

CURRICULUM

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**Caregiver**  
*(SHORT COURSE)*



**Council for Technical Education and Vocational Training**  
**CURRICULUM DEVELOPMENT DIVISION**  
Sanothimi, Bhaktapur  
2007

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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 environment
2. Promote awareness on common human diseases
3. Provide nutritional services to the clients
4. Respond to work place emergencies
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 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 (i.e. 3x130 hours equal to 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 90% attendance during the training period to get the certificate.

**Focus of Curriculum**

This is a competency-based curriculum and emphasizes on competencies /performances. So, the main focus will be on the performance of the competencies included in this curriculum.

**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
- Should pass entrance examination

**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** (Opaque projections, 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.

**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

**Grading System**

The trainees will be graded as follows based on the marks in percentage secured by them in tests/ evaluations.

- Distinction: Passed with 80% or above
- First Division: passed with 75% or above
- Second Division: passed with 65% or above
- Third Division: passed with 60% or above

**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 secure minimum marks of 60% in an average of both theory and practical evaluations.

- 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 in related field
- 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, human skeleton, kidney, lung, heart, spleen, liver, intestine, nose, eye, brain, ear, teeth, tongue, skin, ureter, fetus, whole body dummy, microscope, scissors, tongue depressor, catheters, diapers, bottles, 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, N.G. tube, sewing machine, thread, baby toilet, crib, growth chart, immunization chart, dustbin, torch light, DDT, 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

### Course structure of Caregiver

S.N.	Subjects	Nature	Total hours	Full marks
1	<b>Environment, Health, and Sanitation</b>	T+P	<b>60</b>	<b>50</b>
	I. Safe, Healthy and Stimulating Environment	T+P	20	
	II. Introduction to Common Human Diseases	T+P	40	
2	<b>Nutrition</b>	T+P	<b>60</b>	<b>50</b>
3	<b>Emergency and First Aid</b>	T+P	<b>90</b>	<b>100</b>
	I. Emergency	T+P	10	
	II. First Aid	T+P	80	
4	<b>Hygienic Care</b>	T+P	<b>120</b>	<b>100</b>
	I. Comfort Measures	T+P	50	
	II. Hygienic Care Services	T+P	50	
	III. Monitoring Wellbeing	T+P	20	
5	Maternal and Child Care	T +P	<b>60</b>	<b>50</b>
<b>Total</b>			<b>390</b>	<b>350</b>



*Subject: 1*  
**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:** 20 hours

*Competencies*

1. Develop general concept of care giving
2. Keep the workplace clean/tidy
3. Check/maintain tools/ equipment safely
4. Minimize/ control noise/ air/ water/ soil pollution
5. Change decoration of the environment
6. Dispose wastages
7. Keep sharp instrument/ medicine/ chemicals out of reach of children

## Task structure

### Task 1: Develop general concept of care giving.

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. Perceive 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.</li> </ol>	<p><b><u>Condition (Given):</u></b> Reading materials, client, and supplies</p> <p><b><u>Task (What):</u></b> Develop general concept of care giving</p> <p><b><u>Standard (How well):</u></b> 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> <li>❖ How does the client perceive one's own illness?</li> </ul> </li> <li>▪ Coping to illness: <ul style="list-style-type: none"> <li>❖ How to cope to illness</li> </ul> </li> <li>▪ Basic needs of clients: <ul style="list-style-type: none"> <li>❖ concept</li> <li>❖ Maslow's hierarchy of needs in relation to : <ul style="list-style-type: none"> <li>○ Care of environment</li> <li>○ Nutritional needs</li> <li>○ elimination needs</li> <li>○ Comfort needs</li> <li>○ Safety needs- prevention of infection and complication</li> <li>○ Love and security</li> <li>○ Self-esteem</li> <li>○ Self actualization</li> </ul> </li> </ul> </li> <li>▪ Why, when and how to prepare plan for patient care <ul style="list-style-type: none"> <li>❖ Planning- definition, importance, and setting priorities</li> </ul> </li> <li>▪ Recording and reporting helps to - <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>❖ Make a good plan for caring the patient</li> <li>❖ Share information for daily work</li> <li>❖ Legal protections</li> </ul> </li> </ul>

## Task structure

### Task 2: Keep the work place clean and tidy.

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.</li> <li>12. Use all mechanical equipments in accordance with relevant safety and manufacturer's specifications.</li> <li>13. Remove furniture from dust and unpleasant odor.</li> <li>14. Remove all marks, spots, without damaging furniture and furnishing.</li> <li>15. Position the furniture so well to be comfortable and convenient.</li> <li>16. Remove soiled linen and pillow cases.</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></p> <p>Workplace, necessary tools, equipment and materials</p> <p><b><u>Task (What):</u></b></p> <p>Keep the work place clean and tidy.</p> <p><b><u>Standard (How well):</u></b></p> <p>All the steps followed in sequence.</p> <p>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, cob Weber, broom, glass wiper etc.

