

TRAINING REGULATIONS

CONTACT TRACING 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.

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

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

Each TR has four sections:

- Section 1 **Definition of Qualification** describes the qualification and defines the competencies that comprise the qualification.
- Section 2 **Competency Standards** gives the specifications of competencies required for effective work performance.
- Section 3 **Training Arrangements** contains information and requirements in designing training program for certain qualification. It includes curriculum design; training delivery; trainee entry requirements; tools, equipment and materials; training facilities; trainer's qualification; and institutional assessment.
- Section 4 **Assessment and Certification Arrangements** describes the policies governing assessment and certification procedures.

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TRAINING REGULATIONS FOR CONTACT TRACING NC II

SECTION 1 DEFINITION OF QUALIFICATION

The **CONTACT TRACING NC II** Qualification consists of competencies that a person must achieve to conduct case investigation and contact identification, conduct profiling of contacts and follow-up, conduct referral to health facility, quarantine facility, and other relevant agencies, conduct health education programs, perform data recording and reporting and conduct monitoring and surveillance for all notifiable diseases.

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 innovations
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
HHC321201	Implement and monitor infection control policies and procedures
HHC321202	Respond effectively to difficult/challenging behavior
HHC321203	Apply basic first aid
HHC321204	Maintain high standard of patient/client services

Unit Code	CORE COMPETENCIES
HHC532334	Conduct case investigation and contact identification
HHC532335	Conduct profiling of all contacts and index cases and follow-up
HHC532336	Conduct referral to health facility/ quarantine facility/ other relevant agencies
HHC532337	Conduct health education programs
HHC532338	Perform data recording and reporting
HHC532339	Conduct monitoring and surveillance

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

- Contact Tracer (Local Government Unit: Province/ City/ Municipality/ Barangay)

SECTION 2 COMPETENCY STANDARDS

This section gives the details of the contents of the units of competency required in **CONTACT TRACING NC II**.

BASIC COMPETENCIES

UNIT OF COMPETENCY : PARTICIPATE IN WORKPLACE COMMUNICATION

UNIT CODE : 400311210

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

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

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

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

RANGE OF VARIABLES

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

EVIDENCE GUIDE

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

UNIT OF COMPETENCY : WORK IN A TEAM ENVIRONMENT

UNIT CODE : 400311211

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

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

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

VARIABLE	RANGE
1. Role and objective of team	May include but not limited to: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 3.1. Work procedures and practices 3.2. Conditions of work environments 3.3. Legislation and industrial agreements 3.4. Standard work practice including the storage, safe handling and disposal of chemicals 3.5. Safety, environmental, housekeeping and quality guidelines

EVIDENCE GUIDE

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

UNIT OF COMPETENCY : SOLVE/ADDRESS GENERAL WORKPLACE PROBLEMS

UNIT CODE : 400311212

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

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

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

RANGE OF VARIABLES

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

EVIDENCE GUIDE

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

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

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

RANGE OF VARIABLES

VARIABLE	RANGE
1. Self-management strategies	<p>May include but not limited to:</p> <ul style="list-style-type: none"> 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	<p>May include but not limited to:</p> <ul style="list-style-type: none"> 2.1 Job burn-out 2.2 Drug dependence 2.3 Sulking

EVIDENCE GUIDE

1. Critical Aspects of Competency	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Express emotions appropriately 1.2 Work independently and show initiative 1.3 Consistently demonstrate self-confidence and self-discipline
2. Resource Implications	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 2.1. Access to workplace and resource s 2.2. Case studies
3. Methods of Assessment	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 4.1. Competency assessment may occur in workplace or any appropriately simulated environment

UNIT OF COMPETENCY : CONTRIBUTE TO WORKPLACE INNOVATIONS

UNIT CODE : 400311214

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

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

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

RANGE OF VARIABLES

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

VARIABLE	RANGE
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

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

UNIT OF COMPETENCY : PRESENT RELEVANT INFORMATION

UNIT CODE : 400311215

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

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

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

RANGE OF VARIABLES

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

EVIDENCE GUIDE

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

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

UNIT CODE : 400311216

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

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

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

RANGE OF VARIABLES

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

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

UNIT CODE : 400311217

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

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

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	3.3 discussed with appropriate personnel 3.3 Feedback on information/ concerns raised are clarified with appropriate personnel		3.3 Applying problem solving 3.4 Applying observation skills 3.5 Practicing environmental awareness

RANGE OF VARIABLES

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

EVIDENCE GUIDE

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

UNIT OF COMPETENCY : PRACTICE ENTREPRENEURIAL SKILLS IN THE WORKPLACE

UNIT CODE : 400311218

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

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

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

RANGE OF VARIABLES

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

EVIDENCE GUIDE

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

COMMON COMPETENCIES

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

UNIT CODE : **HHC321201**

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

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Provide information to the work group about the organization's infection control policies and procedures	1.1 Relevant information about the organization's infection control policy and procedures, and applicable <i>industry codes of practice</i> are accurately and clearly explained to the work group 1.2 Information about identified <i>hazards and the outcomes of infection risk assessments</i> 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	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,

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		(WHO Standard) 1.9.2 Body Substance Isolation (BSI) by using PPE (Personal Protective Equipment) 1.10 Use of disinfectant 1.11 Observe “Social Distancing” 1.12 Stay at home as needed 1.13 Knowledge on equipment for communication to be used (computer, telephone, cell phone etc.)	guidelines, policies and procedures 1.8 Operating equipment for operation 1.9 Reporting and documentation with accuracy
2. Integrate the organization's infection control policy and procedure into work practices	2.1 Therapeutic communication is applied to ensure implementation of infection control policy in the work place 2.2 Infection control policies and procedures are implemented based on established procedure 2.3 Employer's coaching and support ensures the individuals/teams are able to practice infection control procedures 2.4 Safe work procedures are adopted to reflect appropriate infection control practices in the work place 2.5 Employees are encouraged to report hazardous and infectious risks and to suggest improvement of infection control procedures	2.1 Use of verbal and non-verbal therapeutic communication 2.2 RA 11058 – OSH Law 2.3 RA 9008 – Ecological Solid Waste Management Act 2.4 RA 856 – Sanitation Code of the Phil. 2.5 Hazards and infectious risks 2.6 Appropriate wearing, removal and disposal of PPE (Personal Protective Equipment) 2.7 Use of computer for documentation and reporting	2.1 Applying verbal and non-verbal communication 2.2 Implementing infection control policy and procedures 2.3 Coaching employees to ensure the practice of infection control 2.4 Adopting work procedures to reflect appropriate infection control practices 2.5 Encouraging employees to report hazards and risks in the work place 2.6 Recognizing suggestions of employees to improve infection control practices

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

RANGE OF VARIABLES

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

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

VARIABLE	RANGE
	<ul style="list-style-type: none"> 7.1.1 Safety 7.1.2 Health 7.1.3 Environment 7.2 Classes of hazard <ul style="list-style-type: none"> 7.2.1 Natural 7.2.2 Man made 7.2.2 Technology 7.2.3 Behavior/attitude 7.3 Specific hazard <ul style="list-style-type: none"> 7.3.1 Mechanical 7.3.2 Chemical 7.3.3 Physical 7.3.4 Biological 7.3.5 Psychological 7.4 Risks in the workplace <ul style="list-style-type: none"> 7.4.1 Corona virus – accommodating high risk employee returning to work 7.4.2 Ergonomics 7.4.3 Risk examples <ul style="list-style-type: none"> 7.4.3.1 Health risk (smoking) 7.4.3.2 Exposure to computer 7.4.3.3 Working at height 7.4.3.4 Hazardous substances exposure 7.4.3.5 Slips and trips 7.4.3.6 Strain, sprain and pain 7.5 Adapt best practices in the workplace <ul style="list-style-type: none"> 7.5.1 Provide clear expectations 7.5.2 Give people the opportunity to use their skills 7.5.3 Encourage people to contribute ideas and get involved in decision making 7.5.4 Reward effort 7.5.5 Stay committed 7.5.6 Hold regular meetings 7.5.7 Seek cultural cohesiveness
8. Infection control standards	<p>May include:</p> <ul style="list-style-type: none"> 8.1 Goals of infection control policy 8.2 Basic infection control 8.3 Main universal precautions 8.4 Standard infection control precautions 8.5 WHO infection prevention and control 8.6 Data analysis
9. Designated personnel	<p>May include:</p> <ul style="list-style-type: none"> 9.1 Medical team of the company or agency 9.2 Support group <ul style="list-style-type: none"> 9.2.1 Manager 9.2.2 Infection Control Coordinator 9.2.3 Quality Improvement Coordinator 9.2.4 Infection Control Committee 9.2.5 Occupational Health and Safety Committee

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

EVIDENCE GUIDE

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

UNIT OF COMPETENCY : RESPOND EFFECTIVELY TO DIFFICULT/ CHALLENGING BEHAVIOR

UNIT CODE : HHC321202

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

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

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

RANGE OF VARIABLES

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

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

EVIDENCE GUIDE

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

UNIT OF COMPETENCY : APPLY BASIC FIRST AID

UNIT CODE : HHC321203

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

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Assess the situation	1.1 Emergency action principle of First Aid is applied based on established procedure 1.2 Physical hazards to self and casualty's health and safety are identified based on established procedure 1.3 Immediate risks to self and casualty are minimized by controlled in accordance with OHS requirements 1.4 First Aid kit must be available at all times based on OSH Law and First Aid manual	1.1 First Aid standard operating procedure 1.2 OSH Law RA 11058 1.3 Physical hazards 1.4 Immediate risk 1.5 Use of gloves and mask 1.6 First aid kit	1.1 Applying emergency action principles of first aid 1.2 Identifying physical hazards 1.3 Controlling and minimizing immediate risk for self and casualty 1.4 Applying principle to activate medical assistance 1.5 Wearing of mask and gloves 1.6 Using of First Aid kit
2. Perform primary survey of the victim	2.1 Principles of Body Substance Isolation is applied based on standard First Aid procedure 2.2 Responses and level of consciousness of the victim or casualty are checked based on established standard first aid procedure 2.3 Potentially life-threatening condition is identified and then appropriate treatment is began based on first aid standard procedure 2.4 Activate medical assistance is applied based on established first aid procedure	2.1 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
	2.5 Basic life support is applied based on established first aid procedure		
3. Apply secondary survey of casualty	3.1 Detailed history of casualty is obtained based on established standard procedure of first aid 3.2 Physical examination of the casualty is done based on established procedure 3.3 Vital signs of casualty are obtained based on established standard procedure of first aid 3.4 Casualty is endorsed to physician or paramedic based on standard procedure of first aid 3.5 Written incident report is submitted based on standard procedure of company or home facility	3.1 Therapeutic communication 3.2 OSH Law RA 11058 3.3 RA 9003 – Ecological Solid Waste Management 3.4 Detailed history of casualty 3.5 Physical examination of the casualty 3.6 Vital signs paraphernalia 3.7 Write an incident report using pen and paper 3.8 Use of computer for recording purpose	3.1 Applying therapeutic communication 3.2 Applying OSH Law RA 11058 and RA 9003 3.3 Obtaining history of casualty 3.4 Doing the physical examination 3.5 Obtaining and documenting casualty's vital signs 3.6 Documenting and reporting of incident

RANGE OF VARIABLES

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

VARIABLE	RANGE
5. Principles of body substance isolation	May include: 5.1 Definition of Body substance Isolation (BSI) 5.1.1 Mode of transmission methods 5.1.1.1 Blood or fluid splash 5.1.1.2 Surface contamination 5.1.1.3 Needle stick exposure 5.1.1.4 Oral contamination due to improper handwashing 5.2 Proper handwashing (WHO standard) 5.3 Proper wearing, removal and disposal of mask and gloves (PPE) 5.4 Wearing of HazMat (Hazardous material suit) as needed 5.5 Use of disinfectant
6. Level of consciousness	May include: 6.1 Awake 6.2 Confused 6.3 Disoriented 6.4 Lethargic 6.5 Obtunded 6.6 Stuporous 6.7 Comatose 6.7.1 Protect spine if necessary 6.7.2 Check C-A-B 6.7.2.1 Circulation 6.7.2.2 Airway 6.7.2.3 Breathing
7 Potentially life-threatening condition	May include: 7.1 Types of unconscious victim 7.1.1 +B +P = Syncope 7.1.2 -B + P = Respiratory arrest 7.1.3 -B - P = Cardiac arrest * B-breathing: *P - pulse 7.2 TRIAGE (TRIAGE PRIORITY) 7.3 Casualty who has life threatening condition that involves C-A-B. Treat this victim first and transport as soon as possible 7.3.1 Airway and breathing difficulties 7.3.2 Choking 7.3.3 Uncontrolled and severe bleeding 7.3.4 Decreased level of consciousness 7.3.5 Shock (different types) 7.3.6 Severe burns (2 nd and 3 rd degree) with difficulty of breathing 7.4 Person/casualty who are injured but the condition is not life threatening. Treatment can be delayed temporarily 7.4.1 Burns without airway problem 7.4.2 major or multiple or joint injury

