual study</li> <li>• Lecture-discussion</li> <li>• Demonstration</li> <li>• Field work</li> <li>• Role playing</li> </ul>	<ul style="list-style-type: none"> <li>• Written Test</li> <li>• Interview</li> <li>• Demonstration with oral questioning</li> <li>• Portfolio</li> </ul>	4 hours
3. Foster physical growth and development of grade schooler (24 hours)	3.1 Enhance physical activities of grade schooler	<ul style="list-style-type: none"> <li>• Read and understand the following topics               <ul style="list-style-type: none"> <li>○ Oral and written communication</li> <li>○ Principles of therapeutic communication</li> <li>○ Principle of interpersonal skills</li> <li>○ OHS Law (RA 11058)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Individual study</li> <li>• Lecture-discussion</li> <li>• Demonstration</li> <li>• Field work</li> </ul>	<ul style="list-style-type: none"> <li>• Written Test</li> <li>• Interview</li> <li>• Demonstration with oral questioning</li> </ul>	8 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> <li>○ Conduciveness of area</li> <li>○ Creative grade schooler workplace</li> <li>○ Parallel play ground</li> <li>○ Physical growth and development of grade schooler</li> <li>○ Physical activity</li> <li>○ Movement of the body that uses energy</li> <li>○ Safety procedures</li> <li>○ Different types of learning activities for grade schooler</li> <li>○ Parallel play</li> <li>○ Social Interaction</li> <li>○ Types of active toys for grade schooler</li> <li>○ Behavioral challenges</li> <li>○ Skills Development</li> <li>○ Relevant organizational standards, policies and procedures</li> <li>● Perform the following: <ul style="list-style-type: none"> <li>○ Apply therapeutic communication techniques</li> <li>○ Apply interpersonal and motivation skills</li> <li>○ Demonstrate appropriate learning activities for grade schooler</li> <li>○ Demonstrate <ul style="list-style-type: none"> <li>○ ability to engage grade schooler in a range of developmental opportunities</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Role playing</li> </ul>	<ul style="list-style-type: none"> <li>● Portfolio</li> </ul>	
	3.2 Create opportunities for grade schooler to develop a wider range of physical development	<ul style="list-style-type: none"> <li>● Read and understand the following topics: <ul style="list-style-type: none"> <li>○ Oral and written communication</li> <li>○ Principles of therapeutic communication</li> <li>○ Principle of interpersonal skills</li> <li>○ OHS Law (RA 11058)</li> <li>○ Conduciveness of area</li> <li>○ Use of personal protective equipment</li> <li>○ Creative Grade schooler workplace</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Individual study</li> <li>● Lecture-discussion</li> <li>● Demonstration</li> <li>● Field work</li> <li>● Role playing</li> </ul>	<ul style="list-style-type: none"> <li>● Written Test</li> <li>● Interview</li> <li>● Demonstration with oral questioning</li> <li>● Portfolio</li> </ul>	8 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> <li>○ Parallel play ground</li> <li>○ Physical environment – constraints and potentials</li> <li>○ Grade schooler / worker ratios</li> <li>○ Purpose of Service</li> <li>○ Developmental milestone of grade schooler</li> <li>○ Support system for grade schooler</li> <li>○ Physical activities and skills for grade schooler</li> <li>○ Stages of growth and development for grade schooler</li> <li>○ Types of active toys for grade schooler</li> <li>○ Acceptance of grade schooler’s rate of developments, needs, interests, and strengths</li> <li>○ Equipment, toys and resources to stimulate physical development</li> <li>○ Perform the following: <ul style="list-style-type: none"> <li>○ Behavioral challenges</li> <li>○ Motor skills development</li> </ul> </li> <li>○ Relevant organizational standards, policies and procedures</li> <li>○ Perform the following: <ul style="list-style-type: none"> <li>○ Apply therapeutic communication techniques</li> <li>○ Apply interpersonal and motivation skills</li> </ul> </li> <li>○ Demonstrate appropriate learning activities for grade schooler</li> <li>○ Create opportunities for grade schooler to develop a wider range of physical development</li> </ul>			
	3.3 Provide experience to	3 Read and understand the following topics <ul style="list-style-type: none"> <li>○ Oral and written communication</li> </ul>	<ul style="list-style-type: none"> <li>• Individual study</li> </ul>	<ul style="list-style-type: none"> <li>• Written Test</li> <li>• Interview</li> </ul>	8 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	support physical development of grade schooler	<ul style="list-style-type: none"> <li>○ Principles of therapeutic communication</li> <li>○ Principle of interpersonal skills</li> <li>○ OHS Law (RA 11058)</li> <li>○ Conduciveness of area</li> <li>○ Use of personal protective equipment</li> <li>○ Creative grade schooler workplace</li> <li>○ Parallel play ground</li> <li>○ Physical environment – constraints and potentials</li> <li>○ Different types of active sports and games</li> <li>○ Appropriate types of exercises for grade schooler</li> <li>○ Socio-dramatic play</li> <li>○ Art activities</li> <li>○ Opportunities to practice large muscle skills (jumping, running, catching a ball, etc.)</li> <li>○ Opportunities for development of balance for climbing, riding, skating.</li> <li>○ Behavioral challenges</li> <li>○ Motor skills development</li> <li>○ Relevant organizational standards, policies and procedures</li> <li>○ Posture and Balance</li> <li>● Perform the following: <ul style="list-style-type: none"> <li>○ Applying therapeutic communication techniques</li> <li>○ Applying interpersonal and motivation skills</li> <li>○ Demonstrating appropriate learning activities for grade schooler</li> <li>○ Create opportunities for grade schooler to develop a wider range of physical development</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Lecture-discussion</li> <li>● Demonstration</li> <li>● Field work</li> <li>● Role playing</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstration with oral questioning</li> <li>● Portfolio</li> </ul>	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
