

Ministry of Health and Family Welfare

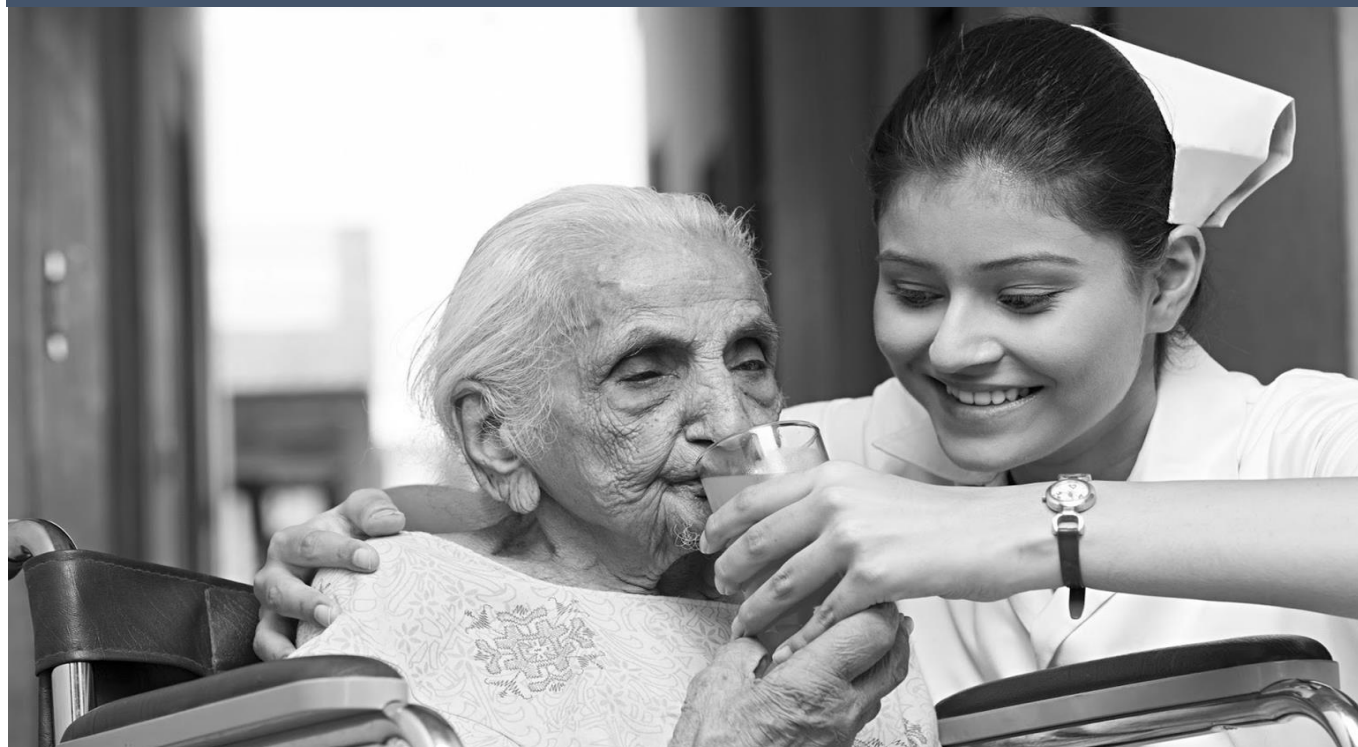
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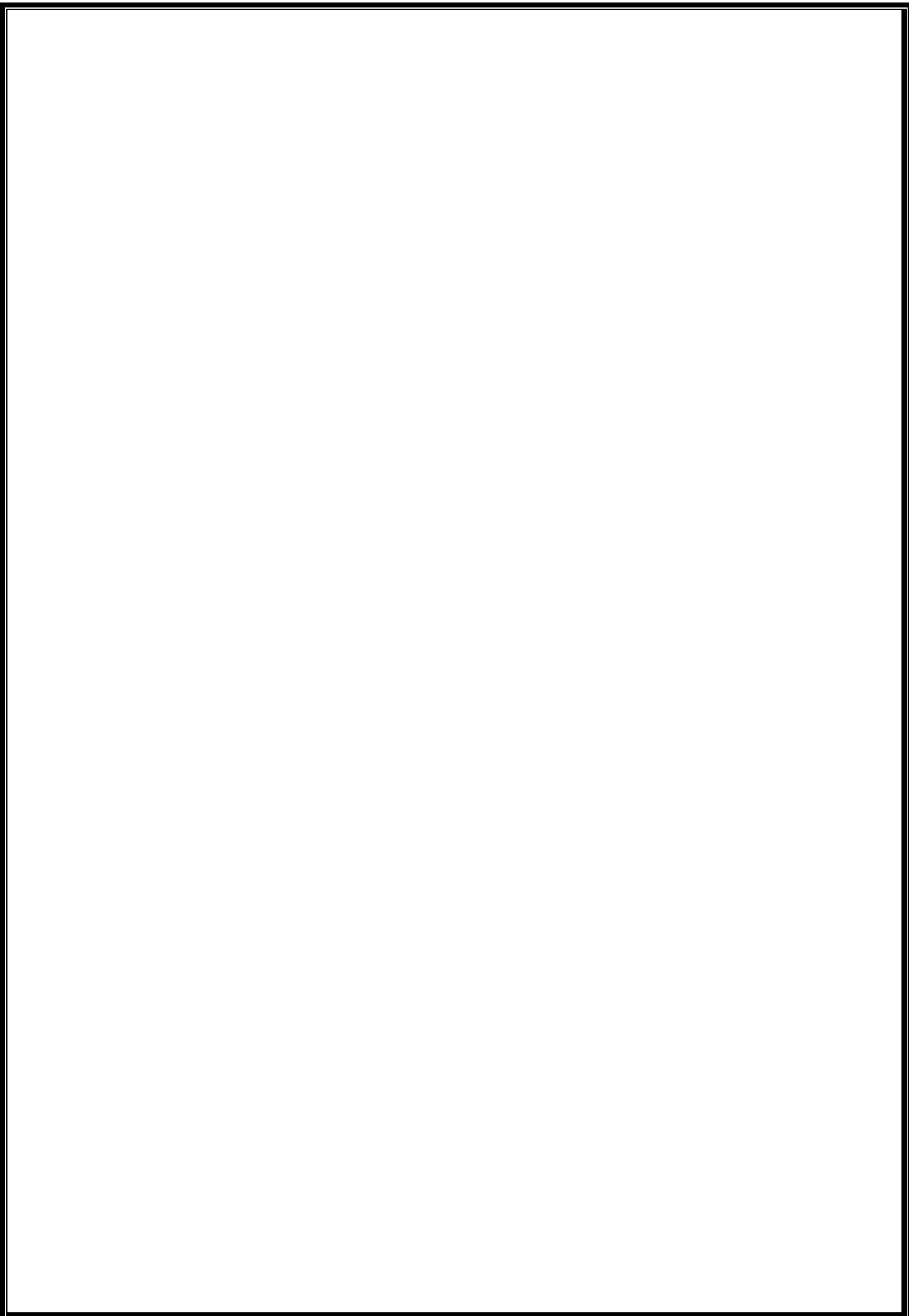
सत्यमेव जयते

Short Term Training Curriculum  
Handbook

**GERIATRIC CARE ASSISTANT**



**Standards in accordance with  
The National Skills Qualifications Framework (NSQF)  
Ministry of Skill Development and Entrepreneurship**



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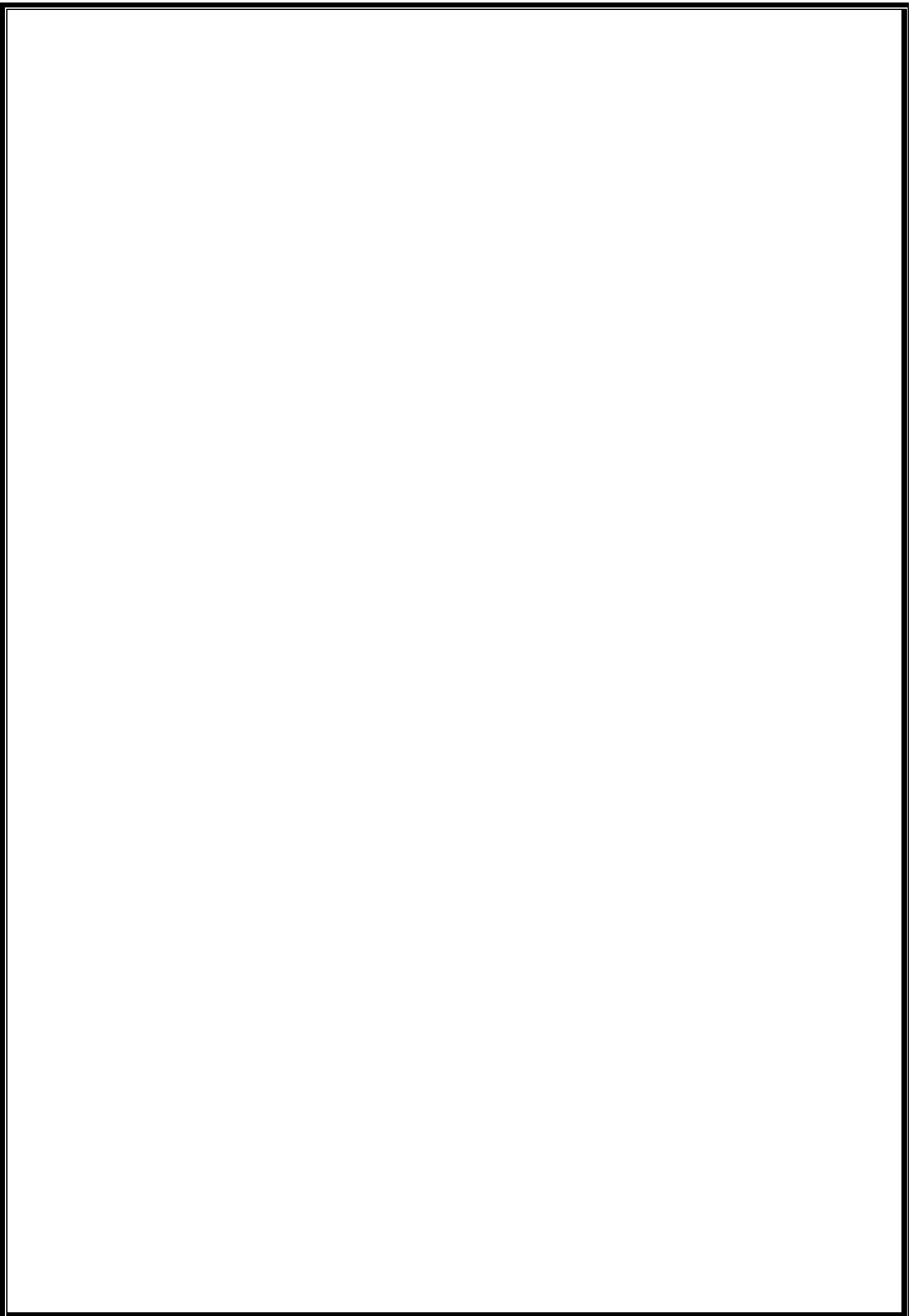