VARIABLE	RANGE
	<p>7.4.3 Back injuries with or without spinal cord injury</p> <p>7.5 Person who is injured but only minor. Treatment can be delayed</p> <p>7.5.1 Minor fracture</p> <p>7.5.2 minor soft tissue injury</p> <p>7.6 Lowest priority (Black) person who is already dead or have little chance of survival</p> <p>7.6.1 Obvious death</p> <p>7.6.2 Obviously non survivable injury</p> <p>7.6.2.1 Major open brain trauma</p> <p>7.6.2.2 Full cardiac arrest</p>
8 Activate medical assistance	<p>May include:</p> <p>8.1 Arrange transfer facilities</p> <p>8.1.1 Phone first – activate or call medical assistance then return to the victim</p> <p>8.1.2 Phone fast – CPR first before calling for medical assistance</p>
9 Basic life support	<p>May include:</p> <p>9.1 Basic life support definition</p> <p>9.1.1 Respiratory arrest</p> <p>9.1.2 Cardiac arrest</p> <p>9.1.3 Artificial respiration or rescue breathing</p> <p>9.1.4 Cardiopulmonary resuscitation</p> <p>9.1.4.1 CPR for infant</p> <p>9.1.4.2 CPR for children</p> <p>9.1.4.3 CPR for adult</p> <p>* Follow CPR under AHA (American Heart Association C-A-B procedure)</p> <p>9.2 Check Circulation – Airway - Breathing</p> <p>9.2.1 Carotid pulse for adult</p> <p>9.2.2 Brachial pulse for infant</p> <p>9.2.3 Open airway</p> <p>9.2.3.1 Head tilt chin lift maneuver</p> <p>9.2.3.2 Jaw thrust maneuver</p> <p>9.2.3.3 Modified jaw thrust maneuver</p> <p>9.3 When to stop CPR</p> <p>9.3.1 S - Spontaneous breathing and pulse has occurred</p> <p>9.3.2 T – Turned over to the physician or paramedics</p> <p>9.3.3 O – Operator or first aider is already exhausted</p> <p>9.3.4 P – Physician assumed responsibility and if the casualty has been declared dead</p>
10 Detailed history of casualty	<p>May include:</p> <p>10.1 Ask the following data:</p> <p>10.1.1 Signs and symptoms of the episode</p> <p>10.1.2 What occurred at the onset of accident</p> <p>10.1.3 Any known allergies</p>

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

VARIABLE	RANGE
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 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

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

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

UNIT CODE : HHC321204

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

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Communicate appropriately with patients / clients	1.1 Effective communication strategies and techniques are identified and used to achieve best client service outcomes 1.2 Complaints are responded to in accordance with organizational policy to ensure best service to clients 1.3 Complaints are dealt with in accordance with established procedures 1.4 Interpreter services are accessed as required 1.5 Action is taken to resolve conflicts either directly, where a positive outcome can be immediately achieved, or by referral to the appropriate personnel 1.6 Participation in work team is constructive and collaborative and demonstrates an understanding of own role	1.1 Reporting, documentation and use of non-verbal and verbal communication 1.2 Management of conflict 1.3 Knowledge on cultural differences of client including rules and policies as necessary 1.4 Roles and responsibilities of self and other workers within the organization 1.5 Knowledge on client issues that need to be referred to an appropriate health professional 1.6 Organizational / institutional policies and procedures for privacy and confidentiality of information provided by clients and others 1.7 Institutional policy on patient / client rights and responsibilities 1.8 Knowledge on the use mathematical operations such as addition, subtraction, division, multiplication	1.1 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

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

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	evaluated to ensure best client service outcomes	2.6 Concepts on modes of communication 2.7 Knowledge on the use of equipment 2.8 Knowledge on operating of equipment needed for communication (computer, cell phone, and other forms of media)	2.7 Using effective listening techniques 2.8 Using appropriate verbal and non-verbal communication styles 2.9 Using oral and written communication 2.10 Working with others and displaying empathy with client and relatives 2.11 Applying conflict management skills 2.12 Demonstrating intra and interpersonal skills 2.13 Reporting and documentation with accuracy
3. Act in a respectful manner at all times	3.1 Respect for differences is positively, actively and consistently demonstrated in all work 3.2 Confidentiality and privacy of client is maintained 3.3 Courtesy is demonstrated in all interactions with clients, their visitors, careers and family 3.4 Assistance with the care of clients with challenging behaviors is provided in accordance with established procedures 3.5 Techniques are used to manage and minimize aggression	3.1 Reporting, documentation and use of non-verbal and verbal communication 3.2 Management of conflict 3.3 knowledge on cultural differences of client including rules and policies as necessary 3.4 Organizational / institutional policies and procedures for privacy and confidentiality of information provided by clients and others 3.5 Institutional policy on client rights and responsibilities 3.6 Concepts on modes of communication	3.1 Identifying the mode on communication appropriate for the situation 3.2 Applying modes of communication 3.3 Operating equipment of communication needed 3.4 Establishing and maintaining relationships, taking into account individual differences 3.5 Following the instructions and guidance of health professionals involved with the care of client 3.6 Respecting for client rights

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

RANGE OF VARIABLES

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

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

EVIDENCE GUIDE

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

CORE COMPETENCIES

UNIT OF COMPETENCY : CONDUCT CASE INVESTIGATION AND CONTACT IDENTIFICATION

UNIT CODE : HHC532334

UNIT DESCRIPTOR : This unit covers the knowledge skills and attitudes required to gather relevant and specific information from the identified suspected, probable and confirmed positive cases for all notifiable diseases.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Plan and prepare for the conduct of case investigation	1.1 <i>Patient's personal information</i> is checked and verified in accordance with established standards and procedures 1.2 <i>Method</i> of the interview is identified and location is assessed if conducive for interview 1.3 <i>Contact tracer members</i> and roles of each member are identified and discussed in accordance with established standards and procedures 1.4 Prescribed/Standard contact tracing forms are prepared in accordance with established standards and procedures	1.1 RA 10173 - Data Privacy Act of 2012 and its IRR 1.2 Proclamation No. 929, s. 2020, RRD 1.3 IATF Resolutions 1.4 Risk Assessment 1.5 Basic Safety and Security in the Field 1.6 Basic Computing and Numerical Reasoning 1.7 Basic Logic 1.8 Basic Psychology 1.9 RA 11332 - Mandatory Reporting of Notifiable Diseases and Health Events of Public Health Concern Act 1.10 Donning and Doffing of PPE 1.11 Basic Computer Processing 1.12 Document Processing (Microsoft Office Word, Excel, PowerPoint, Google Mail, Docs, Drive) 1.13 Appropriate Apps/Information System	1.1 Ability to encode, manage, and update information systems 1.2 Ability to set-up and wear the Personal Protective Equipment (PPE) 1.3 Ability to conduct Basic First Aid 1.4 Psychosocial Skills 1.5 Probing Skills 1.6 Information Gathering 1.7 Report Writing 1.8 Communication and Research Skills 1.9 Ability to relate with and communicate information to people with different social, cultural and ethnic backgrounds

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		1.14 Use of appropriate gadgets for contact tracing	
2. Conduct interview with the patient	2.1 Preliminary verification of identity must be established in accordance with established procedures 2.2 Rapport and trust are established with the patient and his/her family 2.3 Patient's and family's <i>emotional state, basic necessities and patient living status</i> is assessed and addressed accordingly 2.4 Members of the contact tracing team and their roles are discussed to the patient and to his/her family in accordance with established standards and procedures 2.5 Reason for interview is explained to the patient and to his/her family in accordance with established standards and procedures 2.6 <i>Open statements</i> are used to start the interview proper in accordance with established standards and procedures. (Reiteration of Opening Spiel/ Statement) 2.7 Appropriate <i>probing questions</i> are used to elicit more information from the patient and his/her family as appropriate 2.8 Active listening is demonstrated at all times	2.1 Non-verbal Communication 2.2 Verbal Communication 2.3 Active Listening 2.4 Gatekeeping of Information 2.5 Privacy and Confidentiality 2.6 Basic Computing and Numerical Reasoning 2.7 Basic Logic 2.8 Inductive Reasoning 2.9 Deductive Reasoning 2.10 Use of recording devices, mobile/cellular phones, tablets, laptop, etc. 2.11 Case Investigation Form 2.12 WHO Case Report Form	2.1 Psychosocial Skills 2.2 Probing Skills 2.3 Communication Skills 2.4 Information Gathering 2.5 Report writing/minutes of the interview 2.6 Research Skills 2.7 Ability to relate with and communicate information to people with different social, cultural and ethnic backgrounds 2.8 Interview Techniques

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	2.9 Case Investigation forms and other forms prescribed are filled out appropriately		
3. Close procedure/ interview	3.1 All questions and information gathered are verified and consolidated in accordance with established standards 3.2 Information gathered is reviewed and validated with the client/ patient 3.3 Interview was closed politely, positively, and prospectively (reassurance)	3.1 Non-Verbal Communication 3.2 Verbal Communication 3.3 Active listening 3.4 Gatekeeping of Information 3.5 Privacy and confidentiality 3.6 Basic Computing and Numerical Reasoning 3.7 Basic Logic 3.8 Inductive Reasoning 3.9 Deductive Reasoning 3.10 Use of recording devices, mobile/ cellular phones, tablets, laptop, etc. 3.11 Case Investigation Form 3.12 WHO Case Report Form	3.1 Communication Skills 3.2 Critical thinking Skills 3.3 Interpersonal Skills
4. Evaluate the outputs of the interview	4.1 Aims and objectives for the epidemiological interview have been examined if achieved and in accordance with established standards and procedures 4.2 Epidemiological investigation is reviewed in the light of information obtained during the interview and in accordance with established standards and procedures 4.3 Interview techniques developed by evaluating how one performed and set goals for the future	4.1 Non-verbal Communication 4.2 Verbal Communication 4.3 Active listening 4.4 Gatekeeping of Information 4.5 Privacy and confidentiality 4.6 Basic Computing and Numerical Reasoning 4.7 How to evaluate epidemiological interview 4.8 Epidemiological Interview 4.9 Deductive Reasoning 4.10 Use of appropriate contact tracing	4.1 Communication Skills 4.2 Critical thinking Skills

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		gadgets such as recording devices, mobile/cellular phones, tablets, laptop, etc. 4.11 Case Investigation Form 4.12 WHO Case Report Form	
5. Identify close contacts or persons	5.1 Close contacts are identified in accordance with the Close Contact Line List Form 5.2 List of close contacts are reviewed and verified with the patient 5.3 List of all close contacts are reported to the respective epidemiology unit or local authorities	5.1 Verbal Communication 5.2 Non-Verbal Communication 5.3 Active Listening 5.4 IATF Resolutions and DOH Issuances 5.5 Use of PPE 5.6 Use of Electronic Gadgets	5.1 Communication Skills 5.2 Critical thinking Skills

RANGE OF VARIABLES

VARIABLE	RANGE
1. Personal Information	May include: <ul style="list-style-type: none"> 1.1 Full Name (Last, First, Middle) 1.2 Date of Birth (mm/dd/yyyy) and Age (n) 1.3 Sex and Gender 1.4 Occupation 1.5 Civil Status 1.6 Nationality 1.7 Valid Government ID Num (e.g. UMID, SSS, GSIS, Pagibig, Passport Number and PHIC No.) 1.8 Permanent Address 1.9 Current Address 1.10 Workplace Address 1.11 Results of the notifiable disease test, if available 1.12 Travel History the past 14 days until patient was seen by contact tracing team 1.13 History of exposure to a known confirmed case 1.14 Name of Interviewer 1.15 Name of the disease reporting unit
2. Method	May include: <ul style="list-style-type: none"> 2.1 Phone 2.2 Face to Face 2.3 Social Media
3. Contact Tracer Members	May include: <ul style="list-style-type: none"> 3.1 Health worker 3.2 Medical Technologist 3.3 Police (<i>preferably from the Women and Children's Desk</i>) 3.4 Barangay Health Emergency Response Team 3.5 Disinfection Team 3.6 Transportation Team
4. Emotional State	May include: <ul style="list-style-type: none"> 4.1 Fear 4.2 Anxiety 4.3 Anger 4.4 Sadness
5. Basic Necessities	May include: <ul style="list-style-type: none"> 5.1 Financial 5.2 Food 5.3 Communication Gadgets
6. Patient Living Status	May include: <ul style="list-style-type: none"> 6.1 Urban Poor 6.2 Low 6.3 Middle 6.4 High Class
7. Opening statements	May include but not limited to: <ul style="list-style-type: none"> 7.1 "My name is [First Name], what's yours?" 7.2 "How are you feeling right now?"

