

# TRAINING REGULATIONS

## CAREGIVING (ELDERLY) 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 (ELDERLY) NC II

## SECTION 1 DEFINITION OF QUALIFICATION

The **CAREGIVING (ELDERLY) NC II** Qualification consists of competencies that a person must achieve to 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 and assist clients in administering medication.

The Units of Competency comprising this Qualification include the following:

### **Unit Code      BASIC COMPETENCIES**

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

### **Unit Code      COMMON COMPETENCIES**

HHC532201	Implement and monitor infection control policies and procedures
HHC532202	Respond effectively to difficult/challenging behavior
HHC532203	Apply basic first aid
HHC532204	Maintain high standard of patient / client services

### **Unit Code      CORE COMPETENCIES**

HHC532320	Develop the ability to recognize aging process
HHC532321	Participate in the implementation and monitoring of client's care plan
HHC532322	Perform caring skills
HHC532323	Perform specialty care procedures
HHC532324	Assist client in administering prescribed medication

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

- Caregiver for Elderly

## SECTION 2 COMPETENCY STANDARDS

This section gives the details of the contents of the basic, common and core units of competency required in **CAREGIVING (ELDERLY) 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.

<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. 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

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

## EVIDENCE GUIDE

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

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

**UNIT CODE : 400311211**

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

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

<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 Protocols in reporting are observed based on standard company practices 3.4 Contribute to the development of team work plans based on an understanding of team's role and objectives		3.4 Contributing to Resolution of issues and concerns

**RANGE OF VARIABLES**

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

## EVIDENCE GUIDE

<p>1. Critical Aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <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 resources 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 the workplace	3.1 Critical inquiry method is used to integrate different ideas for change of key people 3.2 Summarizing, analyzing and	3.1 Roles of individuals in suggesting and making improvements	3.1 Identifying opportunities to improve and to do things better involvement

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

## 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 Cartolina</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

VARIABLES	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 with relevant	3.1 Relevant OSH work procedures are identified in accordance	3.1 OSH work standards 3.2 Industry related work activities	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>
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>	3.3 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> <ol style="list-style-type: none"> <li>1.1. Convey OSH work non-conformities to appropriate personnel</li> <li>1.2. Identify OSH preventive and control requirements in accordance with OSH work policies and procedures</li> <li>1.3. Identify OSH work activity material, tools and equipment requirements in accordance with workplace policies and procedures</li> <li>1.4. Arrange/Place required OSH materials, tools and equipment in accordance with OSH work standards</li> <li>1.5. Execute work activities in accordance with OSH work standards</li> <li>1.6. Report OSH activity non-compliance work activities to appropriate personnel</li> </ol>
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <ol style="list-style-type: none"> <li>2.1 Facilities, materials tools and equipment necessary for the activity</li> </ol>
<p>3. Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <ol style="list-style-type: none"> <li>3.1 Observation/Demonstration with oral questioning</li> <li>3.2 Third party report</li> </ol>
<p>4. Context for Assessment</p>	<ol style="list-style-type: none"> <li>4.1 Competency may be assessed in the work place or in a simulated work place setting</li> </ol>

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

**UNIT CODE : 400311217**

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

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Identify the efficiency and effectiveness of resource utilization	1.1 Required resource utilization in the workplace is measured using appropriate techniques 1.2 Data are recorded in accordance with workplace protocol 1.3 Recorded data are compared to determine the efficiency and effectiveness of resource utilization according to established <b>environmental work procedures</b>	1.1 Importance of environmental literacy 1.2 Environmental work procedures 1.3 Waste minimization 1.4 Efficient energy consumptions	1.1 Recording skills 1.2 Writing skills 1.3 Applying innovation skills
2. Determine causes of inefficiency and/or ineffectiveness of resource utilization	2.1 Potential causes of inefficiency and/or ineffectiveness are listed 2.2 Causes of inefficiency and/or ineffectiveness are identified through deductive reasoning 2.3 Identified causes of inefficiency and/or ineffectiveness are validated thru established environmental procedures	2.1 Causes of environmental inefficiencies and ineffectiveness	2.1 Applying deductive reasoning skills 2.2 Applying critical thinking 2.3 Applying problem solving skills 2.4 Applying observation skills
3. Convey inefficient and ineffective environmental practices	3.1 Efficiency and effectiveness of resource utilization are reported to <b>appropriate personnel</b> 3.2 Concerns related resource utilization	3.1 Appropriate Personnel to address the environmental hazards 3.2 Environmental corrective actions	3.1 Applying written and oral communication skills 3.2 Applying critical thinking 3.3 Applying problem solving

	<p>are discussed with appropriate personnel</p> <p>3.3 Feedback on information/ concerns raised are clarified with appropriate personnel</p>		<p>3.4 Applying observation skills</p> <p>3.5 Practicing environmental awareness</p>
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**RANGE OF VARIABLES**

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

## 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.

<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. 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>industry codes of practice</b> are accurately and clearly explained to the work group 1.2 Information about identified <b>hazards and the outcomes of infection risk assessments</b> is regularly provided to the work group 1.3 Opportunity is provided for the work group to seek further information on workplace infection control issues and practices	1.1 Literacy levels and communication skills of work group members and consequent suitable communication techniques 1.2 Concepts of mode of communication 1.3 Reporting, documentation and use of non-verbal and verbal communication 1.4 Knowledge on OSH, infection control, environmental and institutional, rules, guidelines, policies and procedures 1.5 Respect for client's rights 1.6 Knowledge on the use of personal protective equipment 1.7 Basic knowledge on infectious diseases transmission 1.9 Principles of infection control 1.9.1 Frequent handwashing (WHO Standard) 1.9.2 Body Substance Isolation (BSI) by using PPE	1.1 Applying effective communication and interpersonal skills 1.1.1 Language competence and reading competence 1.1.2 Negotiating skills 1.1.3 Intra and interpersonal skills 1.2 Identifying mode of communication 1.3 Practicing communication skills with ease 1.4 Applying principles of infection control 1.5 Using PPE (Personal Protective Equipment) 1.6 Identifying transmission of infectious diseases 1.7 Implementing OSH, infection control, environmental and institutional rules, guidelines,

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		(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.)	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 improvements in practices	3.1 Infection control hazardous events are investigated promptly to identify their cause in accordance with organization policy and procedures 3.2 Work procedures to control infection risks	3.1 Reporting, documentation and use of non-verbal and verbal communication 3.2 Knowledge on OSH, infection control, environmental and institutional, rules,	3.1 Using personal protective equipment 3.2 Identifying transmission of infectious diseases 3.3 Using therapeutic communication

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p>are monitored and reviewed to ensure compliance</p> <p>3.3 Training in work procedures is provided as required to ensure maintenance of <b><i>infection control standards</i></b></p> <p>3.4 Inadequacies in work procedures and infection control measures are identified, corrected or reported to <b><i>designated personnel</i></b></p> <p>3.5 Records of infection control risks and incidents are accurately maintained as required</p> <p>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</p>	<p>guidelines, policies and procedures</p> <p>3.3 Concepts on modes of communication</p> <p>3.4 RA 9003 –Ecological Solid Waste Management Act</p> <p>3.5 Knowledge on the use of personal protective equipment</p> <p>3.6 Basic knowledge on infectious diseases transmission</p> <p>3.7 Knowledge on equipment for communication to be used (computer, telephone, cell phone etc.)</p>	<p>3.4 Implementing OSH, infection control, environmental and institutional, rules, guidelines, policies and procedures</p> <p>3.5 Applying effective communication and interpersonal skills</p> <p>3.6 Monitoring of incidence of infection in the workplace</p> <p>3.7 Reporting and documentation with accuracy</p>

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Industry Codes of Practice	May include: 1.1 National Health and Medical Research Council Guidelines for infection control 1.2 Local & National Government Guidelines and Standards 1.3 Manufacturer's recommendations and operating manuals
2. Hazards and the outcomes of infection risk assessments	May include: 2.1 Sharps 2.2 Glass 2.3 Waste 2.4 Human waste and human tissues 2.5 Personal contact with infectious patients / clients 2.6 Animals, insects and vermin 2.7 Stock, including food, which has passed "used-by" dates 2.8 Incorrect concentration of disinfectants and chemicals 2.9 Cleaning procedures 2.10 Linen handling procedures 2.11 Work flows 2.12 Use of personal protective clothing 2.13 Food safety 2.14 Personal hygiene
3. Therapeutic communication	May include: 3.1 Verbal communication 3.1.1 One on one dialogue 3.1.2 Orientation 3.1.3 Meeting 3.1.4 Conference 3.2 Non-verbal communication 3.2.1 Memorandum 3.2.2 Minutes of the meeting 3.2.3 Flyers 3.2.4 Billboards 3.2.5 Journals 3.2.6 Warning signs and devices
4. Infection Control Policies and Procedures	May include: 4.1 Company's manual on infection control policies and procedures 4.2 COVID 19 infection control in your workplace 4.3 RA 11058 - OSH law 4.4 RA 9003 – Ecological Solid Waste Management
5. Employer's coaching and support	May include: 5.1 Provide a workplace free of hazards 5.2 Comply with OSH standard 5.3 Make sure employees have and use of safe tools and equipment and properly maintained 5.4 Use color code poster labels and signs to warn employees of potential hazards

VARIABLE	RANGE
	5.5 Provide information that work areas, machinery and equipment are kept in a safe condition 5.6 Provide information, training instructions and supervisions of employees so they can work safely 5.7 Provide new employees with specialized orientation training to help them become familiar with their new work environment
6. Safe work procedures	May include: 6.1 DOLE manual 6.2 OSH manual 6.3 Company's rules and regulations manual 6.4 Job description for each employees hand outs 6.5 Workplace safety tips 6.5.1 Health and safety company protocol about COVID 19 6.5.1.1 Keep oneself healthy thru vaccine, vitamins and healthy tips style 6.5.1.2 Maintain personal hygiene 6.5.1.3 Environmental cleaning and decontamination 6.5.1.4 Cover mouth when coughing and sneezing 6.5.1.5 Hands off on your nose and mouth 6.5.1.6 Frequent handwashing and use of disinfectant 6.5.1.7 Wear, remove and dispose PPE properly 6.5.1.8 Always disinfect working area 6.5.1.9 Reducing contact by observing social distancing 6.5.1.10 Observe isolation technique if you are sick to prevent spread of infection 6.5.2 "Five S" in workplace, its purpose and benefits 6.5.3 Follow safety procedures 6.5.4 Don't take shortcuts 6.5.5 Clear up 6.5.6 Clear and organized area 6.5.7 Emergency exit location 6.5.8 Be alert on the job 6.5.9 Take regular break 6.5.10 Be vigilant 6.5.11 F.A. box location 6.5.12 Immediately report incident 6.5.13 Safe and hygiene facilities including toilet, eating area and first aid with complete contents
7. Hazardous and infectious risks	May include: 7.1 Categories of hazard 7.1.1 Safety 7.1.2 Health 7.1.3 Environment 7.2 Classes of hazard

VARIABLE	RANGE
	<ul style="list-style-type: none"> <li>7.2.1 Natural</li> <li>7.2.2 Man made</li> <li>7.2.2 Technology</li> <li>7.2.3 Behavior/attitude</li> <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> </ul>

VARIABLE	RANGE
	10.5 Hazard reports

## EVIDENCE GUIDE

1. Critical Aspects of Competency	<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>
2. Resource Implications	<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>
3. Methods of Assessment	<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>
4. Context of Assessment	<ul style="list-style-type: none"> <li>4.1. Competency maybe assessed in actual workplace or at the designated TESDA Accredited Assessment Center.</li> </ul>

**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 <b>institutional policies and procedures</b>	2.1 Reporting and documentation 2.2 Knowledge on institutional, rules, guidelines, policies and procedures	2.1 Applying therapeutic communication 2.2 Implementing institutional, rules, guidelines, policies and procedures

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

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Planned responses	May include: 1.1 Own ability and experience 1.2 Established institutional procedures 1.3 Knowledge of individual persons and underlying causes
2. Difficult or challenging behaviors	May include: 2.1 Aggression/Assaultive behavior 2.2 Confusion or other cognitive impairment 2.3 Noisiness 2.4 Manipulative 2.5 Wandering 2.6 Self-destructive 2.7 Intoxication 2.8 Withdrawn/depressed 2.9 Negativistic 2.10 Intrusive behavior 2.11 Verbal offensiveness
3. Strategies appropriate for dealing with challenging behaviors	May include: 3.1 Diversional activities 3.2 Referring to appropriate personnel e.g. supervisor, security officer 3.3 Following established emergency response procedures
4. Institutional policies and procedures	May include: 4.1 Incident reporting and documentation 4.2 Operational guidelines for handling incidents and/or cases involving difficult and challenging behavior 4.3 Debriefing of staff involved in the incident
5. Selection of appropriate strategies for dealing with challenging behaviors	May include: 5.1 The nature of the incident 5.2 Potential effect on different parties, patient / client, staff and others 5.3 Established procedures and guidelines
6. Report and review	May include: 6.1 Purposes of the incident report review 6.2 Characteristics of an incident report review 6.3 Element of an effective incident report review
7. Incident report	May include: 7.1 Data of worker/s 7.1.1 Name of worker 7.1.2 Job title / occupation 7.1.3 Time and date of injury 7.1.4 Exact location of the worker at the time of injury 7.1.5 Exact description of how the injury was sustained 7.1.6 If any treatment was provided to the injured and if so, what kind of treatment 7.1.7 Nature of injury and part of the body affected 7.1.8 Date and time reported

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

## EVIDENCE GUIDE

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

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

**UNIT CODE : 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	1.1 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 1.11 Applying problem solving skills that

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

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		(computer, cell phone, and other forms of media)	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><i>Respect for differences</i></b> is positively, actively and consistently demonstrated in all work 3.2 <b><i>Confidentiality and privacy of client</i></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 for communication (computer, cell phone, and other forms of media)	3.1 Identifying the mode on communication appropriate for the situation 3.2 Applying modes of communication 3.3 Operating equipment of communication needed 3.4 Establishing and maintaining relationships, taking into account individual differences 3.5 Following the instructions and guidance of health professionals involved with the care of client 3.6 Respecting for client rights 3.7 Using effective listening techniques 3.8 Using appropriate verbal and non-verbal communication styles

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

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

## EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: <ol style="list-style-type: none"> <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 : DEVELOP THE ABILITY TO RECOGNIZE AGING PROCESS**

**UNIT CODE : HHC532320**

**UNIT DESCRIPTOR :** This unit covers the knowledge, skills and attitudes required to work with basic information about the aging process and to use and interpret information that includes reference to the clients' stage in the aging process.

<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. Interpret knowledge of aging process	1.1 Knowledge of the aging process is used to check client health status prior to delivering care procedures 1.2 <b><i>Phases of aging process</i></b> are identified based on established standards 1.3 <b><i>Caregiver's roles and responsibilities</i></b> are identified in giving care and support for elderly in accordance with standard policies and regulations	1.1 Oral and Written Communication 1.2 Aging Process 1.3 Phases of Aging Process 1.4 Body System 1.5 Caregiver's roles and responsibilities 1.6 Caregiving Terminologies 1.7 Code of Ethics related to Caregivers	1.1 Identifying aging process and phases 1.2 Applying caregiver's roles and responsibilities
2. Apply principles of caregiving practice	2.1 Details of <b><i>legal and ethical aspects of health care</i></b> are identified according to established standards 2.2 Knowledge in <b><i>principles of caregiving fundamentals</i></b> are applied in accordance with established procedures 2.3 Legal and ethical fundamentals issues are applied in accordance with established industry standards.	2.1 Effective Verbal and Non-Verbal Communication 2.2 Basic Public Relations 2.3 Data Privacy Act (Republic Act No. 10173) 2.4 Code of Ethics for Health Care Providers 2.5 Institutional Policy on Client 2.6 Rights and Responsibilities 2.7 Legal and Ethical Principles of Health Care 2.8 Client Rights 2.9 Direct Care Worker Rights	2.1 Understanding principles of caregiving practice 2.2 Understanding legal standards based on applicable laws and government regulations 2.3 Applying interpersonal skills 2.4 Using keen attention to details 2.5 Applying therapeutic and non-therapeutic communication techniques 2.6 Applying legal and ethical principles of health care

		2.10 Elderly Abuse 2.11 Advance Directives	
3. Apply infection control principles and sanitation practices	<p>3.1 <b><i>Infection control principles and sanitation practices</i></b> are identified in accordance with industry standards</p> <p>3.2 Infection control principles and sanitation practices are applied in accordance with industry standards</p> <p>3.3 Infection control principles and sanitation practices are monitored in accordance with industry standards</p> <p>3.4 Infection control principles and sanitation practices are evaluated in accordance with industry standards</p>	<p>3.1 Oral and Written Communication</p> <p>3.2 Monitoring and Evaluation Procedures</p> <p>3.3 Infection Control Principles</p> <p>3.4 Good Sanitation Practice</p> <p>3.5 Personal Protective Equipment (PPE)</p> <p>3.6 Materials, supplies and tools</p>	<p>3.1 Applying interpersonal skills</p> <p>3.2 Using keen attention to details</p> <p>3.3 Applying effective oral and written communication</p> <p>3.4 Applying infection control and sanitation procedures</p> <p>3.5 Using of materials/ supplies and tools</p> <p>3.6 Using of Personal protective equipment</p>

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Phases of Aging Process	May include: 1.1 Process of Aging 1.1.1 Physical Changes of Aging 1.1.2 Psychological / Mental Changes 1.1.3 Social Changes 1.1.4 Emotional Changes 1.2 Phases of Aging
2. Review of Body System in relation to aging process	May Include: 2.1 Circulatory System 2.2 Digestive and Excretory System 2.3 Endocrine System 2.4 Integumentary System 2.5 Immune System and Lymphatic System 2.6 Muscular System 2.7 Nervous System 2.8 Renal System and Urinary System 2.9 Skeletal System 2.10 Respiratory System
2. Caregiver's Role and Responsibilities	May include: 2.1. Personal Care 2.1.1. Personal Hygiene 2.1.1.1. Oral Hygiene 2.1.1.2. Shaving 2.1.1.3. Shampooing / Hair Care 2.1.1.4. Elderly Bath 2.1.1.5. Back Rub/Prevention of Bed Sores 2.1.1.6. Perennial care 2.1.1.7. Hand and Foot Nail Care 2.2 Assists in: 2.2.1. Toileting 2.2.2. Undressing and Dressing 2.3. Fluid and Meals Preparation 2.4. Medication Administration per doctor's order 2.5. Principles of Infection Control 2.6. Prevention and Control of Communicable Diseases
3. Legal and Ethical Aspects of Health Care	May include: 3. 1. Caregiver's Welfare Act (House Bill No. 6396) 3. 2. Code of Ethics for Caregiver 3.2.1 Legal Standards 3.2.1.1 Informed Consent 3.2.2 Ethical Standards 3.2.3. Respect 3.2.3.1 Life 3.2.3.2 Client 3.2.3.3 Family 3.2.3.4 Co-workers 3.2.3.5 Self

	<ul style="list-style-type: none"> <li>3.2.4 Theft</li> <li>3.2.5 Defamation</li> <li>3.2.6 Tipping</li> <li>3.2.7 Negligence</li> <li>3.2.8 Malpractice</li> <li>3.2.9.. Assault</li> <li>3.2.10 Battery</li> <li>3.2.11 Invasion of Privacy <ul style="list-style-type: none"> <li>3.2.11.1 RA 10173 “Data Privacy Act”</li> <li>3.2.11.2 RA 9995- defining penalizing the form of video , prescribing penalties and other purposes</li> </ul> </li> <li>3.2.12. Harassment <ul style="list-style-type: none"> <li>3.2.12.1 Sexual Harassment</li> <li>3.2.12.2 Verbal Harassment</li> </ul> </li> <li>3.3. Client/Caregiver’s roles and responsibilities and their limitations <ul style="list-style-type: none"> <li>3.3.1 Independent Caregiver’s Roles</li> <li>3.3.2 Dependent Caregiver’s roles</li> <li>3.3.3 Interdependent Caregiver’s roles</li> </ul> </li> <li>3.4. Record Management</li> <li>3.5 Mandatory Reporting</li> <li>3.6 Occupational Safety and Health (OSH)</li> </ul>
<p>4. Infection Control, Safety and Sanitation Practices</p>	<p>May include:</p> <ul style="list-style-type: none"> <li>4.1 Principles of Infection Control <ul style="list-style-type: none"> <li>4.1.1. Frequent handwashing: WHO Guidelines The World Health Organization (WHO) recommends 15-20 seconds of hand washing using the following steps: <ul style="list-style-type: none"> <li>4.1.1.1 Wet hands with water</li> <li>4.1.1.2 Apply enough soap to cover all hand surfaces</li> <li>4.1.1.3 Rub hands palm to palm</li> <li>4.1.1.4 Rub back of each hand with the palm of each other</li> <li>4.1.1.5 Rub palm to palm with fingers interlaced</li> <li>4.1.1.6 Rub each thumb clasped in opposite hand using rotational movements</li> <li>4.1.1.7 Rub tips of fingers in opposite palm in circular motion</li> <li>4.1.1.8 Rub each wrist with opposite hand</li> <li>4.1.1.9 Rinse hands with water</li> <li>4.1.1.10 Dry thoroughly</li> <li>4.1.1.11 Close faucet with used towel or paper towel</li> </ul> </li> <li>4.1.2. Body Substance Isolation (BSI) by using PPE (Personal Protective Equipment) <ul style="list-style-type: none"> <li>4.1.2.1. Proper wearing, removing and disposing of gloves</li> <li>4.1.2.2. Proper wearing, removing and disposing of mask</li> </ul> </li> </ul> </li> </ul>

	<p>4.1.2.3. Proper wearing, removing and disposing of hairnet</p> <p>4.1.2.4. Proper wearing, removing and disposing of laboratory gown</p> <p>4.1.2.5. Proper wearing, removing and disposing of scrub suit</p> <p>4.1.3. Use of disinfectant solutions like Zonrox, Lysol, etc.</p> <p>4.1.4. Observe social distancing</p> <p>4.1.5. Staying at home as needed</p>
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## EVIDENCE GUIDE

1. Critical Aspects of Competency	<p>Assessment requires evidence that the candidate:</p> <p>1.1 Explained principles of Infection Control</p> <p>1.2 Explained the legal and ethical principles of caregiving</p> <p>1.3 Demonstrated safety, sanitation and hygiene at the workplace</p> <p>1.4 Demonstrated caregiver's care plan based on doctor's order</p>
2 Resource Implications	<p>The following resources should be provided:</p> <p>2.1 Appropriate elderly care work place</p> <p>2.2 Appropriate facilities, equipment and materials relevant to the unit of competency</p> <p>2.3 Relevant textbooks or manuals</p> <p>2.4 Relevant paper-based assessment instruments</p> <p>2.5 Appropriate assessment venue</p>
3 Methods of Assessment	<p>Competency in this unit may be assessed through:</p> <p>3.1 Demonstration with oral questioning</p> <p>3.2 Observation with oral questioning</p> <p>3.3 Interview</p>
4 Context of Assessment	<p>4.1 Competency may be assessed in the actual workplace or at the designated TESDA Accredited Assessment Center.</p>

**UNIT OF COMPETENCY : PARTICIPATE IN THE IMPLEMENTATION AND MONITORING OF CLIENT’S CARE PLAN**

**UNIT CODE : HHC532321**

**UNIT DESCRIPTOR :** This unit describes the knowledge, skills and attitude required for a caregiver to organize, provide and monitor support services within the limits of the individualized support formal care plan developed for the patient requiring the service.