4. Respond emergency to grade schooler (52 hours)	4.1 Implement procedures for infection control and prevention	<ul style="list-style-type: none"> <li>• Read and understand the following topics               <ul style="list-style-type: none"> <li>○ Oral and written communication</li> <li>○ Principles of therapeutic communication</li> <li>○ Monitoring and Evaluation Procedure</li> <li>○ OHS Law (RA 11058)</li> <li>○ Conduciveness of area</li> <li>○ Use of personal protective equipment</li> <li>○ Good sanitation practice</li> <li>○ Guidelines for infection control</li> <li>○ Materials, supplies and tools in accordance with the standards requirements</li> <li>○ Body substance isolation precaution (Ex. Personal Protective Equipment-PPE)</li> <li>○ Environmental Protection Agency (EPA) registered disinfectant</li> <li>○ Incident reports</li> <li>○ Disease spread and transmission</li> <li>○ Organizational standards, policies, and procedures</li> </ul> </li> <li>• Perform the following:               <ul style="list-style-type: none"> <li>○ Establish rapport to the grade schooler</li> <li>○ Write incident reports</li> <li>○ Prevent cross contamination</li> <li>○ Perform aseptic hand washing</li> <li>○ Wear PPE properly</li> <li>○ Assess environmental hazards</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Individual study</li> <li>• Lecture-discussion</li> <li>• Demonstration</li> <li>• Field work</li> <li>• Role playing</li> </ul>	<ul style="list-style-type: none"> <li>• Written Test</li> <li>• Interview</li> <li>• Demonstration with oral questioning</li> <li>• Portfolio</li> </ul>	8 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	4.2 Recognize and respond to signs of potential illness	<ul style="list-style-type: none"> <li>• Read and understand the following topics:               <ul style="list-style-type: none"> <li>○ Oral and written communication</li> <li>○ Principles of therapeutic communication</li> <li>○ Monitoring and Evaluation Procedure</li> <li>○ OHS Law (RA 11058)</li> <li>○ Conduciveness of area</li> <li>○ Use of personal protective equipment</li> <li>○ Basic disease and illness for emergency</li> <li>○ Signs and symptoms of potential emergency illness</li> <li>○ Indicators of grade schooler abuse</li> <li>○ Different types of grade schooler abuse</li> <li>○ Documentation and report process</li> <li>○ Legal ethics pertaining to grade schooler abuse</li> <li>○ Relevant organizational standards, policies and procedures</li> </ul> </li> <li>• Perform the following:               <ul style="list-style-type: none"> <li>○ Establishing rapport to the grade schooler</li> <li>○ Writing incident reports</li> <li>○ Assessing for early signs and symptoms of emergency</li> <li>○ Offering emotional support to grade schooler and relatives</li> <li>○ Maintaining and caring in a calm and nonjudgmental approach</li> <li>○ Demonstrating ability to respond quickly to emergency</li> <li>○ Reporting signs of abuse to appropriate authorities</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Individual study</li> <li>• Lecture-discussion</li> <li>• Demonstration</li> <li>• Field work</li> <li>• Role playing</li> </ul>	<ul style="list-style-type: none"> <li>• Written Test</li> <li>• Interview</li> <li>• Demonstration with oral questioning</li> <li>• Portfolio</li> </ul>	8 hours
	4.3 Respond to emergencies and accidents	Read and understand the following topics: <ul style="list-style-type: none"> <li>○ Oral and written communication</li> <li>○ Principles of therapeutic communication</li> <li>○ Monitoring and Evaluation Procedure</li> </ul>	<ul style="list-style-type: none"> <li>• Individual study</li> <li>• Lecture-discussion</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Written Test</li> <li>• Interview</li> </ul>	28 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> <li>○ OHS Law (RA 11058)</li> <li>○ Conduciveness of area</li> <li>○ Code of sanitation</li> <li>○ Use of personal protective equipment</li> <li>○ Basic disease and illness related to emergencies and accidents</li> <li>○ Environmental hazards and situations related to first aid</li> <li>○ Safety and standard protocols</li> <li>○ First aid principles and procedures</li> <li>○ Aseptic techniques</li> <li>○ Infection control procedures</li> <li>○ Documentation and reports process</li> <li>○ Health care system in emergency situation</li> <li>○ Rules of confidentiality</li> <li>○ Information decimation on emergency protocol</li> <li>○ Basic life support for grade schooler</li> <li>○ Choking incident</li> <li>○ Legal laws in assisting emergency cases</li> <li>○ Relevant organizational standards, policies and procedures</li> <li>● Perform the following: <ul style="list-style-type: none"> <li>○ Apply therapeutic communication</li> <li>○ Establish rapport to the grade schooler</li> <li>○ Assess threats and danger in the area according to the standards</li> <li>○ Respond to threats and situations of danger</li> <li>○ Remain alert to potential threats and dangers or challenging behavior</li> <li>○ Report and document incident reports accurately</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Field work</li> <li>● Role playing</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstration with oral questioning</li> <li>● Portfolio</li> </ul>	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	4.4 Respond to threats and situations of danger	<ul style="list-style-type: none"> <li>• Read and understand the following topics               <ul style="list-style-type: none"> <li>○ Oral and written communication</li> <li>○ Principles of therapeutic communication</li> <li>○ Monitoring and Evaluation Procedure</li> <li>○ OHS Law (RA 11058)</li> <li>○ Conduciveness of area</li> <li>○ Code of sanitation</li> <li>○ Use of personal protective equipment</li> <li>○ Threats and danger situation or environment</li> <li>○ Safety and standard protocols</li> <li>○ Environmental hazards</li> <li>○ First aid principles and procedures</li> <li>○ Aseptic techniques</li> <li>○ Infection control procedures</li> <li>○ Documentation and reports process</li> <li>○ Health care system in emergency situation</li> <li>○ Recovery procedures after emergency</li> <li>○ Legal laws in assisting emergency cases</li> <li>○ Relevant organizational standards, policies and procedures</li> </ul> </li> <li>• Perform the following:               <ul style="list-style-type: none"> <li>○ Apply therapeutic communication</li> <li>○ Establish rapport to the grade schooler</li> <li>○ Assess threats and danger in the area according to the standards</li> <li>○ Respond to threats and situations of danger</li> <li>○ Remain alert to potential threats and dangers or challenging behavior</li> <li>○ Report and document incident reports accurately</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Individual study</li> <li>• Lecture-discussion</li> <li>• Demonstration</li> <li>• Field work</li> <li>• Role playing</li> </ul>	<ul style="list-style-type: none"> <li>• Written Test</li> <li>• Interview</li> <li>• Demonstration with oral questioning</li> <li>• Portfolio</li> </ul>	8 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
5. Foster physical growth and development of adolescent (32 hours)	5.1 Determine support needs	<ul style="list-style-type: none"> <li>• Read and understand the following topics               <ul style="list-style-type: none"> <li>○ Oral and written communication</li> <li>○ Principles of therapeutic communication</li> <li>○ Communication techniques</li> <li>○ SMARTER (Specific, Measurable, Attainable, Realistic, Time-bounded, Evaluate, Re-evaluate) approach to care plan</li> <li>○ Environmental Workplace</li> <li>○ Patient’s Bill of Rights</li> <li>○ OHS Law (RA 11058)</li> <li>○ Principle of human rights</li> <li>○ Principle of autonomy</li> <li>○ Individualized care plan</li> <li>○ Activities that promote adolescence independence and self determination</li> </ul> </li> <li>• Perform the following:               <ul style="list-style-type: none"> <li>○ Apply therapeutic communication</li> <li>○ Conform care plan details of adolescent</li> <li>○ Collaborate with other health care team</li> <li>○ Maintain confidentiality and privacy of the adolescent</li> <li>○ Plan action and management</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Individual study</li> <li>• Lecture-discussion</li> <li>• Demonstration</li> <li>• Field work</li> <li>• Role playing</li> </ul>	<ul style="list-style-type: none"> <li>• Written Test</li> <li>• Interview</li> <li>• Demonstration with oral questioning</li> <li>• Portfolio</li> </ul>	8 hours