	<p>7.3 “I can help you with this”</p> <p>7.4 “I am here to help”</p>
8. Probing statements	<p>May include but not limited to:</p> <p>8.1 “Can you remember what you did for the past minutes/ hours/ days...(chronological order)”</p> <p>8.2 “Can you tell me more about...”</p> <p>8.3 “Kindly explain to me...”</p> <p>8.4 “Please describe to me...”</p> <p>8.5 “Is it okay if you show me...”</p>
9. Interview Techniques	<p>May include:</p> <p>9.1 Context Reinstatement</p> <p>9.2 Varied Retrieval</p> <p>9.3 Concentration</p> <p>9.4 Imaginary</p> <p>9.5 Control of Information</p> <p>9.6 Witness Compatible Questioning</p> <p>9.7 Free recall model</p>
10. Close contacts	<p>May include:</p> <p>10.1 Face-to-face contact within 1 meter and for more than 15 minutes</p> <p>10.2 Direct physical contact</p> <p>10.3 Direct care without using proper PPEs</p> <p>10.4 Other situations as indicated by local risk assessments</p> <p>10.5 Individuals who cared for, lived, worked, travelled and transacted with a confirmed case of notifiable disease</p>

EVIDENCE GUIDE

<p>1. Critical Aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Accomplished standard interview/documentation form 1.2 Accomplished Close Contact Line List Form 1.3 Donning and doffing of Personal Protective Equipment 1.4 Planned and prepared for the conduct of case investigation 1.5 Conducted interview with the patient 1.6 Closed procedure/ interview 1.7 Evaluated the outputs of the interview 1.8 Identified close contacts
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 2.1 Standard Forms for case investigation 2.2 Personal Protective Equipment 2.3 Transportation expenses 2.4 Supplies needed for interviews such as ballpen, pencils, etc. 2.5 Cellphone load for data if using online platform 2.6 Food and water 2.7 Hand Sanitizer
<p>3. Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> 3.1 Role-playing 3.2 Question and answer 3.3 Examination 3.4 Return demonstration on donning and doffing including health care waste management
<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 : CONDUCT PROFILING OF ALL CONTACTS AND INDEX CASES AND FOLLOW-UP

UNIT CODE : HHC532335

UNIT DESCRIPTOR : This unit covers the knowledge skills and attitudes required to conduct profiling of all contacts and index cases and follow-up.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Profile all contacts and index cases	1.1 Collected data are vetted and harmonized in accordance with established standards and procedures (Vetting and harmonization of collected data) 1.2 Collected data are completed and validated via phone calls, face-to-face interviews and other appropriate communication platforms 1.3 Identified <i>all contacts</i> and index cases are located in accordance with established standards and procedures 1.4 Identified all contacts and index cases are assessed if symptomatic or asymptomatic in accordance with established standards and procedures 1.5 Close contacts who are symptomatic or asymptomatic are classified based on standard protocols	1.1 Verbal Communication 1.2 Non-Verbal Communication 1.3 Active Listening 1.4 Basic Arithmetic 1.5 IATF Resolutions/ Related Issuances 1.6 Close Contact Line List Form 1.7 Contact Tracing Signs and Symptoms Log Form 1.8 Health Workers Risk Assessment Form	1.1 Spatial Skills 1.2 Decision Making Skills 1.3 Data Analytics 1.4 Data Visualization 1.5 Data Storytelling 1.6 Communication Skills
2. Conduct follow-up with all contacts and index cases	2.1 Continuous information is elicited in accordance with established standards and procedures 2.2 Follow through substantial information	2.1 Verbal Communication 2.2 Non-Verbal Communication 2.3 Basic Arithmetic 2.4 Information Gathering	2.1 Spatial Skills 2.2 Decision Making Skills 2.3 Data Analytics 2.4 Data Visualization 2.5 Data Storytelling

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p>of all contacts and index cases to secure/complete information as needed</p> <p>2.3 Information is gathered in residential and non-residential areas in accordance with established standards and procedures</p> <p>2.4 Coordinate updated information gathered with the BHERT, CESU</p>		2.6 Communication Skills

RANGE OF VARIABLES

VARIABLE	RANGE
1. All Contacts	May include: <ul style="list-style-type: none"> 1.1 Close Contacts <ul style="list-style-type: none"> 1.1.1 Close contacts with symptoms <ul style="list-style-type: none"> 1.1.1.1 FIT Suspect COVID-19 Case Definition 1.1.1.2 DON NOT FIT Covid-19 Case Definition 1.1.2 Close contacts without symptoms <ul style="list-style-type: none"> 1.1.2.1 Non-health worker 1.1.2.2 Non-health worker with low risk exposure 1.1.2.3 Health worker with high risk exposure 1.1.2.4 Contacts in a congregate setting (jail, orphanage, silungan centers) 1.2 General Contacts/ Proximate contacts <ul style="list-style-type: none"> 1.2.1 Classroom 1.2.2 Office 1.2.3 Gathering 1.2.4 Crowded places (grocery store, establishments) 1.3 Contact of a Contact <ul style="list-style-type: none"> 1.3.1 F1 Close contact of Confirmed case 1.3.2 F2 Close contact of F1 1.3.3 F3 Close contact of F2 1.3.4 F4 Close contact of F3

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: <ul style="list-style-type: none"> 1.1 Profiled all contacts and index cases 1.2 Conducted follow-up with all contacts and index cases 1.3 Accomplished Standard Forms
2. Resource Implications	The following resources should be provided: <ul style="list-style-type: none"> 2.1 Standard Forms used in contact profiling and follow-up 2.2 Personal Protective Equipment 2.3 Transportation expenses 2.4 Supplies needed for profiling and follow-up such as ballpen, pencils, etc. 2.5 Cellphone load for data if using online platform 2.6 Food and water 2.7 Hand Sanitizer
3. Methods of Assessment	Competency in this unit must be assessed through: <ul style="list-style-type: none"> 3.1 Role-playing 3.2 Question and answer 3.3 Examination

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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UNIT OF COMPETENCY : **CONDUCT REFERRAL TO HEALTH FACILITY, QUARANTINE FACILITY OR OTHER RELEVANT AGENCIES**

UNIT CODE : **HHC532336**

UNIT DESCRIPTOR : Involves safe transport between and within health facilities, and coordination with the community and primary care facilities for all notifiable diseases patients needing referral.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Observe proper infection prevention control (IPC) protocols	1.1 Personal Protective Equipment PPE (gown, mask, eye protection, gloves) donned and doffed in accordance with established standards and procedures 1.2 Proper hand hygiene is performed in accordance with established standards and procedures 1.3 Patient is assisted to minimize contact with the vehicle and to avoid other unnecessary physical contact 1.4 Vehicle is kept well-ventilated during transport (eg. opening windows to reduce risk of transmission) 1.5 Driver is advised on proper cleaning and disinfection of vehicle and other tools and equipment with patient contact in accordance with established standards and procedures	1.1 Effective verbal and non-verbal communication 1.2 Risk communication 1.3 Guidelines on proper cleaning and sanitation of vehicles and equipment 1.4 Proper ventilation of the vehicle 1.5 Safe distance to avoid transmission 1.6 Characteristics of notifiable diseases and mode of transmission 1.7 Infection prevention and control protocols 1.8 Guidelines on the proper use of PPE and other protective devices	1.1 Giving clear and proper instructions to patient and driver 1.2 Proper Donning and doffing of PPE 1.3 Preventing transmission of the virus within and outside the vehicle 1.4 Cleaning and disinfection of the vehicle 1.5 Cleaning and disinfection of all tools and equipment used in the transfer (eg. stretcher, wheelchair, etc.) 1.6 Proper disposal/cleaning of contaminated materials
2. Coordinate with drivers and health workers on	2.1 Available resources in the community are identified in accordance with established	2.1 Risk Communication 2.2 Negotiation 2.3 Mapping and location of all available	2.1 Coordination with hospitals, health facilities, quarantine

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
the transport of patient for referral	<p>standards and procedures e.g. vehicles, health workers, hospitals and health facilities, makeshift areas, testing labs & kits, etc.</p> <p>2.2 Needed vehicles to pick-up and transport the patient is dispatched/contacted in accordance with established standards and procedures</p> <p>2.3 Receiving facility is notified of: estimated time of arrival, patient condition and potential infectious risks</p> <p>2.4 Relevant stakeholders/correspondence in the community are being coordinated as necessary</p>	<p>hospitals and facilities</p> <p>2.4 Estimated time of travel from one location/facility to another</p> <p>2.5 Pathophysiology of notifiable diseases</p> <p>2.6 Incubation period</p> <p>2.7 Disease progression</p> <p>2.8 Use of applicable and fastest means of communication</p>	<p>facilities, testing laboratories and other relevant offices in the community</p> <p>2.2 Coordination with the driver of transport vehicles</p> <p>2.3 Communicating accurate detail/information regarding the status of the patient being transported</p>
3. Observe proper referral and transfer protocol	<p>3.1 Informed consent is secured from the patient and/or family members</p> <p>3.2 Family members are informed that they will not be taken alongside the patient and advises them to undergo quarantine and monitoring of symptoms</p> <p>3.3 Patient referral forms are accurately filled-out in accordance with established standards and procedures</p> <p>3.4 Designated route is recognized and used in accordance with established standards and procedures</p> <p>3.5 Health of all staff involved in the transfer and transport is documented in accordance with</p>	<p>3.1 Patient's rights confidentiality and data privacy</p> <p>3.2 Principles of counselling and reassuring communication</p> <p>3.3 Designated transport route for ambulance/emergency vehicles</p> <p>3.4 Mode of transmission of notifiable diseases</p> <p>3.5 Incubation period</p> <p>3.6 Proper referral and reporting forms</p> <p>3.7 Proper use of information systems for referral and reporting</p>	<p>3.1 Maintaining patient confidentiality and data privacy</p> <p>3.2 Providing reassurance to patient and family</p> <p>3.3 Use of appropriate referral and reporting forms</p> <p>3.4 Use of information systems for referral and reporting</p> <p>3.5 Accurate reporting and documentation of health status of both patient and health staff</p>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	established standards and procedures		
4. Monitor patient's condition during transport	4.1 Accurate and timely information is provided to patient and their family in accordance with established standards and procedures 4.2 Patient's symptoms are monitored while on transport in accordance with established standards and procedures 4.3 Primary care management and appropriate <i>interaction</i> is provided, as necessary 4.4 A log of referral/transfer is kept in accordance with established standards and procedures 4.5 Family members are advised on quarantine and monitoring of symptoms in accordance with established standards and procedures	4.1 Principles of counselling 4.2 Location and distance of health facilities and quarantine facilities in the community 4.3 Disease progression 4.4 Range of disease severity and complications 4.5 Risk factors for contracting the disease 4.6 Vulnerable populations 4.7 Use necessary medical tools (eg. thermal scanner, BP apparatus, etc.	4.1 Counselling and giving advice to patient and family 4.2 Monitoring and reporting of patient's status while on transport 4.3 Performing necessary initial/primary care management while on transport 4.4 Documentation of the referral/transport activity

RANGE OF VARIABLES

VARIABLE	RANGE
1. Resources	May include: 1.1 Available ambulance or transport vehicles 1.2 Available hospitals and health facilities 1.3 Available quarantine facilities or makeshift areas 1.4 Available testing laboratories and testing kits 1.5 Available health workers
2. Correspondence	May include: 2.1 Drivers of transport vehicle 2.2 Triage officers in facilities 2.3 Facility managers 2.4 Local officials 2.5 municipal/city/provincial social worker 2.6 municipal/city/provincial health officer 2.7 staff in designated Philhealth office
3. Interactions	May include: 3.1 testing 3.2 quarantine 3.3 referral 3.4 hospitalization 3.5 health emergency 3.6 financial assistance 3.7 psychosocial assistance
4. Forms	May include: 4.1 referral forms 4.2 patient information 4.3 profile of patient's family/close contacts 4.4 patient transport forms 4.5 patient health status 4.6 status of accompanying health workers and team

