



# **NATIONAL COMPETENCY STANDARDS**

**For**

**CARE GIVER**

**(Competency Standard Code: N85S010)**



**Validated by;**

**National Apprenticeship & Industrial Training Authority  
971, Sri Jayewardenepura Mawatha**

**Welikada  
Rajagiriya**



**Endorsed by**

**Tertiary & Vocational Education Commission  
354/2, "Nipunatha Piyasa", Elvitigala Mawatha,  
Narahenpita.**

**Ministry of Youth Affairs and Skills Development**

## COPYRIGHT

All rights reserved. This book, in whole or any part thereof, should not be reproduced, stored in a retrieval system or transmitted in any form or by any means-electronic, photo copying, recording or otherwise without the prior permission of Tertiary and Vocational Education Commission (TVEC)

Copyrights © 2013, TVEC

Published by  
Tertiary & Vocational Education Commission  
354/2, "NipunathaPiyasa", Elvitigala Mawatha,  
Colombo 05, Sri Lanka.  
Tel: 0115849291  
Fax: 0112555007  
E-mail: info@tvec.gov.lk  
Web: www.tvec.gov.lk

Ministry of Youth Affairs & Skills Development

## PREFACE

National Competency Standards are an essential element for the implementation of a unified Technical and Vocational Education & Training System for Sri Lanka and form the basis for the National Vocational Qualifications Framework of Sri Lanka, which provide for the award of nationally recognized qualifications. The National Competency Standards are developed in consultation with the industry and are designed using a nationally agreed specific format to maintain uniformity and consistency of standards amongst occupations.

The National Competency Standards specify the standards of performance of a competent worker and the various contexts in which work may take place. National Competency Standards also describe the knowledge, skills and attitudes required in the particular occupation. National Competency Standards provide explicit advice to assessors and employers regarding the knowledge, skill and attitudes to be demonstrated by the candidates seeking formal recognition for the competencies acquired either following training or through work experience.

National Competency Standards focus on what is expected of a worker in the workplace rather than on the learning process.

- National Competency Standards stress upon the ability to transfer and apply knowledge and skill to new situations and environments.
- In National Competency Standards the emphasis is upon outcomes and upon the application of knowledge and skills, not just the specification of knowledge and skills.
- National Competency Standards are concerned with what people are able to do and the ability to perform a task in a range of contexts.
- National Competency Standards include all aspects of workplace performance and not only narrow task skills.

National Competency Standards can serve a number of purposes including;

- Providing advice to curriculum developers about the knowledge, skills and attitudes to be included in the curriculum.
- Providing specifications to Competency Based Assessors about the knowledge, skills and attitudes to be demonstrated by candidates.
- Providing advice to industry about job functions, which in turn can be used for the development of job descriptions, performance appraisal systems and work flow analysis.

The lead organization for the development of National Competency Standards is the National Apprentice & Industrial Training Authority. The standards so developed are endorsed by the Tertiary & Vocational Education Commission as National Documents.

Mr. Chandana Arunadeva Silva  
Chairman  
National Apprentice & Industrial Training  
Authority

Dr. S.D.R. Perera  
Director General  
Tertiary & Vocational Education  
Commission

## ACKNOWLEDGMENT

<b>Overall Direction</b>	
Mr. Chandana Arunadeva Silva	Chairman, National Apprentice & Industrial Training Authority
Mrs. (Eng.) Pradeepa Udakara	Director General, National Apprentice & Industrial Training Authority
Dr. S.D.R. Perera	Director General, Tertiary & Vocational Education Commission
<b>Technical Support</b>	<ul style="list-style-type: none"> <li>• Dr. Sudath Damsinghe Director University Colleges of Health Studies, Sri Jayewardenepura, Kotte.</li> <li>• Ms. S.P.R. Chandralatha Senior Nursing Tutor Post Basic School of Nursing, Regent Street, Colombo 10</li> <li>• Ms. W.S.M.S.S. Weerasekara Senior Nursing Tutor Post Basic School of Nursing, Regent Street, Colombo 10</li> <li>• Dr. U.L.R.M. Perera Director De Soysa Hospital for Women-Colombo 08</li> <li>• Dr. K.D.P. Jayatilaka Consultant Community Physician No. 27, Wickramarathne Avenue, Kohuwala, Nugegoda</li> <li>• Ms. C.G.K. Kaduwela Founder /Director-Mother's Touch (Pvt) Ltd. No. 6, Walter GunesekaraMawatha, Nawala</li> <li>• Ms. R.R. Lokukalutotage Company Director-Mother's Touch (Pvt) Ltd. No. 6, Walter GunesekaraMawatha, Nawala</li> <li>• Mr. H.W. Samantha Manager (Training) Sri Lanka Bureau of Foreign Employment, 234, DenzilKobbekaduwaMawatha, Koswatta, Battaramulla.</li> <li>• Ms. K.N.T. Lankathilaka Trainer Sri Lanka Bureau of Foreign Employment, 234, DenzilKobbekaduwaMawatha, Koswatta, Battaramulla.</li> </ul>

	<ul style="list-style-type: none"> <li>• Mrs. G.H.R.S.E. Silva District Factory Inspecting Engineer-Department of Labour 97, Jawattha Road, Colombo 05</li> <li>• Mr. G.D.I.P. Kumara Associate Officer-University Vocational Technology No. 100, Kadawala Road, Ratmalana</li> <li>• Mr. S.U.K. Rubasinghe Acting Director - Standards &amp; Accreditation Tertiary and Vocational Education Commission</li> <li>• Mr. T. Senthuran Assistant Director Tertiary and Vocational Education Commission</li> <li>• Eng. P.N.K. Dias Deputy Director (Quality) National Apprentice &amp; Industrial Training Authority</li> <li>• Mrs. M.P. Theja Malkanthi Training Officer National Apprentice &amp; Industrial Training Authority</li> <li>• Ms. A.H. Kaushika Inspector National Apprentice &amp; Industrial Training Authority</li> </ul>
--	--

**NATIONAL COMPETENCY STANDARDS FOR  
CARE GIVER  
(Code No: N85S010)**

<b>Development Group</b>	<ul style="list-style-type: none"> <li>• Dr. SudathDamsinghe Director University Colleges of Health Studies, Sri Jayewardenepura, Kotte.</li> <li>• Dr' Kithsiri Edirisinghe Deputy Chairman International Institute of Health Science, Negombo Road, Welisara</li> <li>• Ms. S.P.R. Chandralatha Senior Nursing Tutor Post Basic School of Nursing, Regent Street, Colombo 10</li> <li>• Ms. W.S.M.S.S. Weerasekara Senior Nursing Tutor Post Basic School of Nursing, Regent Street, Colombo 10</li> </ul>
<b>Facilitator (Development)</b>	<ul style="list-style-type: none"> <li>• Mr. S.U.K. Rubasinghe Acting Director - Standards &amp; Accreditation Tertiary and Vocational Education Commission</li> </ul>
<b>Coordinator(Development)</b>	<ul style="list-style-type: none"> <li>• Mr. T. Senthuran Assistant Director Tertiary and Vocational Education Commission</li> </ul>
<b>National Industrial Training Advisory Committee:</b>	<ul style="list-style-type: none"> <li>• Dr. SudathDamsinghe Director University Colleges of Health Studies, Sri Jayewardenepura, Kotte.</li> <li>• Dr. U.L.R.M. Perera Director De Soysa Hospital for Women-Colombo 08</li> <li>• Dr. K.D.P. Jayatilaka Consultant Community Physician No. 27, Wickramarathne Avenue, Kohuwala, Nugegoda</li> <li>• Ms. C.G.K. Kaduwela Founder /Director-Mother's Touch (Pvt) Ltd. No. 6, Walter GunesekaraMawatha, Nawala</li> <li>• Ms. R.R. Lokukalutotage Company Director-Mother's Touch (Pvt) Ltd. No. 6, Walter GunesekaraMawatha, Nawala</li> <li>• Mr. H.W. Samantha Manager (Training)</li> </ul>



	<p>Sri Lanka Bureau of Foreign Employment, 234, Denzil Kobbekaduwa Mawatha, Koswatta, Battaramulla.</p> <ul style="list-style-type: none"> <li>• Ms. K.N.T. Lankathilaka Trainer Sri Lanka Bureau of Foreign Employment, 234, DenzilKobbekaduwaMawatha, Koswatta, Battaramulla.</li> <li>• Ms. S.P.R. Chandralatha Senior Nursing Tutor Post Basic School of Nursing, Regent Street, Colombo 10</li> <li>• Ms. W.S.M.S.S. Weerasekara Senior Nursing Tutor Post Basic School of Nursing, Regent Street, Colombo 10</li> <li>• Mr. T. Senthuran Assistant Director Tertiary and Vocational Education Commission</li> <li>• Mrs. G.H.R.S.E. Silva District Factory Inspecting Engineer-Department of Labour 97,Jawattha Road, Colombo o5</li> <li>• Mr. G.D.I.P. Kumara Associate Officer-University Vocational Technology No. 100, Kadawala Road, Ratmalana</li> <li>• Mrs. M.P. ThejaMalkanathi Training Officer National Apprentice &amp; Industrial Training Authority</li> <li>• Ms. A.H. Kaushika Inspector National Apprentice &amp; Industrial Training Authority</li> </ul>
<b>Facilitator</b>	<ul style="list-style-type: none"> <li>• Mrs. M.P. ThejaMalkanathi Training Officer National Apprentice &amp; Industrial Training Authority</li> </ul>
<b>Coordinator</b>	<ul style="list-style-type: none"> <li>• Ms. A.H. Kaushika Inspector National Apprentice &amp; Industrial Training Authority</li> </ul>
<b>Review &amp; Editing</b>	<ul style="list-style-type: none"> <li>• Ms. K.N.T. Lankathilaka Trainer Sri Lanka Bureau of Foreign Employment, 234, Denzil Kobbekaduwa Mawatha, Koswatta, Battaramulla.</li> </ul>

**NATIONAL COMPETENCY STANDARDS FOR  
CARE GIVER  
(Code No. N85S010)**

**NATIONAL CERTIFICATE AT NVQ LEVEL 3 IN THE OCCUPATION OF  
CARE GIVER**

1. Endorsement date: 02.10.2014

2. Date for review: 02.10.2017

3. Qualification code:

**N85S010Q1L3**

4. Purpose of the Qualification

To certify that the holder of this qualification has acquired the competencies contained in the units listed in section 6 below.

5. Regulations for the Qualification

The holder should have been assessed by a licensed assessor and found competent in the units listed in section 6 and certified by the TVEC

6. Schedule of Units

**Unit No.**

**Unit Title**

N85S010U01	Maintain the relationship with the client
N85S010U02	Attend domestic affairs of the client
N85S010U03	Prepare living area of the client
N85S010U04	Maintain personal hygiene and appearance of the client
N85S010U05	Maintain nutrition of the client

7. Accreditation requirement

The qualifications shall be offered in compliance with the accreditation requirements of the TVEC as stipulated in the National Vocational Qualifications framework of Sri Lanka.

8. Certification

TVEC shall certify the qualifications in terms of the regulation at section 6 above.

9. Assessment consistency requirements

TVEC is responsible for consistency of assessments shall take appropriate steps to ensure consistency of assessments

10. Transition arrangements

The competency based assessments shall be undertaken by the registered assessors until TVEC arranges to issue licenses to the assessors

11. Contact for comments

Chairman, National Apprentice & Industrial Training Authority, 971, Sri Jayawardenepura Mawatha, Welikada, Rajagiriya

12. Prerequisite

The candidate should have been found competent in "Basic Competencies to work" to be eligible for the award of this qualification. The candidate may concurrently apply for "Basic Competencies to Work" and this qualification.





**NATIONAL COMPETENCY STANDARDS FOR  
CARE GIVER  
(Code No. N85S010)**

**NATIONAL CERTIFICATE AT NVQ LEVEL 4 IN THE OCCUPATION OF  
CARE GIVER**

1. Endorsement date: 02.10.2014

2. Date for review: 02.10.2017

3. Qualification code:

**N85S010Q2L4**

4. Purpose of the Qualification

To certify that the holder of this qualification has acquired the competencies contained in the units listed in section 6 below.

5. Regulations for the Qualification

The holder should have been assessed by a licensed assessor and found competent in the units listed in section 6 and certified by the TVEC

6. Schedule of Units

<u>Unit No.</u>	<u>Unit Title</u>
N85S010U01	Maintain the relationship with the client
N85S010U02	Attend domestic affairs of the client
N85S010U03	Prepare living area of the client
N85S010U04	Maintain personal hygiene and appearance of the client
N85S010U05	Maintain nutrition of the client
N85S010U06	Provide drug treatment
N85S010U07	Check and record vital signs
N85S010U08	Care of an elderly person

7. Accreditation requirement

The qualifications shall be offered in compliance with the accreditation requirements of the TVEC as stipulated in the National Vocational Qualifications framework of Sri Lanka.

8. Certification

TVEC shall certify the qualifications in terms of the regulation at section 6 above.

9. Assessment consistency requirements

TVEC is responsible for consistency of assessments shall take appropriate steps to ensure consistency of assessments

10. Transition arrangements

The competency based assessments shall be undertaken by the registered assessors until TVEC arranges to issue licenses to the assessors

11. Contact for comments

Chairman, National Apprentice & Industrial Training Authority, 971, Sri Jayewardenepura Mawatha, Welikada, Rajagiriya

12. Prerequisite

The candidate should have been found competent in "Basic Competencies to work" to be eligible for the award of this qualification. The candidate may concurrently apply for "Basic Competencies to Work" and this qualification.



<b>NATIONAL COMPETENCY STANDARDS FOR CARE GIVER (Code No. N85S010)</b>																									
<b>NATIONAL CERTIFICATE AT NVQ LEVEL 4 IN THE OCCUPATION OF CARE GIVER</b>																									
<b>1. Endorsement date: 02.10.2014</b>	<b>2. Date for review: 02.10.2017</b>																								
<b>3. Qualification code:</b>	<b>N85S010Q3L4</b>																								
<b>4. Purpose of the Qualification</b>	To certify that the holder of this qualification has acquired the competencies contained in the units listed in section 6 below.																								
<b>5. Regulations for the Qualification</b>	The holder should have been assessed by a licensed assessor and found competent in the units listed in section 6 and certified by the TVEC																								
<b>6. Schedule of Units</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;"><u>Unit No.</u></th> <th style="text-align: left;"><u>Unit Title</u></th> </tr> </thead> <tbody> <tr> <td>N85S010U01</td> <td>Maintain the relationship with the client</td> </tr> <tr> <td>N85S010U02</td> <td>Attend domestic affairs of the client</td> </tr> <tr> <td>N85S010U03</td> <td>Prepare living area of the client</td> </tr> <tr> <td>N85S010U04</td> <td>Maintain personal hygiene and appearance of the client</td> </tr> <tr> <td>N85S010U05</td> <td>Maintain nutrition of the client</td> </tr> <tr> <td>N85S010U06</td> <td>Provide drug treatment</td> </tr> <tr> <td>N85S010U07</td> <td>Check and record vital signs</td> </tr> <tr> <td>N85S010U08</td> <td>Care of an elderly person</td> </tr> <tr> <td>N85S010U09</td> <td>Care of post natal mother &amp; newborn</td> </tr> <tr> <td>N85S010U10</td> <td>Care of an infant/ toddler</td> </tr> <tr> <td>N85S010U11</td> <td>Care of the child</td> </tr> </tbody> </table>	<u>Unit No.</u>	<u>Unit Title</u>	N85S010U01	Maintain the relationship with the client	N85S010U02	Attend domestic affairs of the client	N85S010U03	Prepare living area of the client	N85S010U04	Maintain personal hygiene and appearance of the client	N85S010U05	Maintain nutrition of the client	N85S010U06	Provide drug treatment	N85S010U07	Check and record vital signs	N85S010U08	Care of an elderly person	N85S010U09	Care of post natal mother & newborn	N85S010U10	Care of an infant/ toddler	N85S010U11	Care of the child
<u>Unit No.</u>	<u>Unit Title</u>																								
N85S010U01	Maintain the relationship with the client																								
N85S010U02	Attend domestic affairs of the client																								
N85S010U03	Prepare living area of the client																								
N85S010U04	Maintain personal hygiene and appearance of the client																								
N85S010U05	Maintain nutrition of the client																								
N85S010U06	Provide drug treatment																								
N85S010U07	Check and record vital signs																								
N85S010U08	Care of an elderly person																								
N85S010U09	Care of post natal mother & newborn																								
N85S010U10	Care of an infant/ toddler																								
N85S010U11	Care of the child																								
<b>7. Accreditation requirement</b>	The qualifications shall be offered in compliance with the accreditation requirements of the TVEC as stipulated in the National Vocational Qualifications framework of Sri Lanka.																								
<b>8. Certification</b>	TVEC shall certify the qualifications in terms of the regulation at section 6 above.																								
<b>9. Assessment consistency requirements</b>	TVEC is responsible for consistency of assessments shall take appropriate steps to ensure consistency of assessments																								
<b>10. Transition arrangements</b>	The competency based assessments shall be undertaken by the registered assessors until TVEC arranges to issue licenses to the assessors																								
<b>11. Contact for comments</b>	Chairman, National Apprentice & Industrial Training Authority, 971, Sri Jayawardanapura Mawatha, Welikada, Rajagiriya																								
<b>12. Prerequisite</b>	The candidate should have been found competent in “Basic Competencies to work” to be eligible for the award of this qualification. The candidate may concurrently apply for” Basic Competencies to Work “and this qualification.																								

**NATIONAL COMPETENCY STANDARDS FOR  
CARE GIVER  
(Code No. N85S010)**

**NATIONAL CERTIFICATE AT NVQ LEVEL 4 IN THE OCCUPATION OF  
CARE GIVER**

<b>1. Endorsement date: 02.10.2014</b>		<b>2. Date for review: 02.10.2017</b>	
<b>3. Qualification code:</b>	<b>N85S010Q4L4</b>		
<b>4. Purpose of the Qualification</b>	To certify that the holder of this qualification has acquired the competencies contained in the units listed in section 6 below.		
<b>5. Regulations for the Qualification</b>	The holder should have been assessed by a licensed assessor and found competent in the units listed in section 6 and certified by the TVEC		
<b>6. Schedule of Units</b>	<u><b>Unit No.</b></u>		<u><b>Unit Title</b></u>
	N85S010U01	Maintain the relationship with the client	
	N85S010U02	Attend domestic affairs of the client	
	N85S010U03	Prepare living area of the client	
	N85S010U04	Maintain personal hygiene and appearance of the client	
	N85S010U05	Maintain nutrition of the client	
	N85S010U06	Provide drug treatment	
	N85S010U07	Check and record vital signs	
	N85S010U12	Care of a client with special needs	
<b>7. Accreditation requirement</b>	The qualifications shall be offered in compliance with the accreditation requirements of the TVEC as stipulated in the National Vocational Qualifications framework of Sri Lanka.		
<b>8. Certification</b>	TVEC shall certify the qualifications in terms of the regulation at section 6 above.		
<b>9. Assessment consistency requirements</b>	TVEC is responsible for consistency of assessments shall take appropriate steps to ensure consistency of assessments		
<b>10. Transition arrangements</b>	The competency based assessments shall be undertaken by the registered assessors until TVEC arranges to issue licenses to the assessors		
<b>11. Contact for comments</b>	Chairman, National Apprentice & Industrial Training Authority, 971, Sri Jayawardanapura Mawatha, Welikada, Rajagiriya		
<b>12. Prerequisite</b>	The candidate should have been found competent in “Basic Competencies to work” to be eligible for the award of this qualification. The candidate may concurrently apply for” Basic Competencies to Work “and this qualification.		



**NATIONAL COMPETENCY STANDARDS FOR  
CARE GIVER  
(Code No. N85S010)**

**NATIONAL CERTIFICATE AT NVQ LEVEL 4 IN THE OCCUPATION OF  
CARE GIVER**

<b>1. Endorsement date: 02.10.2014</b>		<b>2. Date for review: 02.10.2017</b>																									
<b>3. Qualification code:</b>		<b>N85S010Q5L4</b>																									
<b>4. Purpose of the Qualification</b>		To certify that the holder of this qualification has acquired the competencies contained in the units listed in section 6 below.																									
<b>5. Regulations for the Qualification</b>		The holder should have been assessed by a licensed assessor and found competent in the units listed in section 6 and certified by the TVEC																									
<b>6. Schedule of Units</b>		<table border="1"> <thead> <tr> <th><u>Unit No.</u></th> <th><u>Unit Title</u></th> </tr> </thead> <tbody> <tr> <td>N85S010U01</td> <td>Maintain the relationship with the client</td> </tr> <tr> <td>N85S010U02</td> <td>Attend domestic affairs of the client</td> </tr> <tr> <td>N85S010U03</td> <td>Prepare living area of the client</td> </tr> <tr> <td>N85S010U04</td> <td>Maintain personal hygiene and appearance of the client</td> </tr> <tr> <td>N85S010U05</td> <td>Maintain nutrition of the client</td> </tr> <tr> <td>N85S010U06</td> <td>Provide drug treatment</td> </tr> <tr> <td>N85S010U07</td> <td>Check and record vital signs</td> </tr> <tr> <td>N85S010U09</td> <td>Care of post natal mother &amp; newborn</td> </tr> <tr> <td>N85S010U10</td> <td>Care of an infant/ toddler</td> </tr> <tr> <td>N85S010U11</td> <td>Care of the child</td> </tr> <tr> <td>N85S010U12</td> <td>Care of a client with special needs</td> </tr> </tbody> </table>		<u>Unit No.</u>	<u>Unit Title</u>	N85S010U01	Maintain the relationship with the client	N85S010U02	Attend domestic affairs of the client	N85S010U03	Prepare living area of the client	N85S010U04	Maintain personal hygiene and appearance of the client	N85S010U05	Maintain nutrition of the client	N85S010U06	Provide drug treatment	N85S010U07	Check and record vital signs	N85S010U09	Care of post natal mother & newborn	N85S010U10	Care of an infant/ toddler	N85S010U11	Care of the child	N85S010U12	Care of a client with special needs
<u>Unit No.</u>	<u>Unit Title</u>																										
N85S010U01	Maintain the relationship with the client																										
N85S010U02	Attend domestic affairs of the client																										
N85S010U03	Prepare living area of the client																										
N85S010U04	Maintain personal hygiene and appearance of the client																										
N85S010U05	Maintain nutrition of the client																										
N85S010U06	Provide drug treatment																										
N85S010U07	Check and record vital signs																										
N85S010U09	Care of post natal mother & newborn																										
N85S010U10	Care of an infant/ toddler																										
N85S010U11	Care of the child																										
N85S010U12	Care of a client with special needs																										
<b>7. Accreditation requirement</b>		The qualifications shall be offered in compliance with the accreditation requirements of the TVEC as stipulated in the National Vocational Qualifications framework of Sri Lanka.																									
<b>8. Certification</b>		TVEC shall certify the qualifications in terms of the regulation at section 6 above.																									
<b>9. Assessment consistency requirements</b>		TVEC is responsible for consistency of assessments shall take appropriate steps to ensure consistency of assessments																									
<b>10. Transition arrangements</b>		The competency based assessments shall be undertaken by the registered assessors until TVEC arranges to issue licenses to the assessors																									
<b>11. Contact for comments</b>		Chairman, National Apprentice & Industrial Training Authority, 971, Sri Jayewardenepura Mawatha, Welikada, Rajagiriya																									
<b>12. Prerequisite</b>		The candidate should have been found competent in "Basic Competencies to work" to be eligible for the award of this qualification. The candidate may concurrently apply for" Basic Competencies to Work "and this qualification.																									



# NATIONAL COMPETENCY STANDARDS

For

## CARE GIVER

(Competency Standard Code: N85S010)

List of units	Code No.	Level	Page
1. Maintain the relationship with the client	N85S010U01	4	1
2. Attend domestic affairs of the client	N85S010U02	4	5
3. Prepare living area of the client	N85S010U03	3	9
4. Maintain personal hygiene and appearance of the client	N85S010U04	3	12
5. Maintain nutrition of the client	N85S010U05	3	16
6. Provide drug treatment	N85S010U06	4	19
7. Check and record vital signs	N85S010U07	4	23
8. Care of an elderly person	N85S010U08	4	26
9. Care of postnatal mother & new born	N85S010U09	4	31
10. Care of an infant/ toddler	N85S010U10	4	35
11. Care of the child	N85S010U11	4	39
12. Care of a client with special needs	N85S010U12	4	43

### Packaging for National Vocational Qualifications (NVQ)

- National Certificate at NVQ Level 3 in the occupation of Care Giver will be awarded to those who are competent in units 1+2+3+4+5+ (N85S010Q1L3)
- National Certificate at NVQ Level 4 in the occupation of Care Giver (Elderly Care) will be awarded to those who are competent in units 1+2+3+4+5+6+7+8 (N85S010Q2L4)
- National Certificate at NVQ Level 4 in the occupation of Care Giver (Maternal and child care) will be awarded to those who are competent in units 1+2+3+4+5+6+7+9+10+11 (N85S010 Q3L4)
- National Certificate at NVQ Level 4 in the occupation of Care Giver (Client with special needs) will be awarded to those who are competent in units 1+2+3+4+5+6+7+12 (N85S010 Q4L4)
- National Certificate at NVQ Level 4 in the occupation of Care Giver will be awarded to those who are competent in units 1+2+3+4+5+6+7+8+9+10+11+12 (N85S010 Q5L4)

### Occupation Definition

A caregiver is a person who helps a client with his or her activities of daily living. This occupation can play pivotal role in the health and social work sector. With the increase in ageing population and decrease of population in some countries, there is a growing demand for this occupation. And also demand for this next decade. The role of a caregiver will often vary depending on the situation and is likely to change over time.