	5.2 Foster physical growth and development of adolescent	<ul style="list-style-type: none"> <li>• Read and understand the following topics:               <ul style="list-style-type: none"> <li>○ Principle of therapeutic communication</li> <li>○ Oral and written communication</li> <li>○ Disciplinary policies and practices</li> <li>○ Conduciveness of area</li> <li>○ Growth and development for adolescent</li> <li>○ Theories and principles of secondary sex characteristics</li> <li>○ Principle of autonomy</li> <li>○ Hormonal changes in adulthood</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Individual study</li> <li>• Lecture-discussion</li> <li>• Demonstration</li> <li>• Field work</li> <li>• Role playing</li> </ul>	<ul style="list-style-type: none"> <li>• Written Test</li> <li>• Interview</li> <li>• Demonstration with oral questioning</li> <li>• Portfolio</li> </ul>	16 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> <li>○ Materials, supplies and tools in accordance with the standards</li> <li>● Perform the following:               <ul style="list-style-type: none"> <li>○ Apply therapeutic communication</li> <li>○ Promote self-care and self- control</li> <li>○ Handle behavioral challenges</li> </ul> </li> </ul>			
	5.3 Facilitate cognitive development of adolescent	<ul style="list-style-type: none"> <li>● Read and understand the following topics:               <ul style="list-style-type: none"> <li>○ Principle of therapeutic communication approach</li> <li>○ Oral and written communication</li> <li>○ Disciplinary policies and practices</li> <li>○ Conduciveness of area</li> <li>○ Appropriate work environment</li> <li>○ Critical thinking skills</li> <li>○ Problem solving, logical reasoning and decision making skills</li> <li>○ Principle of autonomy</li> <li>○ Goal orientation</li> <li>○ Theory of cognitive development</li> <li>○ Development of realistic goals pertaining to future career or goal</li> <li>○ Development of sense of self identity</li> <li>○ Knowledge in refining moral, religious and sexual values</li> </ul> </li> <li>● Perform the following:               <ul style="list-style-type: none"> <li>○ Apply therapeutic communication</li> <li>○ Encourage adolescence to share ideas and thoughts with the caregivers</li> <li>○ Promote self-control and setting up goal</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Individual study</li> <li>● Lecture-discussion</li> <li>● Demonstration</li> <li>● Field work</li> <li>● Role playing</li> </ul>	<ul style="list-style-type: none"> <li>● Written Test</li> <li>● Interview</li> <li>● Demonstration with oral questioning</li> <li>● Portfolio</li> </ul>	8 hours
6. Provide developmental tasks for	6.1 Establish and maintain social	<ul style="list-style-type: none"> <li>● Read and understand the following topics:               <ul style="list-style-type: none"> <li>○ Oral and written communication</li> <li>○ Principles of therapeutic communication</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Individual study</li> </ul>	<ul style="list-style-type: none"> <li>● Written Test</li> <li>● Interview</li> </ul>	8 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
adolescent (24 hours)	relationship with others	<ul style="list-style-type: none"> <li>○ Principle of interpersonal skills</li> <li>○ Conduciveness of area</li> <li>○ Appropriate workplace environment</li> <li>○ Social peers and relationship of adolescent with families, significant others friends, romantic and with other adults.</li> <li>○ Principle of autonomy</li> <li>○ Social role of adolescent</li> <li>○ Emotional independence from parents and other adults</li> <li>○ Set of values and ethical system as a guide to behavior</li> <li>○ Ideology</li> <li>○ Social Responsibility</li> <li>● Perform the following: <ul style="list-style-type: none"> <li>○ Apply therapeutic communication and interpersonal skills</li> <li>○ Promote self-care and self- control</li> <li>○ Handle behavioral challenges</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Lecture-discussion</li> <li>● Demonstration</li> <li>● Field work</li> <li>● Role playing</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstration with oral questioning</li> <li>● Portfolio</li> </ul>	
	6.2 Provide appropriate support to adolescent	<ul style="list-style-type: none"> <li>● Read and understand the following topics <ul style="list-style-type: none"> <li>○ Oral and written communication</li> <li>○ Principles of therapeutic communication</li> <li>○ Principle of interpersonal skills</li> <li>○ Appropriate workplace environment</li> <li>○ Conduciveness of area</li> <li>○ Sexual or gender identity / orientation</li> <li>○ Principle of autonomy</li> <li>○ Identity development in adolescent</li> <li>○ Sexual role and responsibility</li> <li>○ Sexual behavior</li> <li>○ Sex, gender identity crisis</li> </ul> </li> <li>● Perform the following: <ul style="list-style-type: none"> <li>○ Apply therapeutic communication, motivational skills and interpersonal skills</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Individual study</li> <li>● Lecture-discussion</li> <li>● Demonstration</li> <li>● Field work</li> <li>● Role playing</li> </ul>	<ul style="list-style-type: none"> <li>● Written Test</li> <li>● Interview</li> <li>● Demonstration with oral questioning</li> <li>● Portfolio</li> </ul>	8 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> <li>○ Promote self-care and self- control</li> <li>○ Handle behavioral challenges</li> </ul>			
	6.3 Facilitate behavioral challenges	<ul style="list-style-type: none"> <li>● Read and understand the following topics <ul style="list-style-type: none"> <li>○ Oral and written communication</li> <li>○ Principles of therapeutic communication</li> <li>○ Principle of interpersonal skills</li> <li>○ Appropriate workplace environment</li> <li>○ Conduciveness of area</li> <li>○ Principle of growth and development</li> <li>○ Behavioral challenges in body changes</li> <li>○ Safety precaution</li> <li>○ Separation anxiety</li> <li>○ Depression and anxiety</li> </ul> </li> <li>● Perform the following: <ul style="list-style-type: none"> <li>○ Apply therapeutic communication, motivational skills and interpersonal skills</li> <li>○ Promote self-care and self- control</li> <li>○ Handle behavioral challenges</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Individual study</li> <li>● Lecture- discussion</li> <li>● Demonstration</li> <li>● Field work</li> <li>● Role playing</li> </ul>	<ul style="list-style-type: none"> <li>● Written Test</li> <li>● Interview</li> <li>● Demonstration with oral questioning</li> <li>● Portfolio</li> </ul>	8 hours
