

# **Caregiver**

**Short Term Curriculum**

**(Competency Based)**



**Council for Technical Education and Vocational Training**  
**CURRICULUM DEVELOPMENT DIVISION**  
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## ***Introduction***

This competency based curriculum for **Caregiver** is designed to produce competent human resources equipped with knowledge, skills, and attitudes related to the care giving occupation. In this curriculum, the trainees will practice care giving skills. Once the trainees acquire the competencies specified in the curriculum, they will have ample opportunities for wage / self employment through which they will contribute in the national streamline of poverty reduction in the country.

## ***Aim***

The aim of the curricular program is to produce and supply competent **Caregivers** equipped with knowledge, skills and attitude necessary for care giving activities so as to fulfill the need of such human resources in the country.

## ***Objectives***

After the completion of program trainees will be able to:

1. Create safe, healthy and stimulating in home/ workplace environment.
2. Provide care on common human diseases
3. Provide nutritional services to the clients
4. Respond to work place emergencies that needs medical help
5. Carry out first aid services
6. Apply comfort measures for the clients
7. Provide hygienic care services to the clients
8. Monitor the well being of the clients
9. Carry out maternal and child care services

## ***Program Description***

This curriculum is based on the tasks required for Care giving at various home, workplaces such as Day care centers, Children Homes/Orphanages, Elderly Homes, Private Homes, Hospital/Health Centers, Rehabilitation Centers, and Private Care Centers in the country and abroad.

This curriculum consists of five subjects (1) Environment, Health and Sanitation (2) Nutrition, (3) Emergency and First Aid, (4) Hygienic Care and (5) Maternal and Child Care.

The duration of particular subject will be as mentioned in the course structure. There will be demonstration by instructors/trainers and the opportunity to practice the skills/tasks, included in this curriculum, by the trainees. Trainees will practice & learn skills using typical tools, equipment, machines, and materials necessary for the program.

## ***Course Duration***

The total duration of the course extends over 3 months (Total 390 hours).

## ***Target Group***

The target group for this training program will be all interested individuals with educational prerequisite of minimum class eight pass.

## ***Target Location***

The target location for this training program will be all over Nepal.

## ***Group Size***

The group size for this training program will be maximum 20, provided all necessary resources to practice the tasks/ competencies as specified in this curriculum.

## ***Medium of Instruction***

The medium of instruction for this program will be Nepali or English or both

### ***Pattern of Attendance***

The trainees should have at least 90% attendance during the training period to get the certificate.

### ***Entry Criteria***

Individuals who meet the following criteria will be allowed to enter into this curricular program:

- Minimum of class eight pass
- Nepali citizen
- Minimum of 18 years of age

### ***Instructional Media and Materials***

The following instructional media and materials are suggested for the effective instruction and demonstration.

- ***Printed Media Materials*** (Assignment sheets, Case studies, Handouts, Information sheets, Individual training packets, Procedure sheets, Performance Check lists, Textbooks etc.).
- ***Non-projected Media Materials*** (Display, Models, Flip chart, Poster, Writing board etc.).
- ***Projected Media Materials*** (Overhead transparencies, Slides etc.).
- ***Audio-Visual Materials*** (Audiotapes, Films, Slide-tape programs, Videodiscs, Videotapes etc.).
- ***Computer-Based Instructional Materials*** (Computer-based training, Interactive video etc.).

### ***Teaching Learning Methodologies***

The methods of teachings for this curricular program will be a combination of several approaches. Such as Illustrated Lecture, Group Discussion, Demonstration, Simulation, Guided practice, Practical experiences, Fieldwork and Other Independent learning.

- Theory: Lecture, Discussion, Assignment, Group work.
- Practical: Demonstration, Observation, Guided practice and Self-practice.

### ***Students Evaluation Details***

- Continuous evaluation of the trainees' performance is to be done by the related instructor/trainer to ensure the proficiency over each competency under each part of the subjects.
- Related technical knowledge learnt by trainees will be evaluated through written or oral tests as per the nature in the institutional phase of training.
- Trainees must pass the skill Testing Board examination
- There will be three internal evaluations and one final evaluation at institution.
- The ratio between internal and final examination of knowledge test will be 20:80 but for the performance test it will be 80:20.


### ***Trainers' Qualification (Minimum)***

- PCL Nursing graduate
- Good communicative and instructional skills
- Experience in related field

### ***Trainer-Trainees Ratio***

- In theory classes 1(trainer): 20 (trainees)
- In practical classes (in workshop and laboratory) 1(trainer): 10 (trainees)

### ***Suggestions for Instruction***

-  **Select objectives**
  - Write objectives of cognitive domain.
  - Write objectives of psychomotor domain.
  - Write objectives of affective domain

#### **✚ Select subject matter**

- Study subject matter in detail.
- Select content related to cognitive domain.
- Select content related to psychomotor domain.
- Select content related to affective domain.

#### **✚ Select instructional methods**

- Teacher centered methods: like lecture, demonstration, question answers inquiry, induction and deduction methods.
  - Student initiated methods like experimental, field trip/excursion, discovery, exploration, problem solving, and survey methods.
  - Interaction methods like discussion, group/team teaching, microteaching and exhibition.
  - Dramatic methods like role play and dramatization
- ✚ Select Instructional method (s) on the basis of objectives of lesson plans and KAS domains.
- ✚ Select appropriate educational materials and apply at right time and place.
- ✚ Evaluate the trainees applying various tools to correspond the KAS domains.
- ✚ Make plans for classroom / field work / workshop organization and management.
- ✚ Coordinate among objectives, subject matter and instructional methods.
- ✚ Prepare lesson plan for theory and practical classes.
- ✚ Deliver /conduct instruction / program.
- ✚ Evaluate instruction/ program.

#### **Special suggestion for the performance evaluation of the trainees**

- Perform task structure.
- Develop a detail task performance checklist.
- Perform continuous evaluation of the trainees by applying the performance checklist.

#### **Provide trainees the opportunities to practice the task performance demonstration**

- Provide opportunity to trainees to have guided practice.
- Create environment for practicing the demonstrated task performance.
- Guide the trainees in each and every step of task performance.
- Provide trainees to repeat and re-repeat as per the need to be proficient on the given task performance.
- Switch to another task demonstration if and only trainees developed proficiency in the task performance.

#### ***Other suggestions***

- Apply principles of skill training.
- Allocate 20% time for theory classes and 80% time for task performance while delivering instructions.
- Apply principles of learning relevant to the learners' age group.
- Apply principles of intrinsic motivation.
- Facilitate maximum trainees' involvement in learning and task performance activities.
- Instruct the trainees on the basis of their existing level of knowledge, skills and attitude.

#### ***Certificate Requirements***

The related training institute will provide the certificate of "Caregiver" to those trainees who successfully complete the prescribed course and conducted evaluation.

#### ***Possible Places for Field Practice***

- Day care centers
- Children Homes/Orphanages
- Elderly Homes

- Private Homes
- Hospital/Health Centers
- Rehabilitation Centers
- Private Care Centers (Entrepreneurship)

### ***Possible Areas for Job Placement***

The Caregivers will be employed/ self employed in following areas:

- Day care centers
- Children Homes/Orphanages
- Elderly Homes
- Private Homes
- Hospital/Health Centers
- Rehabilitation Centers
- Private Care Centers (Entrepreneurship)
- Foreign Employment

### ***Physical Facilities***

The theory class rooms at least should have area of 10 square feet per trainee and in the workshop it should be at least of 30 square feet per trainee. All the rooms and laboratory should be well illuminated and ventilated.

- Well equipped classroom – 1
- Well equipped lab (practical room) – 1
- Hostel (optional) – 1
- Office room – 1
- Principal's room – 1
- Administrative staff's room – 1
- Teaching staff room – 1
- Meeting room – 1
- Store room – 1
- Audio/Visual room – 1
- Vehicle (optional) – 1
- Computer with multimedia (optional) – 1
- OHP – 1
- Library with equipped facility – 1

### ***Tools, Equipment and Materials***

Dolls, puppets, colors, chart papers, sphygmomanometer, stethoscope, kidney tray, forceps, thermometer, posters, steel basins, plastic bucket, towel, bed, bed sheet, pillow, blanket, mattress, urinal, bed pan, record book, note book, pens, rulers, gloves, weighing machine (adult/child), jug, mug, moisturizing lotion, tooth paste, tooth brush, nail cutter, shampoo, comb, oil, mackintosh, gown, spirit, betadin, savlon, cotton, gauze piece, bandages, handiplast, adhesive tape, mask, chart papers, whole body dummy, scissors, tongue depressor, catheters, diapers, bathing tub, soaps, cleaning clothes, laundry, iron, bowl, spoon, glass, plates, cooking pad, stoves, gas, food, wheel chair Napkin, first aid kit, bips, measuring tape, measuring jug, Naso Gastric Tube, machine, thread, baby toilet, crip, growth chart, immunization chart, dustbin, torch light, Skipping, ball, music system, cassettes, real objects, AV aids, pencils, eraser, sharpener, matching game, domino games, puzzles, lashing, shoes, building blocks, bamboo baskets, seasonal fruits, vegetables and crops, vacuum cleaner, refrigerator, OHP, computer, multimedia, camera, cradle

***Follow up Provision***

- First follow up: Six months after the completion of the program
- Second follow up: Six months after the completion of the first follow up
- Follow up cycle: In a cycle of one year after the completion of the second follow up for five years

### *Course structure of Caregiver*

S.N.	Subjects	Nature	Total hours
1	<b>Environment, Health, and Sanitation</b>	T+P	<b>80</b>
	I. Safe, Healthy and Stimulating Environment	T+P	15
	II. Care of pet animals	T+P	5
	III. Use of Amenities	T	10
	IV. Common Health Problems and Disease <ul style="list-style-type: none"> <li>• Child</li> <li>• Senior Citizens</li> <li>• Basic Procedure</li> </ul>	T+P	50
2	<b>Nutrition</b>	T+P	<b>50</b>
3	<b>Emergency and First Aid</b>	T+P	<b>80</b>
	I. Emergency	T+P	10
	II. First Aid	T+P	70
4	<b>Hygienic Care</b>	T+P	<b>90</b>
	I. Comfort Measures	T+P	30
	II. Hygienic Care Services	T+P	40
	III. Monitoring Wellbeing	T+P	20
5	<b>Maternal Care</b>	T +P	<b>45</b>
6	<b>Communication and Counseling (Note making, record keeping, reporting)</b>	T+P	<b>5</b>
7	<b>Entrepreneurship Development</b>	T+P	<b>40</b>
	<i>Total</i>		<b>390</b>



# ***Environment, Health and Sanitation***

## **Description**

This subject consists of the skills and knowledge related to environment, health and sanitation. It includes two parts. The first part includes the skills and knowledge related to Safe, Healthy and Stimulating Environment; and the second part to Common Human Diseases.

## **Objectives**

After the completion of this subject the trainees will be able to:

- Create safe, healthy and stimulating environment
- Promote awareness on common human diseases

## **Part I: Safe, Healthy and Stimulating Environment**

**Duration:** 15 hours (Theory 7 hour, Practical 8 hours)

## ***Competencies***

1. Develop practical concept of care giving
2. Apply legal and ethical aspects
3. Keep the workplace clean/tidy
4. Check/maintain tools/ equipment safely
5. Minimize/ noise/ air/ water/ soil pollution
6. Change decoration of the environment
7. Prepare Disposal of wastages
8. Keep sharp instrument/ medicine/ chemicals out of reach of children

## Task structure

**Task 1: Develop practical concept of care giving.**

Total Time: 1 hrs

Theory: 1 hrs

Practical: hrs

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> <li>1. Receive instruction.</li> <li>2. Define care giving</li> <li>3. Enlist roles of caregiver</li> <li>4. Identify factors affecting client and their family response to illness.</li> <li>5. Identify patient illness</li> <li>6. Facilitate to cope stress</li> <li>7. Assess the needs of clients</li> <li>8. Prepare plan for patient care</li> <li>9. Perform recording and reporting</li> <li>10. Follow precautions</li> <li>11. Keep records &amp; report correctly</li> <li>12. Explain ethic &amp; legal concept</li> </ol>	<p><b><u>Condition (Given):</u></b></p> <ul style="list-style-type: none"> <li>• Reading materials &amp; clients</li> <li>• Equipment &amp; supplies</li> </ul> <p><b><u>Task (What):</u></b></p> <p>Develop general concept of care giving</p> <p><b><u>Standard (How well):</u></b></p> <p>All the steps followed in sequence. Secured at least 60% score in knowledge test</p>	<p><b>Care giving:</b></p> <ul style="list-style-type: none"> <li>• Definition of care giving</li> <li>• Role and responsibilities of caregiver</li> <li>• Factors affecting client and their family response to illness</li> <li>• Perception of illness:               <ul style="list-style-type: none"> <li>➤ Why and how to perceive patient illness?</li> </ul> </li> <li>• Coping to illness:               <ul style="list-style-type: none"> <li>• How to cope illness</li> </ul> </li> <li>• Concept of basic needs of the clients:</li> <li>• Why, when and how to prepare plan for patient care               <ul style="list-style-type: none"> <li>• How to priority problem and its solution</li> <li>• Implement the solution as per priority</li> </ul> </li> <li>• Recording and reporting               <ul style="list-style-type: none"> <li>• Provide better care for patients</li> <li>• Prevent duplications of procedures</li> <li>• Prevent for further complications</li> <li>• Share information day to day activities</li> <li>• Legal protections</li> </ul> </li> </ul>

**Tools and Equipments:** Local materials as per need, Stationary materials

**Safety:**

## Task structure

### Task 2: Apply legal and ethical aspects

Total Time: 1hrs

Theory: 1 hrs

Practical: hrs

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> <li>1. Receive instruction</li> <li>2. Introduce ethics</li> <li>3. Enlist code of ethics</li> <li>4. Explain code of ethics</li> <li>5. Follow the legal responsibilities</li> </ol>	<p><b><u>Condition (Given):</u></b> Care giving environment (clients, care giver, family), local published ethical and legal materials, role play condition</p> <p><b><u>Task (What):</u></b> Apply legal and ethical aspects</p> <p><b><u>Standard (How well):</u></b> All the steps followed in sequence. Timely recording and reporting Secured at least 60% score in knowledge test</p>	<p><b>Legal and ethics:</b></p> <ul style="list-style-type: none"> <li>• Meaning of legal and ethics</li> <li>• Code of ethics</li> <li>• Importance, instruction of Legal responsibilities</li> </ul>

**Tools and Equipments:** Local materials as per need, stationary materials.

**Safety:**

## Task structure

### Task 3: Keep the work place clean/tidy.

Total Time: 3hrs  
Theory: 1 hrs  
Practical: 2 hrs

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> <li>1. Receive instruction.</li> <li>2. Collect clean water.</li> <li>3. Observe the work place.</li> <li>4. Select appropriate cleaning agents.</li> <li>5. Follow infection control procedures.</li> <li>6. Maintain adequately the ventilation, lighting, heating/cooling.</li> <li>7. Adhere to all time personal hygiene/health procedures.</li> <li>8. Conform beds and beddings relevant to health/hygiene and safety requirement</li> <li>9. Perform cleaning, polishing, sweeping.</li> <li>10. Identify floor type and surface texture so that suitable maintenance can be selected.</li> <li>11. Remove all waste properly.</li> <li>12. Use all mechanical equipments in accordance with relevant safety and manufacturer's specifications.</li> <li>13. Remove all dust, marks, spots without damaging furniture and furnishing.</li> <li>14. Position the furniture so well to be comfortable and convenient.</li> <li>15. Remove soiled linen properly.</li> <li>16. Decontamination soiled linen</li> <li>17. Clean toilets and bathrooms so well that it is free from stains, mildew, unpleasant odor, cobweb etc.</li> <li>18. Keep records.</li> </ol>	<p><b><u>Condition (Given):</u></b> Workplace, necessary tools, equipment and materials</p> <p><b><u>Task (What):</u></b> Keep the work place clean and tidy.</p> <p><b><u>Standard (How well):</u></b> All the steps followed in sequence. The work place kept clean and tidy.</p>	<ul style="list-style-type: none"> <li>• Introduction to housing and house keepings</li> <li>• Procedures</li> <li>• Safety precautions</li> </ul>

**Tools and Equipments:** Cleaning agents, vacuum cleaner, toilet disinfectant, dust spatula, floor mop, ladder, broom, gloves, mask, apron, cap and glass wiper.

**Safety:** Implement environment protection policy when keeping workplace clean.

## Task structure

### Task 4: Check / maintain tools/ equipment safely

Total Time: 2 hrs  
Theory: 30 min  
Practical: 1.30 hrs

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> <li>1. Receive instruction</li> <li>2. Collect tools and equipment</li> <li>3. Check the tools for proper functioning</li> <li>4. Maintain the tools</li> <li>5. Store the tools safely</li> <li>6. Check the equipment for proper functioning</li> <li>7. Maintain the equipment</li> <li>8. Store the equipment safely</li> <li>9. Keep records.</li> </ol>	<p><b><u>Condition (Given):</u></b> Demonstration or practical room, various tools and equipment</p> <p><b><u>Task (What):</u></b> Check / maintain tools and equipment.</p> <p><b><u>Standard (How well):</u></b> All the steps followed in sequence. Tools and equipment checked and maintained.</p>	<p><b>Tools and equipment checking and maintaining</b></p> <ul style="list-style-type: none"> <li>• Purposes.</li> <li>• Process and Procedure</li> <li>• Precautions</li> <li>• Keeping records</li> </ul>

**Tools and Equipments:** Various tools and equipment

**Safety:** Handle tools and equipment safely

## Task structure

### Task 5: Minimize noise/ air/ water/ soil pollution

Total Time: 1.30 hrs  
Theory: 1 hrs  
Practical: 30 min

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> <li>1. Receive instruction.</li> <li>2. Manage waste particles properly.</li> <li>3. Recycle or prepare compost manure from wastages.</li> <li>4. Manage polluted / waste water in drainage.</li> <li>5. Assure proper use of toilet.</li> <li>6. Incinerate/ bury/ recycle inorganic wastages.</li> <li>7. Minimize noise on handling the tools and equipment.</li> <li>8. Keep records.</li> </ol>	<p><b><u>Condition (Given):</u></b> Water, noise, air and soil sources and necessary tools, equipment and materials</p> <p><b><u>Task (What):</u></b> Minimize/ noise/ air/ water/ soil pollution</p> <p><b><u>Standard (How well):</u></b> All the steps followed in sequence. Manage pollution sources properly.</p>	<ul style="list-style-type: none"> <li>• Meaning of pollution</li> <li>• Sources of pollution</li> <li>• Methods of water purification <ul style="list-style-type: none"> <li>❖ Boiling</li> <li>❖ Chemical disinfection</li> <li>❖ Filtration</li> </ul> </li> </ul>

**Tools and Equipments:** Filter, chlorine tablets, pot, jug etc.

**Safety:** Pay attention while boiling water, cleaning well.

## Task structure

### Task 6: Change decoration of the environment.

Total Time: 30 min

Theory: 30 min

Practical: hrs

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> <li>1. Check the rooms.</li> <li>2. Remove the damage articles.</li> <li>3. Rearrange the posters and pictures with different ones.</li> <li>4. Set the furniture and things appropriately.</li> <li>5. Change the discolored things.</li> <li>6. Decorate room with flowers from own garden.</li> <li>7. Fold all the clothes and place them in properly.</li> <li>8. Keep records.</li> </ol>	<p><b><u>Condition (Given):</u></b> Room and decoration materials</p> <p><b><u>Task (What):</u></b> Change decoration of the environment.</p> <p><b><u>Standard (How well):</u></b> All the steps followed in sequence. Decoration of environment changed as per requirements.</p>	<ul style="list-style-type: none"> <li>▪ External and internal decoration.</li> <li>▪ Selection skill.</li> <li>▪ Market and shopping skill.</li> </ul>

**Tools and Equipments:** Decorate materials

**Safety:** Do not place electrical and electronic in wet and damp area.

Do not hang heavy loads in wall.

Do not place flower and spray deodorants without testing allergy.

## Task structure

### Task 7: Prepare Disposal of wastages

Total Time: 3 hrs

Theory: 1 hrs

Practical: 2 hrs

	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> <li>1. Receive instruction.</li> <li>2. Collect the wastage materials.</li> <li>3. Select the types of the waste.</li> <li>4. Choose appropriate method to dispose i.e. burying, incineration, recycling etc.</li> <li>5. Separate the organic waste to make compost fertilizer.</li> <li>6. Bury or incinerate the poisonous wastages.</li> <li>7. Manage polluted / waste water in drainage.</li> <li>8. Wash hands.</li> <li>9. Keep records.</li> </ol>	<p><b><u>Condition (Given):</u></b> Disposal site, wastage and materials</p> <p><b><u>Task (What):</u></b> Prepare Disposal of wastages</p> <p><b><u>Standard (How well):</u></b> All the steps followed in sequence. Wastage disposed at the disposal site.</p>	<p><b>Disposal of wastages/sewages:</b></p> <ul style="list-style-type: none"> <li>• Meaning</li> <li>• Methods</li> <li>• Precautions</li> </ul>

**Tools and Equipments:** Dust bin, spatula, broom etc.

**Safety:** Do not bury plastics and its forms

Do not touch wastages with naked hands.