<b>UNIT TITLE</b>	<b>Maintain the relationship with the client</b>
<b>DESCRIPTOR</b>	This unit covers the competencies required to maintain effective and trustful communication and relationships with the client ensuring the independence of both parties and high standards of the client service.
<b>CODE</b>	<b>N85S010U01</b>

<b>ELEMENTS OF COMPETENCE</b>	<b>PERFORMANCE CRITERIA</b>
<b>1. Communicate appropriately with the client</b>	<p>1.1 <b>Appropriate communication strategies</b> and techniques identified to achieve the best client service outcomes.</p> <p>1.2 Complaints responded to in accordance with organizational policy to ensure best service to the client.</p> <p>1.3 Complaints dealt with in accordance with organizational procedures.</p> <p>1.4 Interpreter services accessed as required.</p> <p>1.5 Action taken to resolve conflicts either directly, where a positive outcome can be immediately achieved or referred to the appropriate personnel.</p> <p>1.6 Participation in work team in constructive and collaborative manner demonstrated accordingly.</p>
<b>2. Establish and maintain good interpersonal relationship with the client</b>	<p>2.1 Rapport established to ensure the service is appropriate to and in the best interests of the client.</p> <p>2.2 Effective listening skills used to ensure a high level of effective communication and quality of service.</p> <p>2.3 Client's concerns and needs identified correctly and responded to responsibility and accordingly organizational procedures and guidelines.</p> <p>2.4 Effectiveness of interpersonal interaction monitored and maintained consistently and evaluated to ensure best client service outcomes.</p>
<b>3. Act in a respectful manner at all times</b>	<p>3.1 <b>Respect for differences</b> demonstrated positively, actively and consistently in all work.</p> <p>3.2 <b>Confidentiality and privacy of clients</b> maintained always without prejudice.</p> <p>3.3 Courtesy demonstrated in all interactions with the clients, visitors and family</p> <p>3.4 Assistance provided with the care of the client with challenging behavior in accordance with organizational procedures.</p> <p>3.5 Techniques used to manage and minimize aggression.</p>
<b>4. Evaluate own work to maintain a high standard of the client service</b>	<p>4.1 Advice and assistance received or sought from appropriate sources on own <b>performance</b>.</p> <p>4.2 Own work adjusted, incorporating recommendations that address performance issues, to maintain the agreed standard of the client support.</p>

## **RANGESTATEMENT**

Competencies in this unit may be performed in a hospital, care giving Centre, nursing home or in a home where client care is given.

### **Elaboration of terms in Performance Criteria**

***Appropriate communication strategies*** may include:

- Reflective listening
- Respectful responding
- Development and establishment of empathy and rapport
- Active listening if culturally appropriate, recognition of non-verbal triggers
- Feedback
- Interpretation
- Setting role boundaries
- Negotiation
- Congruence of communication and action
- Follow up communication

***Respect for differences*** may include:

- Physical
- Cognitive/mental or intellectual issues that may impact on communication
- Cultural and ethnic
- Religious/spiritual
- Social
- Age and gender
- Language literacy and numeracy abilities
- Sexuality and sexual preference

***Confidentiality and privacy of clients*** may include:

- Medical conditions
- Fees
- Health fund entitlements
- Welfare entitlements
- Payment methods and records
- Public environments
- Legal and ethical requirements
- Writing details (*i.e.* medical and consent forms)
- Conversations on the telephone
- Secure location for written records
- Offering a private location for discussions
- Information disclosed to an appropriate person consistent with one's level of responsibility
- Sexuality and sexual preference

**The following equipment and material may be used for this:**

- Telephone
- Log book

**The following documents may be used in this unit**

- Client's notes
- Organizational procedure
- Checklist
- Client assessment notes
- Contact information

## The performance of this unit is expected to be carried out to the following standards

- International care standards and procedures

### ASSESSMENT GUIDE

#### Forms of assessment

Continuous /holistic assessment is suitable to assess the competencies in the occupation of care giver with regard to this unit.

#### Assessment context

This unit may be assessed on the job, off the job or combination of both. The competencies covered by this unit would be demonstrated by an individual working alone or as a member of a team.

#### Critical aspects

The assessment must confirm that the candidate is:

- Practice ethical code of the care giver
- Communicate appropriately with the client & client's family

#### Assessment conditions

The candidate will be provided with all equipment, material and documentation required as outlined in this unit.

The candidate will be permitted to refer the following documents:

- Relevant work place procedures
- Relevant product manufacturer's instructions
- Relevant manuals, standards & reference materials

The candidate will be required to:-

- Orally or by other methods of communication, answer questions asked by the assessor
- Identify superiors who can be approached for the collection of competency evidence where appropriate
- Present evidence of credit for any off- job training related to this unit

The assessor must be satisfied that the candidate can competently and consistently perform all elements of the unit as specified by the criteria and the / she possess the required underpinning knowledge.

#### Special notes

During the assessment the candidate will:-

- Demonstrate safe work practices at all times
- Communicate information about processes ,events or tasks being undertaken to ensure as a safe efficient working environment
- Take responsibility for the quality of his/ her own work
- Plan task and view task requirement as appropriate
- Relate to all stake holders according to accepted company conventions
- Perform all tasks in accordance with standard operating procedures
- Use accepted techniques, practices and processes in line with work place procedures





Tasks involved will be completed with in reasonable time frames relating to typical work place activities.

### **Resources required for assessment**

These include equipment & material listed with in this unit.

#### **UNDERPINNINGKNOWLEDGE**

- Organizational policies & procedures
- Client's rights & responsibilities
- Confidentiality of information provided by clients and others
- Culture & customs
- Relevant legal aspects

#### **UNDERPINNINGSKILLS**

- Communication
- Reading and writing
- Numerical
- Interpretation
- Language
- Listening techniques
- Problem solving
- Dealing with conflict
- Team work



<b>UNIT TITLE</b>	<b>Attend domestic affairs of the client</b>
<b>DESCRIPTOR</b>	This unit covers the competencies required to attend domestic affairs of a client ensuring safety, condition and requirements of the client.
<b>CODE</b>	<b>N85S010U02</b>
<b>ELEMENTS OF COMPETENCE</b>	<b>PERFORMANCE CRITERIA</b>
<b>1. Purchase goods and obtain services</b>	<p>1.1 List of goods &amp; services required for day to day consumables, food &amp; beverages identified as per client's needs/ schedule</p> <p>1.2 Special goods &amp; services, required for client and care giver identified if any.</p> <p>1.3 Shopping place decided according to the requirement.</p> <p>1.4 Mode of transport arranged for purchasing of required goods and obtaining required services</p> <p>1.5 Quantity and quality of purchased goods ensured.</p> <p>1.6 Quality of services obtained ensured.</p>
<b>2. Handle expenses of the client</b>	<p>2.1 Estimation of day to day expenses made according to the client's requirement.</p> <p>2.2 Cost for day to day consumption and special goods &amp; services needed calculated according to the current market prices.</p> <p>2.3 Cost of miscellaneous items allocated, according to the client's wish if any</p> <p>2.4 Cash transaction and bill payments done records maintained accordingly.</p>
<b>3. Attend home accidents</b>	<p>3.1 Scene of the accident assessed immediately.</p> <p>3.2 Protective measures taken as per the client's present condition.</p> <p>3.3 Basic first aid done according to the nature of the accident.</p> <p>3.4 Special service, required for the accident arranged as per the condition of the client if any.</p> <p>3.5 Reporting and recording done according to organizational procedures.</p>
<b>4. Arrange recreational activities of the client</b>	<p>4.1 Schedules/ dates of <b>recreational activities</b> obtained from the client.</p> <p>4.2 Requirements of the recreational activity arranged according to the client's needs.</p> <p>4.3 Recreational activity done accordingly.</p>
<b>5. Accompany the client for medical care</b>	<p>5.1 Schedules of medical care consultation checked against the client's notes.</p> <p>5.2 Schedules of medical test/s, checked against the client's notes if any.</p> <p>5.3 Appointments for medical care consultation/ medical test/s made according to the schedule.</p>

	5.4 Mode of transport arranged for medical care consultation/ medical test/s.
	5.5 Prescribed medical care products/ services obtained as per needs.
<b>6. Prepare basic meals/ refreshments according to the due diet</b>	6.1 Day to day consumption and special needs identified according to the client's notes/requirements.
	6.2 Ingredients required for the preparation of basic meals/ refreshments selected according to the schedule.
	6.3 Kitchen equipment and utensils arranged as per the preparation of basic meals/ refreshments ensuring safety practices.
	6.4 Basic meals/ refreshments prepared timely available for feeding.
<b>7. Perform laundry activities for the client</b>	7.1 Soiled clothes and linen fabrics sorted according to the texture, color and size
	7.2 Soiled clothes and other materials washed and dried ensuring safety practices after sorting out
	7.3 Dried clothes and other materials ironed and folded ensuring safety procedures

#### **RANGE STATEMENT**

Competencies in this unit may be performed in a hospital, care giving centre, nursing home or in a home where client care is given.

#### **Elaboration of terms in Performance Criteria**

*Recreational activities* may include social, cultural and religious activities.

#### **The following equipment and material may be used for this:**

- Calculator
- Weighing scale
- Recreational materials
- Dryer
- Iron table
- Telephone
- First aid box with materials
- Kitchen equipment & utensils
- Personal protective equipment
- Washing machine
- Iron

#### **The following documents may be used in this unit**

- Client's notes
- Organization al procedure
- Checklist
- Client assessment notes

#### **The performance of this unit is expected to be carried out to the following standards**

- International care standards and procedures

#### **ASSESSMENT GUIDE**

##### **Forms of assessment**

Continuous / holistic assessment is suitable to assess the competencies in the occupation of care giver with regard to this unit.

## Assessment context

This unit may be assessed on the job, of the job or combination of both. The competencies covered by this unit would be demonstrated by an individual working alone or as a member of a team.

## Critical aspects

The assessment must confirm that the candidate is:

- Maintain health and safety of the client and self
- Check for responsiveness
- Ethical code of the care giver
- Handling panic situations (during home accidents)

## Assessment conditions

The candidate will be provided with all equipment, material and documentation required as outlined in this unit.

The candidate will be permitted or refer the following documents:

- Relevant work place procedures
- Relevant product manufacturer's instructions
- Relevant manuals ,standards & reference materials

The candidate will be required to:-

- Orally or by other methods of communication, answer questions asked by the assessor
- Identify superiors who can be approached for the collection of competency evidence where appropriate
- Present evidence of credit for any off- job training related to this unit

The assessor must be satisfied that the candidate can competently and consistently perform all elements of the unit as specified by the criteria and that he /she possess the required underpinning knowledge.

## Special notes

During the assessment the candidate will:-

- Demonstrate safe work practices at all times
- Communicate information about processes, events or tasks being undertaken to ensure a safe and efficient working environment
- Take responsibility for the quality of his/ her own work
- Plan tasks and review task requirement as appropriate
- Relate to all stake holders according to accepted company conventions
- Perform all tasks in accordance with standard operating procedures
- Use accepted techniques, practices and processes inline with workplace procedures

Tasks involved will be completed within reasonable time frames relating to typical workplace activities.

## Resources required for assessment

These include equipment & material listed within this unit.



### **UNDERPINNINGKNOWLEDGE**

- Positioning, lifting, moving, ambulating client
- Knowledge of body mechanics
- Basic first aid
- Knowledge on currency
- Knowledge on accounts
- Health and safety practices

### **UNDERPINNINGSKILLS**

- Communication skills
- Numerical skills
- Interpretation skills
- Language skills
- Identification and collection of equipment
- Economical use of time and energy
- Maintain care giver client relation ship
- Follow organizational procedure
- Preparation of basic meals/refreshments
- Handling equipment



<b>UNIT TITLE</b>	<b>Prepare living area of the client</b>
<b>DESCRIPTOR</b>	This unit covers the competencies required to maintain cleanliness, lighting and ventilation of the living area ensuring safety of the client, self and others preventing no socomial infections and psychosocial and spiritual well-being.
<b>CODE</b>	<b>N85S010U03</b>
<b>ELEMENTS OF COMPETENCE</b>	<b>PERFORMANCE CRITERIA</b>
<b>1.Clean the living area</b>	<p>1.1 Furniture, walls cleaned with a wet duster o remove dirt and dust according o the procedure manual.</p> <p>1.2 Floor swept and mopped with an antiseptic solution as per manufacturer’s instructions.</p> <p>1.3 Cleaning of bathroom, toilets with disinfectant ensured and kept dry as per standard procedure.</p>
<b>2.Prepare the bed and living area</b>	<p>2.1 Clean linen obtained from authorized person according to organization procedures /client’s condition.</p> <p>2.2 Bed prepared neat and tidy according to standard bed making procedures.</p> <p>2.3 Bed side cupboard kept to the right side of the client parallel to head end of the bed.</p> <p>2.4 Flower vase/decorative items kept at a suitable place to obtain aesthetic value, and maintained properly.</p> <p>2.5 Availability of equipment for personal use ensured by checking, and provided if necessary.</p> <p>2.6 Electrical equipment checked for proper working order and safety.</p> <p>2.7 Adequate light and ventilation ensured providing equipment as required.</p> <p>2.8 Disturbing noises prevented by taking necessary action.</p> <p>2.9 Pests, insects and other intruders free environment ensured</p>

## **RANGESTATEMENT**

Competencies in this unit may be performed in a hospital, care giving centre, nursing home or in a home where client care is given

### **The following equipment and material may be used for this:**

- Bedside cupboard
- Table
- Towel rack
- Bed table
- Footstool/step
- Chair
- Dustbin
- Basin/bowl
- Bedpans/urinals
- Thermometer in container
- Spoon/fork
- Plate/glass/cup/saucer /soup bowl with liner
- Television/ DVD player /computer with accessories
- Teaspoon
- Calling bell
- Bed linen
- Bath towel
- Hand towels
- Mackintosh
- Two pillows and cases
- Sponge bags
- Soap with soap dish
- Hand lotion
- Tissues
- Dusters-2
- Disinfectant
- Telephone
- Jug
- Sputum mug
- PPE

### **The following documents may be used in this unit**

- Client's notes
- Organizational procedure
- Checklist
- Bed making procedure
- Client assessment notes
- Material safety data sheets

### **The performance of this unit is expected to be carried out to the following standards**

- International care standards and procedures

## **ASSESSMENT GUIDE**

### **Forms of assessment**

Continuous / holistic assessment is suitable to assess the competencies in the occupation of care giver with regard to this unit.

### **Assessment context**

This unit may be assessed on the job, off the job or combination of both. The competencies covered by this unit would be demonstrated by an individual working alone or as a member of a team.

### **Critical aspects**

The assessment must confirm that the candidate is:

- Precautions to avoid cross infections
- Maintain Health and Safety of the client and self
- Maintaining clean lines and neatness of the living area
- Ethical conduct of the care giver

## Assessment conditions

The candidate will be provided with all equipment, material and documentation required as outlined in this unit.

The candidate will be permitted to refer the following documents:

- Relevant workplace procedures
- Relevant product manufacturer's instructions
- Relevant manuals, standards & reference materials

The candidate will be required to:-

- Orally or by other methods of communication, answer questions asked by the assessor
- Identify superiors who can be approached for the collection of competency evidence where appropriate
- Present evidence of credit for any off-job training related to this unit

The assessor must be satisfied that the candidate can competently and consistently perform all elements of the unit as specified by the criteria and that he /she possesses the required underpinning knowledge.

## Special notes

During the assessment the candidate will:-

- Demonstrate safe work practices at all times
- Communicate information about processes, events or tasks being undertaken to ensure a safe and efficient working environment
- Take responsibility for equality of his/her own work
- Plan tasks and review task requirements as appropriate
- Relate to all stakeholders according to accepted company conventions
- Perform all tasks in accordance with standard operating procedures
- Use accepted techniques, practices and processes in line with workplace procedures

Tasks involved will be completed within reasonable time frames relating to typical workplace activities.

## Resources required for assessment

These include equipment & material listed within this unit.

### UNDERPINNING KNOWLEDGE

- Bed making procedure.
- Purpose of preparing bed
- Equipment needed for client's unit
- Types of disinfectant and methods of use
- Types of beds
- Positioning, lifting, moving, ambulating client
- Knowledge of body mechanics - ergonomics
- Safety signs
- Methods of dusting, sweeping, disinfecting and mopping
- Types of beds and mattresses
- Comfort devices
- Pest controlling

### UNDERPINNING SKILLS

- Bed making
- Identification and collection of equipment
- Arrange in the order of use
- Follow principle of bed making procedure
- Position, lift and move client
- Economical use of time and energy
- Maintain correct posture
- Maintain care giver client relationship
- Follow organizational procedure
- Arrange furniture in the living area



<b>UNIT TITLE</b>	<b>Maintain personal hygiene and appearance of the client</b>
<b>DESCRIPTOR</b>	This unit covers the competencies required to attend to mouth care, skincare, hair care, nail care, perinea care, eye care, foot care and appearance of the client ensuring safety and hygiene of the client, self and others using equipment and material safely.
<b>CODE</b>	<b>N85S010U04</b>
<b>ELEMENTS OF COMPETENCE</b>	<b>PERFORMANCE CRITERIA</b>
<b>1. Attend to mouth care</b>	<p>1.1 Equipment and material required to attend mouth care collected as required.</p> <p>1.2 Materials for special mouth care collected from authorized person as required.</p> <p>1.3 Mouth care attended to according to the basic principles of the mouth care procedures</p> <p>1.4 Mouth lesions and changes observed, identified, recorded and informed to responsible persons.</p>
<b>2. Attend to skin care/ nail care</b>	<p>2.1 Equipment and materials required to attend to shower bath or bed bath collected as required.</p> <p>2.2 Skin and nail care attended to according to the basic principles of bed bath or shower bath procedures.</p> <p>2.3 Skin lesions and changes observed, identified and informed to responsible persons.</p> <p>2.4 Protective measures taken when treating clients with skin diseases.</p> <p>2.5 Suitable body massage carried out, where necessary.</p> <p>2.6 Protective measures taken while attending to Client's with drains and tubes as per standard sterile procedure.</p>
<b>3. Attend to perinea care</b>	<p>3.1 Equipment and materials required to attend to perineal care collected as required.</p> <p>3.2 Protective measures taken to avoid cross infections as per universal procedure.</p> <p>3.3 Privacy of client maintained as specified in the standard procedures.</p> <p>3.4 Perineal care attended to as specified in the standard procedure</p> <p>3.5 Client made comfortable maintaining correct posture.</p> <p>3.6 Used equipment cleaned and replaced as specified</p> <p>3.7 Reporting and recording done according to organizational procedures.</p> <p>3.8 Perineal lesions and changes observed, identified, recorded and informed to responsible persons.</p>
<b>4. Attend to foot care</b>	<p>4.1 Equipment and material required to attend to shower bath or bed bath collected as required.</p> <p>4.2 Skin and nail care attended to according to the basic principles of bed bath or shower bath procedures.</p> <p>4.3 Protective measures taken when treating clients with skin-foot diseases.</p> <p>4.4 Foot lesions and changes observed, identified, recorded and informed to responsible persons.</p>

ELEMENTS OF COMPETENCE	PERFORMANCE CRITERIA
<b>5. Undress and dress the client</b>	<p>5.1 Client undressed with proper disposal of removed clothes to maintain privacy, image and comfort of the client while maintaining proper dis-infective procedures if necessary.</p> <p>5.2 Client dressed with suitable clothes to maintain privacy, image and comfort of the client.</p>
<b>6. Attend to hair care</b>	<p>6.1 Equipment/materials required to attend to hair care collected as necessary.</p> <p>6.2 Hair combed and braided neatly and tied.</p> <p>6.3 Hair washed with suitable head lotion and pediculosis treatment carried out if necessary</p> <p>6.4 Used equipment cleaned and replaced as specified.</p> <p>6.5 Hair and scalp lesions and changes observed, identified, recorded and informed to responsible persons.</p>
<b>7. Attend to beautification of the client</b>	<p>7.1 <b>Grooming</b> needs of the client identified.</p> <p>7.2 Grooming of the client performed.</p>

#### RANGESTATEMENT

Competencies in this unit may be performed in a hospital, care giving Centre, nursing home or in a home where client care is given

#### Elaboration of terms in Performance Criteria

Grooming: beautification of the client

#### The following equipment and material may be used for this:

- Basin
- Forceps in a bowl
- Mackintosh and covers
- Nail cutters
- Sputum mug
- Pail for dirty water
- Toothpaste/toothbrush
- Comb
- Powder/cream/cologne
- Bath towel /face towel
- Hot water/coldwater
- Toiletries
- Cotton swabs
- Spongebags-03
- Covering clothes
- Paper bags
- Gloves, caps, masks and apron

For special mouth care

- Mouth swabs/eye swabs
- Mouth gag
- Artery forceps
- Kidney tray
- Tongue depressor
- Sodium bicarbonate, lime juice, normal saline, hydrogen peroxide

For pediculosis treatment

- Prescribed Pediculosis lotion
- Triangular bandage to cover the hair

## Foot Care

- Suitable lotions
- Comfortable devices such as cushion, ring, foot board
- Oil
- Nail cutter/ pair of scissors with blunt tip

## Hair wash

- Long mackintosh
- Paper rolls
- Shampoo
- Basin
- Small jug / mug

### **The following documents may be used in this unit**

- Client's notes
- Organizational procedure
- Instructional procedures
- Charts

### **The performance of this unit is expected to be carried out to the following standards**

- Recording and reporting standards
- Procedure manual

## **ASSESSMENT GUIDE**

### **Forms of assessment**

Continuous /holistic assessment is suitable to assess the competencies in the occupation of care giver with regard to this unit.

### **Assessment context**

This unit may be assessed on the job, off the job or combination of both. The competencies covered by this unit would be demonstrated by an individual working alone or as a member of a team.

### **Critical aspects**

The assessment must confirm that the candidate is:

- Maintain privacy of Client
- Effectiveness of the process
- Economical use of time , energy and material
- Provide comfort and safety for Client

### **Assessment conditions**

The candidate will be provided with all equipment, material and documentation required as outlined in this unit.



The candidate will be permitted to refer the following documents:

- Relevant work place procedures
- Relevant product manufacturer's instructions
- Relevant manuals, standards & reference materials

The candidate will be required to:-

- Orally or by other methods of communication, answer questions asked by the assessor
- Identify superiors who can be approached for the collection of competency evidence where appropriate
- Present evidence of credit for any off-job training related to this unit

The assessor must be satisfied that the candidate can competently and consistently perform all elements of the unit as specified by the criteria and that he/she possesses the required underpinning knowledge.

### Special notes

During the assessment the candidate will:-

- Demonstrate safe work practices at all times
- Communicate information about processes, event sort asks being under taken to ensure a safe and efficient working environment
- Take responsibility for the quality of his/her own work
- Plan tasks and review task requirement as appropriate
- Relate to all stake holders according to accepted company conventions
- Perform all tasks in accordance with standard operating procedures
- Use accepted techniques, practices and processes in line with workplace procedures

Tasks involved will be completed within reasonable time frames relating to typical work place activities.

### Resources required for assessment

These include equipment & material listed with in this unit.

#### UNDERPINNING KNOWLEDGE

- Sponge bath, hair wash, mouth care, skin care, perineal care and foot care
- Correct usage of tools ,equipment and materials
- Effective inter personal relationship
- Complications if neglecting personal hygiene
- Correct procedure in maintaining personal hygiene
- Knowledge in grooming
- Health massage
- Identify any change from normal
- Hand washing techniques

#### UNDERPINNING SKILLS

- Attending to hair wash, mouth care, perineal care and foot care
- Identify complications
- Keep records
- Take preventive measures
- Perform procedures effectively
- Communication skills
- Care of equipment after use
- Position Client
- Proper health massage

<b>UNIT TITLE</b>	<b>Maintain nutrition of the client</b>
<b>DESCRIPTOR</b>	This unit covers the competencies required to identify the digestion and absorption condition of the client, main nutrients of the diet, types of diet, food values and attend different methods of feeding, maintaining hygienic condition of the diet all of which are in relation to the condition of the client.
<b>CODE</b>	<b>N85S010U05</b>
<b>ELEMENTS OF COMPETENCE</b>	<b>PERFORMANCE CRITERIA</b>
<b>1. Identify diet according to the condition of the client</b>	<p>1.1 Type of diet and frequency identified according to disease condition of the client as instructed.</p> <p>1.2 Method of feeding identified according to the condition of the client.</p> <p>1.3 Meal identified to meet the calorie, protein, other nutrients and fiber requirements as prescribed by Dietician / Doctor / Senior authorized person and client preference.</p>
<b>2. Obtain the due diet of the client</b>	<p>2.1 Diet ordered according to the menu.</p> <p>2.2 Proper quantification of solid, semisolids or liquid ensured as instructed.</p> <p>2.3 Ordered diet obtained on time.</p>
<b>3. Feed client</b>	<p>3.1 Explanation given to the client and his/her cooperation obtained.</p> <p>3.2 Positioning done according to the conditioning of the client</p> <p>3.3 Due drugs collected and given as prescribed.</p> <p>3.4 Necessary equipment for feeding collected and cleaned according to the feeding procedure.</p> <p>3.5 Client fed carefully following feeding procedure.</p>
<b>4. Clean the client, equipment and unit after feeding</b>	<p>4.1 Client made comfortable according to the wish of the client.</p> <p>4.2 Equipment used for feeding cleaned and put away according to the feeding procedure.</p> <p>4.3 Unit cleaned as prescribed in feeding procedure</p>
<b>5. Record consumption of the food by the client</b>	<p>5.1 Recording done on the client's notes and intake &amp; out-put chart.</p> <p>5.2 In case of inability to consume food, authorized person informed according to the organizational procedure.</p>

### RANGESTATEMENT

Competencies in this unit may be performed in a hospital, care giving Centre, nursing home or in a home where client care is given

Types of diet included in this unit:

- Solid diet-special diet, diabetic diet ,low salt, low fat, high protein high carbohydrates, fiber, bland diet
- Semisolid diet
- Liquid diet

#### Method of feeding

- Oral
- Tube feeding(nasal, gastro stormy, gavage)

#### The following equipment and material may be used for this unit:

##### For oral feeding

- Cup and saucer
- Fork and spoon
- tray
- teaspoon
- knife
- glass/plates
- fingerbowl
- bib
- soup bowl
- serviette/towel/tissue

##### For tube feeding

- Equipment in a covered tray
- Ryles tube
- gallypots-2
- measuring jug
- nasal wicks
- bib/water proof material and cover
- prepared feed in a measuring glass
- pair of disposable gloves
- Kidney tray
- 10cc syringe
- barrelofa50ccsyringe
- glass of water
- gauze swabs
- paper bag
- apron/masks
- prepared drugs in a medicine glass

#### The following documents may be used in this unit

- Bed Head Ticket(BHT)
- Drug chart
- Fluid balance chart
- Client's notes

#### The performance of this unit is expected to be carried out to the following standards

- Standard procedure in feeding
- Organizational rules and regulations

### ASSESSMENT GUIDE

#### Forms of assessment

Continuous/ holistic assessment is suitable to assess the competencies in the occupation of Care Giver with regard to this unit.