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## INTRODUCTION TO THE SKILLS BASED TRAINING CURRICULA

The Skill based training courses are the training content developed for enhancing the specific skills of existing professionals or provide for a platform for imparting skills to candidates with no formal qualification.

To undertake the skill based training programme, it is mandatory that the candidate must fulfil the entry criteria provided for the job profile. The training and assessment will certify that the candidate is able to undertake specific set of activities. **These must not be equated with the formal qualifications- diploma/ degrees which are given by a University.**

It is recommended that the employer must help the candidate in continuing the studies to degree level and formal qualification, if the candidate is willing to gain knowledge and wants to move up the traditional career pathway.

### Who is a Geriatric Care Assistant?

Geriatric Care Assistants (GCAs) usually work in a hospital and home/Old Age Homes environment and may be called by similar names such as Elderly Care Attendants, Nursing Aides. Internationally, they are usually called Nursing Assistants or Patient Care Assistants.

They work in collaboration with (and usually under the supervision of) doctors, nurses, and other healthcare providers to deliver the prescribed healthcare services to their patients.

As they deal with elderly / old age patients, essential qualities include an orientation to knowledge on geriatric illnesses and special needs, service, empathy, basic communication skills and the ability to follow orders and behave ethically.

### Scope of practice

GCA is designed in keeping in view the course curriculum of General Duty Assistant (GDA) and Home Health Aid (HHA).

At the end of the course the candidate will have a certification of the skills attained and would be eligible to perform following activities:

- Discuss & verbalize the role of a basic healthcare provider
- Demonstrate basic healthcare needs of ambulatory conscious elderly people
- Build a comprehensive knowledge base on basic issues in geriatric care
- Enhance their skill and capacities in counseling and management of age care institutions
- Expose to various situations and innovative approaches in the field of ageing
- Enhance their knowledge in resource management, advocacy and networking
- Demonstrate techniques to maintain the personal hygiene needs of an elderly patient
- Practice infection control measures
- Demonstrate the ability to perform clinical skills essential in providing basic healthcare services
- Promote safety, understand usage of protective devices and demonstrate precautions to be taken while usage of equipment and devices
- Demonstrate professional behavior, personal qualities and characteristics of a Geriatric Care Assistant

- Demonstrate right methods of bio-medical waste management
- Demonstrate professional techniques in feeding to
- Demonstrate Basic Life Support, Cardio Pulmonary Resuscitation and other actions in the event of medical and facility emergencies
- Demonstrate good communication, communicate accurately and appropriately in the role of Geriatric Care Assistant and demonstrate professional appearance and demeanor

### **Minimum Entry requirement**

Educational requirement - The candidate must have completed 10+2 preferably with Science.

### **Minimum Course duration**

It is recommended that any programme developed from this curriculum should have a minimum duration of 700 hours of total training duration (165 hours theory, 360 hours for practical and 175 hours for internship) to qualify as a Geriatric Care Assistant.

### **Teaching faculty**

The teaching faculty for this profession should have the following attributes:

- He/she should be Physician Gerontologist, an NSQF Level 5 certified Gerontology Technologist with 6 years of experience, Associated faculty - Physician, Cardiologist, Neuro-physician, Orthopedician, Physiotherapist, Surgeon, Psychiatrist, Dentist, Paramedical staff: Medical Social Worker, Counselor, B.Sc. in Nursing/Psychiatric Nursing/ Rehabilitation Professional or General Nursing with minimum 3 years of practical experience
- Aptitude and a passion for quality and for developing others, well-organized and focused for conducting training, and pre/ post work to ensure competent, employable candidates at the end of the training
- Strong communication skills, interpersonal skills and inability to work as part of a team – a Team Player using Edification principles
- Eager to learn and keep oneself updated with the latest in the mentioned field

### **Medium of instruction:**

English/ regional language shall be the medium of instruction for all the subjects of study and for examination of the course.

### **Attendance:**

A candidate has to secure minimum 80% attendance in overall with at least-

1. 75% attendance in theoretical
2. 80% in Skills training (practical) for qualifying to appear for the final examination.

No relaxation, whatsoever, will be permissible to this rule under any ground including indisposition etc.



## TRAINING CURRICULA FOR SKILL CERTIFICATION

**Training Outcomes:** As per the training module at the end of the training, the candidate would be certified to perform following activities–

- Assist patient in bathing
- Assist patient in grooming
- Assist individual in dressing-up
- Support patient to eat and drink–orally/assisted feeds e.g. RT Feeds
- Assist individual in maintaining normal elimination
- Maintenance of perineal hygiene, Catheter care in catheterized patients
- Prevent and control infection in the home setting
- Care of patients with Alzheimer’s disease
- Communicate with geriatric/paralytic/ immobile patient and their careers
- Enable geriatric/paralytic/immobile patient to cope with changes to their health and well-being
- Implement interventions with paralytic/immobile patient at risk of falls
- Act within the limits of one’s competence and authority
- Work effectively with others
- Manage work to meet requirements
- Maintain a safe, healthy and secure environment
- Practice Code of conduct while performing duties
- Follow biomedical waste disposal protocols
- Assist medication care of the immobile/semi or un-conscious patients
- Care of immobile patient’s to prevent bed sores and injuries
- Identify risk factors/events and inform doctor/nurse/family immediately

## MODULE – 1: FOUNDATION COURSE

**Learning Outcomes:** At the completion of this module, the student should be able to -

1. Understand the healthcare scenario in India
2. Develop understanding of role of a Geriatric Care Assistant
3. Develop understanding of general medical and nutrition related terminologies
4. Develop skills for anthropometric measurement for record keeping
5. Adhere to legislation, protocols and guidelines relevant to one's role and field of practice
6. Work within organizational systems and requirements as appropriate to one's role
7. Recognize the boundary of one's role and responsibility and seek supervision when situations are beyond one's competence and authority
8. Maintain competence within one's role and field of practice
9. Understand the art of effective communication with various stakeholders like patients, nurses, etc.
10. Learn how to identify rapidly changing situations and adapt accordingly
11. Have a basic working knowledge of computers
12. Understand the importance of and process for first aid and triage
13. Understand his/her role in disaster preparedness and management

**Content -**

Sl. No.	Topics	Hours		
		Theory	Practical	Total
1.	Introduction to healthcare and hospitals	3	2	5
2.	Introduction to a Geriatric Care Assistant Programme	2	3	5
3.	Anthropometric measurements and its importance	2	10	12
4.	Professionalism and Values	2	1	3
5.	Communication	3	7	10
6.	Interpersonal skills and working with others	2	3	5
7.	Computers and information technology	2	8	10
8.	Basics of emergency care and life support skills	2	13	15
9.	Disaster preparedness and management	2	3	5
<b>TOTAL</b>		<b>20</b>	<b>50</b>	<b>70</b>

**Detail of Topics**

- 1. Introduction to healthcare and hospitals**
  - a. Healthcare delivery system in India at primary, secondary and tertiary care
  - b. Community participation in healthcare delivery system
  - c. Issues in Health Care Delivery System in India
  - d. Health scenario of India- past, present and future
  - e. Basic medical and nutrition related terminologies
- 2. Introduction to a Geriatric Care Assistant Programme**
  - a. Role of a Geriatric Care Assistant
  - b. Do's and Don'ts
  - c. Requirements to become a Certified Geriatric Care Assistant

### **3. Anthropometric measurements and its importance**

- a. Points for consideration before measuring weight, height and other parameters
  - i. Check the equipment before taking it to the patient
    - process of checking each equipment
    - reporting error to the MO/ Supervisor
  - ii. Process of taking permission from the patient
  - iii. Recording measurements
  - iv. Any other measure – dos and don'ts
- b. Weight
  - i. Process of measuring weight
  - ii. Importance of weight measurement - weight for age and weight for height
  - iii. Do's and don'ts while measuring weight
- c. Length (for under 2 years of age)
- d. Height – steps for measuring height using- height measuring scale and inch tape
- e. Circumference measurements –
  - i. process of measuring circumference – arm and waist
  - ii. Do's and don'ts while measuring circumference
- f. Format for reporting the measurements to MO/ Supervisor