## Task structure

**Task 8: Keep sharp instruments/medicines/chemicals out of reach of children.**

Total Time: 3 hrs  
Theory: 1 hrs  
Practical: 2 hrs

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> <li>1. Receive instruction.</li> <li>2. Keep articles properly.</li> <li>3. Introduce the clients about these sharp things: knife, scissors, blades, needles, sickle, axe etc.</li> <li>4. Keep all the medicines which are not prescribed by doctor out of reach of children because they are very harmful for children.</li> <li>5. Keep chemical fertilizers, pesticides, insecticides, petroleum liquids etc.</li> <li>6. Keep records</li> </ol>	<p><b><u>Condition (Given):</u></b> Keeping place, sharp instruments, medicines and chemicals</p> <p><b><u>Task (What):</u></b> Keep sharp instruments / medicines / chemicals out of reach of children.</p> <p><b><u>Standard (How well):</u></b> All the steps followed in sequence. Sharp instruments, medicines and chemicals kept at out of reach of children.</p>	<p><b>Keeping sharp instruments / medicines / chemicals out of reach of children.</b></p> <ul style="list-style-type: none"> <li>▪ Definition</li> <li>▪ Distinguishing</li> <li>▪ Methods</li> <li>▪ Safety and precaution</li> </ul>

**Tools and Equipments:** gloves, containers, etc

**Safety:** Do not use naked hand when working with chemicals.

## **Part II. Care of pet animals**

### **Description**

This subject consists of the skills and knowledge related to environment, health and sanitation. It includes Four parts. The second part includes the skills and knowledge related to Care of pet animals.

### **Objectives**

After the completion of this subject the trainees will be able to:

- Create safe, healthy and stimulating environment
- Promote awareness on common human diseases

## **Part II: Care of pet Animals**

**Duration: 5 hours**

### **Competencies**

1. Perform pet animals bathing
2. Perform nail cutting
3. Clean animal home/bed/cage
4. Feed balance diet
5. Perform simple treatment



## Task structure

### Task 1: Perform pet animals bathing

Total Time: 1 hrs

Theory: hrs

Practical: hrs

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> <li>1. Collect bathing tools, equipment.</li> <li>2. Prepare water according to the season.</li> <li>3. Prepare pet for bathing.</li> <li>4. Bath pet firstly by clean water.</li> <li>5. Shampooing the pet animals.</li> <li>6. Dry the pet animals.</li> <li>7. Perform combing for removing dust and fleabite.</li> </ol>	<p><b><u>Condition (Given):</u></b> Bathing tools and equipment, pet animals</p> <p><b><u>Task (What):</u></b> Perform pet animals bathing</p> <p><b><u>Standard (How well):</u></b> Remove the dust materials on the body of pet animals.</p>	<p>Knowledge on bathing. Grooming</p>

**Tools and Equipments:** Tub, brush, shampoo, towel, comb

**Safety:** If pet animals have skin problems, normally bath only one time on the months. skin allergy.

## Task structure

### Task 2: Perform nail cutting.

Total Time: 1 hrs

Theory: hrs

Practical: hrs

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> <li>1. Collect nail cutting tools, equipment.</li> <li>2. Prepare pet animals for nail cutting.</li> <li>3. Cut the nail</li> </ol>	<p><b><u>Condition (Given):</u></b> Nail cutting tools and equipment, pet animals</p> <p><b><u>Task (What):</u></b> Perform pet animals nail cutting</p> <p><b><u>Standard (How well):</u></b> Remove the nail ,dust &amp; trimming nail smoothly</p>	<p>Knowledge on nail cutting.</p>

**Tools and Equipments:** Nail cutter, cotton

**Safety:** Carefully trimming the nail.

## Task structure

### Task 3: Clean animals home/bed/cage.

Total Time: 1 hrs

Theory: hrs

Practical: hrs

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> <li>1. Collect the cleaning tools &amp; equipment..</li> <li>2. Use vacuum properly.</li> <li>3. Wash or clean by floor equipments.</li> <li>4. Wash or clean the bed by hot water with soap or saraf.</li> <li>5. Broom the cage floor &amp; wash by water.</li> </ol>	<p><b><u>Condition (Given):</u></b> Cleaning tools and equipment.</p> <p><b><u>Task (What):</u></b> Clean animal home/bed/cage</p> <p><b><u>Standard (How well):</u></b> Remove the dust, flea and good environment.</p>	<p>Knowledge of cleaning process.</p>

**Tools and Equipments:** Vacuum, broom, brush, surface cleaner, soap & water.

**Safety:** Safe from flea and allergy.

## Task structure

### Task 4: Feed balance diet.

Total Time: 1 hrs

Theory: hrs

Practical: hrs

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> <li>1. Receive instruction.</li> <li>2. Define balance diet.</li> <li>3. Identify the source of nutrients.</li> <li>4. Repair balance diet, food.</li> <li>5. Feed prepared food.</li> </ol>	<p><b><u>Condition (Given):</u></b> Provide food items.</p> <p><b><u>Task (What):</u></b> Feed balance diet</p> <p><b><u>Standard (How well):</u></b> All the steps followed in sequence</p>	<p>Knowledge on giving high quality food formula and balance diet.</p>

**Tools and Equipments:** Needed food.

**Safety:** Ensure rich food formula and proper digestion.

## Task structure

**Task 5: Perform simple treatment.**

Total Time: 1 hrs

Theory: hrs

Practical: hrs

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
1. Receive instruction. 2. Identify the case of treatment. 3. Provide first aid as required. 4. Record and report the detail of treatment. 5. Make appropriate referrals.	<p><b><u>Condition (Given):</u></b> First aid box.</p> <p><b><u>Task (What):</u></b> Perform simple treatment.</p> <p><b><u>Standard (How well):</u></b> All the steps followed in sequence. First aid treatment of well.</p>	Knowledge on first aid treatment of pet animals

**Tools and Equipments:** First aid box.

**Safety:.**

### Part III. Use of Amenities

#### Description:

This section is designed to provide the basic information use and function of home amenities, which are used in most of the family. Amenities include the concept of pleasant views, easy uses, looks, feeling and home safety.

#### Objective:

After its completion of this module the trainees will be able:

- Understand the meaning and concept of amenities
- Know the objectives of using these amenities
- Identify different types of amenities and products
- Acquire the basic concepts, context of uses, pre-cautions and safety measures.

Total Time : Theory 10 Hrs

- 1. Provide the basic concept of Kitchen Features and Amenities** **2 hrs**
  - **Appliances** -- Built-in or Free Standing -- Stainless / Colored / Cabinetry Match  
Wet Bars Dining Bars Under Cabinet Lighting / Recessed Lighting / Metal, Steel, Wine Refrigerators
  - **Dining Features**  
Space in Kitchen / Family Combination  
Formal Dining Room
- 2. Provide the basic concept of Flooring based Amenities** **1 hrs**
  - Carpeting, Concrete, Bamboo
  - Stone ,Tile Laminate, Wood Marble Wood
- 3. Provide the basic concept of Rooms** **1 hrs**
  - Home Theater, Media Room
  - Family Room / Workout Room
  - Downstairs' Bedroom Basement
  - Guest Quarters, Store
- 4. Provide the basic concept of Yard or outer space** **1 hrs**
  - Size of Swimming Pool / Sport pool
  - Fireplace or fire pit
  - Outdoor Kitchen Courtyard
  - Deck Tennis Courts Trees and Landscaping Gardens
- 5. Provide the basic concept of Home Energy Amenities and Features** **1 hrs**
  - Attic Fans
  - Ceiling Fans
  - Single Flush Toilets
  - Window Shutters
  - Solar Heat
  - Solar Screens

- Storm Windows

**6. Provide the basic concept of Bath Features** **1 hrs**

- Dual / Triple Sinks
- Built-in Dressing Vanities
- Vanity Shelves & Mirrors in Showers / Tubs
- Rain shower heads
- Stone / Tile Surfaces
- Outside Access
- Heated Floors

**7. Provide the basic concept of Home electronics** **1 hrs**

- GAS, TV, Computer,
- Washing Machine,
- Freeze, Air cooler,
- Tape, CCTV, Camera

**8. Provide the basic concept of Physical Exercise** **1 hrs**

- Sports materials
- Physical exercise items

**9. Provide the basic concept of Games and Toys** **1 hrs**

- Children toys and play stations

## **Part IV: Common Health problems and Diseases**

**Duration:** 50 hours

**Competencies:** Familiarize with following Conditions and manage simply according to instruction in:

### **A. Child**

1. Common Cold and cough
2. Diarrhoea
3. Fever
4. Hypothermia
5. **Nutrition (balance diet) deficiency disorder.**
6. Worm infestation

### **B. Senior citizen**

Familiarize with:

1. Urinary Incontinence
2. Constipation
3. Joint Pain
4. Back ache

### **C. Familiarize with following procedure:**

1. Bed sore prevention
2. Basic Exercise
3. Oxygen Therapy care
4. Sponge bath

## Task structure

Total Time: 3 hrs

Theory: 1 hrs

Practical: 2hrs

### Task 1: Provide care of person with common cold and cough

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<p><b>1.</b> Identify the person with cold and cough</p> <ul style="list-style-type: none"> <li>• See medical records (if available)</li> <li>• Recognize symptoms.</li> </ul> <p><b>2.</b> <u>Apply preventive and control measures</u></p> <ul style="list-style-type: none"> <li>▪ Keep the client away from dust, dirt, smoke, cold etc.</li> <li>▪ Feed the client liquid diets like orange juice, lemon water etc.</li> <li>▪ Keep the client warm.</li> <li>▪ Avoid contact of the client with other.</li> <li>▪ Keep the records.</li> </ul>	<p><b><u>Condition (Given):</u></b> Classroom, clinic, client, books, manuals, poster and chart</p> <p><b><u>Task (What):</u></b> Provide care of person with common cold and cough</p> <p><b><u>Standard (How well):</u></b> All the steps followed in sequence. Complication reduced. Secured at least 60% marks in knowledge test.</p>	<p><b>Common cold:</b></p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Mode of transmission</li> <li>• Sign and symptoms</li> <li>• Prevention and management</li> <li>• complication</li> </ul>

**Tools and Equipments:** Juice maker, hot water bag, record book, pencil.

**Safety:** Care giver should be attentive for not to transmit the disease.

Care giver should be aware of other clients for not to transmit the disease.

## Task structure

Total Time: 4 hrs  
Theory: 2 hrs  
Practical: 2 hrs

### Task 2: Provide care of client with Diarrhea.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> <li>1. Identify the person with diarrhea                             <ul style="list-style-type: none"> <li>• See medical records(if available)</li> <li>• Recognize symptoms.</li> </ul> </li> <li>2. Collect information</li> <li>3. Define the diarrhea.</li> <li>4. List out mode of transmission.</li> <li>5. Identify the seriousness problem of the client.</li> <li>6. Apply preventive and control measures                             <ul style="list-style-type: none"> <li>▪ Collect ORS powder.</li> <li>▪ Wash hand.</li> <li>▪ Mix ORS with 1 liters of safe drinking water.</li> <li>▪ Keep the client in comfort position.</li> <li>▪ Administer the solution.</li> <li>▪ Use the prepared ORS within 24 hours.</li> </ul> </li> <li>7. Keep the records.</li> </ol>	<p><b><u>Condition (Given):</u></b></p> <p>Classroom, clinic, client, books, manuals, poster and chart Demonstration ORS</p> <p><b><u>Task (What):</u></b></p> <p>Provide care of client with Diarrhea.</p> <p><b><u>Standard (How well):</u></b></p> <p>All the steps followed in sequence. Secured at least 60% marks in knowledge test.</p>	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Causes</li> <li>• Mode of transmission</li> <li>• Sign and symptoms</li> <li>• Prevention</li> <li>• Report &amp; refer</li> </ul>

**Tools and Equipments:** ORS powder, Measuring Jug, safe drinking water, Towel, Spoon, Glass, Soap

**Safety:** Caregiver should be attentive for not to transmit the disease.

Caregiver should be aware of other clients for not to transmit the disease.



## Task Structure

Total Time: 3 hrs  
Theory: 1 hrs  
Practical: 2 hrs

### Task 3: Provide care of client having fever:

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> <li>1. Collect information</li> <li>2. Collect tools</li> <li>3. Measure Temperature</li> <li>4. Management of fever                             <ul style="list-style-type: none"> <li>▪ Maintain ventilation.</li> <li>▪ Remove extra blanket.</li> <li>▪ Avoid over-crowd.</li> <li>▪ Give adequate fluid and nutritious diet.</li> <li>▪ Apply cold compress 10 to Fifteen minutes</li> <li>▪ Give antipyretics as doctor's prescription.</li> <li>▪ Take Temperature</li> </ul> </li> <li>5. Keep the records</li> </ol>	<p><b><u>Condition (Given):</u></b></p> <p>Classroom, clinic, client, books, manuals, poster and chart Demonstration the measure temperature</p> <p><b><u>Task (What):</u></b></p> <p>Provide care of client having fever .</p> <p><b><u>Standard (How well):</u></b></p> <ul style="list-style-type: none"> <li>• All the steps followed in sequence.</li> <li>• Reduced temperature</li> <li>• Client comfortable</li> </ul>	<p><b>Fever :</b></p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Symptoms of fever</li> <li>• Management of fever</li> <li>• Complication</li> <li>• Report &amp; refer</li> </ul>

**Tools and Equipments:** Well-ventilated room, Fluid and nutritious diet, bowl with cold water, sponge towel, thermometer, B.P. set

**Safety:** Use gloves while doing procedure.

## Task Structure

Total Time: 2 hrs  
Theory: 1 hrs  
Practical: 2hrs

### Task 4: Perform hypothermia care

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
1. Introduce hypothermia. 2. State the causes of hypothermia. 3. Management of hypothermia: <ul style="list-style-type: none"> <li>• Find out the cause of hypothermia.</li> <li>• Remove wet clothing, and replace it with dry blankets or sleeping bags.</li> <li>• Keep the client warm</li> <li>• Initiate active external re-warming with heat packs e.g. KMC, hot drinking water, Blanket,</li> <li>• Provide electric blanket if possible</li> <li>• Be aware of the risk of causing body surface burns from active external re-warming.</li> <li>• Take the temperature.</li> </ul> 4. Keep the records.	<p><b><u>Condition (Given):</u></b>            Classroom, clinic, client, books, manuals, poster and chart            Demonstration KMC (Kangaroo Mother Care)</p> <p><b><u>Task (What):</u></b>            Perform hypothermia care.</p> <p><b><u>Standard (How well):</u></b>            All the steps followed in sequence.</p>	<p><b>Hypothermia :</b></p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Causes of hypothermia</li> <li>• Management of hypothermia</li> <li>• Complication</li> <li>• Report &amp; refer</li> </ul>

**Tools and Equipments:** Electric blanket or extra blankets, Digital thermometer, extra clothing

**Safety:** Use gloves while doing procedure.

## Task structure

Total Time: 3 hrs  
Theory: 1 hrs  
Practical: 2 hrs

### Task 5: Familiarize with nutrition(balance diet) deficiency disorders.(include in Nutrition portion)

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> <li>1. Receive instruction.</li> <li>2. Define nutrition.</li> <li>3. Define balanced diet.</li> <li>4. Define the causes of deficiency of nutrients               <ul style="list-style-type: none"> <li>▪ carbohydrate</li> <li>▪ fat</li> <li>▪ protein</li> <li>▪ vitamins</li> <li>▪ minerals</li> </ul> </li> <li>5. Identify the sign and symptoms of carbohydrate, protein, vitamin, minerals deficiency.</li> <li>6. Identify the sources of nutrients.</li> <li>7. Keep records.</li> </ol>	<p><b><u>Condition (Given):</u></b> Classroom, clinic, client, books, manuals, poster and chart</p> <p><b><u>Task (What):</u></b> Familiarize with nutrition deficiency disorders</p> <p><b><u>Standard (How well):</u></b> The nutrients deficiency symptoms listed. The foods rich in nutrition identified. Secured at least 60% marks in knowledge test.</p>	<p><b>Nutrition:</b></p> <ul style="list-style-type: none"> <li>• Definition</li> <li>• Nutrients</li> <li>• Balanced diet</li> <li>• Nutrition related to health</li> <li>• Cause of deficiency ( diseases related to deficiency)</li> <li>• Food rich in nutrition</li> <li>• Sign and symptom of deficiency</li> <li>• Preventive measures to deficiency</li> </ul>

**Tools and Equipments:** Posters and pamphlets

**Safety:**

## Task structure

Total Time: 4 hrs  
Theory: 3 hrs  
Practical: 1 hrs

### Task 6: Familiarize with worms infestation

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> <li>1. Introduction of worms.</li> <li>2. Identify the mode of transmission.</li> <li>3. Identify the sign and symptoms.</li> <li>4. Apply prevention and control methods.                             <ul style="list-style-type: none"> <li>▪ Create healthy environment.</li> <li>▪ Use toilet always and toilet training.</li> <li>▪ Wash hands with soap.</li> <li>▪ Wash green vegetables and fruit before eating.</li> <li>▪ Wear shoes and sandal always.</li> </ul> </li> <li>5. Keep records.</li> </ol>	<p><b><u>Condition (Given):</u></b> Classroom, clinic, client, books, manuals, poster and chart Demo.: Hand Washing, Toilet Training</p> <p><b><u>Task (What):</u></b> Familiarize with Worms.</p> <p><b><u>Standard (How well):</u></b> All the steps followed in sequence. Secured at least 60% marks in knowledge test.</p>	<p><b>Worms:</b></p> <ul style="list-style-type: none"> <li>• Definition</li> <li>• Mode of transmission</li> <li>• Causes</li> <li>• Sign and symptoms</li> <li>• Prevention and control</li> <li>• Types:                             <ul style="list-style-type: none"> <li>• Pinworms</li> <li>• Hookworms</li> <li>• Roundworms</li> <li>• Tapeworms</li> <li>• Whip/thread worm</li> </ul> </li> </ul>

**Tools and Equipments:** Posters and pamphlets.

**Safety:** Caregiver should be attentive for not to transmit the disease.

Caregiver should be aware of other clients for not to transmit the disease.