#### Assessment context

This unit may be assessed on the job demonstrated by an individual working alone.

#### Critical aspects

The assessment must confirm that the candidate is:

- Prevent contamination
- Avoid aspiration in feeding

## Assessment conditions

The candidate will be provided with all tools, equipment, material and documentation required as outlined with this unit.

The candidate will be permitted to refer the following documents:

- Relevant work place procedures
- Relevant product manufacturer's instructions
- Relevant manuals, standards & reference materials

The candidate will be required to:-

- Orally or by other methods of communication, answer questions asked by the assessor
- Identify superiors who can be approached for the collection of competency evidence where appropriate
- Present evidence of credit for any off-job training related to this unit

The assessor must be satisfied that the candidate can competently and consistently perform all elements of the unit as specified by the criteria and that the/she possesses the required underpinning knowledge.

## Special notes

During the assessment the candidate will:-

- Demonstrate safe work practices at all times
- Communicate information about processes, event sort asks being undertaken to ensure a safe and efficient working environment
- Take responsibility for the quality of his/ her own work
- Plan tasks and review task requirement as appropriate
- Relate to all stake holders according to accepted company conventions
- Perform all tasks in accordance with standard operating procedures
- Use accepted techniques, practices and processes in line with workplace Procedures

Tasks involved will be completed within reasonable time frames relating to typical workplace activities.

## Resources required for assessment

These include material, tools, equipment and machines listed with in this unit.

### UNDERPINNING KNOWLEDGE

- Types of diet
- Method of providing nutrients
- Equipment use
- Types of prevent contamination
- Signs and symptoms of
- Choking/aspiration and emergency care
- Weight monitoring and BMI (Body Mass Index)
- Checking the position of feeding tube
- Feeding and tube feeding procedures

### UNDERPINNING SKILLS

- Collect equipment according to the type of feeding
- Clean and put away equipment
- Feed Client
- Follow procedure
- Check tube in situ
- Position the client
- Economical use of time
- Maintain care giver client relationship
- Prepare feed
- Prepare medication
- Correct recording
- Identify symptoms of choking and aspiration & take immediate and appropriate actions
- Feeding and tube feeding procedures

<b>UNIT TITLE</b>	<b>Provide drug treatment</b>
<b>DESCRIPTOR</b>	This unit covers the competencies required to provide the drug treatment (Give medication) according to the details of the prescription ensuring safety of the client.
<b>CODE</b>	<b>N85S010U06</b>
<b>ELEMENTS OF COMPETENCE</b>	<b>PERFORMANCE CRITERIA</b>
<b>1. Provide oral drugs</b>	<p>1.1 Medicine to be given identified checking doctor's prescription.</p> <p>1.2 Equipment collected according to the standard procedure.</p> <p>1.3 Collected drugs checked by authorized senior person as per organizational procedures, where relevant.</p> <p>1.4 Client prepared according to disease condition and standard procedures.</p> <p>1.5 Drugs administered according to the standard procedures.</p> <p>1.6 Drugs, dosage, route, time and frequency recorded and signed on client's notes and drugs charts according to the procedures.</p> <p>1.7 Client observed for tolerance, side effects, outcome and reported where appropriate.</p>
<b>2. Administer subcutaneous injections</b>	<p>2.1 Type of drugs and dose to be injected identified as per doctor's prescription.</p> <p>2.2 Drugs and sterile equipment collected from authorized persons as per organizational procedure.</p> <p>2.3 Injection site selected according to the approved site and explained to client.</p> <p>2.4 Drug drawn into the insulin syringe / pen maintaining sterility.</p> <p>2.5 Injections given following the steps mentioned in the procedure manual.</p> <p>2.6 Necessary data recorded in insulin chart according to the organizational procedure and meal provided.</p> <p>2.7 Used items disposed according to universal precautions.</p> <p>2.8 Signs of side effects watched and acted accordingly</p>
<b>3. Instill eye, ear and nasal drops</b>	<p>3.1 Type of drugs and dose to be instilled identified as per doctor's prescriptions.</p> <p>3.2 Drugs collected from authorized person according to the organizational procedure, where relevant.</p> <p>3.3 Client given explanation and positioned according to the procedure.</p> <p>3.4 Drops instilled as prescribed.</p> <p>3.5 Necessary data recorded in drugs chart and client's notes.</p>



ELEMENTS OF COMPETENCE	PERFORMANCE CRITERIA
<b>4. Give inhalation/ nebulization</b>	<p>4.1 Type of drugs and dose to be inhaled identified as per doctor's prescription.</p> <p>4.2 Necessary equipment collected as per requirement and organizational procedure.</p> <p>4.3 Client given explanation and positioned according to the procedure.</p> <p>4.4 Drugs collected from authorized person according to the organizational procedure, where relevant.</p> <p>4.5 Inhalation/nebulization given following standard procedure.</p> <p>4.6 Client observed, recorded and any reactions reported as per procedure.</p>
<b>5. Apply local medication to skin</b>	<p>5.1 Type of cream/ointment/lotion collected from authorized person As prescribed.</p> <p>5.2 Skin area cleaned, dried and medicine applied wearing disposable gloves, as mentioned in the literature.</p> <p>5.3 Client kept comfortable depending on the condition of the Client.</p> <p>5.4 Record made in the client's notes and client observed for any reaction.</p>
<b>6. Give Per Rectum (P.R) drugs</b>	<p>6.1 Type of drugs collected from authorized person as prescribed.</p> <p>6.2 Client given explanation and necessary and consent obtained.</p> <p>6.3 Necessary equipment collected as required.</p> <p>6.4 Client kept in left lateral position and privacy maintained.</p> <p>6.5 Suppository inserted in to rectum according to the procedure.</p> <p>6.6 Client advised to retain until drug dissolved.</p>
<b>7. Store drugs properly</b>	<p>7.1 Types of storage methods identified as instructed.</p> <p>7.2 Date of expiry checked.</p> <p>7.3 Changes of the physical properties of drugs checked.</p> <p>7.4 Availability of the medicine ensured.</p>

## **RANGE STATEMENT**

Competencies in this unit may be performed in a hospital, care giving centre, nursing home or in a home where client care is given

### **The following equipment and material may be used for this:**

- Tray
- Scissors
- Oxygen cylinder with equipment
- Mortar & pestle
- Nebulizer
- Medicine glass
- Saucer, spoons
- Inhalers
- Sterile kidney tray
- Nasal wicks
- Sputum mug
- Insulin syringe & other syringe with needle
- Serviette
- Glass of water
- Paper bag
- Prescribed medicine
- Gloves
- Mackintosh and cover
- Facemasks
- Lubricator
- Bath towels
- Cotton swabs
- Surgical spirits

### **The following documents may be used in this unit**

- Client's notes /prescription
- Drugs chart
- Organizational procedure manual
- Client assessment notes

### **The performance of this unit is expected to be carried out to the following standards**

- Procedure manual, organizational rules and regulations

## **ASSESSMENT GUIDE**

### **Forms of assessment**

Holistic/ continuous assessment is suitable to assess the competencies in the occupation of Care Giver with regard to this unit.

### **Assessment context**

This unit may be assessed on the job, off the job or a combination of both. The competencies covered by this unit would be demonstrated by an individual working alone or as a member of a team

### **Critical aspects**

The assessment must confirm that the candidate is:

- Nebulizing
- Observe vital signs and allergic reactions
- Correct use of 5 rights (right client, right drug, right dose, right frequency, right route)
- Ensure proper checking
- Proper calibration of insulin dose

### **Assessment conditions**

The candidate will be provided with all tools, equipment, material and documentation required as outlined with this unit.

The candidate will be permitted to refer the following documents:

- Relevant work place procedures
- Relevant product manufacturer's instructions
- Relevant manuals, standards & reference materials



The candidate will be required to:-

- Orally or by other methods of communication, answer questions asked by the assessor
- Identify superiors who can be approached for the collection of competency evidence where appropriate
- Present evidence of credit for any off-job training related to this unit

The assessor must be satisfied that the candidate can competently and consistently perform all elements of the unit as specified by the criteria and that he/she possesses the required underpinning knowledge.

### Special notes

During the assessment the candidate will:-

- Demonstrate safe work practices at all times
- Communicate information about processes, event sort asks being undertaken to ensure a safe and efficient working environment
- Take responsibility for the quality of his/ her own work
- Plan tasks and review task requirement as appropriate
- Relate to all stake holders according to accepted company conventions
- Perform all tasks in accordance with standard operating procedures
- Use accepted techniques, practices and processes in line with work place procedures

Tasks involved will be completed within reasonable time frames relating to typical work place activities.

### Resources required for assessment

These include material, tools, equipment and machines listed with in this unit.

### UNDERPINNINGKNOWLEDGE

- Administration of medication procedure in various routes
- Positioning clients
- Administration of dispensed drugs
- Client's condition
- Use of 5 rights
- Storage methods

### UNDERPINNINGSKILLS

- Collect equipment according to the type of feeding
- Observe and report side effects
- Use of correct dosage (five rights)
- Maintain intravenous (IV) drip
- Give nebulization
- Check for expiry dates
- Maintain care giver client relationship
- Keep records and reports
- Positioning client for various procedure
- Instillation of eye, ear, nasal drops
- Apply ointments
- Give steam inhalations
- Provide Oxygen inhalation
- Give subcutaneous injections
- Read client's notes
- Administer medications
- Measure, crush medications

<b>UNIT TITLE</b>	<b>Check and record vital signs</b>
<b>DESCRIPTOR</b>	This unit covers the competencies required to identify, observe and attend to the changes of the vital signs of the client and record & report where necessary ensuring safety of the client.
<b>CODE</b>	<b>N85S010U07</b>
<b>ELEMENTS OF COMPETENCE</b>	<b>PERFORMANCE CRITERIA</b>
<b>1. Check temperature, pulse and respiration</b>	<p>1.1 Equipment collected to check the temperature according to the standard procedure.</p> <p>1.2 Temperature read accurately by preparing the client according to the condition of the client.</p> <p>1.3 Pulse and respiration counted accurately.</p> <p>1.4 Temperature, pulse, respiration recorded in the temperature chart as per the procedure.</p> <p>1.5 Any abnormalities reported to responsible person immediately as per the organizational procedure.</p> <p>1.6 Necessary actions taken to maintain normal body temperature where necessary as per standard procedure.</p>
<b>2. Check blood pressure</b>	<p>2.1 Equipment collected to check blood pressure according to the standard procedure.</p> <p>2.2 Client positioned to check blood pressure according to the condition of the client.</p> <p>2.3 Blood pressure measured accurately as per standard procedure.</p> <p>2.4 Any abnormalities of blood pressure reported to responsible person / authorized person immediately as per the organizational procedure.</p>

#### **RANGE STATEMENT**

Competencies in this unit may be performed in a hospital, care giving centre, nursing home or in a home where client care is given.

This includes checking vital signs of clients in any condition.

#### **The following equipment and material may be used for this:**

- Thermometer(oral/rectal)
- (Digital) sphygmomanometer
- Wrist watch(Center secondhand)
- Tray
- Cotton swabs(Wet/dry)
- Rectified sprits
- Pen(blue/red)
- Ruler6"
- Paper bag

#### **The following documents may be used in this unit**

- Client's notes
- Temperature chart

**The performance of this unit is expected to be carried out to the following standards**

- Standard procedure
- Organizational rules and regulations

## **ASSESSMENT GUIDE**

### **Forms of assessment**

Holistic/ continuous assessment is suitable to assess the competencies in the occupation of care giver with regard to this unit.

### **Assessment context**

This unit may be assessed on the job, off the job or a combination of both. The competencies covered by this unit would be demonstrated by an individual working alone or as a member of a team

### **Critical aspects**

The assessment must confirm that the candidate is:

- Prevent infections
- Ensure safety of the client and equipment
- Check and record vital signs accurately
- Report abnormalities

### **Assessment conditions**

The candidate will be provided with all tools, equipment, material and documentation required as outlined with this unit.

The candidate will be permitted to refer the following documents:

- Relevant work place procedures
- Relevant product manufacturer's instructions
- Relevant manuals, standards & reference materials

The candidate will be required to:-

- Orally or by other methods of communication, answer questions asked by the assessor
- Identify superiors who can be approached for the collection of competency evidence where appropriate
- Present evidence of credit for any off-job training related to this unit

The assessor must be satisfied that the candidate can competently and consistently perform all elements of the unit as specified by the criteria and that he/she possesses the required underpinning knowledge.

### **Special notes**

During the assessment the candidate will:-

- Demonstrate safe work practices at all times
- Communicate information about processes, events or tasks being undertaken to ensure a safe and efficient working environment
- Take responsibility for the quality of his/ her own work
- Plan tasks and review task requirement as appropriate
- Relate to all stakeholders according to accepted company conventions
- Perform all tasks in accordance with standard operating procedures
- Use accepted techniques, practices and processes in line with work place procedures

Tasks involved will be completed within reasonable time frames relating to typical work place activities.

### **Resources required for assessment**

These include material, tools, equipment and machines listed with in this unit

#### **UNDERPINNINGKNOWLEDGE**

- Normal body temperature, pulse, respiration and blood pressure
- Volume, rhythm, rate of pulse
- Types of respiration and temperature
- Deviation of vital signs
- Prevent infections
- Method of maintaining body temperature
- Sites of taking pulse and temperature
- Proper functioning of machine used
- Basic knowledge in bodily functions

#### **UNDERPINNINGSKILLS**

- Collect and check equipment
- Check vital signs
- Follow standard procedure
- Use of (digital) sphygmomanometer
- Correct positioning of client
- Recording and reporting vital signs
- Maintain care giver client relationship
- Economical use of time
- Maintain body temperature using appropriate techniques
- Clean and store equipment

<b>UNIT TITLE</b>	<b>Care of an elderly person</b>
<b>DESCRIPTOR</b>	This unit covers the competencies required to attend needs in old age ensuring health, nutrition and safety of the client.
<b>CODE</b>	<b>N85S010U08</b>
<b>ELEMENTS OF COMPETENCE</b>	<b>PERFORMANCE CRITERIA</b>
<b>1. Acknowledge problems</b>	<p>1.1 Problems due to aging acknowledged according to the physical, mental and social changes in old age as per the aging process.</p> <p>1.2 Weaknesses acknowledged by discussing with the superior/ authorized person.</p> <p>1.3 Sudden physical / mental stress acknowledged and supported</p>
<b>2. Attend mobilization, sleep and rest</b>	<p>2.1 Client made comfortable and complication avoided in moving and lifting him/her according to the standard procedures.</p> <p>2.2 Accident prevented while moving the client avoiding risk factors.</p> <p>2.3 Techniques used to move and lift the client according to the requirement.</p> <p>2.4 Suitable active and passive exercises carried out according to the instructions given by an authorized person.</p> <p>2.5 Techniques used to induced sleep and rest according to the requirement.</p>
<b>3. Attend elimination</b>	<p>3.1 Client assisted to pass urine or stool according to the condition and standard procedure.</p> <p>3.2 Equipment provided for elimination according to the condition of the client.</p> <p>3.3 Client cleaned and kept comfortable as per standard procedure.</p> <p>3.4 Equipment used for elimination cleaned and disinfected as per standard procedure.</p> <p>3.5 Catheter care attended to as appropriate following sterile technique.</p> <p>3.6 False tube (condom catheter) and diaper used as per standard procedure.</p> <p>3.7 Manual removal (feces) carried out as per standard procedure, if necessary</p> <p>3.8 Stoma care attended as per standard procedure, if necessary.</p> <p>3.9 Recording and reporting done on client's chart.</p> <p>3.10 Urine, stool specimen collected if required following standard procedure.</p> <p>3.11 Collected specimen labeled and sent to the laboratory with the request form as early as possible.</p>
<b>4. Dress wound</b>	<p>4.1 Condition of wound identified by observing.</p> <p>4.2 Equipment collected according to the dressing procedure.</p>

ELEMENTS OF COMPETENCE	PERFORMANCE CRITERIA
	<p>4.3 Wound dressed following sterile techniques according to doctor's instructions as per standard procedure.</p> <p>4.4 Soiled dressing disposed according to the health and organizational procedure.</p> <p>4.5 Condition of the wound recorded and reported clearly on the personal records.</p> <p>4.6 Used equipment cleaned and sterilized as per standard procedure.</p>
<p><b>5. Care of terminally ill client</b></p>	<p>5.1 Types of illness acknowledged referring to relevant document/ information</p> <p>5.2 Physical and mental condition of the client acknowledged by observing.</p> <p>5.3 Client's physical, mental, social and spiritual needs attended to as required.</p> <p>5.4 Necessary records maintained as required.</p>
<p><b>6. Care of dying client and death</b></p>	<p>6.1 Signs and symptoms of approaching death acknowledged by observing changes of the vital signs.</p> <p>6.2 Abnormalities of the client recorded and reported to authorized person.</p> <p>6.3 Physical and mental comfort measures provided as appropriate.</p> <p>6.4 Religious activities attended as requested.</p> <p>6.5 Valuables and devices removed from deceased client and attended to them accordingly after declaration of death.</p> <p>6.6 Deceased body prepared according to standard and cultural procedure.</p> <p>6.7 Cleaning of client room, waste removal carried out according to the standard procedure.</p>

**RANGE STATEMENT**

Competencies in this unit may be performed in a hospital, care giving centre, nursing home or in a home where client care is given.

**A standard procedure means** The adapted version of nursing procedures.

Old age: above 60 years



**The following equipment and material may be used for this:**

- Comfortable and adjustable bed with rails
- Sucker
- Sputum mugs
- Walking aids
- Cutlery and crockery
- Comfortable chair
- Forceps / Scissors
- Bedpans & urinals
- Thermometer
- Uri bags, stoma bags and false tubes
- Diapers
- TV/ Radio
- Tray
- Oxygen cylinder with equipment
- Flow meter
- Blood pressure apparatus
- Water or air mattresses
- Wheel chair
- Facilities – Bath room/ toilet
- Nebulizer
- Gluco meter
- air way
- digital blood pressure meter
- Bed linen, blankets
- Mackintosh and cover
- Face towel
- Soft bed linen
- Pillows as required
- Gloves /apron / head cap / masks
- Tissues
- Containers for specimen
- Powerful light and ventilation
- Floor mats
- Swabs
- Cotton wool
- Sterile dressing pack
- Normal saline
- Antiseptic
- Bandages
- Plaster
- Urine strips
- Water/ soap

**The following documents may be used in this unit**

- Client's notes (Including Diagnosis cards, instructions sheets, etc...)
- Temperature charts
- Client reports/X- rays
- Drugs chart
- Personal records

**The performance of this unit is expected to be carried out to the following standards**

- Standard procedures
- Organizational rules and regulations

**ASSESSMENT GUIDE**

**Forms of assessment**

Holistic / continuous assessment is suitable to assess the competencies in the occupation of care giver with regard to this unit.

**Assessment context**

This unit may be assessed on the job, off the job or a combination of both. The competencies covered by this unit would be demonstrated by an individual working alone or as a member of a team

### **Critical aspects**

The assessment must confirm that the candidate is:

- Avoid nosocomial infections/ accidents/ environmental hazards
- Prevent complications/ joint stiffness/ muscle wasting/ bed sores
- Maintain nutritional and personal hygiene
- Check vital sign
- Techniques used to induce sleep and rest

### **Assessment conditions**

The candidate will be provided with all tools, equipment, material and documentation required as outlined with this unit.

The candidate will be permitted to refer the following documents:

- Relevant work place procedures
- Relevant product manufacturer's instructions
- Relevant manuals, standards & reference materials

The candidate will be required to:-

- Orally or by other methods of communication, answer questions asked by the assessor
- Identify superiors who can be approached for the collection of competency evidence where appropriate
- Present evidence of credit for any off-job training related to this unit

The assessor must be satisfied that the candidate can competently and consistently perform all elements of the unit as specified by the criteria and that he/she possesses the required underpinning knowledge.

### **Special notes**

During the assessment the candidate will:-

- Demonstrate safe work practices at all times
- Communicate information about processes, events or tasks being undertaken to ensure a safe and efficient working environment
- Take responsibility for the quality of his/her own work
- Plan tasks and review task requirement as appropriate
- Relate to all stake holders according to accepted company conventions
- Perform all tasks in accordance with standard operating procedures
- Use accepted techniques, practices and processes inline with work place procedures

Tasks involved will be completed within reasonable time frames relating to typical work place activities.

### **Resources required for assessment**

These include material, tools, equipment and machines listed with in this unit

## UNDERPINNINGKNOWLEDGE

- Aging process
- Sleeping disturbance
- Cross infections
- Hot and cold applications and comfort measures
- sterile techniques (Boiling / Steaming)
- Collecting specimens and urine testing methods
- Knowledge of elimination
- Wound dressing
- Instruments such as nebulizer, glucometer, ,sucker, air way, digital blood pressure meter, Oxygen supply equipment
- Moving and lifting of the person
- Knowledge of active and passive exercises
- Knowledge of legal aspects of property belonging to the dying and dead Client (ethical behavior of care giver)
- Preparation of dead body
  
- Inquest, postmortem, death declaration , handing over of property
- Inform relations
- Signs and symptoms of dying person
- Catheter/ stoma care
- Nutrition
- Personal hygiene
- Basic first aid ( arrest of bleeding, attending burns, fractures, soft tissue injuries, any other falls home accidents)
- Tender loving care techniques

## UNDERPINNINGSKILLS

- Collect equipment
- Prevent cross infection
- Identify the changes of the person due to aging process
- Attend to needs of the person
- Maintain care giver client relationship
- Attend to elimination
- Use instruments such as nebulizer, glucometer, ,sucker, air way, digital blood pressure meter, Oxygen supply equipment
- Dress wound
- Give basic first aid
- Use techniques in lifting and moving equipment
- Read and understand instructions given by medical officer
- Prepare deceased body
- Apply hot and cold application
- Assess client
- Clean and keep client comfortably
  
- Follow sterile techniques
- Catheter/ stoma care
- Tender loving care

<b>UNIT TITLE</b>	<b>Care of post natal mother and newborn baby</b>
<b>DESCRIPTOR</b>	This unit covers the competencies required to give health care to both mother and baby, acknowledge post natal complication of mother, problems of baby, discussing with authorized personnel and follow instructions ensuring safety of both while using equipment and materials safely.
<b>CODE</b>	<b>N85S010U09</b>
<b>ELEMENTS OF COMPETENCE</b>	<b>PERFORMANCE CRITERIA</b>
<b>1. Give post natal care for mother</b>	<p>1.1 Normal bleeding acknowledged by checking number of sanitary pads used and abnormalities reported.</p> <p>1.2 Colour and the necessary information of vaginal discharge recorded as per standard procedure.</p> <p>1.3 Normal condition of the mother ensured by checking blood pressure, pulse, respiration and temperature using appropriate equipment according to the standard procedure.</p> <p>1.4 Authorized person informed in case of bleeding, vital signs are not normal and instructions followed, where necessary.</p> <p>1.5 Perineal care attended according to the standard swabbing procedure and episiotomy observed for healing.</p> <p>1.6 Personal hygiene attended according to the condition of the mother as per standard procedure.</p> <p>1.7 Observation of wound &amp; wound care attended for cesarean labor.</p> <p>1.8 Infections prevented by following universal precautions.</p> <p>1.9 Medication given as prescribed.</p> <p>1.10 Nutrition given as per given instructions</p> <p>1.11 Ambulation and post natal exercises assisted according to the condition of the mother as per standard procedure.</p> <p>1.12 Elimination assisted according to the condition of the mother as per standard procedure.</p> <p>1.13 Mother kept in good mental condition by having good rapport with her and any deviation reported to authorized person promptly</p>
<b>2. Give new born care</b>	<p>2.1 Hands washed and dried before handling baby as per universal precautions</p> <p>2.2 Baby observed for colour, cry, respiration, sucking, elimination, muscle activities, cord and any abnormalities identified comparing with normal condition.</p> <p>2.3 Authorized person informed if any abnormalities and instructions followed.</p> <p>2.4 Infections prevented by following universal precautions.</p>

ELEMENTS OF COMPETENCE	PERFORMANCE CRITERIA
	<p>2.5 Hygienic care attended where necessary.</p> <p>2.6 Baby bath attended according to the standard procedure.</p> <p>2.7 Cord care done according to the instructions given by an authorized person.</p> <p>2.8 Baby cloths sorted, washed, ironed and stored properly</p> <p>2.9 Dress changed accordingly.</p> <p>2.10 Baby kept warm by wrapping accordingly.</p> <p>2.11 Accidents and infections avoided by ensuring a safe environment.</p>
<p><b>3. Encourage breast feeding</b></p>	<p>3.1 Mother assisted and breast prepared for feeding as instructed.</p> <p>3.2 Mother assisted and educated about burping and positioning the baby after feeding.</p> <p>3.3 Mother educated about the “colostrums”, value of breast feeding and demand feeding by having good communication with her</p> <p>3.4 Mother assisted to relieve breast engorgement where necessary.</p> <p>3.5 Any abnormalities of the breast and nipple identified and reported to authorized person and instructions followed.</p>

### RANGESTATEMENT

Competencies in this unit may be performed in a hospital, care giving centre, nursing home or in a home where client care is given.