### **4. Basics of emergency care and life support skills**

- a. Vital signs
- b. Basic emergency care – first aid and triage
- c. Identifying signs and taking measures for
  - i. Choking and Heimlich Maneuver
  - ii. Bleeding including nosebleeds
  - iii. Minor burns
  - iv. Hypothermia
  - v. Asthma attack
  - vi. Bites and stings
  - vii. Fainting
  - viii. Sprain
- d. Ventilations including use of bag-valve-masks (BVMs)
- e. One- and Two-rescuer CPR
- f. Using an AED (Automated external defibrillator).
- g. Managing an emergency including moving a patient – log transfer

### **5. Professionalism and Values**

- a. Code of conduct, professional accountability and responsibility, misconduct
- b. Ethics in healthcare – Privacy, confidentiality, consent, medico legal aspects
- c. Understanding scope of work and avoiding scope creep
- d. Handling objections
- e. Gather information from observation, experience and reasoning
- f. Identification of rapidly changing situations and adapt accordingly
- g. Planning and organization of work

## **6. Communication**

- a. Writing skills
  - i. Basic reading and writing skills, sentence formation, grammar and composition, how to enhance vocabulary
  - ii. Business communication like letters, e-mails
- b. Special characteristics of health communication
- c. How to be a good communicator
  - i. Addressing the patient
  - ii. Body language, posture and gestures
- d. Barriers of communication & how to overcome them
- e. Listening and Speaking skills
  - i. How to be a good listener
  - ii. Structure brief and logical messages
  - iii. Speak clearly and slowly in a gentle tone
  - iv. Use the correct combination of verbal and non-verbal communication
  - v. Use language familiar to the listener
  - vi. Give facts and avoid opinions unless asked for
  - vii. Communicating with patient with impaired hearing/ vision/ speech/ memory
- f. Recognizing changes in the patient- behavior/ abnormal signs and reporting to the Medical Officer/ Nurse Supervisor
- g. Dealing with anger or depression of the patient

## **7. Interpersonal skills and working with others**

- a. Goal setting, team building, team work, time management,
- b. Thinking and reasoning, problem solving
- c. Need for customer service and service excellence in medical care
- d. Communication with various stakeholders
  - i. Handling effective communication with patients & family
  - ii. Handling effective communication with peers/colleagues using medical terminology in communication
  - iii. Telephone and email etiquettes
- e. Manage work to meet requirements
  - i. Time management
  - ii. Work management and prioritization

## **8. Computers and information technology**

- a. Use of computers, its input and output devices
- b. Use of basic software such as MS Office, operating systems (Windows) and internet
- c. Use of data –
  - i. Entry, saving and retrieving
  - ii. Scanning and copying medical records/documents
  - iii. Efficient file naming and uploading
  - iv. Printing, as needed
- d. Application of Computers in clinical settings

## 9. Disaster preparedness and management

- a. Fundamentals of emergency management
- b. Preparedness and risk reduction
- c. Incident command and institutional mechanisms
- d. Resource management

### Equipment required/ teaching strategies for the above content-

1. Charts and demonstration dummies
2. Videos and presentations
3. First Aid kit
4. Inch tape
5. Height measuring scale
6. Weighing machine

### Assessment for the above content -

Sl. No	Assessment Criteria for the Assessable Outcomes	Marks Allocation		Total Marks
		Viva/ Theory	Skills Practical	
1.	Explain the role of a Geriatric Care Assistant in a hospital setting/ home based setting	10	0	10
2.	What are the indicators for 'Don'ts for a Geriatric Care Assistant	15	0	15
3.	Describe and demonstrate how to communicate with patient with impaired hearing/ vision/ speech/ memory	5	25	30
4.	Enumerate the changes in the patient with abnormal behavior	5	5	10
5.	Identify the various contents of First Aid Kit	0	20	20
6.	Demonstrate Heimlich Maneuver	0	10	10
7.	Demonstrate the immediate action to be taken for a patient with nosebleed/ minor burns/ asthma attack/fainting/ sprain/ hypothermia/ bites – bee sting or snake bite	0	30	30
8.	Demonstrate how to do CPR	0	25	25
9.	Identify the various equipment for anthropometric measurement	0	5	5
10.	Demonstrate the steps for measuring weight and record on the recording/ reporting sheet	0	5	5
11.	Demonstrate the steps for measuring height of a child/ length of an infant and record on the recording/ reporting sheet	0	10	10
12.	Demonstrate the steps for measuring arm circumference and record on the recording/ reporting sheet	0	10	10
13.	Describe precautions in the event of a disaster	5	5	10
14.	Demonstrate the basic use of computers and aspects related to data handling	0	10	10
<b>Total</b>		<b>40</b>	<b>160</b>	<b>200</b>

## MODULE – 2: ASSIST IN BATHING THE PATIENT

**Learning Outcomes:** At the completion of this module, the student should be able to-

1. Understand basic anatomy and body positions
2. Maintain privacy of patients
3. Demonstrate knowledge of various types of bath
4. Explain the benefits of bathing
5. Be well versed with standard precautions for performing perennial care or when bathing a patient with skin lesion and rashes
6. Demonstrate washing procedures from cleanest to dirtiest
7. Observe, list and report unusual findings
8. Demonstrate cleaning and disinfection procedures for tub shower chair
9. Understand the importance of bathing and its types
10. Enlist points to observe during bathing which need to be reported
11. Understand need for care to private body parts of patient

**Content -**

Sl. No.	Topics	Hours		
		Theory	Practical	Total
1.	Basic human anatomy	5	10	15
2.	Privacy concerns	2	3	5
3.	Type of bath as per guidelines	2	3	5
4.	Standard precautions	2	3	5
5.	Bath guidelines	5	5	10
6.	Post bath procedures	2	3	5
7.	Cleaning and disinfection	2	3	5
8.	Safety procedures	5	5	10
<b>TOTAL</b>		<b>25</b>	<b>35</b>	<b>60</b>

**Detail of Topics**

- 1. Basic human anatomy**
  - a. Different parts and systems of the human body
  - b. Different body positions
- 2. Privacy concerns**
  - a. How and when to maintain patient privacy
  - b. Encouraging patient to do as much as possible –independence
- 3. Type of bath as per guidelines**
  - a. Importance of bathing and its types
  - b. Observations to be made during bathing which need to be reported
  - c. Need for care to private body parts of patient
  - d. Determination of type of bath, based on - patient condition and comfort
  - e. Appropriate water temperature before patient checks in
  - f. Supplies needed for each type of bath
- 4. Standard precautions for**
  - a. Performing perennial care

- b. Bathing patients with skin lesion and rashes
  - c. Drying patient effectively to prevent skin breakdown
- 5. Guidelines for**
- a. Assisting a patient from bed to bath and back
  - b. Various types of washing, from cleanest to dirtiest
- 6. Post bath procedures**
- a. Checking patients' skin after bathing
  - b. Detecting and reporting unusual findings
  - c. Offer patient back rub after bathing and at bed time to stimulate circulation and relieve stress
  - d. Apply lotion to dry skin if requested
- 7. Cleaning and disinfection procedures**
- a. For tub, shower chair and other instruments as needed
  - b. Putting soiled linen in laundry bag
  - c. Disinfection of hands after procedure
- 8. Safety procedures**
- a. Prevention of slipping, tripping, or falling
  - b. Encouraging use of safety bars in shower

**Equipment required-**

1. Mannequin and charts
2. Demonstration kits of different body parts and mechanics
3. Internet use and Videos
4. Large bowl
5. Warm water supply
6. Soap (regular or non-rinse soap)
7. Washcloths or sponges
8. Dry towel
9. Lotion

**Assessment -**

Sl. No	Assessment Criteria for the Assessable Outcomes	Marks Allocation		Total Marks
		Viva/Theory	Skills Practical	
1.	Demonstrate how to maintain the patient privacy and encourage patient do as much as possible to promote independence	0	10	10
2.	Identify the type of bath that is best suited as per the guidelines for various conditions. Give 2 examples	10	40	50
3.	Identify the water temperature for bathing	5	0	5
4.	Identify and demonstrate the standards precautions when performing perennial care or when bathing a patient with skin lesion and rashes	10	40	50
5.	Demonstrate how to dry patient skin with a towel	0	5	5
6.	Demonstrate how to clean a patient while bathing	5	20	25
7.	Observe and report unusual findings to the concerned authority	2	18	20

Sl. No	Assessment Criteria for the Assessable Outcomes	Marks Allocation		Total Marks
		Viva/ Theory	Skills Practical	
8.	Demonstrate how to stimulate circulation and relieve stress	0	5	5
9.	Demonstrate how to clean tub shower chair before and after each use	10	10	20
10.	Demonstrate how to check patient's skin after bathing	10	0	10
<b>Total</b>		<b>52</b>	<b>148</b>	<b>200</b>



## MODULE – 3: ASSIST IN GROOMING THE PATIENT

**Learning Outcomes:** At the completion of this module, the student should be able to–

1. Learn the importance of maintaining patients’ privacy and promoting independence during activities
2. Understand how to take patient’s wishes into consideration while grooming
3. Demonstrate standard precautions and protocols during grooming
4. Perform duties gently to avoid injuries
5. Understand the need of providing ‘after bath care’ to the patient
6. Understand the importance of maintaining oral care, skin and nail care
7. Understand the importance of oral care in cases with dentures

**Content -**

Sl. No.	Topics	Hours		
		Theory	Practical	Total
1.	Procedures	5	10	15
2.	Need of ‘after bath care’ to the patient	5	10	15
3.	Hair care	5	5	10
4.	Oral care	5	5	10
5.	Skin and nail care	5	5	10
<b>TOTAL</b>		<b>25</b>	<b>35</b>	<b>60</b>

**Detail of Topics**

### 1. Procedures

- a. Maintaining the patient’s privacy
- b. Promoting independence by encouraging patient to do all possible
- c. Importance of taking into consideration patient preferences before and after the grooming task