7. Respond to emergency for adolescent (52 hours)	7.1 Implement procedures for infection control and prevention	<ul style="list-style-type: none"> <li>● Read and understand the following topics <ul style="list-style-type: none"> <li>○ Oral and written communication</li> <li>○ Principles of therapeutic communication</li> <li>○ Monitoring and Evaluation Procedure</li> <li>○ OHS Law (RA 11058)</li> <li>○ Conduciveness of area</li> <li>○ Use of personal protective equipment</li> <li>○ Good sanitation practice</li> <li>○ Guidelines for infection control</li> <li>○ Materials, supplies and tools in accordance with the standards requirements</li> <li>○ Personal Protective Equipment (PPE)</li> <li>○ EPA registered disinfectant</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Individual study</li> <li>● Lecture- discussion</li> <li>● Demonstration</li> <li>● Field work</li> <li>● Role playing</li> </ul>	<ul style="list-style-type: none"> <li>● Written Test</li> <li>● Interview</li> <li>● Demonstration with oral questioning</li> <li>● Portfolio</li> </ul>	8 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> <li>○ Incident reports</li> <li>○ Disease spread and transmission</li> <li>○ Organizational standards, policies, and procedures</li> <li>● Perform the following: <ul style="list-style-type: none"> <li>○ Establish rapport to the adolescent</li> <li>○ Write incident reports</li> <li>○ Prevent cross contamination</li> <li>○ Perform aseptic hand washing</li> <li>○ Wear PPE properly</li> <li>○ Assess environmental hazards</li> </ul> </li> </ul>			
	7.2 Recognize and respond to signs of potential illness	<ul style="list-style-type: none"> <li>● Read and understand the following topics <ul style="list-style-type: none"> <li>○ Oral and written communication</li> <li>○ Principles of therapeutic communication</li> <li>○ Monitoring and Evaluation Procedure</li> <li>○ OHS Law (RA 11058)</li> <li>○ Conduciveness of area</li> <li>○ Code of sanitation</li> <li>○ Use of personal protective equipment</li> <li>○ Basic disease and illness for emergency</li> <li>○ Signs and symptoms of potential emergency illness</li> <li>○ Indicators of Adolescence abuse</li> <li>○ Different types of Adolescent abuse</li> <li>○ Documentation and report process</li> <li>○ Legal ethics pertaining to Adolescent abuse</li> <li>○ Relevant organizational standards, policies and procedures</li> </ul> </li> <li>● Perform the following: <ul style="list-style-type: none"> <li>○ Establish rapport to the adolescent</li> <li>○ Write incident reports</li> <li>○ Assess for early signs and symptoms of emergency</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Individual study</li> <li>● Lecture-discussion</li> <li>● Demonstration</li> <li>● Field work</li> <li>● Role playing</li> </ul>	<ul style="list-style-type: none"> <li>● Written Test</li> <li>● Interview</li> <li>● Demonstration with oral questioning</li> <li>● Portfolio</li> </ul>	8 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> <li>○ Offer emotional support to adolescent and relatives</li> <li>○ Maintain caring, calm and non-judgmental approach</li> <li>○ Demonstrate ability to respond quickly to emergency</li> <li>○ Report signs of abuse to appropriate authorities</li> </ul>			
	7.3 Respond to emergencies and accidents	<ul style="list-style-type: none"> <li>○ Read and understand the following topics</li> <li>○ Oral and written communication</li> <li>○ Principles of therapeutic communication</li> <li>○ Monitoring and Evaluation Procedure</li> <li>○ OHS Law (RA 11058)</li> <li>○ Conduciveness of area</li> <li>○ Code of sanitation</li> <li>○ Use of personal protective equipment</li> <li>○ Basic disease and illness related to emergencies and accidents</li> <li>○ Safety and standard protocols</li> <li>○ First aid principles and procedures</li> <li>○ Aseptic techniques</li> <li>○ Infection control procedures</li> <li>○ Documentation and reports process</li> <li>○ Health care system in emergency situation</li> <li>○ Rules of confidentiality</li> <li>○ Information decimation on emergency protocol</li> <li>○ Basic life support for adolescent</li> <li>○ Choking incident</li> <li>○ Legal laws in assisting emergency cases</li> <li>○ Relevant organizational standards, policies and procedures</li> <li>○ Perform the following:</li> <li>○ Establish rapport to the adolescent</li> </ul>	<ul style="list-style-type: none"> <li>● Individual study</li> <li>● Lecture-discussion</li> <li>● Demonstration</li> <li>● Field work</li> <li>● Role playing</li> </ul>	<ul style="list-style-type: none"> <li>● Written Test</li> <li>● Interview</li> <li>● Demonstration with oral questioning</li> <li>● Portfolio</li> </ul>	28 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> <li>○ Write incident reports</li> <li>○ Make decision under pressure</li> <li>○ Perform first aid procedures to adolescent</li> <li>○ Perform basic life support to adolescent</li> <li>○ Collaborate with health care team</li> <li>○ Identify adolescent issues which need to be referred to an appropriate health professional</li> <li>○ Identify issues relating to difficult and challenging behavior</li> </ul>			
	7.4 Respond to threats and situations of danger	<ul style="list-style-type: none"> <li>● Read and understand the following topics <ul style="list-style-type: none"> <li>○ Oral and written communication</li> <li>○ Principles of therapeutic communication</li> <li>○ Monitoring and Evaluation Procedure</li> <li>○ OHS Law (RA 11058)</li> <li>○ Conduciveness of area</li> <li>○ Code of sanitation</li> <li>○ Use of personal protective equipment</li> <li>○ Threats and danger situation or environment</li> <li>○ Safety and standard protocols</li> <li>○ Environmental hazards</li> <li>○ First aid principles and procedures</li> <li>○ Aseptic techniques</li> <li>○ Infection control procedures</li> <li>○ Documentation and reports process</li> <li>○ Health care system in emergency situation</li> <li>○ Recovery procedures after emergency</li> <li>○ Legal laws in assisting emergency cases</li> <li>○ Relevant organizational standards, policies and procedures</li> </ul> </li> <li>● Perform the following: <ul style="list-style-type: none"> <li>○ Apply therapeutic communication</li> <li>○ Establish rapport to the adolescent</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Individual study</li> <li>● Lecture-discussion</li> <li>● Demonstration</li> <li>● Field work</li> <li>● Role playing</li> </ul>	<ul style="list-style-type: none"> <li>● Written Test</li> <li>● Interview</li> <li>● Demonstration with oral questioning</li> <li>● Portfolio</li> </ul>	8 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> <li>○ Assess threats and danger in the area according to the standards</li> <li>○ Respond to threats and situations of danger</li> <li>○ Remain alert to potential threats and dangers or challenging behavior</li> <li>○ Report and document incident reports accurately</li> </ul>			