EVIDENCE GUIDE

<p>1. Critical Aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Used Personal Protective Equipment (PPE) 1.2 Observed safety and IPC protocols in and out of the vehicle 1.3 Established rapport and secured informed consent from patient and family 1.4 Performed proper coordination with all parties involved in the transfer/transport 1.5 Monitored and documented patient status while on transport 1.6 Cleaned and disinfected the vehicle and equipment used in the transport of patient 1.7 Properly disposed all materials used 1.8 Properly filled out all necessary forms 1.9 Generated proper reporting and documentation of the referral/transport activity
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 2.1 Personal Protective Equipment (PPE) 2.2 Face masks for patients 2.3 Communication devices 2.4 Transport vehicles 2.5 Referral forms 2.6 Cleaning and disinfection materials 2.7 Devices for vital signs monitoring
<p>3. Methods of Assessment</p>	<p>Competency in this unit must be assessed through:</p> <ul style="list-style-type: none"> 3.1 Interview with candidate 3.2 Interviews with patients and families (simulation) 3.3 Interviews with drivers and health workers (simulation) 3.4 Actual Demonstration
<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 : CONDUCT HEALTH EDUCATION PROGRAMS

UNIT CODE : HHC532337

UNIT DESCRIPTOR : This unit of competency covers the basic knowledge, skills and attitudes required to conduct health education of patients during contact tracing.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Establish and maintain rapport with the patient	1.1 Initial contact is made with patient according to contact tracing plan and/or established procedures 1.2 Courtesy is demonstrated in all communication with patients and team members 1.3 Appropriate use of mode of communication is determined at all times. 1.4 Interpersonal exchanges are initiated with patient as appropriate 1.5 Communication is developed and maintained for effective relationship with patients 1.6 Trust and confidence of patient is consistently generated in all of the relevant work activities that are undertaken 1.7 Confidentiality and privacy of patient is consistently maintained 1.8 Autonomy or patient's rights and roles in decision- making is respected	1.1 Effective verbal and non-verbal communication 1.2 Different modes of communication 1.3 Recognize patient's privacy, autonomy and confidentiality 1.4 Communication procedures and systems 1.5 Lines of communication 1.6 Workplace etiquette 1.7 Organizational/ Workplace policies 1.8 Technology relevant to the enterprise and the individual's work responsibilities	1.1 Following simple spoken language 1.2 Relating/ Interacting with people with various background 1.3 Empathizing with sick or asymptomatic patients suspected or confirmed notifiable diseases patient 1.4 Interpersonal Skills 1.5 Active-listening skills 1.6 Gathering and providing information in response to workplace requirements 1.7 Preparing work related documents 1.8 Writing and recording gathered data
2. Assess patient's health educational needs and	2.1 Patient is interviewed to obtain the patient information and find out more about the patient as an individual and what his life is like	2.1 Effective verbal and non-verbal communication 2.2 Different modes of communication	2.1 Following simple spoken language 2.2 Relating/ Interacting with people with

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
readiness to learn	<p>2.2 Patient's learning needs is assessed in accordance with established standards and procedures</p> <p>2.3 Patient's learning style is determined and matched teaching strategies as closely as possible to the patient's preferred learning style</p> <p>2.4 Information about the patient's readiness to learn is gathered in accordance with established standards and procedures</p>	<p>2.3 Recognize patient's privacy, autonomy and confidentiality</p> <p>2.4 Communication procedures and systems</p> <p>2.5 Lines of communication</p> <p>2.6 Effective questioning techniques (clarifying and probing)</p> <p>2.7 Workplace etiquette</p> <p>2.8 Organizational/ workplace policies</p> <p>2.9 Principles of adult learning</p> <p>2.10 Basic knowledge of notifiable diseases</p> <p>2.11 Technology relevant to the enterprise and the individual's work responsibilities</p>	<p>various background</p> <p>2.3 Empathizing with sick or asymptomatic patients suspected or confirmed notifiable disease patients</p> <p>2.4 Interpersonal skills</p> <p>2.5 Active-listening skills</p> <p>2.6 Gathering and providing information in response to workplace requirements</p> <p>2.7 Preparing work related documents</p> <p>2.8 Writing and reporting gathered data</p> <p>2.9 Basic questioning/ querying</p>
3. Plan and implement an individualized teaching plan	<p>3.1 Learning outcomes you and the patient expect is defined from the teaching-learning process</p> <p>3.2 Specific learning objectives using WHO, DOES, WHAT, HOW, and WHEN as guide is developed in accordance with established standards and procedures</p> <p>3.3 Decide together with the patient what information will be taught by looking at the information that the patient 'needs to know' and what is 'nice to know' (Patient information is decided on what to be taught (needs to know) and</p>	<p>3.1 Effective verbal and non-verbal communication</p> <p>3.2 Different modes of communication</p> <p>3.3 Recognize patient's privacy, autonomy and confidentiality</p> <p>3.4 Communication procedures and systems</p> <p>3.5 Lines of communication</p> <p>3.6 Effective questioning techniques (clarifying and probing)</p> <p>3.7 Workplace etiquette</p> <p>3.8 Organizational/ workplace policies</p> <p>3.9 Principles of adult learning</p> <p>3.10 Basic knowledge of notifiable diseases</p>	<p>3.1 Following simple spoken language</p> <p>3.2 Relating/ Interacting with people with various background</p> <p>3.3 Empathizing with sick or asymptomatic patients suspected or confirmed notifiable diseases patients</p> <p>3.4 Interpersonal skills</p> <p>3.5 Active-listening skills</p> <p>3.6 Gathering and providing information in response to workplace requirements</p>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	what not to be taught (nice to know) 3.4 Simple written instructions is given as necessary	3.11 Technology relevant to the enterprise and the individual's work responsibilities	3.7 Preparing work related documents 3.8 Basic teaching/ counseling skills 3.9 Giving spoken and written instructions
4. Evaluate the patient's learning progress during and after teaching	4.1 Patient is asked to restate instructions in his or her own words 4.2 Patient is asked questions to see whether there are areas of instruction that need reinforcing or re-teaching 4.3 Patient is followed-up including family members as needed to determining how well the patient is performing tasks he or she has been taught	4.1 Effective verbal and non-verbal communication 4.2 Different modes of communication 4.3 Active-listening 4.4 Recognize patient's privacy, autonomy and confidentiality 4.5 Communication procedures and systems 4.6 Lines of communication 4.7 Effective questioning techniques (clarifying and probing) 4.8 Workplace etiquette 4.9 Organizational/ workplace policies 4.10 Principles of adult learning 4.11 Basic knowledge of notifiable diseases 4.12 Technology relevant to the enterprise and the individual's work responsibilities	4.1 Following simple spoken language 4.2 Relating/ Interacting with people with various background 4.3 Empathizing with sick or asymptomatic patients suspected or confirmed notifiable diseases patients 4.4 Interpersonal skills 4.5 Active-listening skills 4.6 Gathering and providing information in response to workplace requirements 4.7 Preparing work related documents 4.8 Basic teaching/ counseling skills 4.9 Giving spoken and written instructions

RANGE OF VARIABLES

VARIABLE	RANGE
1. Patient	May include: 1.1 Confirmed COVID-19 positive case 1.2 Close contact of a confirmed COVID-19 positive case 1.3 General contact of a confirmed COVID-19 positive case
2. Communication	May include: 2.1 Oral 2.2 Written 2.3 Sign language 2.4 Vernacular/ Filipino/ English
3. Team Members	May include: 3.1 Doctors 3.2 Nurses 3.3 Midwives 3.4 Sanitary Inspector 3.5 Medical Technologist 3.6 Barangay Health Emergency Response Team (BHERTS)
4. Mode of Communication	May include: 4.1 Telephone 4.2 Cell phone 4.3 Face to face 4.4 Electronic Media 4.5 Letters, notes
5. Confidentiality and Privacy	May include: 5.1 Written details (medical and consent forms) 5.2 Conversation 5.3 Information disclosed to appropriate person consistent with one's level of accountability 5.4 Legal and ethical requirements
6. Autonomy	May include: 6.1 Informed consent
7. Patient information	May include: 7.1 Demographic details 7.2 Lifestyle practice 7.3 Work-related activities 7.4 History (medical and mental) 7.5 Patient care plan (hospitalized or home-isolation/ quarantine)
8. Learning Style	May include: 8.1 Visual (e.g. Picture aids, infographics, videos)

	8.2 Auditory (e.g. Verbal instructions, discussions, read-alouds) 8.3 Read/Write (e.g. Note-taking) 8.4 Kinesthetic (e.g. hands-on)
9. Written Instructions	May include: 9.1 Written notes 9.2 Educational/ Instructional pamphlets 9.3 Flyers

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Established rapport with the patient 1.2 Maintained confidentiality and privacy 1.3 Complied with established policies and procedures 1.4 Communicated effectively with patients and significant others and team members 1.5 Responded effectively to patients learning needs 1.6 Provided appropriate health education to patient 1.7 Made use of appropriate educational materials to transfer information effectively 1.8 Assessed patients learning
2. Resource Implications	The following resources should be provided: 2.1 Case Investigation Forms 2.2 Relevant Policies and Procedures Manuals 2.3 Notebook 2.4 Writing Material 2.5 Telephone/ Cost of communication 2.6 Computer and Internet Connection (as necessary) 2.7 Transportation/Transportation Allowance
3. Methods of Assessment	Competency in this unit must be assessed through: 3.1 Third Party Report 3.2 Simulation 3.3 Interview 3.4 Written Test
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 DATA RECORDING AND REPORTING

UNIT CODE : HHC532338

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitude required in contact tracing to record and report relevant information. The unit involves the documentation of information on the activities involving the patient.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Demonstrate computer literacy and data/records management	1.1 Basic Microsoft Office applications are navigated/operated in accordance with established standards and procedures 1.2 E-mail system is used in accordance with established standards and procedures 1.3 Basic functions of www-browser to search for necessary information are conducted in accordance with established standards and procedures 1.4 Data or files are stored, maintained, and easily retrieved in a hard drive in an organized manner 1.5 Protocol and confidentiality of records and data are followed at all times	1.1 Basic MS Office Application 1.2 Email System 1.3 Search Engines and Web Browsing 1.4 Data/Records management 1.5 Data Privacy Act of 2012 and Health Protocols	1.1 Applies basic computer skill in work using basic MS Office Applications other computer 1.2 Ability to use basic e-mail system 1.3 Ability to launch search engines and conduct basic web searches 1.4 Ability to maintain, store, and retrieve files in an organized manner
2. Collate records	2.1 Client's information is updated in accordance with workplace records system requirements and criteria	2.1 Records 2.2 Documentation 2.3 Standard Forms 2.4 Basic Mathematics	2.1 Information gathering 2.2 Communication skills 2.3 Relating to people with different

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	2.2 Documents and records data followed a set of standards 2.3 Client's information is summarized based on the workplace records system 2.4 Protocol and confidentiality of records and data are followed at all times	2.5 Effective verbal and nonverbal communication 2.6 Data Privacy Act of 2012 and Health Protocols	social, cultural and ethnic backgrounds
3. Prepare reports based on workplace record system	3.1 Reports are prepared in accordance with standard forms 3.2 Reports are submitted to immediate supervisor in accordance with established standards and procedures 3.3 Protocol and confidentiality of records and data are followed at all times	3.1 Reports 3.2 Documentation 3.3 Workplace Records System Requirements 3.4 Report Writing 3.5 Standard Forms 3.6 Basic Mathematics 3.7 Effective verbal and nonverbal communication 3.8 Data Privacy Act of 2012 and Health Protocols	3.1 Information gathering 3.2 Ability to generate reports based on encoded data 3.2 Report writing 3.3 Communication Skills 3.4 Relating to people with different social, cultural and ethnic backgrounds

RANGE OF VARIABLES

VARIABLE	RANGE
1. Microsoft Office applications	May include: 1.1 Microsoft Word 1.2 Microsoft Excel 1.3 Microsoft PowerPoint
2. Records	May include: 2.1 Family Profile 2.2 Household Health Profile 2.3 Travel History
3. Client's Information	May include: 3.1 Name 3.2 Date of Birth/Age 3.3 Gender 3.4 Occupation 3.5 Civil Status 3.6 Nationality 3.7 Passport Number 3.8 Permanent Address 3.9 Current Address 3.10 Health Information based on Case Investigation and Travel History Forms
4. Reports	May include: 4.1 Generated list of close contacts 4.2 Other necessary health reports required
5. Standard Forms	May include: 5.1 Case Investigation Form 5.2 Travel History Form 5.3 Signs and Symptoms Log Form 5.4 Other necessary forms

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment may require evidence that the candidate: 1.1 Used basic Microsoft Office Applications 1.2 Collated and organized data/records 1.3 Prepared reports from the record database/system 1.4 Followed standard protocols for documentation 1.5 Used standard forms for documentation
2. Resource Implications	The following resources should be provided: 2.1 Money 2.2 Materials 2.3 Methods
3. Methods of Assessment	Competency in this unit must be assessed through: 3.1 Interview 3.2 Observation with Questioning 3.3 Demonstration with Questioning 3.4 Accuracy of data encoded 3.5 Written Examination
4. Context of Assessment	4.1 Competency may be assessed in the actual workplace or at the designated TESDA Accredited Assessment Center.