### 2. Need of ‘after bath care’ to the patient

- a. Importance of maintaining oral care, skin and nail care
- b. Importance of oral care in case of dentures and unconscious patients

### 3. Hair care

- a. Avoiding injuries during shaving, brushing and hair styling
- b. Shampooing and conditioning of hair
- c. Infection control principles to choose the appropriate hair care tool
- d. Care of matted or knotted hair
- e. Identification, listing and reporting of unusual findings such as sores, crusts, dandruff or hair loss
- f. Safety factors (especially when using hair dryer/curling iron, sprays and hair care products)

### 4. Oral care

- a. Mouth care for a person requiring partial or total assistance
- b. Identification of frequency of mouth care required, for patients with or without oral complications
- c. Rinse toothpaste thoroughly from the mouth after brushing

- d. Appropriate use of mouth washes
- e. Naming and storing of dentures
- f. Identification, listing and reporting of unusual findings such as signs of sores, caries and irritations, bleeding gums, broken or loose teeth or grinding down of teeth's surfaces, decreased or excess saliva or drooling, difficulty swallowing
- g. Dentures – removal from mouth, protection during cleaning, insertion into mouth, care when not in use

#### 5. Skin and nail care

- a. Standard precautions and protocols for shaving and cutting nails
- b. Using a safety or an electric razor
- c. Identification, listing and reporting of unusual findings such as skin irritations, redness, or scaling, pain, dry/scaly skin, and/or cracked nails
- d. Procedure for providing hand and nail care
- e. Appearance of healthy hands

#### Equipment -

Mannequin, charts, demonstration kits of different body parts, towel, toothbrush, toothpaste, cup, emesis basin, mouthwash, hair brush/comb, hair dryer, curling iron, basin, warm water, mirror, wash cloth, shaving cream, safety razor, electric razor, orange stick and nail file

#### Assessment -

Sl. No	Assessment Criteria for the Assessable Outcomes	Marks Allocation		Total Marks
		Viva/ Theory	Skills Practical	
1.	Demonstrate how to maintain the patient's privacy and promote independence by encouragement	5	10	15
2.	Demonstrate how to seek patient's preferences for grooming and show patient how they look after the grooming task is finished	0	5	5
3.	Demonstrate the procedures and standard precautions for shaving and cutting nails	0	10	10
4.	Demonstrate the use of a safety and an electric razor	0	10	10
5.	Demonstrate precautions to be taken to avoid injuries	0	10	10
6.	Demonstrate how to remove dentures from and insert into patient's mouth	0	10	10
7.	Demonstrate process of teeth brushing and rinsing	0	10	10
8.	Demonstrate how to clean dentures	0	10	10
9.	Demonstrate how to clean the mouth of a patient who has no teeth or has dentures removed	0	10	10
10.	Demonstrate procedure to store dentures with patients name to avoid confusion	0	10	10
11.	Demonstrate process of hair care	0	10	10
12.	Describe infection control principles to choose the appropriate hair care tool	10	0	10

Sl. No	Assessment Criteria for the Assessable Outcomes	Marks Allocation		Total Marks
		Viva/ Theory	Skills Practical	
13.	Describe conditions which would require mouth care be provided every two hours	10	0	10
<b>Total</b>		<b>25</b>	<b>105</b>	<b>130</b>

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## MODULE – 4: ASSIST PATIENT IN DRESSING UP

**Learning Outcomes:** At the completion of this module, the student should be able to-

1. Learn the importance of maintaining patients' privacy and promoting independence during activities
2. Understand how to take patient's wishes into consideration while selecting clothes, especially for long term care
3. Understand general principles to follow when assisting a person with dressing or undressing
4. Understand the use of assistive devices
5. Learn how to assist in the selection of clothes for patients with different physical capabilities and in different seasons

**Content -**

Sl. No.	Topics	Hours		
		Theory	Practical	Total
1.	Principles while dressing/undressing	5	5	10
2.	Use of assistive devices	2	3	5
3.	Assisting in the selection of clothes and various types of garments	2	3	5
4.	Assisting with various types of Garments	2	3	5
<b>TOTAL</b>		<b>11</b>	<b>14</b>	<b>25</b>

**Detail of Topics**

- 1. Principles while dressing/undressing**
  - a. Maintaining the patient's privacy
  - b. Promoting independence by encouraging the patient to do all possible
  - c. Importance of taking into consideration patient preferences for clothes
  - d. General principles when assisting a person with dressing or undressing
- 2. Use of assistive devices**
  - a. Shoehorns, buttoning aids and zipper pulls
- 3. Assisting in the selection of clothes, considering**
  - a. Patient's preferences
  - b. Patient's physical capabilities
  - c. Possible activities during the day
  - d. Weather and the season
- 4. Assisting with various types of garments**
  - a. Procedure to assist with various types of garments such as undergarments, tops, bottoms and footwear

**Equipment required-** Mannequin, charts, demonstration kits of different body parts, different types of garments and footwear

## Assessment -

Sl. No	Assessment Criteria for the Assessable Outcomes	Marks Allocation		Total Marks
		Viva/ Theory	Skills practical	
1.	Demonstrate how to maintain the patient's privacy and promote independence by encouragement	5	5	10
2.	Demonstrate how to fasten clothing with elastic fasteners and ensure that the footwear fits correctly	0	10	10
3.	Explain what to do when assisting a person with dressing or undressing	5	5	10
4.	Demonstrate the use of assistive devices such as shoehorns, buttoning aids and zipper pulls	0	10	10
5.	Explain the appropriate type of clothes to wear for patients with different physical capabilities and in different seasons	5	5	10
6.	Demonstrate the procedure to assist with various types of garments such as undergarments, tops, bottoms and footwear	5	5	10
7.	Demonstrate the process of enquiring about a patient's comfort and ensuring good body alignment after dressing	5	5	10
<b>Total</b>		<b>25</b>	<b>45</b>	<b>70</b>

## MODULE – 5: SUPPORT INDIVIDUALS TO EAT AND DRINK

**Learning Outcomes:** At the completion of this module, the student should be able to-

1. Learn how to make the patient comfortable and encourage eating as recommended
2. Understand the importance of checking the menu card to verify the diet and restrictions of the patient
3. Be able to assist in elimination and oral care prior to feeding
4. Learn how to measure and record input
5. Be able to perform oral care and grooming before feeding
6. Be able to observe and ensure that the patient is comfortable when being fed
7. Ensure that the food is provided according to the dietary prescription of the prescribing physician or dietician

**Content -**

Sl. No.	Topics	Hours		
		Theory	Practical	Total
1.	General precautions	2	3	5
2.	Infection control procedures	2	3	5
3.	Observation and reporting of unusual findings	2	3	5
<b>TOTAL</b>		<b>6</b>	<b>9</b>	<b>15</b>

**Detail of Topics**

- 1. General precautions**
  - a. Make the patient comfortable and encourage eating as recommended
  - b. Check menu card to verify the diet, restrictions, likes and dislikes of the patient
- 2. Infection control procedures**
  - a. Feed through spoon
  - b. Assist in elimination and oral care prior to feeding
  - c. Wash hands and mouth after feeding
- 3. Observation and reporting of unusual findings**
  - a. During feeding observe and ensure that:
    - i. Elimination process is completed before feeding
    - ii. Oral care and grooming is performed before feeding
    - iii. The patient is comfortable when being fed
    - iv. The food provided is according to the dietary prescription of the prescribing physician or dietician
  - b. Measurement and recording of input
  - c. Symptoms of distress like coughing and regurgitation

**Equipment required-** Mannequin, charts, demonstration kits of different body parts

### Assessment -

Sl. No	Assessment Criteria for the Assessable Outcomes	Marks Allocation		Total Marks
		Viva/Theory	Skills practical	
1.	Demonstrate how to make the patient comfortable and encourage eating as recommended	5	10	15
2.	Explain what should be checked in the menu card to verify the diet and restrictions of individual patients	5	25	30
3.	Demonstrate the process of feeding through spoon	2	3	5
4.	Explain how to assist in elimination and oral care prior to feeding	5	25	30
5.	Demonstrate the various infection control practices	5	25	30
6.	Demonstrate how to measure and record patient input	5	25	30
7.	Enumerate the various precautions to be taken care of before and during feeding	5	25	30
8.	Demonstrate how to check for symptoms of distress like coughing and regurgitation in patients	5	25	30
<b>Total</b>		<b>37</b>	<b>163</b>	<b>200</b>

## MODULE – 6: ASSIST PATIENT IN MAINTAINING NORMAL ELIMINATION

**Learning Outcomes:** At the completion of this module, the student should be able-

1. Be able to respond promptly to patient's elimination needs
2. Learn how to assist a mobile patient in moving to the toilet and provide support, if necessary
3. Know appropriate procedures to prevent infection
4. Be able to use equipment correctly to prevent discomfort or injury
5. Understand the importance for excreta disposal in human body
6. Understand the care to be provided in special cases
7. Be able to observe urine and stools for routine as well as special reporting

**Content -**

Sl. No.	Topics	Hours		
		Theory	Practical	Total
1.	General protocols and procedures	2	3	5
2.	Observation and reporting of unusual findings	2	3	5
3.	Care of patients with general conditions	2	8	10
4.	Care of patients with special conditions	2	8	10
<b>TOTAL</b>		<b>8</b>	<b>22</b>	<b>30</b>

**Detail of Topics**

### 1. General protocols and procedures

- a. Promptly respond to patients' elimination needs
- b. Assist a mobile patient in moving to the toilet and provide support like giving toilet paper if required or stabilize the commode
- c. Wipe the patient and wash hands to prevent infection
- d. Use equipment correctly to prevent discomfort or injury
- e. Ensure/Maintain patients' privacy at all times during the procedure
- f. Understand the importance for excreta disposal in human body
- g. Characteristics of normal urine and feces
- h. Importance of knowing a person's regular elimination pattern.