## Task structure

Total Time: 3 hrs  
Theory: 1 hrs  
Practical: 2 hrs

### B. Senior citizen

Task 1: Provide care of urinary incontinence:

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
1. Introduce of urinary incontinence. 2. State the causes of urinary incontinence. 3. Prevention of urinary incontinence: <ul style="list-style-type: none"> <li>• Provide bladder training exercise</li> <li>• Provide scheduled bathroom time.</li> <li>• Change wet dipper.</li> <li>• Observe wet rashes, sore &amp; provide care needed</li> <li>• Provide pelvic floor muscle exercise.</li> <li>• If these measures don't work, go for check up with doctor and provide ordered medications.</li> </ul> 4. Keep the records.	<p><b><u>Condition (Given):</u></b> Classroom, clinic, client, books, manuals, poster and chart Demo. of Exercise</p> <p><b><u>Task (What):</u></b> Provide care of urinary incontinence:</p> <p><b><u>Standard (How well):</u></b> All the steps followed in sequence.</p>	<p><b>Urinary incontinence :</b></p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Causes of urinary incontinence</li> <li>• Management of urinary incontinence.</li> </ul>

**Tools and Equipments:** Extra clothing, dippers, hand wash materials

**Safety:**

## Task structure

Total Time: 3 hrs  
Theory: 1 hrs  
Practical: 2 hrs

### Task 2: Provide care of Constipation

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
1. Introduced of constipation. 2. State the causes of constipation. 3. Manage constipation: <ul style="list-style-type: none"> <li>• Assess nutritional history including food preferences.</li> <li>• Observe and record client's food intake.</li> <li>• Encourage fluid intake and fibrous food</li> <li>• Help client exercise regularly.</li> <li>• Help client in regular toilet habits.</li> </ul> 4. Keep the records.	<p><b><u>Condition (Given):</u></b> Classroom, clinic, client, books, manuals, poster and chart</p> <p><b><u>Task (What):</u></b> Provide care of Constipation.</p> <p><b><u>Standard (How well):</u></b> All the steps followed in sequence.</p>	<p><b>Constipation :</b></p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Causes of constipation</li> <li>• Management constipation</li> <li>• Report &amp; refer</li> </ul>

**Tools and Equipments:** Hand Wash Materials

**Safety:**

## Task Structure

Total Time:4 hrs  
Theory: 2 hrs  
Practical: 2 hrs

### Task 3: Provide care of Joint pain:

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
1. Collect information 2. Assess pain site 3. Collect tools 4. Manage joint pain: <ul style="list-style-type: none"> <li>• Provide ice therapy.</li> <li>• Provide hydrotherapy in which the affected part is immersed in the warm water and massaged to stimulate blood flow.</li> <li>• Massage the affected part.</li> <li>• Light exercise is needed.</li> <li>• If severe pain immobilize the area.</li> <li>• Provide rest and relaxation.</li> <li>• Provide medications as ordered (if Necessary).</li> </ul> 4. Keep the records.	<p><b><u>Condition (Given):</u></b> Classroom, clinic, client, books, manuals, poster and chart Demo. Hydro therapy, Light Exercise</p> <p><b><u>Task (What):</u></b> Provide care of Joint pain:</p> <p><b><u>Standard (How well):</u></b> All the steps followed in sequence.</p>	<p><b>Joint pain :</b></p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• symptoms of joint pain</li> <li>• Management of joint pain</li> <li>• Report &amp; refer</li> </ul>

**Tools and Equipments:** Ice, water, medications

**Safety:** Prevent from self injury.

## Task Stricture

Total Time: 3 hrs

Theory: 1 hrs

Practical: 2 hrs

### Task 4: Provide care of Backache:

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> <li>1. Assess pain</li> <li>2. Collect information</li> <li>3. Keep the client in appropriate position</li> <li>4. Provide hot compress</li> <li>5. Massage the back with oil</li> <li>6. Provide back care</li> <li>7. Report &amp; record</li> </ol>	<p><b><u>Condition (Given):</u></b> Classroom, clinic, client, books, manuals, poster and chart Demo: Back Care</p> <p><b><u>Task (What):</u></b>  Provide care of Backache:</p> <p><b><u>Standard (How well):</u></b></p> <ul style="list-style-type: none"> <li>• All the steps followed in sequence.</li> <li>• Reduced pain</li> </ul>	<p><b>Backache :</b></p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Causes of backache</li> <li>• Management of backache</li> </ul>

**Tools and Equipments:** Flat shoes, firm mattress

**Safety:** Prevent from self injury.



### C. Familiarize with following procedure:

#### Task Structure

Total Time: 6 hrs  
Theory: 2 hrs  
Practical: 4 hrs

#### Task 1: Prevent/manage bed sore:

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
1. Identify risk people most likely to develop bedsores 2. Identify pressured areas. 3. State the prevention of bed sores : <ul style="list-style-type: none"> <li>• Positioning of patient 2 hrly</li> <li>• Massaging of the pressure areas frequently.</li> <li>• Keep bed clean , dry and tidy</li> <li>• Avoid friction while moving the client</li> <li>• Provide plenty of fluids and nutritious diet</li> <li>• Provide the patient a physical care.</li> <li>• Use of mechanical devices, such as air or water mattress, bed cradles, foot board, air ring , cardiac table, pillows set.</li> </ul> 5. Report & records.	<p><b><u>Condition (Given):</u></b> Classroom, clinic, client, books, manuals, poster and chart</p> <p><b><u>Task (What):</u></b> Prevent/manage bed sore:</p> <p><b><u>Standard (How well):</u></b> All the steps followed in sequence.</p>	<p><b>Bed sore :</b></p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Causes of bed sore</li> <li>• Management of bed sore</li> </ul>

**Tools and Equipments:** body lotion, body oil, manpower, mechanical devices.

**Safety:** Use gloves while doing procedure and prevent from self injury.

## Task Structure

Total Time: 5 hrs

Theory: 2 hrs

Practical: 3 hrs

### Task: 2: Provide basic exercise:

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
1. Explain about exercise 2. State the purpose of exercise 3. Procedure of active exercise: <ul style="list-style-type: none"> <li>• Assist patient to do active exercise.</li> <li>• If needed support the distal part gently.</li> <li>• Encourage the patient to take the joint activities through its range of motion.</li> <li>• Avoid fatigue by planning short periods of exercise alternated with rest.</li> </ul> 4. Procedure of passive exercise : <ol style="list-style-type: none"> <li>i. Explain the procedure to the patient.</li> <li>ii. Move the joint smoothly, gently, slowly with care through its full range of motion.</li> <li>iii. Schedule 3 blocks of time ( morning, afternoon and evening) for exercise. Each exercise should be performed five to ten times at a time.</li> </ol> 5. Keep the records.	<u><b>Condition (Given):</b></u> Classroom, clinic, client, books, manuals, poster and chart Demo: Active and Passive Exercise <u><b>Task (What):</b></u> Provide basic exercise <u><b>Standard (How well):</b></u> All the steps followed in sequence.	<b>Exercise :</b> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Purpose of exercise</li> <li>• Benefits of exercise</li> <li>• Procedure of active and passive exercise</li> </ul>

**Tools and Equipments:** manpower, mechanical supports like pillows

**Safety:** Protect from self injury.

## Task Structure

Total Time: 3 hrs

Theory: 1 hrs

Practical: 2 hrs

### Task 3: Familiarize with oxygen therapy :

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
1. Define oxygen therapy. 2. List out the points to remember before starting oxygen therapy. 3. Procedure for administering oxygen therapy : <ul style="list-style-type: none"> <li>• Wash your hands.</li> <li>• Explain the procedure to the patient.</li> <li>• Attach regulator, humidifier, tubing and connector to the cylinder valve.</li> <li>• Fill the humidifier halfway with sterile water.</li> <li>• Connect the end of the nasal cannula to the oxygen cylinder.</li> <li>• Insert the cannula in nostrils of patient and bring it across the cheek and over the ear.</li> <li>• Adjust the flow meter as needed.</li> </ul> 4. Keep the records.	<u><b>Condition (Given):</b></u> Classroom, clinic, client, books, manuals, poster and chart Demo: Oxygen therapy application <u><b>Task (What):</b></u> Familiarize with oxygen therapy.  <u><b>Standard (How well):</b></u> All the steps followed in sequence.	<b>Oxygen therapy :</b> <ul style="list-style-type: none"> <li>• Definition</li> <li>• Articles needed for oxygen therapy</li> <li>• Procedure of oxygen therapy</li> </ul>

**Tools and Equipments:** Disposable nasal cannula and tubing, oxygen cylinder, humidifier, oxygen flow meter.

**Safety:** Protect body from injury.

## Task Structure

Total Time: 4 hrs  
Theory: 1 hrs  
Practical: 3 hrs

### Task4: Familiarize with Sponge bath :

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
1. Define sponge bath. 2. Explain the importance of sponge bath. 3. Procedure of sponge bath : <ul style="list-style-type: none"> <li>• Explain the process to the individual.</li> <li>• Collect all the needed articles.</li> <li>• Maintain privacy.</li> <li>• Do handwashing.</li> <li>• Make the room comfortably warm to prevent individual from chilling.</li> <li>• Place a mackintosh and a drawsheet covering the entire mattress.</li> <li>• Expose one area at the time and other covered.</li> <li>• Fold the sponge cloth around the hand like a mitt.</li> <li>• Start sponging by cleaning and drying the face. Do not use soap on the face unless individual demands.</li> <li>• Clean, use soap and dry the far arm then near arm.</li> <li>• Then same process continues on chest and abdomen.</li> <li>• Continue sponging on far thigh and then near thigh.</li> <li>• Change the water.</li> <li>• Ask the individual to turn onto his side or abdomen.</li> <li>• Clean, bathe and rinse and dry back from hairline to waist and then buttocks.</li> <li>• Care of the genital area should also be done.</li> <li>• Help individual to put on clothes.</li> <li>• Replace the articles.</li> </ul> 4. Keep the records.	<p><b><u>Condition (Given):</u></b></p> Classroom, clinic, client, books, manuals, poster and chart Demo: Sponge bath	<p><b>Sponge bath:</b></p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Importance</li> <li>• Procedure</li> </ul>
	<p><b><u>Task (What):</u></b></p> Familiarize with sponge bath.	
	<p><b><u>Standard (How well):</u></b></p> All the steps followed in sequence.	

**Tools and Equipments :** mackintosh, big towel, 2 bowls with tap water, soap

**Safety:** Prevent self injury and contamination.

# ***Nutrition***

## **Description**

This subject is designed to equip trainees with the knowledge and skills on human nutrition necessary for caregiver to have an efficient performance in the work place.

## **Objectives**

After completion of this module the trainees will be able to:

- Make clients aware of the importance of nutrition for the preservation and promotion of human health
- Provide nutritional services to the clients

**Duration:** 50 hours

## ***Competencies***

1. Maintain food hygiene
2. Prepare feeding schedules
3. Maintain food quality
4. Provide safe drinking water
5. Prepare client for meal
6. Prepare ingredients for Sarbottam pitho
7. Prepare Sarbottam Pitho
8. Calculate ingredients for soft food (diet)
9. Feed the clients
10. Maintain growth record chart
11. Promote breast feeding
12. Manage need based specific diet (diabetes, High Blood Pressure, Kidney Problem, under 5 Children)
13. Manage complimentary food (infant, malnutrition, under 5 Children)
14. Prepare liquid diet/soft diet

## Task structure

Total Time: 3 hrs  
Theory: 2 hrs  
Practical: 1 hrs

### Task 1: Maintain food hygiene.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> <li>1. Receive instruction.</li> <li>2. Define food hygiene.</li> <li>3. Apply these methods for food hygiene.                             <ul style="list-style-type: none"> <li>• Buy fresh food.</li> <li>• Wash the food before cooking</li> <li>• Keep the cooked food in safe and clean pot.</li> <li>• Keep utensils and cutleries clean.</li> <li>• Wash hands and wear clean cloths before cooking.</li> <li>• Keep Cooking pots and kitchen clean and safe.</li> <li>• Keep Food store clean.</li> <li>• Wash the green vegetables thoroughly before making Salad.</li> </ul> </li> <li>4. Cover the container of food properly after using.</li> <li>5. Keep records.</li> </ol>	<p><b><u>Condition (Given):</u></b> Work place and materials</p> <p><b><u>Task (What):</u></b> Maintain food hygiene.</p> <p><b><u>Standard (How well):</u></b> All the steps followed in sequence. Food hygiene maintained.</p>	<ul style="list-style-type: none"> <li>• Definition of food hygiene</li> <li>• Methods to prepare hygienic food</li> <li>• Food adulteration</li> <li>• Food fortification</li> <li>• Prevention of food</li> </ul>

**Tools and Equipments:** Cooking pots, cutleries, soap, Towel, etc.

**Safety:**

- Do not cook food for long time.
- Do not chop food into too small pieces.
- Do not cook food with vitamin C.
- Do not keep cooked food for long time.
- Do not eat junk food e.g. packet noodles, cheese balls.
- Cook food with lid (cover) to retain nutrition

## Task structure

Total Time: 8 hrs  
Theory: 4 hrs  
Practical: 4 hrs

### Task 2: Prepare feeding schedule.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> <li>1. Receive instruction.</li> <li>2. Prepare food schedule giving care of the client's condition.</li> <li>3. Prepare soft food often for children and elderly people.</li> <li>4. Make a time schedule of feeding according to the doctor's prescription for the people with special need.</li> <li>5. Prepare mother for breastfeeding demand feeding every 2 hours.</li> <li>6. Apply standard schedule for feeding</li> <li>7. 6 months to 24 months Baby: Demand feeding within 24 hours 8-10 times</li> <li>8. Keep records</li> </ol>	<p><b><u>Condition (Given):</u></b></p> <p>Work place/practical room and materials</p> <p><b><u>Task (What):</u></b></p> <p>Prepare feeding schedule.</p> <p><b><u>Standard (How well):</u></b></p> <p>All the steps followed in sequence.</p> <p>Feeding schedule prepared.</p>	<ul style="list-style-type: none"> <li>• Standard Feeding Schedule</li> <li>• Requirements according condition of client</li> </ul>

**Tools and Equipments:** chart paper, pencil, and notebook sarbottam pitho its ingredients, cooking pot, full meal,  
**Safety:** Wash hand before food preparation.

## Task structure

Total Time: 2 hrs  
Theory: 2 hrs  
Practical: hrs

### Task 3: Maintain food quality.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> <li>1. Collect information.</li> <li>2. Notice manufacturing and expiry date.</li> <li>3. Test/Ensure whether the food is contaminated or not / adulterated or not.</li> <li>4. Notice whether preservatives are used or not.</li> <li>5. Store the food in dry place into good container.</li> <li>6. Keep records.</li> </ol>	<p><b><u>Condition (Given):</u></b> Practical room, books, manuals and food</p> <p><b><u>Task (What):</u></b> Maintain food quality.</p> <p><b><u>Standard (How well):</u></b> All the steps followed in sequence. Food quality maintained.</p>	<ul style="list-style-type: none"> <li>• Methods to maintain food quality.</li> </ul>

**Tools and Equipments:** Some examples of food.

**Safety:** Container should always be air tight.

Food losing its natural color, taste, and odor is not good to eat.

If possible use foods having no preservatives.

Food should not be expired.



## Task structure

Total Time: 3 hrs  
Theory: 2 hrs  
Practical: 1 hrs

### Task 4: Provide safe drinking water.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> <li>Identify the importance of safe drinking water.</li> <li>Apply following methods to make safe / wholesome water. <ul style="list-style-type: none"> <li>Boiling for 15 minutes</li> <li>Sand Filtration</li> <li>Cylinder filtration</li> <li>Chemical disinfection by using chlorine, bleaching powder, iodine etc.</li> </ul> </li> <li>Provide always safe water.</li> <li>Use clean pots, glasses always for keeping and drinking water.</li> <li>Keep records.</li> </ol>	<p><b><u>Condition (Given):</u></b> Work place, clients and safe/wholesome water</p> <p><b><u>Task (What):</u></b> Provide safe drinking water.</p> <p><b><u>Standard (How well):</u></b> All the steps followed in sequence. Safe drinking water provided to the clients.</p>	<p><b>Drinking water:</b></p> <ul style="list-style-type: none"> <li>Concept</li> <li>Sources</li> <li>Water purification methods</li> </ul>

**Tools and Equipments:** Filter, chlorine tablets, pot, jug etc.

**Safety:** Do not use more than specified quantity.

## Task structure

Total Time: 3 hrs  
Theory: 1 hrs  
Practical: 2 hrs

### Task 5: Prepare client for meal.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> <li>Observe client's condition.</li> <li>Prepare the client.</li> <li>Wash hands before meal.</li> <li>Keep client on comfortable position.</li> <li>Take food on client's reach.</li> <li>Administer medicines before meal if any.</li> <li>Create safe and stimulating environment.</li> <li>Keep records.</li> </ol>	<p><b><u>Condition (Given):</u></b> Work place, client meals and articles</p> <p><b><u>Task (What):</u></b> Prepare client for meal.</p> <p><b><u>Standard (How well):</u></b> All the steps followed in sequence. Water purification method known.</p>	<ul style="list-style-type: none"> <li>Concept of hygiene and sterilization</li> <li>Different positions</li> <li>Client preparation techniques</li> </ul>

**Tools and Equipments:** Soap, towel, table, chair, bowl, spoon, glass etc.

**Safety:** Wash hands thoroughly before meal. Put on apron or change clothes. Dishes should be clean.

## Task structure

Total Time: 4 hrs  
Theory: 2 hrs  
Practical: 2 hrs

### Task 6: Prepare ingredients for Sarbottam Pitho.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
1. Receive instruction. 2. Prepare two equal parts of beans and other two equal parts of cereals. 3. Batch different parts of beans i, e, soybean and gram and other two parts of cereals i, e, maize and wheat. (2:2) 4. Keep records.	<p><b><u>Condition (Given):</u></b> Practical room, books, manuals, articles and necessary ingredients</p> <p><b><u>Task (What):</u></b> Prepare ingredients for Sarbottam Pitho</p> <p><b><u>Standard (How well):</u></b> All the steps followed in sequence. Ingredients for Sarbottam Pitho prepared as per standard.</p>	<ul style="list-style-type: none"> <li>• Introduction</li> <li>• Importance</li> <li>• Sources</li> <li>• Proportions of various ingredients</li> <li>• Preparation method</li> </ul>

**Tools and Equipments:** Soybean, gram, maize, wheat, spring balance bowl (2part grains,2 part cereles)

**Safety:**

## Task structure

Total Time: 5 hrs  
Theory: 2 hrs  
Practical: 3 hrs

### Task 7: Prepare Sarbottam Pitho.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> <li>1. Receive instructions.</li> <li>2. Review ingredients.</li> <li>3. Separate all other elements like sand soil particles etc. from ingredients.</li> <li>4. Make spatula mud pot (Handi, if possible) ready.</li> <li>5. Fry ingredients taking one at a time stirring continuously until it gets brown in color.</li> <li>6. Grind all the ingredients separately and mix the flour to prepare homogeneous Sarbottam Pitho.</li> <li>7. Keep the Pitho in a air tight container.</li> <li>8. Keep records.</li> </ol>	<p><b><u>Condition (Given):</u></b> Practical room, books, manuals, articles and necessary ingredients</p> <p><b><u>Task (What):</u></b> Prepare Sarbottam Pitho.</p> <p><b><u>Standard (How well):</u></b> All the steps followed in sequence. Sarbottam Pitho prepared.</p>	<p><b>Sarbottam Pitho:</b></p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• importance</li> <li>• Sources</li> <li>• Method</li> <li>• Safety and precaution.</li> </ul>

**Tools and Equipments:** Soybean, gram, maize, wheat, spring balance, bowl, container, spoon, grinder etc

**Safety:** Sarbottam Pitho should be made less than 500 gm at once. Container should be air tight.  
Keep the Sarbottam Pitho in dry place. Do not use wet/moist spoon to take Sarbottam Pitho out.

## Task structure

Total Time: 4 hrs  
Theory: 2 hrs  
Practical: 2 hrs

### Task 8: Calculate the ingredients for soft food (diet).

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
1. Receive instructions. 2. Prepare following proportion of ingredients to make Khichadi (rice porridge) <ul style="list-style-type: none"> <li>• Black pulse (Masko Daal)- ½ cup</li> <li>• Turmeric – need base</li> <li>• Rice – 1 cup</li> <li>• Ginger – small piece</li> <li>• Salt – need base</li> <li>• Ghee – need base</li> <li>• Water – need base</li> </ul> Prepare following proportion of ingredients to make Jaulo (liquid rice) <ul style="list-style-type: none"> <li>• Rice - ½ cup</li> <li>• Turmeric – need base</li> <li>• Mung daal – ¼ cup</li> <li>• Salt – need base</li> <li>• Potato – 2 pieces</li> <li>• Spinach – a little</li> <li>• Water – need base</li> </ul> 3. Keep records.	<p><b><u>Condition (Given):</u></b> Classroom/practical room, books, manuals and calculator</p> <p><b><u>Task (What):</u></b> Calculate the ingredients for soft food(diet).</p> <p><b><u>Standard (How well):</u></b> All the steps followed in sequence. The ingredients for soft diet calculated.</p>	<p><b>Soft diet:</b></p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• importance</li> <li>• Sources</li> <li>• Method</li> <li>• Safety and precaution.</li> </ul>

**Tools and Equipments:** pulses, Turmeric, Rice, Ginger, Salt, Ghee, Water, Mung daal, Potato, Spinach, carrot, beans, onion

**Safety:** Need base quantity should be chosen according to client's food habit.

## Task structure

Total Time: 2 hrs  
Theory: 1 hrs  
Practical: 1 hrs

### Task 9: Feed the clients.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> <li>1. Receive instructions.</li> <li>2. Determine client's nutritional requirement.</li> <li>3. Wash hands before preparing and serving food.</li> <li>4. Encourage client to eat properly.</li> <li>5. Supervise and guide client.</li> <li>6. Coach client to wash hands before and after meals.</li> <li>7. Place the pots and dishes in proper places.</li> <li>8. Keep records.</li> </ol>	<p><b><u>Condition (Given):</u></b> Workplace, clients, meal and articles</p> <p><b><u>Task (What):</u></b> Feed the client.</p> <p><b><u>Standard (How well):</u></b> All the steps followed in sequence. The clients fed.</p>	<p><b>Feeding the clients:</b></p> <ul style="list-style-type: none"> <li>• Importance</li> <li>• Methods</li> <li>• Feeding time</li> <li>• Precautions</li> </ul>

**Tools and Equipments:** Food, chair, dining table, spoon, soap, water etc.

**Safety:** Over feeding may cause client sick.

## Task structure

Total Time: 4 hrs  
Theory: 2 hrs  
Practical: 2 hrs

### Task 10: Maintain growth record chart.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> <li>1. Receive instruction.</li> <li>2. Prepare the client.</li> <li>3. Prepare measuring instruments: weight machine, measuring tape.</li> <li>4. Make a graph chart of weight Vs. months</li> <li>5. Keep record of each /assessment measurement.</li> <li>6. Show the record to the parents.</li> <li>7. Ensure what graph shows is correct.</li> <li>8. Keep records.</li> </ol>	<p><b><u>Condition (Given):</u></b> MCH, books, manuals and articles</p> <p><b><u>Task (What):</u></b> Maintain growth record.</p> <p><b><u>Standard (How well):</u></b> All the steps followed in sequence. Growth record chart maintained.</p>	<p><b>Measurement:</b></p> <ul style="list-style-type: none"> <li>▪ Metric units</li> <li>▪ Balance</li> <li>▪ Road to Health chart (Yellow card)</li> </ul>

**Tools and Equipments:** Weight machine, measuring tape, graph chart, notebook etc.

**Safety:**

- Client can get accident when measuring.
- Graph should be filled properly.
- If graph is climbing from left corner down to right corner up than result is very good.
- If the graph is straight horizontally the result shows the critical condition of the client.
- If the graph is going to right corner down than the result shows most critical condition of the client.