<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 Details of <b>legal and ethical aspects</b> of health care are identified according to established standard 1.2 <b>Care plan</b> details are confirmed with the doctor, client, family members and caregiver 1.3 The client is made aware of their <b>rights</b> and <b>complaints</b> based on the established industry standards 1.4 <b>Support activities</b> are prepared according to the client’s care plan based on the established industry standards 1.5 Actions and activities that support the care plan and promote the client’s independence and rights, and to make informed decisions, are identified based on principles of autonomy 1.6 Caregiver’s own role in client’s care is interpreted and clarified according to approved individualized care plan	1.1 Therapeutic communication with doctor, nurse and family member 1.2 Principles of Therapeutic Communication 1.3 RA 10173- Data Privacy Act 1.4 RA 9995- - Defining and penalizing the crime of photo and video desires, prescribing penalties and other purposes 1.5 Patient’s Bill of Rights 1.6 RA 11058 - Occupational Safety Health Law (OSH) 1.7 Principles of Human Rights 1.8 Legal and ethical standards of health care 1.9 Caregiver’s Care Plan 1.10 SMARTER (Specific, Measurable, Attainable, Realistic, Time-bound, Evaluate, Re-evaluate approach to care plans 1.11 Roles and responsibilities of different people and the communication between them	1.1 Using therapeutic communication 1.2 Applying legal and ethical standards of health care 1.3 Confirming care plan details of client 1.4 Collaborating with other health care workers 1.5 Observing compliance of client’s rights 1.6 Maintaining confidentiality and client’s privacy 1.7 Planning of action and management

ELEMENT	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
		1.11.1 Client 1.11.2 immediate family members 1.11.3 health care workers 1.12 Activities that promote client independence	
2. Provide and monitor support services and activities	2.1 Exchange of conversation using <b>therapeutic communication techniques</b> are applied based on established procedures 2.2 Support is provided according to the care plan, based on established procedures 2.3 The client's family is recognized and respected as part of the <b>support team</b> 2.4 Assistance is provided to maintain a clean, safe and healthy environment 2.5 Individual differences are recognized and respected to ensure dignity and privacy. 2.6 Assistance is sought when it is not possible to provide appropriate support	2.1 Therapeutic Communication Techniques 2.2 Client's Strength and Weakness 2.3 OSH Law (RA 11058) 2.4 Safe and Healthy Environment 2.5 Legal and Regulatory Requirements in Care Plan Implementation 2.6 Principle of "Duty of Care" 2.7 Personal Hygiene 2.8 Ergonomics 2.9 Infection Control Principles	2.1 Applying therapeutic and non-therapeutic communication techniques 2.2 Applying decision-making skills 2.3 Maintaining balance on duties and responsibilities of care and dignity of client 2.4 Applying the principles of infection control
3. Provide complete daily records and reports	3.1 <b>Confidentiality</b> of client's records and reports are maintained based on established procedures 3.2 <b>Documentation</b> is completed and maintained based on the established procedures 3.3 Situations of potential or actual <b>risk</b> is identified and responded within scope of own role and report to appropriate person as required	3.1 Confidentiality of records and reports 3.2 Documentation and Reports 3.3 Legal and Work Setting Requirements for Recording Information and Producing Reports 3.4 Data Privacy Act (RA 11073) 3.5 RA 9995 Defining and penalizing the crime of photo and video desire prescribing penalties	3.1 Understanding the definition of records, reports, documents and forms 3.2 Understanding the meaning of documentation and reporting 3.3 Understanding the principles and guidelines of documentation and reporting 3.4 Recording and reporting of confidential data

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	3.4 Signs of additional or <b><i>unmet needs</i></b> of the client are identified and reported to appropriate person as required. 3.5 Information is stored in accordance with the established procedures.	thereof and other purposes 3.6 Use of Caregivers Care Plan 3.7 Principles of Risk management 3.8 Signs of Additional or Unmet Needs 3.9 Use of computer for documentation	3.5 Demonstrating good documentation skills 3.6 Demonstrating interpersonal skills 3.7 Demonstrating keen attention to details 3.8 Using of Caregivers Care Plan for documentation 3.9 Using of computer for documentation
4 Interpret endorsement process	4.1 The term <b><i>endorsement process</i></b> is defined based on caregiver's care plan 4.2 Interpreted status of client health and activities documented by caregiver on duty based on the care plan 4.3 Endorsement process are used based on the industry standard	4.1 Oral and Written Communication 4.2 Endorsement Process 4.3 Documentation and Reporting 4.4 Principles of Infection Control 4.5 RA 9003 – Zero Waste Management Act 4.6 Personal Protective Equipment (PPE's)	4.7 Defining the term endorsement technique 4.8 Documenting status of client health and activities 4.9 Performing endorsement process based on Caregiver's care plan

**RANGE OF VARIABLES**

VARIABLE	RANGE
<p>1. Legal and ethical aspects of health care</p>	<p>May include:</p> <ul style="list-style-type: none"> <li>1.1. Legal               <ul style="list-style-type: none"> <li>1.1.1. Legal Standards</li> </ul> </li> <li>1.2. Ethics               <ul style="list-style-type: none"> <li>1.2.1. Ethical Standards</li> </ul> </li> <li>1.3. Respect               <ul style="list-style-type: none"> <li>1.3.1. Life</li> <li>1.3.2. Client</li> <li>1.3.3 Self</li> <li>1.3.4 Family members</li> <li>1.3.5. Health Care Workers</li> </ul> </li> <li>1.4. Theft</li> <li>1.5. Defamation</li> <li>1.6. Tipping</li> <li>1.7. Negligence</li> <li>1.8. Malpractice</li> <li>1.9. Assault</li> <li>1.10. Battery</li> <li>1.11. Invasion of Privacy</li> <li>1.12. Sexual Harassment</li> <li>1.13. Verbal Harassment</li> <li>1.14. Role               <ul style="list-style-type: none"> <li>1.14.1. Independent Caregivers Role</li> <li>1.14.2. Dependent Caregivers Role</li> <li>1.14.3. Interdependent Caregivers Role</li> </ul> </li> <li>1.15 Responsibilities               <ul style="list-style-type: none"> <li>1.15.1 Self</li> <li>1.15.2 Client</li> <li>1.15.3 Family members</li> <li>1.15.4 Co workers</li> </ul> </li> <li>1.16 House Bill 6396 – “Caregivers Welfare Act”</li> <li>1.17 Republic Act 11073 – “Data Privacy Act”</li> <li>1.18 Republic Act 9995 – defining penalizing the form of video, prescribing penalties and other purposes</li> </ul>
<p>2 Care Plan</p>	<p>May include:</p> <ul style="list-style-type: none"> <li>2.1 Caregiver’s care plan based on doctor’s order</li> <li>2.2 Client’s chart</li> <li>2.3 Risk management plan</li> </ul>
<p>3 Rights and Complaints</p>	<p>May include:</p> <ul style="list-style-type: none"> <li>3.1 Patient’s Bill of Rights               <ul style="list-style-type: none"> <li>3.1.1 Right to appropriate care and humane treatment</li> <li>3.1.2 Right to informed consent</li> <li>3.1.3 Right to privacy and confidentiality                   <ul style="list-style-type: none"> <li>3.1.3.1 RA 10173 Data Privacy Act</li> </ul> </li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>3.1.3.2 RA 9995 Defining and penalizing the crime of photo and video desires, prescribing penalties and other purposes</li> <li>3.1.4 Right to information</li> <li>3.1.5 Right to choose health care provider and facility</li> <li>3.1.6 Right to self-determination</li> <li>3.1.7 Right to religious belief</li> <li>3.1.8 Right to medical records</li> <li>3.1.9 Right to leave</li> <li>3.1.10 Right to refuse participation in medical research</li> <li>3.1.11 Right to correspondence and to receive visitors</li> <li>3.1.12 Right to express grievances</li> <li>3.2 Complaints of clients: <ul style="list-style-type: none"> <li>3.2.1 Abuses</li> <li>3.2.2 Sexual harassment</li> <li>3.2.3 Incomplete medical treatment</li> <li>3.2.4 Theft</li> <li>3.2.5 Decision Making done by relatives</li> <li>3.2.6 Involuntary seclusion</li> </ul> </li> </ul>
4 Support Activities	<p>May include:</p> <ul style="list-style-type: none"> <li>4.1 Range of Motion</li> <li>4.2 Therapeutic Exercises</li> <li>4.3 Appropriate Recreational Activities</li> <li>4.4 Appropriate Play Therapy</li> <li>4.5 Music and Art Therapy</li> </ul>
5 Therapeutic Communication Techniques	<p>May include:</p> <ul style="list-style-type: none"> <li>5.1 Verbal Communication <ul style="list-style-type: none"> <li>5.1.1 face-to-face</li> <li>5.1.2 telephone</li> <li>5.1.3 radio</li> <li>5.1.4 television</li> <li>5.1.5 other media</li> </ul> </li> <li>5.2 Non-Verbal Communication <ul style="list-style-type: none"> <li>5.2.1 body language</li> <li>5.2.2 gestures</li> </ul> </li> </ul>
6 Support Team	<p>May include:</p> <ul style="list-style-type: none"> <li>6.1 Health Care Team Members <ul style="list-style-type: none"> <li>6.1.1 Doctors</li> <li>6.1.2 Nurses</li> <li>6.1.3 Caregivers</li> </ul> </li> <li>6.2 Client's Family Members</li> <li>6.3 Client's Relatives</li> <li>6.4 Household Helpers</li> <li>6.5 Support Organizations</li> </ul>

7 Confidentiality	<p>May include:</p> <ul style="list-style-type: none"> <li>7.1 Client's Personal Information and practices</li> <li>7.2 Medical Record <ul style="list-style-type: none"> <li>7.2.1 Client's Medical Diagnosis</li> <li>7.2.2 Treatment and Procedures</li> <li>7.2.3 Physicians Prescription</li> </ul> </li> </ul>
8 Documentation	<p>May include:</p> <ul style="list-style-type: none"> <li>8.1 Principles and guidelines for quality documentation and recording <ul style="list-style-type: none"> <li>8.1.1 Factual</li> <li>8.1.2 Accurate</li> <li>8.1.3 Complete</li> <li>8.1.4 Current</li> <li>8.1.5 Organized</li> <li>8.1.6 Timely</li> <li>8.1.7 Comprehensive</li> </ul> </li> <li>8.2 Assessment Report</li> <li>8.3 Endorsement Report</li> <li>8.4 Caregiver's Care Plan</li> <li>8.5 Computer</li> </ul>
9 Potential or Actual Risk	<p>May include:</p> <ul style="list-style-type: none"> <li>9.1 Safety hazards in assisted living facilities</li> <li>9.2 Client abuse</li> <li>9.3 Health care Infections</li> <li>9.4 Unintentional violence and injuries</li> <li>9.5 Inadequate physical activities</li> </ul>
10 Unmet Needs	<p>May include:</p> <ul style="list-style-type: none"> <li>10.1 Physical needs</li> <li>10.2 Access to medical services</li> <li>10.3 Difficulty affording food and utilities</li> <li>10.4 Activities of daily life that required going outside the bedroom</li> <li>10.5 Social and spiritual aspects</li> </ul>
11 Endorsement Process	<p>May include:</p> <ul style="list-style-type: none"> <li>11.1 Therapeutic Communication</li> <li>11.2 Time of entry</li> <li>11.3 Date of entry</li> <li>11.4 Use approved abbreviations and symbols</li> <li>11.5 Write legible and in English</li> <li>11.6 Entries by caregiver involved in the care and treatment of a client must signed and include their printed name/date/time in the caregiver's care plan</li> <li>11.7 Written in dark ink that is readily reproducible, legible, and difficult to erase</li> <li>11.8 Be sufficiently clear, structured and detailed to enable other members of the health care team to assume care of the client or to provide ongoing service at any time</li> </ul>

## EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Used individualized caregiver's care plan as the basis of support 1.2 Promoted a culture of active participation that enables individuals, key people and others to communicate their preferences and needs 1.3 Ensured that a client-centered approach is used 1.4 Applied workplace communication techniques with other workers and health professionals
2. Resource Implications	The following resources should be provided: 2.1 Appropriate work environment 2.2 Tools, materials and equipment appropriate to the unit of competency 2.3 Reference materials appropriate to the unit of competency
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1. Demonstration and Oral Questioning 3.2. Observation with questioning 3.3. Interview
4. Context of Assessment	4.1. Competency may be assessed in the actual workplace or at the designated TESDA Accredited Assessment Center.

**UNIT OF COMPETENCY : PERFORM CARING SKILLS**

**UNIT CODE : HHC532322**

**UNIT DESCRIPTOR :** This unit covers the knowledge, skills and attitudes required to support or assist the client in performing their daily care needs, within the framework of the client’s care plan.

<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. Monitor and record vital signs of client	1.1 The <b>therapeutic communication</b> is maintained based on the established standards 1.2 Principles of infection control is applied by <b>handwashing techniques</b> based on the standard procedures 1.3 <b>Vital signs paraphernalia’s</b> are prepared and cleansed based on established procedures 1.4 <b>Factors affecting vital signs</b> of client are enumerated, documented and reported based on established standards 1.5 Vital signs are <b>monitored and recorded accurately</b> in accordance with the standard procedures	1.1 Oral and Written Communication 1.2 Client Personal Information List 1.3 PD 856 – Sanitation Code of the Philippines 1.4 RA 9003 – Ecological Solid Waste Management Act 1.5 Occupational Safety and Health Laws 1.6 Vital Signs 1.7 Measure Vital Signs 1.8 Results of Vital Signs: 1.8.1 Body temperature in *C to *F 1.8.2 Pulse rate in beats per minute 1.8.3 Respiratory rate per minute 1.8.4 Blood pressure in mmHg (millimeter Mercury) 1.8.5 Result of Pulse Oximetry 1.9 Infection Control 1.10 Handwashing Techniques 1.11 Use of Digital BP Apparatus 1.12 Use of Digital Thermometer 1.13 Use of Infrared Thermometer	1.1 Applying verbal and non-verbal therapeutic communication 1.2 Preparing and cleansing vital signs paraphernalia’s 1.3 Applying handwashing techniques 1.4 Performing in taking Vital signs 1.5 Measuring vital signs baseline value 1.6 Enumerating, documenting and reporting factors affecting client’s vital signs 1.7 Recording and monitoring client’s vital signs

		<p>1.14 Use of Temporal Thermometer</p> <p>1.15 Use of Pulse Oximeter</p> <p>1.16 Use of Sphygmomanometer (Manual/Digital)</p> <p>1.17 Use of Stethoscope</p> <p>1.18 Personal Protective Equipment (PPE)</p>	
2. Assist client in fluids and dietary requirements	<p>2.1 Sanitation and cleanliness are observed in accordance with established standards</p> <p>2.2 Appropriate hand washing techniques is applied in accordance with standard procedures</p> <p>2.3 <b>Food pyramid</b> is discussed with the client in relation food nutrition practice</p> <p>2.4 <b>Therapeutic diet</b> is explained in accordance to doctor's order</p> <p>2.5 <b>Feeding tools, materials, and equipment</b> are prepared and used in an appropriate and safe manner in accordance with care plan</p> <p>2.6 <b>Well-balanced diet</b> is followed and prepared according to dietary requirements</p> <p>2.7 <b>Proper feeding technique</b> is applied in accordance to established procedures</p> <p>2.8 Aspiration and regurgitation signs and symptoms, and precautions are discussed according to established standard</p> <p>2.9 <b>Proper storage and disposal of left-over food</b> are handled in accordance with established procedures</p>	<p>2.1 Oral and Written Communication</p> <p>2.2 Sanitation Code of the Phils. (P.D. 856)</p> <p>2.3 Solid Waste Management (R.A. 9003)</p> <p>2.4 Occupational Safety and Health Laws</p> <p>2.5 Infection Control</p> <p>2.6 Personal Protective Equipment (PPE)</p> <p>2.7 Amount of food to be prepared in grams</p> <p>2.8 Food Pyramid</p> <p>2.9 Therapeutic Diet</p> <p>2.10 Feeding Techniques</p> <p>2.11 Feeding Tools, Materials and Equipment</p> <p>2.12 Proper Food Storage Procedures</p> <p>2.13 Aspiration and regurgitation signs and symptoms and precautions</p>	<p>2.1 Applying interpersonal skills</p> <p>2.2 Using of proper therapeutic communication</p> <p>2.3 Using keen attention to details</p> <p>2.4 Explaining value of food pyramid</p> <p>2.5 Preparing meal</p> <p>2.6 Assisting proper feeding technique</p> <p>2.7 Observing signs and symptoms and precautions of aspiration and regurgitation during feeding</p> <p>2.8 Cleaning feeding area</p> <p>2.9 Storing and handling left-over food</p> <p>2.10 Evaluating and documenting feeding outcome</p> <p>2.11 Using of Personal Protective Equipment</p> <p>2.12 Using of feeding tools, materials and equipment</p>
3. Assist client in urine and	3.1 The purpose and scope of <b>toileting</b> and <b>elimination</b> is	3.1 Therapeutic Communication Techniques	3.1 Demonstrating oral therapeutic