UNIT OF COMPETENCY : CONDUCT MONITORING AND SURVEILLANCE

UNIT CODE : HHC532339

UNIT DESCRIPTOR : This unit covers the knowledge, skills, and attitudes required in contact tracing to conduct monitoring and surveillance of identified close contact of an infected individual.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Monitor close contacts of a specific case	1.1 All contacts' <i>vital signs</i> are monitored in accordance with established standards and procedures 1.2 Relevant information is gathered through interview 1.3 All contacts' Signs and Symptoms Log Forms are updated regularly	1.1 Basic health background 1.2 Records 1.3 Documentation 1.4 Effective verbal and nonverbal communications 1.5 Use of medical equipment in vital signs taking 1.6 Health Interventions 1.7 Data Privacy Act of 2012	1.1 Information gathering 1.2 Ability to take vital signs 1.3 Ability to apply first-aid 1.4 Communication skills 1.5 Relating to people with different social, cultural and ethnic backgrounds
2. Update client's record	2.1 Interview conducted in accordance with established standards and procedures 2.2 <i>Health data information</i> is updated in accordance with established standards and procedures 2.3 Records are maintained in accordance with documentation process	2.1 Interview Process 2.2 Documentation Process 2.3 Health Data Information 2.4 Data/Records Management 2.5 Clients Health Status 2.6 Data Privacy Act of 2012	2.1 Information gathering 2.2 Communication skills 2.3 Relating to people with different social, cultural and ethnic backgrounds
3. Inform immediate	3.1 <i>Specific cases</i> are discussed with the	3.1 Basic health background	3.1 Gathering information

supervisor of specific cases/findings in a timely manner	supervisor in accordance with documentation process 3.2 Specific cases are reported promptly in accordance with documentation process	3.2 Effective verbal and nonverbal communications 3.3 Use of medical equipment in vital signs taking	3.2 Communicating skills 3.3 Ability to take vital signs
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RANGE OF VARIABLES

VARIABLE	RANGE
1. Vital Signs	May include: 1.1 BP readings 1.2 Temperature 1.3 Pulse rate 1.4 Others
2. Health Data Information	May include: 2.1 Name 2.2 Date of Birth/Age 2.3 Gender 2.4 Occupation 2.5 Civil Status 2.6 Nationality 2.7 Passport Number 2.8 Permanent Address 2.9 Current Address 2.10 Contact Number 2.11 Email Address 2.12 Address outside the Philippines, if applicable 2.13 Travel History 2.14 Exposure History 2.15 Clinical Information 2.16 Specimen Information 2.17 Classification 2.18 Outcome 2.19 Others
3. Specific Cases	May include: 3.1 Symptoms: 3.1.1 Fever 3.1.2 Cough 3.1.3 Sore throat 3.1.4 Difficulty of breathing 3.1.5 Colds 3.1.6 Diarrhea 3.1.7 Others

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Monitored close contacts of a specific case 1.2 Updated clients' record 1.3 Informed immediate supervisor of specific cases/findings in a timely manner
2. Resource Implications	The following resources should be provided: 2.1 Sign and Symptom Log Form 2.2 Office Supplies 2.3 Transportation Expenses 2.4 Facilities appropriate for the activity 2.5 Tools and materials appropriate for the activity
3. Methods of Assessment	Competency in this unit must be assessed through: 3.1 Interview 3.2 Observation with Questioning 3.3 Case Analysis 3.4 Demonstration with Questioning 3.5 Written Examination
4. Context of Assessment	4.1 Competency may be assessed in the actual workplace or at the designated TESDA Accredited Assessment Center.

SECTION 3 TRAINING ARRANGEMENTS

These standards are set to provide technical and vocational education and training (TVET) providers with information and other important requirements to consider when designing training programs for **CONTACT TRACING NC II**.

3.1 CURRICULUM DESIGN

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

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

Course Title: CONTACT TRACING

NC Level: NC II

Nominal Training Duration:

37 hours	Basic Competencies
112 hours	Common Competencies
72 hours	Core Competencies
221 hours	
<u>80 hours</u>	Supervised Industry Learning (SIL)
301 hours	TOTAL

Course Description:

This course is designed to provide the learner with knowledge, skills and attitude, applicable in performing work activities involve in conducting case investigation and contact identification, profiling of contacts and follow-up, referral to health facility, quarantine facility and other relevant agencies, health education programs, performing data recording and reporting and conducting monitoring and surveillance. This includes classroom learning activities and practical work in actual work site or simulation area.

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

BASIC COMPETENCIES (37 HOURS)

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

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

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

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

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

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

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

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
7. Practice Occupational Safety and Health Policies and Procedures		<ul style="list-style-type: none"> - Work Standards and Procedures - Personal Protective Equipment 		<ul style="list-style-type: none"> • Interviews / Questioning 	
	7.2 Prepare OSH requirements for compliance	<ul style="list-style-type: none"> • Identification of required safety materials, tools and equipment • Handling of safety control resources 	<ul style="list-style-type: none"> • Lecture • Group Discussion 	<ul style="list-style-type: none"> • Written Exam • Demonstration • Observation • Interviews / Questioning 	1 hour
	7.3 Perform tasks in accordance with relevant OSH policies and procedures	<ul style="list-style-type: none"> • Discussion of General OSH Standards and Principles • Performing industry related work activities in accordance with OSH Standards 	<ul style="list-style-type: none"> • Lecture • Group Discussion 	<ul style="list-style-type: none"> • Written Exam • Demonstration • Observation • Interviews / Questioning 	2 hours
8. Exercise Efficient and Effective Sustainable Practices in the Workplace	8.1 Identify the efficiency and effectiveness of resource utilization	<ul style="list-style-type: none"> • Identify the processes on environmental policies • Relate the necessary skills in response to changing environmental policies needs - Waste Management Skills - Conservation of Energy in workplace 	<ul style="list-style-type: none"> • Lecture • Group Discussion • Simulation • Demonstration 	<ul style="list-style-type: none"> • Written Exam • Demonstration • Observation • Interviews / Questioning 	1 hour
	8.2 Determine causes of inefficiency and/or ineffectiveness of resource utilization	<ul style="list-style-type: none"> • Discussion of environmental protection and resource efficiency targets • Analysis on the relevant work procedure 	<ul style="list-style-type: none"> • Lecture • Group Discussion • Demonstration 	<ul style="list-style-type: none"> • Written Exam • Demonstration • Observation • Interviews / Questioning 	1 hour
	8.3 Convey inefficient and ineffective environmental practices	<ul style="list-style-type: none"> • Identification of (re)training needs and usage of environment friendly methods and technologies • Identification of environmental corrective actions • Practicing environment awareness 	<ul style="list-style-type: none"> • Lecture • Group Discussion • Role Play • Demonstration 	<ul style="list-style-type: none"> • Written Exam • Demonstration • Observation • Interviews / Questioning 	1 hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
9. Practice Entrepreneurial Skills in the Workplace	9.1 Apply entrepreneurial workplace best practices	<ul style="list-style-type: none"> • Case studies on best entrepreneurial practices • Discussion on quality procedures and practices • Case studies on cost consciousness in resource utilization 	<ul style="list-style-type: none"> • Case Study • Lecture/ Discussion 	<ul style="list-style-type: none"> • Case Study • Written Test • Interview 	1 hour
	9.2 Communicate entrepreneurial workplace best practices	<ul style="list-style-type: none"> • Discussion on communicating entrepreneurial workplace best practices 	<ul style="list-style-type: none"> • Lecture/ Discussion 	<ul style="list-style-type: none"> • Written Test • Interview 	1 hour
	9.3 Implement cost-effective operations	<ul style="list-style-type: none"> • Case studies on Preservation, optimization and judicious use of workplace resources 	<ul style="list-style-type: none"> • Case Study • Lecture/ Discussion 	<ul style="list-style-type: none"> • Case Study • Written Test • Interview 	2 hours

COMMON COMPETENCIES (112 HOURS)

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
1 Implement and monitor infection control policies and procedures (32 hours)	1.1 Provide information to the work group about the organization's infection control policies and procedures.	<ul style="list-style-type: none"> • Lecture and discussion on: <ul style="list-style-type: none"> - Use of personal protective equipment (PPE) - Transmission of infectious diseases - Concepts and modes of communication - Communication equipment (computer, telephone, cell phone etc.) - OSH, infection control, environmental and institutional, rules, guidelines, policies and procedures - Respecting for patient / client rights - Literacy levels and communication skills of work group members and consequent suitable communication techniques • Demonstrate proper use of personal protective equipment (PPE) • Demonstrate proper hand washing (WHO Standard) • Apply Body Substance Isolation (BSI) by using PPE (Personal Protective Equipment) • Demonstrate use of disinfectant • Apply social distancing • Demonstrate operating equipment for communication • Apply effective communicating and interpersonal skills including: <ul style="list-style-type: none"> - language competence - literacy and reading competence 	<ul style="list-style-type: none"> • Lecture (online / face to face) • Discussion (online / face to face) • Self-Learning • Video Presentation (offline / face to face) • Demonstration • Role play 	<ul style="list-style-type: none"> • Written test (online / face to face) • Interview • Portfolio assessment • Observation • Demonstration with questioning 	12 hours

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

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"> • Lecture and discussion on: <ul style="list-style-type: none"> - Concepts and modes of communication - Environmental and institutional, rules, guidelines, policies and procedures - Issues relating to difficult and challenging behavior - Patient / client issues which need to be referred to an appropriate health professional - Policies and rules of health professionals involved with the care of patient / client - Literacy levels and communication skills of work group members and consequent suitable communication techniques - Modes of verbal, non-verbal, and written communication • Apply thinking and responding quickly and strategically • Remain alert to potential incidents of difficult or challenging behavior • Demonstrate working with others and display empathy with patient / client and relatives • Apply intra and interpersonal skills • Demonstrate reporting and documentation with accuracy 	<ul style="list-style-type: none"> • Lecture (online / face to face) • Discussion (online / face to face) • Self-Learning • Video Presentation (offline / face to face) • Demonstration 	<ul style="list-style-type: none"> • Written test (online / face to face) • Interview • Portfolio assessment • Demonstration with oral questioning 	12 hours
	2.2 Apply response	<ul style="list-style-type: none"> • Lecture and discussion on: <ul style="list-style-type: none"> - Suitable communication techniques to achieve the desired outcomes in responding to difficult or challenging behavior 	<ul style="list-style-type: none"> • Lecture (online / face to face) • Discussion (online / face to face) • Self-Learning 	<ul style="list-style-type: none"> • Written test (online / face to face) • Interview • Portfolio assessment 	8 hours

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

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

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> • Illustrate OHS, infection control, environmental and institutional, rules, guidelines, policies and procedures • Make use of verbal and non-verbal communication • Make use of intra and interpersonal skills • Demonstrate appropriate incident reporting and documenting 			
	3.3 Communicate details of the incident	<ul style="list-style-type: none"> • Lecture and discussion about concepts of communication in an accident/incident situation • Read and explain the use of equipment for communication (computer, cellphone, radio, network, etc.) • Classify the mode of communication in an accident/incident situation • Select appropriate tools, supplies and equipment in communication • Make use of intra and interpersonal skills • Demonstrate appropriate communication skills reporting and documenting 	<ul style="list-style-type: none"> • Lecture (online / face to face) • Discussion (online / face to face) • Self-Learning • Video Presentation (offline / face to face) • Demonstration • Role play 	<ul style="list-style-type: none"> • Written test (online / face to face) • Interview • Portfolio assessment • Observation • Demonstration with questioning 	4 hours

