

Ministry of Health and Family Welfare

2017

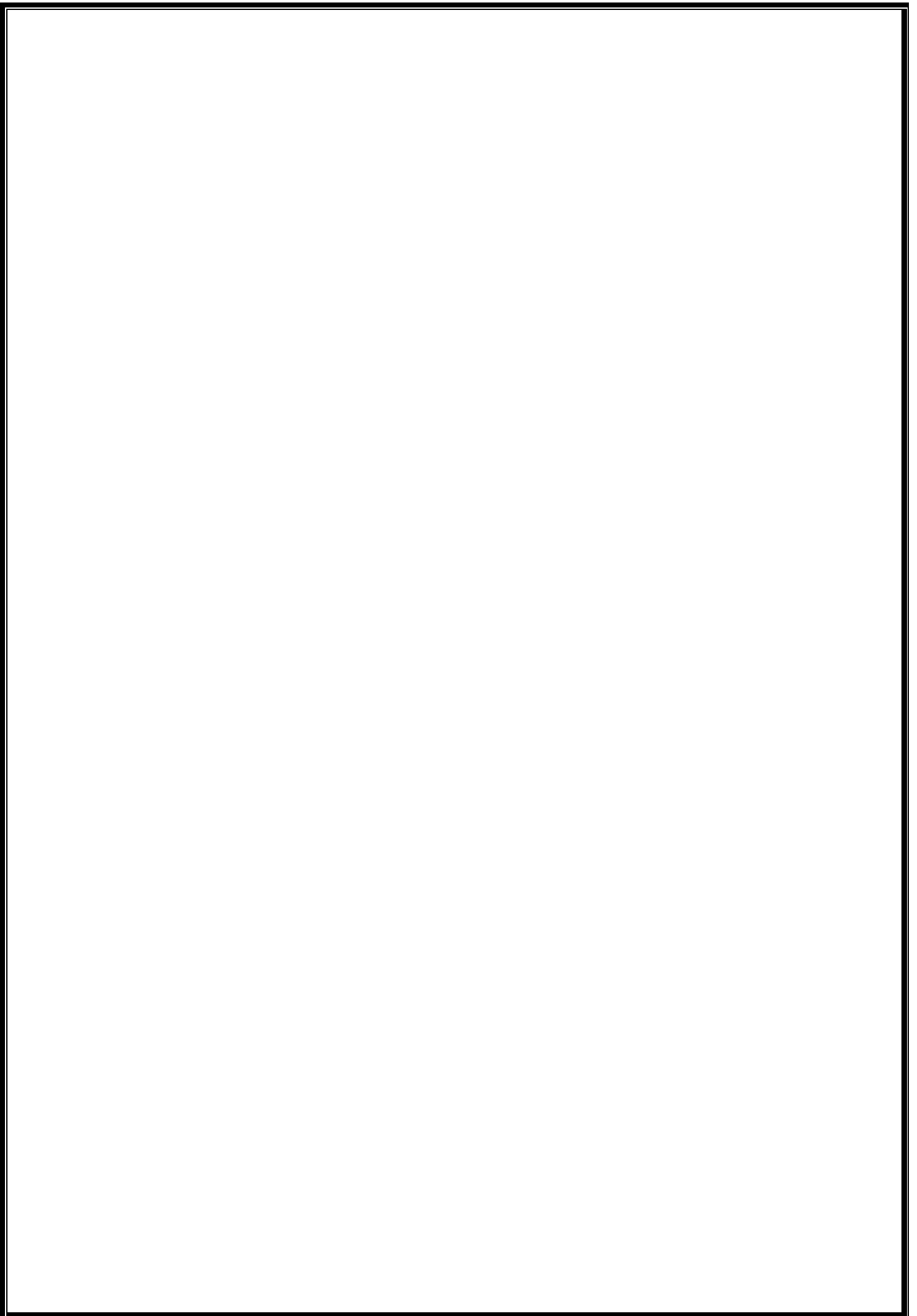


सत्यमेव जयते

Short Term Training Curriculum
Handbook
HOME HEALTH AIDE



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



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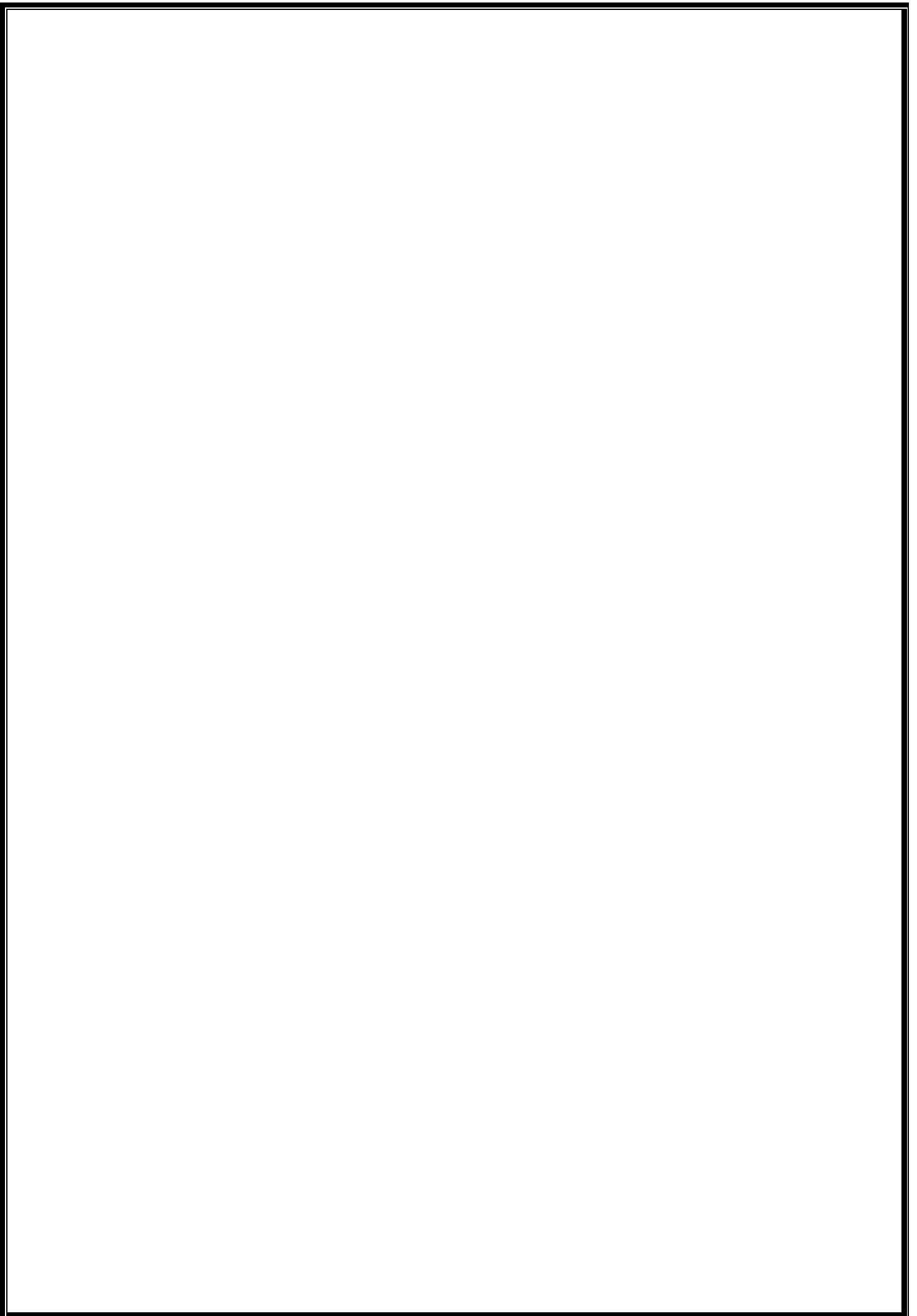


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INTRODUCTION TO THE SKILLS BASED TRAINING CURRICULA

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. This 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 for gaining knowledge and want to move up the traditional career pathway.

Who is a Home Health Aide?

A home health aide is a trained and certified health-care worker who provides assistance to a patient in the home with personal care (as hygiene and exercise) and light household duties (as meal preparation) and who monitors the patient's condition—abbreviation HHA.

Scope of practice

Home Health Aides provide assistance to recovering or chronically ill, the elderly, and to those who provide care and sometimes need relief from the physical and emotional stress of caregiving. Many home health aides also work in assisted living facilities, which provide independent living in a homelike group environment, with professional care available as needed. As advances in medicine and technology extend the lives of people with chronic illnesses, the number of people needing health care will increase. The need for home health aides will also increase.