<p>bowel elimination</p>	<p>explained to the client utilizing therapeutic communication tools</p> <p>3.2 The client's bladder and bowel functioning is checked according to care plan</p> <p>3.3 Necessary processes, <b>toileting equipment, aids and appliances</b> are prepared and used in an appropriate and safe manner in accordance with care plan</p> <p>3.4 Principles of infection control are practiced</p> <p>3.5 The environment is modified or adapted to ensure maximum comfort and safety</p> <p>3.6 Risk of injury is minimized and fall prevention strategies are implemented based on care plan</p> <p>3.7 The client is appropriately positioned before elimination based on standard practice and in consideration of client comfort and privacy.</p> <p>3.8 The client is assisted in using the urinal, bedpan, commode and other <b>assistive devices</b> according to standard practice</p> <p>3.9 Urinary and bowel elimination problems are identified and recorded</p> <p>3.10 The client is assisted in cleaning herself/himself</p> <p>3.11Wastes and used diapers and wipes are properly disposed following standard industry practice</p> <p>3.12Assistive devices are cleaned, sanitized and stored after use</p>	<p>3.2 R.A. 10173 Data Privacy Act</p> <p>3.3 R.A. 9995 (Defining and penalizing the crime of photo and video desires, prescribing penalties and other purposes)</p> <p>3.4 PD 856 Sanitation Code of the Philippines</p> <p>3.5 R.A. 9003 (Ecological Solid Waste Management Act)</p> <p>3.6 OSH Law</p> <p>3.7 Use of Personal Protective Equipment (PPE)</p> <p>3.8 Basics of Toileting and Elimination</p> <p>3.9 Urinal and Bedpan Management</p> <p>3.10 Client's Privacy</p> <p>3.11 Problems Related to Elimination and Toileting</p> <p>3.12 Client Positioning Prior to Elimination</p> <p>3.13 Ergonomics</p> <p>3.14 Infection Control Procedures</p> <p>3.15 Toileting Related Falls and Accidents</p> <p>3.16 Fall Prevention Strategies</p> <p>3.17 Use of Elimination and Toileting Devices</p>	<p>communication skills</p> <p>3.2 Applying documentation / reporting skills</p> <p>3.3 Ensuring client privacy and comfort</p> <p>3.4 Positioning the client appropriately</p> <p>3.5 Assisting a client using a bedpan, urinal or commode</p> <p>3.6 Collecting, measuring, assessing and recording urine and stool output</p> <p>3.7 Explaining how toileting and elimination devices can help prevent potential complications</p> <p>3.8 Using of Personal Protective</p> <p>3.9 Equipment (PPE)</p> <p>3.10 Using of elimination and toileting devices</p>
<p>4 Assist client with bathing /showering</p>	<p>4.1 Verbal and non-verbal therapeutic communication is</p>	<p>4.1Therapeutic Communication Techniques</p>	<p>4.1 Applying verbal and verbal therapeutic</p>

	<p>applied based on established procedure</p> <p>4.2 The purpose and scope of the <b>bathing technique</b> is explained based on established procedure</p> <p>4.3 Principles of infection control is maintained based on established procedure</p> <p>4.4 <b>Bathing paraphernalia</b> are prepared according to established standard</p> <p>4.5 Vital signs paraphernalia are prepared and cleaned to check client before bathing based on established procedure</p> <p>4.6 The environment is modified or adapted to ensure maximum comfort and safety</p> <p>4.7 The bath is prepared in accordance to client preference and standard safety and infection control practices</p> <p>4.8 The client is checked for vital signs</p> <p>4.9 The client is prepared using appropriate dressing and undressing techniques</p> <p>4.10 The client is checked for skin rashes and / or sores following standard infection control practices</p> <p>4.11 The client is assisted in bathing / showering while maintaining the client's sense of control</p> <p>4.12 The client is assisted in dressing following client preference and comfort</p>	<p>4.2RA 10173 (Data Act Law)</p> <p>4.3RA 9995 (Defining and penalizing the crime of photo and video desires, prescribing penalties and other purposes)</p> <p>4.4RA 11058 (OSH Law)- Occupational Safety and Health</p> <p>4.5Bathing Techniques</p> <p>4.6Bathing and Showering Equipment</p> <p>4.7Dressing and Undressing Techniques</p> <p>4.8Use of bathing paraphernalia</p> <p>4.9Use of Personal Protective Equipment (PPE)</p>	<p>communication skills</p> <p>4.2 Applying Principles of Infection Control</p> <p>4.3 Applying documentation / reporting skills</p> <p>4.4 Performing bathing skills</p> <p>4.5 Performing assistive dressing skills</p> <p>4.6 Using of Personal Protective Equipment</p>
<p>5 Assist client in perineal /genital care</p>	<p>5.1 Therapeutic communication techniques is used based on established standard</p>	<p>5.1 Therapeutic Communication Techniques</p> <p>5.2 Sanitation Code of the Philippines (PD 856)</p>	<p>5.1 Applying therapeutic communication skills</p>

	<p>5.2 Principles of infection control is practiced based on established standard</p> <p>5.3 <b>Perennial/genital care paraphernalia</b> are prepared based on the established standard</p> <p>5.4 Privacy, comfort and safety of the client is maintained based on established standard</p> <p>5.5 Activities are documented accurately based on established standard</p>	<p>5.3 Ecological Solid Waste Management Act (RA 9003)</p> <p>5.4 Data Privacy Act (RA 10173)</p> <p>5.5 Defining and penalizing the crime of photo and video desires, prescribing penalties and other purposes (RA 9995)</p> <p>5.6 Occupational Safety and Health</p> <p>5.7 Use Personal Protective Equipment (PPE)</p> <p>5.8 External Female Genital Care</p> <p>5.9 External Male Genitalia Care</p> <p>5.10 Tools and Devices</p>	<p>5.2 Applying Principles of Infection Control</p> <p>5.3 Maintaining client privacy, comfort and safety</p> <p>5.4 Performing genitals care</p> <p>5.5 Documenting activities accurately</p> <p>5.6 Using Personal Protective Equipment (PPE)</p> <p>5.7 Using of tools and devices</p>
6 Assist client in oral care	<p>6.1 The purpose and scope of the activity is explained to the client utilizing therapeutic communication tools</p> <p>6.2 <b>Tools, equipment and materials</b> are prepared and used in an appropriate and safe manner in accordance with care plan</p> <p>6.3 Principles of infection control is practiced based on established procedure</p> <p>6.4 The environment is modified or adapted to ensure maximum comfort and safety according to established standard</p> <p>6.5 Client is assisted in the proper way to practice oral hygiene according to established procedure</p> <p>6.6 Client is assisted in the proper way to clean dentures according to established procedure</p> <p>6.7 Appropriate ways to give oral hygiene to conscious bed clients requiring assistance are demonstrated in</p>	<p>6.1 Therapeutic Communication Techniques</p> <p>6.2 Sanitation Code of the Philippines (PD 856)</p> <p>6.3 Ecological Solid Waste Management Act (RA 9003)</p> <p>6.4 Data Privacy Act (RA 10173)</p> <p>6.5 OSH Law</p> <p>6.6 Personal Protective Equipment (PPE)</p> <p>6.7 Oral Hygiene Principles and Procedures</p> <p>6.8 Conditions that aid in the development of infection</p> <p>6.9 Infection Control Procedures</p> <p>6.10 Client Positioning</p> <p>6.11 Abnormal oral conditions and its mitigation measures</p> <p>6.12 Equipment for routine mouth care</p> <p>6.13 Care of Dentures</p>	<p>6.1 Demonstrating verbal therapeutic communication skills</p> <p>6.2 Demonstrating documentation / reporting skills</p> <p>6.3 Performing mouth care skills</p> <p>6.4 Performing oral hygiene care for conscious client</p> <p>6.5 Performing oral hygiene care caring skills for bed and non-ambulatory clients requiring assistance</p> <p>6.6 Performing caring skills for dentures</p> <p>6.7 Using of Personal Protective Equipment (PPE)</p> <p>6.8 Applying care of dentures</p> <p>6.9 Using of equipment for routine mouth care</p>

	<p>accordance with established standards</p> <p>6.8 Accurate documentation of oral care is maintained according to established standard</p>		
7 Assist the client in skin care	<p>7.1 The purpose and scope of the activity is explained to the client utilizing therapeutic communication tools</p> <p>7.2 <b>Tools, materials, equipment</b> are prepared and used in an appropriate and safe manner in accordance with established procedures</p> <p>7.3 Principles of infection control procedures are practiced based on established standards</p> <p>7.4 Privacy and safety is ensured during assessment based on established standard procedures.</p> <p>7.5 Skin conditions and breakdowns are assessed and documented based on established standard</p> <p>7.6 Client is assisted in performing skin care hygiene in accordance to standard care procedures</p> <p>7.7 Good nutrition and hydration practices are applied in accordance to standard procedures</p> <p>7.8 Physical movement and range of motion exercises are applied to improve circulation in accordance to standard procedures</p>	<p>7.1 Therapeutic Communication Techniques</p> <p>7.2 Sanitation Code of the Philippines (PD 856)</p> <p>7.3 Ecological Solid Waste Management Act (RA 9003)</p> <p>7.4 Data Privacy Act (RA 101073)</p> <p>7.5 RA 9995 (Defining and penalizing the crime of photo and video desires, prescribing penalties and other purposes)</p> <p>7.6 Clean Air Act</p> <p>7.7 Solid Waste Disposal Act</p> <p>7.8 Right to Privacy</p> <p>7.9 RA 11058 (OSH Law)</p> <p>7.10 Personal Protective Equipment</p> <p>7.11 Skin Care Hygiene</p> <p>7.12 Skin Conditions</p> <p>7.13 Skin Nutrition and Hydration</p>	<p>7.1 Applying therapeutic communication skills</p> <p>7.2 Applying Principles of infection control</p> <p>7.3 Assessing skin integrity</p> <p>7.4 Identifying causes, locations of pressure ulcers</p> <p>7.5 Performing basic skin care and wound dressing techniques</p> <p>7.6 Documenting/ reporting skills</p> <p>7.7 Using of Personal Protective Equipment (PPE)</p>
8 Assist client in dressing and undressing	<p>8.1 Client's clothing is selected based on his/her comfort and needs</p> <p>8.2 Client is dressed appropriately based on</p>	<p>8.1 Therapeutic Communication Techniques</p> <p>8.2 Data Privacy Act (RA 11073)</p> <p>8.3 RA 9995 (Defining and penalizing the</p>	<p>8.1 Applying therapeutic communication skills</p> <p>8.2 Assisting in dressing /</p>

	<p>body parts affected / condition of the client</p> <p>8.3 The client is given enough time to do as much as she/he is able to on their own based on his/her comfort and needs</p> <p>8.4 Infection control procedures is practiced</p> <p>8.5 Privacy and safety is ensured during dressing and undressing</p> <p>8.6 The client is assisted in dressing and undressing</p> <p>8.7 <b>Well-fitting shoes and slippers</b> are selected to avoid accidents and falls</p>	<p>crime of photo and video desires, prescribing penalties and other purposes)</p> <p>8.4 RA 11058 (OSH Law)</p> <p>8.5 Personal Protective Equipment (PPE)</p> <p>8.6 Ergonomics</p> <p>8.7 Dressing Techniques</p> <p>8.8 Age Reduction Fashion Styling</p>	<p>undressing the client</p> <p>8.3 Documenting / reporting accurately the activities done</p> <p>8.4 Providing well-fitting shoes and slippers</p> <p>8.5 Using of Personal Protective Equipment (PPE)</p>
9 Prepare and maintain client's bed	<p>9.1 Principles of Infection control is applied based on established standard</p> <p>9.2 The area for <b>bed</b> making is cleaned and ready based on established standard procedures</p> <p>9.3 Materials for bed making are prepared based on established standard</p> <p>9.4 Comfort and safety of the client is maintained when doing occupied bed making based on established procedure</p> <p>9.5 Proper body mechanics observed during bed making</p> <p>9.6 Damaged and/or faulty beds, equipment, mattresses, pillows and linen are reported to appropriate persons based on established standard procedures</p> <p>9.7 Accurate documentation based on the established standard</p> <p>9.8 Damaged and/or faulty beds, equipment, mattresses, pillows and linen are reported to appropriate persons</p>	<p>9.1 Therapeutic Communication Techniques</p> <p>9.2 Sanitation Code of the Philippines (PD 856)</p> <p>9.3 Ecological Solid Waste Management Act (RA 9003)</p> <p>9.4 Data Privacy Act (RA 101073)</p> <p>9.5 RA 9995 (Defining and penalizing the crime of photo and video desires, prescribing penalties and other purposes)</p> <p>9.6 Right to privacy</p> <p>9.7 RA 11058 (OSH Law)</p> <p>9.8 Personal Protective Equipment (PPE)</p> <p>9.9 Types and Description of Bed Linen Items</p> <p>9.10 Bed equipment and tools</p> <p>9.11 Bed Cleaning</p> <p>9.12 Safe Handling of Soiled Linen</p> <p>9.13 Hygiene</p> <p>9.14 Infection Control</p> <p>9.15 Work health and safety, including processes for controlling for</p>	<p>9.1 Applying Principles of Infection Control</p> <p>9.2 Preparing the materials needed in bed making</p> <p>9.3 Applying comfort and safety of the client during bed making</p> <p>9.4 Observing proper body mechanics</p> <p>9.5 Document accurately the activities done</p> <p>9.6 Using of Personal Protective Equipment</p> <p>9.7 Using of equipment and tools</p>

	<p>based on established standard procedures</p> <p>9.9 All cleaning materials are cleaned and returned to storage area based on established standard procedures</p> <p>9.10 Any clinical waste are disposed in accordance with industry guidelines based on established standard procedures</p>	<p>manual task risk factors</p> <p>9.16 Clinical Waste Disposal</p>	
10 Assist client in safe ambulation and transfer	<p>10.1 Infection control procedures are practiced based on established standard procedure</p> <p>10.2 The purpose and scope of activities outlined in the care plan is explained to the client utilizing therapeutic communication tools based on established standard procedures.</p> <p>10.3 <b>Mobility / transfer equipment</b>, are prepared and used in an appropriate and safe manner in accordance with care plan based on established standard procedures</p> <p>10.4 Comfort and safety of the client is applied based on established standard</p> <p>10.5 Client is assisted with a range of <b>ambulation activities to reacquire independence</b> in accordance with established standard procedures</p> <p>10.6 Client is given positive reinforcement during ambulation activities based on established standard procedures</p> <p>10.7 Principles of progressive activities are explained to the</p>	<p>10.1 Therapeutic Communication Techniques</p> <p>10.2 Clean Air Act</p> <p>10.3 Ecological Solid Waste Management Act (RA 9003)</p> <p>10.4 Data Privacy Act (RA 11073)</p> <p>10.5 RA 11058 OSH Law</p> <p>10.6 Personal Protective Equipment (PPE)</p> <p>10.7 Mobility and Its Implications</p> <p>10.8 Progressive Ambulation Activities</p> <p>10.9 Relaxation Techniques</p> <p>10.10 Distraction Activities</p> <p>10.11 Transfer Techniques</p> <p>10.12 Lifting Techniques</p>	<p>10.1 Applying Principles of Infection Control</p> <p>10.2 Applying therapeutic communication skills</p> <p>10.3 Documenting / reporting skills</p> <p>10.4 Maintaining a safe, and hazard free environment</p> <p>10.5 Providing attainable short-term goals to help increase client's self-confidence and worth</p> <p>10.6 Implementing and monitoring ambulation activities</p> <p>10.7 Transferring of clients from wheelchair to bed</p> <p>10.8 Assisting the client's ambulation</p> <p>10.9 Preventing the client from falls and accidents</p> <p>10.10 Documenting accurately the activities of the client</p> <p>10.11 Using of Personal Protective Equipment</p> <p>10.12 Using of mobility assistive</p>

	client based on established standard procedures 10.8 Client's progress recorded and reported to supervising health professional based on established standard procedures		
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**RANGE OF VARIABLES**

<b>VARIABLE</b>	<b>RANGE</b>
1. Therapeutic Communication	May include: 1.1 Communication 1.1.1 Verbal 1.1.2 Non-verbal 1.2 Communication tips used 1.2.1 Allow extra time for older client 1.2.2 Avoid distraction 1.2.3 Sit face to face 1.2.4 Maintain eye contact 1.2.5 Listen actively to the client 1.2.6 Speak slowly, clearly and loudly 1.2.7 Use short, simple words and sentences 1.2.8 Keep the client relaxed and focus 1.2.9 Start with the right body language 1.2.10 Build rapport 1.2.11 Exercise patience 1.2.12 Show sincerity and empathy 1.2.13 Always end with positive behavior
2. Hand Hygiene Techniques	May include: 2.1 Liquid soap 2.2 Sink with running water 2.3 Paper towel or clean cloth 2.4 Steps of hand hygiene techniques 2.4.1 Before touching a patient 2.4.2 Before clean/aseptic procedure 2.4.3 After body fluid exposure risk 2.4.4 After touching the client 2.4.5 After touching the client surroundings
3. Vital Signs Paraphernalia	May include: 3.1 Alcohol 3.2 Cotton balls 3.3 Receptacles 3.4 Thermometer 3.4.1 Digital

	<ul style="list-style-type: none"> <li>3.4.2 Infrared</li> <li>3.4.3 Temporal</li> <li>3.5 Stethoscope</li> <li>3.6 Sphygmomanometer <ul style="list-style-type: none"> <li>3.6.1 Digital</li> <li>3.6.2 Manual</li> </ul> </li> <li>3.7 Wrist watch with second hand</li> <li>3.8 Wall clock with second hand</li> </ul>
4. Factors Affecting Vital Signs	<p>May include:</p> <ul style="list-style-type: none"> <li>4.10 Age</li> <li>4.11 Sex</li> <li>4.12 Environment</li> <li>4.13 Activity</li> <li>4.14 Stress</li> <li>4.15 Food intake</li> <li>4.16 Prescribed medication intake</li> <li>4.17 Sleep and rest pattern</li> </ul>
5. Monitored and Recorded Accurately	<p>May include:</p> <ul style="list-style-type: none"> <li>5.1 Defining terminologies <ul style="list-style-type: none"> <li>5.1.1 Vitals signs</li> <li>5.1.2 Cardinal signs</li> <li>5.1.3 Fever <ul style="list-style-type: none"> <li>5.1.3.1 Pyrexia</li> <li>5.1.3.2 Hyperthermia</li> <li>5.1.3.3 Hypothermia</li> <li>5.1.3.4 Degree Celsius (°C)</li> <li>5.1.3.5 Degree Fahrenheit (°F)</li> <li>5.1.3.6 Normal body temperature</li> <li>5.1.3.7 Steps in taking body temperature</li> </ul> </li> <li>5.1.4 Pulse Rate <ul style="list-style-type: none"> <li>5.1.4.1 Radial pulse</li> <li>5.1.4.2 Ulnar pulse</li> <li>5.1.4.3 Normal pulse rate</li> <li>5.1.4.4 Steps in taking pulse rate</li> </ul> </li> <li>5.1.5 Respiration Rate <ul style="list-style-type: none"> <li>5.1.5.1 Apnea</li> <li>5.1.5.2 Bradypnea</li> <li>5.1.5.3 Tachypnea</li> <li>5.1.5.4 Normal respiratory rate</li> <li>5.1.5.5 Steps in taking respiration</li> </ul> </li> <li>5.1.6 Blood Pressure <ul style="list-style-type: none"> <li>5.1.6.1 Systolic</li> <li>5.1.6.2 Diastolic</li> <li>5.1.6.3 Normal blood pressure</li> <li>5.1.6.4 Steps in taking blood pressure</li> </ul> </li> </ul> </li> <li>5.2 General guidelines for accurate recording <ul style="list-style-type: none"> <li>5.2.1 Date and time</li> <li>5.2.2 Timing</li> <li>5.2.3 Legibility</li> <li>5.2.4 Permanence</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>5.2.5 Use of accepted terminology or words</li> <li>5.2.6 Correct spelling</li> <li>5.2.7 Accuracy</li> <li>5.2.8 Sequence</li> <li>5.2.9 Appropriateness</li> <li>5.2.10 Completeness</li> <li>5.2.11 Conscience</li> <li>5.2.12 Legal prudence</li> <li>5.2.13 Print name and signature</li> <li>5.2.14 Do not leave spaces</li> <li>5.2.15 Avoid erasures</li> <li>5.2.16 Write legibly</li> </ul>
6. Factors Affecting Vital Signs	<p>May include:</p> <ul style="list-style-type: none"> <li>6.1 Age</li> <li>6.2 Sex</li> <li>6.3 Environment</li> <li>6.4 Activity</li> <li>6.5 Stress</li> <li>6.6 Food intake</li> <li>6.7 Medication intake</li> <li>6.8 Sleep – rest pattern</li> </ul>
7. Food Pyramid	<p>May include:</p> <ul style="list-style-type: none"> <li>7.1 Carbohydrates – rich foods</li> <li>7.2 Protein- rich foods</li> <li>7.3 Fats</li> <li>7.4 Minerals</li> <li>7.5 Vitamins C, D, E</li> <li>7.6 Fiber <ul style="list-style-type: none"> <li>7.6.1 Soluble fiber</li> <li>7.6.2 Insoluble fiber</li> </ul> </li> <li>7.7 Omega 3- Fatty Acids</li> <li>7.8 Calcium</li> <li>7.9 Iron</li> <li>7.10 Potassium</li> <li>7.11 Magnesium</li> <li>7.12 Water</li> </ul>
8 Therapeutic Diet	<p>May include:</p> <ul style="list-style-type: none"> <li>8.1 Regular (normal)</li> <li>8.2 Soft (mechanical)</li> <li>8.3 Bland</li> <li>8.4 Low Residue</li> <li>8.5 High- Calorie</li> <li>8.6 Low-Calorie</li> <li>8.7 Low-fat</li> <li>8.8 Low-cholesterol</li> <li>8.9 Diabetic</li> <li>8.10 High-protein</li> <li>8.11 Low-sodium</li> <li>8.12 Salt-free</li> </ul>