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

## Task structure

### Task 3: Check / maintain tools/ equipment.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> <li>1. Receive instruction</li> <li>2. Obtain tools</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. Obtain equipment</li> <li>7. Check the equipment for proper functioning</li> <li>8. Maintain the equipment</li> <li>9. Store the equipment safely</li> <li>10. 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 4: Minimize/control water pollution.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
1. Receive instruction.	<p><b><u>Condition (Given):</u></b></p> <p>Water source and necessary materials</p> <p><b><u>Task (What):</u></b></p> <p>Minimize/control water pollution.</p> <p><b><u>Standard (How well):</u></b></p> <p>All the steps followed in sequence.</p> <p>Inorganic wastages incinerated.</p>	<ul style="list-style-type: none"> <li>▪ Definition</li> <li>▪ Sources of water</li> <li>▪ Causes of water pollution</li> <li>▪ Methods of purification                             <ul style="list-style-type: none"> <li>❖ Boiling</li> <li>❖ Chemical disinfection</li> <li>❖ Filtration</li> </ul> </li> </ul>
2. Refine and ground the byproducts.		
3. Manage waste particles properly.		
4. Recycle or prepare compost manure from wastages.		
5. Manage polluted / waste water in drainage.		
6. Teach people to use toilet.		
7. Incinerate/ bury/ recycle inorganic wastages.		
8. Keep records.		

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

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

## Task structure

### Task 5: Change decoration of the environment.

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

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

**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 6: Dispose wastages

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
1. Receive instruction. 2. Collect the wastage materials. 3. Select the types of the waste. 4. Choose appropriate method to dispose i.e. burying, incineration, recycling etc. 5. Collect the organic waste to make compost fertilizer. 6. Bury or incinerate the poisonous wastages. 7. Manage polluted / waste water in drainage. 8. Wash hands. 9. Keep records.	<p><b><u>Condition (Given):</u></b> Disposal site, wastage and materials</p> <p><b><u>Task (What):</u></b> Dispose 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>▪ Definition</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 7: Keep sharp instruments/medicines/chemicals out of reach of children.**

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: Introduction to Common Human Diseases**

**Duration:** 40 hours

### ***Competencies***

1. Familiarize with common cold
2. Familiarize with nutrition deficiency disorders
3. Familiarize with diarrhea
4. Familiarize with tuberculosis
5. Familiarize with hepatitis
6. Familiarize with hypertension
7. Familiarize with rabies
8. Familiarize with worms
9. Familiarize with HIV /AIDS
10. Familiarize with STD.
11. Familiarize with measles
12. Familiarize with pneumonia
13. Familiarize with diabetes
14. Familiarize with jaundice

## Task structure

### Task 1: Familiarize with common cold.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> <li>1. Receive instruction.</li> <li>2. Define common cold.</li> <li>3. List out mode of transmission.</li> <li>4. Specify Incubation Period of common cold.</li> <li>5. Identify Sign and Symptoms of common cold.</li> <li>6. <u>Apply methods of prevention:</u> <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> </ul> </li> <li>7. Keep the 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 common cold.</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>▪ Definition</li> <li>▪ Mode of transmission</li> <li>▪ Incubation period</li> <li>▪ Sign and symptoms</li> <li>▪ Prevention method</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

### Task 2: Familiarize with nutrition deficiency disorders.

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></p> <p>Classroom, clinic, client, books, manuals, poster and chart</p> <p><b><u>Task (What):</u></b></p> <p>Familiarize with nutrition deficiency disorders</p> <p><b><u>Standard (How well):</u></b></p> <p>The nutrients deficiency symptoms listed.</p> <p>The foods rich in nutrition identified.</p> <p>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