**The following equipment and material may be used for this:**

#### For mother

- Basin
- Bed with bed linen
- Sputum mug
- Nail cutters
- Pail for dirty water
- Tray, cup, saucers
- Furniture require to unit
- Sanitary pads
- Cotton swabs/ forceps in a bowl
- Clean clothes
- Soap
- Sponge bags – 03
- Covering clothes
- Paper bags
- Tooth paste/ tooth brush
- Comb
- Gloves /cap, mask, apron
- Mackintosh and cover
- Spoon, fork, flask
- Pads & taper

### For baby

- Powder/ cream/ cologne
- Surgical spirits
- Hot/ cold water
- Sterile cotton swabs
- Baby clothes
- Basin, soap, pail, bowl, nappies, baby blanket,
- Cream, wrapper, towel – 02 oil
- Comb/ brush, glass
- Hand towels/ disposable tissue
- Baby mackintosh & cover
- Cot linen
- Gloves / apron / head caps / masks

### The following documents may be used in this unit

- Temperature chart
- Observation chart
- Client's notes
- Feeding chart

The performance of this unit is expected to be carried out the following standards

- Universal precautions
- Standard procedure of post natal mother and new born baby

### ASSESSMENT GUIDE

#### Forms of assessment

Holistic/continuous assessment is suitable to assess the competencies in the occupation of care giver with regard to this unit.

#### Assessment context

This unit may be assessed on the job, off the job or a combination of both. The competencies covered by this unit would be demonstrated by an individual working alone or as a member of a team

#### Critical aspects

The assessment must confirm that the candidate is:

- Prevent infections
- Prevent aspiration, hypothermia of the baby
- Observe and prevent post-partum hemorrhage/ bleeding
- Identify physiological changes of the baby and mother
- Awareness of the behavioral changes of the mother leading to Puerperal Psychosis
- Aware of the importance of breastfeeding

#### Assessment conditions

The candidate will be provided with all tools, equipment, material and documentation required as outlined with this unit.

The candidate will be permitted to refer the following documents:

- Relevant work place procedures
- Relevant product manufacturer's instructions
- Relevant manuals, standards & reference materials

The candidate will be required to:-

- Orally or by other methods of communication, answer questions asked by the assessor

- Identify superiors who can be approached for the collection of competency evidence where appropriate
- Present evidence of credit for any off-job training related to this unit

The assessor must be satisfied that the candidate can competently and consistently perform all elements of the unit as specified by the criteria and that he/ she possesses the required underpinning knowledge.

### Special notes

During the assessment the candidate will:-

- Demonstrate safe work practices at all times
- Communicate information about processes, events or tasks being undertaken to ensure a safe and efficient working environment
- Take responsibility for equality of his/ her own work
- Plan tasks and review task requirements as appropriate
- Relate to all stakeholders according to accepted company conventions
- Perform all tasks in accordance with standard operating procedures
- Use accepted techniques, practices and processes in line with workplace procedures

Tasks involved will be completed within reasonable time frames relating to typical workplace activities.

### Resources required for assessment

These include material, tools, equipment and machines listed within this unit

#### UNDERPINNING KNOWLEDGE

- Baby bath procedure
- Dressing baby
- Cord care
- Wrapping and restraining
- Observation of baby and mother for abnormal conditions
- Equipment used for special procedure
- Postnatal exercises
- Nature of vaginal discharge
- Signs of post-partum hemorrhage
- Breastfeeding and feeding formula
- Immunization
- Administration of oxygen
- Aseptic techniques
- Perineal care for mother
- Identify stress, anxiety and psychological changes of mother including Puerperal psychosis
- Universal precautions
- Perineal hygiene
- Cloth sorting and washing methods
- Tender loving care techniques

#### UNDERPINNING SKILLS

- Give baby bath
- Changing of baby dress
- Dressing nappies and baby clothes
- Collect equipment
- Cord care
- Burping the baby
- Wrapping the baby
- Positioning mother for breast feeding
- Provide comfort measures
- Check vital signs of mother and baby
- Expose baby for phototherapy and sunbath
- Identify post-partum hemorrhage (bleeding) and vaginal discharge
- Maintain sterility
- Wearing sterile gloves
- Maintain good rapport
- Identify abnormalities of baby and mother
- Reduce stress and anxiety
- Formula preparation
- Feeding skills (cup, spoon, dropper)
- Perineal care for mother
- Cloth sorting and washing techniques
- Use, change and dispose of diapers
- Tender loving care

<b>UNIT TITLE</b>	<b>Care of an infant/ toddler</b>
<b>DESCRIPTOR</b>	This unit covers the competencies required to provide care and support to an infant/toddler ages from birth to three years.
<b>CODE</b>	<b>N85S010U10</b>
<b>ELEMENTS OF COMPETENCE</b>	<b>PERFORMANCE CRITERIA</b>
1. Comfort the infant/toddler	1.1 Tools and equipment prepared according to the need of the infant/toddler. 1.2 <b>Distressed infant/toddler</b> responded to base on <b>appropriate methods, activity</b> and <b>non-verbal cues</b> . 1.3 Infant/toddler picked up and cuddled according to the procedure.
2. Clean the infant/toddler and the cloths	2.1 Infant/toddler's vital signs checked based on standard procedure. 2.2 Water quantity and temperature checked as per requirements. 2.3 Infants/toddlers bathed/cleaned according to the standard procedure. 2.4 Comforters made available to the infant/toddler when needed. 2.5 Cloths sorted, washed, ironed and stored properly
3. Feed the infant/toddler	3.1 Infant/toddler's feeding bottles cleaned and sterilized as needed. 3.2 Milk formula prepared as prescribed. 3.3 Adult food introduced gradually according to the instructions
4. Make the infant/toddler sleep	4.1 Infant/toddler's cot prepared based on procedure. 4.2 Infant/toddler made to sleep-
5. Enhance social, physical, intellectual, creative and emotional activities of the infant/toddler	5.1 Infant/toddler exposed to family members, relatives and playmates for communication and interaction purposes. 5.2 Infant/toddler provided with manipulative or creative or educational toys and games as needed. 5.3 Infant/toddler given exercise activities as required. 5.4 Toilet training given to toddler ensured
6. Prevent accidents	6.1 Precautions taken to prevent accidents 6.2 Actions taken when accident occurred according to the basic first aids 6.3 Remedial measures taken to avoid the recurrence of the accidents 6.4 Accidents recorded and reported accordingly

#### **RANGESTATEMENT**

Competencies in this unit may be performed in a home or in a care center where infant/toddler care is given.

Infant/toddler ages from birth to three years

Elaboration of terms in Performance Criteria



### **Appropriate methods, activity**

- Imitating babies' vocalizations
- Talking
- Singing
- Laughing
- Rhymes
- Finger Games
- Holding
- Dancing
- Gentle Bouncing
- Substituting Activities
- Playing
- Distraction to an activity
- Cuddles, comfort
- Listening, talking with the infant or toddler quietly
- Use of transition object

### **Infant/toddler may shows distressed by**

- Crying
- Appearing withdrawn
- Squirming
- Lack of eye contact
- Sleeping difficulties
- Whining
- Nervous tics (e.g. Cough)
- Hunger
- Tiredness
- Anxiety
- Not playing or not playing creatively
- Repetitive display of trauma
- Aggression
- Regression
- Speech difficulties (e.g. Stuttering)
- Boredom
- Clinging behavior
- Discomfort
- Fear

### **Nonverbal cues**

- Cues to indicate distress
- Response to an interesting activity
- Smiling
- Cues that express a desire to engage in an activity of interaction

### **The following equipment and material may be used for this:**

- Infants cot/bed
- Infant carrier
- Bassinet
- Baby's Layette
- Thermometer
- Sterilizer
- Bibs
- Toys for the cot
- Story Books
- Blanket/comforters
- Stroller
- Bathing paraphernalia (e.g. Baby bath tub, baby toiletries, towel, etc.)
- Feeding bottles with cap, ring and nipple
- Thermometer Tray
- Infant's/Toddler's Formula
- Nursery Rhymes
- Infants/Toddlers Toys
- Feeding chair

### **The following documents may be used in this unit**

- Infant/toddler's notes
- Organizational procedure
- Checklist

### **The performance of this unit is expected to be carried out to the following standards**

- International standards and procedures

### **ASSESSMENT GUIDE**

#### **Forms of assessment**

Continuous/holistic assessment is suitable to assess the competencies in the occupation of care giver with regard to this unit.

#### **Assessment context**

Competency may be assessed in the workplace or in a simulated work setting.

#### **Critical aspects**

The assessment must confirm that the candidate is:

- Responded to distressed infants and toddlers in a relaxed and calm manner.
- Check vital signs
- Cleaned and sterilized feeding bottles.
- Child abuse

#### **Assessment conditions**

The candidate will be provided with all equipment, material and documentation required as outlined in this unit.

The candidate will be permitted to refer the following documents:

- Relevant work place procedures
- Relevant product manufacturer's instructions
- Relevant manuals, standards & reference materials

The candidate will be required to:-

- Orally or by other methods of communication, answer questions asked by the assessor
- Identify superiors who can be approached for the collection of competency evidence where appropriate
- Present evidence of credit for any off-job training related to this unit

The assessor must be satisfied that the candidate can competently and consistently perform all elements of the unit as specified by the criteria and that he/she possesses the required underpinning knowledge.

#### **Special notes**

During the assessment the candidate will:-

- Demonstrate safe work practices at all times
- Communicate information about processes ,events or tasks being undertaken to ensure a safe and efficient working environment
- Take responsibility forth equality of his/her own work
- Plan tasks and review task requirement as appropriate
- Relate to alls take holders according to accepted company conventions
- Perform all tasks in accordance with standard operating procedures
- Useacceptedtechniques,practicesandprocessesinlinewithworkplaceprocedures

Tasks involved will be completed within reasonable time frames relating to typical work place activities.

**Resources required for assessment**

These include equipment & material listed within this unit.

**UNDERPINNING KNOWLEDGE**

- Dependent Nature of Infants/Toddlers
- Bathing Paraphernalia and ; Types, Uses, Specification
- Procedures in Taking Vital Signs
- Basic Infant Care
- Procedures in Bathing and Dressing/Undressing of infants
- Infant Diet
- Procedures in Feeding
- Types and Uses of Clothes and Underwear
- Specifications and Uses of Non-Slip Rubber Mat
- Hand Washing Procedures
- Specifications of Different Types of Thermometer
- Social Etiquette including Table Etiquette
- Signs of Infants/Toddlers Distress
- Child abuse
- Food Preparation
- Tender loving care techniques

**UNDERPINNING SKILLS**

- Communication Skills ( listening, speaking, verbal and non-verbal)
- Empathy
- Interpersonal Skills
- Creative Skills
- Ability to establish bonding with infant/toddler
- Basic Measurement
- Food Preparation
- Tender loving care

<b>UNIT TITLE</b>	<b>Care of the child</b>
<b>DESCRIPTOR</b>	This unit covers the competencies required to provide care and support to a child ages between three (03) and twelve (12).
<b>CODE</b>	<b>N85S010U11</b>
<b>ELEMENTS OF COMPETENCE</b>	<b>PERFORMANCE CRITERIA</b>
1. Inculcate personal hygiene practices to the child	<p>1.1 Hygienic practices explained clearly to the child accordingly</p> <p>1.2 Personal hygienic procedure explained / demonstrated to the child as per health and safety procedures.</p> <p>1.3 Child paraphernalia maintained as per health procedure.</p>
2. Clean the child and the cloths	<p>2.1 Child's general condition checked before bathing accordingly.</p> <p>2.2 Bathing paraphernalia prepared.</p> <p>2.3 Water quantity and temperature checked as per requirements.</p> <p>2.4 Child assisted in dressing up according to prevailing weather condition.</p> <p>2.5 Child's preferences and decisions acknowledged, respected and followed accordingly.</p> <p>2.6 Child with difficult behavior in bathing dealt with appropriately as per procedure.</p> <p>2.7 Cloths sorted, washed, ironed and stored properly</p>
3. Feed the child	<p>3.1 <b>Nutritional requirements</b> of the child acknowledged according to the instructions.</p> <p>3.2 <b>Menu</b> prepared in accordance with child's nutritional and <b>cultural requirements</b>.</p> <p>3.3 <b>Appetizing food</b> and beverages prepared and served sufficiently and appropriately according to the child's <b>health needs and preferences</b>.</p> <p>3.4 Child fed following healthy procedures.</p>
4. Assist to develop social skills and sports	<p>4.1 Basic social skills and sports acknowledged</p> <p>4.2 Suitable/friendly environment for social skills and sports development facilitated</p> <p>4.3 Involvement in developing social skills and sports assisted</p> <p>4.4 Indoor and out-door activities in relation to social skills and sports coordinated</p> <p>4.5 Deviation from normal behavior identified</p> <p>4.6 Corrective measures taken according to the instructions for 4.4</p>
5. Prevent accidents	<p>5.1 Precautions taken to prevent accidents</p> <p>5.2 Actions taken when accident occurred according to the basic first aids</p> <p>5.3 Remedial measures taken to avoid the recurrence of the accidents</p> <p>5.4 Accidents recorded and reported accordingly</p>

## **RANGE STATEMENT**

Competencies in this unit may be performed in a home or in a care center where child care is given.

### **Elaboration of terms in Performance Criteria**

#### **Nutritional requirements**

- Nutritious food
- Balance Diet
- Relevant nutritional needs according to age level

#### **Menu**

- Breakfast
- Lunch
- Dinner
- Snacks

#### **Appetizing food**

- Color
- Shape
- Texture
- Variety

#### **Cultural requirements**

- Meal patterns over a day
- Beverages provided
- Foods used
- Hot or cold meals
- Spices and flavorings used
- Inclusion of sweets
- Taboos

#### **Health needs of the child**

- Medical advice and diet
- Allergies to certain foods

#### **Food & beverages preferences of the child**

- Culture
- Dietary Requirements
- Religion
- Age
- Family Patterns
- Individual Tastes

### **The following equipment and material maybe used for this:**

- Bathing paraphernalia and toiletries
- Clothes
- Oral Hygiene (toothbrush, toothpaste)
- Bibs
- Thermometer
- Diapers
- Grooming Kit (baby hairbrush, comb, nail scissors)
- Feeding Utensils
- High Chair/Booster Seat/Portable Seat

**The following documents may be used in this unit**

- Child's notes
- Organizational procedure
- Checklist

**The performance of this unit is expected to be carried out to the following standards**

- International standards and procedures

**ASSESSMENT GUIDE**

**Forms of assessment**

Continuous/holistic assessment is suit able to assess the competencies in the occupation of care giver with regard to this unit.

**Assessment context**

Competency may be assessed in the workplace or in a simulated work setting.

**Critical aspects**

The assessment must confirm that the candidate is:

- Instill personal hygienic practices to child.
- Demonstrate feeding procedures.

**Assessment conditions**

The candidate will be provided with all equipment, material and documentation required as outlined in this unit.

The candidate will be permitted to refer the following documents:

- Relevant work place procedures
- Relevant product manufacturer's instructions
- Relevant manuals, standards & reference materials

The candidate will be required to:-

- Orally or by other methods of communication, answer questions asked by the assessor
- Identify superiors who can be approached for the collection of competency evidence where appropriate
- Present evidence of credit for any off- job training related to this unit

The assessor must be satisfied that the candidate can competently and consistently perform all elements of the unit as specified by the criteria and that he /she possesses the required underpinning knowledge.

**Special notes**

During the assessment the candidate will:-

- Demonstrate safe work practices at all times
- Communicate information about processes ,events or tasks being undertaken to ensure a safe and efficient working environment
- Take responsibility for the quality of his/her own work
- Plan tasks and review task requirement as appropriate
- Relate to alls take holders according to accepted company conventions
- Perform all tasks in accordance with standard operating procedures
- Useacceptedtechniques,practicesandprocessesinlinewithworkplaceprocedures

Tasks involved will be completed within reasonable time frames relating to typical work place activities.

## Resources required for assessment

These include equipment & material listed within this unit.

### UNDERPINNINGKNOWLEDGE

- Bathing and Dressing/Undressing Procedures
- Procedures of Feeding Children
- Procedures in Taking Vital Signs
- Proper Health Care of Children
- Hand Washing Procedures
- Social Etiquette including Table Etiquette
- Good Grooming
- Nutritional Needs of Children
- Fat Contents of Foods
- Dietary Requirements for children
- Cultural Practices and Beliefs about Food Provision
- Impact of Foods and beverages on Dental Health
- Storage of Food – Temperatures
- Food Preparation and Cooking
- Proper Health Care of Children including medication
- Tender loving care techniques

### UNDERPINNINGSKILLS

- Cooking and Preparing Food
- Menu Planning
- Basic Measurements
- Cooking and Preparing Food
- Handling temperament
- Tender loving care

<b>UNIT TITLE</b>	<b>Care of a client with special needs</b>
<b>DESCRIPTOR</b>	This unit covers the competencies required in providing support and assistance to maintain quality care for a client with special needs to be able to enhance their abilities to communicate and be independent; responding to the physical, medical, health and safety, personal care and home maintenance requirements of a client with differently able.
<b>CODE</b>	<b>N85S010U12</b>
<b>ELEMENTS OF COMPETENCE</b>	<b>PERFORMANCE CRITERIA</b>
1. Establish and maintain appropriate relationship with client with special needs	<p>1.1 All dealings with client with special needs aimed at generating a trusting relationship which includes protecting confidentiality, privacy, individual choices and the right to decision making.</p> <p>1.2 Respect for <b>individual differences</b> demonstrated in all dealings with client with special needs.</p> <p>1.3 Support for the interests, rights and decision making of client with special needs demonstrated in all dealings.</p> <p>1.4 Client with special needs actively encouraged and supported to communicate ideas, feelings and preferences.</p>
2. Provide appropriate assistance to client with special needs	<p>2.1 All the defects in relation to physical and mental acknowledged</p> <p>2.2 Client with special needs provided with support in maintaining a clean, safe and comfortable environment.</p> <p>2.3 Assistance provided physically, psychologically, socially and culturally</p> <p>2.4 Nutritional requirement acknowledged and supported as per instructions</p> <p>2.5 Potential danger of accidents acknowledged and precautions taken</p> <p>2.6 Equipment / Devices used by the client handled and supported</p>
3. Clean the client and the cloths	<p>3.1 Client's general condition checked before cleaning accordingly.</p> <p>3.2 Cleaning paraphernalia prepared.</p> <p>3.3 Water quantity and temperature checked as per requirements.</p> <p>3.4 Client assisted in dressing up according to prevailing weather condition.</p> <p>3.5 Client's preferences and decisions acknowledged, respected and followed accordingly.</p> <p>3.6 Client with difficult behavior in cleaning dealt with appropriately as per procedure.</p> <p>3.7 Personal hygiene including grooming attended</p> <p>3.8 Cloths sorted, washed, ironed and stored properly</p>
4. Assist the client with special needs to be independent	<p>4.1 <b>Activities of daily living</b> acknowledged and encouraged for the client to perform</p> <p>4.2 <b>Instrumental activities of daily living</b> acknowledged and encouraged for the client to perform</p>
5. Identify the problems arising from the clients condition	<p>5.1 Suitable basic action taken in case of a</p> <p>5.2 accidents and emergencies</p> <p>5.3 Accidents and emergencies recorded and reported</p> <p>5.4 Suitable actions taken to prevent accidents emergencies according to the instructions</p>



## **RANGE STATEMENT**

Competencies in this unit may be performed in a home or in a care center where care is given.

### **Elaboration of terms in Performance Criteria**

#### **Individual differences**

- Culture
- Age
- Economic
- Social
- Gender
- Physical
- Emotional
- Intellectual
- Language

#### ***Activities of daily living***

All the self-help activities including;

- Bathing
- Dressing
- Combing
- Tooth brushing
- Toileting
- Positioning
- Eating
- Sleeping
- Resting
- Walking

#### ***Instrumental Activities of daily living***

All the activities involving the use of instrument including;

Use of

- Remote control
- Microwave
- Computer
- Switching of lights / fans
- Shaver / trimmer
- Electrical wheel chair

**The following equipment and material may be used for this:**

- Bed with side rails
- Handrails
- Commode
- Clock
- Activity Kit
- Night Light
- Assistive device (wheelchair, cane, walker and crutches)
- Feeding Utensils
- Reading Materials

## The performance of this unit is expected to be carried out to the following standards

- International standards and procedures

### ASSESSMENT GUIDE

#### Forms of assessment

Continuous/holistic assessment is suitable to assess the competencies in the occupation of care giver with regard to this unit.

#### Assessment context

Competency may be assessed in the workplace or in a simulated work setting.

#### Critical aspects

The assessment must confirm that the candidate is:

- Establish and maintained appropriate relationship with client who have special needs
- Provide appropriate support to client with special needs

#### Assessment conditions

The candidate will be provided with all equipment, material and documentation required as outlined in this unit.

The candidate will be permitted to refer the following documents:

- Relevant work place procedures
- Relevant product manufacturer's instructions
- Relevant manuals ,standards & reference materials

The candidate will be required to:-

- Orally or by other methods of communication, answer questions asked by the assessor
- Identifysuperiorswhocanbeapproachedforthe collectionofcompetencyevidencewhere appropriate
- Present evidence of credit for any off- job training related to this unit

The assessor must be satisfied that the candidate can competently and consistently perform all elements of the unit as specified by the criteria and that he/ she possesses the required under pinning knowledge.

#### Special notes

During the assessment the candidate will:-

- Demonstrate safe work practices at all times
- Communicate information about processes, events or tasks being under taken to ensure a safe and efficient working environment
- Take responsibility for the quality of his/ her own work
- Plan tasks and review task requirement as appropriate
- Relate to all take holders according to accepted company conventions
- Perform all tasks in accordance with standard operating procedures
- Useacceptedtechniques,practicesandprocessesinlinewithworkplaceprocedures

Tasks involved will be completed within reasonable time frames relating to typical workplace activities.

## Resources required for assessment

These include equipment & material listed within this unit.

### UNDERPINNINGKNOWLEDGE

- Basic knowledge of different types of special needs and their effects on clients need
- Understanding of support requirements for client with special needs
- Different religious, cultural, spiritual, physical, specific knowledge of particular groups or issues
- Legislative provision in relation to the rights of client with disabilities
- Basic knowledge of human, social, psychological, cognitive and physical development
- Relevant support equipment (and technologies) and related occupational health and safety requirements regarding their use
- Impact of particular types of disability
- Occupational health and safety guidelines
- Cultural factors affecting client with special needs requirements
- Tender loving care techniques

### UNDERPINNINGSKILLS

- Interpersonal skills appropriate to work with client with special needs
- Language skills and techniques
- Sign language
- Communication
- Team work
- Negotiation
- Use of equipment
- Interpersonal communication
- Tender loving care



**Ministry of Vocational & Technical Training**

# **Caregiver Curriculum Outline**



**Developed by**

**University of Vocational Technology**

**No: 100, Kandwala, Ratmalana**

27.08.2018

# Curriculum outline-Care giver

## CONTENTS

	<b>Page No.</b>
01. Introduction	2
02. Contribution for the Development of this Curriculum	3
03. Occupational Outlook	5
04. Competency Profile	6
05. Programme Structure	8
06. Module Numbers and Modules	
BM-01 English (Basic Module)	9
M-01 Introduction to the care giver	10
M-02 Attend domestic affairs of the client	15
M-03 Maintenance of personal hygienic care	27
M-04 Maintenance of the nutritional status of the client	35
M-05 Administration of drugs	40
M-06 Checking Vital signs	46
M-07 Care of elderly client	52
M-08 Post natal mother and new born baby care	62
M-09 Infant / toddler / child care	76
M-10 Special needs care	85

## Curriculum outline-Care giver

### **INTRODUCTION**

This is the steering curriculum document prepared for conducting competency based training.

This document takes someone through a quick walk over the contents of the training programme.

The complete curriculum package of the competency based training programme consists of two other documents, namely the "Trainer's Guide" and the "Learner's Guide"

A page or two has been set off in this document to provide details of each module constituting the programme.

Following details in respect of each module are included here.

- Tasks included in the module.
- Standards to be achieved in performing the same.
- Related knowledge required to perform these tasks.
- Tools, machinery equipment and learning and teaching aids required to complete the module.
- Target time for completion of the module.

Further, this document would provide an idea as to the number of training modules prepared for this trade and whether it would be possible to conduct a CBT programme in any given center.