<p>9 Feeding Tools, materials and equipment</p>	<p>May Include:</p> <ul style="list-style-type: none"> <li>9.1 Bowls and plates with high sides</li> <li>9.2 Bowls and plates with partition</li> <li>9.3 Insulated bowls and plates</li> <li>9.4 Slip resistant bowls and plates</li> <li>9.5 Mugs and cups with straws</li> <li>9.6 Protective clothing – aprons, bibs, neckerchiefs</li> <li>9.7 Lap trays</li> <li>9.8 Strip resistant tray liners</li> <li>9.9 Non-metallic /shaped spoons and forks</li> </ul>
<p>10 Well-Balanced Diet</p>	<p>May include:</p> <ul style="list-style-type: none"> <li>10.1 Nutrients (Go, Grow and Glow)</li> <li>10.2 Micronutrients</li> <li>10.3 Calorie</li> <li>10.4 Cholesterol</li> </ul>
<p>11 Proper Feeding Techniques</p>	<p>May include:</p> <ul style="list-style-type: none"> <li>11.1 Allow client feed independence</li> <li>11.2 Do not rush</li> <li>11.3 Be gentle with utensils</li> <li>11.4 Keep the conversation pleasant</li> <li>11.5 Feed foods separated</li> <li>11.6 Assist in drinking</li> <li>11.7 Record intake and output</li> <li>11.8 Record Observation</li> <li>11.9 Aspiration <ul style="list-style-type: none"> <li>11.9.1 Signs and symptoms</li> <li>11.9.2 Precautions</li> </ul> </li> <li>11.10 Regurgitation <ul style="list-style-type: none"> <li>11.10.1 Signs and symptoms</li> <li>11.10.2 Precautions</li> </ul> </li> </ul>
<p>12 Proper Storage and Disposal of Left-Over Food</p>	<p>May include:</p> <ul style="list-style-type: none"> <li>12.1 Biodegradable</li> <li>12.2 Non-Biodegradable</li> </ul>
<p>13 Toileting</p>	<p>May include:</p> <ul style="list-style-type: none"> <li>13.1 Getting on and off the toilet</li> <li>13.2 Assist in using the toilet</li> <li>13.3 Managing clothing</li> </ul>
<p>14 Elimination</p>	<p>May include:</p> <ul style="list-style-type: none"> <li>14.1 Urine elimination terminologies <ul style="list-style-type: none"> <li>13.1.1 Micturition</li> <li>13.1.2 Voiding</li> <li>13.1.3 Urination</li> <li>13.1.4 Nocturia</li> <li>13.1.5 Dysuria</li> <li>13.1.6 Urinary incontinence</li> </ul> </li> <li>14.2 Factors to consider in developmental changes affecting urine output</li> </ul>

	<ul style="list-style-type: none"> <li>14.2.1 Provide privacy</li> <li>14.2.2 Ensure comfort and safety</li> <li>14.2.3 Proper positioning</li> <li>14.2.4 Provide sufficient time</li> <li>14.2.5 Provide 8 glasses of water a day</li> <li>14.3 Running water is provided to aid in elimination <ul style="list-style-type: none"> <li>14.3.1 Consider medication like vitamins, food and fluid intake that may cause urine discoloration</li> <li>14.3.2 Accurate documentation of fluid intake <ul style="list-style-type: none"> <li>14.3.2.1 Water intake</li> <li>14.3.2.2 Cola drinks</li> <li>14.3.2.3 Coffee</li> <li>14.3.2.4 Wine</li> </ul> </li> <li>14.3.3 Accurate documentation of urine output <ul style="list-style-type: none"> <li>14.3.3.1 Color</li> <li>14.3.3.2 Amount</li> <li>14.3.3.3 Odor</li> <li>14.3.3.4 Time and frequency</li> <li>14.3.3.5 Particles</li> </ul> </li> </ul> </li> <li>14.4 Fecal elimination terminologies <ul style="list-style-type: none"> <li>13.4.1 Defecation</li> <li>13.4.2 Fecal</li> <li>13.4.3 Constipation</li> <li>13.4.4 Diarrhea</li> <li>13.4.5 Fecal impaction</li> <li>13.4.6 Flatulence</li> </ul> </li> <li>14.5 Factors to consider in developmental changes affecting fecal elimination <ul style="list-style-type: none"> <li>14.5.1 Provide privacy</li> <li>14.5.2 Ensure comfort and safety</li> <li>14.5.3 Proper positioning</li> <li>14.5.4 Provide sufficient time</li> <li>14.5.5 Provide 8 glasses of water a day either 2,000 to 3,000 ml/day</li> <li>14.5.6 Provide high fiber diet</li> <li>14.5.7 Modified exercise to promote peristalsis</li> <li>14.5.8 Avoid stress</li> <li>14.5.9 Encourage morning habit of defecating at regular time</li> <li>14.5.10 Consider medication, food and fluid intake that may cause fecal discoloration</li> <li>14.5.11 Accurate documentation of food intake <ul style="list-style-type: none"> <li>14.5.11.1 Specific kind of food</li> <li>14.5.11.2 Amount of food</li> <li>14.5.11.3 Food intake in between meals</li> <li>14.5.11.4 Food intake during the night</li> </ul> </li> </ul> </li> </ul>
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	<p>14.6 Management for constipation</p> <p>14.6.1 Increase in fluid intake</p> <p>14.6.2 Provide diet high in fiber</p> <p>14.6.3 Provide modified exercise</p> <p>14.6.4 Avoid foods high in fats or greasy foods</p> <p>14.6.5 Follow regular eating pattern to provide a regular pattern of peristaltic activity in the colon</p> <p>14.6.6 Constipation persist refer to doctor</p> <p>14.7 Management for diarrhea</p> <p>14.7.1 Provide BRAT diet</p> <p>14.7.1.1 Banana</p> <p>14.7.1.2 Apple</p> <p>14.7.1.3 Rice or Porridge</p> <p>14.7.1.4 Tea and Toasted bread without butter</p> <p>14.7.2 Provide fluid intake to prevent dehydration</p> <p>14.7.3 Avoid foods high in fiber, fatty and greasy foods</p> <p>14.7.4 Diarrhea persist refer to doctor</p> <p>14.8 Bowel elimination</p> <p>14.9 Urine elimination</p>
<p>15 Toileting Equipment, Aids and Appliances</p>	<p>May include:</p> <p>15.1 Raised toilet seats</p> <p>15.2 Commode chairs</p> <p>15.3 Toilet backrest</p> <p>15.4 Toilet rails</p> <p>15.5 Female urinals</p> <p>15.6 Male urinals</p> <p>15.7 Bedpans</p> <p>15.8 Bed rail</p> <p>15.9 Incontinence aids and devices:</p> <p>15.9.1 Disposable pads, nappies, pull-on style pads and all-in-one pads</p> <p>15.9.2 Reusable bed pads, chair pads and pants</p> <p>15.9.3 Sheaths (latex and non-latex)</p> <p>15.9.4 Leg and night drainage bags</p> <p>15.9.5 Stretch pants (only supplied with non-adhesive shaped pads)</p>
<p>16 Assistive Devices</p>	<p>May include:</p> <p>16.1 Walker</p> <p>16.2 Cane</p> <p>16.3 Crutches</p>
<p>17 Voiding Records</p>	<p>May include:</p> <p>17.1 Intake and Output Monitoring</p>
<p>18 Bathing</p>	<p>May include:</p> <p>18.1 Kinds of bath</p> <p>18.1.1 Bed Bath</p> <p>18.1.2 Sponge Bath</p>

	<ul style="list-style-type: none"> <li>18.1.3 Towel Bath</li> <li>18.1.4 Showering</li> <li>18.1.5 Toilet Bath</li> <li>18.1.6 Under-the-clothes Bath</li> <li>18.2 Preparing of bathing paraphernalia</li> <li>18.3 Steps in bathing the client</li> </ul>
19 Perineal/Genital Care paraphernalia	<p>May include:</p> <ul style="list-style-type: none"> <li>20.1 Tools, materials and equipment <ul style="list-style-type: none"> <li>19.1.1 Forceps</li> <li>19.1.2 Cotton balls</li> <li>19.1.3 Kidney basin</li> <li>19.1.4 Cotton canister</li> <li>19.1.5 Rubber sheet</li> <li>19.1.6 Underpads</li> <li>19.1.7 Hypoallergenic liquid soap</li> <li>19.1.8 Bath Towel</li> <li>19.1.9 Personal Protective Equipment</li> <li>19.1.10 Hand towel</li> <li>19.1.11 Bath blanket</li> <li>19.1.12 Bed pan</li> </ul> </li> <li>20.2 Female Genital organ of a mannequin <ul style="list-style-type: none"> <li>20.2.1 Steps in cleaning the female genital organ <ul style="list-style-type: none"> <li>20.2.1 Mons pubis</li> <li>20.2.2 Labia majora</li> <li>20.2.3 Labia minora</li> <li>20.2.4 Clitoris</li> <li>20.2.5 Opening of Urethra</li> <li>20.2.6 Opening of Vagina</li> <li>20.2.7 Perineum</li> <li>20.2.8 Anus</li> </ul> </li> </ul> </li> <li>20.3 Male Genitalia organ of mannequin <ul style="list-style-type: none"> <li>20.3.1 Steps in cleaning the male genital organ <ul style="list-style-type: none"> <li>20.3.1 Penis</li> <li>20.3.2 Urethra</li> <li>20.3.3 Scrotum</li> </ul> </li> </ul> </li> </ul>
20 Bathing Equipment, Aids and Appliances	<p>May include:</p> <ul style="list-style-type: none"> <li>20.1 Shower chairs and stools</li> <li>20.2 Hair washing basin</li> <li>20.3 Rinse free shampoo</li> <li>20.4 Shower cap</li> <li>20.5 Cleansing towel</li> <li>20.6 Bathing towel</li> <li>21.8 Modesty garment / bath robe</li> </ul>
21 Genital Tools, Materials and Equipment	<p>May include:</p> <ul style="list-style-type: none"> <li>21.1 Forceps</li> <li>21.2 Cotton Balls</li> <li>21.3 Kidney Basin</li> <li>21.4 Cotton Canister</li> <li>21.5 Rubber Sheet</li> </ul>

	<p>21.6 Underpads</p> <p>21.7 Feminine/Masculine Wash</p>
22Dental /Oral Health Tools, Equipment and Materials	<p>May include:</p> <p>22.1 Fluoride toothpaste</p> <p>22.2 Interdental toothbrush</p> <p>22.3 Glycerin</p> <p>22.4 Toothbrush</p> <p>22.5 Floss Holder</p> <p>22.6 Unbreakable Glass</p>
23Skin Care Tools, Equipment and Materials	<p>May include:</p> <p>23.1 Mattress, bed and special cushions</p> <p>23.2 Gentle cleanser</p> <p>23.3 Saltwater (saline) solution</p> <p>23.4 Non-steroidal anti-inflammatory drugs</p> <p>23.5 Gauze</p> <p>23.6 Bandage</p>
24Skin Assessment	<p>May include:</p> <p>24.1 Type or structure</p> <p>24.2 Size</p> <p>24.3 Shape</p> <p>24.4 Texture</p> <p>24.5 Color</p> <p>24.6 Distribution</p> <p>24.7 Configuration</p>
25 Well-Fitting Shoes and Slippers	<p>May include:</p> <p>25.1 Good thread</p> <p>25.2 Closed heels</p> <p>25.3 Slip resistant sole material</p> <p>25.4 Low heels</p> <p>25.5 Light weight</p>
26 Age Reduction Fashion	<p>May include:</p> <p>26.1 Vertical patterns</p> <p>26.2 Complementary colors</p> <p>26.3 Loose fitting fabric – less friction on thin skin</p> <p>26.4 Easy to dress and undress</p> <p>26.5 Accessorize</p>
27 Bed Making	<p>May include:</p> <p>27.1 Ordinary Bed with mattress</p> <p>27.2 Surgical Bed with mattress</p> <p>27.3 Steps in bed making</p> <p>27.3.1 Occupied bed</p> <p>27.3.2 Un-occupied bed</p> <p>27.3.2.1 Open bed</p> <p>27.3.2.2 Close bed</p>
28 Bed, Equipment and Aids	<p>May include:</p> <p>28.1 Hospital bed with side rails</p> <p>28.2 Linens</p> <p>28.2.1 bottom sheet</p> <p>28.2.2 top sheet</p> <p>28.2.3 underpads</p>

	<ul style="list-style-type: none"> <li>28.2.4 pillow case</li> <li>28.2.5 pillow</li> <li>28.3 Over bed tables</li> <li>28.4 Bed wedge</li> <li>28.5 Slide sheet</li> <li>28.6 Foot stool</li> <li>28.7 Hospital bed with side rails</li> <li>28.8 Hamper</li> <li>28.9 Linen trolley</li> </ul>
29 Mobility / Transfer Equipment	<p>May include:</p> <ul style="list-style-type: none"> <li>29.1 Walkers</li> <li>29.2 Canes</li> <li>29.3 Crutches</li> <li>29.4 Wheelchair</li> <li>29.5 Trapeze</li> <li>29.6 Transfer/gait belt</li> <li>29.7 Mobility draw sheet</li> <li>29.8 Transfer boards</li> <li>29.9 Commode chairs</li> </ul>
30 Ambulation Activities to Reacquire Independence	<p>May include:</p> <ul style="list-style-type: none"> <li>30.1 Muscle exercise- abdominal tightening exercise, knee bends</li> <li>30.2 Passive or active assistive rom exercises to all extremities</li> <li>30.3 Early ambulation exercises-leg dangling, sitting in a chair</li> <li>30.4 Resistance training exercises</li> <li>30.5 Coughing and deep breathing exercises</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 Practiced infection control procedures</li> <li>1.2 Discussed safe and healthy food preparation</li> <li>1.3 Demonstrated ability to assist the client in eating food and its preparation</li> <li>1.4 Demonstrated proper technique of feeding a client</li> <li>1.5 Demonstrated ability to use the urinal, bedpan, and commode in toileting and elimination</li> <li>1.6 Demonstrated proper positioning of client</li> <li>1.7 Demonstrated assistive dressing and undressing skills</li> <li>1.8 Demonstrated proper way to practice oral hygiene</li> <li>1.9 Demonstrated proper way to clean dentures</li> <li>1.10 Demonstrated proper bathing and shampooing of the client</li> <li>1.11 Demonstrated skin care hygiene</li> <li>1.12 Demonstrated good nutrition and hydration practices</li> <li>1.13 Assisted the client with a range of ambulation activities to reacquire independence</li> <li>1.14 Assisted the client in the use of mobility devices</li> <li>1.15 Demonstrated proper bed making</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 appropriate to the unit of competency</li> <li>2.2 Equipment, supplies and materials appropriate to the unit of competency</li> <li>2.3 Recording / Reporting templates appropriate to the unit of competency</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 Written test</li> <li>3.2 Demonstration with questioning</li> <li>3.3 Interview</li> </ul>
<p>4. Context of Assessment</p>	<p>4.1 Competency may be assessed in the actual workplace or at the designated TESDA Accredited Assessment Center.</p>

**UNIT OF COMPETENCY : PERFORM SPECIALTY CARE PROCEDURES**

**UNIT CODE : HHC5323323**

**UNIT DESCRIPTOR :** This unit covers the knowledge, skills and attitudes required to support client with their technical care needs within the framework of the individualized care support plan.

<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. Assist in basic wound care	1.1 The purpose and scope of the activity is explained to the client utilizing therapeutic communication tools based on established standard procedure 1.2 Principles of infection control is applied based on established standard 1.3 Client's comfort and safety is ensured based on established standard procedures 1.4 <b>Wound dressing</b> paraphernalia are prepared based on established standard 1.5 Wound dressing techniques is applied aseptically based on established procedure 1.6 Wound assessment is observed during the procedure based on established standard 1.7 Wound healing progress is monitored and recorded based on established standard procedures	1.1 Therapeutic communication techniques 1.2 Sanitation Code of the Philippines (PD 856) 1.3 Ecological Solid Waste Management Act (RA 9003) 1.4 Data Privacy Act (RA 10173) 1.5 RA 9995 - Defining and penalizing the crime of photo and video desires, prescribing penalties and other purposes 1.6 OSH Law (RA 11058) 1.7 Wound Healing Process 1.8 Types of Wounds 1.9 Types of Dressing 1.10 Compression Bandaging 1.11 Infection Control Procedures 1.12 Personal Protective Equipment 1.13 Wound care equipment, aids and appliances 1.14 Procedures for safe disposal of used dressings	1.1 Apply therapeutic communication techniques 1.2 Applying Principles of Infection Control 1.3 Performing aseptic hand washing 1.4 Maintaining client's privacy, safety and comfort 1.5 Assessing the wound 1.6 Identifying types of dressing 1.7 Cleansing the wound 1.8 Applying appropriate wound dressing 1.9 Using of personal protective equipment properly 1.10 Using of compression bandage 1.11 Using of wound care equipment, aids and appliances 1.12 Disposing used dressings properly 1.13 Documenting accurately

<p>2 Apply hot and cold therapy</p>	<p>2.1 The goals and benefits of hot and cold therapy in pain management as outlined in the care plan, is understood and explained to the client as prescribed by the doctor.</p> <p>2.2 Principles of Infection Control is practiced based on established standard</p> <p>2.3 Appropriate hand washing technique is performed and PPE is applied based on established standard procedures</p> <p>2.4 Vital signs of the client are monitored based on established standard procedures</p> <p>2.5 Possible risks and complications of hot and cold therapy on the client are understood</p> <p>2.6 <b>Appropriate heat / cold therapy techniques</b> are applied to the client</p> <p>2.7 Risks and limitations are identified and reported based on established standard procedures</p> <p>2.8 Activity is monitored and recorded based on established standard procedures</p>	<p>2.1 Therapeutic communication thru verbal and non - verbal communication such as body language</p> <p>2.2 Documentation Forms</p> <p>2.3 Ecological Solid Waste Management Act (RA 9003)</p> <p>2.4 Data Privacy Act (RA 10173)</p> <p>2.5 OSH Law (RA 11508)</p> <p>2.6 Infection Control</p> <p>2.7 General Science of Pain</p> <p>2.8 Heat and Cold Therapy Principles and Uses</p> <p>2.9 Cold Therapy Techniques and Equipment</p> <p>2.10 Risks, Limitations and Complications of Hot and Cold Treatment</p> <p>2.11 Use of Personal Protective Equipment</p>	<p>2.1 Apply therapeutic communication techniques</p> <p>2.2 Applying Principles of Infection Control</p> <p>2.3 Using a variety of cold therapy techniques</p> <p>2.4 Using a variety of hot therapy techniques</p> <p>2.5 Recognizing limitations of heat and cold therapies</p> <p>2.6 Using of Personal Protective Equipment properly</p> <p>2.7 Using of Heat Therapy Techniques and Equipment</p>
<p>3 Assist in providing palliative care</p>	<p>3.1 Therapeutic communication is applied based on established standard</p> <p>3.2 Principles of Infection Control is applied based on established standard</p> <p>3.3 <b>Concepts of death, dying and other related terminologies</b> are applied based on established standard</p> <p>3.4 The <b>Dying Person's Bill of Rights</b> is applied based on established standard</p>	<p>3.1 Therapeutic Communication</p> <p>3.2 RA 10173 Data Privacy Act</p> <p>3.3 RA 9995 Defining and penalizing the crime of photo and video desires, prescribing penalties and other purposes</p> <p>3.4 Concept of Death and Dying</p> <p>3.5 Dying Person's Bill of Rights</p> <p>3.6 Principles of Palliative Care</p> <p>3.7 Strategies to keep client comfortable</p>	<p>3.1 Applying therapeutic communication</p> <p>3.2 Applying Principles of Infection Control</p> <p>3.3 Applying Concepts of death and dying and other related terminologies</p> <p>3.4 Applying Dying Person Bill of Rights</p> <p>3.5 Applying Principles of Palliative Care</p> <p>3.6 Applying Strategies to keep client feel comfortable when</p>