## Task structure

Total Time: 4 hrs  
Theory: 3 hrs  
Practical: 1 hrs

### Task 11: Promote breastfeeding.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> <li>1. Collect and disseminate information.</li> <li>2. Teach mother about the importance of breastfeeding.</li> <li>3. Teach mother about the advantages of breastfeeding for child.</li> <li>4. Teach about the advantages of breastfeeding for mother.</li> <li>5. Teach the precaution to be followed before breastfeeding.</li> <li>6. Teach about when to start the breastfeeding and how long to continue it.</li> <li>7. Teach and demonstrate the position of mother and child for breastfeeding.</li> <li>8. Prepare stimulating factor for breastfeeding.</li> <li>9. Teach about the factors affecting the breastfeeding.</li> <li>10. Tell about the inconvenient during breastfeeding.</li> <li>11. Teach about the disadvantages of bottle feeding.</li> <li>12. Keep records.</li> </ol>	<p><b><u>Condition (Given):</u></b> MCH, books, manuals, mothers and articles</p> <p><b><u>Task (What):</u></b> Promote breastfeeding.</p> <p><b><u>Standard (How well):</u></b> All the steps followed in sequence. Breastfeeding promoted.</p>	<p><b>Breastfeeding;</b></p> <ul style="list-style-type: none"> <li>▪ Introduction</li> <li>▪ importance</li> <li>▪ Method</li> <li>▪ Exclusive breastfeeding</li> <li>▪ Baby friendly initiation/hospital Follow ten points)</li> <li>▪ Safety and precaution.</li> </ul>

**Tools and Equipments:**

**Safety:** Posture and position during breastfeeding should be correct.

## Task structure

Total Time: 3 hrs  
Theory: 2 hrs  
Practical: 1 hrs

### Task 12: Manage need based specific diet.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> <li>1. Receive instructions.</li> <li>2. Provide liquid diet and soft diet for children and elderly people.</li> <li>3. Manage calorie and fat free low salt diet for diabetics.</li> <li>4. Manage low salted, having low cholesterol and calorie diet for hypertensive people.</li> <li>5. Manage boiled food generally.</li> <li>6. Keep records.</li> </ol>	<p><b><u>Condition (Given):</u></b> Practical room, books, manuals, articles and necessary materials</p> <p><b><u>Task (What):</u></b> Manage need based specific diet.</p> <p><b><u>Standard (How well):</u></b> All the steps followed in sequence. Need based specific diet managed.</p>	<p><b>Need based food:</b></p> <ul style="list-style-type: none"> <li>▪ Definition</li> <li>▪ Importance</li> <li>▪ Sources</li> <li>▪ Method</li> <li>▪ Safety and precaution.</li> </ul>

**Tools and Equipments:** soft food, liquid food,

**Safety:**

- Need base food should be chosen according to client's ailment.
- Prohibit smoking and drinking for all clients/patients.
- Different types of soft diet(porridge, thick soup)

## Task structure

Total Time: 3 hrs  
Theory: hrs  
Practical: hrs

### Task 13: Manage complimentary food.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> <li>1. Collect information.</li> <li>2. Manage Sarbottam Pitho, soft fruits etc for babies.</li> <li>3. Manage rice flour porridge for children.</li> <li>4. Manage locally available foods rather than purchasing.</li> <li>5. Manage foods which fulfill all the nutrients.</li> <li>6. Manage foods which can be easily digested.</li> <li>7. Manage foods which can be easily prepared.</li> <li>8. Keep records.</li> </ol>	<p><b><u>Condition (Given):</u></b> Practical room, books, manuals, articles and necessary materials</p> <p><b><u>Task (What):</u></b> Manage complimentary food.</p> <p><b><u>Standard (How well):</u></b> All the steps followed in sequence. Complimentary food for clients managed.</p>	<p><b>Complimentary food:</b></p> <ul style="list-style-type: none"> <li>▪ Definition</li> <li>▪ Importance</li> <li>▪ Sources</li> </ul> <p><b>Weaning food:</b></p> <ul style="list-style-type: none"> <li>▪ Definition</li> <li>▪ Importance</li> <li>▪ Preparation</li> </ul>

**Tools and Equipments:**

**Safety:** Packing foods may be non productive / harmful for mal nutrients.



## Task structure

Total Time: 2 hrs  
Theory: 1 hrs  
Practical: 1 hrs

### Task 14: Prepare liquid diet.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> <li>1. Identify the needs.</li> <li>2. Purchase soup powders like, mushroom soup, carrot soup, vegetables soup, chicken soup according to the client's taste.</li> <li>3. Clean the cooking pots.</li> <li>4. Boil water and pour the powder into it.</li> <li>5. Stir continuously.</li> <li>6. Off the fire when the solution becomes thick.</li> <li>7. Serve it to client into a clean bowl.</li> <li>8. Keep records.</li> </ol>	<p><b><u>Condition (Given):</u></b> Practical room, books, manuals, articles and necessary materials</p> <p><b><u>Task (What):</u></b> Prepare liquid diet.</p> <p><b><u>Standard (How well):</u></b> All the steps followed in sequence. Liquid diet prepared as per requirements of clients.</p>	<p><b>Liquid diet:</b></p> <ul style="list-style-type: none"> <li>▪ Introduction</li> <li>▪ Importance</li> <li>▪ Sources</li> <li>▪ Methods of preparation</li> </ul>

**Tools and Equipments:** Soup powder, stove, cooking pot, spoon, bowl etc

**Safety:**

- Don't make liquid diet cool.
- More thick soup is not good.
- Follow the instruction given at pack.

# ***Emergency and First Aid***

## **Description**

This subject is designed to equip trainees with the knowledge and skills on emergency and first aid care. It consists of two parts, one for emergency, and other for first aid.

## **Objectives**

After completion of this subject the trainees will be able to:

- Respond to work place emergencies
- Carry out first aid services

## **Part: I: Emergency**

**Duration:** 10 hours

## **Competencies**

1. Respond to emergencies/accidents
2. Respond to threats and situation of danger
3. Respond to other emergency situations

## Task structure

Total Time: 4 hrs  
Theory: 1 hrs  
Practical: 3 hrs

### Task 1: Respond to emergencies/accidents.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> <li>1. Receive instruction.</li> <li>2. Identify the case of emergency.</li> <li>3. Ensure the safety of self and others.</li> <li>4. Provide immediate first aid as required.</li> <li>5. Apply/use strategies to calm, reassure and comfort clients.</li> <li>6. Record and report the details of emergency accurately.</li> <li>7. Provide information to concerned person/agency/authority.</li> <li>8. Make appropriate referrals.</li> <li>9. Keep records.</li> </ol>	<p><b><u>Condition (Given):</u></b> Work place, local resources and situation</p> <p><b><u>Task (What):</u></b> Respond to emergencies/accidents.</p> <p><b><u>Standard (How well):</u></b> Emergencies and accidents handled/responded well. Concerned person/agency/authority informed about the emergency.</p>	<ul style="list-style-type: none"> <li>▪ Introduction</li> <li>▪ Type</li> <li>▪ Natural disaster/man made</li> <li>▪ Management of situation</li> <li>▪ Safety and wellbeing of clients</li> <li>• Technique of artificial respiration</li> </ul>

**Tools and Equipments:** First aid kit, local resources, telephone etc.

**Safety:**

## Task structure

Total Time: 2 hrs  
Theory: 1 hrs  
Practical: 1 hrs

### Task 2: Respond to threats and situation of dangers.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> <li>1. Receive instruction.</li> <li>2. Remove clients from threat/danger or remove danger/threat from clients, whichever is possible.</li> <li>3. Assess the level of danger/threat</li> <li>4. Report the situation to an appropriate person/agency.</li> <li>5. Re-implement appropriate emergency procedure to ensure the safety of the clients and self.</li> <li>6. Record the details of child abuse and report them to an appropriate person/agency.</li> <li>7. Record details of child neglect and report them to appropriate person/agency.</li> <li>8. Make a detail report and keep records.</li> </ol>	<p><b><u>Condition (Given):</u></b> Work place, local resources and situation</p> <p><b><u>Task (What):</u></b> Respond to threats and situation of dangers.</p> <p><b><u>Standard (How well):</u></b> Threats and situation of dangers handled/responded well. Concerned person/agency/ authority informed.</p>	<ul style="list-style-type: none"> <li>▪ Identification of dangers, hazardous and threats</li> <li>▪ Indicators of child abuse and neglect.</li> <li>▪ Recording and Reporting</li> </ul>

**Tools and Equipments:** First aid kit, local resources, telephone etc.

**Safety:**

## Task structure

Total Time: 4 hrs  
Theory: 2 hrs  
Practical: 2 hrs

### Task 3: Respond to other emergency situations.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> <li>1. Receive instruction.</li> <li>2. Respond to earthquake</li> <li>3. Respond to fire</li> <li>4. Respond to workplace accidents</li> <li>5. Respond to electrocution</li> <li>6. Inform to hospital</li> <li>7. Inform to security personnel</li> <li>8. Follow precautions</li> <li>9. Make a detail report and keep records.</li> </ol>	<p><b><u>Condition (Given):</u></b> Work place, local resources and situation</p> <p><b><u>Task (What):</u></b> Respond to other emergency situations.</p> <p><b><u>Standard (How well):</u></b> Other emergency situations handled / responded well. Concerned person/agency/authority informed.</p>	<p>Responding to the following emergency situations:</p> <ul style="list-style-type: none"> <li>• Earthquake</li> <li>• Fire</li> <li>• Workplace accidents</li> <li>• Electrocution</li> <li>• Violence</li> </ul> <p>Informing to the followings:</p> <ul style="list-style-type: none"> <li>• Hospital</li> <li>• Security personnel</li> </ul>

**Tools and Equipments:** First aid kit, local resources, telephone etc.

**Safety:**

## **Part: II First Aid**

**Duration:** 70 hours

### ***Competencies***

1. Prepare first aid kit
2. Provide first aid for dog bite
3. Provide first aid for snake bite
4. Provide first aid for insect bite
5. Provide first aid for bleeding
6. Provide first aid for poisoning
7. Provide first aid for choking /Suffocation
8. Provide first aid for drowning
9. Provide first aid for nasal bleeding
10. Provide first aid for hypothermia
11. Provide first aid for hyperpyrexia
12. Provide first aid for dehydration
13. Provide first aid for foreign body obstruction
14. Provide first aid for seizure
15. Provide first aid for sprain/ fracture
16. Provide first aid for shock
17. Provide first aid for burn
18. Provide first aid for sun stroke

## Task structure

Total Time: 5 hrs  
Theory: 3 hrs  
Practical: 2 hrs

### Task 1: Prepare first aid kit.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> <li>1. Receive instruction.</li> <li>2. Collect information regarding kit.</li> <li>3. List out the articles.</li> <li>4. Collect the articles that have been listed in step no. 3.                             <ul style="list-style-type: none"> <li>• Bandages of different size &amp; types</li> <li>• Gauge piece</li> <li>• Cotton</li> <li>• Antiseptic solution like Betadin, savlon etc.</li> <li>• Adhesive tape</li> <li>• Thermometer</li> <li>• Torch light (pen)</li> <li>• Scissors</li> <li>• Safety pin</li> <li>• Gloves</li> <li>• Drugs (Antipyretic, Analgesics, Anti-inflammatory, Antihistamine ,Digene )</li> </ul> </li> <li>5. Put all the articles properly in a small box or a bag whatever is locally available.</li> <li>6. Keep records.</li> </ol>	<p><b><u>Condition (Given):</u></b> Practical room and required articles</p> <p><b><u>Task (What):</u></b> Prepare first aid kit.</p> <p><b><u>Standard (How well):</u></b> All the steps followed in sequence. First aid kit prepared with all the required articles.</p>	<p><b>First aid</b></p> <ul style="list-style-type: none"> <li>▪ Definition</li> <li>▪ Purpose</li> <li>▪ Principles</li> <li>▪ First aid kit and its contents</li> </ul>

**Tools and Equipments:** Small box or a bag, all the articles mentioned in the step no. 4

**Safety:** Read instructions before using any articles.

## Task structure

Total Time: 3 hrs  
Theory: 1 hrs  
Practical: 2 hrs

### Task 2: Provide first aid for dog bite.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> <li>1. Receive instruction.</li> <li>2. Reassure the victim and keep him in a comfortable position.</li> <li>3. Wash the wound with soap and water before saliva gets into the body.</li> <li>4. Allow the wound to bleed for a while.</li> <li>5. Cover the wound with clean cloth.</li> <li>6. Seek for medical aid immediately.</li> <li>7. Keep records.</li> </ol>	<p><b><u>Condition (Given):</u></b> Victim and articles</p> <p><b><u>Task (What):</u></b> Provide first aid for dog bite.</p> <p><b><u>Standard (How well):</u></b> All the steps followed in proper order. First aid for dog bite done safely. Victim felt comfortable after the first aid.</p>	<ul style="list-style-type: none"> <li>▪ Concept of disease (rabies)</li> <li>▪ Introduction</li> <li>▪ Signs and symptoms</li> <li>▪ First aid treatment for dog bite</li> <li>▪ Identification of mad dog</li> <li>▪ Preventive measures</li> </ul>

**Tools and Equipments:** Soap, water, clean clothes

**Safety:** Do not wait for symptoms to appear, seek medical aid immediately. There is no treatment once the symptoms appear.

Advise the victim's relatives to watch dog for 10 days. If the dog is alright, no need to worry, otherwise advice to anti-rabies vaccine.

## Task structure

Total Time: 4 hrs  
Theory: 2 hrs  
Practical: 2 hrs

### Task 3: Provide first aid for snake bite.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> <li>1. Receive instruction.</li> <li>2. Reassure the victim, lay him down</li> <li>3. Give him complete rest and support.</li> <li>4. Immobilize the bitten part.</li> <li>5. Clean the wound with soap and water (if available use hot water).</li> <li>6. Try to flush out the blood oozing from the wound as it contains venom.</li> <li>7. Apply cold pack to the area of the bite for an hour (if available).</li> <li>8. Seek medical aid as soon as possible.</li> <li>9. Keep records.</li> </ol>	<p><b><u>Condition (Given):</u></b> Victim and articles</p> <p><b><u>Task (What):</u></b> Provide first aid for snake bite.</p> <p><b><u>Standard (How well):</u></b> All the steps followed in sequence. First aid for snake bite done safely. Victim felt comfortable after the first aid.</p>	<p><b>Snake bite:</b></p> <ul style="list-style-type: none"> <li>▪ Introduction</li> <li>▪ Signs and symptoms</li> <li>▪ Identification of types of snake</li> <li>▪ First aid management</li> <li>▪ Preventive measures</li> </ul>

**Tools and Equipments:** Soap, water, clean clothes, other local resources

**Safety:** Apply tourniquet (neither too tight nor too loose) over the area at least 2/4 inches above the bite for 15-20 minutes in between. Transfer the victim in a stretcher.

## Task structure

Total Time: 3 hrs  
Theory: 2 hrs  
Practical: 1 hrs

### Task 4: Provide first aid for insect bite.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> <li>1. Receive instruction.</li> <li>2. Reassure the victim and keep him in a comfortable position.</li> <li>3. Remove the sting with the help of forceps, tweezers or flamed cooled needle.</li> <li>4. Apply spirit or weak solution e.g. soda-bicarbonate.</li> <li>5. Give mouth wash with salt solution immediately if sting is in mouth.</li> <li>6. Place the client in the sitting position if the client develops breathing difficulty.</li> <li>7. Seek medical aid immediately if the client's condition becomes critical.</li> <li>8. Keep records.</li> </ol>	<p><b><u>Condition (Given):</u></b> Victim and articles</p> <p><b><u>Task (What):</u></b> Provide first aid for insect bite.</p> <p><b><u>Standard (How well):</u></b> All the steps followed in proper order. First aid for insect bite done safely. Victim felt comfortable after the first aid.</p>	<p><b>Insect bite:</b></p> <ul style="list-style-type: none"> <li>▪ Introduction</li> <li>▪ Definition, signs and symptoms</li> <li>▪ First aid management</li> <li>▪ Preventive measures</li> </ul>

**Tools and Equipments:** Forceps, tweezers, flamed cooled needle, spirit (soda-bicarbonate), salt solution etc.

**Safety:** Take special precaution while removing the sting



## Task structure

Total Time: 5 hrs  
Theory: 3 hrs  
Practical: 2 hrs

### Task 5: Provide first aid for bleeding.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> <li>1. Receive instruction.</li> <li>2. Lay the victim down, reassure him/her.</li> <li>3. Loosen the tight the clothing and expose the bleeding part.</li> <li>4. Remove any foreign bodies which can easily be removed or wiped out.</li> <li>5. Apply direct pressure to the bleeding part by using dressings, tissue papers, fresh newspaper or handkerchief.</li> <li>6. Find out the causes</li> <li>7. Raise the bleeding part if there is no fracture.</li> <li>8. Apply dressing and bandage on the bleeding part.</li> <li>9. Add more dressing and apply pressure if the bleeding does not stop.</li> <li>10. Check the pulse and general condition of the victim.</li> <li>11. Transfer the victim immediately to the hospital.</li> <li>12. Keep records.</li> </ol>	<p><b><u>Condition (Given):</u></b> Victim and articles</p> <p><b><u>Task (What):</u></b> Provide first aid for bleeding.</p> <p><b><u>Standard (How well):</u></b> All the steps followed in sequence. First aid for bleeding done safely. Victim's condition prevented from becoming worse. Victim felt comfortable after the first aid.</p>	<p><b>Bleeding:</b></p> <ul style="list-style-type: none"> <li>▪ Definition</li> <li>▪ Types</li> <li>▪ Signs and symptoms</li> <li>▪ First aid management</li> <li>▪ Referral</li> </ul>

**Tools and Equipments:** Tissue papers, fresh newspapers, handkerchief or clean clothes, bandage

**Safety:** Apply pressure on the bleeding part but release the pressure point in between to facilitate circulation in the distal part.

## Task structure

Total Time: 3 hrs

Theory: 1 hrs

Practical: 2 hrs

### Task 6: Provide first aid for poisoning.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> <li>1. Receive instruction.</li> <li>2. Check the victim's condition by pulse and respiration.</li> <li>3. Check the type of poison if possible.</li> <li>4. Look for clues e.g. containers, packets.</li> <li>5. Induce vomiting (if the victim has taken non-corrosive poison) by               <ul style="list-style-type: none"> <li>• forcing foreign object down the victim's throat e.g. tongue depressor or fingers</li> <li>• Make him drink salt and water solution.</li> </ul> </li> <li>6. Give the victim water, milk or soothing things like ice-cream or olive oil if the victim has had corrosive poison.</li> <li>7. Send a sample of vomit to hospital for examination if possible.</li> <li>8. Seek medical help as soon as possible.</li> <li>9. Keep records.</li> </ol>	<p><b><u>Condition (Given):</u></b> Victim and articles</p> <p><b><u>Task (What):</u></b> Provide first aid for poisoning.</p> <p><b><u>Standard (How well):</u></b> All the steps followed in sequence. First aid for poisoning done safely. Victim felt comfortable after the first aid.</p>	<p><b>Poison:</b></p> <ul style="list-style-type: none"> <li>▪ Introduction</li> <li>▪ Types</li> <li>▪ First aid management</li> <li>▪ Preventive measures</li> </ul>

**Tools and Equipments:** Local resources

**Safety:** Activated charcoal may be used to treat both corrosive and non-corrosive poisoning. Mix the charcoal with water and make a victim swallow. The charcoal prevents absorption of most poisonous substances. Do not try to make the victim vomit if victim has had corrosive poison.