Curriculum Development Division  
University of Vocational Technology  
No. 100, Kandawala Road, Rathmalana

**CONTRIBUTIONS FOR THE DEVELOPMENT OF THIS CURRICULUM**

**Resource persons who provided occupational information at the Task Analysis Workshops**

Dr. Sudath Damsinghe	Director University Colleges of Health Studies
Ms. W.S.M.S.S. Weerasekara	Senior Nursing Tutor Post Basic School of Nursing Regent Street – Colombo 10
Ms. S.P.R. Chandralatha	Senior Nursing Tutor Post Basic School of Nursing Regent Street – Colombo 10
Ms. K.N.T. Lankathilaka	Trainer Sri Lanka Bureau of Foreign Employment
Ms. C.G.K. Kaduwela	Founder /Director Mother’s Touch (Pvt) Ltd. No. 6, Walter Gunsekara Mawatha, Nawala
Ms.L.V.R.Perera	Trainer Sri Lanka Bureau of Foreign Employment.

## Curriculum outline-Care giver

### Task Analysis Workshops

<b>1. Workshop Facilitator</b>	
Mr. Sunil Kapuge	Deputy Director - NVQ
<b>2. Workshop Coordinator</b>	
Mr. G.D.Indika Pushpa Kumara	Associate Officer University of Vocational Technology
<b>3. Curriculum Writer</b>	
Mr. G.D.Indika Pushpa Kumara	Associate Officer University of Vocational Technology
<b>4. Computer Type Setter</b>	
Mr. G.D.Indika Pushpa Kumara	Associate Officer University of Vocational Technology
<b>5. Consultancy and direction for Curriculum Development</b>	
Mr. Mr. U.K.D.Sugathadasa	Dean Faculty of Training Technology University of Vocational Technology



## **OCCUPATIONAL OUTLOOK**

### **Caregiver**

In providing health care to the people at institutional level or at community level, there are various sectors involved in the process. Screening, investigating, diagnosing, treating of the people are the basic such areas in the health sector as far as the patient care is concerned. The most critical or the most sensitive steps of this health care system is at the contact point of the patient.

The Caregiver is basically involved at this contact point, where there is a need of health care providing which is initiated by the Doctors and nurses and the reception of it by the nurses. Therefore, need of such service could be considered essential in providing a better life to the humans of every age limit.

The Caregiver will perform as the way tunnel with exceptional health caregiving skills in national as well as international market. Especially when it comes to international market the salaries are at very high range when compared with other similar professions.

## Curriculum outline-Care giver

COMPETENCY AREA	COMPETENCIES						
<b>A</b> Introduction to the care giver	A1. Greet the client	A2. Introduce myself	A3. Establish rapport with the client	A4. Understand the client	A5. Resolve conflicts	A6. Identify client needs	A7. Maintain records
	A8. Practice Medical ethics						
<b>B</b> Attend domestic affairs of the client	B1. Identify domestic affairs	B2. Make shopping plan/s	B3. Maintain accounts	B4. Send the cloths to the laundry	B5. Accompany the client for medical care	B6. Handle electrical appliances	B7. Prevent accidents, poisoning and suicides
	B8. Attend accidents & emergencies	B9. Attend recreational activities	B10. Seek assistance and advices in providing care	B11. Protect from pests and insects	B12. Take the client out		
<b>C</b> Maintain personal hygiene and appearance of the client	C1. Attend to Mouth care	C2. Attend to body care	C3. Attend to hair care				
<b>D</b> Maintain nutrition of the client	D1. Seek advice from the responsible person	D2. Identify client needs	D3. Serve/feed the client	D4. Clean the Clients	D5. Maintain Nutritional record Of the client		
<b>E</b> Provide drug treatment/s.	E1. Follow Instructions given authorize person	E2. Provide oral drugs	E3. Administer subcutaneous Injections	E4. Instill eye, ear and nasal drugs.	E5. Give Inhalation/nebulization	E6. Apply local medication to skin	E7. Give per rectum (p.R.) drugs

## Curriculum outline-Care giver

<b>F</b>	Check record vital signs	F1. Check temperature	F2. Check the pulse	F3. Check the blood pressure	F4. Check the respiration	F5. Inform the abnormalities to the relevant parties		
<b>G</b>	Care of an Elderly Client	G1. Acknowledge problems of The client.	G2. Assist to sleep and rest	G3. Attend bladder Elimination	G4. Attend bowel elimination	G5. Dress the wound	G6. Facilitate mobilization and exercises of the client	G7. Attend to mental conditions of the client
		G8. Attend to terminally ill, dying and dead client						
<b>H</b>	Care of post natal mother new born baby	H1. Attend to post natal care of the mother	H2. Maintain nutrition of the post natal mother	H3. Assist the mobilization and exercises of the post natal mother	H4. Identify the problems of the new born	H5. Clean the new born	H6. Bath the new born	H7. Care the Cord of the new born
		H8. Change the nappies / cloths / pampers	H9. Keep the baby warm	H10. Assist breast feeding	H11. Relieve breast engorgement			
<b>J</b>	Care of an infant / toddler / child	J1. Clean and wash infant / toddler / child	J2. Prepare the food for infant / toddler/ child	J3. Feed the baby	J4. Prepare the cot	J5. Put the infant / toddler/ child to sleep	J6. Play with infant / toddler/ child	J7. Change the diaper
		J8. Train the infant / child for toileting	J9. Teach social manners	J 10. Teach hygienic practices	J11. Identify behavior deviations			
<b>K</b>	Care of a client with special needs	K1. Help the self-he activities	K2. Assist to rehabilitate special needs	K3. Prevent accidents				

## Curriculum outline-Care giver

COMPETENCY AREA		MODULE NO.	MODULE TITLE	COMPETENCIES					TIME (HOURS)			
									Institutional		Industrial	
									Theor y	Practical		
	<i>Basic module</i>	BM-01	Basic Languages – English and one other foreign Language						<b>60</b>	--	<b>03 mon ths</b>	
<b>A</b>	Introduction to the care giver	M-01	Communication in care giving	A1	A2	A3	A4	A5	<b>15</b>	<b>10</b>		
				A6		A7		A8				
<b>B</b>	Attend domestic affairs of the client	M-02	Attend domestic affairs of the client	B1	B2	B3	B4	B5	<b>30</b>	<b>40</b>		
				B6	B7	B8	B9	B10				
				B11		B12						
<b>C</b>	Maintain personal hygiene and appearance of the client	M-03	Maintenance of personal hygienic care	C1	C2	C3				<b>10</b>		<b>24</b>
<b>D</b>	Maintain nutrition of the client	M-04	Maintenance of the nutritional status of the client	D1	D2	D3	D4	D5	<b>30</b>	<b>30</b>		
<b>E</b>	Provide drug treatment/s	M-05	Administration of drugs	E1	E2	E3	E4	E5	<b>24</b>	<b>40</b>		
				E6			E7					
<b>F</b>	Check record vital signs	M-06	Checking Vital signs	F1	F2	F3	F4	F5	<b>10</b>	<b>30</b>		
<b>G</b>	Care of an elderly Client	M-07	Care of elderly client	G1	G2	G3	G4	G5	<b>24</b>	<b>60</b>		
				G6		G7		G8				
<b>H</b>	Care of post natal mother new born baby	M-08	Post natal mother and new born baby care	H1	H2	H3	H4	H5	H6	<b>18</b>	<b>40</b>	
				H7		H8		H9				H10
<b>J</b>	Care of an infant / toddler / child	M-09	Infant / toddler / child care	J1	J2	J3	J4	J5	J6	<b>18</b>	<b>40</b>	
				J7		J8		J9				J10
<b>K</b>	Care of a client with special needs	M-10	Special needs care	K1		K2		K3		<b>20</b>	<b>30</b>	
<b>Total no. of Hours</b>								<b>261</b>	<b>344</b>			
										<b>605</b>		

## Curriculum outline-Care giver

**Module Code : BM-01**

Approved on :27.08.2018

To be revised on :27.08.2021

**Occupation** : Care giver

**Competency Area** : English  
(Basic Module)

**Performance Objective** : After successful completion of this module the trainee will be able to perform work place practice while at work applying contingency measures in accordance with organizational procedures

### **Content:**

- The verb "Be", Present, Past, and Future Tense
- Simple Present Tense, Simple Past Tense, Simple Future Tense
- Introduction to "Eight Parts of Speech", Nouns, Adjectives, Pronouns, Verbs Adverbs, Prepositions, Conjunctions, Interjections
- Continuous Tense
- Present Perfect Tense, Past Perfect Tense, Future Perfect Tense, Perfect Continuous Tense
- Passive Voice: Simple Present Tense, Simple Past Tense, Simple Future Tense, Present Perfect Tense, Past Perfect Tense, Future Perfect Tense
- Technical Vocabulary relevant Care giver

### **Prerequisites:**

### **Tools, Equipment & Teaching Learning Materials Required:**

Class room teaching facilities (Multimedia Projector, Flip charts, stationeries, White board, Video films, and Handouts) Reference books,

**Target Time:** Institutional  
Theory 60 hrs.

## Curriculum outline-Care giver

**Module Code** : **M-01**  
Approved on :  
To be revised on :

**Occupation** : care giver

**Competency Area** : Introduction to the care giver

**Module Title** : **Communication in care giving**

**Performance Objective** : After completion of this module the trainee will be able to perform each of the tasks mentioned in the module "Communication in care giving "according to the relevant standards.

### Tasks to be performed:

<b>Task No.</b>	<b>Task</b>	<b>Standards</b>
<b>A1</b>	Greet the client.	<ul style="list-style-type: none"><li>• Eye contact should be established with the client while entering to the client's living area.</li><li>• The client should be smiled politely.</li><li>• The head should be nodded gently.</li><li>• The client should be greeted accordingly with considering the place, the time and the culture.</li></ul>
<b>A2</b>	Introduce myself.	<ul style="list-style-type: none"><li>• The name and designation should be told clearly and politely.</li><li>• The response should be looked-for patiently.</li></ul>

## Curriculum outline-Care giver

<b>Task No.</b>	<b>Task</b>	<b>Standards</b>
<b>A3</b>	Establish rapport with the client.	<ul style="list-style-type: none"> <li>• Pleasant smile should be given to the client while approaching.</li> <li>• The head should be nodded gently.</li> <li>• Eye contact should be made with the client.</li> <li>• Hand should be shaken after reaching the client / the hand should be touched after reaching the client.</li> <li>• Should be asked whether the communicating language is understood.</li> <li>• The service of the interpreter should be sought, if required.</li> </ul>
<b>A4</b>	Understand the client.	<ul style="list-style-type: none"> <li>• The client should be asked about his/her feelings with interest.</li> <li>• Should be listened to the client attentively.</li> <li>• The body language of the client should be looked for carefully.</li> <li>• The feelings should be shared with interest.</li> <li>• The client should be made assurance positively.</li> <li>• Assistance should be sought always in non-responsive client.</li> </ul>
<b>A5</b>	Resolve conflicts.	<ul style="list-style-type: none"> <li>• The body language should be observed in depth.</li> <li>• The verbal abuse should be identified accurately.</li> <li>• The client should be listened attentively.</li> <li>• The feelings of the client should be shared positively.</li> <li>• The needs of the client should be verified carefully.</li> <li>• The client should be made assurance as much as possible.</li> <li>• The client should not be agreed at all the time.</li> <li>• The log entry should be made accordingly and clearly.</li> <li>• The superior should be informed promptly.</li> </ul>

## Curriculum outline-Care giver

<b>Task No.</b>	<b>Task</b>	<b>Standards</b>
<b>A6</b>	Identify client needs.	<ul style="list-style-type: none"> <li>• The instructions given by the superior/s should be referred timely and carefully.</li> <li>• The client should be asked about the needs and problems politely.</li> <li>• The client should be made understood completely about the instructions given by the superior.</li> <li>• The activities of the daily living (ADL) should be identified completely including physical and emotional requirements.</li> <li>• The instrumental activities of the daily living should be identified accurately by asking from the client.</li> <li>• The recreational activities should be identified accurately by asking from the client.</li> <li>• The food requirement of the client should be identified accurately by asking from the client.</li> <li>• The requirements of the client should be recorded clearly and promptly.</li> <li>• The client should be made aware completely about his/her present situation.</li> </ul>
<b>A7</b>	Maintain records.	<ul style="list-style-type: none"> <li>• Entries should be made in the log book clearly and accurately after performing each and every task.</li> <li>• Daily summary report should be made at the end of the each day.</li> <li>• The superior should be reported daily and when and where necessary with the required evidence.</li> <li>• The approval should be obtained from the superior for the entries timely.</li> <li>• The feedback should be obtained from the client daily using appropriate method.</li> <li>• Privacy and confidentiality should be maintained highly at all times.</li> </ul>



## Curriculum outline-Care giver

Task No.	Task	Standards
		<ul style="list-style-type: none"> <li>• Client's records should be maintained neatly.</li> <li>• The client's records should be preserved without making any damages or omissions.</li> <li>• Reports and information should be submitted to the superior / guardians as agreed with the guardian/s and superior/s.</li> </ul>
<b>A8</b>	Practice Medical ethics	<ul style="list-style-type: none"> <li>• The basic medical ethics related to the care giver should be identified as mentioned in ICN code of ethics.</li> <li>• The places where the medical ethics applied should be identified as mentioned in ICN code of ethics.</li> <li>• The barriers in implementing medical ethics should be identified to get full implementation of the medical ethics confirmed.</li> <li>• Medical ethics should be performed as mentioned in ICN code of ethics.</li> </ul>

### **Related Knowledge:**

- Communication methods
- Different cultural customs
- Different personalities
- Types of body languages
- Handling the conflicts
- Organizational procedures
- Sinhala, Tamil and English Language
- Types of body languages
- ADL and instrumental ADL
- Types of recreational activities
- Food and beverages
- Diet chart, clinical records and instruction sheet
- ICN code of ethics
- Barriers in implementing medical ethics

## Curriculum outline-Care giver

### **Prerequisites:**

- Completed Basic Modules

### **Materials, Tools & Equipment Required:**

Stationery, Communication tools, Storing facility, Diet chart, Instruction sheet, Clinical records, Log book, Feedback form.

<b>Target Time:</b>	Institutional
	Theory 15 hrs.
	Practical 10 hrs.

## Curriculum outline-Care giver

**Module Code** : **M-02**  
 Approved on : 27.08.2018  
 To be revised on : 27.08.2021

- Occupation** : Care giver
- Competency Area** : Attend domestic affairs of the client
- Module Title** : Attend domestic affairs of the client
- Performance Objective** : After completion of this module the trainee will be able to perform each of the tasks mentioned in the module "Attend domestic affairs of the client" according to the relevant standards.

### Tasks to be performed:

Task No.	Task	Standards
<b>B01</b>	Identify domestic affairs.	<ul style="list-style-type: none"> <li>• The domestic affairs to be attended should be listed out accurately.</li> <li>• The activities should be categorized on the basis of the nature of the activities.</li> <li>• The activities should be prioritized on the basis exigency.</li> <li>• The resources required should be identified carefully before commencement of the job.</li> <li>• The needs of the client should be identified by referring to the relevant parties.</li> <li>• Approval / advice should be obtained from the superior / guardian for the identified list as early as possible following the organizational procedures keeping a copy with him / her.</li> <li>• The resources needed should be requested from the superior / guardian following the organizational procedures.</li> </ul>

## Curriculum outline-Care giver

<b>Task No.</b>	<b>Task</b>	<b>Standards</b>
<b>B02</b>	Make shopping plan/s.	<ul style="list-style-type: none"> <li>• The diminished items should be identified by checking physically.</li> <li>• The necessities should be obtained from the guardian and client following the organizational procedures.</li> <li>• The items should be categorized using the rationale.</li> <li>• The items needed should be listed out without any missing.</li> <li>• The expenditure should be estimated roughly using the current market prices.</li> <li>• The guardian / authorize parties should be informed in advance.</li> <li>• The time for the shopping should be allocated adequately taking into consideration the priority and urgency of other responsibilities.</li> <li>• The shop/s to buy the items should be identified in a way as to maximize the cost effectiveness.</li> <li>• The transport should be arranged following the instructions given by the guardian.</li> <li>• The shopping plan should be prepared in advance considering all the related facts.</li> <li>• The items/ drugs/ medical needs should be purchased from relevant places by forwarding the necessary documents such as accurate prescription.</li> </ul>
<b>B03</b>	Maintain accounts	<ul style="list-style-type: none"> <li>• The bills should be collected without any missing.</li> <li>• All expenditures should be entered clearly without any missing.</li> <li>• The expenditure should be totaled accurately.</li> <li>• The given amount should be compared with the expenditure.</li> <li>• The balance should be checked physically whether it is tally with the balance sheet.</li> <li>• The records should be maintained continuously.</li> </ul>

## Curriculum outline-Care giver

<b>Task No.</b>	<b>Task</b>	<b>Standards</b>
<b>B04</b>	Send the cloths to the laundry.	<ul style="list-style-type: none"> <li>• Safety gears should be worn as per standards.</li> <li>• Soil /dirty clothes and linen should be taken out from the client unit following the standard methods.</li> <li>• The clothes and linen should be sorted out as per standard procedure.</li> <li>• The clothes and linen should be handed over for the washing following the organizational procedure.</li> <li>• The clothes and linen should be received by checking the items accurately after cleaning.</li> <li>• The clothes and linen should be kept in place neatly allowing easy retrieval.</li> </ul>
<b>B05</b>	Accompany the client for medical care.	<ul style="list-style-type: none"> <li>• The medical care schedule of the client should be studied carefully and patiently.</li> <li>• The dates of appointments should be informed to the client and the relevant parties in advance.</li> <li>• The necessary documents and money should be arranged in advance following the organizational procedure.</li> <li>• The transport should be arranged following the organizational procedure.</li> <li>• The client should be prepared for the medical consultation according to the medical condition of the client.</li> <li>• The assistance for the ambulation should be arranged in advance if required.</li> <li>• The client should be taken to the consultant safely according to the appointment made or the urgency need.</li> <li>• The necessary information should be provided to the consultant accurately.</li> <li>• The necessary instructions should be obtained from the consultant clearly.</li> </ul>

## Curriculum outline-Care giver

<b>Task No.</b>	<b>Task</b>	<b>Standards</b>
<b>B06</b>	Handle electrical appliances	<ul style="list-style-type: none"> <li>• The appliance should be selected considering the needs of the client.</li> <li>• The functionality of the appliance should be checked following the instructions given in the operation manual.</li> <li>• The appliance should be made ready to use following the instructions given in the operation manual.</li> <li>• The appliance should be operated following the instructions given in the operation manual.</li> <li>• The appliance should be cleaned thoroughly after the use following the instructions given in the operation manual.</li> <li>• The appliance should be kept in place according to the house keeping method.</li> <li>• The faults of the appliance should be informed to the necessary party promptly following the organizational procedures.</li> <li>• The appliance should be selected considering the needs of the client.</li> <li>• The functionality of the appliance should be checked following the instructions given in the operation manual.</li> <li>• The appliance should be made ready to use following the instructions given in the operation manual.</li> <li>• The appliance should be operated following the instructions given in the operation manual.</li> <li>• The appliance should be cleaned thoroughly after the use following the instructions given in the operation manual.</li> <li>• The appliance should be kept in place according to the house keeping method.</li> <li>• The faults of the appliance should be informed to the necessary party promptly following the organizational procedures.</li> </ul>

## Curriculum outline-Care giver

<b>Task No.</b>	<b>Task</b>	<b>Standards</b>
<b>B07</b>	Prevent accidents, poisoning and suicides.	<ul style="list-style-type: none"> <li>• The possible modes of accidents should be identified in advance considering the environmental conditions.</li> <li>• The bear exposed areas of electrical wiring should be identified with vigilance by physical inspection.</li> <li>• The proper functioning of the Trip switch should be assured regularly by manual checking.</li> <li>• The correction of the defective item/s done by the relevant parties should be made sure promptly with involvement of the relevant parties.</li> <li>• The high temperature materials/ hot water/ steam/chemicals should be handled with care all the time taking into consideration of all the possible damages.</li> <li>• The potential areas of falls/ falling objects should be identified with vigilance by regular inspection covering all the living area.</li> <li>• The falling objects should be removed promptly by regular inspection covering all the living area.</li> <li>• Remedial measures should be taken in potential areas of falls promptly attending to the details of the area concerned.</li> <li>• The sharp objects should be removed or shifted from the endangered site promptly.</li> <li>• The sharp edges should be covered with suitable material to eliminate the danger.</li> <li>• The client should be protected from extreme weather conditions using appropriate materials/methods.</li> <li>• The drugs and poisonous items should be kept under lock and key preventing the ease access to the client.</li> <li>• The possibility of choking and aspiration should be identified taking into consideration the age and the condition of the client and the type of food and beverage consumed.</li> <li>• PPE should be used following the standard procedure.</li> </ul>

## Curriculum outline-Care giver

Task No.	Task	Standards
		<ul style="list-style-type: none"> <li>• Restraints should be used for the client with self-injurious behavior according to the instruction received from the authorized person.</li> <li>• The relevant parties should be informed of the suicidal or deliberate self-harm behavior as soon as possible keeping the confidentiality.</li> </ul>
<b>B08</b>	Attend accidents & emergencies.	<ul style="list-style-type: none"> <li>• The emergency or accident situation/s should be identified immediately by assessing the condition of the client and the environment.</li> <li>• The client should be removed from the danger or the danger should be removed from the client immediately minimizing the harm following the appropriate procedure according to the situation.</li> <li>• The level of responsiveness of the client should be identified by talking, touching hearing to the patient and looking at him /her.</li> <li>• The vital signs/ ABC should be checked accurately by following the standard procedure given in the first aid procedure manual published by Red Cross Society.</li> <li>• Help should be sought from any one nearby shouting loudly or giving a telephone call to the relevant party immediately, if the client has no heart beat/respiration.</li> <li>• CCPR/BLS should be initiated immediately following the standard procedure given in the first aid procedure manual published by Red Cross Society.</li> <li>• The unconscious client/ fitting client should be positioned safely following the standard procedure given in the first aid procedure manual published by Red Cross Society.</li> <li>• The responsive client should be reassured by talking to the him / her clearly and calmly and also touching the client.</li> <li>• The authorities should be informed as soon as possible through appropriate communication channel.</li> </ul>



## Curriculum outline-Care giver

Task No.	Task	Standards
		<ul style="list-style-type: none"> <li>• The client/affected part of the body should be immobilized by using appropriate methods and materials in case of suspected fracture.</li> <li>• Pressure should be applied directly by using with bare hands or with suitable fabric materials for bleeding or blunt injury.</li> <li>• The foreign body in the penetrating injury should be left undisturbed.</li> <li>• The chemical contact in the eye/s or skin or burnt area should be cleaned with running water for the period of 15 - 30 min.</li> <li>• The client should be kept without attempting vomiting in case of poisoning with petroleum products, acid or base until the medical treatment is sought.</li> <li>• The eye should be covered with a clean fabric without applying pressure in case of any kind of injury.</li> <li>• Pressure should be applied over the nostrils in case of nasal bleeding while bending the client forward with the mouth opened.</li> <li>• Abdominal thrust should be applied for choking below up wards obliquely.</li> <li>• The clothes should be left over the burnt area without disturbing.</li> <li>• Glucose should be given with the amount of not less than two table spoon full, in the case of confusion seen in Diabetic client, provided the client is conscious.</li> <li>• The client should be kept in absolute bed rest in any chest pain until the medical treatment is sought.</li> <li>• The jewelries and other accessories should be removed carefully and documented and handed over to the appropriate parties.</li> <li>• The Client should be taken to the hospital as soon as possible using standard ambulatory techniques with severed parts following the stranded methods if there are any.</li> </ul>

## Curriculum outline-Care giver

<b>Task No.</b>	<b>Task</b>	<b>Standards</b>
<b>B09</b>	Attend recreational activities.	<ul style="list-style-type: none"> <li>• The recreational need of the client should be identified by consulting the client.</li> <li>• The suitable recreational need of the client should be selected by consulting medical team and superior.</li> <li>• A schedule should be prepared weekly considering the clients and the medical advices.</li> <li>• The required resources should be obtained in time meeting the client and the other relevant party/ies</li> <li>• The facilities should be arranged in time considering the nature of the recreational activity.</li> <li>• The schedule should be implemented smoothly after obtaining the approval of the relevant party with the self-participation as required and while keeping the records.</li> <li>• The feedback from the client/ superior should be obtained regularly.</li> <li>• The schedule and activity should be altered according to the feedback obtained.</li> </ul>
<b>B10</b>	Seek assistance and advices in providing care	<ul style="list-style-type: none"> <li>• The places where the assistance and advices required should be identified on regular basis, at conflict situation, in emergencies and accidents, when the capacity of the care giver is exceeded.</li> <li>• The parties from whom the assistance and advices obtained should be decided according to the organizational procedure and the nature of the incidents.</li> <li>• The way of getting instructions on assistance and advices should be decided according to the organizational procedure and the nature of the incidents.</li> <li>• The assistance and advices should be obtained from relevant parties with clarifying all doubts and queries.</li> </ul>

## Curriculum outline-Care giver

Task No.	Task	Standards
		<ul style="list-style-type: none"> <li>• The records should be maintained clearly without any mistakes.</li> </ul>
<b>B11</b>	Protect from pests and insects.	<ul style="list-style-type: none"> <li>• The invading pests and insects should be identified correctly by close observation in the unit.</li> <li>• The possible ways of invasion should be identified by evaluating the surrounding area.</li> <li>• The possible ways of combat should be identified considering standard exterminating techniques and cost effectiveness.</li> <li>• Approval should be sought from the client for the implementation.</li> <li>• The resource required should be requested from the client /superior following the procedure given in the manual.</li> <li>• The protective measures should be implemented following the appropriate steps.</li> <li>• The trapped /killed pests and insects / devices and materials used should be disposed according to the standard procedure.</li> <li>• The results should be evaluated by close observation.</li> <li>• Corrective measures should be taken according to the results obtained.</li> </ul>
<b>B12</b>	Take the client out.	<ul style="list-style-type: none"> <li>• The outing event should be identified referring the relevant documents /inquiring the client or other relevant parties.</li> <li>• The informed consent should be sought clearly from the client and the superior.</li> </ul>

## Curriculum outline-Care giver

Task No.	Task	Standards
		<ul style="list-style-type: none"> <li>• The materials, equipment, medicine, documents and cloths needed should be collected from the relevant places following the procedure given in the manuals and considering the nature of the event.</li> <li>• The client should be dressed and groomed nicely and neatly according to the nature of event, weather conditions and client's wish.</li> <li>• The mode of transport should be arranged with considering the condition of the client and negotiating with superior.</li> <li>• The client should be accompanied to the desired place safely.</li> <li>• The relevant parties should be informed as early as possible with the appropriate information.</li> <li>• The event should be documented clearly in necessary places.</li> </ul>

### **Related Knowledge:**

- Types of domestic affairs
- Organizational procedures
- The way of categorizing and prioritizing
- Communication methods
- Standard quantities of consumable material and food & beverages
- Currency values
- Market prices
- The market places
- Consumption pattern of the relevant parties
- Basic Arithmetic
- Available modes of transportation
- Methods of paying for transportation
- Identifying the prescription
- Preparation balance sheet
- Knowledge on currency
- Sinhala, Tamil and English Language
- Types of body languages
- ADL and instrumental ADL
- Types of recreational activities
- Basic knowledge on food and beverages
- Diet chart, clinical records and instruction sheet

## Curriculum outline-Care giver

- sorting out methods
- labeling methods
- Storing methods
- Folding and hanging techniques
- laundry functioning schedule
- Medical schedule and client notes
- Types of ambulation methods and devices
- ADL (Activities of Daily Living)
- Washing, dressing and grooming methods
- Types of emotional situations
- Operation of the electrical and electronic appliances needed for the personal use, for the entertainment such as TV, video and audio, computer, for the medical equipment used in client's unit
- Operation manual of the above appliances
- Cleaning methods and equipment for the above appliances
- Housekeeping methods
- Types and ways of accidents (electrical, chemical, mechanical, burns, extreme weather, falls, cuts, poisons)
- Electrocution
- Types and techniques of restraints
- Poisonous materials
- Aspiration and choking
- Behavior on suicides and deliberate self-harm
- Relevant standard safety procedure
- Mechanism of the Trip switch
- First aid techniques
- CCPR/BLS
- Bandaging techniques
- Positing and ambulatory techniques
- Assessment methods of the patients
- Chemical and physical properties of substances
- Emergency situation and accidents possible
- The types of recreational activities
- The knowledge on preparing schedules
- Methods of getting feedback
- Handling conflict situation
- Methods of records keeping
- Job description of the care giver
- Harmful pests and insects
- Types of products and methods used in pests and insects controlling
- Evaluation methods
- Disposal methods of trapped /killed pests and insects.