### 2. Observation and reporting of unusual findings

- a. Record changes in colour or texture of the elimination and report usual findings immediately
- b. Observation of urine and stools for routine as well as special reporting

### 3. Care of patients with general conditions:

- a. Diarrhea
- b. Urinary tract infections
- c. Constipation/fecal impaction
- d. Ostomy appliance

### 4. Care of patients with special conditions:

Understand care to be provided in case of:

- a. Urine and bowel incontinence
- b. Patient with urinary catheter



**Equipment required-** Mannequin, charts, demonstration kits of different body parts, wheel chair, stretcher, sample kit for stool collection, etc.

**Assessment -**

Sl. No	Assessment Criteria for the Assessable Outcomes	Marks Allocation		Total Marks
		Viva/ Theory	Skills practical	
1.	List actions to be taken when responding to patients elimination needs	5	10	15
2.	Demonstrate how to assist a mobile patient in moving to the toilet and provide support like giving toilet paper if required or stabilise the commode	5	15	20
3.	Demonstrate how to wipe the patient and wash hands to prevent infection	5	5	10
4.	Demonstrate the how to use equipment correctly to prevent discomfort or injury	5	15	20
5.	Demonstrate how to ensure patients privacy at all times during the process	5	15	20
6.	Enumerate the process of enlisting the changes in colour or texture of the elimination and reporting usual findings	5	15	20
7.	Describe the characteristics of normal urine and feces	5	15	20
8.	Explain the importance of knowing a person's regular elimination pattern	5	15	20
9.	Define the word incontinence and describe the care needs of a person who is incontinent	5	10	15
10.	Demonstrate the procedure to administer an enema	5	15	20
11.	Demonstrate the measurement of urine output and how to empty a urine drainage bag	5	15	20
<b>Total</b>		<b>55</b>	<b>145</b>	<b>200</b>

## MODULE – 7: ASSIST TRANSFERRING THE PATIENT

**Learning Outcomes:** At the completion of this module, the student should be able to-

1. Use the equipment for transferring the patients correctly to avoid falls or injuries
2. Understand a patient's condition and be capable of estimating if additional help is required
3. Transport the patient without causing trauma or injury
4. Focus on safety first and ensure that the patient is comfortable
5. Understand general principles of movements
6. Understand the process and precaution to be taken care of while transferring the patient
7. Understand the importance of positioning for a patient in treatment and recovery
8. Understand importance of physical moments for well-being.
9. Understand all precautions to be taken to prevent falls and know the actions to be taken in the event of a fall incident

**Content -**

Sl. No.	Topics	Hours		
		Theory	Practical	Total
1.	General precautions before moving a patient	1	4	5
2.	Movement of the human body	1	4	5
3.	Positioning of patients	1	4	5
4.	Transfer of patients	1	4	5
5.	Mobility	1	4	5
6.	Fall prevention	1	4	5
<b>TOTAL</b>		<b>6</b>	<b>24</b>	<b>30</b>

**Detail of Topics**

- 1. General precautions before moving a patient**
  - a. Correct use of equipment for transferring the patients to avoid falls or injuries
  - b. Ensuring that the correct patient is being moved or wheeled out
  - c. Understand patient's condition and estimate if additional help is required
  - d. Transport the patient without causing trauma or injury
- 2. Movement of the human body**
  - a. Kinetics of joints and movements
  - b. Mechanisms that affect movement
  - c. General principles of movements
- 3. Positioning of patients**
  - a. Introduction to various types of position
  - b. Importance of positioning for a patient in treatment and recovery
- 4. Transfer of patients**
  - a. Various kinds of means available for transferring patients
  - b. Use of proper body mechanics for transferring the patient
  - c. Process and precaution to be taken care of while transferring the patient
  - d. Usage of wheel chair and stretcher
  - e. Shifting of patient from bed to stretcher, from stretcher to operation theatre table, etc. and in special situations

## 5. Mobility

- a. Understand importance of physical moments for well-being.
- b. Modes used for mobility and their maintenance
- c. Care to be taken while patient is walking or using assisted devices
- d. Focus on safety first and ensure that the patient is comfortable

## 6. Fall prevention

- a. Standards for prevention of patient's fall
- b. Care to be taken to avoid fall in high risk patients
- c. Measures to be taken to prevent falls
- d. Actions in event of a fall incident

**Equipment required-** Mannequin, charts, patient protection and assisted devices, demonstration kits of different body parts and mechanics, internet use.

### Assessment -

Sl. No	Assessment Criteria for the Assessable Outcomes	Marks Allocation		Total Marks
		Viva/Theory	Skills practical	
1.	Demonstrate how to use the equipment for transferring the patients correctly to avoid falls or injuries	0	10	10
2.	Demonstrate how to transport the patient without causing trauma or injury	0	35	35
3.	Describe precautions to be taken while transferring patient	5	10	15
4.	Describe usage of modes used for mobility and their maintenance	5	20	25
5.	Describe precautions to be undertaken while patient is walking or using assisted devices	5	10	15
6.	Demonstrate usage of wheel chair and stretcher	5	35	40
7.	Demonstrate shifting of patient from bed to stretcher, stretcher to operation theatre table	5	35	40
8.	Describe measures to be taken to prevent falls	10	0	10
9.	Describe action in event of a fall incident	10	0	10
<b>Total</b>		<b>45</b>	<b>155</b>	<b>200</b>

## MODULE – 8: PREVENT AND CONTROL INFECTION

**Learning Outcomes:** At the completion of this module, the student should be able to-

1. Understand all procedures required for infection control
2. Follow high level of personal hygiene
3. Follow all standard precautions and infection control procedures
4. Identify deviation from normal health
5. Understand hospital borne infections and practices to curb them
6. Understand different types of spillages and their management

**Content -**

Sl. No.	Topics	Hours		
		Theory	Practical	Total
1.	Infection Control practices	5	10	15
2.	Universal/ Standard Precautions	5	10	15
3.	Contact Precautions	5	5	10
4.	Healthcare Associated Infections	5	5	10
5.	Healthcare worker safety	5	5	10
<b>TOTAL</b>		<b>25</b>	<b>35</b>	<b>60</b>

**Detail of Topics**

- 1. Infection Control practices**
  - a. Definition
  - b. Basic principles of infection control practices
  - c. Medical Asepsis - Practices to promote medical asepsis
- 2. Universal/ Standard Precautions**
  - a. Hand hygiene
  - b. Use of personal protective equipment (e.g., gloves, gowns, masks)
  - c. Safe injection practices
  - d. Safe handling of potentially contaminated equipment or surfaces in the patient environment
  - e. Respiratory hygiene/cough etiquette
- 3. Contact precautions**
- 4. Healthcare Associated Infections**
  - a. Nosocomial Infection
  - b. Infection Prevention
  - c. Needle stick injuries and their prevention
  - d. Catheter-related infections
  - e. Urinary Tract Infections
  - f. Surgical site infections
- 5. Healthcare worker safety**

**Equipment required-**

Patient daily care articles, crash cart, emergency codes, fire extinguisher

**Assessment -**

Sl. No	Assessment Criteria for the Assessable Outcomes	Marks Allocation		Total Marks
		Viva/ Theory	Skills practical	
1.	Describe all procedures required for infection control	30	0	30
2.	Demonstrate the standard precautions	0	20	20
3.	Describe the rules to dispose of biomedical waste and sharps	5	15	20
4.	Demonstrate and describe the process of medical asepsis	5	5	10
5.	Describe hospital borne infections and practices to curb them	5	5	10
6.	Describe different types of spillages and demonstrate their management	5	5	10
<b>Total</b>		<b>50</b>	<b>50</b>	<b>100</b>

## MODULE – 9: ASSIST IN PERFORMING PROCEDURES AS INSTRUCTED IN THE CARE PLAN

**Learning Outcomes:** At the completion of this module, the student should be able to-

1. Understand and perform key procedures, as directed, under supervision
2. Operate the equipment used to perform the procedures
3. Understand the difference of care provided to ill patients, terminally ill, physically challenged and handicapped personnel
4. Develop an understanding of how to keep a record of patient's intake & output
5. Understand his/her role during special procedures while assisting nurse/physician

**Content -**

Sl. No.	Topics	Hours		
		Theory	Practical	Total
1.	Role during special procedures while assisting nurse/physician	2	8	10
2.	Operation of equipment to perform various procedures	0	5	5
3.	Difference of care provided to ill patients, terminally ill, physically challenged and handicapped personnel	0	5	5
4.	Method to keep a record of patient's intake & output	0	2	2
5.	Maintenance of a safe, healthy and secure environment	0	5	5
<b>TOTAL</b>		2	25	27

**Detail of Topics**

- 1. Role during special procedures while assisting nurse/physician**
  - a. Application of heat and cold
  - b. Administering Oxygen
  - c. Suctioning
  - d. Catheterization
  - e. Intravenous Observations
  - f. Enema
  - g. Specimen collection
  - h. Medicine dispensing
  - i. Feeding through Ryle tube
- 2. Operation of equipment to perform various procedures**
- 3. Difference of care provided to ill patients, terminally ill, physically challenged and handicapped personnel**
- 4. Method to keep a record of intake & output of patient**
- 5. Maintenance of a safe, healthy and secure environment**

**Equipment required-** Mannequin, charts, demonstration kits of different body mechanics & positions & internet use, stretcher, wheelchair, trolley, patient assisted devices, kidney tray, bed sore treating kit, O2 cylinder, suction kit, catheter, specimen, Ryle's tube, suction apparatus, heat and cold application methods, Patient safety tools such as wheel chairs, trolleys, side rails, PPE, First Aid kit, betadine, cotton, bandages, sanitizers, disinfectants, etc.