	<p>3.5 <b>Principles of Palliative care</b> is applied based on established standard</p> <p>3.6 <b>Strategies</b> to keep clean and comfortable is applied when discussing death and dying</p> <p>3.7 Precautions are used based on established standard</p> <p>3.8 <b>Caregiver's responsibilities</b> are applied based on established standard</p> <p>3.9 <b>Benefits of Palliative Care</b> is discussed based on established standard</p> <p>3.10 Document accurately client's response to palliative</p>	<p>when discussing death and dying</p> <p>3.8 Caregiver's Responsibilities</p> <p>3.9 Benefits of Palliative Care</p> <p>3.10 Heat and Cold Therapy Techniques and Equipment</p> <p>3.11 Personal Protective Equipment</p>	<p>discussing death and dying</p> <p>3.7 Applying Caregiver's responsibilities</p> <p>3.8 Discussing benefits of Palliative Care</p> <p>3.9 Documenting accurately client's response to Palliative care</p> <p>3.10 Use of heat and cold therapy techniques</p> <p>3.11 Use of Personal Protective Equipment</p>
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## RANGE OF VARIABLES

VARIABLE	RANGE
1. Basic wound dressing	<p>May include:</p> <p>1.1 Materials:</p> <ul style="list-style-type: none"> <li>1.1.1 Forceps</li> <li>1.1.2 Cotton balls</li> <li>1.1.3 Gauze dressing</li> <li>1.1.4 Bandage</li> <li>1.1.5 Kidney basin</li> <li>1.1.6 Saline solution</li> <li>1.1.7 Bandage scissors</li> <li>1.1.8 Small plastic container</li> <li>1.1.9 Trash bin</li> </ul> <p>1.2 Wound assessment according to:</p> <ul style="list-style-type: none"> <li>1.2.1 Size</li> <li>1.2.2 Depth</li> <li>1.2.3 Location</li> <li>1.2.4 Discharge <ul style="list-style-type: none"> <li>1.2.4.1 Blood</li> <li>1.2.4.2 Pus</li> </ul> </li> <li>1.2.5 Odor/ smell</li> <li>1.2.6 Types of wounds <ul style="list-style-type: none"> <li>1.2.6.1 Closed wound</li> <li>1.2.6.2 Open wound <ul style="list-style-type: none"> <li>1.2.6.2.1 Abrasion</li> <li>1.2.6.2.2 Incision</li> <li>1.2.6.2.3 Punctured</li> <li>1.2.6.2.4 Laceration</li> <li>1.2.6.2.5 Avulsion</li> <li>1.2.6.2.6 Amputation</li> </ul> </li> </ul> </li> </ul> <p>1.3 Wound Management</p> <ul style="list-style-type: none"> <li>1.3.1 Minor wound <ul style="list-style-type: none"> <li>1.3.1.1 Wash with soap and water</li> <li>1.3.1.2 Cleanse with saline solution from inner to outer in circular motion using one stroke per cotton ball</li> </ul> </li> <li>1.3.2 Wound bleeding <ul style="list-style-type: none"> <li>1.3.2.1 Apply direct pressure</li> <li>1.3.2.2 Elevation</li> <li>1.3.2.3 Apply pressure to the pulse nearest to the wound</li> <li>1.3.2.4 Cover with dressing and apply bandage</li> <li>1.3.2.5 Bring to the nearest hospital</li> </ul> </li> </ul> <p>1.4 Proper dressing of wound</p> <p>1.5 Cardinal signs of infection</p>

	1.6 Wound dressing
2. Appropriate hot / cold therapy techniques as prescribed	<p>May include:</p> <ul style="list-style-type: none"> <li>2.1 Heat and cold application paraphernalia</li> <li>2.2 Guidelines in applying hot and cold</li> <li>2.3 Contraindication of hot and cold therapy</li> <li>2.4 Applying ice packs to injury within 48 hours</li> <li>2.5 Wetting a towel with cold water and then placing ice inside to keep the cloth cold</li> <li>2.6 Using Electric heating pads, microwavable pads, hot water bottles, gel packs, warm towels, and hot water baths under 20 minutes for hot therapy</li> <li>2.7 Alternating hot and cold therapy</li> </ul>
3. Concept of Dying, death and related terminologies	<p>May include:</p> <ul style="list-style-type: none"> <li>3.1 Death</li> <li>3.2 Dying</li> <li>3.3 Closed Awareness</li> <li>3.4 Mutual Pretense</li> <li>3.5 Open Awareness</li> <li>3.6 Hospice</li> <li>3.7 Palliative Care</li> <li>3.8 End of Life Care</li> </ul>
4. Dying Person's Bill of Rights	<p>May include:</p> <ul style="list-style-type: none"> <li>4.1 Has the right to be treated as a living human being until he die</li> <li>4.2 Has the right to maintain a sense of hopefulness</li> <li>4.3 Has the right to express his feelings and emotions about his approaching death</li> <li>4.4 Has the right to participate in decision concerning his care</li> <li>4.5 Has the right to expect continuing medical care</li> <li>4.6 Has the right not to die alone</li> <li>4.7 Has the right to be free from pain</li> <li>4.8 Has the right to ask question and answered honestly</li> <li>4.9 Has the right not to be deceived</li> <li>4.10 Has the right to have help from family in accepting death</li> <li>4.11 Has the right to die in peace and dignity</li> <li>4.12 Has the right to retain his individuality and not to be judged his decision which may contrary to the belief of others</li> <li>4.13 Has the right to be cared for by caring, sensitive, knowledgeable people and help him face death peacefully</li> </ul>
5. Principles of Palliative Care	<p>May include:</p> <ul style="list-style-type: none"> <li>5.1 Provide relief from and other distressing symptoms</li> <li>5.2 Affirms life and regards dying as a normal process</li> <li>5.3 intends neither to hasten or postpone death</li> <li>5.4 Integrated the psychological and spiritual aspects of client care</li> <li>5.5 offers a support to help clients live actively as possible until death</li> </ul>

<p>6. Strategies to keep dying client feel comfortable</p>	<p>May include:</p> <ul style="list-style-type: none"> <li>6.1 Identify your personal feelings about death and how they may influence interaction with client</li> <li>6.2 Focus on the client's needs</li> <li>6.3 Establish open communication</li> <li>6.4 Provide caring touch</li> <li>6.5 Respond with honesty and directness to the client's question about death</li> <li>6.6 Make time to be available to the client to provide support, listen and respond</li> </ul>
<p>7. Caregiver's responsibilities about dying client</p>	<p>May include:</p> <ul style="list-style-type: none"> <li>7.1 Assists the client achieved a dignified and peaceful death</li> <li>7.2 Provide relief from fear, loneliness and depression</li> <li>7.3 Maintains client's security, dignity and self worth</li> <li>7.4 Maintain physiologic and psychologic comfort</li> <li>7.5 Monitor vital signs</li> <li>7.6 Provide personal hygiene</li> <li>7.7 Provide pain control (psychologically)</li> <li>7.8 Provide relief of respiratory difficulties (elevate bed, deep breathing)</li> <li>7.9 Provide assistance with mobility, nutrition, hydration and elimination)</li> <li>7.10 Provide spiritual support</li> <li>7.11 Ensure client's spiritual is attended</li> <li>7.12 Caregiver has ethical and moral responsibility not to impose their own religion or spiritual belief on a client</li> </ul>
<p>8. Benefits of Palliative Care</p>	<p>May include:</p> <ul style="list-style-type: none"> <li>8.1 Encouraging open and early discussion on death and dying</li> <li>8.2 Allowing for advance care planning</li> <li>8.3 Providing opportunities especially for improved control of pain symptoms</li> <li>8.4 Offering the client and family consistent and continuous care</li> </ul>

## EVIDENCE GUIDE

<p>1. Critical Aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <p>1.1 Wound care:</p> <p>    1.1.1 Correctly identified the type of wound</p> <p>    1.1.2 Performed infection control procedures</p> <p>    1.1.3 Identified the signs and symptoms of infection</p> <p>1.2 Performed the appropriate hot and/or cold therapy technique</p> <p>1.3 Demonstrated palliative caring</p>
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <p>2.1 Appropriate elderly care work place</p> <p>2.2 Appropriate facilities, equipment and materials relevant to the unit of competency</p> <p>2.3 Relevant textbooks or manuals</p> <p>2.4 Relevant paper-based assessment instruments</p> <p>2.5 Appropriate assessment venue</p>
<p>3. Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <p>3.1 Demonstration with questioning</p> <p>3.2 Interview</p> <p>3.3 Observation and oral questioning</p>
<p>4. Context of Assessment</p>	<p>4.1 Competency may be assessed in the actual workplace or at the designated TESDA Accredited Assessment Center.</p>

**UNIT OF COMPETENCY : ASSIST CLIENTS IN ADMINISTERING PRESCRIBED MEDICATION**

**UNIT CODE : HHC532324**

**UNIT DESCRIPTOR :** This unit covers the knowledge, skills and work values required to assist clients in administering prescribed medication.

<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. Prepare to assist with medication	1.1 Personal hygiene and disinfection control procedures are implemented according to industry practice 1.2 Therapeutic communication is applied based on established standard 1.3 Related <b>medical terminologies</b> are used in assisting client in administering prescribed medication based on established standard 1.4 <b>Legal aspects</b> in assisting client in administering his prescribed medication is applied based on established standard 1.5 An understanding of client's medication order is demonstrated 1.6 Level and type of <b>physical assistance</b> required by the client to address their personal needs in taking medications is identified in accordance with established procedures 1.7 <b>Level and type of supervision required</b>	1.1 Oral and Written Communication 1.2 Common Prescription Abbreviations 1.3 Ecological Solid Waste Management Act (RA 9003) 1.4 Volume / Units Measurement 1.5 Medical Terminologies 1.6 Medication Orders 1.7 Caregiver Scope of Practice in Administering Medicines 1.8 Patient Medication Rights 1.9 Pre-Medication Administration Procedures 1.10 Levels and types of supervision in self administration of medications 1.11 Conditions affecting client administration of medications 1.12 Guidelines for medication preparation and administration 1.13 Forms of Medication 1.14 Types of Dispensing Aids	1.1 Applying legal aspects in assisting in the administration of specified medication 1.2 Interpreting package label information 1.3 Interpreting medication orders 1.4 Applying standard and additional precautions in infection control 1.5 Following instructions for assisting with administration of medication as per the client's health/care/support plan 1.6 Following occupational health and safety (OHS) guidelines 1.7 Observing and reporting contingencies which may arise 1.8 Observing, recording and reporting on the client's state of

	<p><b>by the client to self-administer medications</b> is identified in accordance with established procedures</p> <p>1.8 Any circumstances or changes in the client's condition or personal needs that may impact on assisting the client with their medication is identified and reported to the supervising health professional</p> <p>1.9 <b>Dispensing aids</b> are prepared in accordance to established standard</p> <p>1.10 <b>Implication of culture, beliefs and practices</b> in assisting client in administering prescribed medication is applied base on established standard</p>	<p>1.15 Infection control during medication preparation and administration</p> <p>1.16 OSH Guidelines</p> <p>1.17 Data Privacy Act (RA 10173)</p> <p>1.18 Defining and penalizing the crime of photo and video desires, prescribing penalties and other purposes (RA 9995)</p> <p>1.19 Use Personal Protective Equipment (PPE)</p> <p>1.20 Pending H.B. 6396– Caregiver’s Welfare Act for uniformity and consistency</p> <p>1.21 Legal Aspects</p> <p>1.22 Implication of culture, beliefs and practices in assisting client</p>	<p>health and well being</p> <p>1.9 Using of dispensing Aids</p> <p>1.10 Using of personal protective equipment</p>
<p>2. Prepare the client for assistance with administration of medication</p>	<p>6.1 Principles of infection control is applied based on established standard</p> <p>2.2. <b>Principles in giving medication</b> is applied based on established standard</p> <p>2.3 <b>Ten (10) rights of drug administration</b> is applied based on established standard</p> <p>2.4 <b>Common forms</b> of medication is applied based on established standard</p> <p>2.5 <b>Common routes</b> in administering medication is applied based on established standard</p> <p>2.6 <b>Client medications</b> are checked according to the procedures identified in the organization guidelines</p> <p>2.7 The <b>administration procedure</b> is explained to the client in line with requirements and</p>	<p>2.1 Therapeutic Communication Techniques</p> <p>2.2 Definition and basic classifications of medicines</p> <p>2.3 Quality of medicines</p> <p>2.4 Difference between generic and branded medicines</p> <p>2.5 Difference between prescription and over the counter medicines</p> <p>2.6 Common types of dosage forms</p> <p>2.7 Drug information labels</p> <p>2.8 Techniques in preventing drug mix ups and other medication errors</p>	<p>2.1 Understanding medication administration assistance of elderly</p> <p>2.2 Supporting client to self-administer the medication</p> <p>2.3 Providing physical assistance to take the medication</p>

	<p>organization procedures</p> <p>2.8 The medication to be administered is prepared in accordance with <b>standard dispensing practice of processing medication orders</b></p> <p>2.9 The client is observed prior to giving medication, to check for any physical or behavioral changes that may indicate a need to report to supervisor or health professional in accordance with organization policies and procedures</p>		
3. Assist/support medication administration according to prescription/instructions	<p>6.1 Principles of infection control is applied based on established standard</p> <p>6.2 Therapeutic communication is applied based established standard</p> <p>6.3 Privacy, safety and comfort of the client is applied based on established standard</p> <p>6.4 <b>Caregiver's guide</b> in assisting client in taking prescribed medication is applied based on established standard</p> <p>6.5 Medications are administered to the client or their self-administration is supported according to legislation and organization procedures and written prescription instructions</p> <p>6.6 All <b>necessary checks</b> are implemented to ensure the right medication is given at the right time, to the right person, in the right amount, via the right route</p>	<p>3.1 Documentation Procedures</p> <p>3.2 Personal needs of clients in taking medications</p> <p>3.3 Common side effects of medicines</p> <p>3.4 Sources of medication errors and preventive measures to take</p> <p>3.5 Medication administration aids</p>	<p>3.1 Understanding assistance/support medication administration according to prescription/instructions for elderly</p> <p>3.2 Identifying the appropriate dosage form, potency and generic name of the medicine</p> <p>3.3 Preparing and administering medication to the client</p> <p>3.4 Using correct dosage administration</p> <p>3.5 Documenting the administration of medicines</p>

	<p>6.7 Giving prescribed medication to client is demonstrated based on established standard</p> <p>6.8 <b>The client is assisted to take the medications as required,</b> in accordance with their needs and me documented procedures</p> <p>6.9 The client is observed when taking the medication and their ingestion or completion is confirmed with the client</p> <p>6.10 The client is observed for any untoward signs and symptoms and any possible medication effects and then reported to a supervisor or health professional</p> <p>6.11 Used <b>equipment,</b> discarded medications / applicators and rubbish are collected and placed in appropriate/ designated receptacle according to established standard procedures</p> <p>6.12 Document accurately the prescribed medication given to client</p>		
<p>4. Provide record and report of the client</p>	<p>4.1 <b>Purpose of client's documentation</b> is applied based on established standard</p> <p>4.2 <b>Characteristics of good documentation</b> is used based on the established standard</p> <p>4.3 <b>PES method of documentation</b> is applied based on established standard</p>	<p>4.1 Documentation procedures</p> <p>4.2 Purpose of client's documentation</p> <p>4.3 Characteristics of good documentation</p> <p>4.4 PES method of documentation</p> <p>4.5 Data Privacy Act (RA 10173)</p> <p>4.6 RA 9003 – Ecological Management Act</p> <p>4.7 Defining and penalizing the crime</p>	<p>4.1 Identifying the appropriate dosage form, potency and generic name of the medicine</p> <p>4.2 Preparing and administering medication to the client</p> <p>4.3 Using correct dosage administration</p>

		of photo and video desires, prescribing penalties and other purposes (RA 9995) 4.8 Tools and Materials	4.4 Documenting the administration of medicines
5. Comply with industry procedures for handling the range of issues/ contingencies which may arise	6.1 Details of medication administration and medication not being administered or absorbed, such as <b><i>incomplete ingestion</i></b> , expelling /vomiting, refusal or damage to medication, are documented and reported to supervising health professional 6.2 Individual's reactions to medication are identified, reported and recorded according to organization guidelines and health professional's instructions 6.3 Contaminated or expired medication are clearly identified and organization's procedures for ensuring safe and appropriate disposal is implemented 6.4 Any <b><i>inconsistencies observed with the medication or client</i></b> are promptly reported to the supervising health professional and action is taken in accordance with the industry procedures or health professional's instructions	5.1 Disposal of Expired Medicines 5.2 RA 9003 –Ecological Management Act 5.3 Medication Side Effects and Adverse Reactions to Medication 5.4 Effects of Missed / Skipped Doses	5.1 Understanding industry procedures for handling the range of issues / contingencies which may arise 5.2 Handling of expired / damaged / contaminated medicines properly 5.3 Handling skipped/missed doses 5.4 Recognizing medication side effects 5.5 Documenting given medication effects
6. Complete the distribution and administration of prescribed medication	6.1 Unused and/or used medications, containers and administration aids are cleaned and stored in accordance with industry and the organization's infection control guidelines according to	6.1 Infection control guidelines in cleaning medication containers and administration aids 6.2 Safe medication storage guidelines 6.3 Procedures to replenish dose administration aids and supplies	6.1 Understanding complete distribution and administration of medication 6.2 Storing of medications properly 6.3 Cleaning and storage of

	<p>established standard procedures</p> <p>6.2 Organization's arrangements and procedures to replenish dose administration aids and supplies of medications are followed according to established standard procedures</p> <p>6.3 Medication charts/care plans are stored securely according to organization procedures to ensure safety, security and confidentiality according to established standard procedures</p> <p>6.4 <b>Medications are stored</b> following government regulations and manufacturer's instructions according to established standard procedures</p>		<p>administration aids properly</p>
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## RANGE OF VARIABLES

VARIABLE	RANGE
1. Medical Terminologies	May include: 1.1 Medication 1.2 Drug 1.3 Prescription 1.4 Generic name 1.5 Trade name/brand name 1.6 Pharmacology 1.7 Therapeutic effect 1.8 Side effect 1.9 Adverse effect 1.10 Drug toxicity 1.11 Drug allergy
2. Legal Aspects	May include: 2.1 Data Privacy Act (RA 10173) 2.2 Defining and Penalizing the crime of photo and video desires, prescribing penalties and other purposes (RA 9995) 2.3 Caregiver’s Welfare Act (H.B. 6396) 2.4 Principle of “Respondent Superior” 2.5 Principle of “Vicarious Liability” 2.6 Ethical principles 2.6.1 Autonomy 2.6.2 Non-maleficence 2.6.3 Beneficence 2.6.4 Justice 2.6.5 Veracity 2.6.6 Confidentiality 2.7 Malpractice 2.8 Negligence 2.9 Torts
3. Physical Assistance	May include: 3.1 Discussing the process and addressing any likely difficulties 3.2 Confirming the time and type of medication 3.3 Establishing the type and level of support required by the client to take / receive the medication 3.4 Adjusting posture or position 3.5 Opening bottles or dose administration aids 3.6 Removing tablets or capsules from dose administration aids

	<p>3.7 Measuring the amount of liquid required into a medicine cup or a cream onto the affected area</p> <p>3.8 Ensuring that fluids are available to assist with swallowing</p> <p>3.9 Providing privacy</p>
4. Level and type of supervision required by the client to self-administer medications	<p>May include:</p> <p>4.1 Confirming the following with the client:</p> <p>4.1.1 The amount of medication (e.g. number of tablets or amount of gel)</p> <p>4.1.2 The time for self-medication (e.g. once a day with food)</p> <p>4.1.3 The route of self-medication (e.g. by mouth)</p> <p>4.1.4 Any alterations authorized by the pharmacist, registered nurse or health professional (e.g. crush tablets or mix with water or food)</p> <p>4.2 Checking the medication for expiry date and any obvious discrepancies such as color changes, disintegration or deterioration</p>
5. Dispensing Aids	<p>May include</p> <p>5.1 Dosesets</p> <p>5.2 Dispensing Spoons</p> <p>5.3 Dispensing Cups</p> <p>5.4 Pill Pots</p> <p>5.5 Pill Cutter</p>
6. Implication of culture, beliefs and practices	<p>May include:</p> <p>6.1 Remember that there may be difference in medication response among ethnic groups</p> <p>6.2 Avoid profiling and stereotyping</p> <p>6.3 Learn the client's beliefs, values and practices by asking family members</p> <p>6.4 Consider individual differences</p> <p>6.5 Learn about drug responses (adverse effect) that are related to ancestry</p> <p>6.6 Keep cultural context in mind when talking or discussing to the client regarding his medication</p>
7. Principles in giving medication	<p>May include:</p> <p>7.1 Caregiver assist in administering medication are responsible for their own action.</p> <p>7.2 Be knowledgeable about the medication prescribed by the physician</p> <p>7.3 Use only medication that are clearly labeled container</p> <p>7.4 Do not use liquid medication that are cloudy or changed color</p> <p>7.5 Administer only medication personally prepared and prescribed by physician</p> <p>7.6 Do not leave medication at client's bedside</p> <p>7.7 Always check the medication expiration date</p> <p>7.8 Store medication in a designated place at home</p> <p>7.9 Be sure that medications are stored out of reach of children</p> <p>7.10 Do not mix different medications together in one container</p>