## 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 craftsperson wherein the agreement may be written or oral and the master craftsperson commits to training the apprentice in all the skills relevant to his or her trade over a significant period of time, usually between one and four years, while the apprentice commits to contributing productively to the work of the business. Training is integrated into the production process and apprentices learn by working alongside the experienced craftsperson.
- Enterprise-based Training- where training is implemented within the company in accordance with the requirements of the specific company. Specific guidelines on this mode shall be issued by the TESDA Secretariat.

## **2.3 Community-Based**

- 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 (GRADE SCHOOLER TO ADOLESCENT) 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 CENTER OFFICE**

<b>EQUIPMENT</b>		
<b>QTY</b>	<b>UNIT</b>	<b>DESCRIPTION/SPECIFICATION</b>
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
<b>TOOLS</b>		
<b>QTY</b>	<b>UNIT</b>	<b>DESCRIPTION/SPECIFICATION</b>
2	PCS	Scissors
1	PCS	Stapler
1	PCS	Puncher
1	PC	White board eraser
<b>MATERIALS</b>		
<b>QTY</b>	<b>UNIT</b>	<b>DESCRIPTION/SPECIFICATION</b>
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
<b>INSTRUCTIONAL MATERIALS and LEARNING GUIDES</b>		
<b>QTY</b>	<b>UNIT</b>	<b>DESCRIPTION/SPECIFICATION</b>
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**

<b>TOOLS and EQUIPMENT</b>		
<b>QTY</b>	<b>UNIT</b>	<b>DESCRIPTION/SPECIFICATION</b>
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**

<b>TOOLS and EQUIPMENT</b>		
<b>QTY</b>	<b>UNIT</b>	<b>DESCRIPTION/SPECIFICATION</b>
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"> <li>• RA 11058 OSH Law</li> <li>• RA 10173 Data Privacy law</li> <li>• RA 9003 Ecological Solid Waste Management Act of 2000</li> <li>• RA 6969 Toxic Substances &amp; Hazardous &amp; Nuclear Wastes Control Act of 1990</li> <li>• PD 856 Code on Sanitation of the Philippines</li> <li>• Senate Bill 2261 Caregivers Welfare Act</li> <li>• RA 7164 Philippine Nursing Act</li> <li>• RA 10918 New Pharmacy Law</li> </ul>
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"> <li>• Fundamentals of Caregiving</li> <li>• Fundamental of Nursing</li> <li>• Caregiving for newborn to preschooler</li> <li>• Nurses Pocket Guide</li> <li>• Medical dictionary</li> <li>• MIMs / PPD</li> <li>• Principles and practice of therapeutic communication</li> <li>• Principles and practice of ergonomics</li> <li>• Basic human anatomy</li> <li>• Basic human physiology</li> <li>• Principle of Growth and Development</li> <li>• Principles in hygiene practices and techniques</li> <li>• Principles in therapeutic techniques</li> <li>• Maternal and Child Nursing</li> <li>• Early Childhood Assessment</li> <li>• Child and adolescent psychiatry</li> <li>• Caregivers Care plan or Nursing Care plan</li> <li>• Ethical and legal standard of care (local and abroad)</li> <li>• Principles of Infection Control</li> </ul>
2	COPIES	Go, GROW, GLOW poster
2	COPIES EACH	<p>Audiovisual Video presentation</p> <ul style="list-style-type: none"> <li>• Handwashing techniques</li> <li>• Gloving technique</li> <li>• Wearing of Personal protective equipment</li> <li>• Bathing of the grade schooler</li> <li>• Cooking meal for grade schooler</li> <li>• Preparing snack for toddler and grade schooler</li> <li>• Grade schooler types of play</li> <li>• Common Injuries and Accident and its management among grade schooler</li> <li>• Basic First aid and Basic Life Support with AED for children</li> <li>• Multiple casualty management</li> <li>• Secondary sex characteristics</li> <li>• Goal orientation, vocation and career</li> <li>• Sexual role/behavior and responsibility</li> <li>• Anxiety / depression among grade schooler and its management</li> </ul>