As per the training module at the end of the training, the candidate would be certified to perform following activities—

1. Assist patient in bathing
2. Assist patient in grooming
3. Assist individual in dressing-up
4. Support patient to eat and drink
5. Assist individual in maintaining normal elimination
6. Prevent and control infection in the home setting
7. Communicate with geriatric/paralytic/ immobile patient and their care givers
8. Enable geriatric/paralytic/ immobile patient to cope with changes to their health and well-being
9. Implement interventions with geriatric/paralytic/immobile patient at risk of falls
10. Act within the limits of your competence and authority
11. Work effectively with others
12. Manage work to meet requirements
13. Maintain a safe, healthy and secure environment
14. Practice Code of conduct while performing duties
15. Follow biomedical waste disposal protocols

Minimum Entry requirement

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

Minimum Course duration

It is recommended that any programme developed from this curriculum should have a minimum duration of 644 (190 hours for theory, 294 hours of practical and 160 hours of internship) to qualify as an entry level professional in the field of Home Health Aide.

Teaching faculty and infrastructure:

1. Should be at the position of a Healthcare Instructor
2. B.Sc. (Nursing) with two years of experience or GNM with three years of experience
3. Should be able to perform and train the patient related skills

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

Learning Outcomes: At the completion of this module, the student should be able to perform the following:

1. Demonstrate the ability to perform clinical skills essential in providing basic healthcare services.
2. Demonstrate professional behavior, personal qualities and characteristics of a Home Health Aide.
3. Apply principles of patient rights in a various simulated situations.
4. Demonstrate communication process of a home health aide, which also reflects professional appearance and a positive attitude.
5. Practice infection control measures.
6. Demonstration of various positions used for the patient for reducing complications.
7. Demonstrate safe and efficient interventions for patient safety.
8. Demonstrate techniques to maintain the personal hygiene needs of a patient.
9. Demonstrate techniques to meet the elimination pattern of patients.
10. Obtain accurate measurements of parameters required of patients.
11. State principles of nutritional support of the patient.
12. Demonstrate actions in the event of medical and facility emergencies.
13. Apply the skills for geriatric/paralytic/ immobile patient to cope with changes to their health and well-being.

MODULE – 1: FOUNDATION MODULE – INTRODUCTION TO HOME HEALTH AIDE PROGRAMME

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

1. Understand the healthcare scenario in India
2. Understand the duties and responsibilities of a HHA
3. Learn the scope of work for a HHA
4. Adhere to legislation, protocols and guidelines relevant to one's role and field of practice
5. Work within organizational systems and requirements as appropriate to one's role
6. Recognize the boundary of one's role and responsibility and seek supervision when situations are beyond one's competence and authority
7. Maintain competence within one's role and field of practice
8. Understand the art of effective communication with various stakeholders like patients, their relatives, nurses, etc.
9. Give facts and avoid opinions unless asked for
10. Learn how to identify rapidly changing situations and adapt accordingly
11. Handle effective communication with patients & family
12. Have a basic working knowledge of computers
13. Understand the important of first aid and triage
14. Understand his/her role in disaster preparedness and management

Content –

S. No.	Topics	Hours		
		Theory	Practical	Total
1.	Introduction to healthcare and hospitals	3	2	5
2.	Introduction to the General Duty Assistant program	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
TOTAL		20	50	70

Detail of Topics

1. Introduction to healthcare and hospitals

- a. Healthcare delivery system in India at primary, secondary and tertiary level
- 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 terminology

2. Introduction to the Home Health Aide program

- a. Duties and responsibilities of an HHA

- b. Do's and Don'ts
- c. Requirements to become a certified Home Health Aide

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
 - 1. process of checking each equipment
 - 2. reporting error to the Dietician
 - 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 the reporting officer/ nurse/ MO

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. Handling objections
- d. Gather information from observation, experience and reasoning
- e. Identification of rapidly changing situations and adapt accordingly
- f. Planning and organization of work

6. Communication (only basics, may be dealt with in detail in its dedicated module)

- 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 in charge
- 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. Resource management

Equipment required-

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

Assessment -

S. No.	Assessment Criteria for the Assessable Outcomes	Marks Allocation		Total Marks Allocation
		Viva/ Theory	Skills Practical	
1.	Explain the role of a Home Health Aide	10	0	10
2.	Describe the ethical considerations of his/her job as an HHA	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	0	5
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.	Identify the various equipment for anthropometric measurement	0	5	5
9.	Demonstrate the steps for measuring weight and record on the recording/ reporting sheet	0	5	5
10.	Demonstrate the steps for measuring height of a child/ length of an infant and record on the recording/ reporting sheet	0	5	5
11.	Demonstrate the steps for measuring arm circumference and record on the recording/ reporting sheet	0	5	5
12.	Explain the importance of treating confidential information correctly	10	0	10
13.	Demonstrate basic first aid and CPR	0	30	30
14.	Describe precautions in the event of a disaster	5	5	10
15.	Demonstrate the basic use of computers and aspects related to data handling	0	10	10
Total		50	150	200