	<p>7.11 Medicines should be stored in a cool dry place</p> <p>7.12 Medication stored in refrigerator should be separated from other items in the fridge.</p> <p>7.13 Medications taken by mouth should be kept separate from other items in the fridge</p>
8. Ten Rights of Drug Administration	<p>May include:</p> <p>8.1 Right Drug</p> <p>8.2 Right Patient</p> <p>8.3 Right Dose</p> <p>8.4 Right Route</p> <p>8.5 Right Time and Frequency</p> <p>8.6 Right Documentation</p> <p>8.7 Right History and Assessment</p> <p>8.8 Drug Approach and Right to Refuse</p> <p>8.9 Right Drug-Drug Interaction and Evaluation</p> <p>8.10 Right Education and Information</p>
9. Common Forms	<p>May include</p> <p>9.1 Tablet</p> <p>9.2 Capsule</p> <p>9.3 Caplet</p> <p>9.4 Syrup</p> <p>9.5 Pills</p> <p>9.6 Suspension</p> <p>9.7 Ointment (Eyes and Skin)</p> <p>9.8 Drops (Eyes and Ears)</p> <p>9.9 Rectal suppositories</p>
10. Client Medication / Required Medications	<p>May include:</p> <p>10.1 Medications prescribed for a client by a health professional and dispensed by a pharmacist in dose administration aids</p> <p>10.2 Medications purchased over the counter and identified in the client's health/care/support plan or drug/treatment sheet</p> <p>10.3 PRN Medications:</p> <p>10.3.1 As prescribed and instructed by the health professional</p> <p>10.3.2 In response to staff observation of need as identified in drug sheet and/or health/care/support plan and according to relevant legislation, organization guidelines and clear written instructions from a health professional</p> <p>10.3.3 In response to specific information provided by client, where the medication is documented in the client's health/care/support plan</p>
11. Administration Procedure	<p>May include:</p> <p>11.1 Oral</p> <p>11.1.1 Sublingual-under the tongue</p> <p>11.1.2 Buccal</p> <p>11.2 Topical-skin surface</p> <p>11.3 Nasal – nose</p> <p>11.4 Ophthalmic – eyes</p>

	<p>11.5 Rectal – anal region</p> <p>11.6 Ear administration – otic medication</p> <p>11.7 Adult – gently pull auricle up and back</p>
12. Standard dispensing practice of processing medication orders	<p>May include:</p> <p>12.1 Dissolving powder medication in water</p> <p>12.2 Measuring liquid medications into measuring cup /Spoon</p> <p>12.3 Placing tablets/capsules from dose administration aids into a medicine cup</p>
13. Caregiver’s Guide	<p>May include:</p> <p>13.1 Some facts to remember</p> <p>13.1.1 Attitudes of older adults towards medical care and medication vary</p> <p>13.1.2 Older adults tend to believe in the wisdom of the medical professional than younger people</p> <p>13.1.3 Older adults are mature people capable of reasoning</p> <p>13.1.4 Some elderly are suspicious of medication and actively refuse them</p> <p>13.1.5 Always remember drugs that may cause allergic reaction to the client</p> <p>13.2 Caregiver’s guidelines</p> <p>13.2.1 Create warm and quite environment</p> <p>13.2.2 Use simple short sentences</p> <p>13.2.3 Stay firm and be patience</p> <p>13.2.4 Be a medication buddy</p> <p>13.2.5 Stick to a daily routine</p> <p>13.2.6 Offer a treat</p> <p>13.2.7 Don’t force it</p> <p>13.2.8 Look for things that will trigger distress</p> <p>13.2.9 Be alert to side effects that will make the client uncomfortable</p>
14. Necessary Checks	<p>May include:</p> <p>14.1 Checking client details</p> <p>14.2 Checking for authorization</p> <p>14.3 Checking medication against the requirements</p> <p>14.4 Checking the chart</p> <p>14.5 Checking the caregiver’s care plan endorsement</p> <p>14.6 Checking the prescription</p> <p>14.7 Checking the treatment sheets</p>
15. The client is assisted to take the medications as required	<p>May include:</p> <p>15.1 Assist in taking divided tablets and powders</p> <p>15.2 Assist in administering suppositories</p>
16. Equipment	<p>May include:</p> <p>16.1 Administration aid / Medication Pack</p> <p>16.2 Applicator for Lotions/ ointments</p> <p>16.3 Aprons</p> <p>16.4 Container for Dirty Spoons/Dishes</p> <p>16.5 Cotton Wool/Gauze</p> <p>16.6 Drug/Treatment Sheet or Case Record</p> <p>16.7 Gloves</p>

	<ul style="list-style-type: none"> <li>16.8 Caregiver's Care Plan</li> <li>16.9 Measuring Cups</li> <li>16.10 Paper Towels and Tissues</li> <li>16.11 Dispensing Spoons</li> <li>16.12 Tablet Divider</li> <li>16.13 Tumbler</li> <li>16.14 Water Jug and Cup</li> </ul>
17. Purpose of client's administration	<p>May include:</p> <ul style="list-style-type: none"> <li>17.1 Provide efficient, effective communication method</li> <li>17.2 Sharing information with the physician and relatives</li> <li>17.3 Planning client's care</li> <li>17.4 Legal document</li> </ul>
18. Characteristics of good documentation	<p>May include:</p> <ul style="list-style-type: none"> <li>18.1 Brevity – concise</li> <li>18.2 Use of ink/permanence</li> <li>18.3 Avoid erasures, legible</li> <li>18.4 Always write date, day and exact time</li> <li>18.5 Record name of drug and dosage</li> <li>18.6 Accuracy</li> <li>18.7 Write complaint of client in quotation marks to indicate his statements</li> <li>18.8 Record vital signs before and after drug administration</li> <li>18.9 Complete details of client's reaction to drug</li> <li>18.10 Appropriateness</li> <li>18.11 Affix printed name and signature at the end of the record</li> <li>18.12 Caregiver's legal awareness</li> <li>18.13 Confidentiality of client's record</li> <li>18.14 Immediate reporting to the physician/relative for any untoward effects of drugs administration</li> </ul>
19. Problem, Etiology, Signs and Symptoms (PES) method of documentation	<p>May include:</p> <ul style="list-style-type: none"> <li>19.1 Client's problem</li> <li>19.2 Causes the problem</li> <li>19.3 Signs and symptoms <ul style="list-style-type: none"> <li>19.3.1.1 Objective data</li> <li>19.3.1.2 See</li> <li>19.3.1.3 Hear</li> <li>19.3.1.4 Smell</li> <li>19.3.1.5 Feel</li> <li>19.3.1.6 Touch</li> </ul> </li> <li>19.4 Subjective data</li> <li>19.5 Complaints of the client</li> </ul>
20. Complete Ingestion	<p>May include:</p> <ul style="list-style-type: none"> <li>20.1 Rejection of medication</li> <li>20.2 Inability or difficulties in swallowing tablets,</li> <li>20.3 Capsules or liquids</li> <li>20.4 Refusal to take medications</li> <li>20.5 Vomiting</li> </ul>
21. Inconsistencies observed with the medication or client	<p>May include:</p> <ul style="list-style-type: none"> <li>21.1 Allergies</li> <li>21.2 Blurred vision</li> <li>21.3 Changes in behavior</li> </ul>

	<p>21.4 Changes to airway (e.g. choking), changes to breathing (including slowed, fast or absent breathing), changes in person's colour (e.g. pale or flushed appearance or bluish tinge), or changes to circulation (including unexpected drowsiness, loss of consciousness, and absence of pulse)</p> <p>21.5 Confusion</p> <p>21.6 Feelings of dizziness</p> <p>21.7 Headache</p> <p>21.8 Inflammation or redness</p> <p>21.9 Nausea and vomiting</p> <p>21.10 Others as advised by health professional</p> <p>21.11 Rash</p> <p>21.12 Skin tone</p> <p>21.13 Slurring of speech</p> <p>21.14 Swelling</p>
22. Medications are stored	<p>May include:</p> <p>22.1 Locking and storing drugs according to organization policy and procedure</p> <p>22.2 Referring to instructions from health professional/ manufacturer</p>

## EVIDENCE GUIDE

1. Critical Aspects of Competency	<p>Assessment requires evidence that the candidate:</p> <p>1.1. Discussed legal aspects in assisting clients in administering prescribed medications</p> <p>1.2. Discussed the rights in giving prescribed medication</p> <p>1.3. Provided assistance with administration of medications for clients in accordance with the client's individual support needs, including providing physical assistance to take the medication or supporting a client to self-administer medications</p> <p>1.4. Demonstrate the correct procedures in administering prescribed otic medication in elderly client</p> <p>1.5. Followed infection control procedures</p> <p>1.6. Assisted in the administration of medication to the client</p> <p>1.7. Observed, reported and recorded discrepancies in the medication, instructions and administration procedures</p>
2. Resource Implications	<p>The following resources should be provided:</p> <p>2.1. Appropriate workplace or simulated environment</p> <p>2.2. Tools, materials and equipment appropriate to the unit of competency</p> <p>2.3. Assortment of medicines and administration aids appropriate to the unit of competency</p>
3. Methods of Assessment	<p>Competency in this unit may be assessed through:</p> <p>3.1 Demonstration with questioning</p> <p>3.2 Observation with questioning</p> <p>3.3 Interview</p>

4. Context of Assessment	4.1 Competency may be assessed in the actual workplace or at the designated TESDA Accredited Assessment Center.
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## 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 (ELDERLY) NC II**.

### 3.1 CURRICULUM DESIGN

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

Delivery of knowledge requirements for the basic, common and core units of competency specifically in the areas of mathematics, science/technology, communication/language and other academic subjects shall be contextualized. To this end, TVET providers shall develop a Contextual Learning Matrix (CLM) to include green technology, issues on health and drugs and catering to persons with disabilities (PWD's).

**Course Title:** **CAREGIVING (Elderly)**

**NC Level:** **NC II**

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

37 hours	Basic Competencies
112 hours	Common Competencies
252 hours	Core Competencies
<u>401 hours</u>	
160 hours	Supervised Industry Learning (SIL)
<b>561 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 developing the ability to recognize aging process, participating in the implementation and monitoring of client's care plan, performing caring skills, performing specialty care procedures, and assisting in administering medication.

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> <li>○ Barriers of communication</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>• 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> <li>• Discussion on gender sensitivity</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

<b>Unit of Competency</b>	<b>Learning Outcomes</b>	<b>Learning Activities</b>	<b>Methodology</b>	<b>Assessment Approach</b>	<b>Nominal Duration</b>
	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> <li>• Make use of the industry standard diagnostic tools</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>• 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> <li>• Develop reflective practice through realization of limitations, likes/ dislikes; through showing of self-confidence</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
	4.3 Boost self-confidence and develop self-regulation	<ul style="list-style-type: none"> <li>• Demonstrate self-acceptance and being able to accept challenges</li> <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 strengths and virtues applied</li> </ul>	1 hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	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 of on-the-job performance.</li> </ul>	1 hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
				<ul style="list-style-type: none"> <li>Standardized assessment of character strengths and virtues applied</li> </ul>	
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. Practice Occupational Safety and Health Policies and Procedures	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> <li>Work Standards and Procedures</li> <li>Personal Protective Equipment</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> <li>Interviews / Questioning</li> </ul>	1 hour

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	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 <ul style="list-style-type: none"> <li>- Waste Management Skills</li> <li>- Conservation of Energy in workplace</li> </ul> </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. Practice Entrepreneurial Skills in the Workplace	9.1 Apply entrepreneurial workplace best practices	<ul style="list-style-type: none"> <li>• Case studies on best entrepreneurial practices</li> <li>• Discussion on quality procedures and practices</li> <li>• Case studies on cost consciousness in resource utilization</li> </ul>	<ul style="list-style-type: none"> <li>• Case Study</li> <li>• Lecture/ Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Case Study</li> <li>• Written Test</li> <li>• Interview</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>
	9.2 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:               <ul style="list-style-type: none"> <li>- language competence</li> <li>- literacy and reading competence</li> <li>- negotiating Skills</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> <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>- intra and Interpersonal skills</li> </ul>			
	<p>1.2 Integrate the organization's infection control policy and procedure into work practices</p>	<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
	<p>1.3 Monitor infection control performance and implement improvements in practices</p>	<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> <li>• Demonstrate identification, correction and reporting inadequacies in work procedures and infection control measures</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>	8 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
2. Respond effectively to difficult/ challenging behavior (24 hours)	2.1 Plan responses	<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>	12 hours
	2.2 Apply response	<ul style="list-style-type: none"> <li>• Lecture and discussion on:               <ul style="list-style-type: none"> <li>- Suitable communication techniques to achieve the desired outcomes in responding to difficult or challenging behavior</li> </ul> </li> <li>• Apply thinking and responding quickly and strategically</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> </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>	8 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> <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>• Video Presentation (offline / face to face)</li> <li>• Demonstration</li> <li>• Role play</li> </ul>	<ul style="list-style-type: none"> <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 oximeter, digital thermometer etc.)</li> <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> </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>• 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 (<del>ambubag</del>-<b>ambu bag</b>, 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> <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> </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>• Make use of intra and interpersonal skills</li> <li>• Demonstrate appropriate incident reporting and documenting</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> <li>• Demonstrate empathy with patient / client and relatives</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 data-bbox="696 252 1189 280">• 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 (252 HOURS)

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
1. Develop the ability to recognize aging process (32 hours)	1.1 Interpret knowledge of aging process	<ul style="list-style-type: none"> <li>• Read and understand aging process</li> <li>• Read and understand phases of aging process to determine any problems regarding client health</li> <li>• Apply caregiver's roles and responsibilities in giving care and support for elderly in accordance with standard policies and regulations</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive discussion</li> <li>• Role play</li> <li>• Demonstrate with guided demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Oral question</li> <li>• Written Test</li> </ul>	16 hours
	1.2 Apply principles of caregiving practice	<ul style="list-style-type: none"> <li>• Read and understand principles of caregiving practice</li> <li>• Read and understand legal standards based on applicable laws and government regulations</li> <li>• Apply legal and ethical fundamentals in accordance with established industry standards.</li> <li>• Apply interpersonal skills</li> <li>• Use keen attention to details</li> <li>• Apply therapeutic and non-therapeutic communication techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive discussion</li> <li>• Role play</li> <li>• Demonstrate with guided demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Oral question</li> <li>• Written Test</li> </ul>	8 hours
	1.3 Apply infection control principles and sanitation practices	<ul style="list-style-type: none"> <li>• Read and understand infection control principles and sanitation practices</li> <li>• Apply infection control principles and sanitation practices</li> <li>• Apply interpersonal skills</li> <li>• Use keen attention to details</li> <li>• Apply effective oral and written communication</li> <li>• Use of materials, supplies and tools</li> <li>• Use of Personal Protective Equipment (PPE)</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive discussion</li> <li>• with power point presentation</li> <li>• Film showing</li> <li>• Role play</li> </ul>	<ul style="list-style-type: none"> <li>• Oral question</li> <li>• Demonstration</li> <li>• Written test</li> </ul>	8 hours