## WORKSHOP / PRACTICAL WORK AREA

<b>UC 1: Provide Assistance and Care to Personal Needs of Grade schooler</b>		
<b>EQUIPMENT</b>		
<b>QTY</b>	<b>UNIT</b>	<b>DESCRIPTION/SPECIFICATION</b>
2	UNITS	Electric stove (1 burner)
1	UNIT	Child dummy for bathing (at least 3 feet)
1	UNIT	Digital microwave oven
2	UNITS	Blender
1	UNIT	Rice cooker
1	UNIT	Bread toaster
1	UNIT	Dining Table (at least good for 4 person)
1	UNIT	LCD projector
1	SET	Audio-video equipment
1	UNIT	Computer or Laptop
1	UNIT	Printer
<b>TOOLS</b>		
<b>QTY</b>	<b>UNIT</b>	<b>DESCRIPTION/SPECIFICATION</b>
5	PCS	Digital thermometer
2	PCS	Medical Tray (stainless steel, at least 450mm x 260mm)
2	PCS	Small bucket/pail (plastic)
2	PCS	Dipper (plastic)
4	PCS	Food Tray (Plastic / stainless steel, regular size)
2	SETS	Dinnerware (basic)
2	SETS	Kitchen knives (basic)
2	SETS	Silverware (basic)
2	SETS	Glassware (basic)
2	UNITS	Skillet
2	SETS	Cooking utensils
2	SETS	Pots and pan
6	PCS	Kitchen apron
2	PCS	Peeler (plastic/stainless steel)
4	PCS	Cutting board
6	PCS	Pot holder
2	UNITS	Measuring cup
1	PC	Whiteboard
1	PC	Clip Chart (Client's Care plan made by the Doctor or Nurses)
<b>MATERIALS</b>		
<b>QTY</b>	<b>UNIT</b>	<b>DESCRIPTION/SPECIFICATION</b>
6	PCS	Bath towel (Children size)
6	PCS	Face towel
3	PCS	Bath soap (at least 90 grams)
3	SETS	Clothes (Shirt, short, underpants)
3	SETS	Grooming kit (hairbrush/comb, nail scissors/nail cutter)

6	PCS	Hand Towel
3	SETS	Oral Hygiene kit (Kid's toothbrush: soft bristles, kid's toothpaste: at least 50 ml)
2	SETS	Condiments
2	SETS	Food items use for preparing meals and snacks*
4	PCS	Table cloth
2	PCS	Liquid soap (hand washing: at least 100ml bottle capacity)
2	PCS	Liquid detergent (kitchen use: at least 200ml bottle capacity)
1	PACKS	Garbage bag (regular size that fits the bins)
4	PCS	Garbage bin (stainless steel/plastic with cover)
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)
<b>INSTRUCTIONAL MATERIALS</b>		
<b>QTY</b>	<b>UNIT</b>	<b>DESCRIPTION/SPECIFICATION</b>
5	COPIES	Competency-Based Learning Module (CBLM)
1	COPY	Module of Instruction: Providing assistance and care to personal needs of grade schooler

<b>UC 2: Foster Physiological Needs and Cognitive Development of Grade schooler</b>		
<b>EQUIPMENT</b>		
<b>QTY</b>	<b>UNIT</b>	<b>DESCRIPTION/SPECIFICATION</b>
1	UNIT	LCD projector
1	SET	Audio-video equipment
1	UNIT	Computer or Laptop
1	UNIT	Printer
<b>TOOLS</b>		
<b>QTY</b>	<b>UNIT</b>	<b>DESCRIPTION/SPECIFICATION</b>
1	PC	Coloring books
1	PC	Crayons
1	PC	Pencils
1	PC	Peg Boards
1	PC	Beads to Strings
1	PC	Construction sets / Building blocks
1	PC	Scissors
1	PC	Paper
1	PC	Play dough
1	PC	Shape sorter

1	PC	Push and pull toys
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: Fostering physiological needs and cognitive development of grade schooler

UC 3: Foster Physical Growth and Development of Grade schooler		
EQUIPMENT		
QTY	UNIT	DESCRIPTION/SPECIFICATION
1	UNIT	LCD projector
1	SET	Audio-video equipment
1	UNIT	Computer or Laptop
1	UNIT	Printer
TOOLS		
QTY	UNIT	DESCRIPTION/SPECIFICATION
1	PC	Coloring books
1	PC	Crayons
1	PC	Pencils
1	PC	Peg Boards
1	PC	Beads to Strings
1	PC	Construction sets / Building blocks
1	PC	Scissors
1	PC	Paper
1	PC	Play dough
1	PC	Shape sorter
1	PC	Push and pull toys
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: Fostering physical growth and development of grade schooler

UC 4: Respond to Emergency for Grade schooler		
EQUIPMENT		
QTY	UNIT	DESCRIPTION/SPECIFICATION
1	UNIT	Dummy for child (with light detector and clicker)
1	UNIT	AED for grade schooler (prototype)
1	UNIT	Dressing Trolley
1	UNIT	LCD projector
1	SET	Audio-video equipment
1	UNIT	Computer or Laptop
1	UNIT	Printer
TOOLS		
QTY	UNIT	DESCRIPTION/SPECIFICATION
1	PC	Surgical scissors
1	PC	Bandage scissors
1	PC	Pick up forceps
2	PCS	Tissue forceps
2	PCS	Surgical forceps
3	SETS	Hard Split (Different sizes: Arm, forearm, thigh, leg)
3	SETS	Soft Split
2	SETS	First aid kit
3	PCS	Medical tray (stainless steel)
3	PCS	Kidney basin (plastic/stainless steel)
2	PCS	Instrument tray with cover (stainless steel)
1	PC	Cervical collar for grade schooler
1	PC	Cardiac board for grade schooler
1	PC	Whiteboard
1	PC	Clip Chart (Client's Care plan made by the Doctor or Nurses)
MATERIALS		
QTY	UNIT	DESCRIPTION/SPECIFICATION
1	BOX	Clean gloves (50 pairs)

5	SEXTS	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	PCS	Hospital hair net
2	PACKS	Cotton Balls (at least 100 balls)
15	PCS	Triangle bandage
3	SETS	Elastic Bandage (different size: 2", 3", 4")
10	PCS	Surgical wound bandage (at least 4x4)
1	PC	Soaking solution (instrument disinfectant, 500 ml)
1	PC	Rinsing solution (Plain NSS, 1000 ml)
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)
<b>INSTRUCTIONAL MATERIALS</b>		
<b>QTY</b>	<b>UNIT</b>	<b>DESCRIPTION/SPECIFICATION</b>
5	COPIES	Competency-Based Learning Module (CBLM)
1	COPY	Module of Instruction: Respond to emergency for grade schooler