MODULE – 2: INTRODUCTION TO HUMAN HEALTH

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

1. List essential nutrients
2. Describe the value of nutrition in health and sickness
3. Define malnutrition and list nutritional deficiencies
4. List the structure and functions of the various systems of body
5. Demonstrate personal hygiene for self and individuals' health
6. Demonstrate basic sanitation at home
7. Describe the importance of safe water for health
8. Describe the importance of safe disposal of waste and its role in prevention of diseases
9. Describe the relationship between body and mind
10. List signs of mental illness
11. Describe the process of ageing
12. Understand epidemiological concept of occurrence of communicable diseases

Content -

S. No.	Topics	Hours		
		Theory	Practical	Total
1.	Nutrition	10	5	15
2.	Human Body and hygiene	10	5	15
3.	Environmental Sanitation	10	10	20
4.	Mental Health	10	10	20
TOTAL		40	30	70

Detail of Topics

- 1. Nutrition**
 - a. Essential nutrients
 - b. Nutritional problems Nutritional deficiencies
- 2. Human Body and hygiene**
 - a. The human body-Structure and functions of human body
 - b. Personal and individual hygiene Care
- 3. Environmental Sanitation**
 - a. Environment and ecology for healthy living
 - b. Safe water
 - c. Disposal of excreta and waste
- 4. Mental Health**
 - a. Concept of mental health
 - b. Mental illness
 - c. Old age care

Assessment:

S. No.	Assessment Criteria for the Assessable Outcomes	Marks Allocation		Total Marks Allocation
		Viva/ Theory	Skills practical	
1.	List essential nutrients	5	10	15
2.	Describe classification of food and their nutritive values and functions	10	40	50
3.	Explain importance of nutrition in health and sickness	10	40	50
4.	State functions of different organs	5	10	15
5.	Demonstrate how to Care for sick to maintain their personal hygiene and comfort	5	20	25
6.	Explain the importance of basic sanitation at home	2	18	20
7.	Demonstrate how to purify water	5	10	15
8.	State the hazards due to waste	10	10	20
9.	Identify the factors necessary for normal mental health	10	0	10
10.	Describe how you will guide family members in the event of a mental illness	5	10	15
11.	Demonstrate the provision of need based care	5	10	15
Total		72	178	250

MODULE – 3: ASSIST NURSE 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. Have the 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. Be aware of washing procedures from cleanest to dirtiest
7. Observe, list and report unusual findings
8. Be aware of 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 -

S. 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
TOTAL		25	35	60

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 to promote independence
- 3. Type of baths 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 the 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 -

S. No.	Assessment Criteria for the Assessable Outcomes	Marks Allocation		Total Marks Allocation
		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

S. No.	Assessment Criteria for the Assessable Outcomes	Marks Allocation		Total Marks Allocation
		Viva/ Theory	Skills practical	
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
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
Total		52	148	200

MODULE – 4: ASSIST NURSE 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. Use 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 case of dentures and unconscious patients

Content -

S. 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
TOTAL		25	35	60

Detail of Topics

1. Procedures

- a. Maintaining the patient's privacy
- b. Promoting independence by encouraging the patient to do as much as 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 of hair
- c. Infection control principles to choose the appropriate hair care tool
- d. Condition of hair and scalp
- e. Care of matted or knotted hair
- f. Identification, listing and reporting of unusual findings such as sores, crusts, dandruff or hair loss
- g. 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. Naming and storing of dentures

- e. 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
- f. 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 required-

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 -

S. No.	Assessment Criteria for the Assessable Outcomes	Marks Allocation		Total Marks Allocation
		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
13.	Describe conditions which would require mouth care be provided every two hours	10	0	10
Total		25	105	130

MODULE – 5: 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 -

S. 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	2	3	5
4.	Assisting with various types of garments	2	3	5
TOTAL		11	14	25

Detail of Topics

- 1. Principles while dressing/undressing**
 - a. Maintaining the patient's privacy
 - b. Promoting independence by encouraging the patient to do as much as possible
 - c. Importance of taking into consideration patient preferences in selecting 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. The 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 -