**Task 3: Familiarize with diarrhea.**

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> <li>1. Receive instruction.</li> <li>2. Define the diarrhea.</li> <li>3. List out mode of transmission.</li> <li>4. Identify the seriousness of the client.</li> <li>5. <u>Keep these preventive techniques:</u> <ul style="list-style-type: none"> <li>▪ Collect ORS powder.</li> <li>▪ Wash hand.</li> <li>▪ Mix ORS with 1 liters of clean 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>6. Keep the 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 diarrhea.</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>Diarrhea/dehydration:</b></p> <ul style="list-style-type: none"> <li>▪ Definition</li> <li>▪ Causes</li> <li>▪ Mode of transmission</li> <li>▪ List of population possibly affected</li> <li>▪ Sign and symptoms</li> <li>▪ Prevention method</li> </ul>

**Tools and Equipments:** ORS powder, Jug, Glasses, 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

### Task 4: Familiarize with tuberculosis.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> <li>1. Receive instruction.</li> <li>2. Define Tuberculosis.</li> <li>3. List out mode of transmission.</li> <li>4. Specify incubation period of TB.</li> <li>5. Identify sign and symptoms of TB.</li> <li>6. Support family to vaccinate BCG for infant.</li> <li>7. Teach the client to cover the mouth when coughing and dispose sputum by burying.</li> <li>8. Isolate the client.</li> <li>9. Support the client for regular follow up.</li> <li>10. Keep the records.</li> <li>11. Keep records.</li> </ol>	<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 Tuberculosis.</p> <p><b><u>Standard (How well):</u></b></p> <p>All the steps followed in sequence</p> <p>Secured at least 60% marks in knowledge test.</p> <p>.</p>	<p><b>Tuberculosis:</b></p> <ul style="list-style-type: none"> <li>▪ Definition</li> <li>▪ Causes</li> <li>▪ Mode of transmission</li> <li>▪ Incubation period</li> <li>▪ Sign and symptoms</li> <li>▪ Prevention and control</li> <li>▪ Immunization against TB</li> </ul>

**Tools and Equipments:** Mask, soap, dust bin, notebook, pencil, bedding, cloths, phenol, dettol.

**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

### Task 5: Familiarize with hepatitis

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> <li>1. Define hepatitis.</li> <li>2. Identify the types of hepatitis.</li> <li>3. List out the mode of transmission.</li> <li>4. Specify incubation period.</li> <li>5. Identify the sign and symptoms.</li> <li>6. Apply prevention and control methods.</li> <li>7. Immunize the children with hepatitis injection.</li> <li>8. 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 Hepatitis.</p> <p><b><u>Standard (How well):</u></b> All the steps followed in sequence. The client kept on isolation. Secured at least 60% marks in knowledge test.</p>	<p><b>Hepatitis:</b></p> <ul style="list-style-type: none"> <li>▪ Definition</li> <li>▪ Type</li> <li>▪ Causes</li> <li>▪ Mode of transmission</li> <li>▪ Incubation period</li> <li>▪ Sign and symptoms</li> <li>▪ Prevention and control</li> <li>▪ Immunization against hepatitis</li> </ul>

**Tools and Equipments:**

**Safety:**

## Task structure

### Task 6: Familiarize with hypertension.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
1. Define hypertension. 2. Identify the sign and symptoms. 3. Apply prevention and control methods. <ul style="list-style-type: none"> <li>▪ Control diet</li> <li>▪ Exercise</li> <li>▪ Be free and happy</li> <li>▪ Make happy and peaceful environment</li> <li>▪ Avoid smoking and drinking</li> </ul> 4. Keep 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 Hypertension.</p> <p><b><u>Standard (How well):</u></b>            All the steps followed in sequence.</p> <p>Secured at least 60% marks in knowledge test.</p>	<p><b>Hypertension:</b></p> <ul style="list-style-type: none"> <li>▪ Definition</li> <li>▪ Types</li> <li>▪ Sign and symptoms</li> <li>▪ Causes</li> <li>▪ Prevention and control</li> </ul>

**Tools and Equipments:** Sphygmomanometer.

**Safety:**

## Task structure

### Task 7: Familiarize with rabies.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
1. Define Rabies. 2. List out mode of transmission. 3. Specify incubation period. 4. Identify the sign and symptoms. 5. Apply prevention and control methods. <ul style="list-style-type: none"> <li>▪ Control dogs</li> <li>▪ Vaccinate pet animals with anti rabies vaccine.</li> <li>▪ Do not play with animals.</li> <li>▪ Clean the wound of bite.</li> </ul> 6. Keep 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 Rabies.</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>Rabies:</b></p> <ul style="list-style-type: none"> <li>▪ Definition</li> <li>▪ Sign and symptoms</li> <li>▪ Prevention and control</li> <li>▪ Immunization</li> </ul>