<b>UC 5: Foster Physical Growth and Development of Adolescent</b>		
<b>EQUIPMENT</b>		
<b>QTY</b>	<b>UNIT</b>	<b>DESCRIPTION/SPECIFICATION</b>
1	UNIT	LCD projector
1	SET	Audio-video equipment
1	UNIT	Computer or Laptop
1	UNIT	Printer
<b>TOOLS</b>		
<b>QTY</b>	<b>UNIT</b>	<b>DESCRIPTION/SPECIFICATION</b>
1	PC	Whiteboard
1	PC	Clip Chart (Client's Care plan made by the Doctor or Nurses)
<b>MATERIALS</b>		
<b>QTY</b>	<b>UNIT</b>	<b>DESCRIPTION/SPECIFICATION</b>
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)

<b>INSTRUCTIONAL MATERIALS</b>		
<b>QTY</b>	<b>UNIT</b>	<b>DESCRIPTION/SPECIFICATION</b>
5	COPIES	Competency-Based Learning Module (CBLM)
1	COPY	Module of Instruction: Fostering physical growth and development of adolescence

<b>UC 6: Promote Developmental Task for Adolescent</b>		
<b>EQUIPMENT</b>		
<b>QTY</b>	<b>UNIT</b>	<b>DESCRIPTION/SPECIFICATION</b>
1	UNIT	LCD projector
1	SET	Audio-video equipment
1	UNIT	Computer or Laptop
1	UNIT	Printer
<b>TOOLS</b>		
<b>QTY</b>	<b>UNIT</b>	<b>DESCRIPTION/SPECIFICATION</b>
1	PC	Whiteboard
1	PC	Clip Chart (Client's Care plan made by the Doctor or Nurses)
<b>MATERIALS</b>		
<b>QTY</b>	<b>UNIT</b>	<b>DESCRIPTION/SPECIFICATION</b>
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)
<b>INSTRUCTIONAL MATERIALS</b>		
<b>QTY</b>	<b>UNIT</b>	<b>DESCRIPTION/SPECIFICATION</b>
5	COPIES	Competency-Based Learning Module (CBLM)
1	COPY	Module of Instruction: Promoting developmental task for adolescence

<b>UC 7: Respond to Emergency for Adolescent</b>		
<b>EQUIPMENT</b>		
<b>QTY</b>	<b>UNIT</b>	<b>DESCRIPTION/SPECIFICATION</b>
1	UNIT	Dummy for adult (with light detector and clicker)
1	UNIT	AED for grade schooler (prototype)
1	UNIT	Dressing Trolley
1	UNIT	LCD projector
1	SET	Audio-video equipment
1	UNIT	Computer or Laptop
1	UNIT	Printer

<b>TOOLS</b>		
<b>QTY</b>	<b>UNIT</b>	<b>DESCRIPTION/SPECIFICATION</b>
1	PC	Surgical scissors
1	PC	Bandage scissors
1	PC	Pick up forceps
2	PCS	Tissue forceps
2	PCS	Surgical forceps
3	SETS	Hard Split (Different sizes: Arm, forearm, thigh, leg)
3	SETS	Soft Split
2	SETS	First aid kit
3	PCS	Medical tray (stainless steel)
3	PCS	Kidney basin (plastic/stainless steel)
2	PCS	Instrument tray with cover (stainless steel)
1	PC	Cervical collar for grade schooler
1	PC	Cardiac board for grade schooler
1	PC	Whiteboard
1	PC	Clip Chart (Client's Care plan made by the Doctor or Nurses)
<b>MATERIALS</b>		
<b>QTY</b>	<b>UNIT</b>	<b>DESCRIPTION/SPECIFICATION</b>
1	BOX	Clean gloves (50 pairs)
5	SEXTS	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	PCS	Hospital hair net
2	PACKS	Cotton Balls (at least 100 balls)
15	PCS	Triangle bandage
3	SETS	Elastic Bandage (different size: 2", 3", 4")
10	PCS	Surgical wound bandage (at least 4x4)
1	PC	Soaking solution (instrument disinfectant, 500 ml)
1	PC	Rinsing solution (Plain NSS, 1000 ml)
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)
<b>INSTRUCTIONAL MATERIALS</b>		
<b>QTY</b>	<b>UNIT</b>	<b>DESCRIPTION/SPECIFICATION</b>
5	COPIES	Competency-Based Learning Module (CBLM)
1	COPY	Module of Instruction: Respond to emergency for adolescence

### 3.5 TRAINING FACILITIES

Based on a class intake of 25 learners/trainees.

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- Grade schooler		20	20
Practical Work Area- Adolescent		20	20
Contextual Learning Area		30	30
Learning Resource Area		15	15
Computer Laboratory		10	10
Circulation Area		30	30
Career Counseling Area		5	5
Clinic/Lactating Room		5	5
Separate restrooms for female and male		10	10
<b>Total Workshop Area:</b>			<b>170 sq. m.</b>

### 3.6 TRAINER'S QUALIFICATIONS FOR CAREGIVING (GRADE SCHOOLER TO ADOLESCENT) NC II

- Must be a holder of National TVET Trainer Certificate (NTTC) Level I in Caregiving (Grade schooler to Adolescent) NC II
- Must be a graduate 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 an employable unit(s) of competency in partial fulfillment of the requirements of the national qualification.

### 4.1 NATIONAL ASSESSMENT AND CERTIFICATION ARRANGEMENTS

4.1.1 To attain the national qualification of **CAREGIVING (GRADE SCHOOLER TO ADOLESCENT) 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:

#### **COC1 Provide care and support to grade schooler (6 to 12 years old)**

- 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

#### **COC 2 Provide care and support to adolescent (13 to 19 years old)**

- Foster physical growth and development of adolescent
- Provide development tasks for adolescent
- Respond to emergency for adolescent

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 (Grade schooler to Adolescent) NC II.

4.1.4.2 Experienced workers (wage employed or self-employed) who gained competencies in providing caregiving services for at least two (2) years 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 two (2) 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*”.