**Assessment:**

Sl. No	Assessment Criteria for the Assessable Outcomes	Marks Allocation		Total Marks
		Viva/ Theory	Skills practical	
1.	Demonstrate how to perform key procedures like inducing enema, prepare patient for being moved to the operation theatre	5	45	50
2.	Operate the equipment used to perform the procedure	5	20	25
3.	Demonstrate record keeping for the intake & output of patient	5	15	20
4.	Demonstrate special procedures such as suctioning, catheterization or feeding through Ryle tube	5	20	25
5.	List 5 components of the safe environment.	5	0	5
<b>Total</b>		<b>25</b>	<b>100</b>	<b>125</b>

## MODULE – 10: ASSIST DOCTOR/ NURSE IN OBSERVING AND REPORTING CHANGE IN PATIENT CONDITION

**Learning Outcomes:** At the completion of this module, the student should be able to-

1. Be able to distinguish between normal and abnormal patient condition
2. Be able to recognize discoloration of the skin or, changes in odour or consistency of urine and stools
3. Be able to differentiate between immediate and routine reporting requirements
4. Be able to communicate the observations appropriately
5. Be able to identify rashes, abrasions, dryness, changes in colour, pressure areas, temperature, bruise and swelling of skin
6. Be able to identify pressure sores/ bed sores, understand causes for pressure sores (Bed sores)
7. Understand the importance of observing and reporting to authority for said or unsaid findings, if any
8. Understanding the importance of verbally informing the person in authority

**Content -**

Sl. No.	Topics	Hours		
		Theory	Practical	Total
1.	Patient condition: recognizing the norm	2	8	10
2.	Observations and reporting	2	8	10
<b>TOTAL</b>		4	16	20

**Detail of Topics**

- 1. Patient condition: recognizing the norm**
  - a. Observe colour changes like bluish or yellowish discoloration of the skin
  - b. Observe changes in odour or consistency of urine and stools
  - c. Identification of rashes, abrasions, dryness, changes in colour, pressure areas, temperature, bruise and swelling of skin
  - d. Identification of pressure sores/ bed sores, understand causes for pressure sores (Bed sores)
- 2. Observations and reporting**
  - a. Communicate the observations in an appropriate language
  - b. Differentiate between immediate and routine reporting requirements
  - c. Understand the importance of observing and reporting to authority for said or unsaid findings, if any
  - d. Understanding the importance of verbally informing the person in authority

**Equipment required-** Use of internet to adopt best practices across the world for professional etiquettes, sample forms and feedback forms, sample kit for stool collection,



**Assessment:**

Sl. No	Assessment Criteria for the Assessable Outcomes	Marks Allocation		Total Marks
		Viva/ Theory	Skills practical	
1.	Distinguish colour changes like bluish or yellowish discoloration of the skin	10	10	20
2.	Distinguish changes in odour or consistency of urine and stools	10	10	20
3.	Communicate the observations in an appropriate language	10	10	20
4.	Differentiate between immediate and routine reporting requirements	20	0	20
<b>Total</b>		<b>50</b>	<b>30</b>	<b>80</b>

## MODULE – 11: MEASURING PATIENT PARAMETERS ACCURATELY

**Learning Outcomes:** At the completion of this module, the student should be able to-

1. Assist the nurse in calibrating the scales and following manufacturer's guidelines
2. Use different types of scales including manual, digital, standard, chair and bed scales
3. Measure a patient's height, weight, blood pressure and other vital signs accurately

**Content -**

Sl. No.	Topics	Hours		
		Theory	Practical	Total
1.	Vital signs	2	3	5
2.	Measuring weight and height accurately	2	3	5
3.	Equipment (Using or assisting in its use)	2	3	5
4.	Patient relations	2	3	5
<b>TOTAL</b>		8	12	20

**Detail of Topics**

### 1. Vital signs

- a. Importance of accurate measurement
- b. Correct use of equipment to measure
- c. Factors that affect the four vital signs: temperature, pulse, respirations and blood pressure

### 2. Measuring weight and height accurately

### 3. Equipment (Using or assisting in its use)

- a. Calibration of scales
- b. Manufacturer's guidelines and how to follow them
- c. Use of different types of scales including manual, digital, standard, chair and bed scales
- d. Use of an electronic thermometer to measure a person's oral, rectal, axillary or tympanic temperature

### 4. Patient relations

- a. Ensure that patient is comfortable and positioned correctly
- b. Ensure patient safety to prevent a fall or an injury

**Equipment required-** Mannequin, charts, demonstration kits of different body parts and mechanics, internet use

**Assessment:**

Sl. No	Assessment Criteria for the Assessable Outcomes	Marks Allocation		Total Marks
		Viva/ Theory	Skills practical	
1.	Assist nurse in calibrating the scales and following manufacturer's guidelines	10	10	20
2.	Demonstrate the use different types of scales including manual, digital, standard, chair and bed scales	10	10	20
3.	Discuss the importance of measuring vital signs accurately	10	10	20
4.	Demonstrate the measurement of a person's blood pressure	0	20	20
<b>Total</b>		<b>30</b>	<b>50</b>	<b>80</b>

## MODULE – 12: CARE AND MANAGEMENT OF GERIATRIC PATIENTS WITH PRESSURE SORES

**Learning Outcomes:** At the completion of this module, the student should be able to-

1. Demonstrate appropriate procedures for storing and recording of personal items left on the body or otherwise
2. Understand the importance of attending to hygiene needs
3. Learn the procedure for using identification labels/wrist bands according to local guidelines and organizational policies
4. Dress the patient, as require.
5. Manage posture changes of patient.
6. Manage operation of air mattresses.
7. Learn the protocols of management of any abrasion/ erosion of skin at pressure points.
8. Learn management of dressing of any wounds and administration of antibiotics.

**Content -**

Sl. No.	Topics	Hours		
		Theory	Practical	Total
1.	Introduction to pressure sores	0.5	0.5	1
2.	Classification and types of pressure sores	0.5	0.5	1
3.	Management of Pressure sores	0.5	0.5	1
4.	Prevention and care of Pressure sores	0.5	0.5	1
<b>TOTAL</b>		2	2	4

**Detail of Topics**

- 1. Introduction to pressure sores**
  - a. Basic Skin Anatomy
  - b. Definition of pressure sores and its causes.
  - c. Predisposing factors to skin breakdown
  - d. Pressure Points and High risk for Pressure Ulcers
  - e. Identification of Pressure ulcers
- 2. Classification and types of pressure sores**
  - a. Types of Pressure Ulcers
    - Venous Pressure Ulcers
    - Arterial Pressure Ulcers
    - Diabetic Pressure Ulcers
  - b. Classification of Pressure Ulcers
  - c. Braden scale for predicting Pressure sore risks
  - d. Wound Healing scale
- 3. Management of Pressure sores**
  - a. Do's and Don'ts for Pressure sores
  - b. Ideal Dressing Methods
  - c. Pressure Ulcers treatment
  - d. Dressing and topical agent used in treatment of Pressure Ulcers

#### 4. Prevention and care of Pressure sores

- a. Positioning of Pressure sores patient confined to bed or chair
- b. Preventing friction to Skin
- c. Prevention of Pressure ulcers
- d. Physiotherapy exercises to prevent pressure sores

#### Equipment required-

Bed sheets, bandages, cotton, disinfectants, air mattress , air mattress pump and electrical fittings, topical ointments/ lotions/medications etc., mannequins, syringes, gloves, needles, spatula

#### Assessment:

Sl. No	Assessment Criteria for the Assessable Outcomes	Marks Allocation		Total Marks
		Viva/ Theory	Skills practical	
1.	Describe principles of care for pressure sores/wound.	10	20	30
2.	Demonstrate ideal dressing method for pressure sore	5	15	20
3.	Demonstrate the positioning of patient with pressure wounds who is confined to bed	10	20	30
4.	Describe & demonstrate strategies for the prevention of pressure sore.	10	20	30
5.	Describe and demonstrate the method of dressing and topical agents used in management of pressure sores.	15	25	40
6.	Observe and report unusual findings to the concerned authority	10	10	20
7.	Demonstrate how to check for early signs of pressure sore	10	20	30
8.	Describe & demonstrate pressure points in the body	10	10	20
9.	Identify the different layers of skin	5	5	10
10.	Demonstrate physiotherapy exercises to prevent pressure sore	10	20	30
<b>Total</b>		<b>95</b>	<b>165</b>	<b>260</b>

## MODULE –13: RESPOND TO PATIENT’S CALL

**Learning Outcomes:** At the completion of this module, the student should be able to-

1. Promptly respond to call bell
2. Effectively communicate the medical needs to the nurse/physician
3. Have the ability to courteously and sensitively meet patient needs
4. Quickly scan the patients surrounding and take appropriate action
5. Demonstrate CPR and two rescuer CPR

**Content -**

Sl. No.	Topics	Hours		
		Theory	Practical	Total
1.	Responding to the situation/patient	0	3	3
2.	First Aid	0	5	5
3.	Assessing the situation	0	2	2
<b>TOTAL</b>		0	10	10

**Detail of Topics**

1. **Responding to the situation/patient**
  - a. Promptly respond to call bell
  - b. Courteously and sensitively meet patient needs
  - c. Ensure that the patient is at ease or comfortable
2. **First Aid**
  - a. Chain of survival
  - b. CPR and two rescuer CPR
  - c. Rescue of a child
3. **Assessing the situation**
  - a. Communicate the medical needs to the nurse station without delay
  - b. Quickly scan the patients surrounding and take appropriate action

**Equipment required-**

Mannequins, call bell, etc.