<b>Unit of Competency</b>	<b>Learning Outcomes</b>	<b>Learning Activities</b>	<b>Methodology</b>	<b>Assessment Approach</b>	<b>Nominal Duration</b>
2. Participate in the implementation and monitoring of client's care plan (28 hours)	2.1 Determine support needs	<ul style="list-style-type: none"> <li>• Read and understand the elderly care plan done by doctors and nurses</li> <li>• Read and understand therapeutic communication</li> <li>• Use therapeutic communication</li> <li>• Apply legal and ethical standards of health care</li> <li>• Confirm care plan details with the client, family members and caregiver</li> <li>• Collaborate with other health workers</li> <li>• Inform the client about his/her rights and complaints based on established industry standards.</li> <li>• Interpret and clarify caregiver's own role in client's care in accordance with individualized care plan</li> <li>• Observe compliance of client's rights</li> <li>• Plan action and management</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive discussion</li> <li>• Role play</li> </ul>	<ul style="list-style-type: none"> <li>• Oral question</li> <li>• Written examination</li> </ul>	8 hours
	2.2 Provide and monitor support services and activities	<ul style="list-style-type: none"> <li>• Read and understand support services</li> <li>• Use therapeutic and non therapeutic communication</li> <li>• Apply decision-making skills</li> <li>• Maintain balance on duties and responsibilities of care and dignity of client</li> <li>• Apply principles of infection control</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive discussion using power point presentation</li> <li>• Role play</li> </ul>	<ul style="list-style-type: none"> <li>• Oral question</li> <li>• Written exam</li> </ul>	8 hours
	2.3 Provide complete daily records and reports	<ul style="list-style-type: none"> <li>• Read and understand confidentiality and documentation</li> <li>• Read and understand the principles and guidelines of documentation and reporting</li> <li>• Apply the proper procedure in documenting and reporting skills</li> <li>• Use appropriate forms for documentation</li> <li>• Record and report confidential data</li> <li>• Demonstrate good documentation skills</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive discussion with power point presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Oral question</li> <li>• Written exam</li> </ul>	4 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> <li>• Demonstrate interpersonal skills</li> <li>• Demonstrate keen attention to details</li> <li>• Use of Caregivers Care Plan for documentation</li> <li>• Use of computer for documentation</li> </ul>			
	2.4 Interpret endorsement process	<ul style="list-style-type: none"> <li>• Read and understand endorsement process based on caregiver's care plan</li> <li>• Read and understand endorsement technique</li> <li>• Document status of client health and activities</li> <li>• Use endorsement techniques based on industry standard</li> <li>• Perform endorsement process based on Caregivers care plan</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive discussion</li> <li>• Role play</li> </ul>	<ul style="list-style-type: none"> <li>• Oral question</li> <li>• Written Test</li> </ul>	8 hours
3. Perform caring skills (176 hours)	3.1 Monitor and record vital signs of client	<ul style="list-style-type: none"> <li>• Read and understand the definition of vital signs</li> <li>• Identify the vital signs paraphernalia</li> <li>• Apply verbal and non-verbal therapeutic communication</li> <li>• Prepare and cleanse vital signs paraphernalia based on established procedures</li> <li>• Apply handwashing technique</li> <li>• Enumerate, document and report the factors affecting vital signs of client based on established standards</li> <li>• Perform in taking Vital signs</li> <li>• Measure vital signs baseline value</li> <li>• Monitor and record vital signs in accordance with established procedures</li> <li>• Use of materials, supplies and tools</li> <li>• Use of Personal Protective Equipment (PPE)</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive discussion with power point presentation</li> <li>• Film showing</li> <li>• Role play</li> </ul>	<ul style="list-style-type: none"> <li>• Oral question</li> <li>• Demonstration</li> <li>• Written test</li> </ul>	24 hours
	3.2 Assist client in fluids and dietary requirements	<ul style="list-style-type: none"> <li>• Read and understand nutrition for elderly</li> <li>• Apply interpersonal skills</li> <li>• Use of proper therapeutic communication</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive discussion with power point presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Oral question</li> <li>• Demonstration</li> <li>• Written test</li> </ul>	24 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> <li>• Use keen attention to details</li> <li>• Explain value of food pyramid</li> <li>• Apply appropriate hand washing</li> <li>• Prepare meal</li> <li>• Assist proper feeding technique</li> <li>• Observe signs and symptoms and precautions of aspiration and regurgitation during feeding</li> <li>• Clean feeding area</li> <li>• Store and handle left-over food</li> <li>• Evaluate and document feeding outcome</li> <li>• Use of feeding materials, supplies and tools</li> <li>• Use of Personal Protective Equipment (PPE)</li> </ul>	<ul style="list-style-type: none"> <li>• Film showing</li> <li>• Role play</li> </ul>		
	3.3 Assist client in toileting and elimination	<ul style="list-style-type: none"> <li>• Read and understand the definition toileting and elimination of elderly care</li> <li>• Explain the purpose and scope of toileting and elimination to the client utilizing therapeutic communication tools</li> <li>• Demonstrate oral therapeutic communication skills</li> <li>• Explain how toileting and elimination devices can help prevent potential complications</li> <li>• Ensure client's privacy and comfort</li> <li>• Position the client appropriately</li> <li>• Assist a client using a bedpan, urinal or commode</li> <li>• Collect, measure, assess and record urine and stool output</li> <li>• Apply documentation / reporting skill</li> <li>• Use of Personal Protective Equipment (PPE)</li> <li>• Use of Elimination and toileting devices</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive discussion with power point presentation</li> <li>• Film showing</li> <li>• Role play</li> </ul>	<ul style="list-style-type: none"> <li>• Oral question</li> <li>• Demonstration</li> <li>• Written test</li> </ul>	8 hours
	3.4. Assist client in bathing/ showering	<ul style="list-style-type: none"> <li>• Read and understand importance of bathing of elderly</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Oral question</li> <li>• Demonstration</li> <li>• Written test</li> </ul>	24 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> <li>Apply verbal and non verbal-therapeutic communication skills</li> <li>Perform bathing skill</li> <li>Perform assistive dressing skills</li> <li>Perform documentation / reporting skills</li> <li>Apply the use of Personal Protective Equipment</li> </ul>	<p>with power point presentation</p> <ul style="list-style-type: none"> <li>Film showing</li> <li>Role play</li> </ul>		
	3.6. Assist client in perineal genital care	<ul style="list-style-type: none"> <li>Read and understand the definition and importance of perineal care for elderly</li> <li>Apply therapeutic communication skills</li> <li>Applying Principles of Infection Control</li> <li>Maintain privacy, comfort and safety of the client</li> <li>Perform genitals care</li> <li>Document accurately the activities done</li> <li>Use of Personal Protective Equipment (PPE)</li> <li>Use of tools and devices</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> <li>Project method</li> </ul>	<ul style="list-style-type: none"> <li>Written Test</li> <li>Portfolio</li> <li>Interview</li> <li>Demonstration of work related project</li> </ul>	24 hours
	3.7 Assist client in oral care	<ul style="list-style-type: none"> <li>Read and understand Oral Hygiene Principles and Procedures</li> <li>Demonstrate oral therapeutic communication skill</li> <li>Perform mouth care skills</li> <li>Perform oral hygiene care for conscious clients</li> <li>Perform caring skills for dentures</li> <li>Perform caring skills for clients with mouth injuries, oral surgery, or inflamed mouth tissue</li> <li>Demonstrate documentation/reporting skills</li> <li>Use of Personal Protective Equipment (PPE)</li> <li>Use of equipment for routine mouth care</li> </ul>	<ul style="list-style-type: none"> <li>Interactive discussion with power point presentation</li> <li>Film showing</li> <li>Role play</li> </ul>	<ul style="list-style-type: none"> <li>Oral question</li> <li>Demonstration</li> <li>Written test</li> </ul>	8 hours
	3.8 Assist client in skin care	<ul style="list-style-type: none"> <li>Read and understand the importance of skin care for elderly</li> <li>Apply therapeutic communication skills</li> </ul>	<ul style="list-style-type: none"> <li>Interactive discussion</li> </ul>	<ul style="list-style-type: none"> <li>Oral question</li> <li>Demonstration</li> <li>Written test</li> </ul>	8 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> <li>Applying Principles of infection control</li> <li>Assess skin integrity</li> <li>Identify causes, locations of pressure ulcers</li> <li>Perform basic skin care and wound dressing techniques</li> <li>Document/ report skills</li> <li>Use of Personal Protective Equipment (PPE)</li> </ul>	<p>with power point presentation</p> <ul style="list-style-type: none"> <li>Film showing</li> <li>Role play</li> </ul>		
	3.9 Assist client in dressing and undressing	<ul style="list-style-type: none"> <li>Read and understand the importance of dressing and undressing techniques of elderly</li> <li>Apply therapeutic communication skills</li> <li>Assist client in dressing/undressing</li> <li>Document/report accurately the activities done</li> <li>Provide well-fitting shoes and slippers</li> <li>Use of Personal Protective Equipment (PPE)</li> </ul>	<ul style="list-style-type: none"> <li>Interactive discussion with power point presentation</li> <li>Film showing</li> <li>Role play</li> </ul>	<ul style="list-style-type: none"> <li>Oral question</li> <li>Demonstration</li> <li>Written test</li> </ul>	8 hours
	3.10 Prepare and maintain client's bed	<ul style="list-style-type: none"> <li>Read and understand bed setting of elderly care</li> <li>Apply Principles of Infection Control</li> <li>Preparing all the materials needed in bed making</li> <li>Apply comfort and safety of the client during bed making</li> <li>Observe proper body mechanics</li> <li>Document accurately the activities done</li> <li>Use of Personal Protective Equipment</li> <li>Use of equipment and tools</li> </ul>	<ul style="list-style-type: none"> <li>Interactive discussion with power point presentation</li> <li>Film showing</li> <li>Role play</li> </ul>	<ul style="list-style-type: none"> <li>Oral question</li> <li>Demonstration</li> <li>Written test</li> </ul>	24 hours
	3.11 Assist client in safe ambulation and transfer	<ul style="list-style-type: none"> <li>Read and understand safe ambulation and transfer of client</li> <li>Apply therapeutic communication skills</li> <li>Document / report skills Applying Principles of Infection Control</li> <li>Maintain a safe, and hazard free environment</li> <li>Provide attainable short-term goals to help increase client's self-confidence and worth.</li> </ul>	<ul style="list-style-type: none"> <li>Interactive discussion with power point presentation</li> <li>Film showing</li> <li>Role play</li> </ul>	<ul style="list-style-type: none"> <li>Oral question</li> <li>Demonstration</li> <li>Written test</li> </ul>	24 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> <li>• Implement and monitoring ambulation activities</li> <li>• Demonstrate transfer of clients from wheelchair to bed</li> <li>• Assist the client's ambulation</li> <li>• Prevent the client from falls and accident</li> <li>• Document accurately the activities of the client</li> <li>• Use of Personal Protective Equipment</li> <li>• Use of mobility assistive devices</li> </ul>			
4. Perform specialty care procedures (32 hours)	4.1 Assist in simple wound care	<ul style="list-style-type: none"> <li>• Read and understand wound care of elderly</li> <li>• Apply therapeutic communication techniques</li> <li>• Apply Principles of Infection Control</li> <li>• Maintain client's privacy, safety and comfort</li> <li>• Perform aseptic hand washing</li> <li>• Maintain client privacy and dignity</li> <li>• Understand ways disease is spread and infection is developed throughout wound assessment and care</li> <li>• Understand types of wound</li> <li>• Assess the wound</li> <li>• Identify types of dressing</li> <li>• Documenting accurately</li> <li>• Use of Personal Protective Equipment</li> <li>• Use of wound care equipment, aids and appliances</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive discussion with power point presentation</li> <li>• Film showing</li> <li>• Role play</li> </ul>	<ul style="list-style-type: none"> <li>• Oral question</li> <li>• Demonstration</li> <li>• Written test</li> </ul>	16 hours
	4.2 Apply hot and cold therapy	<ul style="list-style-type: none"> <li>• Read and understand Hot and Cold Therapy</li> <li>• Apply therapeutic communication techniques</li> <li>• Apply Principles of Infection Control</li> <li>• Maintain client's privacy, safety and comfort</li> <li>• Use a variety of cold therapy techniques</li> <li>• Use a variety of hot therapy techniques</li> <li>• Recognize limitations of heat and cold therapies</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive discussion with power point presentation</li> <li>• Film showing</li> <li>• Role play</li> </ul>	<ul style="list-style-type: none"> <li>• Oral question</li> <li>• Demonstration</li> <li>• Written test</li> </ul>	8 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> <li>• Use of Personal Protective Equipment properly</li> </ul>			
	4.3 Assist in providing palliative care to clients approaching end-of-life stage	<ul style="list-style-type: none"> <li>• Read and understand Palliative care</li> <li>• Apply therapeutic communication</li> <li>• Apply Principles of Infection Control</li> <li>• Apply Concepts of death and dying and other related terminologies</li> <li>• Apply Dying Person Bill of Rights</li> <li>• Apply Principles of Palliative Care</li> <li>• Apply Strategies to keep client feel comfortable when discussing death and dying</li> <li>• Discuss benefits of Palliative Care</li> <li>• Documenting accurately client's response to Palliative care</li> <li>• Use of personal protective equipment</li> <li>• Use of heat therapy techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive discussion with power point presentation</li> <li>• Role play</li> </ul>	<ul style="list-style-type: none"> <li>• Oral question</li> <li>• Demonstration</li> <li>• Written test</li> </ul>	8 hours
5. Assist clients in administering medication (48 hours)	5.1 Prepare to assist with medication	<ul style="list-style-type: none"> <li>• Read and understand assistance medication order of elderly</li> <li>• Apply legal aspects in assisting in the administration of specified medication</li> <li>• Interpret package label information</li> <li>• Interpret medication orders</li> <li>• Apply standard and additional precautions in infection control</li> <li>• Follow instructions for assisting with administration of medication as per the client's health/care/support plan</li> <li>• Follow occupational health and safety (OHS) guidelines</li> <li>• Observe and reporting contingencies which may arise</li> <li>• Observe, record and report on the client's state of health and well being</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive discussion with power point presentation</li> <li>• Role play</li> </ul>	<ul style="list-style-type: none"> <li>• Oral question</li> <li>• Demonstration</li> <li>• Written test</li> </ul>	8 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> <li>• Use of types of dispensing Aids</li> <li>• Use personal protective equipment</li> </ul>			
	5.2 Prepare the client for assistance with administration of medication	<ul style="list-style-type: none"> <li>• Read and understand medication administration assistance of elderly</li> <li>• Support client to self-administer the medication</li> <li>• Provide physical assistance to take the medication</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive discussion with power point presentation</li> <li>• Role play</li> </ul>	<ul style="list-style-type: none"> <li>• Oral question</li> <li>• Demonstration</li> <li>• Written test</li> </ul>	8 hours
	5.3 Assist/support medication administration according to prescription/instructions	<ul style="list-style-type: none"> <li>• Read and understand assistance/support medication administration according to prescription/instructions for elderly</li> <li>• Identify the appropriate dosage form, potency and generic name of the medicine</li> <li>• Prepare and administering medication to the client</li> <li>• Use correct dosage administration</li> <li>• Document the administration of medicines</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive discussion with power point presentation</li> <li>• Role play</li> </ul>	<ul style="list-style-type: none"> <li>• Oral question</li> <li>• Demonstration</li> <li>• Written test</li> </ul>	8 hours
	5.4 Provide record and report of the client	<ul style="list-style-type: none"> <li>• Read and understand documentation of medication administration</li> <li>• Identify the appropriate dosage form, potency and generic name of the medicine</li> <li>• Prepare and administering medication to the client</li> <li>• Use correct dosage administration</li> <li>• Document the administration of medicines</li> <li>• Use of tools and materials</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive discussion with power point presentation</li> <li>• Role play</li> </ul>	<ul style="list-style-type: none"> <li>• Oral question</li> <li>• Demonstration</li> <li>• Written test</li> </ul>	8 hours
	5.5 Comply with industry procedures for handling the range of issues/contingencies which may arise	<ul style="list-style-type: none"> <li>• Read and understand industry procedures for handling the range of issues /contingencies which may arise</li> <li>• Handle of expired / damaged / contaminated medicines properly</li> <li>• Handle skipped/missed doses</li> <li>• Recognize medication side effects</li> <li>• Document given medication effects</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive discussion with power point presentation</li> <li>• Role play</li> </ul>	<ul style="list-style-type: none"> <li>• Oral question</li> <li>• Demonstration</li> <li>• Written test</li> </ul>	8 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	5.6 Complete the distribution and administration of prescribed medication	<ul style="list-style-type: none"> <li>• Read and understand complete distribution and administration of medication</li> <li>• Store medications properly</li> <li>• Clean and store administration aids properly</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive discussion with power point presentation</li> <li>• Role play</li> </ul>	<ul style="list-style-type: none"> <li>• Oral question</li> <li>• Demonstration</li> <li>• Written test</li> </ul>	8 hours

## 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 meet 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 (ELDERLY) 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> </ul>

		<ul style="list-style-type: none"> <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 Elderly or Geriatric</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 Caring for Elderly</li> <li>• Principles in hygiene practices and techniques</li> <li>• Principles in therapeutic techniques</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> <li>• Medical Surgical</li> <li>• Geriatric Illness and Management</li> <li>• Dealing with People with Special Needs</li> <li>• Geriatric Psychiatric Disorder and Its management</li> </ul>
5	COPIES	The alphabet book
5	COPIES	Puzzle books
5	COPIES	Coloring books
2	COPIES	Go, GROW, GLOW poster
2	COPIES	Text reference on
2	COPIES EACH	<p>Audiovisual Video presentation</p> <ul style="list-style-type: none"> <li>• Handwashing techniques</li> <li>• Gloving technique</li> <li>• Wearing of Personal protective equipment</li> <li>• Bathing of the Elderly</li> <li>• Bathing of the Ambulatory and Non-Ambulatory Patient</li> <li>• Hair, foot and nail care</li> <li>• Pulse oximeter</li> <li>• Vital sign Taking for adult</li> <li>• Occupied and Non- Occupied Bed Making</li> <li>• How to use glucometer</li> <li>• Assist client in eating and drinking</li> <li>• Assist the client in toileting and elimination</li> </ul>

		<ul style="list-style-type: none"> <li>• Assist the client with dressing and undressing</li> <li>• Oral care for elderly</li> <li>• Changing diaper and diapering elderly or person with special needs</li> <li>• Assist the client with ambulation and transfer</li> <li>• Assistive devices and how to use it</li> <li>• Medication preparation</li> <li>• Medication administration</li> <li>• Assist in simple wound care</li> <li>• Assist in catheter care and incontinence management</li> <li>• Applying hot and cold therapy</li> <li>• Assisting in nebulization</li> <li>• Pain Management</li> <li>• Feeding the Elderly</li> <li>• Muscle strain and muscle spasm management</li> <li>• Fracture and dislocation and its management</li> <li>• Different Geriatric Medical condition in all system ( at least 5 diseases)</li> <li>• Head to toe assessment</li> <li>• Carrying Techniques for elderly</li> <li>• Putting elderly into care seat</li> <li>• Common Injuries and Accident among elderly</li> <li>• Basic First aid and Basic Life Support with AED for Adult</li> </ul>
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### **WORKSHOP / PRACTICAL WORK AREA**

<b>UC 1: Develop the Ability to Recognize Aging Process</b>		
<b>EQUIPMENT</b>		
<b>QTY</b>	<b>UNIT</b>	<b>DESCRIPTION/SPECIFICATION</b>
1	PC	Automatic Hand dryer (*RPM: 2800, Drying Time : 21 sec, Air Speed: 14m/sec, Dimension 240x240x230MM)
1	PC	Portable Lavatory ( Sink Size (s or l x h): 390 mm, Depth sink (h): 150 mm, Flow rate: 15lt/min)
1	PC	Hand Sanitizer Dispenser (Power Supplier: 4pcs C size batteries or AC adapter, N.W.: 08/1.0kg, Pump mode: Liquid, foam, spray and Installation mode: wall mounted)
1	UNIT	LCD projector
1	SET	Audio-video equipment
<b>TOOLS</b>		
<b>QTY</b>	<b>UNIT</b>	<b>DESCRIPTION/SPECIFICATION</b>
5	PCS	Trash bin ( Color coded for Solid Bio-Medical Waste: Black, Red, Yellow, Blue and White)
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>
5	SETS	Liquid soap (Net Weight: 1000 ml, Intended for Handwashing)
5	PCS	Bar soap ( Net weight : 100g , Intended for Handwashing)
5	PCS	Hand towel ( Size 20 "x 28" , Color: Different Color )
5	PCS	All Purpose Cleaner (Net Weight: 500ml, Intended for cleaning floor )
5	PCS	Chamois ( Types: Cotton)
2	BOX	Disposable Tissues ( Type: Facial Tissues )
25	PCS	Surgical face mask ( Mask type: 3 Ply Earloop, Bidirectional, 3 Ply Tien On, Duck Bill )
2	BOXES	Clean Gloves ( Type: Latex, 100pcs per box)
5	PCS	Face shield ( to protect the face particularly the eye from transmission of microbes
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: Recognizing Aging Process

<b>UC 2: Participate in the Implementation and Monitoring of Client's Care Plan</b>		
<b>EQUIPMENT</b>		
<b>QTY</b>	<b>UNIT</b>	<b>DESCRIPTION/SPECIFICATION</b>
1	UNIT	LCD projector
1	SET	Audio-video equipment
<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: Participating in the Implementation and Monitoring of Client's Care Plan

<b>UC 3: Perform Caring Skills</b>		
<b>EQUIPMENT</b>		
<b>QTY</b>	<b>UNIT</b>	<b>DESCRIPTION/SPECIFICATION</b>
1	UNIT	LCD projector
1	SET	Audio-video equipment
5	PCS	Aneroid Type Blood Pressure Monitor
1	PC	Digital Blood Pressure Monitor ( Measurement System, Oscillometric method, Power source AA size x4 , Rated Voltage DG6V=3W)
2	PCS	Pulse oximeter
1	UNIT	Overbed Bedside table Wheels for hospital and home ( Height Adjustable: 28" – 40" , DIMENSIONS: 15"(D) x 30"(W) x 28-40"(H); Base Dimensions: 15.5"(D) x 26.5"(W); Table Top Dimensions: 30"(L) x 15"(W) x 0.75"(D)
1	PC	Hospital Bed (Dimension: 79" x 38" x 22" .Backrest Lifting Angle: 80°+5°,Kneerest Lifting Angle: 40° + 5°, With controller brake to allow caregiver to set predetermined parameter., Bed Framework made from mild steel ERW rectangular tubes., Aluminum alloy side rail, collapsed type with safe lock.
1	PC	Single Bed Frame ( Materials : Wood or Steel , Size : 36" (W)x 75" (L) )
1	PC	Single bed mattress ( Type: Foam: Size: 36" (W)x 75" (L), 28 cm thick)
1	UNIT	Hospital emergency button with Signal Cord ( This is to emergency button or cord that signal emergency to call the attention of health care provider )
2	UNITS	Wheel Chair ( Feature: 24'x 1' Solid Tire Flat free Wheels, 8" x1" front caster flat free, Seat Width: 18" x 16", Weight Capacity: 250lbs)
2	UNITS	Walking cane (36" – 37", aluminum, adjustable, non-skid rubber tip, foamed handle)
2	UNITS	Adult axillary crutches (aluminum, adjustable push-button, for 5'6" – 5'7" height patient)
2	UNITS	Standard 2-button walker without wheels (aluminum)
1	PC	Electric air pot ( 3 ways of dispense: electric cup touch, air pump, over heating protection, Capacity: 4.0L/5.0L

1	PC	Water Dispenser ( With Hot and Cold Dispenser, With cup holder and indicator lamp, Size: 27 (L) X 28 (W) x 85 ( H ) )
1	PC	Induction Cooker ( Type: Single, Temperature: 150 F – 450 F , Voltage: 220 V)
1	PC	Electric Kettle ( Capacity: 2.0 L, With Water level Indicator, 220-240 Volt, Net Weight: 3.5-4.0 lb)
1	PC	Refrigerator (Small) ( Capacity; 40 L, Temperature 0 to 8 degree, Size: 440Lx400x550 mm, Net weight (16.5 kg)
1	PC	Linen Hamper (Size: L: 20" x W: 20" x H: 36", Made of heavy tubular steel mounted on 75mm 4 pieces swivel casters & with cover manual operate, Provided with Canvass bag)
1	PC	Bedside Table ( Material: Wood)
1	PC	Bedside chair ( Material: Wood)
<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)
5	PC	Stethoscope (Chest piece : surgical stainless steel, Size: 45 mm, Dual Heads – diaphragm and bell)
1	PC	Wall Clock (Type: Quartz Analog, Size: 30.5 * 30.5* 4.3 cm, Material; Plastic)
1	PC	Wrist watch with second hand
5	PCS	Digital Thermometer (Type: Oral, Anal, Axilla, Tympanic, Forehead, Quantity: 1pc/type )
6	PCS	Kidney basin ( size : 6" ( 2pcs), 10 " ( 2pcs), 12 " ( 2pcs), Stainless and plastic )
1	BOX	Tongue depressor
2	PCS	Denture container
2	PCS	Denture
2	PCS	Bedpan with cover ( Material: Plastic , stainless, Quantity : 1pc /type )
2	PCS	Urinal ( Material: Plastic , stainless, Quantity : 1pc /type )
2	PCS	Eyeglasses
2	PAIR	Contact Lenses
2	PCS	Contact lenses case
1	PAIR	Hearing aid with brush and earplugs ( Strengthen the against external noise and make the sound output to the ear canal smooth )
2	PCS	Ovum forceps
2	SETS	Minor surgical instrument ( Thumb forceps, Tooth forceps, Surgical scissors, bandage scissors, needle holder)
2	SETS	Clean Bed Linen( Flat sheet, Bottom Sheet, Rubber Sheet, Draw Sheet and Top Sheet )
2	PCS	Belt grip Transfer Belt
2	PCS	Gait belt
2	PCS	Slippers ( non-skid soles )