**Tools and Equipments:** Soap, dettol, bandage.

**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

### Task 8: Familiarize with worms.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
1. Define worms. 2. Identify the mode of transmission. 3. Identify the sign and symptoms. 4. Apply prevention and control methods. <ul style="list-style-type: none"> <li>▪ Create healthy environment.</li> <li>▪ Use toilet always.</li> <li>▪ Wash hands with soap.</li> <li>▪ Wash green vegetables and fruit before eating.</li> <li>▪ Wear shoes and sandal always.</li> </ul> 5. Keep 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 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

**Task 9: Familiarize with AIDS/HIV.**

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> <li>1. Define AIDS/HIV.</li> <li>2. Identify the modes 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>▪ Make sex relation only with reliable partner.</li> <li>▪ Use family planning.</li> <li>▪ Use condom while making sex relation.</li> <li>▪ Use sterilized blades and syringes only.</li> <li>▪ Check HIV / AIDS test before giving and taking blood.</li> <li>▪ Teach the HIV/AIDS infected woman not to give birth.</li> </ul> </li> <li>5. Advise client for body protection and for regular checkup.</li> <li>6. 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 AIDS.</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>HIV/AIDS:</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>▪ Wi-dow period (concept only)</li> <li>▪ Prevention and control</li> </ul>

**Tools and Equipments:** Posters and pamphlets syringe, blades, condoms.

**Safety:** Use gloves before handling syringe, blades.

## Task structure

### Task 10: Familiarize with STDs (Sexually transmitted diseases).

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> <li>1. Define STDs.</li> <li>2. List out the modes of transmission.</li> <li>3. Identify clinical features.</li> <li>4. Specify incubation period.</li> <li>5. Apply prevention and control methods.               <ul style="list-style-type: none"> <li>▪ Make sex relation only with reliable partner / husband-wife.</li> <li>▪ Use family planning.</li> <li>▪ Use condom while making sex relation.</li> </ul> </li> <li>6. Support client for medical check up.</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 STDs.</p> <p><b><u>Standard (How well):</u></b> All the steps followed in sequence.</p> <p>Types of STDs identified.</p> <p>Secured at least 60% marks in knowledge test.</p>	<p><b>STDs:</b></p> <ul style="list-style-type: none"> <li>▪ Definition and types:           <ul style="list-style-type: none"> <li>• Syphilis</li> <li>• Gonorrhoea</li> <li>• Chancroids</li> <li>• Herpes</li> <li>• <b>Ganitalis</b></li> <li>• Candidiaciasis</li> <li>• Trichomoniasis</li> <li>• Veneral warts</li> <li>• Lymphograhuloma</li> <li>• Venereum</li> <li>• Vaginal discharges</li> </ul> </li> <li>▪ Mode of transmission.</li> <li>▪ Sign and symptoms</li> <li>▪ Prevention and control test.</li> </ul>

**Tools and Equipments:** Posters and pamphlets syringe, blades, condoms.

**Safety:**

- Use gloves before handling syringe, blades.

## Task structure

### Task 11: Familiarize with measles.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
1. Define measles. 2. Identify the modes of transmission. 3. Identify the sign and symptoms. 4. Apply prevention and control methods. <ul style="list-style-type: none"> <li>• Keep the client away from others.</li> <li>• Feed the client nutritious food.</li> <li>• Keep the room, clothes and other utilities clean.</li> <li>• Refer the client to the hospitals.</li> <li>• Support the client for hospital visit.</li> </ul> 5. Keep 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 measles.</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>Measles:</b></p> <ul style="list-style-type: none"> <li>▪ Definition</li> <li>▪ Causes</li> <li>▪ Mode of transmission</li> <li>▪ Incubation period</li> <li>▪ Sign and symptoms</li> <li>▪ Vaccination schedule</li> <li>▪ Prevention and control</li> </ul>