S. No.	Assessment Criteria for the Assessable Outcomes	Marks Allocation		Total Marks Allocation
		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
Total		25	45	70

MODULE – 6: 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 verifying the patient's diet and restrictions
3. Assist in elimination and oral care prior to feeding
4. Learn how to measure and record input
5. Perform oral care and grooming before feeding
6. 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 -

S. 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
TOTAL		6	9	15

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 -

S. No.	Assessment Criteria for the Assessable Outcomes	Marks Allocation		Total Marks Allocation
		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
Total		37	163	200

MODULE – 7: ASSIST PATIENT IN MAINTAINING NORMAL ELIMINATION

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

1. Respond promptly to patients' 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. 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. Observe urine and stools for routine as well as special reporting

Content -

S. 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
TOTAL		8	22	30

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. Diarrhoea
- b. Urinary tract infections
- c. Constipation/faecal 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 -

S. No.	Assessment Criteria for the Assessable Outcomes	Marks Allocation		Total Marks Allocation
		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
Total		55	145	200

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 -

S. 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
TOTAL		25	35	60

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 -

S. No.	Assessment Criteria for the Assessable Outcomes	Marks Allocation		Total
		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
Total		50	50	100

MODULE – 9: COMMUNICATE WITH GERIATRIC /PARALYTIC/ IMMOBILE PATIENT AND THEIR CARE-GIVERS

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

1. Introduce himself to geriatric/paralytic/ immobile patients and their care-givers, and provide all the relevant information necessary to begin working with them
2. Ensure that patients and their care-givers are made to feel comfortable, and that they understand their needs are important and are being addressed
3. Explain to geriatric/paralytic/ immobile patients and their care-givers, his/her roles and responsibilities in relation to their care, and outline the constraints that could limit movement
4. Discuss with patients and their care-givers their own roles and responsibilities for the care of the patient
5. Respond to any concerns that patients and their care-givers might have about his/her ability to work with them
6. Encourage patients and their care-givers to ask questions and to seek clarification on any issues
7. Attempt to establish a rapport with patients and their care-givers that enables a good relationship
8. Respond sensitively to any issues raised by patients and their care-givers
9. Respect human rights of patients and their care-givers
10. Provide clear information on how to contact the service to obtain assistance if required
11. Identify any communication differences that exist, and try to address these using appropriate communication methods
12. Discuss the purpose of communication with the patient and their care-givers, and identify their preferred ways of communicating
13. Confirm with geriatric/paralytic/ immobile patients who they wish to be involved in the communication

S. No.	Topics	Hours		
		Theory	Practical	Total
1.	Effective communication	5	5	10
2.	Active listening	2	3	5
3.	Developing therapeutic relationships	2	3	5
4.	The Client and their care givers	2	3	5
TOTAL		11	14	25

Detail of topics

1. **Effective communication**
 - a. Principles of effective communication
 - b. Physical and emotional barriers to effective communication.
 - c. Communication techniques to be used with individuals having special needs (e.g. impairment of vision, hearing, aphasia, and/or cognition)
2. **Active listening**
3. **Developing therapeutic relationships**
 - a. Definition of a therapeutic relationship
 - b. Ways to establish a therapeutic relationship; planned, purposeful, built on trust
 - c. How personal attitudes of illness and dependency affect establishing a therapeutic relationship

d. Identification of the caregiver's role in ways to foster independence for the care recipient

4. Patients and their care givers

- a. Impact of the actual care setting/environment on the following: the care recipient, the therapeutic relationship, and care recipient's adjustment to care
- b. Discuss individual rights in terms of autonomy, privacy, confidentiality, and freedom from abuse, neglect and mistreatment in the care setting
- c. Understand the impact on a person in becoming a recipient of care
- d. Appreciate the impact of the actual care setting/ environment.