**Assessment:**

Sl. No	Assessment Criteria for the Assessable Outcomes	Marks Allocation		Total Marks
		Viva/Theory	Skills practical	
1.	Demonstrate a prompt response to the call bell	0	10	10
2.	Demonstrate effective communication of the medical needs to the nurse / physician	10	10	20
3.	Demonstrate courteousness and sensitivity in patient interactions	0	10	10
4.	Describe actions to ensure that the patient is at ease or comfortable	0	10	10
5.	Describe how to scan/assess the patients surrounding and what to look for	0	10	10
<b>Total</b>		<b>10</b>	<b>50</b>	<b>60</b>

## MODULE – 14: CLEAN MEDICAL EQUIPMENT & BIOMEDICAL WASTE MANAGEMENT

**Learning Outcomes:** At the completion of this module, the student should be able to-

1. Handle equipment safely
2. Use appropriate protective clothing and equipment when cleaning equipment
3. Know how to clean and maintain equipment according to manufacturer's instructions, any legal requirements and work setting procedures
4. Safely dispose of waste

**Content -**

Sl. No.	Topics	Hours		
		Theory	Practical	Total
1.	Use of equipment	2	8	10
2.	Cleaning of equipment	2	3	5
<b>TOTAL</b>		4	11	15

**Detail of Topics**

1. **Use of equipment**
  - a. Handling of equipment safely or judging when to seek the help of nurse
  - b. Report to appropriate people/nurse about the equipment that are unsuitable for use
2. **Cleaning of equipment**
  - a. Use of appropriate protective clothing and equipment when cleaning equipment
  - b. Cleaning and maintaining of equipment according to manufacturer's instructions, any legal requirements and work setting procedures
  - c. Dispose of any waste safely and according to legal requirements and organization protocol

**Equipment required-**

Personal protective clothing, mannequins, cleaning supplies, equipment as needed

**Assessment:**

Sl. No	Assessment Criteria for the Assessable Outcomes	Marks Allocation		Total Marks
		Viva/Theory	Skills practical	
1.	Demonstrate how to handle equipment safely	0	10	10
2.	Demonstrate the use of appropriate protective clothing and equipment when cleaning equipment	0	10	10
3.	Demonstrate the cleaning and maintenance procedures for various equipment	0	10	10
4.	Describe when equipment is unsuitable for use and procedure for report to appropriate people/nurse	0	10	10
5.	Demonstrate appropriate waste disposal techniques	0	10	10
<b>Total</b>		<b>0</b>	<b>50</b>	<b>50</b>

## MODULE – 15: FOLLOW BIOMEDICAL WASTE DISPOSAL PROTOCOLS

**Learning Outcomes:** At the completion of this module, the student should be able to-

1. Follow the appropriate procedures, policies and protocols for the method of collection and containment level according to the waste type.
2. Apply appropriate health and safety measures and standard precautions for infection prevention and control and personal protective equipment relevant to the type and category of waste.
3. Segregate the waste material from work areas in line with current legislation and organizational requirements, at source with proper containment, by using different color coded bins for different categories of waste.
4. Check the accuracy of the labelling that identifies the type and content of waste.
5. Confirm suitability of containers for any required course of action appropriate to the type of waste disposal.
6. Check the waste has undergone the required processes to make it safe for transport and disposal.
7. Transport the waste to the disposal site, taking into consideration its associated risks.
8. Report and deal with spillages and contamination in accordance with current legislation and procedures.
9. Maintain full, accurate and legible records of information and store in correct location in line with current legislation, guidelines, local policies and protocols.

**Content -**

Sl. No.	Topics	Hours		
		Theory	Practical	Total
1.	Introduction of Bio-medical waste (BMW)	5	10	15
2.	Need for safety treatment and disposal of BMW	5	20	25
3.	Different treatment option for different categories of BMW	5	5	10
4.	Treatment and disposal methods of biomedical waste.	5	5	10
<b>TOTAL</b>		20	40	60

**Detail of Topics**

1. Introduction of Bio-medical waste (BMW)
  - a. What are Bio- medical waste generated during patient care
  - b. Classification of Bio-medical waste
  - c. Sources of Biomedical waste
  - d. Importance of Bio- medical waste management during home health aide (care)
2. Need for safety treatment and disposal of BMW
  - a. Identifying the risk of Bio-medical waste
3. Different treatment option for different categories of BMW
  - a. Color coding
  - b. Types of container
  - c. Waste category
  - d. Treatment option

4. Treatment and disposal methods of biomedical waste.
  - a. Incineration
  - b. Autoclaving
  - c. Shredding
  - d. Disposal option

**Equipment required-**

1. Mannequin and charts
2. Demonstration of different treatment and disposal methods of biomedical waste
3. Internet use and Videos.

**Assessment:**

Sl. No	Assessment Criteria for the Assessable Outcomes	Marks Allocation		Total Marks
		Viva/Theory	Skills practical	
1.	Demonstrate and describe appropriate procedures, policies and protocols for the method of collection and containment level according to the waste type	5	5	10
2.	Demonstrate and describe how to maintain appropriate health and safety measures	0	10	10
3.	Identify and demonstrate methods of segregating the waste material in colored bins	0	30	30
4.	Explain how is the accuracy of the labelling that identifies the type and content of waste is checked.	5	0	5
5.	Explain how will you check the waste has undergone the required processes to make it safe for transport and disposal	5	0	5
6.	Demonstrate how will you report and deal with spillages and contamination in accordance with current legislation and procedures	0	10	10
<b>Total</b>		<b>15</b>	<b>55</b>	<b>70</b>



## MODULE – 16: ENABLE GERIATRIC/PARALYTIC/IMMOBILE PATIENTS TO COPE WITH CHANGES TO THEIR HEALTH AND WELL BEING

**Learning Outcomes:** At the completion of this module, the student should be able to-

1. Be able to establish a supportive relationship with the patient, and agree with them on the roles and responsibilities of their care-givers
2. Be able to communicate with patients and their care-givers in an appropriate manner
3. Encourage the patient to seek clarification of any procedures, information and advice relevant to them
4. Learn how to obtain information from the patient and their care-givers on the way in which the patient's need are met
5. Understand how to identify areas where support for the patient can be improved
6. Keep the patient and their care-givers informed about the progress in resolving any concerns, and anticipated timescales for any outcomes
7. Respond sensitively to any issues raised by the patient, and report any issues that cannot be resolved to the appropriate people
8. Ensure that all the appropriate people are encouraged to provide feedback on how the patient and their care-givers are coping with change

**Content -**

Sl. No.	Topics	Hours		
		Theory	Practical	Total
1.	Working with the Elderly	5	10	15
2.	Working with People with Developmental Disabilities	5	10	15
3.	Working with People with Physical Disabilities	5	10	15
<b>TOTAL</b>		15	30	45

**Detailed topics:**

### 1. 1 Working with the Elderly

- a. Aging – the process and the individual
- b. Social factors and the elderly
- c. Attitudes towards aging – personal/societal
- d. Aging and the Body/Body Systems
- e. Effects of aging
- f. Common health problems
- g. Care of the patient and symptoms to report.
- h. Aging and the Mind
  - i. Mental and personality changes
  - ii. Temporary changes in mental functioning and causes
  - iii. Permanent changes in mental functioning and common problems
  - iv. Caring for clients with memory loss or confusion

### 2. Working with People with Developmental Disabilities

- a. Definition and types of developmental disabilities
- b. Levels of functioning
- c. Effect on growth and development

- d. Causes of developmental disabilities
- e. Differences from mental illness
- f. Developmental Disabilities and Home Care
  - i. Developmental disabilities at home
  - ii. Children with developmental disabilities
  - iii. Adults with developmental disabilities
  - iv. Expectations and attitudes

**3. Working with People with Physical Disabilities**

- a. Defining Physical Disability
- b. How the Home Care Worker Can Help the Physically Disabled

**Equipment required-**

- 1. Mannequin and charts
- 2. Internet use and Videos.
- 3. Presentations and role plays
- 4. Others as required

**Assessment**

Sl. No	Assessment Criteria for the Assessable Outcomes	Marks Allocation		Total Marks
		Viva/ Theory	Skills practical	
1.	Demonstrate how to communicate with patient and their care-givers	5	5	10
2.	Describe the procedure to obtain informed consent from patients	0	10	10
3.	Demonstrate how to resolute patients' concerns	0	30	30
4.	Enumerate the precautions to be taken while recording the details of the patient	5	15	20
5.	Demonstrate how to assist the patients with various disabilities	10	0	10
<b>Total</b>		<b>20</b>	<b>60</b>	<b>80</b>

## MODULE – 17: IMPLEMENT INTERVENTIONS WITH GERIATRIC/ PARALYTIC/ IMMOBILE PATIENT AT RISK OF FALLS

**Learning Outcomes:** At the completion of this module, the student should be able to-

1. Communicate with patient and their care-givers in an appropriate manner, and encourage them to seek clarifications of any procedures, information and advice relevant to them
2. Explore the needs and expectations of the patient and his/her goals for the intervention
3. Identify current or previous interventions that the patient may have experienced and the immediate requirements of his/her plan
4. Obtain the valid consent of the patient for the actions to be undertaken on his/her behalf, and agree upon the information which may be passed on to others
5. Discuss and agree the role of the patient and his/her care-givers in achieving the goals of the agreed intervention
6. Make arrangements for the intervention that are consistent with the patient's priority and his/her specific requirements
7. Ensure the environment used for the intervention is suitable, and that the privacy and dignity of the patient is protected
8. Implement the intervention in a safe and effective manner, using evidence-based practices and processes
9. Implement the intervention in a manner that is consistent with the patient's needs and specific requirements, and encourage their effective participation.
10. Minimize any discomfort to the patient within the constraints imposed by the intervention method
11. Encourage the care-givers to give appropriate support to the patient throughout the intervention
12. Monitor the effects of the intervention on the patient throughout the process, and identify any indications of increased risk
13. Take appropriate action where the effects of the intervention are not as beneficial as expected
14. Work in partnership with the patient and his care-givers to assess the outcomes of the intervention in relation to the goals agreed upon at the outset.
15. Produce records and reports that are clear, comprehensive, and accurate and maintain the security and confidentiality of information

**Content -**

Sl. No.	Topics	Hours		
		Theory	Practical	Total
1.	Injuries and injury prevention	2	10	12
2.	Preparedness for injuries & emergencies	2	10	12
<b>TOTAL</b>		4	20	24

**Detailed topics:**

1. **Injuries and injury prevention**
  - a. Most frequent home injuries and causes
  - b. Factors that may contribute to injuries among older adults and young children
  - c. Other hazards

- d. Injury Prevention
  - i. Role of the home care worker in injury prevention
  - ii. Personal safety in the community
- 2. Preparedness for injuries and emergencies**
  - a. Agency policy regarding incidents
  - b. First aid techniques for:
    - i. Burns
    - ii. Choking
    - iii. Poisoning
    - iv. Sprains or broken bones
    - v. Bruises
    - vi. Cuts and scrapes
    - vii. Dizziness/fainting
  - c. What to do in serious medical emergencies

**Equipment required-**

- 1. Mannequin and charts
- 2. Demonstration of different treatment and disposal methods of biomedical waste
- 3. Internet use and Videos.