2	PCS	Shoes ( non-skid soles )
2	PCS	Robe
2	PCS	Stockings
2	PCS	Pillow ( Size: 30x40 cm, Color: Any Color)
2	PCS	Moisture-proof Pillow case ( Size: 30x40 cm, Color: Any Color)
2	SET	Dinnerware ( Dinner plate, appetizer plate, under liner plate, soup bowl )
2	SET	Flatware ( Dinner knife, spoon and fork, Salad spoon and fork, fish knife, soup spoon)
2	SET	Glassware ( Water goblet, white and red white glass)
6	PCS	Food Storage ( Type: Tupperware container, Glass Container and Plastic (ziplock) bag Quantity: 2pcs / type )
6	PCS	Dish rag dryer
2	PCS	Tablecloth
2	PCS	Placemat
2	PCS	Rectangular tray
2	PCS	Round Tray ( for glassware)
2	PCS	Center piece flower
1	PC	Peeler ( For fruits and Vegetables
1	PC	Mixing bowl ( Type: Steel, Capacity: 2800ml)
1	PC	Potato masher
1	PC	Pot
1	PC	Ladle Variety of ladle intended for preparation of foods
2	SETS	Silverware (Contain of teaspoon, tablespoon, fork, knife)
5	PCS	Trash bin ( Color coded for Solid Bio-Medical Waste: Black, Red, Yellow, Blue and White)
5	PCS	laundry hamper
5	PCS	Pets ( Category: Bird, Dog, Cat, Fish, White Rat Quantity: 1 pc/ category)
8	PCS	Bed linen(Material: Cotton, Color: White, Size: 60" x 90"
5	PCS	Pillow (Material: Foam, Color: White, Size : 16" x 24")
4	PCS	Pillow case (Material: Cotton, Color: White, Size : 16" x 24")
2	PCS	Hospital Draw Sheet ( Material: Cotton: Color: Green: Size : 90 x 180 cm)
2	PCS	Hospital Rubber Sheet ( Material: Rubber, Color: Multicolor Size: 80 x 160 cm )
5	PCS EACH	Disposable Bed Underpad S, M, L, XL sizes
2	PCS	Bed Blanket ( Size: 200x 240 cm, Material: Cotton
<b>MATERIALS</b>		
<b>QTY</b>	<b>UNIT</b>	<b>DESCRIPTION/SPECIFICATION</b>
3	PCS	Trash Bin ( Color Coded: Yellow, Green and Black)
5	PACKS	Cotton Balls( 100pcs)
3	PCS	Cotton Balls canister ( Type; Stainless Steel, Size :Small, Medium, Large)
5	PCS	70 % Alcohol ( Net Weight: 500 ml)
2	BOXES	Disposal Clean Gloves ( Type: Latex, 100pcs per box)

2	PCS	Water Soluble lubricant for lips
20	PCS	Sponge toothette
4	PCS	Toothbrush ( For adult and children )
2	BOXES	Toothpaste ( For adult and children )
5	PCS	Hand towel ( Size 20 "x 28" , Color: White) )
2	PCS	Medicine Cup ( Type: Plastic)
1	BOX	Gauze (Size: 10 cm x 10 cm )
2	PCS	Mouthwash ( 500ml)
1	PACK	Dental floss ( 100 pcs)
2	PCS	Air freshener ( 500 ml)
5	PCS	Bath towels ( Size: 27 x 53 inches, Color: Different Colors, Type: Cotton )
12	PCS	Toilet Rolled Tissue-2 ply
2	PCS	Urine bag
2	PCS	Foley Catheter for Adults
1	PC	Flexible measuring cup for urine ( Size: 0.25L, 0.50L, 1 L Quantity: 1 pc / size )
5	PCS	Povidone Iodine Solution
2	BOXES	Alcohol swab
2	BOXES	Micropore tape or plaster tape ( size : 1 inch, 3 inches Quantity: 1 box per size)
2	PCS	Urinary Foley Catheter for Adult
1	PC	Drapes ( Plain and fenestrated, containing an opening or window)
26	PCS	Surgical Gloves ( Type: Latex, Sizes : 5 – 8 )
2	SETS	Upper and lower garments ( Type: Blouse, Shirt, and pants For male and female)
2	PCS	Hospital gown
2	PCS	Bath Blanket
8	PCS	Bath towels ( Size: 27 x 53 inches, Color: Different Colors, Type: Cotton )
8	PCS	Hand towel ( Size 20 "x 28" , Color: Different Color )
8	PCS	Face towels ( Size 12 x 12 inches ,Color: Different Color)
3	PCS	Basin ( Size: small, Medium, Large)
5	PCS	Adult Soap ( Form: Liquid Soap - Net Weight 1L and Bar Soap -Net weight: 200g, Hypoallergenic)
5	PCS	Adult Shampoo (Form: Liquid, Net Weight: 300 ML)
5	PCS	Adult Conditioner (Form: Liquid, Net Weight: 300 ML)
3	PCS	Adult Lotion ( Net Weight: 800ml, Hypoallergenic)
5	PCS	Adult Cologne ( Ne Weight: 6.80 oz )
2	PCS	Linen bag
2	SETS	Clean Bed Linen( Flat sheet, Bottom Sheet, Rubber Sheet, Draw Sheet and Top Sheet )

2	PCS	Shampoo Trough ( Type: Plastic and inflatable Quantity: 1pc/ type )
2	PCS	Pail ( Size: Small, Medium, Large)
2	PCS	Nail cutter ( Intended for :adult )
2	PCS	Comb or hair pick and brush
2	PCS	Pitcher ( small)
2	PCS	Waterproof pad
2	PCS	Roller toilet tissue
5	PCS	Personal Protective Equipment: Disposable Gown
2	PCS	Body lotion or moisturizer or protective cream
1	BOX	Sterile gauze ( Size 4 x 4 inches )
1	BOX	Antibiotic cream or ointment as prescribed by the doctor
1	BOTTLE	Sterile water ( 10o0ml)
3	PCS	10 cc Syringe
6	PCS	Table napkin
2	SET	Condiments
2	PC	Liquid dishwashing detergent ( 500ml)
5	PC	Cleaning sponge pad net cloth
5	PCS	Chamois
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: Performing caring skills

<b>UC 4: Perform Specialty Care Procedures</b>		
<b>EQUIPMENT</b>		
<b>QTY</b>	<b>UNIT</b>	<b>DESCRIPTION/SPECIFICATION</b>
1	UNIT	LCD projector
1	SET	Audio-video equipment
<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)
6	PCS	Cotton Balls canister ( Type; Stainless Steel, Size :Small, Medium, Large Quantity: 2 pcs per size )
2	PCS	Ovum Forceps

2	SETS	Minor surgical instrument ( Thumb forceps, Tooth forceps, Surgical scissors, bandage scissors, needle holder)
6	PCS	Kidney basin ( size : 6" ( 2pcs), 10 " ( 2pcs), 12 " ( 2pcs), Stainless and plastic )
2	PCS	Hot compress bag
2	PCS	Cold compress bag
2	PCS	Hot compress pack
2	PCS	Cold compress pack
<b>MATERIALS</b>		
<b>QTY</b>	<b>UNIT</b>	<b>DESCRIPTION/SPECIFICATION</b>
5	PACKS	Cotton Balls( 100pcs)
5	PCS	70 % Alcohol ( Net Weight: 500 ml)
2	BOXES	Alcohol swab
2	BOXES	Clean Gloves ( Type: Latex, 100pcs per box)
2	BOXES	Micropore tape or plaster tape ( size : 1 inch, 3 inches Quantity: 1 box per size)
5	PCS	Trash bin ( Color coded for Solid Bio-Medical Waste: Black, Red, Yellow, Blue and White)
1	BOX	Sterile gauze ( Size 4 x 4 inches )
1	BOX	Antibiotic cream or ointment as prescribed by the doctor
1	BOTTLE	Sterile water (1000 ml)
3	PCS	10 cc Syringe
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: Performing Specialty care procedures

<b>UC 5: Assist Client in Administering Prescribed Medications</b>		
<b>EQUIPMENT</b>		
<b>QTY</b>	<b>UNIT</b>	<b>DESCRIPTION/SPECIFICATION</b>
1	PC	Medicine Cabinet ( Double Door 85 x 100 x 30 cm with Eight shelves and Eight door trays
1	PC	Refrigerator (Small) ( Capacity; 40 L, Temperature 0 to 8 degree, Size: 440Lx400x550 mm, Net weight (16.5 kg)
<b>TOOLS</b>		
<b>QTY</b>	<b>UNIT</b>	<b>DESCRIPTION/SPECIFICATION</b>
2	SETS	Dispensing aids-

		<ul style="list-style-type: none"> <li>• Doses</li> <li>• Dispensing spoons, dispensing cups</li> <li>• Pre-filled syringes</li> <li>• Pill pots</li> <li>• Pill cutter</li> </ul>
2	PCS	Adult nebulizing kit
2	PCS	Children's nebulizing kit
2	PCS	Tumbler
1	PACK	Paracetamol 500mg tablet
1	PACK	Mefenamic acid scored tablet
1	PACK	Antacid chewable tablet
1	PACK	Sublingual tablet
1	PACK	Antidiabetic drugs
1	PACK	Antihypertensive drugs
1	PACK	Cholesterol lowering drugs
1	PACK	Diuretic drugs
1	BOTTLE	Antacid suspension 60ml
1	BOTTLE	Multivitamin syrup 60ml
1	BOTTLE	Paracetamol drops 15ml1
1	TUBE	Analgesic Ointment
<b>MATERIALS</b>		
<b>QTY</b>	<b>UNIT</b>	<b>DESCRIPTION/SPECIFICATION</b>
25	COPIES	Sample medication chart / record
25	PCS	Sample medication prescription
<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: Assisting client in administering medications

### 3.5 TRAINING FACILITIES

Based on a class intake of 25 learners/trainees.

<b>Space Requirement</b>	<b>Size in Meters</b>	<b>Area in Sq. Meters</b>	<b>Total Area in Sq. Meters</b>
Administrative/ Office Area		15	15
Training Resource Area		10	10
Practical Work Area- Elderly		35	35
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
Comfort Room for Special Child and Elderly		10	10
Separate restrooms for female and male		10	10
<b>Total workshop area:</b>			<b>175 sq. m.</b>

### 3.6 TRAINER'S QUALIFICATIONS FOR CAREGIVING (ELDERLY) NC II

- Must be a holder of National TVET Trainer's Certificate (NTTC) Level I in Caregiving (Elderly) NCII
- 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 a full qualification or employable unit(s) of competency in partial fulfillment of the requirements of the national qualification.

### 4.1 NATIONAL ASSESSMENT AND CERTIFICATION ARRANGEMENTS

4.1.1 To attain the National Qualification of **CAREGIVING (ELDERLY) NC II** the candidate must demonstrate competence in all unit/s of competency listed in Section 1. Successful candidates shall be awarded a National Certificate signed by the TESDA Director General.

4.1.2 Assessment shall focus on the core units of competency. The basic and common units shall be integrated or assessed concurrently with the core units.

4.1.3 Any of the following are qualified to undergo assessment and certification:

4.1.3.1 Graduates of WTR-registered program, NTR-registered programs or formal/non-formal/informal including enterprise-based trainings related to Caregiving (Elderly) NC II.

4.1.3.2 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.

4.1.4 Recognition of Prior Learning (RPL). Candidates who have gained competencies through education, informal training, previous work or life experiences with at least three (3) years of caregiving experience within the last five (5) years may apply for recognition in this Qualification through Portfolio Assessment.

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

4.1.5 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.

- 4.1.6 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

- 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 (ELDERLY) NC II

### BASIC COMPETENCIES

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

**COMMON  
COMPETENCIES**

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

**CORE  
COMPETENCIES**

Prepare and maintain beds	Collect and maintain linen stocks at end-users location	Assist in patient mobility	Assist in transporting patients	Assist in bio- psychosocial support care of patients	Handle waste in a health care environment	Plan the hilot wellness program of client/s	Provide pre-service to hilot client/s	Apply hilot wellness massage techniques	Provide post advice and post-services to hilot clients
Practice good housekeeping	Monitor supply/ inventory of pharmaceutical products	Handle and control pharmaceutical products	Arrange and display pharmaceutical products	Perform good laboratory practices	Adhere to good manufacturing practices	Demonstrate product knowledge on medicines	Dispense pharmaceutical products	Perform health promotion education, vigilance	Install biomedical equipment
Perform corrective maintenance on biomedical equipment	Perform preventive maintenance on biomedical equipment	Repair biomedical equipment	Assess and refer biomedical equipment	Develop massage practice	Perform client consultation	Perform body massage and work area	Maintain and organize tools, equipment, supplies	Perform basic life support	Maintain life support equipment and resources
Implement safe access and extrication procedures in an emergency	Manage request for ambulance service	Allocate ambulance service resources	Coordinate emergency resources	Deliver basic ambulance communication skills	Supervise on-road operations	Manage the scene of an emergency	Manage the scene of a special event	Manage routine scene	Deliver pre-hospital patient care
Deliver intensive pre-hospital patient care	Manage ambulance operations	Transport emergency patients	Transport non-emergency patients	Drive vehicles under operational conditions	Assist the household to identify health problems to promote health and well-being	Share knowledge and skills among members to provide information, education and communication (IEC) and/or household teaching in disease prevention and control	Ensure the proper maintenance of health station and safe custody of its equipment, medical supplies, materials, and health records	Monitor health status of household members under his/her area of service coverage	Maintain updated list/records of health activities

Analyze and interpret ophthalmic lens prescription	Edge and mount ophthalmic appliances	Apply UV coat/ tint to ophthalmic lenses	Fabricate models	Fabricate custom impression trays	Fabricate registration bite rims	Articulate models and transfer records	Fabricate mouthguard	Fabricate metal crown and bridge structures	Fabricate ceramic restorations
Fabricate indirect composite/polymer fixed restorations	Join alloy structures	Arrange artificial teeth for complete dentures	Set-up and wax removable partial dentures	Wax, process and finish acrylic dentures and appliances	Fabricate thermo formed bases and appliances	Repair and modify dentures and appliances	Fabricate oral splints	Fabricate orthodontic appliances	Fabricate cast metal removable partial denture framework
Perform oral examination	Promote oral health and hygiene	Operate a dental radiographic equipment	Apply the principle of radiology biology and protection in dental practice	Perform scaling and polishing	Maintain dental records and resources	Provide effective patient/client service	Manage dental laboratory production and operation	Perform administrative functions	Continue professional growth and development
Participate in the implementation and monitoring of newborn's care plan	Develop the ability to recognize newborn's growth and development	Perform caring skills for newborn	Participate in the implementation and monitoring of infant's care plan	Provide physical needs, care and support to infant	Foster social, intellectual and emotional development of infant	Participate in the implementation and monitoring of toddler's care plan	Develop the ability to recognize toddler's growth and development	Perform caring skills for toddler	Participate in the implementation and monitoring of pre-schooler's care plan
Develop the ability to recognize pre-schooler's growth and development	Perform caring skills for pre-schooler	Provide assistance and care to personal needs of grade schooler	Foster physiological needs and cognitive development of grade schooler	Foster physical growth and development of grade schooler	Respond to emergency for grade schooler	Foster physical growth and development of adolescent	Promote developmental tasks for adolescent	Respond to emergency for adolescent	Develop the ability to recognize aging process
Participate in the implementation and monitoring of client's care plan	Perform caring skills	Perform specialty care procedures	Assist client in administering prescribed medication	Participate in the implementation and monitoring of client's care plan	Provide assistance and support on environment and biopsychosocial needs of clients	Develop the ability to recognize healthy body systems and apply medical terminologies	Provide care and support to activities of daily living (ADL) of clients	Provide assistance in administering prescribed medications to clients	Provide care and support to clients with special needs
Respond to emergency situations	Provide immediate care and support to children with special needs	Provide immediate care and support to adults and elderly with special needs							

## GLOSSARY OF TERMS

1. **AGING** - starting at what is commonly called age, operations of the human body begin to be more vulnerable to daily wear and tear, there is a general decline in physical, and possibly mental, functioning. In Western countries, the length of life is often into the 70s. The upward limit of the life span, however, can be as high as 120 years. During the latter of half of life, an individual is more prone to have problems with various functions of the body and to develop any number of chronic or fatal diseases. The cardiovascular, digestive, excretory, nervous, reproductive and urinary systems are particularly affected. The most common diseases of aging include Alzheimer's, arthritis, cancer, diabetes, depression and heart disease.
2. **AMBULATION** - the act, action, or an instance of moving about or walking. Ambulation is the ability to walk without the need for any kind of assistance. It is most often used when describing the goals of a patient after a surgery or physical therapy. In order to reach a patient's goal of ambulation, they may require assistance before they are able to walk around on their own.
3. **ASSISTIVE DEVICES** - Any device that is designed, made, or adapted to assist a person perform a particular task. For examples, canes, crutches, walkers, wheel chairs, and shower chairs are all assistive devices.
4. **BED SORES** - A painful, often reddened area of degenerating, ulcerated skin caused by pressure and lack of movement, and worsened by exposure to urine or other irritating substances on the skin. Untreated bed sores can become seriously infected or gangrenous. Bed sores are a major problem for patients who are confined to bed or a wheelchair. They can be prevented by moving the patient frequently, changing bedding, and keeping the skin clean and dry. Also called a pressure sore, decubitus sore, or decubitus ulcer.
5. **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).
6. **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.
7. **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.
8. **CLIENT** - a person who engages the professional advice or services of another.
9. **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.

10. **COLD THERAPY** - As a general rule, cold therapy is used for sudden, acute injuries such as ankle sprains, muscle tears, bruising and inflammation.
11. **DISPENSING** - is the provision of drugs or medicines as set out properly on a lawful prescription.
12. **ELDERLY**- aged; individuals over 65 years old who have functional impairments; sometimes used to describe any adult over 75 years old.
13. **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.
14. **INCONTINENCE** - inability of the body to control the evacuative functions of urination or defecation: partial or complete loss of bladder or bowel control.
- 31 **INFECTION CONTROL** - is the discipline concerned with preventing healthcare-associated infections; a practical rather than academic sub-discipline of epidemiology. Infection control addresses factors related to the spread of infections within the healthcare setting, whether among patients, from patients to staff, from staff to patients, or among staff. This includes preventive measures such as hand washing, cleaning, disinfecting, sterilizing, and vaccinating. Other aspects include surveillance, monitoring, and investigating any suspected outbreak of infection, and its management.
- 32 **MEDICATION** - a substance used for medical treatment, especially a medicine or drug.
- 33 **MOBILITY** - the ability to move or be moved freely and easily.
- 34 **ORAL CARE** – is the practice of keeping the mouth clean and healthy by brushing and flossing to prevent tooth decay and gum disease.
- 35 **PALLIATIVE CARE** - care for the terminally ill and their families, especially that provided by an organized health service.
- 36 **PERENIAL CARE** - involves cleaning the private areas of a patient. Because this area is prone to infection, it must be cleaned at least daily, and more if your loved one suffers from incontinence. Typical times to perform peri-care include as part of daily bathing, after the use of the bedpan, and following episodes of incontinence.
- 37 **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.
- 38 **PRESCRIPTION** - an instruction written by a medical practitioner that authorizes a patient to be provided a medicine or treatment.
- 39 **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.

- 40 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.
- 41 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.
- 42 TOILETING** - is the act of assisting a dependent patient with his/her elimination needs.
- 43 VITAL SIGNS** – determination of temperature, pulse rate, rate of breathing and level of blood pressure.
- 44 WOUND CARE** - refers to specific types of treatment for pressure sores, skin ulcers and other wounds that break the skin.

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