<p>4. Maintain high standards of patient / client services (32 hours)</p>	<p>4.1 Communicate appropriately with patients / clients</p>	<ul style="list-style-type: none"> • Lecture and discussion on: <ul style="list-style-type: none"> - Mathematical operations such as addition, subtraction, division, multiplication - Concepts on modes of communication - Equipment needed for communication (computer, cell phone, and other forms of media) - Roles and responsibilities of self and other workers within the organization - Organizational / institutional policies and procedures for privacy and confidentiality of information provided by patients / clients and others - Institutional policy on patient / client rights and responsibilities - Reporting and documentation with accuracy • Apply mathematical operations such as addition, subtraction, division, multiplication • Read and understand client handling and interaction • Define concepts and mode of communication • Demonstrate following instructions and guidance of health professionals involved with the care of patient / client • Show how to deal with conflict • Participate in the discussion of client handling and interaction • Participate in the demonstration in communicating properly with different types of clients, and of different nationalities • Participate in the demonstration in delivering correct information to the client 	<ul style="list-style-type: none"> • Lecture (online / face to face) • Discussion (online / face to face) • Self-Learning • Video Presentation (offline / face to face) • Demonstration • Role play 	<ul style="list-style-type: none"> • Written test (online / face to face) • Interview • Portfolio assessment • Observation • Demonstration with questioning 	<p>12 hours</p>
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Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> • Demonstrate empathy with patient / client and relatives • Apply intra and Interpersonal skills 			

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

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

CORE COMPETENCIES (72 HOURS)