## Task structure

Total Time: 5 hrs  
Theory:3 hrs  
Practical:2 hrs

### Task 7: Provide first aid for choking./Suffocation

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> <li>1. Receive instruction.</li> <li>2. Reassure the victim, open the airway.</li> <li>3. Remove any false teeth or foreign bodies.</li> <li>4. Find out the cause</li> <li>5. Encourage the victim to cough.</li> <li>6. Help victim to bend forward with the head lower than lungs.</li> <li>7. Slap the victim firmly between the shoulder blades up to four times (this should help to remove the obstructions).</li> <li>8. Check the victim's mouth. If the obstruction is visible then take it out with fingers.</li> <li>9. Stand behind the victim and wrap the arms around his/her waist or stand behind the victim with one arm around his/her abdomen.</li> <li>10. Clench the fist and thumb against the center of the victim's abdomen between his/her navel and the bottom of his/her ribs.</li> <li>11. Give the victim a sudden strong, upward jerk.</li> <li>12. Repeat the jerk four times (be gentle or you may injure the victim).</li> <li>13. Check the victim's mouth again.</li> <li>14. Repeat the back slaps and abdominal thrusts if necessary</li> <li>15. Perform artificial respiration if victim can not breathe.</li> <li>16. Seek for help and transfer the victim to the nearest hospital.</li> <li>17. Keep records.</li> </ol>	<p><b><u>Condition (Given):</u></b> Victim and articles</p> <p><b><u>Task (What):</u></b> Provide first aid for choking.</p> <p><b><u>Standard (How well):</u></b> All the steps followed in sequence. First aid for choking done safely. Victim felt comfortable after the first aid.</p>	<p><b>Choking:</b></p> <ul style="list-style-type: none"> <li>▪ Introduction</li> <li>▪ Causes</li> <li>▪ Sign and symptoms</li> <li>▪ First aid management</li> <li>▪ Preventive measures</li> </ul>

**Tools and Equipments:** Soap, water, clean clothes

**Safety:** Respiratory function should be maintained.

## Task structure

Total Time: 3 hrs  
Theory: 1 hrs  
Practical: 2 hrs

### Task 8: Provide first aid for drowning.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> <li>1. Receive instruction.</li> <li>2. Collect the articles.</li> <li>3. Take the victim out of water and place him/her in a safe place.</li> <li>4. Remove any obstruction from the victim's mouth.</li> <li>5. Remove the water which has been ingested by keeping the head upside down and or pressing the abdomen.</li> <li>6. Start resuscitation immediately if the victim does not breathe.</li> <li>7. Seek for help and transfer the victim to hospital along with a first aider.</li> <li>8. Keep records.</li> </ol>	<p><b><u>Condition (Given):</u></b> Victim and articles</p> <p><b><u>Task (What):</u></b> Provide first aid for drowning.</p> <p><b><u>Standard (How well):</u></b> All the steps followed in sequence. First aid for drowning done safely. Victim feels comfortable after the first aid.</p>	<p><b>Drowning:</b></p> <ul style="list-style-type: none"> <li>▪ Introduction</li> <li>▪ First aid management</li> <li>▪ Preventive measures</li> </ul>

**Tools and Equipments:** First aid kit, local resources

**Safety:**

- Take the vital signs of the victims and give mouth to mouth resuscitation if he/she is not breathing
- Rush the victim to hospital if he/she is unconscious for long time.

## Task structure

Total Time: 4 hrs  
Theory: 2 hrs  
Practical: 2 hrs

### Task 9: Provide first aid for nasal bleeding.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> <li>1. Receive instruction.</li> <li>2. Reassure the victim and help the victim in regaining his/her confidence.</li> <li>3. Keep the victim in a sitting position leaning forward.</li> <li>4. Clean the clots from the nostrils and pharynx.</li> <li>5. Pinch the nose for 10 minutes.</li> <li>6. Ask the victim to breathe through mouth and not to talk or swallow anything.</li> <li>7. Loosen any tight clothes around the neck.</li> <li>8. Check pulse and blood pressure of the victim.</li> <li>9. Refer the victim to the hospital if above mentioned procedure does not help to stop the bleeding.</li> <li>10. Keep records.</li> </ol>	<p><b><u>Condition (Given):</u></b></p> <p>Victim and articles</p> <p><b><u>Task (What):</u></b></p> <p>Provide first aid for nasal bleeding.</p> <p><b><u>Standard (How well):</u></b></p> <ul style="list-style-type: none"> <li>▪ First aid for nasal bleeding done safely.</li> <li>▪ Victim felt comfortable after the first aid.</li> <li>▪ All the steps followed in sequence.</li> </ul>	<p><b>Nasal bleeding:</b></p> <ul style="list-style-type: none"> <li>▪ Introduction</li> <li>▪ Causes</li> <li>▪ Sign and symptoms</li> <li>▪ First aid management</li> <li>▪ Preventive measures</li> </ul>

**Tools and Equipments:** Local resources

**Safety:** Advise the patient not to sneeze.

## Task structure

Total Time: 6 hrs  
Theory: 3 hrs  
Practical: 3 hrs

### Task 10: Provide first aid for hypothermia.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> <li>1. Receive instruction.</li> <li>2. Assess the condition of the victim.</li> <li>3. Take temperature using thermometer OR by touch</li> <li>4. Remove the wet clothes from victim's body.</li> <li>5. Keep the client warm.</li> <li>6. Use extra blanket and give hot drinks to the adults.</li> <li>7. Wrap the baby with cotton clothes and keep the child in the mother's lap if the victim is child- Skin to skin (KMC)</li> <li>8. Get the victim's mother to breastfeed the child frequently if the victim is child</li> <li>9. Refer the victim to the hospital if the victim's condition is not improved.</li> <li>10. Keep records.</li> </ol>	<p><b><u>Condition (Given):</u></b></p> <p>Victim and articles</p> <p><b><u>Task (What):</u></b></p> <p>Provide first aid for hypothermia.</p> <p><b><u>Standard (How well):</u></b></p> <ul style="list-style-type: none"> <li>▪ All the steps followed in proper order.</li> <li>▪ First aid for hypothermia done safely.</li> <li>▪ Victim felt comfortable after the first aid.</li> </ul>	<p><b>Hypothermia:</b></p> <ul style="list-style-type: none"> <li>▪ Introduction</li> <li>▪ Type</li> <li>▪ Cause</li> <li>▪ Sign and symptoms</li> <li>▪ First aid management</li> <li>▪ Preventive measures</li> </ul>

**Tools and Equipments:** Thermometer, local resources

**Safety:** Do not make environment suffocated.

## Task structure

Total Time: 4 hrs  
Theory: 2 hrs  
Practical: 2 hrs

### Task 11: Provide first aid for hyperpyrexia./Hyperthermia

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> <li>1. Receive instruction.</li> <li>2. Assess the condition of the client.</li> <li>3. Take temperature using thermometer or by touch</li> <li>4. Remove extra clothing and keep victim comfortable.</li> <li>5. Avoid hyperthermia causing environment. skin to skin if baby is neonates</li> <li>6. Give client cold drinks if victim is able to drink. If client is baby feed breast feeding more frequently</li> <li>7. Assess breathing</li> <li>8. Give cold compress to the victim frequently.</li> <li>9. Refer the victim to the hospital if his/her condition is not improved.</li> <li>10. Keep records.</li> </ol>	<p><b><u>Condition (Given):</u></b></p> <p>Victim and articles</p> <p><b><u>Task (What):</u></b></p> <p>Provide first aid for hyperpyrexia.</p> <p><b><u>Standard (How well):</u></b></p> <ul style="list-style-type: none"> <li>▪ All the steps followed in sequence.</li> <li>▪ First aid for hyperpyrexia provided safely.</li> <li>▪ Victim felt comfortable after the first aid.</li> </ul>	<p><b>Hyperpyrexia:</b></p> <ul style="list-style-type: none"> <li>▪ Introduction</li> <li>▪ Cause</li> <li>▪ Sign and symptoms</li> <li>▪ First aid management</li> <li>▪ Preventive measures</li> </ul>

**Tools and Equipments:** Local resources.

**Safety:** Make an interval of 10 minutes while giving cold compress.

## Task structure

Total Time: 4 hrs  
Theory: 2 hrs  
Practical: 2 hrs

### Task 12: Provide first aid for dehydration.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> <li>1. Receive instruction.</li> <li>2. Assess the condition of the victim.</li> <li>3. Keep the victim in comfortable place and position.</li> <li>4. Prepare oral re-hydration solution (ORS).</li> <li>5. Feed the victim ORS frequently.</li> <li>6. if victim is under 6 months of age</li> <li>7. Breastfeed more frequently if the victim is child. more than 6 months and above continue breast feeding more frequently plus oral fluids</li> <li>8. Keep records.</li> </ol>	<p><b><u>Condition (Given):</u></b></p> <p>Victim and articles</p> <p><b><u>Task (What):</u></b></p> <p>Provide first aid for dehydration.</p> <p><b><u>Standard (How well):</u></b></p> <ul style="list-style-type: none"> <li>▪ All the steps followed in sequence.</li> <li>▪ First aid for dehydration done safely.</li> <li>▪ Victim felt comfortable after the first aid.</li> </ul>	<p><b>Dehydration:</b></p> <ul style="list-style-type: none"> <li>▪ Introduction</li> <li>▪ Sign and symptoms</li> <li>▪ First aid management</li> <li>▪ Preventive measures</li> </ul>

**Tools and Equipments:**, glass, jug, water , Container for ORS, spoon

**Safety:** Use oral re-hydration within 24 hours from preparation.



## Task structure

Total Time: 3 hrs  
Theory: 1 hrs  
Practical: 2 hrs

### Task 13: Provide first aid for foreign body obstruction.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> <li>1. Receive instruction.</li> <li>2. Assess the condition of the victim.</li> <li>3. Identify the obstructed area.</li> <li>4. Identify the foreign body if possible</li> <li>5. Console the client.</li> <li>6. Identify the seriousness of the client.</li> <li>7. Remove the foreign body if it is superficial by forceps.</li> <li>8. Refer to health post or hospital if the condition of the victim does not improve.</li> <li>9. Keep records.</li> </ol>	<p><b><u>Condition (Given):</u></b></p> <p>Victim and articles</p> <p><b><u>Task (What):</u></b></p> <p>Provide first aid for foreign body obstruction.</p> <p><b><u>Standard (How well):</u></b></p> <ul style="list-style-type: none"> <li>▪ All the steps followed in sequence.</li> <li>▪ First aid for foreign body obstruction done safely.</li> <li>▪ Victim felt comfortable after the first aid.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Concept of foreign body obstruction.</li> <li>▪ Type of foreign body</li> <li>▪ Area of obstruction</li> <li>▪ Effects, sign and symptoms</li> <li>▪ First aid management</li> <li>▪ Preventive measures</li> </ul>

**Tools and Equipments:** Forceps and local resources

**Safety:** Pay special attention while using the forceps.

## Task structure

Total Time: 3 hrs  
Theory: 2 hrs  
Practical: 1 hrs

### Task 14: Provide first aid for seizure./fits convulsion

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> <li>1. Receive instruction.</li> <li>2. Identify the condition of the victim.</li> <li>3. Loosen the tight clothes of the victim.</li> <li>4. Keep the client on supine position.</li> <li>5. Remove saliva, foreign body etc. from mouth and nostrils.</li> <li>6. Massage the palms and feet.</li> <li>7. Take the vital signs.</li> <li>8. Refer the victim to the nearest hospitals if any unusual sign appears.</li> <li>9. Keep records.</li> </ol>	<p><b><u>Condition (Given):</u></b> Victim and articles</p> <p><b><u>Task (What):</u></b> Provide first aid for seizure.</p> <p><b><u>Standard (How well):</u></b></p> <ul style="list-style-type: none"> <li>▪ All the steps followed in sequence.</li> <li>▪ First aid for seizure done safely.</li> <li>▪ Victim felt comfortable after the first aid.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Introduction</li> <li>▪ Cause</li> <li>▪ Sign and symptoms</li> <li>▪ First aid management</li> <li>▪ Preventive measures</li> </ul>

**Tools and Equipments:** Local resources

**Safety:**

- Prevent client from falling down.
- Do not use fingers to open his/her mouth.

## Task structure

Total Time: 5 hrs  
Theory: 3 hrs  
Practical: 2 hrs

### Task 15: Provide first aid for Sprain and fracture.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> <li>1. Receive instruction.</li> <li>2. Assess the condition of the victim.</li> <li>3. Avoid crowd and make the surrounding environment peaceful</li> <li>4. Console the victim.</li> <li>5. Provide drinks if possible</li> <li>6. Apply pressure on bleeding point.</li> <li>7. Support the injured part using local resources to prevent further damage</li> <li>8. Refer the victim to the health post or hospital.</li> <li>9. Keep records.</li> </ol>	<p><b><u>Condition (Given):</u></b></p> <p>Victim and articles</p> <p><b><u>Task (What):</u></b></p> <p>Provide first aid for fracture.</p> <p><b><u>Standard (How well):</u></b></p> <ul style="list-style-type: none"> <li>▪ All the steps followed in sequence.</li> <li>▪ First aid for fracture done safely.</li> <li>▪ Victim felt comfortable after the first aid.</li> </ul>	<p><b>Fracture:</b></p> <ul style="list-style-type: none"> <li>▪ Introduction</li> <li>▪ Types</li> <li>▪ Causes, signs and symptoms</li> <li>▪ First aid management</li> <li>▪ Preventive measures</li> </ul>

**Tools and Equipments:** Forceps and local resources

**Safety:** Do not mobilize the fracture area.

## Task structure

Total Time: 6 hrs  
Theory: 3 hrs  
Practical: 3 hrs

### Task 16: Provide first aid for shock.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> <li>1. Receive instruction.</li> <li>2. Assess the condition of the victim.</li> <li>3. Lay down the client in a slope surface without using pillows.</li> <li>4. Loosen the clothes and cover the victim with blanket to make him/her warm.</li> <li>5. Provide hot drinks like tea, coffee, and milk if possible.</li> <li>6. Find out the causes and manage accordingly (apply methods to stop bleeding if the victim is shocked by hemorrhage, apply pain relieving method if shock is due to pain).</li> <li>7. Refer client to hospital as soon as possible.</li> <li>8. Keep record</li> </ol>	<p><b><u>Condition (Given):</u></b></p> <p>Victim and articles</p> <p><b><u>Task (What):</u></b></p> <p>Provide first aid for shock.</p> <p><b><u>Standard (How well):</u></b></p> <ul style="list-style-type: none"> <li>▪ All the steps followed in sequence.</li> <li>▪ First aid for shock done safely.</li> <li>▪ Victim felt comfortable after the first aid.</li> </ul>	<p><b>Shock:</b></p> <ul style="list-style-type: none"> <li>▪ Introduction</li> <li>▪ Sign and symptoms</li> <li>▪ First aid management</li> <li>▪ Preventive measures</li> </ul>

**Tools and Equipments:** Forceps and local resources

**Safety:**

- If there is electric shock then use dry stick to remove the patient, wear rubber shoes etc.
- Avoid quick standing even if the victim is conscious.

## Task structure

Total Time: 2 hrs  
Theory: 1 hrs  
Practical: 1 hrs

### Task 17: Provide first aid for burn.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> <li>1. Receive instruction.</li> <li>2. Assess the condition of the victim.</li> <li>3. Remove clothes, shoes, jewelries, watch etc.</li> <li>4. Cover whole with blankets if the clothes are burning.</li> <li>5. Console the client and provide cold water to him.</li> <li>6. Sink the burning part in cold water for about 10 minute. Use ice pack or cube if possible</li> <li>7. Refer the victim to hospital as soon as possible.</li> <li>8. Keep records.</li> </ol>	<p><b><u>Condition (Given):</u></b></p> <p>Victim and articles</p> <p><b><u>Task (What):</u></b></p> <p>Provide first aid for burn.</p> <p><b><u>Standard (How well):</u></b></p> <ul style="list-style-type: none"> <li>▪ All the steps followed in sequence.</li> <li>▪ First aid for burn done safely.</li> <li>▪ Victim felt comfortable after the first aid.</li> </ul>	<p><b>Burn:</b></p> <ul style="list-style-type: none"> <li>▪ Introduction</li> <li>▪ Causes</li> <li>▪ Types</li> <li>▪ Sign and symptoms</li> <li>▪ First aid management</li> <li>▪ Preventive measures</li> </ul>

**Tools and Equipments:** Local resources

**Safety:**

## Task structure

Total Time: 2 hrs  
Theory: 1 hrs  
Practical: 1 hrs

### Task 18: Provide first aid for sun stroke.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> <li>1. Receive instruction.</li> <li>2. Reassure the client.</li> <li>3. Place the victim in safe and comfortable place.</li> <li>4. Remove clothing and wipe whole body with wet clothes.</li> <li>5. Pour cold water to the body through the head.</li> <li>6. Provide cold drinks to the victim if he/she is conscious and able to drink.</li> <li>7. Protect the client from sunlight.</li> <li>8. Refer to hospital as soon as possible.</li> <li>9. Keep records.</li> </ol>	<p><b><u>Condition (Given):</u></b></p> <p>Victim and articles</p> <p><b><u>Task (What):</u></b></p> <p>Provide first aid for sun stroke.</p> <p><b><u>Standard (How well):</u></b></p> <ul style="list-style-type: none"> <li>▪ All the steps followed in sequence.</li> <li>▪ First aid for sun stroke done safely.</li> <li>▪ Victim felt comfortable after the first aid.</li> </ul>	<p><b>Sun stroke:</b></p> <ul style="list-style-type: none"> <li>▪ Definition</li> <li>▪ Sign and symptoms</li> <li>▪ First aid management</li> <li>▪ Preventive measures</li> </ul>

**Tools and Equipments:** Local resources

**Safety:**

# Hygienic Care

## **Description**

This subject is designed to equip trainees with the knowledge and skills on hygienic care. It consists of three parts - Comfort Measures, Hygienic Care Services, and Monitoring Wellbeing.

## **Objectives**

After completion of this module the trainees will be able to:

- Apply comfort measures for the clients
- Provide hygienic care services to the clients
- Promote various care giving practices
- Monitoring the well being of the clients

## **Part: I Comfort Measures**

**Duration:** 30 hrs

### *Competencies*

1. Reassure/ comfort the clients
2. Provide opportunity for rest/sleep
3. Support clients for daily activities[ e.g. washing face/body, changing cloths, feeding, toilet, bathing /combing]
4. Provide relaxation – exercise
5. Make unoccupied beds
6. Apply comfort devices

## Task structure

Total Time: 3 Hrs

Theory: 1 Hrs

Practical: 2 Hrs

### Task 1: Reassure/comfort the client.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> <li>1. Receive instruction.</li> <li>2. Identify the client.</li> <li>3. Assess the condition of the clients.</li> <li>4. Find out the need/interests of the client.</li> <li>5. Make him/her feel comfort using the appropriate/selected comfort devices available.</li> <li>6. Keep records.</li> </ol>	<p><b><u>Condition (Given):</u></b></p> <p>Client and articles</p> <p><b><u>Task (What):</u></b></p> <p>Reassure/comfort the client.</p> <p><b><u>Standard (How well):</u></b></p> <p>All the steps followed in sequence.</p> <p>Client felt comfortable.</p>	<ul style="list-style-type: none"> <li>▪ Introduction</li> <li>▪ Purpose</li> <li>▪ Principle</li> <li>▪ Uses and functions of comfort devices.</li> </ul>

**Tools and Equipments:** Comfort devices, record book etc.

**Safety:** pay special attention when handling the comfort devices.



## Task structure

### Task 2: Provide opportunities for rest/sleep.

Total Time: 3 Hrs  
Theory: 2 Hrs  
Practical: 1 Hrs

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> <li>1. Receive instruction.</li> <li>2. Identify the client.</li> <li>3. Prepare client.</li> <li>4. Organize sleep/rest according to client's need.</li> <li>5. Prepare bed before client is put to sleep.</li> <li>6. Make the client feel comfortable by singing (if the client is a child).</li> <li>7. Adjust the environment to assist client to sleep or rest.</li> <li>8. Monitor clients and encourage them to develop healthy sleeping and resting pattern.</li> <li>9. Keep records.</li> </ol>	<p><b><u>Condition (Given):</u></b> Client and articles</p> <p><b><u>Task (What):</u></b> Provide opportunities for rest/sleep.</p> <p><b><u>Standard (How well):</u></b></p> <ul style="list-style-type: none"> <li>• All the steps followed in sequence.</li> <li>• Opportunities for rest and sleep provided.</li> <li>• Client felt comfortable.</li> <li>• Client looked fresh.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Definition, importance and techniques of rest/sleep.</li> <li>▪ different types of positions –technique</li> </ul>

**Tools and Equipments:** bed, crib, musical instruments, story books etc.

**Safety:**

## Task structure

Total Time: 7 Hrs

**Task 3: Support client for daily activities[ e.g. washing face/body, changing cloths, feeding, toilet, bathing /combing]**

Theory: 3 Hrs

Practical: 4 Hrs

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> <li>1. Receive instruction.</li> <li>2. Prepare articles.</li> <li>3. Prepare the clients.</li> <li>4. Identify needs and requirements of the client.</li> <li>5. Support/assist the client according to his/her needs and requirements.</li> <li>6. Clean and sterilize the feeding pot/dishes/bottles etc.</li> <li>7. Determine the nutritional requirements of the client.</li> <li>8. Wash hands before preparing and serving food.</li> <li>9. Prepare food and drinks.</li> <li>10. Serve sufficiently and appropriately according to client's age and stage.</li> <li>11. Supervise and guide client while eating and drinking etc.</li> <li>12. Encourage client to wash hands before and after meal.</li> <li>13. Encourage client to washing face and changing clothing.</li> <li>14. Identify other needs and requirements of the client.</li> <li>15. Keep records.</li> </ol>	<p><b><u>Condition (Given):</u></b></p> <p>Client and articles</p> <p><b><u>Task (What):</u></b></p> <p>Support client for daily activities (e.g. feeding, toileting, and combing etc.)</p> <p><b><u>Standard (How well):</u></b></p> <p>All the steps followed in sequence.</p> <p>Clients supported and assisted for daily activities such as feeding, toileting and combing.</p>	<ul style="list-style-type: none"> <li>▪ Need, requirements and interests of people in different ages and stages.</li> <li>▪ Nutrition and nutritional requirements.</li> <li>▪ Cooking and serving</li> </ul>

**Tools and Equipments:** As per need.

**Safety:**

- Avoid health hazards while carrying out this procedure.
- Pay special attention to children, elderly people, disabled and sick people.