### **Prerequisites:**

Completion of Module 01

### **Materials, Tools & Equipment Required:**

Stationery, Communication tools, Organization Diet chart, Instruction sheet, Clinical records, Stationery onal procedures, Log, Price list, the money, Transport facilities, Bills, safety gears, laundry bags, Tags, storing facilities, Manual of organizational procedure, stationeries , Mobilization equipment, comfort devices, Telephone, medical care schedule, medical reports, appropriate transport facilities, stationeries, Electrical and electronic appliances, operation manual of the appliances, electrical extension cords, organizational procedure manual, relevant cleansing agents and equipment, PPE, stationeries, sponges, adhesive tapes, rig foam, warming clothes and linen, hot and cold packs, locking device, heating or cooling source, hot or cold beverages, restraint tapes, PPE stationary, Mouth piece for CCPR , flat wooden board, splints , triangular bandage, cervical collar ,roller bandage, plasters ,gauze, crepe bandage, cotton wool , running water source , bowl ,glucose, plastic cup , table spoon , communication equipment, pair of scissors, PPE, First aid procedure manual published by Red Cross Society,

<b>Target Time:</b>	Institutional
	Theory      30 hrs.
	Practical    40 hrs.

## Curriculum outline-Care giver

**Module Code** : **M-03**  
 Approved on :  
 To be revised on :

**Occupation** : Care Giver

**Competency Area** : Maintain personal hygiene and appearance of the client

**Module Title** : **Maintenance of personal hygienic care**

**Performance Objective** : After completion of this module the trainee will be able to perform each of the tasks mentioned in the module "Maintenance of personal hygienic care" according to the relevant standards.

**Tasks to be performed:**

Task No.	Task	Standards
<b>C01</b>	Attend to mouth care.	<ul style="list-style-type: none"> <li>• The attending time for mouth care activities should be identified daily/according to the client requirement.</li> <li>• The required equipment for mouth care activities should be collected as per the instructions given by the medical personal /superior.</li> <li>• Informed consent from the client should be taken before the carrying out the activity.</li> <li>• The client should be positioned following the standard procedure.</li> <li>• The protective cloth should be put on to cover from neck area.</li> <li>• The mouth care activity should be performed following the standard nursing procedure.</li> <li>• The dental appliances should be removed smoothly from the client's mouth without making any damage to the oral cavity and also to the appliance.</li> </ul>

## Curriculum outline-Care giver

<b>Task No.</b>	<b>Task</b>	<b>Standards</b>
		<ul style="list-style-type: none"> <li>• Dental appliance should be cleaned thoroughly with recommended material and following the manufacture's instruction.</li> <li>• The artery forcep should be wrapped without any loose covering the tip of the forcep completely.</li> <li>• The teeth and gum should be cleaned by using the NaHCO<sub>3</sub> and NaCl paste / tooth paste.</li> <li>• The tongue should be cleaned removing all the tongue coated using the NaHCO<sub>3</sub> and NaCl paste / tooth paste and the equipment padded artery forcep, tongue depressor / tooth brush / rubber nipple.</li> <li>• The buckle cavity should be cleaned without making any damaged to the mucous membrane using the NaHCO<sub>3</sub> and NaCl paste / tooth paste and the equipment padded artery forcep, tongue depressor.</li> <li>• The client should be instructed to gargle if possible.</li> <li>• The lips and outside of the mouth should be cleaned removing all crust and oral secretions using wet swabs.</li> <li>• The oral cavity should be checked using the tongue depressor, dental mirror and light source.</li> <li>• Lubricants should be applied smoothly to the lips using cotton swabs.</li> <li>• The dental appliances should be replaced smoothly to the client's mouth without making any damage to the oral cavity and also to the appliance.</li> <li>• The changes should be informed to the health care provider and to the client following the procedures recommended by the superior, if applicable.</li> <li>• The observation and activity should be documented as per the instruction given by the superior.</li> <li>• The unit should be cleaned and rearranged with removing dirt and placing the used tools and equipment in appropriate places after cleaning.</li> </ul>



## Curriculum outline-Care giver

<b>Task No.</b>	<b>Task</b>	<b>Standards</b>
		<ul style="list-style-type: none"> <li>• The treatments should be applied to the affected area following the standard procedure.</li> </ul>
<b>C02</b>	Attend to body care.	<ul style="list-style-type: none"> <li>• The time should be decided to do the skin care / nail care considering the weather, the client wish and situation.</li> <li>• The client should be informed about the activity politely and clearly.</li> <li>• The consent from the client should be obtained for the activity before the commencement.</li> <li>• The unit should be arranged to maintain the privacy of the client and to carry out the activity easily.</li> <li>• The tools and equipment required should be prepared following the standard procedures.</li> <li>• The client should be positioned with considering the condition of the client.</li> <li>• The dresses and accessories should be removed after covering the client with clean cloth.</li> <li>• The body should be cleaned by using Luke warm water, sponge bag / wash cloth and soap / body wash and from starting head to feet except the perineal area.</li> <li>• The body should be dried using a face towel and bath towel gently.</li> <li>• Nail care should be performed using manicure and pedicure set without making any injuries.</li> <li>• Perineal care should be performed smoothly and gently using water, soap / cleanser, cotton, gauze swabs and perineal towel following the standard procedures.</li> <li>• Bowel and bladder incontinence and catheter care should be attended following the standard procedures.</li> </ul>

## Curriculum outline-Care giver

<b>Task No.</b>	<b>Task</b>	<b>Standards</b>
		<ul style="list-style-type: none"> <li>• Pampers should be applied following manufacturer's instructions.</li> <li>• Foot care should be performed following the standard procedures.</li> <li>• Body cream / moisturizing lotion should be applied using circular motion and upward direction.</li> <li>• The body massage / fomentation should be performed following the standard procedures.</li> <li>• The changes of the skin should be observed while the performing cleaning and massaging, if any.</li> <li>• The client should be dressed and groomed considering the time, weather and other appropriate factors.</li> <li>• The unit should be cleaned and rearranged with removing dirt and placing the used tools and equipment in appropriate places after cleaning.</li> <li>• The relevant parties should be informed about the changes occurred according to the procedures after the cleaning activities.</li> <li>• The changes and the activity performed should be documented clearly after attending the activities.</li> </ul>

## Curriculum outline-Care giver

<b>Task No.</b>	<b>Task</b>	<b>Standards</b>
<b>C03.</b>	Attend to hair care.	<ul style="list-style-type: none"> <li>• The time should be decided to do the hair care considering the weather, condition of the client, the client wish and situation.</li> <li>• The client should be informed about the activity politely and clearly.</li> <li>• The consent from the client should be obtained for the activity before the commencement.</li> <li>• The unit should be arranged to maintain the privacy of the client and to carry out the activity easily.</li> <li>• The tools, equipment and trough required should be prepared following the standard procedures.</li> <li>• The client should be positioned with considering the condition of the client.</li> <li>• The dresses and accessories in hair and around the neck should be removed carefully and completely.</li> <li>• The towel should be kept over the pillow to cover it completely.</li> <li>• The protective cloth should be kept over the towel to protect the underneath of the client from soaking.</li> <li>• The hair wash shield / trough should be kept under the head of the client with positioning it with the head of the client.</li> <li>• The towel should be put on around the neck and the shoulder of the client.</li> <li>• The hair of the client should be untied manually in total with care.</li> <li>• The scalp should be massaged gently using the standard techniques.</li> <li>• The hair and scalp should be cleaned and washed thoroughly using soap / shampoo to remove all the dirt and soap / shampoo with taking necessary measures to protect the eyes and ears of the client.</li> </ul>

## Curriculum outline-Care giver

<b>Task No.</b>	<b>Task</b>	<b>Standards</b>
		<ul style="list-style-type: none"> <li>• The hair wash shield / trough should be removed carefully without any spillage.</li> <li>• The hair should be wrapped gently with a clean towel.</li> <li>• The scalp and hair should be dried completely using a towel / hair drier.</li> <li>• The face of the client should be washed with Luke warm water and soap and wiped completely with a face towel.</li> <li>• The changes of the scalp and hair should be observed while the performing cleaning, massaging and drying, if any.</li> <li>• The hair should be combed neatly to remove any tangling.</li> <li>• The unit should be cleaned completely to remove any dirt and water and placed the equipment and tools in appropriate places after cleaning.</li> <li>• The hair should be styled as requested by the client.</li> <li>• The relevant parties should be informed about the changes have occurred according to the institutional procedures after the cleaning activities.</li> <li>• The changes and the activity performed should be documented clearly after attending the activities.</li> </ul>

**Related Knowledge:**

- Standard mouth care procedures
- Standard methods of dentures cleaning
- Types of oral cavity changes
- Communication methods
- Mechanism of adjustable bed
- Dental mirror and tongue depressor
- Types of dental application and their uses
- Types of mouth care solution and their uses
- Preparation of mouth paste
- Standard procedures of skin care, nail care, perineal care, foot care
- Skin care, nail care, perineal care, foot care techniques
- Catheter care and attending to urine and bowel incontinence
- Body massage and fomentation techniques
- Positioning and ambulatory techniques
- Knowledge on the client's unit
- Types of moisturizing and cleansing agents and their uses
- Types of changes occurred in skin, nail and perineal area
- Grooming methods
- Relevant safety procedures and precautions
- Methods on putting on pampers
- Knowledge on usage of PPE
- Standard procedures of hair and scalp care
- Hair and scalp care techniques
- Head massage techniques
- Positioning and ambulatory techniques
- Types of cleansing agents & shampoo and their uses
- Types of changes occurred in hair and scalp
- Grooming methods
- Trough making methods

**Prerequisites:**

Completion of Module 02

**Materials, Tools & Equipment Required:**

Daily activity plan , Medical reports, Communication equipment , Adjustable bed, Protective cloth, PPE, Instruction manual given by the dentist, Mouth care equipment and materials, Galley pots, Sputum mug, Cotton and gauze swabs, Tooth brush, Rubber nipple, Artery forcep, Tongue depressor dental mirror , Light source, Cavity treatment materials, NaHCO<sub>3</sub> and NaCl paste / tooth paste, Gargle / mouth wash, water, Stationary, Screen / Curtain, Basin, Sponge bag / Wash clothes, Covering cloth, Face, Bath and Perineal towels, Dresses and pampers, Urine collecting bag, Soap / Body wash / Cleanser, Body cream / moisturizing lotion, Cotton and gauze swabs, Luke warm water, Manicure and Pedicure set, Waste water pale, Waste bin, Soil linen basket, Care giver record, PPE, Stationery Screen / Curtain, Basin, Bowl, Sponge bag / Wash clothes, Covering cloth, Protective sheet, Long mackintosh and papers / hair wash shield, Comb, Hair brush, Hair drier, Hair tonic, Face and Bath towels, Soap, Shampoo, Cotton and gauze swabs, Luke warm water, Waste water pale, Waste bin, Soil linen basket, Care giver record, PPE.

**Target Time:** Institutional  
Theory 10hrs.  
Practical 24hrs.

## Curriculum outline-Care giver

**Module Code** : **M-04**  
 Approved on :27.08.2018  
 To be revised on :27.08.2021

**Occupation** : Care Giver

**Competency Area** : Maintain nutrition of the client

**Module Title** : **Maintenance of the nutritional status of the client**

**Performance Objective** : After completion of this module the trainee will be able to perform each of the tasks mentioned in the module "Maintenance of the nutritional status of the client "according to the relevant standards.

**Tasks to be performed:**

Task No.	Task	Standards
<b>D01</b>	Seek advice from the responsible person.	<ul style="list-style-type: none"> <li>• The agreement / job card should be referred just after assuming the duties as a care giver.</li> <li>• The responsible person should be identified correctly with referring the agreement / job card.</li> <li>• The responsible person should be contacted following the stranded actions as soon as possible after assuming duties.</li> <li>• The identical client should be introduced to the responsible person giving the necessary information mentioned in bed head ticket / client's records.</li> <li>• Advice on food and nutrition requirement of the client should be obtained in written form from the responsible person.</li> <li>• The advices should be entered clearly in the care givers record book immediately after the advisers received.</li> </ul>

## Curriculum outline-Care giver

<b>Task No.</b>	<b>Task</b>	<b>Standards</b>
<b>D02</b>	Identify client needs	<ul style="list-style-type: none"> <li>• The clients will and wishes should be asked politely from him / her.</li> <li>• The client's wills and wishes should be noted down clearly in the care givers record book including food allergies.</li> <li>• The Instructions given in BHT or client's record and care givers record book should be referred thoroughly comparing with wills and wishers mentioned by the client.</li> <li>• The diet sheet (menu) should be prepared for the client carefully considering all the important matters mentioned in the records and by the client.</li> </ul>
<b>D03</b>	Serve/feed the client.	<ul style="list-style-type: none"> <li>• The diet should be ordered following the organizational procedures.</li> <li>• The diet should be obtained following the organizational procedures confirming that it complies with the order.</li> <li>• It should be decided whether to feed or serve to the client considering the condition of the client and the instructions given in the records.</li> <li>• Food tray / table should be arranged in standard manner and considering the condition of the client and the instructions given in the records.</li> <li>• The client should be prepared in standard manner considering the condition of the client and the instructions given in the records.</li> <li>• The client should be served in standard manner considering the condition of the client and the instructions given in the records.</li> <li>• The mode of feeding of the client should be selected considering the condition of the client and the instructions given in the records.</li> </ul>



## Curriculum outline-Care giver

<b>Task No.</b>	<b>Task</b>	<b>Standards</b>
		<ul style="list-style-type: none"> <li>• The client should be fed carefully with the spoon while observing for choking and responding to the client's needs completely.</li> <li>• The position of the feeding tube should be checked following the standard procedure.</li> <li>• The relevant authority should be informed as soon as possible following the standard procedure, if the tube is not in position.</li> <li>• The client should be Tube fed following the standard procedure and according to the schedule and instructions given.</li> </ul>
<b>D04</b>	Clean the Client	<ul style="list-style-type: none"> <li>• The adequacy of feeding should be decided referring the entries in BHT / Communicating with the client.</li> <li>• The client should be helped to clean/cleaned around his/her mouth and hands giving/using the necessary materials.</li> <li>• The client should be helped to move out from the dining position comfortably.</li> <li>• The dining area and equipment should be cleaned completely following the organizational procedures.</li> <li>• The equipment and Linen should be kept in position following the organizational procedures.</li> <li>• The relevant parties should be informed appropriately at suitable time if a problem arises.</li> <li>• The records of dining should be entered in a care givers note book clearly and accurately.</li> </ul>

## Curriculum outline-Care giver

Task No.	Task	Standards
<b>D05</b>	Maintain Nutritional record Of the client.	<ul style="list-style-type: none"> <li>• Records should be entered daily in food and beverages consumption chart.</li> <li>• The client should be Weighed regularly, if necessary daily.</li> <li>• The Data in weighted should be entered clearly in monitoring chart.</li> <li>• The measurement of food and beverages intake and the output should be taken accurately at each and every meal according to the instruction given in necessary clients.</li> <li>• The data should be entered clearly and accurately in input and output chart.</li> <li>• The authorities should be informed daily / regularly depending on the instructions given by the superiors.</li> </ul>

### **Related Knowledge:**

- Basic knowledge in food and nutrition
- Organizational procedure
- Communication methods
- Agreement and job cards
- Food and nutrition and dietetics
- Basic knowledge in food allergies
- BHT and Client records
- Different types of food patterns
- Level of daily living activities
- Different types of food tray / table arrangement
- Hand washing techniques
- Basic Food serving techniques
- Behavioral pattern of non-cooperative clients
- Tube checking techniques
- Tube feeding techniques
- Spoon feeding techniques
- Cutlery and crockery, selection and their appropriate uses
- Choking and choking first aids
- Care givers notebook
- Ambulation techniques
- Cleaning methods and cleaning agent and there uses
- Housekeeping methods
- Choking and allergy
- Food and beverage consumption chart

## Curriculum outline-Care giver

- The Weighing systems
- Maintaining the records
- Intake and output chart

### **Prerequisites:**

Completion of Module 03

### **Materials, Tools & Equipment Required:**

The agreement / Job card , Bed Head Ticket (BHT) , Client's record ,Communication equipment , Care giver's record book , Stationary, Organizational procedure , Cutlery and crockery , serviette, Apron , Hand wash ,Towel , Table , Chair Finger bawl , Tube feeding equipment, ,Cleaning equipment and materials , Weighing scale , Measuring cup ,Intake and output charts , weight monitoring chart , Food consumption chart .

**Target Time:** Institutional  
Theory 30 hrs.  
Practical 30 hrs.

## Curriculum outline-Care giver

**Module Code** : **M-05**  
 Approved on :27.08.2018  
 To be revised on :27.08.2021

**Occupation** : Care Giver

**Competency Area** : Administration of drugs

**Module Title** : **Administration of drugs**

**Performance Objective** : After completion of this module the trainee will be able to perform each of the tasks mentioned in the module "Administration of drugs "according to the relevant standards.

### Tasks to be performed:

Task No.	Task	Standards
<b>E01</b>	Follow Instructions given by authorize person.	<ul style="list-style-type: none"> <li>• The authorized person should be identified by referring qualification and designation.</li> <li>• The instruction of Authorized person should be obtained in written form and in common language.</li> <li>• The instructions of authorized person / pharmacist should be read and followed accurately after clarifying through superior if there is any query.</li> <li>• The five rights of medication should be followed accurately without any change with appropriate infection control methods.</li> <li>• The medication should be administered as per the instructions given by the authorized person.</li> <li>• It should be looked for changes following medication to identify allergies or any other side effects and tolerance.</li> <li>• The relevant authorities should be informed of any changes as soon as possible.</li> </ul>

## Curriculum outline-Care giver

<b>Task No.</b>	<b>Task</b>	<b>Standards</b>
		<ul style="list-style-type: none"> <li>• The drugs should be Stored safely under lock and key according to the instruction given.</li> <li>• The medication administered should be recorded in care givers record book / drug chart clearly with the side effects, if any.</li> </ul>
<b>E02.</b>	Provide oral drugs.	<ul style="list-style-type: none"> <li>• The types of oral Drugs should be identified by referring the instructions given by the Authorized person / pharmacist.</li> <li>• The oral cavity should be inspected visually for the suitability of the drug administration.</li> <li>• The oral drugs should be administered accurately following standard procedure, the five rights of drug administration and infection control techniques and appropriate means used if necessary.</li> <li>• The ingestion of the oral drug should be confirmed by close observation.</li> </ul>
<b>E03.</b>	Administer subcutaneous Injections.	<ul style="list-style-type: none"> <li>• The types of subcutaneous Drugs should be identified accurately referring with instruction sheet.</li> <li>• The subcutaneous site should be inspected manually for suitability and cleaned with suitable antiseptic.</li> <li>• The subcutaneous drugs should be administered following the standard procedure mentioned in nursing procedure manual and appropriate infection control methods.</li> </ul>

## Curriculum outline-Care giver

<b>Task No.</b>	<b>Task</b>	<b>Standards</b>
<b>E04.</b>	Instill eye, ear and nasal drugs.	<ul style="list-style-type: none"> <li>• The route of administration should be identified according to the types of drugs used.</li> <li>• The client should be informed politely and clearly regarding the drug administration prior to the commencement of the activity.</li> <li>• The client should be positioned according to the type of administration to be performed.</li> <li>• The Drug should be administered carefully following standard procedure, five rights of drug administration and appropriate infection controlling methods.</li> <li>• The instruction should be given in order to keep the client in position for a respective period of time according to the type of administration.</li> </ul>
<b>E05.</b>	Give Inhalation/ Nebulization.	<ul style="list-style-type: none"> <li>• The mode of treatment should be identified accurately referring the instruction sheet/instruction given by the authorized persons / client's requests.</li> <li>• The client should be informed politely and clearly about the treatment prior to the activity.</li> <li>• The client should be instructed clearly about the maneuver prior to the activity.</li> <li>• The Inhalation/nebulization should be administered accurately and safely following standard procedure, the five rights of drugs administration and infection control methods.</li> <li>• The superior should be informed as soon as possible in case of Non responsiveness to the Inhalation/nebulization given.</li> </ul>

## Curriculum outline-Care giver

<b>Task No.</b>	<b>Task</b>	<b>Standards</b>
<b>E06.</b>	Apply local medication to skin.	<ul style="list-style-type: none"> <li>• The type of local medication should be identified accurately referring the instruction given by the authorized person.</li> <li>• The client should be informed politely and clearly about the medication prior to the administration.</li> <li>• The client should be prepared for the treatment according the type of medication.</li> <li>• The drugs should be applied following standard procedure and the five rights of drug administration and infection controlling methods and mark the date and time in case of a skin patch.</li> <li>• The client should be instructed clearly about after care just after the treatment.</li> <li>• The skin patch should be removed and folded without making any skin contact following the standard procedure.</li> </ul>
<b>E07.</b>	Give per rectum (P.R.) / per vaginal (P.V) drugs.	<ul style="list-style-type: none"> <li>• The type of rectal/ vaginal drugs should be identified accurately referring the instruction given by the authorized person.</li> <li>• The client should be informed clearly and politely about the procedure prior to the activity.</li> <li>• The consent from the client should be obtained verbally prior to the commencement of the activity.</li> <li>• The Client should be positioned as to suit the mode of administration of the rectal / vaginal drug.</li> <li>• The drugs should be administered according to instruction given and following the five rights of drug administration, standard procedures and infection control methods.</li> </ul>

## Curriculum outline-Care giver

Task No.	Task	Standards
		<ul style="list-style-type: none"> <li>• The client should be instructed clearly about after care just after completing the treatment.</li> <li>• The authorized person should be informed as soon as possible in case of non-responsiveness.</li> </ul>

### **Related Knowledge:**

- Five Rights of Drug Administration
- Communication Methods
- Knowledge on drug chart
- Drug Administration Methods
- Allergic manifestations and side effects
- Infection controlling methods
- Infection control techniques
- Standard procedure in drug administration
- Subcutaneous Drug Administration Methods
- Storing methods of subcutaneous Drugs
- Eye , ear and nasal Drugs Administration Methods
- Inhalation/nebulization Drugs Administration Methods
- Storing methods of Inhalation/nebulization Drugs
- Aerosol/powdered Inhalation techniques
- Nebulizing techniques
- Steaming techniques
- Local cream, ointment and skin patch Administration Methods
- Storing methods of Local cream, ointment and skin patch
- Per rectum (P.R.) / per vaginal (P.V) drugs Administration Methods
- Storing methods of per rectum (P.R.) / per vaginal (P.V) drugs
- Left lateral and semi lithotomy positions



## Curriculum outline-Care giver

### **Prerequisites:**

Completion of Module 04

### **Materials, Tools & Equipment Required:**

Prescription note, Diagnosis card, Drug chart, Instruction note, Care givers Record book, Clients Records, Communication Tools, Gloves, soap, Prescription note, , Water appropriate medias , subcutaneous syringes and needles , Antiseptic solutions , insulin pen , cotton wool /swabs , Refrigerator / thermos flask , subcutaneous cannula, , Nebulizer , Nebulizing masks and accessories , Steam kettle ,steaming water , aerosol/powdered Inhaler , spacer, Gauze ,Pen, Lubricant gel , Antiseptic solutions , Cotton swabs , Pillow ,refrigerator.