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
1. Conduct case investigation and contact investigation (16 hours)	1.1 Plan and prepare for the conduct of case investigation	<ul style="list-style-type: none"> • Lecture and discussion on the following topics: <ul style="list-style-type: none"> ○ RA 10173 - Data Privacy Act of 2012 and its IRR ○ Proclamation No. 929, s. 2020, RRD ○ IATF Resolutions ○ Risk Assessment ○ Basic Safety and Security in the Field ○ Basic Computing and Numerical Reasoning ○ Basic Logic ○ Basic Psychology ○ RA 11332 - Mandatory Reporting of Notifiable Diseases and Health ○ Events of Public Health Concern Act ○ Donning and Doffing of PPE ○ Basic Computer Processing ○ Document Processing (e.g. Microsoft Office Word, Excel, PowerPoint, Google Mail, Docs, Drive) ○ Case and Contact Tracing Reporting System (e.g. COVID-KAYA and CaRT Apps) ○ Patient Profiling ○ Roles of Contact Tracers • Perform the following tasks: <ul style="list-style-type: none"> ○ Check and verify patient's personal information in accordance with established standards and procedures 	<ul style="list-style-type: none"> • Individual/ Modular/ Self-paced Learning • Distance Learning • Individual home assignment • Focus Group Discussion • Face-to-face lecture/ Discussion • Role Playing 	<ul style="list-style-type: none"> • Oral questioning/ interview • Written Test • Return demonstration • Direct observation of candidate 	4 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> ○ Identify and assess location of the interview if conducive for interview ○ Identify and discuss with contact tracer members and roles of each member in accordance with established standards and procedures ○ Prepare prescribed/standard contact tracing forms in accordance with established standards and procedures 			
	1.2 Conduct interview with the patient	<ul style="list-style-type: none"> ● Lecture and discussion on the following topics: <ul style="list-style-type: none"> ○ Non-verbal and Verbal Communication ○ Proper interview process ○ Gatekeeping of Information ○ Privacy and confidentiality ○ Basic Computing and Numerical Reasoning ○ Use of recording devices, mobile/ cellular phones, tablets, laptop, etc. ○ Case Investigation Form ○ WHO Case Report Form ○ General psychological assessment ● Perform the following tasks: <ul style="list-style-type: none"> ○ Establish rapport and trust with the patient and his/her family ○ Assess and address patient's and family's emotional state accordingly ○ Discuss to members of the contact tracing team and their roles to the patient and to his/her family in accordance with established standards and procedures ○ Explain the reason for interview to the patient and to his/her family in 	<ul style="list-style-type: none"> ● Individual/ Modular/ Self-paced Learning ● Distance Learning ● Individual home assignment ● Focus Group Discussion ● Face-to-face lecture/ discussion ● Role-playing 	<ul style="list-style-type: none"> ● Oral questioning/ interview ● Written Test ● Return demonstration ● Direct observation of candidate 	4 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<p>accordance with established standards and procedures</p> <ul style="list-style-type: none"> ○ Use open statements to start the interview proper in accordance with established standards and procedures. (Reiteration of Opening Spiel/Statement) ○ Use appropriate probing questions to elicit more information from the patient and his/her family as appropriate ○ Demonstrate active listening is at all times ○ Fill-out appropriately case investigation forms and other forms prescribed 			
	1.3 Close procedure/interview	<ul style="list-style-type: none"> • Lecture and discussion on the following topics: <ul style="list-style-type: none"> ○ Steps on consolidation, review and validation of gathered information ○ Closing an interview • Perform the following tasks: <ul style="list-style-type: none"> ○ Verify and consolidate all questions and information gathered in accordance with established standards ○ Review and validate information gathered with the client/ patient ○ Close interview politely, positively, and prospectively (reassurance) 	<ul style="list-style-type: none"> • Individual/ Modular/ Self-paced Learning • Distance Learning • Individual home assignment • Focus Group Discussion • Face-to-face lecture/ discussion • Role-playing 	<ul style="list-style-type: none"> • Oral questioning/ interview • Written Test • Return demonstration • Direct observation of candidate 	2 hours
	1.4 Evaluate the outputs of the interview	<ul style="list-style-type: none"> • Lecture and discussion on the following topics: <ul style="list-style-type: none"> ○ Epidemiological Interview/ Investigation ○ How to evaluate epidemiological interview • Perform the following tasks: <ul style="list-style-type: none"> ○ Examine aims and objectives for the epidemiological interview if achieved and 	<ul style="list-style-type: none"> • Individual/Modular/ Self-paced Learning • Distance Learning • Individual home assignment 	<ul style="list-style-type: none"> • Oral questioning/ interview • Written Test • Return demonstration • Direct observation of candidate 	3 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<p>in accordance with established standards and procedures</p> <ul style="list-style-type: none"> ○ Review epidemiological investigation in the light of information obtained during the interview and in accordance with established standards and procedures ○ Develop interviewing skills by evaluating how one performed and set goals for the future 	<ul style="list-style-type: none"> ● Focus Group Discussion ● Face-to-face lecture/ discussion ● Role-playing 		
	1.5 Identify close contacts or persons	<ul style="list-style-type: none"> ● Lecture and discussion on the following topics: <ul style="list-style-type: none"> ○ Process in Identifying, Verifying and Reporting Close Contacts ○ Using Close Contact List Forms ○ DOH Issuances ● Perform the following tasks: <ul style="list-style-type: none"> ○ Identify close contacts in accordance with the Close Contact Line List Form ○ Review and verify list of close contacts with the patient ○ Report list of all close contacts to the respective epidemiology unit or local authorities 	<ul style="list-style-type: none"> ● Individual/Modular/ Self-paced Learning ● Distance Learning ● Individual home assignment ● Focus Group Discussion ● Face-to-face lecture/ discussion ● Role-playing 	<ul style="list-style-type: none"> ● Oral questioning/ interview ● Written Test ● Return demonstration ● Direct observation of candidate 	3 hours
2. Conduct profiling of all contacts and index cases and follow-up (4 hours)	2.1 Profile all contacts and index cases	<ul style="list-style-type: none"> ● Lecture and discussion on the following topics: <ul style="list-style-type: none"> ○ Vetting and harmonization of collected data ○ Validation of collected data via phone calls or face-to-face interview ○ Geographical location ○ Close Contact Profile Form ○ Contact Tracing Signs and Symptoms Log Form ○ Health Workers Risk Assessment Form 	<ul style="list-style-type: none"> ● Individual/Modular/ Self-paced Learning ● Distance Learning ● Individual home assignment ● Focus Group Discussion ● Face-to-face lecture/ discussion 	<ul style="list-style-type: none"> ● Oral questioning/ interview ● Written Test ● Return demonstration ● Direct observation of candidate 	2 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> ○ Classification/Profiling of symptomatic or asymptomatic close contacts ○ Classification of contacts (close contact, general/proximate contact, contact of a contact) ● Perform the following tasks: <ul style="list-style-type: none"> ○ Vet and harmonize collected data in accordance with established standards and procedures (vetting and harmonization of collected data) ○ Complete and validate collected data via phone calls or face-to-face interviews ○ Locate identified close contacts in accordance with established standards and procedures ○ Assess identified close contacts if symptomatic or asymptomatic in accordance with established standards and procedures ○ Classify close contacts who are symptomatic or asymptomatic based on standard protocols 	<ul style="list-style-type: none"> ● Role-playing 		
	2.2 Conduct follow-up with all contacts and index cases	<ul style="list-style-type: none"> ● Lecture and discussion on the following topics: <ul style="list-style-type: none"> ○ Established standards and procedures in conducting follow-up ○ Gathering information in non-residential areas ○ Process of coordinating with BHERT, CESU ● Perform the following tasks: 	<ul style="list-style-type: none"> ● Individual/Modular/ Self-paced Learning ● Distance Learning ● Individual home assignment ● Focus Group Discussion ● Face-to-face lecture/ discussion ● Role-playing 	<ul style="list-style-type: none"> ● Oral questioning/ interview ● Written Test ● Return demonstration ● Direct observation of candidate 	2 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> ○ Elicit continuous information in accordance with established standards and procedures ○ Gather information in non-residential areas in accordance with established standards and procedures ○ Coordinate updated information gathered with the BHERT, CESU 			
3. Conduct referral to health facility, quarantine facility, and other relevant agencies (16 hours)	3.1 Observe proper Infection Prevention Control (IPC) protocols	<ul style="list-style-type: none"> ● Lecture and discussion on the following topics: <ul style="list-style-type: none"> ○ Infection Prevention and Control Protocols ○ Risk Communication ○ Guidelines on proper ventilation, cleaning and sanitation of vehicles and equipment ○ Giving Clear and Proper Instructions to Patient and Driver ○ Characteristics of Communicable Diseases and Mode of Transmission ○ Safe Distance to Avoid Transmission ○ Proper Disposal/Cleaning of Contaminated Materials ● Perform the following tasks: <ul style="list-style-type: none"> ○ Done and doff Personal Protective Equipment PPE (gown, mask, eye protection, gloves) ○ in accordance with established standards and procedures ○ Perform proper hand hygiene in accordance with established standards and procedures 	<ul style="list-style-type: none"> ● Individual/Modular/ Self-paced Learning ● Distance Learning ● Individual home assignment ● Focus Group Discussion ● Face-to-face lecture/ discussion ● Role-playing 	<ul style="list-style-type: none"> ● Oral questioning/ interview ● Written Test ● Return demonstration ● Direct observation of candidate 	4 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> ○ Assist patient to minimize contact with the vehicle and to avoid other unnecessary physical contact ○ Keep vehicle well-ventilated during transport (eg. opening windows to reduce risk of transmission) ○ Advise driver on proper cleaning and disinfection of vehicle and other tools and equipment with patient contact in accordance with established standards and procedures 			
	3.2 Coordinate with drivers and health workers on the transport of patient for referral	<p>Lecture and discussion on the following topics:</p> <ul style="list-style-type: none"> ○ Mapping and location of all available hospitals and facilities ○ Negotiation ○ Estimated time of travel from one location/facility to another ○ Use of applicable and fastest means of communication ○ Pathophysiology of communicable diseases (e.g. COVID-19) ○ Incubation period of communicable diseases (e.g. COVID-19) ○ Disease progression ○ Use of applicable and fastest means of communication <ul style="list-style-type: none"> ● Perform the following tasks: <ul style="list-style-type: none"> ○ Identify available resources in the community in accordance with established standards and procedures e.g. vehicles, health workers, ○ hospitals and health facilities, makeshift areas, testing labs & kits, etc. 	<ul style="list-style-type: none"> ● Individual/Modular/ Self-paced Learning ● Distance Learning ● Individual home assignment ● Focus Group Discussion ● Face-to-face lecture/ discussion ● Role-playing 	<ul style="list-style-type: none"> ● Oral questioning/ interview ● Written Test ● Return demonstration ● Direct observation of candidate 	4 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> ○ Dispatch/contact needed vehicles to pick-up and transport the patient in accordance with established standards and procedures ○ Notify receiving facility of: estimated time of arrival, patient condition and potential infectious risks ○ Coordinate relevant stakeholders in the community are being as necessary 			
	3.3 Observe proper referral and transfer protocol	<ul style="list-style-type: none"> ● Lecture and discussion on the following topics: <ul style="list-style-type: none"> ○ Patient's rights confidentiality and data privacy ○ Principles of counselling and reassuring communication ○ Designated transport route for ambulance/emergency vehicles ○ Mode of transmission of communicable diseases (e.g. COVID-19) ○ Proper referral and reporting forms ○ Proper use of information systems for referral and reporting ● Perform the following tasks: <ul style="list-style-type: none"> ○ Secure informed consent from the patient and/or family members ○ Inform family members that they will not be taken alongside the patient and advises them to undergo quarantine and monitoring of ○ symptoms ○ Fill-up accurately patient referral forms in accordance with established standards and procedures 	<ul style="list-style-type: none"> ● Individual/Modular/ Self-paced Learning ● Distance Learning ● Individual home assignment ● Focus Group Discussion ● Face-to-face lecture/ discussion ● Role-playing 	<ul style="list-style-type: none"> ● Oral questioning/ interview ● Written Test ● Return demonstration ● Direct observation of candidate 	4 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> ○ Recognize and use designated route in accordance with established standards and procedures ○ Document health of all staff involved in the transfer and transport in accordance with established standards and procedures 			
	3.4 Monitor patient's condition during transport	<p>Lecture and discussion on the following topics:</p> <ul style="list-style-type: none"> ○ Principles of counselling ○ Range of disease severity and complications ○ Risk factors for contracting the disease ○ Vulnerable populations ○ Use of necessary medical tools (eg. thermal scanner, BP apparatus, etc.) <p>Perform the following tasks:</p> <ul style="list-style-type: none"> ○ Provide accurate and timely information to patient and their family in accordance with established standards and procedures ○ Monitor patient's symptoms while on transport in accordance with established standards and procedures ○ Provide primary care management, as necessary ○ Keep a log of referral/transfer in accordance with established standards and procedures ○ Advise family members on quarantine and monitoring 	<ul style="list-style-type: none"> • Individual/Modular/ Self-paced Learning • Distance Learning • Individual home assignment • Focus Group Discussion • Face-to-face lecture/ discussion • Role-playing 	<ul style="list-style-type: none"> • Oral questioning/ interview • Written Test • Return demonstration • Direct observation of candidate 	4 hours
4. Conduct health education	4.1 Establish and maintain rapport with patient	<ul style="list-style-type: none"> • Lecture and discussion on the following topics: <ul style="list-style-type: none"> ○ Contact tracing plan ○ Workplace Etiquette ○ Organizational or Workplace Policies 	<ul style="list-style-type: none"> • Individual/Modular/ Self-paced Learning • Distance Learning 	<ul style="list-style-type: none"> • Oral questioning/ interview • Written Test 	4 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
programs (16 hours)		<ul style="list-style-type: none"> ○ Courtesy in Communication ○ Ways to build rapport with patient ○ Recognize patient's privacy, autonomy and confidentiality ○ Lines of communication ○ Technology relevant to the enterprise and the individual's work responsibilities ● Perform the following tasks: <ul style="list-style-type: none"> ○ Make initial contact with patient according to contact tracing plan and/or established procedures ○ Demonstrate courtesy in all communication with patients and team members ○ Initiate interpersonal exchanges with patient as appropriate ○ Develop and maintain communication for effective relationship with patients ○ Generate consistently trust and confidence of patient in all of the relevant work activities that are undertaken ○ Maintain consistently confidentiality and privacy of patient ○ Respect autonomy or patient's rights and roles in decision- making 	<ul style="list-style-type: none"> ● Individual home assignment ● Focus Group Discussion ● Face-to-face lecture/ discussion ● Role-playing 	<ul style="list-style-type: none"> ● Return demonstration ● Direct observation of candidate 	
	4.2 Assess patient's health educational needs and readiness to learn	<ul style="list-style-type: none"> ● Lecture and discussion on the following topics: <ul style="list-style-type: none"> ○ Effective questioning techniques (Clarifying and probing) ○ The Educator or Health Care Provider's Role in Learning ○ Assessing Learning needs and readiness to learn 	<ul style="list-style-type: none"> ● Individual/Modular/ Self-paced Learning ● Distance Learning ● Individual home assignment 	<ul style="list-style-type: none"> ● Oral questioning/ interview ● Written Test ● Return demonstration ● Direct observation of candidate 	4 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> ○ Determining learning styles ○ Principles of Adult Learning ○ Basic knowledge of communicable disease (e.g. COVID-19) ● Perform the following tasks: <ul style="list-style-type: none"> ○ Interview patient to obtain the patient information and find out more about the patient as an individual and what his life is like ○ Assess patient's learning needs in accordance with established standards and procedures ○ Determine and match patient's learning style teaching strategies as closely as possible to the patient's preferred learning style ○ Gather information about the patient's readiness to learn in accordance with established standards and procedures 	<ul style="list-style-type: none"> ● Focus Group Discussion ● Face-to-face lecture/ discussion ● Role-playing 		
	4.3 Plan and implement and individualized teaching plan	<ul style="list-style-type: none"> ● Lecture and discussion on the following topics: <ul style="list-style-type: none"> ○ Process of Teaching and Learning ○ Teaching Plan ○ Learning Objectives using WHO, DOES, WHAT, HOW and WHEN ○ Expectation Setting (“needs to know” and “nice to know”) ○ Simple written instructions ● Perform the following tasks: <ul style="list-style-type: none"> ○ Define learning outcomes you and the patient expect from the teaching-learning process ○ Develop specific learning objectives using WHO, DOES, WHAT, HOW, and WHEN 	<ul style="list-style-type: none"> ● Individual/Modular/ Self-paced Learning ● Distance Learning ● Individual home assignment ● Focus Group Discussion ● Face-to-face lecture/ discussion ● Role-playing 	<ul style="list-style-type: none"> ● Oral questioning/ interview ● Written Test ● Return demonstration ● Direct observation of candidate 	4 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<p>as guide in accordance with established standards and procedures</p> <ul style="list-style-type: none"> ○ Decide together with the patient what information will be taught by looking at the information that the patient 'needs to know' and what is 'nice to know' (Patient information is decided on what to be taught (needs to know) and what not to be taught (nice to know) ○ Give simple written instructions as necessary 			
	4.4 Evaluate the patient's progress during and after teaching	<ul style="list-style-type: none"> ● Lecture and discussion on the following topics: <ul style="list-style-type: none"> ○ Paraphrasing techniques ○ Identification of learning gaps ○ Evaluation of learning/ performance ● Perform the following tasks: <ul style="list-style-type: none"> ○ Ask patient to restate instructions in his or her own words ○ Ask patient questions to see whether there are areas of instruction that need reinforcing or re-teaching ○ Follow-up patient including family members as needed to determining how well the patient is performing tasks he or she has been taught 	<ul style="list-style-type: none"> ● Individual/Modular/ Self-paced Learning ● Distance Learning ● Individual home assignment ● Focus Group Discussion ● Face-to-face lecture/ discussion ● Role-playing 	<ul style="list-style-type: none"> ● Oral questioning/ interview ● Written Test ● Return demonstration ● Direct observation of candidate 	4 hours
5. Perform data recording and reporting (12 hours)	5.1 Demonstrate computer literacy and data/records management	<ul style="list-style-type: none"> ● Lecture and discussion on the following topics: <ul style="list-style-type: none"> ○ Basic MS Office Application ○ Email System ○ Search Engines and Web Browsing ○ Data/Records management ● Perform the following tasks: 	<ul style="list-style-type: none"> ● Individual/Modular/ Self-paced Learning ● Distance Learning ● Individual home assignment 	<ul style="list-style-type: none"> ● Oral questioning/ interview ● Written Test ● Return demonstration ● Direct observation of candidate 	4 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> ○ Navigate/operate basic Microsoft Office applications in accordance with established standards and procedures ○ Use E-mail system in accordance with established standards and procedures ○ Conduct basic functions of www-browser to search for necessary information in accordance with established standards and procedures ○ Store, maintain, and retrieved easily data or files in a hard drive in an organized manner ○ Follow protocol and confidentiality of records and data at all times 	<ul style="list-style-type: none"> ● Focus Group Discussion ● Face-to-face lecture/ discussion ● Role-playing 		
	5.2 Collate records	<ul style="list-style-type: none"> ● Lecture and discussion on the following topics: <ul style="list-style-type: none"> ○ Types of Records ○ Documentation and Recording Procedure ○ Standard Forms in records system ○ Basic Statistics ● Perform the following tasks: <ul style="list-style-type: none"> ○ Update client's information in accordance with workplace records system requirements and criteria ○ Follow documents and records data with a set of standards ○ Summarize client's information based on the workplace records system ○ Follow protocol and confidentiality of records and data at all times 	<ul style="list-style-type: none"> ● Individual/Modular/ Self-paced Learning ● Distance Learning ● Individual home assignment ● Focus Group Discussion ● Face-to-face lecture/ discussion ● Role-playing 	<ul style="list-style-type: none"> ● Oral questioning/ interview ● Written Test ● Return demonstration ● Direct observation of candidate 	4 hours
	5.3 Prepare reports based on	<ul style="list-style-type: none"> ● Lecture and discussion on the following topics: <ul style="list-style-type: none"> ○ Workplace Records System Requirements ○ Report Preparation ○ System Back-up 	<ul style="list-style-type: none"> ● Individual/Modular/ Self-paced Learning ● Distance Learning 	<ul style="list-style-type: none"> ● Oral questioning/ interview ● Written Test 	4 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	workplace record system	<ul style="list-style-type: none"> ○ Workplace feedback mechanism ● Perform the following tasks: <ul style="list-style-type: none"> ○ Prepare reports in accordance with standard forms ○ Submit reports to immediate supervisor in accordance with established standards and procedures ○ Follow protocol and confidentiality of records and data at all times 	<ul style="list-style-type: none"> ● Individual home assignment ● Focus Group Discussion ● Face-to-face lecture/ discussion ● Role-playing 	<ul style="list-style-type: none"> ● Return demonstration ● Direct observation of candidate 	
6. Conduct monitoring and surveillance (8 hours)	6.1 Monitor close contacts of a specific case	<ul style="list-style-type: none"> ● Lecture and discussion on the following topics: <ul style="list-style-type: none"> ○ Basic health background ○ Monitoring Records and Documentation ○ Use of medical equipment in vital signs taking ○ Health Interventions ● Perform the following tasks: <ul style="list-style-type: none"> ○ Monitor all contacts' vital signs in accordance with established standards and procedures ○ Gather relevant information through interview ○ Update all contacts' signs and symptoms log forms regularly 	<ul style="list-style-type: none"> ● Individual/Modular/ Self-paced Learning ● Distance Learning ● Individual home assignment ● Focus Group Discussion ● Face-to-face lecture/ discussion ● Role-playing 	<ul style="list-style-type: none"> ● Oral questioning/ interview ● Written Test ● Return demonstration ● Direct observation of candidate 	3 hours
	6.2 Update client's records	<ul style="list-style-type: none"> ● Lecture and discussion on the following topics: <ul style="list-style-type: none"> ○ Interview Update Process ○ Health Data Information Updating ○ Data/Records Updating ○ Clients/Patients Health Status ● Perform the following tasks: <ul style="list-style-type: none"> ○ Conduct interview in accordance with established standards and procedures 	<ul style="list-style-type: none"> ● Individual/Modular/ Self-paced Learning ● Distance Learning ● Individual home assignment ● Focus Group Discussion 	<ul style="list-style-type: none"> ● Oral questioning/ interview ● Written Test ● Return demonstration ● Direct observation of candidate 	3 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> ○ Update health data information in accordance with established standards and procedures ○ Maintain records in accordance with documentation process 	<ul style="list-style-type: none"> ● Face-to-face lecture/ discussion ● Role-playing 		
	6.3 Inform immediate supervisor of specific cases/findings in a timely manner	<ul style="list-style-type: none"> ● Lecture and discussion on the following topics: <ul style="list-style-type: none"> ○ Identifying organizational position for proper communication of findings ○ Incident reporting of specific cases (e.g. symptoms: fever, cough, sore throat, difficulty of breathing, colds, diarrhea) ● Perform the following tasks: <ul style="list-style-type: none"> ○ Specific cases are discussed with the supervisor in accordance with ○ documentation process ○ Specific cases are reported promptly in accordance with documentation process 	<ul style="list-style-type: none"> ● Individual/Modular/ Self-paced Learning ● Distance Learning ● Individual home assignment ● Focus Group Discussion ● Face-to-face lecture/ discussion ● Role-playing 	<ul style="list-style-type: none"> ● Oral questioning/ interview ● Written Test ● Return demonstration ● Direct observation of candidate 	2 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 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 should possess the following requirements:

- Must have completed at least 10 years basic education or Holder of Alternative Learning Systems (ALS) certificate of completion with grade 10 equivalent
- Must possess good communication skills

3.4 LIST OF TOOLS, EQUIPMENT AND MATERIALS

Recommended list of tools, equipment and materials for the training of **25 trainees** for Contact Tracing 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.