- 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 (GRADE SCHOOLER TO ADOLESCENT) 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-psycho-social 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. **ADOLESCENT** - a young person who is developing into an adult : one who is in the state of adolescence. (13 yrs.- 19yrs. old)
2. **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).
3. **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.
4. **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.
5. **CLIENT** - a person who engages the professional advice or services of another.
6. **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.
7. **COGNITIVE DEVELOPMENT** - is a field of study in neuroscience and psychology focusing on a child's development in terms of information processing, conceptual resources, perceptual skill, language learning, and other aspects of the developed adult brain and cognitive psychology.
8. **COLD THERAPY** - As a general rule, cold therapy is used for sudden, acute injuries such as ankle sprains, muscle tears, bruising and inflammation.
9. **DISPENSING** - is the provision of drugs or medicines as set out properly on a lawful prescription.
10. **EMERGENCY** - is a situation that poses an immediate risk to health, life, property, or environment.<sup>[1]</sup> Most emergencies require urgent intervention to prevent a worsening of the situation, although in some situations, mitigation may not be possible and agencies may only be able to offer palliative care for the aftermath.
11. **FIRST AID** - emergency care or treatment given to an ill or injured person before regular medical aid can be obtained
12. **GRADE SCHOOLER** - a child in elementary school. (6yrs-12 yrs. old)

13. **GROWTH AND DEVELOPMENT** – growth as the physical change that a certain individual undergoes. While development is more on the psychological change that occurs in an individual throughout their lifespan.
14. **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.
15. **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.
16. **MEDICATION** - a substance used for medical treatment, especially a medicine or drug.
17. **MENU** - a list of the dishes that may be ordered (as in a restaurant) or that are to be served (as at a banquet)
18. **MOBILITY** - the ability to move or be moved freely and easily.
19. **NUTRITIONAL REQUIREMENTS** – a set of requirements for the dietary nutrient intakes of healthy people, used for planning and assessing diets. It includes the Recommended Dietary Allowance (RDA), the Adequate Intake (AI), the Tolerable Upper Limit (TUL), and the Estimated Average Intake (EAI)
20. **ORAL CARE** – is the practice of keeping the mouth clean and healthy by brushing and flossing to prevent tooth decay and gum disease.
21. **PERSONAL HYGIENE** - refers to maintaining cleanliness of one's body and clothing to preserve overall health and well-being. It includes a number of different activities related to the following general areas of self-care: washing or bathing, including cleansing oneself after using the toilet; taking proper care of the mouth; grooming and dressing; and keeping clothing clean. Bathing, dressing and undressing, and using the toilet are considered activities of daily living (ADLs), while doing one's laundry is considered an instrumental activity of daily living or IADL
22. **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.
23. **PHYSICAL GROWTH** - refers to changes in size or mass; so it is correct to say that a child grows in stature (height) or body weight. Even though most people usually think of growth at the level of the whole child, the cells and internal structures that make up the child also grow, primarily by increasing in number or size. Consequently, auxologists (those who study child growth) may be interested in the growth of bones to help understand fractures and osteoporosis; the growth of the

heart walls to help understand hypertension (high blood pressure) and heart disease; or the growth of adipose tissue (body fat) to help understand obesity.

- 24. PHYSIOLOGICAL NEEDS** - is a concept that was derived to explain and cultivate the foundation for motivation. This concept is the main physical requirement for human survival. This means that Physiological needs are universal human needs. Physiological needs are considered in internal motivation according to Maslow's hierarchy of needs. This theory states that humans are compelled to fulfill these physiological needs first in order to pursue intrinsic satisfaction on a higher level.<sup>[3]</sup> If these needs are not achieved, it leads to an increase in displeasure within an individual. In return, when individuals feel this increase in displeasure, the motivation to decrease these discrepancies increases.<sup>[3]</sup> Physiological needs can be defined as both traits and a state.<sup>[3]</sup> Physiological needs as traits allude to long-term, unchanging demands that are required of basic human life. Physiological needs as a state allude to the unpleasant decrease in pleasure and the increase for an incentive to fulfill a necessity.<sup>[3]</sup> In order to pursue intrinsic motivation higher up Maslow's hierarchy, Physiological needs must be met first. This means that if a human is struggling to meet their physiological needs, then they are unlikely to intrinsically pursue safety, belongingness, esteem, and self-actualization.
- 25. PRESCRIPTION** - an instruction written by a medical practitioner that authorizes a patient to be provided a medicine or treatment.
- 26. SENSUAL BEHAVIOR – a behavior** relating to or consisting in the gratification of the senses or the indulgence of appetite
- 27. 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.
- 28. SOCIAL PEERS** - are interactions with a peer-to-peer dynamic. These peers can be humans or computers. Peer-to-peer (P2P) is a term that originated from the popular concept of the P2P distributed computer application architecture which partitions tasks or workloads between peers.<sup>[1][better source needed]</sup> This application structure was popularized by file sharing systems like Napster, the first of its kind in the late 1990s. The concept has inspired new structures and philosophies in many areas of human interaction. P2P human dynamic affords a critical look at current authoritarian and centralized social structures. Peer-to-peer is also a political and social program for those who believe that in many cases, peer-to-peer modes are a preferable option.
- 29. 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.
- 30. 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.

31. **TOILETING** - is the act of assisting a dependent patient with his/her elimination needs.
32. **VITAL SIGNS** – determination of temperature, pulse rate, rate of breathing and level of blood pressure.
33. **WOUND CARE** - refers to specific types of treatment for pressure sores, skin ulcers and other wounds that break the skin.

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## TRAINING REGULATIONS (TR) DOCUMENT REVISION HISTORY

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00	Document Created	Caregiving NC II	TBR No. 2007-01 01/16/2007	N/A
	Document Superseded	Caregiving NC II	TBR No. 2007-01 01/16/2007	N/A
00	Document Created	Caregiving (Newborn to Pre-Schooler) NC II	TBR No. 2020-19 06/09/2020	TESDA Circular No. 104 series of 2020
00	Document Created	Caregiving (Grade Schooler to Adolescent) NC II	TBR No.2020-20 06/09/2020	TESDA Circular No. 102 series of 2020
00	Document Created	Caregiving (Elderly) NC II	TBR No.2020-21 06/09/2020	TESDA Circular No. 109 series of 2020
00	Document Created	Caregiving (Clients with Special Needs) NC II	TBR No.2020-22 06/09/2020	TESDA Circular No. 099 series of 2020

**Legend:** \*Description Types  
 - Document Created  
 - Document Amended  
 - Document Superseded

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