**Target Time:** Institutional  
Theory 24hrs.  
Practical 40hrs.

## Curriculum outline-Care giver

**Module Code** : **M-06**  
Approved on :27.08.2018  
To be revised on :27.08.2021

**Occupation** : Care Giver

**Competency Area** : Check record vital signs.

**Module Title** : Checking Vital signs.

**Performance Objective** : After completion of this module the trainee will be able to perform each of the tasks mentioned in the module "Checking Vital signs "according to the relevant standards.

### Tasks to be performed:

<b>Task No.</b>	<b>Task</b>	<b>Standards</b>
<b>F01.</b>	Check temperature.	<ul style="list-style-type: none"><li>• The client should be explained about the procedure.</li><li>• The thermometer should be selected considering the client age and condition.</li><li>• The function of the thermometer should be checked by observing visually the movement of mercury level and its resting position.</li><li>• The thermometer should be cleaned with swabs soaked with surgical spirit starting from the bulb end towards the other end.</li><li>• The client should be positioned according to the standard positions.</li><li>• The thermometer should be kept under the armpit / tongue position for standard time according to the place kept.</li><li>• The reading should be obtained accurately by keeping the thermometer at eye level.</li></ul>

## Curriculum outline-Care giver

<b>Task No.</b>	<b>Task</b>	<b>Standards</b>
		<ul style="list-style-type: none"> <li>• The temperature should be recorded in the temperature chart / client's note.</li> <li>• The thermometer should be replaced securely after cleaning well with soap and water.</li> <li>• The relevant parties should be informed accurately following standard procedures.</li> </ul>
<b>F02.</b>	Check the pulse.	<ul style="list-style-type: none"> <li>• The client should be explained about the procedure.</li> <li>• The site of the body should be selected considering the client age and condition.</li> <li>• The client should be positioned according to the standard positions.</li> <li>• The pulse should be counted and felt by counting the rate and feeling the volume and rhythm of the pulse touching the site of the body firmly for the period of one minute.</li> <li>• The pulse should be recorded accurately in the temperature chart / client's note.</li> <li>• The relevant parties should be informed accurately following standard procedures.</li> </ul>
<b>F03.</b>	Check the blood pressure.	<ul style="list-style-type: none"> <li>• The client should be explained about the procedure.</li> <li>• The blood pressure apparatus should be selected considering the client age.</li> <li>• The function of the manual /digital blood pressure apparatus should be checked visually by applying pressure to the cuff / the level of the battery.</li> <li>• The client should be positioned according to the standard positions.</li> </ul>

## Curriculum outline-Care giver

Task No.	Task	Standards
		<ul style="list-style-type: none"> <li>• The pulse of the client should be palpated on the site of the limb connected the cuff.</li> <li>• The blood pressure cuff should be applied snugly to the site of the client selected.</li> <li>• The pressure should be applied to the cuff following standard procedures.</li> <li>• The meter should be read accurately for systolic blood pressure at the level of absence of pulse.</li> <li>• The pressure should be released after observing the appropriate reading.</li> <li>• The start button of the digital apparatus should be pressed according to the operation manual.</li> <li>• The value should be obtained accurately reading the screen.</li> <li>• The blood pressure should be measured with the help of data obtained.</li> <li>• The cuff should be removed gently.</li> <li>• The blood pressure should be recorded in the temperature chart / client's note.</li> <li>• The blood pressure apparatus, manual / digital apparatus should be replaced securely.</li> <li>• The relevant parties should be informed accurately following standard procedures.</li> </ul>
<b>F04</b>	Check the respiration	<ul style="list-style-type: none"> <li>• The client should be explained about the procedure.</li> <li>• The client should be positioned according to the standard positions.</li> <li>• The respiration including abnormal respiratory sounds, rhythm, depth and rate should be observed accurately by keeping the care giver's hand over the chest of the client following the standard procedure.</li> </ul>

## Curriculum outline-Care giver

<b>Task No.</b>	<b>Task</b>	<b>Standards</b>
		<ul style="list-style-type: none"> <li>• The respiration including abnormal respiratory sounds, rhythm, depth and rate should be recorded accurately in the temperature chart / client's note.</li> <li>• The relevant parties should be informed accurately following standard procedures.</li> </ul>
<b>F05</b>	Inform the abnormalities to the relevant parties.	<ul style="list-style-type: none"> <li>• The abnormalities should be observed / identified by comparing the data observed with the normal ranges and pattern.</li> <li>• Remedial action should be taken considering the condition of the client as soon as possible.</li> <li>• The relevant parties should be informed immediately including the data following standard procedures.</li> <li>• The instructions given by the relevant authorities should be followed completely and accurately.</li> <li>• The abnormalities and actions taken should be recorded accurately in the client temperature charts / client's note / any other note.</li> <li>• The client should be kept under observation keeping the important records until the further instructions are received from the relevant authorities / until recovery.</li> </ul>

### **Related Knowledge:**

- Communication methods
- Standard procedures on measuring and reading the temperature
- Different types of thermometer
- Normal body temperature
- Mechanism of the thermometer
- Standard positions in measuring temperature
- Factors affecting to the body temperature
- Maintaining temperature charts
- Standard procedures of palpating technique on counting the rate and feeling the volume and rhythm of the pulse
- Basic anatomy and physiology
- Normal pulse rate, volume and rhythm
- Knowledge on the factors affecting pulse rate, volume and rhythm
- Standard positions in measuring pulse
- Standard procedures on applying pressure to the cuff
- Standard positions in measuring blood pressure
- Mechanism of the manual /digital blood pressure apparatus
- Basic anatomy and physiology
- Normal blood pressure
- Knowledge on factors affecting to the blood pressure of the body
- Standard procedure on measuring blood pressure
- Standard procedures on observing abnormal respiratory sounds, rhythm, depth and rate
- Normal respiratory rhythm, depth and rate
- Knowledge on the factors affecting respiratory rhythm, depth and rate
- Abnormal respiratory sounds and rhythm
- Standard positions in observing respiration
- Normal values, ranges, patterns and conditions of the basic body function
- The factors affecting normal values, ranges, patterns and conditions of the basic body functions
- Remedial actions should be taken against main abnormal conditions of vital signs

## Curriculum outline-Care giver

### **Prerequisites:**

Completion of Module 05

### **Materials, Tools & Equipment Required:**

Thermometer, Surgical spirit, Cotton swabs, Soap, Water, PPE, Temperature chart / Client's note, Stationery, Watch with needle of seconds, Manual /digital blood pressure apparatus, Watch with needle of seconds, Communication tools, Monitoring charts, Stationery

**Target Time:** Institutional  
Theory 10hrs.  
Practical 30hrs.

## Curriculum outline-Care giver

**Module Code** : **M-07**  
Approved on :27.08.2018  
To be revised on :27.08.2021

**Occupation** : Care Giver

**Competency Area** : Care of an elderly Client.

**Module Title** : Care of elderly client

**Performance Objective** : After completion of this module the trainee will be able to perform each of the tasks mentioned in the module "Care of elderly client "according to the relevant standards.

### Tasks to be performed:

<b>Task No.</b>	<b>Task</b>	<b>Standards</b>
<b>G01</b>	Care of elderly client	<ul style="list-style-type: none"><li>• The problems of the client should be observed carefully and deeply considering the situation and condition of the client.</li><li>• The client should be listened actively.</li><li>• The problem should be verified through observation and questioning friendly from the client.</li><li>• The background should be analyzed carefully with the data gathered during the recent past.</li><li>• The response should be decided considering the condition and situation of the client, type of instructions given by the superior and the medical authorized personnel's and self-limits of the care giver.</li><li>• The client should be responded appropriately as decided.</li><li>• The authorities should be informed timely following.</li></ul>



## Curriculum outline-Care giver

<b>Task No.</b>	<b>Task</b>	<b>Standards</b>
		<ul style="list-style-type: none"> <li>• The actions should be recorded clearly according to the standard procedures.</li> </ul>
<b>G02</b>	Assist to sleep and rest.	<ul style="list-style-type: none"> <li>• The problems of the client should be observed carefully and deeply considering the situation and condition of the client.</li> <li>• The client should be listened actively.</li> <li>• The problem should be verified through observation and questioning friendly from the client.</li> <li>• The background should be analyzed carefully with the data gathered during the recent past.</li> <li>• The response should be decided considering the condition and situation of the client, type of instructions given by the superior and the medical authorized personnel's and self-limits of the care giver.</li> <li>• The client should be responded appropriately as decided.</li> <li>• The authorities should be informed timely following.</li> <li>• The actions should be recorded clearly according to the standard procedures.</li> </ul>
<b>G03</b>	Attend bladder Elimination	<ul style="list-style-type: none"> <li>• The problems related to bladder elimination should be identified by asking the client and observing the behavior of the client and the excreta.</li> <li>• The underline factors related to the problems identified should be identified by examining the client and reviewing the records.</li> <li>• Corrective action/s should be taken within the limit as a care giver.</li> <li>• The used equipment and material should be cleaned, disinfected / disposed according to standard procedure where it is applicable.</li> </ul>

## Curriculum outline-Care giver

<b>Task No.</b>	<b>Task</b>	<b>Standards</b>
		<ul style="list-style-type: none"> <li>• Medication recommended by the authorized person should be given as per the instructions given in the prescriptions.</li> <li>• The persistence of the problem should be verified by asking the client and observing the behavior of the client and the excreta.</li> <li>• The fluid intake and urine output of the client should be measured accurately.</li> <li>• The specimens should be collected and dispatched according to standard procedure.</li> <li>• The feedback should be obtained from the client by questioning and observing.</li> <li>• The problems, side effects and complication should be informed to the medical authorities according to the organizational procedures and the instructions given.</li> <li>• The actions and results should be recorded clearly in the client records and care giver's reports.</li> </ul>
<b>G04</b>	Attend bowel elimination.	<ul style="list-style-type: none"> <li>• The problems related to bowel elimination should be identified by asking the client and observing the behavior of the client and the excreta.</li> <li>• The underline factors related to the problems identified should be identified by examining the client and reviewing the records.</li> <li>• Corrective action/s should be taken within the limit as a care giver.</li> <li>• The used equipment and material should be cleaned, disinfected / disposed according to standard procedure where it is applicable.</li> <li>• Medication recommended by the authorized person should be given as per the instructions given in the prescriptions.</li> </ul>

## Curriculum outline-Care giver

<b>Task No.</b>	<b>Task</b>	<b>Standards</b>
		<ul style="list-style-type: none"> <li>• The persistence of the problem should be verified by asking the client and observing the behavior of the client and the excreta.</li> <li>• The fluid intake of the client should be measured accurately.</li> <li>• The specimens should be collected and dispatched according to standard procedure.</li> <li>• The feedback should be obtained from the client by questioning and observing.</li> <li>• The problems, side effects and complication should be informed to the medical authorities according to the organizational procedures and the instructions given.</li> <li>• The actions and results should be recorded clearly in the client records and care giver's reports.</li> </ul>
<b>G05</b>	Dress the wound	<ul style="list-style-type: none"> <li>• The client should be informed about the activity before the commencement.</li> <li>• The client should be prepared such as bathing / washing the site, if applicable.</li> <li>• The equipment should be prepared / collected completely considering the nature of the wound.</li> <li>• The client's notes and medical reports should be referred carefully to gather all necessary information.</li> <li>• The wound's surroundings area should be observed visually for any colour change, swelling, limitation of movements of the client.</li> <li>• The general condition of the client should be checked physically for the factors such as fever, pain, numbness etc...</li> <li>• The client should be positioned considering the site and the nature of the wound.</li> </ul>

## Curriculum outline-Care giver

<b>Task No.</b>	<b>Task</b>	<b>Standards</b>
		<ul style="list-style-type: none"> <li>• The wound should be undressed gently by minimizing the discomfort to the client.</li> <li>• The wound should be observed closely for the factors such as smell, discharge, slough, bleeding, maggots, signs of healing etc...</li> <li>• The specimen should be collected and dispatched following the standard procedure / according to the instructions given.</li> <li>• The wound should be cleaned using standard material and chemicals such as cotton gauze, antiseptic such as spirit and other similar materials in order to remove slough, debris and dead tissues etc...</li> <li>• The relevant authorities should be informed about the condition of the wound in timely following the standard procedure.</li> <li>• The wound should be dressed after applying relevant drugs and the dressings as per the instructions received by minimizing the discomfort to the client.</li> <li>• The client should be instructed clearly after care of the wound.</li> <li>• The equipment and material should be cleaned, disinfected / disposed considering the type and state of them.</li> <li>• The activity, observation and instructions should be documented clearly in client's records and care giver records.</li> <li>• Instruction of the medical authorities should be obtained timely and without any doubts following the organizational procedures.</li> </ul>

## Curriculum outline-Care giver

<b>Task No.</b>	<b>Task</b>	<b>Standards</b>
<b>G06</b>	Facilitate mobilization and exercises of the client	<ul style="list-style-type: none"> <li>• The client's needs should be obtained timely contacting him / her at appropriate time.</li> <li>• The mobilization and exercise plan should be prepared including all the instructions given by medical authority and the appropriate wishes of the client.</li> <li>• The client should be informed about the plan before implementing it.</li> <li>• Equipment, material and devices should be prepared / collected to fulfill the requirements before the implementation of the plan.</li> <li>• The mobilization and exercise plan should be implemented effectively and efficiently in a friendly environment with the maximum participation of the client with the given assistance of a third party.</li> <li>• The problems encountered should be identified while the implementation of the plan through the close monitoring.</li> <li>• The problems and progress should be informed in timely to the relevant authorities and parties.</li> <li>• The plan should be reviewed according to the instructions of the medical authorities, wishes of the client and the observations made.</li> <li>• The activity and observations should be documented clearly in the client's medical records and care givers records.</li> </ul>
<b>G07</b>	Attend to mental conditions of the client	<ul style="list-style-type: none"> <li>• The mental condition of the client should be identified by referring the medical records and client's reports.</li> <li>• The condition of the client should be confirmed with verifying the records and information with medical authorities and relatives.</li> </ul>

## Curriculum outline-Care giver

<b>Task No.</b>	<b>Task</b>	<b>Standards</b>
		<ul style="list-style-type: none"> <li>• The mental condition of the client should be observed closely to gather more information with monitoring the behavior of the client.</li> <li>• The client's psychological needs should be identified accurately by observing his / her day to day activities and discussing friendly with the client.</li> <li>• The client's day to day activities should be attended according to the mental condition on priority basis already identified.</li> <li>• The problems / progress related to day to day activities should be evaluated by gathering information on the behavior of the client and feedback obtained from the client.</li> <li>• The relevant authorities should be informed regularly about the problems / progress of the client.</li> <li>• The approach to the client should be adjusted according to the signs collected from the evaluations.</li> <li>• The activities, problems / progress and instructions should be recorded accurately and regularly for further references.</li> </ul>
<b>G08</b>	Attend to terminally ill, dying and dead client.	<ul style="list-style-type: none"> <li>• The nature of the client should be identified whether terminally ill or dying by referring the medical reports and the information from the relatives.</li> <li>• The problems of the client should be identified by referring the medical reports and the information from the relatives.</li> <li>• The needs of the client should be identified by communicating with the client and or his / her relatives.</li> <li>• The identified needs should be met following instructions given by the superior / relatives.</li> </ul>

## Curriculum outline-Care giver

<b>Task No.</b>	<b>Task</b>	<b>Standards</b>
		<ul style="list-style-type: none"> <li>• The problems of the client should be minimized following instructions given by the superior / relatives.</li> <li>• The relevant authorities and parties should be informed about the worsening of the condition by following institutional procedures.</li> <li>• The instructions given by superiors and relatives should be followed accurately on the worsening of the condition.</li> <li>• The observations, actions and instructions should be documented accurately in the client's records and care givers records.</li> <li>• The required activities should be attended timely in relation to legal, spiritual and cultural needs.</li> <li>• The death should be identified visually and by checking vital signs.</li> <li>• The relevant authorities and parties should be informed about the death following the organizational procedures.</li> <li>• The valuable and other accessories, devices should be removed from the dead body immediately and handed over them to relevant parties with keeping the evidence.</li> <li>• The dead body should be prepared in time according to the cultural and social requirement.</li> <li>• The client's unit should be prepared once the dead body removed by disinfecting and cleaning.</li> </ul>

### **Related Knowledge:**

- Communication methods
- Standard institutional procedures
- Client's records
- Care giver notes
- Behavior of the different types of elderly people
- Care of terminally ill and dying person
- Vital signs required to identify the type of the client
- Interpretation of medical reports
- Social cultural and legal requirements at the dying and death
- Preparation of dead body
- Cleaning and sanitizing methods after occurring the death
- Maintenance of records
- Problems and underline factors of bladder elimination
- Appropriate methods related to overcome the problems of bladder elimination
- Knowledge on medication
- Maintenance charts of the fluid intake and urine output
- Relevant safety precautions and infection controls
- Attending to urinary incontinence
- Basic anatomy and physiology
- Knowledge on stoma care
- Specimen collecting and dispatching techniques
- Care of terminally ill and dying person
- Vital signs required to identify the type of the client
- Interpretation of medical reports
- Preparation of dead body
- Cleaning and sanitizing methods after occurring the death



**Prerequisites:**

Completion of Module 06

**Materials, Tools & Equipment Required:**

Communication equipment's, Client's records, Care giver note ,Standard procedures, Stationery, Clock, Drugs, Comfort devices, Measuring cups, Urine measuring utensils, Hot water pads, Pampers, Gauze, Bed pan, Measuring cups, Enema Drugs, Thermometer, Washing facilities, Equipment and materials required for wound dressing, Garbage bags, Prewashing facilities, Equipment and materials required for mobilization and exercises plan, Standard mobilization procedures, Medical records and reports, Materials and equipment's required to fulfill cultural needs at the time of death.

**Target Time:** Institutional  
Theory 24 hrs. .  
Practical 60hrs

## Curriculum outline-Care giver

**Module Code** : **M-08**  
Approved on :27.08.2018  
To be revised on :27.08.2021

**Occupation** : Care Giver

**Competency Area** : Care of post natal mother new born baby.

**Module Title** : Post natal mother and new born baby care.

**Performance Objective** : After completion of this module the trainee will be able to perform each of the tasks mentioned in the module "Post natal mother and new born baby care "according to the relevant standards.

### Tasks to be performed:

Task No.	Task	Standards
<b>H01</b>	Attend to post natal care of the mother	<ul style="list-style-type: none"><li>• Post natal mother should be interviewed at the first encounter to identify the problems.</li><li>• The routine needs and problems should be identified by referring the medical reports and analyzing the information gathered through the interview and observations in order to identify per vaginal bleeding, behavioral changes, breast feeding problems, adverse changes in the breast and nipple, infections, problems of surgical wound, problems of elimination etc...</li><li>• The routine needs of the post natal mother should be fulfilled following the standard procedures.</li><li>• The relevant authorities should be informed promptly regarding the problems following the organizational procedures.</li><li>• The instructions should be followed timely and completely after verifying any doubts from the relevant parties, if there are any.</li></ul>

## Curriculum outline-Care giver

<b>Task No.</b>	<b>Task</b>	<b>Standards</b>
		<ul style="list-style-type: none"> <li>• The condition should be reviewed closely to identify the progress of the condition.</li> <li>• The relevant authorities should be re-informed immediately in the case of worsening condition.</li> <li>• The new instructions should be followed timely and completely.</li> <li>• The actions and instructions should be recorded in the client's records and care giver's note clearly.</li> </ul>
<b>H02</b>	Maintain nutrition of the post natal mother.	<ul style="list-style-type: none"> <li>• Nutritional needs should be identified by reviewing the medical reports and inquiring from the post natal mother.</li> <li>• Advices on nutritional needs should be sought from the medical authority / superior in a high risk mother.</li> <li>• The diet should be decided based on the needs of the mother and the medical condition prevailed.</li> <li>• The diet should be obtained timely from the relevant sources following the organizational procedures.</li> <li>• The liquid and semisolid diet should be prepared hygienically preserving with the nutritional values.</li> <li>• The post natal mother should be served with giving necessary support.</li> <li>• The unit and used utensils should be cleaned after each use following the rearranging the unit.</li> <li>• The post natal mother with medical condition should be observed closely for any complications after serving.</li> </ul>

## Curriculum outline-Care giver

<b>Task No.</b>	<b>Task</b>	<b>Standards</b>
<b>H03</b>	Assist the mobilization and exercises of the post natal mother	<ul style="list-style-type: none"> <li>• The limitations of the activities of the daily living (ADL) should be identified referring the medical reports and observing the post natal mother.</li> <li>• The strengths and weaknesses of the post natal mother should be evaluated according to the observations and referring the medical reports.</li> <li>• Advices should be sought in advance from the relevant authorities providing all necessary information.</li> <li>• The activities related to mobilization and exercises should be planed accurately considering all the information gathered and the instructions received.</li> <li>• The post natal mother should be assisted for mobilization and exercises taking all precautions to avoid possible accidents without exceeding the endurance.</li> <li>• The post natal mother should be observed for intolerance while assisting for exercises and mobilization.</li> <li>• The relevant authorities should be informed without any delay about intolerance / complications.</li> <li>• The plan of activities related to mobilization and exercises should be reviewed time to time considering the observations made and the instructions received.</li> </ul>
<b>H04</b>	Identify the problems of the new born	<ul style="list-style-type: none"> <li>• The colour of the skin / Sclera of the new born should be observed visually to check whether there are any colour changes in the skin.</li> <li>• The movements of the new born should be observed after giving gentle simulation whether there are any limitations of the body parts.</li> <li>• The cry of the new born should be observed by hearing and looking whether there are any abnormal variations in the sound and pattern of crying.</li> </ul>

## Curriculum outline-Care giver

<b>Task No.</b>	<b>Task</b>	<b>Standards</b>
		<ul style="list-style-type: none"> <li>• The respiration of the new born should be observed carefully by looking at chest movement.</li> <li>• The sucking at breast of the new born should be observed visually whether there is proper attachment to the nipple of the mother while breast feeding.</li> <li>• The elimination of the new born should be observed time to time to check whether there is any changes in urination and bowel elimination.</li> <li>• The umbilical stump of the new born should be observed for bleeding, discharge, smell and colour.</li> <li>• The warmth of the body of the new born should be observed by touching the body very gently to see whether there is no cold.</li> <li>• The problems of new born should be informed to mother and relevant parties timely following the organizational procedure.</li> <li>• Instructions should be followed completely given by the authorized medical parties / other relevant parties.</li> </ul>
<b>H05</b>	Clean the new born	<ul style="list-style-type: none"> <li>• The time should be decided for cleaning observing whether the new born is awake.</li> <li>• The cleaning equipment and materials should be prepared before the commencement of the task with disinfecting them in the room itself.</li> <li>• The water should be taken to the amount of medium size bowl.</li> <li>• Water should be boiled and cooled until it reaches to the temperature which can be handle.</li> </ul>

## Curriculum outline-Care giver

<b>Task No.</b>	<b>Task</b>	<b>Standards</b>
		<ul style="list-style-type: none"> <li>• The new born should be cleaned gently with pure water starting from face and following neck, under arms, body and legs without using any soap / body Shampoo.</li> <li>• The new born should be wiped very gently with soft towels to dry body water.</li> <li>• The new born should be dressed with dresses according to the prevailing weather conditions.</li> <li>• The new born should be wrapped with wrapping cloth imitating the mommy type.</li> <li>• The cleaning equipment should be disinfected with type of antiseptic after washing them thoroughly with water.</li> <li>• The cleaned equipment should be rearranged following the house keeping method adopted in the baby unit.</li> </ul>
<b>H06</b>	Bath the new born	<ul style="list-style-type: none"> <li>• The concern should be obtained from the mother for the bathing of the new born prior to commence the activity.</li> <li>• The new born should be observed visually and confirmed with mother verbally to decide whether the new born is in suitable condition for the bathing.</li> <li>• The time should be decided for bathing considering the prevailing weather conditions.</li> <li>• The bathing equipment and materials should be prepared before the commencement of the task with disinfecting them in the appropriate place.</li> <li>• The water should be taken to the basin having the volume required to dip the baby safely.</li> <li>• Water should be boiled and cooled until it reach to the temperature which can be handle.</li> <li>• The new born should be undressed gently.</li> </ul>

## Curriculum outline-Care giver

Task No.	Task	Standards
		<ul style="list-style-type: none"> <li>• The new born should be bathed gently with pure water starting from head and following body with using mild soap / body shampoo.</li> <li>• The new born should be wiped very gently using with soft towels to dry water remaining in head and body.</li> <li>• The new born should be dressed with dresses according to the prevailing weather conditions.</li> <li>• The new born should be groomed with applying cologne and combing hair using soft hair brush.</li> <li>• The new born should be wrapped with wrapping cloth imitating the mommy type.</li> <li>• The cleaning equipment should be disinfected with type of antiseptic after washing them thoroughly with water.</li> <li>• The used material should be disposed hygienically.</li> <li>• The bathing equipment should be rearranged Following the house keeping method adopted in the baby unit.</li> </ul>
<b>H07</b>	Care the cord of the new born	<ul style="list-style-type: none"> <li>• The consent should be taken from the mother before commencing the activity.</li> <li>• The surrounding area of the umbilicus and the umbilical stump should be observed closely for any colour change, smell and discharge.</li> <li>• The area should be cleaned with surgical sprit / normal saline / boiled and cooled water.</li> <li>• The area should be dried completely with clean gauze swabs.</li> <li>• The separated cord stump should be removed when it happens and discarded following standard procedure.</li> <li>• Relevant parties should be informed just after the inspection about any abnormalities, if it is applicable.</li> </ul>