## Task structure

### Task 4: Provide relaxation./ exercise

Total Time: 6 Hrs

Theory: 3 Hrs

Practical: 3 Hrs

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> <li>1. Receive instruction.</li> <li>2. Identify the client.</li> <li>3. Identify the client's need and requirement.</li> <li>4. Keep the client in comfortable position.</li> <li>5. Identify hobbies / daily routine</li> <li>6. Relax the client by playing music, telling stories, massaging the body etc as per the age and interest of the client.</li> <li>7. Observe the clients state regularly.</li> <li>8. Avoid noisy environment and create clean and peaceful environment.</li> <li>9. Keep records.</li> </ol>	<p><b><u>Condition (Given):</u></b></p> <p>Clients and articles</p> <p><b><u>Task (What):</u></b></p> <p>Provide relaxation.</p> <p><b><u>Standard (How well):</u></b></p> <ul style="list-style-type: none"> <li>• All the steps followed in sequence.</li> <li>• Clients get relaxed.</li> <li>• Client felt and looked refreshed.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Methods and techniques, purposes of relaxations.</li> <li>▪ Technique of exercise</li> </ul>

**Tools and Equipments:** As per need, interest and requirement of the client

**Safety:** Pay proper attention while applying relaxation techniques.

## Task structure

### Task 5: Make unoccupied bed.

Total Time: 6 Hrs

Theory: 2 Hrs

Practical: 4 Hrs

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> <li>1. Receive instruction.</li> <li>2. Place a stool or chair at the foot of the bed.</li> <li>3. Arrange sheets on stool or chair in the order in which they are going to be used.</li> <li>4. Loosen top bedding, fold it and place it over the chair.</li> <li>5. Lift the client's head and remove pillows</li> <li>6. Assist the client to turn to the side of the bed away from Caregiver.</li> <li>7. Roll or unfold the draw sheet against the client's back.</li> <li>8. Dust off the mackintosh and fold it back loosely over the client.</li> <li>9. Roll the bottom sheet as far under the client's back as possible.</li> <li>10. Place the clean bottom sheet with the smooth side up and even with the foot of mattress.</li> <li>11. Tuck in the sheet at the sides and foot of bed.</li> <li>12. Tuck sheet at head, making a mitered corner.</li> <li>13. Bring back the mackintosh lying over the client, pull tighter and tuck well.</li> <li>14. Place clean draw sheet, tuck the free end and fanfold or roll the other end towards the center.</li> <li>15. Assist client to come to the side of the bed.</li> <li>16. Go to the other side, remove and discard soiled linen in the laundry bag.</li> </ol>	<p><b><u>Condition (Given):</u></b></p> <p>Client and articles</p> <p><b><u>Task (What):</u></b></p> <p><b>Make unoccupied bed.</b></p> <p><b><u>Standard (How well):</u></b></p> <p>All the steps followed in sequence.</p> <p>Occupied bed made well.</p>	<ul style="list-style-type: none"> <li>▪ Concept of Occupied bed/unoccupied bed</li> <li>▪ Preparation technique</li> </ul>

<p>17. Pull the clean bottom sheet towards the Caregiver and tighten it. Tuck it at head, make mitered corner and tuck alongside.</p> <p>18. Pull rubber sheet and tuck it well. Pull draw sheet and tuck it well.</p> <p>19. Assist client to move to the corner.</p> <p>20. Change the pillow case and replace it under the clients head.</p> <p>21. Place top sheet with its sides even with head of mattress.</p> <p>22. Open top sheet by unfolding it towards foot of bed.</p> <p>23. Place blanket over the sheet if necessary.</p> <p>24. Fold top sheet back over the blanket to form cuff.</p> <p>25. Keep records.</p>		
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**Tools and Equipments:** Stool or chair, clean sheet, laundry bag, duster, basin

**Safety:**

- Avoid health hazards while carrying out this procedure.
- Pay special attention to children, elderly people, disabled and sick people.

## Task structure

Total Time: 5 Hrs  
Theory: 2 Hrs  
Practical: 3 Hrs

### Task 6: Apply comfort devices.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> <li>1. Receive instruction.</li> <li>2. Identify the client.</li> <li>3. Reassure the client.</li> <li>4. Identify the client's need.</li> <li>5. apply comfort devices according to client's need e.g. if client complains leg pain then use extra pillow under the legs; if client complains of suffering from bed sore then use water or air mattress.</li> <li>6. Keep patient comfortable.</li> <li>7. Wash hands.</li> <li>8. Keep records.</li> </ol>	<p><b><u>Condition (Given):</u></b></p> <p>Clients and articles</p> <p><b><u>Task (What):</u></b></p> <p>Apply comfort devices.</p> <p><b><u>Standard (How well):</u></b></p> <ul style="list-style-type: none"> <li>• All the steps followed in sequence.</li> <li>• Comfort devices applied as per standard.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Definition</li> <li>▪ Purpose</li> <li>▪ Uses</li> <li>▪ Procedures</li> </ul>

**Tools and Equipments:** As per need.

**Safety:** Take special attention while handling the devices

## **Part: II Hygienic Care Services**

**Duration:** 40 Hours

### ***Competencies***

1. Provide Hand Wash
2. Provide oral care
3. Provide hair care
4. Provide nail care
5. Provide skin care/body bath
6. Provide back care / prevention of sore
7. Carry out care of belongings[ e.g. clothes, footwear ]
8. Repair/mend clothes
9. Support client for changing dresses, clothes
10. Support client for toileting
11. Carry out the care of genital area
12. Ensure self hygiene/care
13. Clean dishes/ utensils

## Task structure

### Task 1: Provide Hand wash

Total Time: 4Hrs

Theory: 2 Hrs

Practical: 2 Hrs

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
1. Explain hand washing. 2. Describe the importance of hand washing. 3. Procedure of hand washing : <ul style="list-style-type: none"> <li>• Collect the articles.</li> <li>• Wet hands and apply soap. Rub palms together until soap is bubbly.</li> <li>• Rub each palm over the back of the other hand.</li> <li>• Rub between your fingers on each hand.</li> <li>• Rub your hands with the fingers together.</li> <li>• Rub around each of your thumbs.</li> <li>• Rub in circles on your palms. Then rinse and dry your hands.</li> </ul> 4. Keep the records.	<p><b><u>Condition (Given):</u></b></p> <p>Classroom, clinic, client, books, manuals, poster and chart</p> <p><b><u>Task (What):</u></b></p> <p>Familiarize with hand washing.</p> <p><b><u>Standard (How well):</u></b></p> <p>All the steps followed in sequence.</p>	<p><b>Hand washing:</b></p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Importance</li> <li>• Procedure</li> </ul>

**Tools and Equipments :** Basin, running water, soap

**Safety:** Prevent contamination.



## Task structure

Total Time: 2Hrs

Theory: 1 Hrs

Practical: 1Hrs

### Task 2: Provide oral care.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> <li>1. Receive instruction.</li> <li>2. Collect the articles.</li> <li>3. Prepare client for oral care.</li> <li>4. Put the client in sitting position.</li> <li>5. (Place in side position if necessary.)</li> <li>6. Wash hands.</li> <li>7. Moisten the toothbrush with water and spread the toothpaste on it.</li> <li>8. Instruct the client to brush the teeth (using upper and downward stroke with circulating motion. To clean the chewing surface the brush should be moved back and forth).</li> <li>9. Clean the tongue with the tongue cleaner to remove the debris on it.</li> <li>10. Rinse mouth thoroughly with water.</li> <li>11. Wipe the mouth with a towel.</li> <li>12. Lubricate the client's lip with boroglycerine.</li> <li>13. Leave the client in comfortable position.</li> <li>14. Clean the articles and replace them in proper place.</li> <li>15. Wash hands.</li> <li>16. Keep records.</li> </ol>	<p><b><u>Condition (Given):</u></b></p> <p>Client and articles</p> <p><b><u>Task (What):</u></b></p> <p>Provide oral care.</p> <p><b><u>Standard (How well):</u></b></p> <ul style="list-style-type: none"> <li>• All the steps followed in proper order.</li> <li>• Oral care done safely.</li> <li>• Oral cavity cleaned.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Definition, location and</li> <li>▪ Purpose</li> <li>▪ Procedure</li> <li>▪ Safety precaution</li> </ul>

**Tools and Equipments:** Toothbrush, toothpaste or toothpowder or soda bi carbonate, kidney basin, small towel, water.

**Safety:**

- Brush teeth in circulating motion.
- Use tooth paste with fluoride.
- Use the tongue cleaner slightly and carefully
- Do not gargle forcefully after brush

## Task structure

### Task 3: Provide hair care

Total Time: 3Hrs

Theory: 1 Hrs

Practical: 2 Hrs

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> <li>1. Receive instructions.</li> <li>2. Collect the articles.</li> <li>3. Prepare the client for hair care</li> <li>4. Place the client on bed in supine position</li> <li>5. Assist the client to move his head towards the edge of the bed and remove pillow.</li> <li>6. Place the towel around the neck and shoulder of the client.</li> <li>7. Roll the plastic sheet from both sides in a slanting way which gives the shape of funnel. Fold and put the narrow end under the client's head and put the free end in the bucket or receptacle to act as a drain for water.</li> <li>8. Ask the client to close eyes to prevent soap water getting into the eyes.</li> <li>9. Wet the hair, apply soap or shampoo and massage with finger tips.</li> <li>10. Rinse and apply soap or shampoo for second washing.</li> <li>11. Rinse the hair thoroughly until the hair is clean.</li> <li>12. Remove the plastic sheet.</li> <li>13. Dry the client's hair with a towel.</li> <li>14. Massage the hair with oil and comb hair.</li> <li>15. Make client tidy and comfortable.</li> <li>16. Clean the articles and put them in their proper place.</li> <li>17. Keep record.</li> </ol>	<p><b><u>Condition (Given):</u></b></p> <p>Client and articles</p> <p><b><u>Task (What):</u></b></p> <p>Provide hair care.</p> <p><b><u>Standard (How well):</u></b></p> <p>All the steps followed in order.</p> <p>The hair cleaned.</p>	<ul style="list-style-type: none"> <li>▪ Definition</li> <li>▪ Purpose</li> <li>▪ Concept of position</li> <li>▪ Process of washing procedure</li> </ul>

**Tools and Equipments:** Towel, soap or shampoo, jug, basin with warm water, bucket, plastic sheet, brush, comb, oil etc.

**Safety:** Observe the condition of the scalp, hair and any abnormalities.

## Task structure

Total Time: 2 Hrs

Theory: 1Hrs

Practical: 1 Hrs

### Task 3: Provide nail care.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> <li>1. Receive instructions.</li> <li>2. Collect the articles.</li> <li>3. Prepare and explain the procedure to the client.</li> <li>4. Spread the mackintosh on the bed (to protect the bed) and place a bowl with warm water on it.</li> <li>5. Soak the nail with wet swabs to make the nails soft and easy for cutting.</li> <li>6. Cut the free end of the finger nails forming a rounded end that protrudes only slightly beyond the area where it is attached to the nail bed.</li> <li>7. Cut the toe nail straight to prevent them from growing inward.</li> <li>8. Clean the under surface of the nail with a blunt instrument or the larger end of toothpick taking care not to injure the nail bed.</li> <li>9. Make the cut edge of the nail smooth by brushing them with a file.</li> <li>10. Wash and dry.</li> <li>11. Replace the articles in a proper place.</li> <li>12. Keep records.</li> </ol>	<p><b><u>Condition (Given):</u></b></p> <p>Client and articles</p> <p><b><u>Task (What):</u></b></p> <p>Provide nail care.</p> <p><b><u>Standard (How well):</u></b></p> <ul style="list-style-type: none"> <li>• All the steps followed in sequence.</li> <li>• The nails cleaned and cut shot.</li> <li>• Nail care done safely.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Definition, location and function of nail care</li> <li>▪ Purpose</li> <li>▪ Safety precaution</li> </ul>

**Tools and Equipments:** Mackintosh, nail-cutter, cotton swabs, warm water in bowl, kidney basin, wash cloth, towel.

**Safety:**

- Do not cut the nail too short.
- Protect eyes while cutting the nails (protect eyes from flying nail pieces while cutting nail).

## Task structure

### Task 5: Provide skin care./body bath

Total Time: 4 Hrs  
Theory: 2 Hrs  
Practical: 2 Hrs

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> <li>1. Receive instructions.</li> <li>2. Collect the articles.</li> <li>3. Prepare client for skin care.</li> <li>4. Close windows and doors to prevent the client from getting chill and also put the fan off</li> <li>5. Remove the top bedding; place it in a chair or at the foot of the bed.</li> <li>6. Cover the client with a bath blanket if available or with a top sheet and assist to remove clothes</li> <li>7. Place the client in supine position</li> <li>8. Fold the sponge-cloth around the hand like a mitt so that there are no loose ends.</li> <li>9. Start bathing by washing and drying the face. Do not use soap on the face unless the client demands it. Apply soap, rinse and dry neck.</li> <li>10. Uncover far arm and place the towel lengthwise under the client's arm.</li> <li>11. Bathe, rinse and dry arm, axilla and hand</li> <li>12. Do the same thing to the near arm.</li> <li>13. Place the towel over the client's chest and fold the bath blanket to the abdomen.</li> <li>14. Lift the bath towel slightly and wash, rinse and dry the chest.</li> <li>15. Fold the bath blanket to the pubic region.</li> <li>16. Bathe, rinse and dry the client's abdomen making sure that the umbilicus is clean.</li> <li>17. Cover the client with the bath blanket.</li> <li>18. Expose the far thigh and ask the client to flex the knee.</li> </ol>	<p><b><u>Condition (Given):</u></b></p> <p>Client and articles</p> <p><b><u>Task (What):</u></b></p> <p>Provide skin care.</p> <p><b><u>Standard (How well):</u></b></p> <p>All the steps followed in sequence. The skin cleaned. Skin care done safely.</p>	<ul style="list-style-type: none"> <li>▪ Definition, purposes of skin care</li> <li>▪ Methods</li> <li>▪ Concept of position</li> </ul>

<ol style="list-style-type: none"> <li>19. Place the towel lengthwise under the client's leg.</li> <li>20. Bathe, rinse and dry the thigh and leg.</li> <li>21. Cover the leg with the bath blanket.</li> <li>22. Bathe, rinse and dry the near leg in the same way</li> <li>23. Change the water.</li> <li>24. Ask the client to turn into his side or abdomen</li> <li>25. Place the bath towel lengthwise close to the client's back and bathe, rinse and dry back from hairline to waist and buttock.</li> <li>26. Massage client's back and buttocks with lotion if available, otherwise massage during the bathe by lathering the hand with soap.</li> <li>27. Ask the client to lie on his/her back to finish bathe.</li> <li>28. Request the client's visitor to care client's genitalia if the client is not able to do it him/herself.</li> <li>29. Help the client to put on clean clothes.</li> <li>30. Comb the client's hair protecting the bed with a towel.</li> <li>31. Discard the dirty water.</li> <li>32. Wash, dry and return the articles to proper place.</li> <li>33. Keep records</li> </ol>		
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**Tools and Equipments:** A basin with warm water, towels, clean cloth, sponge cloth, soap in dish, screen.

**Safety:**

- Expose, wash, rinse and dry one part of the body at a time.
- Pay special attention to skin folds, e.g. axilla, groin, between fingers and toes.
- Change water if it becomes dirty or too soapy
- Pay special attention to the breast if the client is a woman.
- Special attention to newborn or child



## Task structure

**Task 7: Carry out care of belongings (e.g. clothes, Footwear).**

Total Time: 4Hrs  
Theory: 2 Hrs  
Practical: 2 Hrs

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> <li>1. Receive instructions.</li> <li>2. Collect the belongings.</li> <li>3. Wash or clean the belongings (if they are dirty)</li> <li>4. Dry them if /when they are wet and after wash.</li> <li>5. Collect them after they become dry.</li> <li>6. Iron the belongings (clothes).</li> <li>7. Fold/pack up the ironed clothes and store them in proper place.</li> <li>8. Collect other belongings if they are scattered or misplaced and put them in the right place.</li> <li>9. Ensure that they are clean in proper place in proper position.</li> <li>10. Clean everything after use and put back in the respective place.</li> <li>11. Repair or mend them when necessary (if possible, if not replace with the new one).</li> <li>12. Keep records.</li> </ol>	<p><b><u>Condition (Given):</u></b></p> <p>Articles (belongings)</p> <p><b><u>Task (What):</u></b></p> <p>Carry out care of belongings (e.g. clothes, Footwear).</p> <p><b><u>Standard (How well):</u></b></p> <ul style="list-style-type: none"> <li>• All the steps followed in sequence.</li> <li>• Belongings looked neat and tidy.</li> <li>• Belongings placed in the right place.</li> <li>• Belongings are repaired and made reusable.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Principles of caring belongings.</li> <li>▪ Uses of different types of belongings</li> </ul>

**Tools and Equipments:**

**Safety:**

## Task structure

### Task 8: Repair/mend clothes.

Total Time: 3Hrs

Theory: 1 Hrs

Practical: 2 Hrs

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> <li>1. Receive instructions.</li> <li>2. Collect the clothes that need to be repaired/mend.</li> <li>3. Make the required articles like needle, thread, sewing machine etc ready.</li> <li>4. Identify the parts of the clothes (torn out spots) which need to be repaired.</li> <li>5. Repair it by the needle work or using the sewing machine depending upon the necessity and availability.</li> <li>6. Take it to the tailor or other repairing places if it can not be repaired at home.</li> <li>7. Collect, pack and restore it in the right place after it is repaired.</li> <li>8. Keep records.</li> </ol>	<p><b><u>Condition (Given):</u></b></p> <p>Clothes that need to be repaired, needle, thread, sewing machine etc.</p> <p><b><u>Task (What):</u></b></p> <p>Repair/mend clothes.</p> <p><b><u>Standard (How well):</u></b></p> <ul style="list-style-type: none"> <li>▪ All the steps followed in sequence.</li> <li>▪ Clothes repaired or mended.</li> <li>▪ Clothes became reusable.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Principles.</li> <li>▪ Functions and use of sewing machine</li> <li>▪ Needle work</li> </ul>

**Tools and Equipments:** Clothes to be repaired, needle, threads, sewing machine etc

**Safety:**



## Task structure

### Task 9: Support client for changing dresses, clothes.

Total Time: 3 Hrs

Theory: 1 Hrs

Practical: 2 Hrs

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> <li>1. Receive instructions.</li> <li>2. Collect the articles.</li> <li>3. Prepare the client.</li> <li>4. Place the articles in client's reach.</li> <li>5. Ensure the floor is not slippery.</li> <li>6. Assist the client while changing to prevent him/her from falling.</li> <li>7. Difficult and disabled clients and deal appropriately</li> <li>8. Keep the patient in comfortable position.</li> <li>9. Keep records.</li> </ol>	<p><b><u>Condition (Given):</u></b></p> <p>Client and articles</p> <p><b><u>Task (What):</u></b></p> <p>Support client for changing dresses, clothes.</p> <p><b><u>Standard (How well):</u></b></p> <ul style="list-style-type: none"> <li>▪ All the steps followed in sequence.</li> <li>▪ Client supported for changing the dresses/ clothes.</li> <li>▪ No harm or discomfort caused to the client while changing.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Principles, types and procedures of dressing children.</li> <li>▪ Types and uses of clothes underwear</li> </ul>

**Tools and Equipments:** Towel, clean clothes/dresses, foot wares etc.

**Safety:**

## Task structure

Total Time: 4 Hrs

Theory: 2 Hrs

Practical: 2Hrs

### Task 10: Support client for toileting.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> <li>1. Receive Instructions</li> <li>2. Ask and make sure if the client wants to go to toilet.</li> <li>3. Help the client to get up or stand up.</li> <li>4. Take the client to the toilet (hold the client while walking or make other arrangement to take him/her to where the toilet is as per the condition and need of the client).</li> <li>5. Help the client to get into the toilet.</li> <li>6. Tell the client to give some signal if he/she feels any difficulties or inconvenience inside.</li> <li>7. Make sure that the toilet is not locked from inside.</li> <li>8. Wait the client until he/she comes out.</li> <li>9. Help the client to wash his/her hands using soap.</li> <li>10. Assist client to keep his/her hands dry using towel after hand wash.</li> <li>11. Help the client to get back to the previous place.</li> <li>12. Help/support the client to sit/lye down and take rest.</li> <li>13. Keep records.</li> </ol>	<p><b><u>Condition (Given):</u></b> Client and articles</p> <p><b><u>Task (What):</u></b> Support client for toileting.</p> <p><b><u>Standard (How well):</u></b>  All the steps followed in sequence.  Client felt comfortable after toileting.</p>	<ul style="list-style-type: none"> <li>▪ Supportive tasks for toileting</li> </ul>

**Tools and Equipments:** Client, wheel chair, soap, towel etc. toilets as per need of the client

**Safety:**

- Check if the floor surface of the toilet is slippery or not.
- Get the patient to wear non slippery sandals/shoes if the floor of the toilet is slippery or not.