TOOLS

QTY	UNIT	DESCRIPTION/SPECIFICATION
25	pcs	Calculator

INSTRUCTIONAL MANUALS/FORMS

QTY	UNIT	DESCRIPTION/SPECIFICATION
		Standard Forms for Case Investigation:
25	forms	COVID-19 Case Investigation Form
25	forms	WHO Case Report Form
25	forms	Travel History, Places Visited and Events Attached form
25	forms	Close Contact Line List Form
25	forms	Close Contact Profile Form
25	forms	Contact Tracing signs and Symptoms Log Form
25	forms	Health Workers Risk Assessment Form
		Relevant Policies and Procedure Manuals:
25	pcs	RA 11469
25	pcs	RA 11332
25	pcs	AO 2020-0013
25	pcs	DOH Admin Order 2020-0013
25	pcs	Department Memo No. 2020-0068
25	pcs	Department Circular No. 2020-0048
25	pcs	Department Circular No. 2020-0152
25	pcs	Department Circular No. 2020-0108
25	forms	Signs and Symptoms Log Form
25	forms	Referral Form

MATERIALS

QTY	UNIT	DESCRIPTION/SPECIFICATION
25	pcs	Ballpen
25	pcs	Pencil
3	reams	Coupon Bond / Bond Paper
25	pcs	Logbook

25	pcs	Folder
25	pcs	Fastener
25	pcs	Eraser
25	pcs	Notebook
25	pcs	Ruler, 12 inches
25	pcs	Hand sanitizer, 100 ml
		Personal Protective Equipment:
25	pcs	Faces shield
25	pcs	Respirator (N95 or FFP2)
25	pcs	Apron
25	pcs	Gown
25	pcs	Gloves, latex
25	pcs	Goggles
25	pcs	Surgical mask (disposable)
		Cleaning and Disinfection Materials:
10	bottles	Alcohol, 70% Isopropyl content, 500 ml
5	bars	Hand soap
5	bottles	Chlorine bleach, 500 ml

EQUIPMENT

QTY	UNIT	DESCRIPTION/SPECIFICATION
2	units	Transport Services
		Communication Devices:
2	units	Cellphone
2	units	2 Way Radio
2	units	Landline Telephone
		Devices in taking vital signs:
2	units	Stethoscope
2	units	Bp apparatus (aneroid or digital)
2	units	Pen lights
2	units	Pulse oximeter, fingertip type
2	units	Computer Unit with Accessories with following specs: <ul style="list-style-type: none"> - Windows 8 and higher - At least 8GB RAM - At least 500GB of hard disk space - At least 2.89 ghz processor - At least 5mbps internet connection
2	units	Laptop with following specs: <ul style="list-style-type: none"> - OS Name- Microsoft Windows 10 Pro - Processor Inter ® Core ™ i7-10510U CPU @1.8 GHz 2.30 GHz - Installed RAM 16.0 GB (15.0GB usable)

		<ul style="list-style-type: none"> - Device DCE 114b8-5AC4-4CB5-8CBE-051F72A148C6 - System Type 64-Bit operating system, x 64-based processor
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3.5 TRAINING FACILITIES

Based on a class intake of 25 learners/trainees.

Space Requirement	Size in Meters	Area in Sq. Meters	Total Area in Sq. Meters
Distance Learning (Laboratory/Workshop/Activity area)	3x4	12	12
Practical Work Area	5x4	20	20
Contextual Learning Area (Lecture Room)	5x6	30	30
Separate restrooms for female, male and PWD		10	10
Circulation Area (30% of total area)		22	22
Total Workshop Area:			94 sq. m.

3.6 TRAINER'S QUALIFICATIONS

- Must be a holder of National TVET Trainer Certificate (NTTC) Level I in Contact Tracing NC II;
- Must be a graduate of any health or allied health course or Bachelor's Degree;
- Must have at least two (2) years public health* industry experience within the last five (5) years; and
- Must possess good communication skills

*Note:

Practice of public health refers to disease prevention, emergency response, disease surveillance, health research, health promotion and education, population health and health system management (*Reference: World Health Organization (WHO) European Action Plan for Strengthening Public Health Capacities and Services (2012)*

<https://www.euro.who.int/en/health-topics/Health-systems/public-health-services/public-health-services>). A certificate of employment or any document which will serve as evidence that indeed the trainer has public health industry experience in any area as indicated must be submitted.

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 ARRANGEMENT

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

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

4.1. NATIONAL ASSESSMENT AND CERTIFICATION ARRANGEMENTS

- 4.1.1 To attain the national qualification of CONTACT TRACING NC II, the candidate must demonstrate competence in all units listed in Section 1. Successful candidates shall be awarded a National Certificate signed by the TESDA Director General.
- 4.1.2 Assessment shall cover all competencies with basic and common integrated or assessed concurrently with the core units of competency.
- 4.1.3 Any of the following are qualified to apply for assessment and certification:
 - 4.1.3.1 Graduates of WTR-registered programs, NTR-registered programs or formal/non-formal/informal including enterprise-based trainings related to CONTACT TRACING NC II; or
 - 4.1.3.2 Experienced workers (wage employed or self-employed) who gained competencies in contact tracing 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 contact tracing experience within the last five (5) years may apply for recognition in this Qualification through Portfolio Assessment.

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

- 4.1.5 The guidelines on assessment and certification are discussed in detail in the “Procedures Manual on Assessment and Certification” and “Guidelines on the Implementation of the “Philippine TVET Competency Assessment and Certification System (PTCACS)”

4.2 COMPETENCY ASSESSMENT REQUISITE

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

This document can:

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

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

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

COMPETENCY MAP – HUMAN HEALTH/HEALTH CARE SECTOR CONTACT TRACING 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	Carry out response integration and coordination in a mass casualty incident	Perform patient assessment	Provide emergency care for suspected spine injury	Provide pre-hospital interventions for trauma patients	Provide pre-hospital interventions for shock patients	Provide pre-hospital interventions for medical patients	Perform basic life support and use airway adjuncts
Provide pre-hospital interventions for special patient populations	Perform patient packaging	Conduct patient transport	Deliver basic pre-hospital communication skills	Create a positive mold from a negative cast	Fabricate a transtibial/ankle disarticulation prosthesis	Fabricate a transfemoral/knee disarticulation prosthesis	Fabricate a transradial/wrist disarticulation prosthesis	Fabricate a transhumeral/elbow disarticulation/shoulder disarticulation prosthesis	Perform basic repair and/or replacement of the prosthetic devices
Fabricate a foot orthosis	Fabricate an ankle-foot orthosis	Fabricate a knee-ankle-foot orthosis	Fabricate a wrist-hand orthosis	Fabricate a customized plastic thoraco-lumbo-sacral orthosis	Perform basic repair and/or replacement of the orthotic devices	Receive wheelchair referral and appointment	Assist the wheelchair clinician during assessment	Coordinate procurement of the appropriate wheelchair size and its parts	Perform wheelchair assembly and modifications
Assist the wheelchair clinician in wheelchair checkout and fitting	Assist wheelchair clinician in user training	Perform maintenance and repair on wheelchair	Conduct case investigation and contact identification	Conduct profiling of all contacts and index cases and follow-up	Conduct referral to health facility/quarantine facility/other relevant agencies	Conduct health education programs	Perform data recording and reporting	Conduct monitoring and surveillance	

GLOSSARY OF TERMS

1. **Case investigation** - is part of the process of supporting patients with suspected or confirmed infection. Public health staff work with a patient to help them recall everyone with whom they have had close contact during the timeframe while they may have been infectious.
2. **Close Contact** - is someone who was within 6 feet of an infected person for a total of 15 minutes or more starting from 48 hours before illness onset until the time the patient is isolated. They should stay home, maintain social distancing, and self-monitor until 14 days from the last date of exposure.
3. **Contact follow-up** - Regular follow-up should be conducted with all contacts to monitor for symptoms and test for signs of infection.
4. **Contact Identification** - Once someone is confirmed as infected with a virus, contacts are identified by asking about the person's activities and the activities and roles of the people around them since onset of illness. Contacts can be anyone who has been in contact with an infected person: family members, work colleagues, friends, or health care providers.
5. **Contact Listing** - All persons considered to have contact with the infected person should be listed as contacts. Efforts should be made to identify every listed contact and to inform them of their contact status, what it means, the actions that will follow, and the importance of receiving early care if they develop symptoms. Contacts should also be provided with information about prevention of the disease. In some cases, quarantine or isolation is required for high risk contacts, either at home, or in hospital.
6. **Contact Tracing** - People in close contact with someone who is infected with a virus, such as the Ebola virus, are at higher risk of becoming infected themselves, and of potentially further infecting others. Closely watching these contacts after exposure to an infected person will help the contacts to get care and treatment, and will prevent further transmission of the virus.
7. **Data Recording** - is to set in writing and assure the preservation of the data collected in the course of field or laboratory studies. The experimental design of each study determines the types of data to be collected in terms of the objectives and resources available for the study.
8. **Data Reporting** - is the process of collecting and submitting data which gives rise to accurate analyses of the facts on the ground;^[1] inaccurate data reporting can lead to vastly uninformed decision-making based on erroneous evidence. Different from data analysis that transforms data and information into insights, data reporting is the previous step that translates raw data into information.^[1] When data is not reported, the problem is known as underreporting; the opposite problem leads to false positives.

9. **Epidemiological Investigation** - is a set of procedures used to identify the cause, i.e. the infectious agent, responsible for the disease. It is also used to identify the people affected, the circumstances and mode of spread of the disease, and other relevant factors involved in propagating the epidemic.
10. **Health Facility** - any location where healthcare is provided. Health facilities range from small clinics and doctor's offices to urgent care centers and large hospitals with elaborate emergency rooms and trauma centers. The number and quality of health facilities in a country or region is one common measure of that area's prosperity and quality of life. In many countries, health facilities are regulated to some extent by law; licensing by a regulatory agency is often required before a facility may open for business. Health facilities may be owned and operated by for-profit businesses, non-profit organizations, governments, and in some cases by individuals, with proportions varying by country.
11. **Interview** - a meeting of people face to face, especially for consultation
12. **Monitoring** - observe and check the progress or quality of (something) over a period of time; keep under systematic review.
13. **Notifiable Diseases** - is any disease that is required by law to be reported to government authorities. The collation of information allows the authorities to monitor the disease, and provides early warning of possible outbreaks.
14. **Profiling** - the recording and analysis of a person's psychological and behavioral characteristics, so as to assess or predict their capabilities in a certain sphere or to assist in identifying a particular subgroup of people.
15. **Quarantine Facility** - an approved facility in which organisms are raised or held in isolation to prevent pathogen introduction or the spread of disease.
16. **Referral** - an act of referring someone or something for consultation, review, or further action. The directing of a patient to a medical specialist by a primary care physician. A person whose case has been referred to a specialist doctor or a professional body.
17. **Surveillance** - closely watching a patient's condition but not treating it unless there are changes in test results. Surveillance is also used to find early signs that a disease has come back. It may also be used for a person who has an increased risk of a disease, such as cancer.

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TRAINING REGULATIONS (TR) DOCUMENT REVISION HISTORY

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