## Curriculum outline-Care giver

<b>Task No.</b>	<b>Task</b>	<b>Standards</b>
		<ul style="list-style-type: none"> <li>• The activity should be documented clearly in the client's note.</li> </ul>
<b>H08</b>	Change the nappies / cloths / pampers	<ul style="list-style-type: none"> <li>• The nappy / cloth / pamper dressed should be removed gently and carefully.</li> <li>• The stool and urine should be wiped out thoroughly using tissues.</li> <li>• The back side of baby should be cleaned using cotton swabs and tissues to remove remaining stool and urine in the back side of the new born.</li> <li>• The back side of the new born should be washed with water gently.</li> <li>• The back side of the new born should be dried out using soft towel gently.</li> <li>• Nappy rash cream should be applied on buttocks according to the manufacturer's instructions.</li> <li>• Nappy / cloth / pamper should be dressed according to the manufacturer's instructions.</li> <li>• New born should be dressed and wrapped carefully using with wrapping cloth according to the mommy type.</li> <li>• The used equipment and cloths should be disinfected using antiseptic after washing with water.</li> <li>• Pampers changing place should be rearranged in the baby unit according to the house keeping method adopted.</li> </ul>



## Curriculum outline-Care giver

<b>Task No.</b>	<b>Task</b>	<b>Standards</b>
<b>H09</b>	Keep the baby warm	<ul style="list-style-type: none"> <li>• The baby should be checked manually for the skin temperature and visually for wetness and discomfort.</li> <li>• The temperature of the baby should be checked with using thermometer if the skin temperature is not normal.</li> <li>• The changes should be informed to relevant parties as early as possible.</li> <li>• The nappy should be changed, if necessary following the standard procedure.</li> <li>• The baby should be wrapped with dry blanket without restraining the baby.</li> <li>• Warm pad and lights should be provided safely, if necessary.</li> <li>• The baby should be kept closer to the mother's skin.</li> <li>• The activity should be documented clearly in client's note.</li> </ul>
<b>H10</b>	Assist breast feeding	<ul style="list-style-type: none"> <li>• The mother should be educated clearly about the breast feeding in relation to importance and benefits to mother and baby, feeding method and on demand feeding, possible problems, nutrition and hygiene of the mother.</li> <li>• The breasts and nipples should be checked visually to observe for any abnormalities.</li> <li>• The breast feeding should be observed closely to see whether the correct technique is followed by the mother in relation to positioning of the baby and mother, correct introduction of areola to the baby's mouth, proper frequency of feeding and proper selection of the breasts.</li> <li>• The baby should be burped after feeding.</li> </ul>

## Curriculum outline-Care giver

<b>Task No.</b>	<b>Task</b>	<b>Standards</b>
		<ul style="list-style-type: none"> <li>• The baby should be positioned prone after burping.</li> <li>• The baby should be observed visually for any changes.</li> <li>• Information related to the baby should be gathered routinely from mother by questioning.</li> <li>• Corrective measures should be taken accordingly for poor feeding.</li> <li>• The relevant authorities should be informed in time about inadequacy of breast feeding.</li> <li>• Instructions received from medical authorities should be followed completely.</li> <li>• The activity should be documented accurately in client's note.</li> </ul>
<b>H11</b>	Relieve breast engorgement	<ul style="list-style-type: none"> <li>• The mother should be questioned in relation to discomfort to breast.</li> <li>• The breasts should be observed visually and palpate manually to see any breast engorgement.</li> <li>• Remedial action should be taken promptly by fomentation in case of breast engorgement.</li> <li>• The mother should be reassessed 2 - 3 hours after taking remedial actions.</li> <li>• The relevant authorities should be informed promptly if there is no relief.</li> <li>• Instruction should be obtained precisely from relevant authorities.</li> <li>• Instruction should be followed completely in time.</li> <li>• The condition should be verified 2 - 3 hours after Following instructions.</li> </ul>

## Curriculum outline-Care giver

Task No.	Task	Standards
		<ul style="list-style-type: none"> <li>• The authorities should be re-informed in case of incomplete recovery.</li> <li>• The activity should be recorded accurately in client's report.</li> </ul>

### Related Knowledge:

- Per vaginal bleeding, post natal behavioral changes, breast feeding problems, post natal infections, surgical wound, bladder and bowel elimination
- Communication methods
- Routine needs of the post natal mother
- Interpreting medical instructions
- Perineal and episiotomy care
- Infection control methods
- Nutrition needs and values of post natal mother
- Different types of liquid and semisolid diet served for post natal mother and their usage
- Preparation on liquid and semisolid diet
- Dietetics of post natal mother
- Standard procedures of obtaining the diet
- Knowledge on serving procedures
- Utensil cleaning methods
- Standard hygienic procedures related to food preparation
- Mobilization needs of a post natal mother
- Different types of exercises in post natal care and its benefits
- Possible intolerances of mobilization and exercises of a post natal mother
- Preparation of a plan related to the exercises
- Standard safety precautions
- Basic first-aid
- Normal range of vital signs of new born
- Normal characteristics of new born
- Knowledge on umbilical cord
- The methods on checking of vital signs of new born
- Knowledge on care for new born
- Knowledge about the qualities and the stage of water used for the cleaning
- Dressing and Wrapping methods of new born
- Safe handling methods of new born
- Sleeping pattern of the new born

## Curriculum outline-Care giver

- Knowledge about the qualities and the stage of water used for the bathing
- Bathing technique
- Mild soap / body shampoo
- Disinfection methods
- Disposing used material
- Care of the umbilical cord stump
- Changes of the umbilical cord stump in relation to bleeding, infection and granuloma
- Cleaning techniques of the umbilical cord stump
- Standard procedure of disposing umbilical cord stump
- Cleaning and disinfecting methods of equipment
- Disposing of used pampers and other materials
- Care of the umbilical cord stump
- Changes of the umbilical cord stump in relation to bleeding, infection and granuloma
- Cleaning techniques of the umbilical cord stump
- Standard procedure of disposing umbilical cord stump
- Knowledge about the qualities and the stage of water used for the cleaning
- Dressing and wrapping methods of new born
- Safe handling methods of new born
- Cleaning and disinfecting methods of equipment
- Disposing of used pampers and other materials
- Skin temperature
- Knowledge on measuring body temperature
- Warming techniques
- Wrapping methods of new born
- Disposing of used pampers and other materials
- Importance and benefits to mother and baby, feeding method and on demand feeding, possible problems, nutrition and hygiene of the mother
- Breast and nipple changes
- Breast feeding techniques
- Burping techniques
- Prone position
- Changes of the baby related to inadequacy of breast feeding
- Level of breast feeding
- Knowledge on identifying breast engorgement
- Remedial actions for breast engorgement
- Breast and nipple changes
- Fomentation techniques for breast engorgement

## Curriculum outline-Care giver

### **Prerequisites:**

Completion of Module 07

### **Materials, Tools & Equipment Required:**

Communication equipment, Sanitary pads, Medical reports, Client's records, Care giver's note, Stationary, Cutlery and crockery, Relevant food items, Cleaning agents, Medical reports, Organizational Procedures, Necessary equipment and materials required for ambulation and exercises, Cleaning equipment and materials, Clear water, Heating element, Medium size bowl, Basin, Cotton wool, Soft towels, Suitable dressing cloths, Wrapping cloths, Bathing equipment and materials, Heating element, Medium size bowl, Basin, Mild soap / Body shampoo, Cotton wool, , Suitable dressing cloths, Soft hair brush, Cologne, Wrapping cloths, Surgical sprit / Normal saline / Boiled and cooled water, Clean gauze swabs, Sterile hand gloves, Completed baby unit, Tissues, Cotton swabs, Macintosh, Nappy rash cream and manufacturer's instructions, Nappy / Cloth / Pamper, Wrapping cloth, Antiseptic, Thermometer, Dry blanket, Warm light, Warm pad, Materials for fomentation.

**Target Time:** Institutional  
Theory18hrs.  
Practical40hrs

## Curriculum outline-Care giver

**Module Code** : **M-09**  
Approved on :27.08.2018  
To be revised on :27.08.2021

**Occupation** : Care Giver

**Competency Area** : Care of an infant / toddler / child

**Module Title** : Care of an infant / toddler / child

**Performance Objective** : After completion of this module the trainee will be able to perform each of the tasks mentioned in the module "Care of an infant / toddler / child" according to the relevant standards.

### Tasks to be performed:

<b>Task No.</b>	<b>Task</b>	<b>Standards</b>
<b>J01</b>	Clean and wash infant / toddler / child	<ul style="list-style-type: none"><li>• The activity should be decided considering the weather conditions, needs, schedule and request from relevant parties.</li><li>• Consent should be taken from mother prior to commence the activity.</li><li>• The activity should be explained to infant / toddler / child prior to commence the activity following the way appropriate to the age.</li><li>• Equipment and materials needed should be prepared before the commencement of the activity.</li><li>• The infant / toddler / child should be cleaned thoroughly using soap to remove any dirt.</li><li>• Any abnormalities of the infant / toddler / child should be observed visually while the activity is performed.</li></ul>

## Curriculum outline-Care giver

<b>Task No.</b>	<b>Task</b>	<b>Standards</b>
		<ul style="list-style-type: none"> <li>• The infant / toddler / child should be washed / bathed safely with shampoo / body wash / soap and water at appropriate temperature and amount.</li> <li>• The infant / toddler / child should be dried / wiped completely with a soft towel to remove all surface water.</li> <li>• The infant / toddler / child should be dressed safely and nicely with appropriate dresses considering weather, culture, age, gender and time.</li> <li>• The infant / toddler / child should be groomed smartly using cologne, cream and followed by combing the hair and showing the toddler / child his / her image on the mirror.</li> <li>• Relevant parties should be informed about abnormalities observed following the organizational procedure, if any.</li> <li>• The activity should be documented accurately in client's report.</li> </ul>
<b>J02</b>	Prepare the food for infant / toddler/ child	<ul style="list-style-type: none"> <li>• The necessity of the food for infant / toddler/ child should be asked verbally from the mother.</li> <li>• The diet schedule should be referred carefully.</li> <li>• The type of food should be decided considering the time and food preference after referring the diet schedule.</li> <li>• The hands of the care giver should be washed thoroughly using soap / cleaning agents with wearing an apron.</li> <li>• Equipment and ingredients required should be collected following the organizational procedure.</li> <li>• The suitability and quality of the ingredients used should be checked thoroughly referring the label and tags and checked visually before going to be used.</li> </ul>

## Curriculum outline-Care giver

<b>Task No.</b>	<b>Task</b>	<b>Standards</b>
		<ul style="list-style-type: none"> <li>• The food should be prepared hygienically, tasty and nicely without destroying the nutrients.</li> <li>• Equipment used should be washed thoroughly using cleaning agents.</li> <li>• The hands of the care giver should be washed thoroughly using soap / cleaning agents.</li> </ul>
<b>J03</b>	Feed the baby	<ul style="list-style-type: none"> <li>• The materials and equipment needed should be obtained from relevant source / place.</li> <li>• The food should be obtained from relevant source / place.</li> <li>• The baby should be fed carefully following the instructions from the relevant parties and according to the age, wish of infant / toddler / child.</li> <li>• The baby should be cleaned appropriately using relevant material.</li> <li>• The equipment and materials should be cleaned with relevant material after the activity.</li> <li>• The equipment should be kept in place following the housekeeping methods.</li> <li>• The activity should be documented accurately in client's note.</li> </ul>
<b>J04</b>	Prepare the cot	<ul style="list-style-type: none"> <li>• The necessity of cleaning the cot should be decided after visualizing the cot / inquiring from the mother.</li> <li>• The activity should be explained to the mother / child before commencement of the activity.</li> <li>• The hands of the care giver should be washed thoroughly using the cleaning agents and wearing gloves.</li> </ul>



## Curriculum outline-Care giver

<b>Task No.</b>	<b>Task</b>	<b>Standards</b>
		<ul style="list-style-type: none"> <li>• Necessary equipment and linen should be collected following the organizational procedure.</li> <li>• The baby should be removed from the cot safely.</li> <li>• The linen and mackintosh / rubber sheet used should be removed following the standard disposal procedure and kept in the waste linen bin.</li> <li>• The cot should be cleaned completely by using cleaning agents and dusters.</li> <li>• The linen should be laid as per the standard procedure.</li> <li>• The equipment should be cleaned thoroughly after using with appropriate cleaning agents.</li> <li>• The hands of the care giver should be washed thoroughly using the cleaning agents.</li> <li>• The activity should be documented in the client's note.</li> </ul>
<b>J05</b>	Put the infant / toddler/ child to sleep	<ul style="list-style-type: none"> <li>• The necessity of the sleeping of the infant / toddler/ child should be identified with observing his / her mood / activity / asking from the mother.</li> <li>• Other needs should be fulfilled such as feeding, cleaning and grooming before the activity.</li> <li>• The unit should be prepared nicely providing mosquito nets and warming cloths.</li> <li>• The environment should be prepared to stimulate the sleeping by providing dim light and observing the silence.</li> <li>• The activity should be stimulated by singing songs / providing toys / telling stories / performing lull.</li> <li>• The infant / toddler/ child in the cot should be placed safely after falling to sleep.</li> </ul>

## Curriculum outline-Care giver

<b>Task No.</b>	<b>Task</b>	<b>Standards</b>
		<ul style="list-style-type: none"> <li>• The infant / toddler/ child should be frequently observed carefully for any problems within the sleep.</li> </ul>
<b>J06</b>	Play with infant / toddler/ child	<ul style="list-style-type: none"> <li>• The play activity should be decided considering the age, need, time, weather; instructions received and wish of the infant / toddler/ child.</li> <li>• The necessary equipment and materials needed should be obtained prior to the commencement of the play following the organizational procedure.</li> <li>• The activity should be carried out in friendly and safe environment.</li> <li>• The activity should be documented in client's note.</li> </ul>
<b>J07</b>	Change the diaper	<ul style="list-style-type: none"> <li>• The necessity should be identified by observing the moods of the baby and checking diaper visually.</li> <li>• The hands of the care giver should be washed thoroughly with using cleaning agents and wearing gloves.</li> <li>• The new diaper and other necessary materials should be obtained from relevant sources following the organizational procedure.</li> <li>• The dirty diaper should be removed carefully, safely and smoothly and disposed following the standard disposal method.</li> <li>• The baby should be kept on clean towel until the new one is worn.</li> <li>• The perineal area of the baby should be cleaned thoroughly using soap and Luke warm water to remove any dirty without spreading them.</li> <li>• The perineal area of the baby should be dried gently with using soft towel to remove all surface water.</li> </ul>

## Curriculum outline-Care giver

<b>Task No.</b>	<b>Task</b>	<b>Standards</b>
		<ul style="list-style-type: none"> <li>• Any changes should be observed visually.</li> <li>• New diaper should be worn following manufacturer's instructions and kept the baby comfortably.</li> <li>• The hands of the care giver should be washed thoroughly with using cleaning agents.</li> <li>• The necessary parties should be informed in time about the changes.</li> <li>• The changes should be documented in the client's note.</li> </ul>
<b>J08</b>	Train the infant / child for toileting	<ul style="list-style-type: none"> <li>• The suitable age, capacity and in capabilities of the infant / child for the toilet training should be decided communicating with his / her mother and infant / child.</li> <li>• The infant / child should be informed clearly and simply about the necessity for self-toileting considering his / her age.</li> <li>• The schedule should be prepared for toilet training considering the eliminating pattern of infant / child and communicating with his / her mother.</li> <li>• The signs of urge and controlling the elimination should be explained to the infant / child clearly and simply.</li> <li>• The signs of urge of eliminating of the infant / child should be identified with observing the moods of infant / child closely.</li> <li>• The infant / child should be assisted for eliminating with positioning correctly on the baby commode.</li> <li>• The perineal area of the infant / child should be cleaned with soap and water to remove all dirt.</li> </ul>

## Curriculum outline-Care giver

<b>Task No.</b>	<b>Task</b>	<b>Standards</b>
		<ul style="list-style-type: none"> <li>• The stools / urine should be disposed hygienically following the standard disposing procedures.</li> <li>• The baby commode should be cleaned thoroughly using cleaning agents.</li> <li>• The hands of the care giver should be washed thoroughly using soap and cleaning agents.</li> </ul>
<b>J09</b>	Teach social manners	<ul style="list-style-type: none"> <li>• The social manners should be identified according to the culture and the social levels and gathering information from the relatives.</li> <li>• The social manners should be taught step wise manner in simplified form for the toddler / child to understand.</li> <li>• The toddler / child should be got practiced until toddler / child has learned.</li> <li>• The short comings should be observed by monitoring activities closely.</li> <li>• The short comings found should be corrected patiently.</li> <li>• The performance should be appreciated at all the time to encourage the toddler / child.</li> <li>• The achievements should be documented clearly in client's note.</li> </ul>
<b>J10</b>	Teach hygienic practices	<ul style="list-style-type: none"> <li>• The suitable age, capacity and in capabilities of the toddler / child for teaching the hygienic practices should be decided communicating with his / her mother and child.</li> <li>• The hygienic practices to be trained should be decided communicating with his / her mother, toddler / child and after observing his / her activities.</li> </ul>

## Curriculum outline-Care giver

<b>Task No.</b>	<b>Task</b>	<b>Standards</b>
		<ul style="list-style-type: none"> <li>• A daily activity schedule for teaching the hygienic practices should be prepared including the activities decided to train such as brushing the teeth, self-cleaning, self-grooming and hand washing etc...</li> <li>• The toddler / child should be informed clearly and simply about the necessity for hygienic practices considering his / her age.</li> <li>• The hygienic practices should be taught in a simplest way considering his / her age and gender according to the schedule prepared.</li> <li>• The toddler / child should be assisted to perform hygienic practices until he / she comes up to the required level.</li> <li>• The performance of hygienic practices done by the toddler / child should be observed closely and frequently until he / she come up to the required level.</li> <li>• The performance of hygienic practices done by the toddler / child should be corrected with demonstrating the correct way when and where necessary.</li> <li>• The good performance of hygienic practices done by the toddler / child should be appreciated then and there following the appreciation techniques.</li> <li>• The achievements should be documented clearly in client's note.</li> </ul>
<b>J11</b>	Identify behavior deviations	<ul style="list-style-type: none"> <li>• The behaviors of the infant / toddler / child should be observed closely at all the times.</li> <li>• The deviation of the behavior of the infant / toddler / child should be identified carefully if there are any.</li> </ul>

## Curriculum outline-Care giver

Task No.	Task	Standards
		<ul style="list-style-type: none"> <li>• The deviation of the behavior of the infant / toddler / child should be informed to the relevant parties as early as possible following the standard organizational procedure.</li> <li>• The instructions should be obtained from the relevant parties very clearly.</li> <li>• The instructions received should be followed completely and accurately.</li> <li>• The activity should be documented clearly in client's note.</li> </ul>

### **Related Knowledge:**

- Deciding the appropriate time for bathing and washing
- Equipment and materials needed for bathing and washing
- Dresses in relation to cultures, climate, weather, age, gender and time
- Grooming methods in relation to cultures, climate, weather, age, gender and time
- Abnormalities in skin, teeth, hair, joints, bones, nails, scalp, eyes etc...
- Organizational procedure
- Communication methods
- Knowledge on child abuse
- Knowledge on referring the diet schedule
- The types of foods and beverages given to the infant / toddler/ child and their nutritional values
- The quality of the ingredients used for preparation of foods and beverages given to the infant / toddler/ child
- Preparing methods of foods and beverages given to the infant / toddler/ child
- Relevant recipes of the types of foods and beverages given to the infant / toddler/ child
- Types of cleaning agents used for cleaning the utensils
- Equipment required for preparing the foods and beverages given to the infant / toddler/ child
- Appropriate operation of the equipment used for preparation of foods and beverages given to the infant / toddler/ child
- interpreting the operation instructions of the equipment and labels / tags of the food item
- Feeding methods

## Curriculum outline-Care giver

- Cleaning methods of material and equipment
- The methods on preparing the cot
- Standard methods of laying linen
- Standard disposal procedure of use linen
- Cleaning methods of the cot
- Maintaining the client's note
- The way of preparing unit
- Stimulating techniques of sleeping such as singing songs / providing toys / telling stories / performing lull etc...
- The features of the environment suited for sleeping
- The types of problems occurred in sleeping
- Various types of activities relation to interactive play, sharing, pretend play, functional play, educational / cognitive play
- Basic first-aid
- Knowledge on attitudes keep the relationship with infant / toddler/ child
- Knowledge on different moods of the baby
- Diaper techniques
- Disposal methods of dirty diaper
- Different types of changes of urine, stools and skin changes of perineal area
- Entering the data
- Appropriate age, capacity and in capabilities for toilet training
- Signs of urge and controlling techniques of the elimination
- Position used for elimination
- Cleaning and drying methods
- Standard disposing procedures of stools and urine
- Hand washing techniques
- Preparation of schedule for toilet training
- Ethics, Customs, Values, Beliefs, Cultures in different societies
- Techniques used to communicate with toddler / child
- Knowledge on milestones of the toddler / child
- Methods of appreciation
- Basic toddler / child psychology
- Knowledge on deciding suitable age, capacity and in capabilities of the toddler / child for teaching the hygienic practices
- Preparation of activity schedule
- Techniques of hygienic practices such as brushing the teeth, self-cleaning, self-grooming and hand washing etc...
- Appreciation techniques
- Normal behavior of the infant / toddler / child
- Standard organizational procedure
- Milestones of the infant / toddler / child

## Curriculum outline-Care giver

### **Prerequisites:**

Completion of Module 08

### **Materials, Tools & Equipment Required:**

Equipment and materials needed for bath and clean, Shampoo, Body wash, Soap, Water at appropriate temperature, Soft towel, Cologne, Cream, Comb, Hair brush, Clothes, Communication equipment, Organization procedure, Client's note, Stationery Diet schedule, Cleaning agents, Necessary equipment and ingredients required, Apron, Materials and equipment needed for feeding, Food items, Cleaning material, , Dusters, Linen, Mackintosh, Rubber sheet, Waste linen bin, Hand glove, Mosquito nets, Warming cloths, Dim light, Toys, Story books, Cot, Necessary equipment and materials needed for play, Diapers, Sponge cloth, Cotton / gauze swabs, Luke warm water, Gloves, Disposal bin, Diaper, manufacturer's instructions, Cleaning agents, Water, Baby commode, Soft towel, Perinial tissues, Gloves, Equipment, tools and material required for the relevant social activities, The tools, equipment and materials required for hygienic practices,

**Target Time:** Institutional  
Theory18hrs  
Practical40hrs



## Curriculum outline-Care giver

**Module Code** : **M-10**  
 Approved on : 27.08.2018  
 To be revised on : 27.08.2021

**Occupation** : Care Giver

**Competency Area** : Care of a client with special needs.

**Module Title** : Special needs care.

**Performance Objective** : After completion of this module the trainee will be able to perform each of the tasks mentioned in the module "Special needs care "according to the relevant standards.

### Tasks to be performed:

Task No.	Task	Standards
<b>K01</b>	Help the self-help activities	<ul style="list-style-type: none"> <li>• The type of special needs of the client should be identified by referring the medical records, instructions from the relevant authorities and through the observations.</li> <li>• The difficulty level of the self-help activities should be decided by observing the performances of the client in relation to activities of daily living (ADL) and instrumental activities of daily living.</li> <li>• The self-help activities of the client should be assisted physically in order to fill the deficiency gap.</li> <li>• The problems in implementing the activities should be identified through observation considering the deficiencies shown by the client.</li> <li>• The advice should be obtained from relevant authorities following the organizational procedure.</li> <li>• Instructions received should be followed accurately and timely.</li> </ul>

## Curriculum outline-Care giver

<b>Task No.</b>	<b>Task</b>	<b>Standards</b>
		<ul style="list-style-type: none"> <li>• The activities should be documented clearly in client's note.</li> </ul>
<b>K02</b>	Assist to rehabilitate special needs	<ul style="list-style-type: none"> <li>• The rehabilitation needs of the special needs client should be identified by referring the medical records, instructions from the relevant authorities and through the observations.</li> <li>• Advice should be sought from relevant authorities on rehabilitation of the special needs before commencement.</li> <li>• Instructions should be followed accurately and timely while encouraging the client.</li> <li>• Problems should be identified correctly when performing the activities.</li> <li>• Advice should be obtained from relevant authority to correct the problems identified in time.</li> <li>• The activities should be reviewed immediately according to the instructions received.</li> <li>• The activities should be documented clearly in client's note.</li> </ul>
<b>K03</b>	Prevent accidents	<ul style="list-style-type: none"> <li>• The possible hazards should be identified by walk through observation of the client unit.</li> <li>• The risk involved should be evaluated considering the possible damage to the client.</li> <li>• Actions should be taken to prevent the hazards identified by informing the relevant authorities for their approval and action.</li> <li>• The activity should be documented clearly in client's note.</li> </ul>

## Curriculum outline-Care giver

### **Related Knowledge:**

- Communication methods
- Activities of daily living (ADL) and instrumental activities of daily living
- Types of special needs
- Assisting physical and psychological special needs
- Basic knowledge on physiotherapy and exercise, occupational therapy, speech therapy
- Basic knowledge on special needs.
- Types of hazards.
- Knowledge on preventive measures.

### **Prerequisites:**

Completion of Module 09

### **Materials, Tools & Equipment Required:**

Medical records, Communication equipment, Client's note, Stationery Equipment and material necessary for corrective actions, Client's note, Stationery Medical records, Instructions from the relevant authorities, Appliances and equipment needed for special needs, Tools, Equipment and materials needed for instrumental activities,

**Target Time:** Institutional  
Theory 20hrs.  
Practical 30hrs.