## Task structure

Total Time: 2Hrs

Theory: 1 Hrs

Practical: 1Hrs

### Task 11: Carry out the care of genital area.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> <li>1. Receive instruction.</li> <li>2. Identify the client.</li> <li>3. Make articles ready.</li> <li>4. Wash hands.</li> <li>5. Tell the client the procedure of carrying out the care of genital areas.</li> <li>6. Instruct and support the client to clean the genital area. (Clean it if the client is unable to do it him/herself.</li> <li>7. Encourage to empty bowel and bladder before procedure.</li> <li>8. Provide bed pan if the client can not walk.</li> <li>9. Clean the articles.</li> <li>10. Replace the articles in the right place.</li> <li>11. Keep records.</li> </ol>	<p><b><u>Condition (Given):</u></b> Client and articles</p> <p><b><u>Task (What):</u></b> Carryout the care of genital area.</p> <p><b><u>Standard (How well):</u></b></p> <ul style="list-style-type: none"> <li>▪ All the steps followed in sequence.</li> <li>▪ Care of genital area done safely.</li> <li>▪ Genital area cleaned.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Concept of care of genital area</li> <li>▪ Purpose</li> <li>▪ Location and function of external genital organs</li> <li>▪ Procedure</li> </ul>

**Tools and Equipments:** Torch light, bed pan, gauze piece, cotton, soap etc.

**Safety:** Pay special attention to sensitive area while giving care to that part.

## Task structure

### Task 12: Ensure self hygiene/care.

Total Time: 3 Hrs

Theory: 1 Hrs

Practical: 2Hrs

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> <li>1. Receive instruction.</li> <li>2. Wear clean, neat and tidy dresses/ clothes.</li> <li>3. Keep living/working environment clean.</li> <li>4. Take hygienic food.</li> <li>5. Maintain personal hygiene.</li> <li>6. Take proper rest.</li> <li>7. Check up health regularly.</li> <li>8. Plan and manage self care</li> <li>9. Consult medical person in case of any health problem.</li> <li>10. Keep record of self care.</li> </ol>	<p><b><u>Condition (Given):</u></b></p> <p>Living/working places</p> <p><b><u>Task (What):</u></b></p> <p>Ensure self hygiene/care.</p> <p><b><u>Standard (How well):</u></b></p> <ul style="list-style-type: none"> <li>▪ Self hygienic care maintained.</li> <li>▪ The clients looked fresh, neat, tidy and healthy.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Introduction, importance, purposes and techniques of self care</li> </ul>

**Tools and Equipments:** As per need.

**Safety:**

## Task structure

### Task 13: Clean dishes/utensils.

Total Time:3 Hrs

Theory: 1 Hrs

Practical: 2 Hrs

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> <li>1. Receive instruction.</li> <li>2. Collect dishes and utensils that need to be cleaned.</li> <li>3. Scrub dishes, and utensils with soapy water.</li> <li>4. Clean/wash it again thoroughly with water.</li> <li>5. Put the washed dishes in sunlight.</li> <li>6. Leave them in the sunlight until they become dry.</li> <li>7. Collect the dishes/utensils after they become dry.</li> <li>8. Wipe dishes/utensils with clean piece of cloth.</li> <li>9. Store them in the right place.</li> <li>10. Keep records.</li> </ol>	<p><b><u>Condition (Given):</u></b></p> <p>Dishes/utensils</p> <p><b><u>Task (What):</u></b></p> <p>Clean dishes/utensils.</p> <p><b><u>Standard (How well):</u></b></p> <ul style="list-style-type: none"> <li>▪ Dishes/utensils cleaned and sterilized.</li> <li>▪ Dishes/utensils cleaned safely.</li> <li>▪ All the steps followed in sequence.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Concept and importance of hygiene</li> <li>▪ Procedure of cleaning</li> </ul>

**Tools and Equipments:** Soap or detergent powder, utensils, dishes, water etc.

**Safety:** Take special attention while handling the sharp and heavy dishes or utensils. Never use wet utensil directly for feeding and any procedure

## **Part: III: Monitoring Wellbeing**

**Duration:** 20 hours

### ***Competencies***

1. Make regular observation of client (Color of Skin, Expression)
2. Take body temperature
3. Take body weight
4. Take pulse rate
5. Take respiration rate
6. Take blood pressure

## Task structure

Total Time: 2 Hrs

Theory: 1 Hrs

Practical: 1 Hrs

### Task 1: Make regular observation of client.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> <li>1. Identify the client.</li> <li>2. Receive the instructions.</li> <li>3. Assess the condition of clients.</li> <li>4. Prepare the articles.</li> <li>5. Check vital signs.</li> <li>6. Keep the clients in comfortable position.</li> <li>7. Ask the client about his/ her condition.</li> <li>8. Report to senior if any abnormality detected.</li> <li>9. Clean the articles after use.</li> <li>10. Replace the articles in proper place.</li> <li>11. Keep records.</li> </ol>	<p><b><u>Condition (Given):</u></b></p> <p>Client and articles</p> <p><b><u>Task (What):</u></b></p> <p>Make regular observation of client.</p> <p><b><u>Standard (How well):</u></b></p> <ul style="list-style-type: none"> <li>▪ All the steps followed in sequence.</li> <li>▪ Regular observation made to the clients.</li> <li>▪ Record kept well.</li> </ul>	<ul style="list-style-type: none"> <li>• Observation of any abnormality</li> <li>• Asking skill about the condition</li> <li>• Taking vital sign</li> </ul>

**Tools and Equipments:** Thermometer, sphygmomanometer, stethoscope, watch, or timer pen, notebook.

**Safety:** Take immediate action if the client's condition is/becomes worse.

## Task structure

Total Time: 5 Hrs

Theory: 2 Hrs

Practical: 3 Hrs

### Task 2: Take body temperature.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> <li>1. Identify the client.</li> <li>2. Make articles ready.</li> <li>3. The client should be relaxed in a comfortable position.</li> <li>4. to take body temperature for axillaries:                             <ul style="list-style-type: none"> <li>• Keep the thermometer in axilla or groin; see that the part is free from perspiration.</li> <li>• Keep the bulb of thermometer horizontally in the axilla and keep the arm flexed across the chest.</li> <li>• Close to the side of the body to hold the thermometer in position.</li> </ul> </li> <li>5. Apply this method to take body temperature at groin.                             <ul style="list-style-type: none"> <li>• Flex the thigh and place the bulb of thermometer vertically in the groin between the skin folds.</li> </ul> </li> <li>6. Leave the thermometer in position for at least 2, 3 minutes.</li> <li>7. Keep records.</li> </ol>	<p><b><u>Condition (Given):</u></b></p> <p>Client and articles</p> <p><b><u>Task (What):</u></b></p> <p>Take body temperature.</p> <p><b><u>Standard (How well):</u></b></p> <ul style="list-style-type: none"> <li>▪ All the steps followed in sequence.</li> <li>▪ Articles handled properly.</li> <li>▪ Blood temperature taken.</li> <li>▪ Secured 60% marks in knowledge test.</li> <li>▪ Record kept well.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Definition</li> <li>▪ Sites</li> <li>▪ Frequency ( how often)</li> <li>▪ Types of temperature (Abnormal/normal range body temperature)                             <ul style="list-style-type: none"> <li>• Possible conditions to be considered if temperature is not normal</li> </ul> </li> </ul>

**Tools and Equipments:** Thermometer different types, tray, pen, notebook

**Safety:** If the client has taken any hot or cold drinks, or has smoked, his temperature orally for about 30 minutes.



## Task structure

### Task 3: Take body Weight.

Total Time: 3 Hrs  
Theory: 1 Hrs  
Practical: 2 Hrs

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
1. Explain weight. 2. Describe the importance of taking weight. 3. Procedure of taking weight : <ul style="list-style-type: none"> <li>• Explain the measurement process to participant and/or responsible party.</li> <li>• Make articles ready.</li> <li>• Maintain privacy.</li> <li>• Zero the scale before measurement.</li> <li>• Have the participant remove shoes and heavy/bulky outer clothing such as coat or jacket.</li> <li>• Have the individual step onto the center of the scale platform with feet slightly apart for better balance.</li> <li>• Explain individual not to take support anywhere while taking measurement.</li> <li>• Read the weight measurement.</li> </ul> 4. Keep the records.	<p><b><u>Condition (Given):</u></b> Classroom, clinic, client, books, manuals, poster and chart</p> <p><b><u>Task (What):</u></b> Familiarize with taking body weight.</p> <p><b><u>Standard (How well):</u></b> All the steps followed in sequence.</p>	<p><b>Body weight measurement:</b></p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Important points to be considered before taking weight</li> <li>• Procedure</li> </ul>

**Tools and Equipments :** weighing machine, chart

**Safety:** Protect body from injury.

## Task structure

### Task 4: Take pulse rate.

Total Time: 3 Hrs

Theory: 1 Hrs

Practical: 2 Hrs

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> <li>1. Receive instruction.</li> <li>2. Identify the client.</li> <li>3. Make articles ready.</li> <li>4. Place the client in resting position sitting or lying with his/her arms supported.</li> <li>5. Check the client's pulse while taking his/her temperature.</li> <li>6. Place the 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> fingers along the client's radial artery at the wrist and press gently against the radius bone.</li> <li>7. Place the thumb on the back of the client's wrist using the watch with a second hand.</li> <li>8. Count the pulse for half minute.</li> <li>9. Multiply the number obtained by two to get the clients pulse rate per minute.</li> <li>10. Count for a full minute if the pulse rate is irregular.</li> <li>11. Note rhythm, volume, tension of the pulse while counting pulse rate.</li> <li>12. Keep the records.</li> </ol>	<p><b><u>Condition (Given):</u></b> Client and articles</p> <p><b><u>Task (What):</u></b> Take pulse rate.</p> <p><b><u>Standard (How well):</u></b></p> <ul style="list-style-type: none"> <li>▪ All the steps followed in sequence.</li> <li>▪ Articles handled properly.</li> <li>▪ Pulse rate taken.</li> <li>▪ Record kept well.</li> <li>▪ Secured 60% marks in knowledge test.</li> </ul>	<p><b>Vital sign:</b></p> <ul style="list-style-type: none"> <li>▪ Introduction</li> <li>▪ Types</li> </ul> <p><b>Pulse rate:</b></p> <ul style="list-style-type: none"> <li>▪ Definition</li> <li>▪ Purpose</li> <li>▪ Sites</li> <li>▪ Methods</li> <li>▪ Variations in pulse rate</li> <li>▪ Factor affecting pulse</li> </ul>

**Tools and Equipments:** watch, pen, note book etc.

**Safety:** Pay special attention while taking pulse rate because rapid pulse rate is a symptom of infection, hemorrhage etc.

## Task structure

Total Time: 2Hrs

Theory: 1 Hrs

Practical: 1Hrs

### Task 5: Take respiration rate.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> <li>1. Identify the client.</li> <li>2. Make articles ready.</li> <li>3. The client should be relaxed in a comfortable position.</li> <li>4. Since respiration can be controlled voluntarily to same extent as far as possible the client's respiration may be counted without making him aware of it, so after taking the pulse, count the respiration rate keeping the fingers on the client's wrist of the client's arm is placed a rods his chest, the movement of his chest wall can be been and felt.</li> <li>5. Count the wise and fall of the chest wall for one minute using a watch with a second hand to get the respiration rate per minute.</li> <li>6. Note the depth and regularity of respiration; expansion of the chest on both sides and client's color.</li> <li>7. Keep records.</li> </ol>	<p><b><u>Condition (Given):</u></b> Client and articles</p> <p><b><u>Task (What):</u></b> Take respiration rate.</p> <p><b><u>Standard (How well):</u></b></p> <ul style="list-style-type: none"> <li>• All the steps followed in sequence.</li> <li>• Articles handled properly.</li> <li>• Respiration rate taken.</li> <li>• Secured 60% marks in knowledge test.</li> <li>• Record kept well.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Definition</li> <li>▪ Purpose</li> <li>▪ Normal range</li> <li>▪ Factor affecting</li> <li>▪ Frequency</li> </ul>

**Tools and Equipments:** watch, pen, note book,

**Safety:** Pay special attention while taking respiration rate.

## Task structure

Total Time: 5 Hrs

Theory: 2 Hrs

Practical: 3 Hrs

### Task 6: Take blood pressure.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> <li>1. Identify the client</li> <li>2. Make articles ready</li> <li>3. Make client sit or lie in a comfortable position with his arm supported.</li> <li>4. Slip the client's sleeve off his arm</li> <li>5. Wrap the cuff of the sphygmomanometer smoothly around the lower two third of client in arm about 2.5 cm about his elbow</li> <li>6. Place the manometer on beside in such a way that the scale is in the same level with the examinees eye</li> <li>7. Using the finger tips feel the pulsation of the brachial artery in the cubical force of the elbow. than pump up the cuff until the pulse disappear.</li> <li>8. After taking placatory systolic blood pressure, place the stethoscope over the brachial artery in cubical fosse of elbow.</li> <li>9. Open up the cuff to approximately 20mmofhg, higher than the placatory systolic reading.</li> <li>10. Open the valve a little to let the pressure release slowly to listen until a sharp tapping sound is heard. Read the pressure at this point. This is systolic pressure.</li> <li>11. Let the pressure release further and continue to listen attentively to the sound as the air is gradually released from the cuff. at the certain point .the sound changes from loud to soft thumping sound then it disappear or becomes inaudible. .note the pressure just before the sound becomes inaudible. This is diastolic pressure.</li> <li>12. After reading both systolic diastolic pressures, release the air from the cuff completely and remove the cuff from client's arm.</li> <li>13. Keep records.</li> </ol>	<p><b><u>Condition (Given):</u></b></p> <p>Client and articles</p> <p><b><u>Task (What):</u></b></p> <p>Take blood pressure.</p> <p><b><u>Standard (How well):</u></b></p> <ul style="list-style-type: none"> <li>• All the steps followed in sequence.</li> <li>• Articles handled properly.</li> <li>• Blood pressure taken.</li> <li>• Secured 60% marks in knowledge test.</li> <li>• Record kept well.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Definition</li> <li>▪ Purpose</li> <li>▪ Factor affecting blood pressure</li> <li>▪ Frequency</li> <li>▪ Sites for taking blood pressure</li> </ul>

**Tools and Equipments:** watch, pen, note book, stethoscope, sphygmomanometer, spirit swab,

**Safety:**

- Do not wrap the cuff too tight because this will be uncomfortable for the client but if the cuff is too loose the sound will not be heard clearly.
- The cuff should be of appropriate size.
- The client's arm should not be placed above the level of client's heart as it may cause low blood pressure.
- The number tubes attached to the compression bag should not be allowed to cross or touch each other as this may interfere in the sounds used to determine the blood pressure.

# Maternal Care

## **Description**

This subject is designed to equip trainees with the knowledge and skills on maternal care necessary for caregiver to have an efficient performance in the workplace.

## **Objectives**

After completion of this module the trainees will be able to:

- Carry out maternal care services

**Duration:** 45 hours

## ***Competencies***

1. Assist to provide diet for pregnant women
2. Encourage pregnant woman for antenatal visit
3. Support pregnant women for clothing/ exercise
4. Identify danger signs of pregnancy
5. Make referrals
6. Provide Perineal care
7. Support mother for postnatal care
8. Support exclusive breast feeding
9. Support mother for postnatal exercises
10. Provide care for baby (Bathing, Feeding, Clothing, Warming etc.)
11. Support mother to immunize child
12. Identify side effects of immunization
13. Identify minor disorders of puerperium

## Task structure

Total Time: 3 Hrs

Theory: 2 Hrs

Practical: 1 Hrs

### Task 1: Assist to provide diet for pregnant woman.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> <li>1. Collect information</li> <li>2. Identify the client</li> <li>3. Take proper history from mother</li> <li>4. Assure pregnancy</li> <li>5. Collect adequate foods rich and protein, Minerals and vitamins</li> <li>6. Find out the importance of nutrient food</li> <li>7. Recommend the client these food for daily use:                             <ul style="list-style-type: none"> <li>• Vitamins rich foods-fruits, green vegetables, liver etc.</li> <li>• Protein rich foods- Daal, Beans, Meat, eggs, milk, wheat etc</li> <li>• Minerals rich foods – Eggs, Milk , fish , Kidney, Spinach, ground nuts, potato, sweet potato etc.</li> </ul> </li> <li>8. Advise her to take adequate fluid/ liquid diet</li> <li>9. Keep records</li> </ol>	<p><b><u>Condition (Given):</u></b> Client, foods</p> <p><b><u>Task (What):</u></b> Provide diet for pregnant woman.</p> <p><b><u>Standard (How well):</u></b>  All the steps followed in sequence.  Diet for pregnant mother provided.</p>	<ul style="list-style-type: none"> <li>▪ Sign and symptoms of pregnancy</li> <li>▪ Types of nutrition</li> </ul>

**Tools and Equipments:** Relevant foods

**Safety:** Over diet is not good.

## Task structure

Total Time: 1 Hrs

**Task 2: Encourage pregnant woman for antenatal visit.**

Theory: 1 Hrs

Practical: Hrs

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> <li>1. Identify the client</li> <li>2. Ask the month of pregnancy</li> <li>3. Encourage mother for four different visit given below:               <ul style="list-style-type: none"> <li>• First visit during third month</li> <li>• Second visit during sixth month</li> <li>• Third visit during eight month</li> <li>• Four visit during ninth month</li> </ul> </li> <li>4. Ask her to wear loose clothes during walks to hospital</li> <li>5. Ask her to visit hospital any time whenever problem of cure</li> <li>6. Keep records</li> </ol>	<p><b><u>Condition (Given):</u></b></p> <p>Work place or MCH and clients</p> <p><b><u>Task (What):</u></b></p> <p>Support Pregnant Woman for antenatal visit</p> <p><b><u>Standard (How well):</u></b></p> <p>All the steps to be followed in sequence.</p> <p>Pregnant mother for antenatal care well supported.</p>	<ul style="list-style-type: none"> <li>▪ Introduction of antenatal purpose</li> <li>▪ Sign and symptoms of pregnancy</li> <li>▪ Date of check up/antenatal visit</li> </ul>

**Tools and Equipments:** Calendar

**Safety:** Don't use any medicine without doctor prescription.

## Task structure

**Task 3: Support pregnant woman for clothing/ exercise.**

Total Time: 3 Hrs  
Theory: 1 Hrs  
Practical: 2 Hrs

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> <li>1. Identify the client</li> <li>2. Ask the month of pregnancy</li> <li>3. Explain the mother about importance of clothing and exercise during pregnancy</li> <li>4. Advise mother on following points:</li> <li>5. Not to carry heavy load and work.                             <ul style="list-style-type: none"> <li>• Need of exercise to wear loose and comfortable clothes</li> <li>• Brassieres should support and lift the breast well.</li> <li>• Support whole abdomen with PATUKA.</li> <li>• Avoid high heeled shoes</li> </ul> </li> <li>6. Keep records</li> </ol>	<p><b><u>Condition (Given):</u></b></p> <p>Client</p> <p><b><u>Task (What):</u></b></p> <p>Support pregnant woman for clothing/ exercise.</p> <p><b><u>Standard (How well):</u></b></p> <p>All the steps followed in sequence.</p> <p>Pregnant mother for clothing and exercise well supported.</p>	<ul style="list-style-type: none"> <li>▪ Clothing and exercise</li> </ul>