**Assessment**

Sl. No	Assessment Criteria for the Assessable Outcomes	Marks Allocation		Total Marks
		Viva/ Theory	Skills practical	
1.	Demonstrate how to effectively communicate with patients and their care-givers	10	10	20
2.	Enumerate the factors which contribute to injury in elderly patients	5	5	10
3.	Enumerate the process of handling serious medical emergencies	10	5	15
4.	Explain the importance of protecting the privacy and dignity of the patient	5	5	10
<b>Total</b>		<b>30</b>	<b>25</b>	<b>55</b>

## MODULE – 18: CARRY OUT LAST OFFICE (DEATH CARE)

**Learning Outcomes:** At the completion of this module, the student should be able to-

1. Know appropriate procedures for storing and recording of personal items left on the body or otherwise
2. Understand the importance of attending to hygiene needs
3. Learn the procedure for using identification labels/wrist bands according to local guidelines and organizational policies
4. Be able to dress the patient, as required
5. Be able to place the body in the bag as per instructions, post completing any necessary documentation by nurse/physician
6. Learn how to manage last offices
7. Package dead bodies in case of non-communicable and communicable diseases

**Content -**

Sl. No.	Topics	Hours		
		Theory	Practical	Total
1.	Managing last offices	0	5	5
2.	Preparing body	0	10	10
3.	Packing body	0	5	5
<b>TOTAL</b>		0	20	20

**Detailed topics:**

1. **Managing last offices**
2. **Preparing body**
  - a. Remove jewellery and any personal items, unless requested or advised otherwise. Ensure that appropriate records are made of any personal items left on the body or otherwise
  - b. Attend to hygiene needs, paying particular attention to hair, nail care and oral hygiene
  - c. Attempt to close the eyes, using a small piece of clinical tape if required
  - d. Attach identification labels/wrist bands according to local guidelines and organizational policies
  - e. Dress the patient in a gown/shroud or own clothes, as required
  - f. Place an incontinence pad underneath to contain any soiling
3. **Packing body**
  - a. Place the body in the bag as per instructions, post completing any necessary documentation by nurse/physician
  - b. If a body bag is not to be used, enclose the body in a sheet, securing it with adhesive tape
  - c. Packaging dead bodies in case of non-communicable and communicable diseases

**Equipment required-** Dead body /mannequin, bed sheets, bandages, cotton, disinfectants

## Assessment

Sl. No	Assessment Criteria for the Assessable Outcomes	Marks Allocation		Total Marks
		Viva/ Theory	Skills practical	
1.	Demonstrate removal of jewellery and any personal items. Demonstrate appropriate recording procedures of any personal items left on the body or otherwise.	20	0	20
2.	Demonstrate attention to hygiene needs, paying particular attention to hair, nail care and oral hygiene	5	15	20
3.	Demonstrate closing of eyes, using a small piece of clinical tape if required	0	10	10
4.	Demonstrate the use of identification labels/wrist bands according to local guidelines and organizational policies	10	20	30
5.	Demonstrate dress of the patient in a gown/shroud or own clothes, as required	0	30	30
6.	Demonstrate the use of an incontinence pad underneath to contain any soiling	0	30	30
7.	Follow instructions to place the body in a bag, post completing any necessary documentation by nurse/physician	10	20	30
8.	Follow procedure in the absence of a body bag (enclose the body in a sheet, securing it with adhesive tape)	10	20	30
9.	Demonstrate packaging of dead bodies in case of non-communicable and communicable diseases	5	15	20
10.	Demonstrate removal of jewellery and any personal items. Demonstrate appropriate recording procedures of any personal items left on the body or otherwise.	20	0	20
<b>Total</b>		<b>80</b>	<b>160</b>	<b>240</b>

## CLINICAL TRAINING:

Trainings should be provided in health facilities set up, preferably hospital step and students should visit nearest Primary Health Centres, Community Health Center, Public / Private Hospital/s and Rehabilitation Units in the region. They must learn Basic Life Support techniques at emergency / ICU Units of the health facilities.

Training (utilizing actual equipment and materials on real patients) should be provided in a clinical set up under a supervisor on how to do one or more tasks of a job. Clinical training should be undertaken in a structured manner with a training plan under supervision. A training plan that reflects tasks to be performed and competencies to be imparted should be prepared and signed by the student, teacher, and supervisor at the workplace for training of the students in the organization/industry.

The trainer should break down all the steps of the job and train the students as per the training plan. In a structured Clinical Training the following steps should be followed:

- Step 1: The Instructor or the trainer should tell, show, demonstrate, and explain a procedure to be performed on a patient.
- Step 2: The trainer should demonstrate each step in detail, actually doing the steps of the task and explaining each step, one at a time, while the trainee watches. This should be followed by training in real life clinical set up

Showing finished products at each appropriate step will help the learner understand what is required as outcome. While demonstrating, the trainer should explain why each step is done in the way it is done.

## EQUIPMENT LIST

1. Little Anne
2. Ambu Mask (Adult)
3. AED Trainer with Adult Pad
4. Pocket Mask
5. Stop
6. Watch
7. Oxygen Cylinder
8. Oxygen Key
9. Oxygen Cylinder Trolley
10. Hospital Bed,
11. Bedside Locker
12. Cardiac Table
13. Bed Sheet
14. Pillow
15. Pillow Cover
16. Blanket
17. Student
18. Chair
19. Wheel Chair
20. Walker
21. Crutch
22. Table (3 ft by 6 ft)
23. Cupboard
24. Stretcher
25. Cane,
26. Back Rest
27. Foot Rest
28. Steel Basin
29. Bed pan
30. Urinal (Male & Female)
31. Air Cushion,
32. Sand Bag
33. Weighing Machine
34. Fire Extinguisher
35. Oral Care Set
36. Steel Tray
37. Artery
38. Forceps
39. Dissecting Forceps
40. Scissor
41. Nail Cutter
42. Nail Filer
43. Splint



44. Cervical Collar,
45. Spine Board
46. Steel Plate
47. Steel Glass
48. Steel Bowl
49. Spoon
50. Steel Jug
51. Bath Tub,
52. Kidney Tray
53. IV Stand
54. Measuring Glass
55. Measuring Tape
56. Projector
57. White Board,
58. Extension Cord
59. Speaker
60. Writing Pad
61. Goggles
62. Towel
63. Gown
64. Gloves (disposable) – packet
65. Gloves (surgical) – packet
66. Liquid Soap Bottle
67. Mask – packet
68. Shoe
69. Cover – packet
70. Hair Cap – packet
71. Mackintosh
72. Sponge Cloth
73. Wet Wipes – packet
74. Comb
75. Tooth Brush
76. Toothpaste
77. Hair Oil
78. Shampoo Bottle
79. Bath Soap,
80. Talcum powder
81. Different Color Plastic Bags with Dustbins
82. Uro bag
83. Sample
84. Collection Bottle
85. Gauze Piece (4X4)
86. Betadine Solution Bottle
87. Cotton Rolls,
88. Normal Saline Bottle
89. Micropore

90. Spatula
91. Blood Concentrate
92. Hydrogen Peroxide
93. Bottle
94. Cleaning Solution (Colin)
95. Syringe destroyer
96. Syringe Sterilizer
97. Needle
98. burner
99. Thermometer
100. Syringe 50 cc/ml
101. B.P. Monitoring Machine
102. Call bell
103. Enamel basin
104. Hot Water Bottle
105. Ice caps
106. Transfer forceps
107. Drum
108. Suction
109. Apparatus
110. Foley catheter
111. Euro bags
112. Suction Catheter
113. Ryle's tube
114. Vacutainer
115. (red/black/violet)
116. Tourniquet
117. Examination table
118. Rubber sheet
119. Draw Sheet

## LIST OF ABBREVIATIONS

AED	Automated external defibrillator
B. Sc.	Bachelor of Science
BMW	Bio-medical waste
BVMs	Bag-Valve-Masks
CPR	Cardio Pulmonary Resuscitation
GCA	Geriatric Care Assistant
GNM	General Nurse & Midwife
MS	Microsoft
NSQF	National Skills Qualifications Framework
PPE	Personal Protective Equipment
NGO	Non-Governmental Organization
RT Feeds	Ryle's Tube Feeds
HSSC	Health Sector Skill Council
IEC	Information Education Communication
IPC	Inter Personal Communication
GDA	Geriatric Duty Assistant
BCC	Behaviour Change Communication

MOHFFEN

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