Assessment -

S. No.	Assessment Criteria for the Assessable Outcomes	Marks Allocation		Total Marks Allocation
		Viva/Theory	Skills practical	
1.	Demonstrate the process to introduce yourself to geriatric/paralytic/ immobile patients and their care-givers, and describe the relevant information to be provided to them	5	5	10
2.	Demonstrate the behavior to be executed, with patients and their care-givers, such that they are made to feel comfortable.	0	10	10
3.	Explain to the geriatric/paralytic/ immobile patient and their care-givers, his/her roles and responsibilities in relation to their care, and outline the constraints that could limit movement	0	30	30
4.	Demonstrate how to discuss with patients and their care-givers their own roles and responsibilities for the care of the patient	5	15	15
5.	Describe the rights of the geriatric/paralytic/ immobile patient and their care-givers	10	0	10
6.	Describe the information to be provided on how to contact the service to obtain assistance if required	5	5	10
7.	Discuss the purpose of communication with the patient and their care-givers, and identify their preferred ways of communicating	10	5	15
Total		35	70	100

MODULE – 10: 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. Establish a supportive relationship with the patient, and agree with them on the roles and responsibilities of their care-givers
2. 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

S. 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
TOTAL		15	30	45

Detail of Topics:

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

Assessment -

The candidate should be assessed on his abilities to do the following activities:

S. No.	Assessment Criteria for the Assessable Outcomes	Marks Allocation		Total Marks Allocation
		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
Total		20	60	80

MODULE – 11: 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

S. No.	Topics	Hours		
		Theory	Practical	Total
1.	Injuries and injury prevention	2	10	12
2.	Preparedness for injuries and emergencies	2	10	12
TOTAL		4	20	24

Detail of 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

Assessment -

S. No.	Assessment Criteria for the Assessable Outcomes	Marks Allocation		
		Viva/Theory	Skills practical	Total
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
	TOTAL	30	25	55

EQUIPMENT LIST:

1. Bed with mattress
2. Patient Side Locker
3. Back Rest
4. Foot Step
5. Cardiac Table
6. Bed Sheet, Blanket, Pillow with Pillow Cover
7. I V Set-up
8. Oxygen Cylinder with Connector, Key, Face Mask and tubing
9. Cupboard
10. Suction Apparatus
11. Thermometer
12. Enamel Basin
13. Rubber Sheet 2 x 2 Mts (2 sets)
14. Draw Sheet
15. Air Cushion
16. Sand Bag
17. Fire Extinguisher 5 KG ABC type
18. Weighing Machine
19. Oral care Set
20. Urinal Set (1 Male + 1 Female)
21. Bed Pan
22. Scissor (3)
23. Nail Cutter (5)
24. Nail Filer (5)
25. Steel Plate (2)
26. Steel Glass (5)
27. Steel Bowl (5)
28. Spoon (10)
29. Steel Jug (5)
30. Bath Tub
31. Measuring Glass
32. Goggles (5)
33. Towel (5)
34. Gown (5)
35. Stop Watch (5)
36. Prosthesis (3)
37. Glasses (3)
38. Mortar and Pestle (2)
39. Ryle's tube
40. Shaving Kit
41. Desktop, Intel Core I3, with 2 GB Ram, 500 GB Hard Disk with accessories
42. T V Monitor 42 Inch LCD TV/ LCD Projector
43. White Board
44. Extension Cord
45. Speakers 40 Watt set of two Printer with Scan and copy function Wi-Fi with economical printing

46. Full Body Mannequin - Basic
47. CPR Mannequin
48. Airway Mannequin (3)
49. Ambu Bag with Mask (Adult)
50. AED Trainer with Adult Pad
51. Male Multi Venous IV Arm
52. Advanced Male and Female Catheterization Kit
53. Wound care Model Anatomical
54. Wheel Chair
55. Walker
56. Crutch
57. Malleable Splint set of Large Medium and Small (3)
58. Cervical Collar Set of Large Medium and Small (3)
59. Gloves (disposable) - packet 5
60. Gloves (surgical) - packet 5
61. Liquid Soap Bottle (4)
62. Mask - packet (2)
63. Shoe Cover - packet (2)
64. Hair Cap - packet (2)
65. Mackintosh (4)
66. Sponge Cloth (4)
67. Registers (attendance 2, record book 2,) Pens, Pencil Erasers, Sharpeners, Marker pens 10 each)
68. Duster (2)
69. Paper (Ream of 500) (2)
70. Cleaning Solution (Colin) (2)
71. Syringe 50 cc/ml (5)
72. Diaper & Sanitary pads (All Sizes) (2)
73. Hot Water Bottle (5)
74. Ice caps (5)
75. Mock kitchen and kitchen facility (5)
76. Foley catheter (2)
77. Euro bags (2)
78. Suction Catheter (2)
79. Ryle's tube (2)

CLINICAL TRAINING:

Training should be provided in the home and hospital set up, and students should visit their nearest Primary Health Centres, Private Nursing Homes, and Community Health Centres in the region. They should participate in immunization programs, Pulse Polio Program and Revised National Tuberculosis Control Program.

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.

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