**Tools and Equipments:** Local Resources

**Safety:**



## Task structure

Total Time: 3 Hrs

Theory: 3 Hrs

Practical: Hrs

### Task 4: Identify the danger signs of pregnancy.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> <li>1. Identify mother.</li> <li>2. Get/collect adequate information about the danger signs of pregnancy from health persons and be informed.</li> <li>3. Identify the mother and inform her are the danger signs of pregnancy.</li> <li>4. Encourage and support mother to visit health centers when following danger signs are seen:</li> <li>5. when the following signs are seen:               <ul style="list-style-type: none"> <li>• Bleeding per vagina.</li> <li>• Loss of movement of fetus.</li> <li>• Feeling of weakness.</li> <li>• Severe pale look happening.</li> </ul> </li> <li>3. Check/observe closely whether these signs are seen in mother or not.</li> <li>4. Make appropriate referral.</li> <li>5. Keep records of the signs that appear.</li> <li>6. Keep record of the hospital visit.</li> </ol>	<p><b><u>Condition (Given):</u></b></p> <p>Pregnant mother, instruments and materials</p> <p><b><u>Task (What):</u></b></p> <p>Identify the danger signs of pregnancy.</p> <p><b><u>Standard (How well):</u></b></p> <p>All the steps followed in sequence.</p> <p>The danger signs of pregnancy identified.</p>	<ul style="list-style-type: none"> <li>▪ Danger signs of pregnancy</li> <li>▪ Critical signs of pregnancy</li> <li>▪ High risk pregnancy</li> <li>▪ High risk pregnancy management</li> </ul>

**Tools and Equipments:** Fetus cope and other materials as per need.

**Safety:** Refer mother to hospital or health center immediately if any danger signs occur.

Do not leave alone

## Task structure

### Task 5: Make referrals.

Total Time: 1 Hrs

Theory: 1 Hrs

Practical: Hrs

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> <li>1. Identify the client with major disorder</li> <li>2. Identify the months of pregnancy.</li> <li>3. Identify the high risk mother.</li> <li>4. Use locally available means of transportation.</li> <li>5. Keep records.</li> </ol>	<p><b><u>Condition (Given):</u></b> Client</p> <p><b><u>Task (What):</u></b> Make referrals.</p> <p><b><u>Standard (How well):</u></b> All the danger signs and date of labor identified and made referral.</p>	<ul style="list-style-type: none"> <li>▪ Danger signs of pregnancy</li> <li>▪ Expected date of delivery</li> </ul>

**Tools and Equipments:** Local means of transportation.

**Safety:**

## Task structure

Total Time: 6 Hrs

Theory: 2 Hrs

Practical: 4 Hrs

### Task 6: Provide perineal care.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> <li>1. Receive instructions.</li> <li>2. Wash hands.</li> <li>3. Keep articles ready.</li> <li>4. Explain the mother about the need.</li> <li>5. Advice mother to clean the vaginal area and empty the bladder in toilet.</li> <li>6. Clean and provide bed pan if the mother cannot walk.</li> <li>7. Keep the mother in dorsal recumbent position.(Rubbers sheet)</li> <li>8. Put mackintosh and provide bed pan under buttock.</li> <li>9. Remove pad and observe amount, color and odor of vaginal disorder.</li> <li>10. Massage the uterus with left hand for proper drainage of lochia.</li> <li>11. Wash hands with soap and water.</li> <li>12. Take necessary amount of cotton, forceps and keep antiseptic solution on bowl.</li> <li>13. Separate the labia majora and minora and pour the dettol solution on upper part of vulva.</li> <li>14. Clean upward to downward and inner to outer side (use one cotton at a time).</li> <li>15. Put vulval pad and remove bed pan.</li> <li>16. Turn the mother in lateral position and clean the buttock with sponge clothe/gauze piece.</li> <li>17. Wash hands.</li> <li>18. Keep record.</li> </ol>	<p><b><u>Condition (Given):</u></b></p> <p>Client and articles</p> <p><b><u>Task (What):</u></b></p> <p>Provide perineal care.</p> <p><b><u>Standard (How well):</u></b></p> <p>All the steps followed in sequence.</p> <p>Perineal care provided safely.</p> <p>Perineal cleaned after the care.</p>	<ul style="list-style-type: none"> <li>▪ Introduction and purpose of perineal care</li> </ul>

**Tools and Equipments:** Delivery Sterile bowl, artery forceps, thumb forceps, antiseptic solution, kidney tray, pad/cotton/gauze, perineal light, mackintosh, bucket/paper bag, screen, clean bed pan

**Safety:**

- Empty the bladder before procedure.
- Do not apply pressure over abdomen in case of caesarean section.

## Task structure

Total Time: 4 Hrs

Theory: 1 Hrs

Practical: 3 Hrs

### Task 7: Support mother for postnatal care.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> <li>1. Receive instructions.</li> <li>2. Identify mother.</li> <li>3. Take vital signs frequently.</li> <li>4. Ensure mother's general well being.</li> <li>5. Take temperature frequently for early detection of the infection.</li> <li>6. Take the weight of the mother daily.</li> <li>7. Encourage and support mother for her genital care.</li> <li>8. Encourage and support mother to clean her nipple before and after every breastfeeding.</li> <li>9. Encourage mother for ambulation.</li> <li>10. Encourage mother for rest and sleep.</li> <li>11. Encourage and support mother for elimination.</li> <li>12. Encourage and support mother for proper care of baby.</li> <li>13. Encourage and support mother to take nutritional diets.</li> <li>14. Refer for family planning counseling</li> </ol>	<p><b><u>Condition (Given):</u></b></p> <p>Mother and articles</p> <p><b><u>Task (What):</u></b></p> <p>Support mother for postnatal care.</p> <p><b><u>Standard (How well):</u></b></p> <p>All the steps followed in sequence.</p> <p>Mother well supported for postnatal care.</p>	<ul style="list-style-type: none"> <li>▪ Introduction, needs, signs and symptoms of postnatal period</li> </ul>

**Tools and Equipments:** As per need (local resources)

**Safety:** Care of mother be taken in every aspects.

## Task structure

Total Time: 3 Hrs

Theory: 1 Hrs

Practical: 2 Hrs

### Task 8: Support exclusive breast feeding.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> <li>1. Receive instructions.</li> <li>2. Identify the mother.</li> <li>3. Advice mother about the importance of breastfeeding.</li> <li>4. Inform mother about the negative impacts of bottle feeding.</li> <li>5. Tell mother about the disadvantage of bottle feeding.</li> <li>6. Support mother to breastfeed the child.</li> <li>7. Advice mother about the frequency, position etc.</li> <li>8. Give back massage to the child, keeping the child on mother's shoulder to prevent back flow or regurgitation of milk.</li> <li>9. Keep records.</li> </ol>	<p><b><u>Condition (Given):</u></b></p> <p>Mothers, general people, articles</p> <p><b><u>Task (What):</u></b></p> <p>Promote exclusive breastfeeding.</p> <p><b><u>Standard (How well):</u></b></p> <p>Exclusive breastfeeding promoted.</p> <p>Mothers advised to breastfeed their babies exclusively.</p> <p>All the steps followed in sequence.</p>	<ul style="list-style-type: none"> <li>▪ Introduction, purpose, importance and techniques of Breastfeeding</li> </ul>

**Tools and Equipments:** Local materials as per need

**Safety:**

## Task structure

Total Time: 4 Hrs

Theory: 1 Hrs

Practical: 3 Hrs

### Task 9: Support mother for postnatal exercises.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> <li>1. Receive instructions.</li> <li>2. Advise and suggests mother about the importance of exercises.</li> <li>3. Tell the procedures of each exercise to the mother.</li> <li>4. Support mother to do deep breathing exercise.</li> <li>5. Support mother to do limb exercise.</li> <li>6. Support mother for abdominal exercise.</li> <li>7. Support mother for perineal exercise.</li> <li>8. Keep records.</li> </ol>	<p><b><u>Condition (Given):</u></b> Client and articles</p> <p><b><u>Task (What):</u></b> Support mother for postnatal exercises.</p> <p><b><u>Standard (How well):</u></b> All the steps followed in sequence. Mother performs/complete different postnatal exercises.</p>	<ul style="list-style-type: none"> <li>▪ Need, importance, types and methods of postnatal exercises for mother</li> </ul>

**Tools and Equipments:** As per need

**Safety:** Carryout the postnatal exercises carefully and appropriately.

## Task structure

Total Time: 8 Hrs

Theory: 3 Hrs

Practical: 5 Hrs

### Task 10: Provide care for baby (Bathing, Feeding, Clothing, Warming etc.)

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> <li>1. Receive instructions.</li> <li>2. Identify the child.</li> <li>3. Identify the needs of the child.</li> <li>4. Take vital signs of the child.</li> <li>5. Check the quantity and temperature.</li> <li>6. Clean child's eyes, ears, nose and hair at first.</li> <li>7. Lather child's body with soap using wash clothes.</li> <li>8. Wrap the child immediately after bathing to prevent chilling.</li> <li>9. Meet the child's need for security and consistency.</li> <li>10. Change the child's diapers as appropriately.</li> <li>11. Clean and sterilize the feeding bottles.</li> <li>12. Prepare the milk formula as prescribed.</li> <li>13. Keep records.</li> </ol>	<p><b><u>Condition (Given):</u></b> Baby and articles</p> <p><b><u>Task (What):</u></b> Provide care for baby (Bathing, Feeding, Clothing, Warming etc.)</p> <p><b><u>Standard (How well):</u></b> All the steps followed in sequence. Baby well cared.</p>	<ul style="list-style-type: none"> <li>▪ The dependent nature of child</li> <li>▪ Immediate care of baby</li> <li>▪ Respond to child (talking, finger games, singing, holding, laughing, dancing, rhymes and playing).</li> <li>▪ Communication skills (listening, speaking, verbal and non verbal)</li> <li>▪ Difficulties and distress of child</li> <li>▪ Basic child care procedure</li> </ul>

**Tools and Equipments:** Infant crib/bed, blanket, sterilizer, stroller, child carrier, bassinet, baby bath tube, baby toiletries, towel, feeding bottle with cap ring and nipple, thermometer, tray.

**Safety:**

## Task structure

Total Time: 4 Hrs

Theory: 4 Hrs

Practical: Hrs

### Task 11: Support mother to immunize child.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> <li>1. Receive instructions.</li> <li>2. Identify the immunization need of the child.</li> <li>3. Advice mother on the importance of immunization.</li> <li>4. Encourage and support mother to visit hospital or any health center to immunize the child.</li> <li>5. Explain the information to mother.</li> <li>6. Help mother to care and comfort the child.</li> <li>7. Help mother to keep record.</li> </ol>	<p><b><u>Condition (Given):</u></b> Mother and child</p> <p><b><u>Task (What):</u></b> Support mother to immunize child.</p> <p><b><u>Standard (How well):</u></b> All the steps to be followed in sequence. Child immunized as per schedule. Mother got well supported to immunize her child.</p>	<ul style="list-style-type: none"> <li>▪ Introduction, importance, purposes, indication, contradiction, side-effects of immunization</li> <li>▪ Expanded immunization program</li> <li>▪ Immunization schedule</li> </ul>

**Tools and Equipments:** Comfortable clothes for baby. Immunization schedule

**Safety:** Get proper information from the health personnel before immunizing the child if the child is suffering from some kind of illness/sickness.

## Task structure

Total Time: 2 Hrs

Theory: 2 Hrs

Practical: Hrs

### Task 12: Identify the side effects of immunization.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> <li>1. Receive instructions.</li> <li>2. Get proper information from the health worker or health center about the possible side-effects of immunization.</li> <li>3. Identify and advise mother about the general side effects of immunization.</li> <li>4. Identify if the following side-effects are seen in the child after immunization or not: <ul style="list-style-type: none"> <li>• Superficial ulceration, fever – BCG</li> <li>• Mild fever, abscess formation, convulsion – DPT</li> <li>• Nothing obvious seen, convulsion – Polio.</li> <li>• Mild fever, rashes – Measles</li> </ul> </li> <li>5. Advice mother not to worry if any side effects are seen after the child get immunization.</li> <li>6. Explain mother about the side effects of immunization given by the health workers.</li> <li>7. Advice mother the proper care if the child has any side-effects.</li> <li>8. Keep records.</li> </ol>	<p><b><u>Condition (Given):</u></b> Mother, child and articles</p> <p><b><u>Task (What):</u></b> Identify the side effects of immunization.</p> <p><b><u>Standard (How well):</u></b> All the steps followed in sequence.</p> <p>Side effects of immunization identified.</p> <p>Mothers informed of the side effects.</p>	<ul style="list-style-type: none"> <li>▪ Possible side effects of immunization and its care.</li> </ul>

**Tools and Equipments:** As per need.

**Safety:** Do not put any oil or other liquids around the area.

## Task structure

Total Time: 3 Hrs

Theory: 3 Hrs

Practical: Hrs

### Task 13: Identify the minor disorders of puerperium.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
1. Receive instructions. 2. Get information about the minor disorders of puerperium from the health worker or health center and be informed. 3. Identify the following minor disorder: <ul style="list-style-type: none"> <li>• After pain</li> <li>• Retention of urine.</li> <li>• Constipation.</li> <li>• Hemorrhoids</li> <li>• Cracked nipples</li> <li>• Engorged breast</li> <li>• Subinvolution of the uterus.</li> <li>• 4<sup>th</sup> day blues</li> </ul> 4. Counsel mother to seek health worker 5. Tell and support mother to take proper self care during the period. 6. Keep records.	<p><b><u>Condition (Given):</u></b> Client (mother) and articles</p> <p><b><u>Task (What):</u></b> Identify the minor disorders of puerperium.</p> <p><b><u>Standard (How well):</u></b> All the steps followed in sequence.</p> <p>Minor disorders of puerperium identified.</p>	<ul style="list-style-type: none"> <li>▪ Normal disorder of pregnancy</li> <li>▪ Puerperal problems</li> <li>▪ Home management of puerperium</li> </ul>

**Tools and Equipments:** As per need.

**Safety:** Do not use any medicine without the prescription of medical person.



# Effective Communication

**Description:**

This course give basic concept of communication and counseling and why it is so important in providing care to woman and family.

**Objective:**

At the end of this session learner will be able to:

- Explain the meaning and important of effective communication and counseling.
- Communicate with women and family effectively.
- Steps of communication technique
- Teach & counsel women and family effectively.

**Duration- 5 hr.**

**Tasks**

1. Explain importance of effective Communication
2. Communicate with Individual, family & community
3. State the steps of communication technique
4. Teach and counsel women and family effectively

## Task structure

### Task 1: Explain importance of effective Communication

Total Time: 2 Hrs

Theory: 1 Hrs

Practical: Hrs

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> <li>1. Explain the importance of effective communication.</li> <li>2. Differentiate the word; education, motivation &amp; counseling.</li> <li>3. Manage the communication challenges.</li> <li>4. Explain about motivation education and counseling</li> </ol>	<p><b><u>Condition (Given):</u></b> Senario Role play</p> <p><b><u>Task (What):</u></b> Explain important of effective Communication</p> <p><b><u>Standard (How well):</u></b></p>	<ul style="list-style-type: none"> <li>▪ Meaning of communication</li> <li>▪ Motivation education</li> <li>▪ Counseling</li> </ul>

**Tools and Equipments:** Local materials as per need

**Safety:**

## Task structure

### Task 2: Communicate with Individual, family & community

Total Time: 1 Hrs

Theory: 1 Hrs

Practical: Hrs

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> <li>1. Collect information.</li> <li>2. Adopt effective communication strategies( Clear, audible voice)</li> <li>3. Communicate right information at right time.</li> <li>4. Listen attentively.</li> <li>5. Interact with individual, family and community.</li> </ol>	<p><b><u>Condition (Given):</u></b> Senario Role play</p> <p><b><u>Task (What):</u></b> <b>Communicate with women &amp; family effectively</b></p> <p><b><u>Standard (How well):</u></b></p>	<ul style="list-style-type: none"> <li>▪ Introduction</li> </ul>

**Tools and Equipments:** Local materials as per need

**Safety:**

## Task structure

### Task 3: State the steps of communication technique

Total Time: 1 Hrs  
Theory: 1 Hrs  
Practical: Hrs

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
1. List steps of communication skill. 2. Approach: <ul style="list-style-type: none"> <li>• ABIVADAN</li> <li>• AI</li> </ul>	<u><b>Condition (Given):</b></u> Senario Role play  <u><b>Task (What):</b></u> <b>State the steps of communication technique</b>  <u><b>Standard (How well):</b></u>	<ul style="list-style-type: none"> <li>▪ Introduction of ABIVADAN</li> <li>▪ AI</li> </ul>

**Tools and Equipments:** Local materials as per need

**Safety:**

## Task structure

### Task 4: Teach and counsel women and family effectively

Total Time: 1 Hrs  
Theory: 1 Hrs  
Practical: Hrs

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
1. Collect needful informations. 2. Identify or priotriize the needs of women. 3. Plan the counseling simple and under standarble language. 4. Collect real objects and its use. 5. Ask for redemonstration.	<u><b>Condition (Given):</b></u> Senario Role play  <u><b>Task (What):</b></u> <b>Teach and counsel women and family effectively</b>  <u><b>Standard (How well):</b></u>	<ul style="list-style-type: none"> <li>▪ Introduction of counsel</li> </ul>

**Tools and Equipments:** Local materials as per need

**Safety:**

# Entrepreneurship Development

**Total: 40 hrs**  
**Theory: 18 hrs**  
**Practical: 22 hrs**

## Course description

This course is designed to impart the knowledge and skills necessary for micro enterprise or a business unit of self-employment startup. The entire course intends to introduce enterprise, finding suitable business ideas and developing business idea to formulation of business plan.

## Course objectives

After completion of this course, students will be able to:

1. Understand concept of enterprise and self-employment
2. Explore suitable business idea matching to self
3. Learn to prepare business plan
4. Learn to keep preliminary business record

S.No.	Task statements	Related technical knowledge	Time (hrs)		
			T	P	Tot.
1.	State the concept of business/enterprises	<ul style="list-style-type: none"> <li>• Introduction to business/enterprise</li> <li>• Classification of business/enterprises</li> <li>• Overview of MSMEs (Micro, Small and Medium Enterprises) in Nepal</li> <li>• Cost &amp; Benefits of self-employment/salaried job</li> </ul>	4		4
2.	Grow entrepreneurial attitudes	<ul style="list-style-type: none"> <li>• Wheel of success</li> <li>• Risk taking attitude</li> </ul>	3		3
3.	Generate viable business ideas	<ul style="list-style-type: none"> <li>• Business idea generation</li> <li>• Evaluation of business ideas</li> </ul>	1	2	3
S.No.	Task statements	Related technical knowledge	Time (hrs)		
4.	Prepare business plan	<ul style="list-style-type: none"> <li>• Concept of market and marketing</li> <li>• Description of product or service</li> <li>• Selection of business location</li> <li>• Estimation of market share</li> <li>• Promotional measures</li> <li>• Required fixed assets and cost</li> <li>• Required raw materials and costs</li> <li>• Operation process flow</li> <li>• Required human resource and cost</li> <li>• Office overhead and utilities</li> <li>• Working capital estimation and calculation of total finance required</li> <li>• Product costing and pricing</li> <li>• Cost benefit analysis (BEP, ROI)</li> </ul>	9	18	27

		<ul style="list-style-type: none"> <li>• Information collection method and guidelines</li> <li>• Individual business plan preparation and presentation</li> </ul>			
5.	Prepare basic business records	<ul style="list-style-type: none"> <li>• Day book</li> <li>• Payable &amp; receivable account</li> </ul>	1	2	3
<b>Total:</b>			<b>18</b>	<b>22</b>	<b>40</b>

**Textbook:**

क) प्रशिक्षकहरूका लागि निर्मित निर्देशिका तथा प्रशिक्षण सामग्री, प्राविधिक शिक्षा तथा व्यावसायिक तालीम परिषद्, २०६९

ख) प्रशिक्षार्थीहरूका लागि निर्मित पाठ्यसामग्री तथा कार्यपुस्तिका, प्राविधिक शिक्षा तथा व्यावसायिक तालीम परिषद् (अप्रकाशित), २०६९

**Reference book:**

*Entrepreneur's Handbook, Technonet Asia, 1981*

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2. Bhandari & Sharma. Early Childhood Development. Child Psychology and Learning.
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7. J.B.R. Swayam Prakash. Child Development and Learning. Vidhyarthi Pustak Bhandar. Kathmandu.
8. Lama & Pathak. Effective Activities for Healthy Child Development.
9. I.O.M. Nutrition and Health.
10. I.O.M. Nutrition Sciences.
11. I.O.M. Disabled Village Children.
12. I.O.M. Education for Health.
13. I.O.M. Midwifery Manual.
14. CTEVT. Health Management.
15. CTEVT. Nursing Procedure, First Aid and Emergency Care.
16. CTEVT. Community Health, Culture and Communication.
17. CTEVT. Basic Anatomy and Physiology.
18. CTEVT. Environmental Sanitation.