**Tools and Equipments:** Mask, soap, dust bin, notebook, pencil, bedding, cloths, phenol, dettol.

**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

### Task 12: Familiarize with pneumonia.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
1. Define pneumonia. 2. Identify the sign and symptoms. 3. Apply prevention and control methods. <ul style="list-style-type: none"> <li>• Prevent client from smoke, dust, cold etc.</li> <li>• Manage ventilation in room.</li> <li>• Provide more liquid diet and breast feeding (for infants).</li> <li>• Avoid bottle feeding for children.</li> <li>• Keep the client warm.</li> <li>• Manage rest for the client.</li> </ul> 4. Keep 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 AIDS.</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>Pneumonia:</b></p> <ul style="list-style-type: none"> <li>▪ Definition</li> <li>▪ Causes</li> <li>▪ Sign and symptoms</li> <li>▪ Prevention and control</li> </ul>

**Tools and Equipments:**

**Safety:**

## Task structure

### Task 13: Familiarize with diabetes.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> <li>1. Define diabetes.</li> <li>2. Identify the sign and symptoms.</li> <li>3. Apply prevention and control methods.                             <ul style="list-style-type: none"> <li>• Control diet: consume less carbohydrate and more protein.</li> <li>• Exercise</li> <li>• Maintain the health properly</li> <li>• Protect body from common injuries</li> <li>• Use medicine as prescribed by doctor</li> <li>• Check health regularly</li> <li>• Be free and happy</li> <li>• Make happy and peaceful environment</li> <li>• Avoid smoking and drinking</li> </ul> </li> <li>4. Keep an identity card always mentioning about name, address, doctor's name, diseases etc.</li> <li>5. Keep some sweet things always in pocket.</li> <li>6. 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 Diabetes.</p> <p><b><u>Standard (How well):</u></b> All the steps followed in sequence.</p> <p>Personal hygiene maintained.</p> <p>Secured at least 60% marks in knowledge test.</p>	<p><b>Diabetes:</b></p> <ul style="list-style-type: none"> <li>▪ Definition</li> <li>▪ Causes</li> <li>▪ Sign and symptoms</li> <li>▪ Types</li> <li>▪ Prevention and control</li> <li>▪ Diet plan for diabetes</li> </ul>

**Tools and Equipments:** Chocolates, sweet juices, identity card, pencil, notebook.

**Safety:** Protect body from injury.

**Task 14: Familiarize with jaundice.**

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<p>4. Define jaundice.</p> <p>5. Identify the sign and symptoms.</p> <p>6. Apply prevention and control methods.</p> <p>7. Take proper diet.</p> <p>8. Follow precautions.</p> <p>9. Keep records.</p>	<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 jaundice.</p> <p><b><u>Standard (How well):</u></b></p> <p>All the steps followed in sequence.</p> <p>Proper diet maintained.</p> <p>Secured at least 60% marks in knowledge test.</p>	<p><b>Jaundice:</b></p> <ul style="list-style-type: none"> <li>▪ Definition</li> <li>▪ Sign and symptoms</li> <li>▪ Prevention and control</li> </ul>

## ***Subject: 2***

# **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:** 60 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 clients
10. Maintain growth record chart
11. Promote breast feeding
12. Manage need based specific diet (diabetes, HTN, under 5)
13. Manage complimentary food (infant, malnutrition, >5)
14. Prepare liquid diet



## Task structure

### Task 1: Maintain food hygiene.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
1. Receive instruction. 2. Define food hygiene. 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> 4. Cover the container of food properly after using. 5. Keep records.	<p><b><u>Condition (Given):</u></b></p> Work place and materials	<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>
	<p><b><u>Task (What):</u></b></p> Maintain food hygiene.	
	<p><b><u>Standard (How well):</u></b></p> All the steps followed in sequence.  Food hygiene maintained.	

**Tools and Equipments:** Cooking pots, cutleries 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

## Task structure

### 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 loose 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 for every 2 hours.</li> <li>6. apply this schedule for feeding for:</li> <li>7. <u>4-6 month baby:</u> <ul style="list-style-type: none"> <li>• Breastfeeding at 05:00 am</li> <li>• Sarbottam Lito at 07:30 am</li> <li>• Breastfeeding at 10:00 am</li> <li>• Banana and honey at 01:00 pm</li> <li>• Breastfeeding at 04:00 pm</li> <li>• Liquid diet at 07:00 pm</li> <li>• Breastfeeding at 09:00 pm.</li> </ul> </li> <li>8. <u>6-12 month baby:</u> <ul style="list-style-type: none"> <li>• milk at 05:00 am</li> <li>• Sarbottam Lito or porridge at 7:30 am</li> <li>• Milk/liquid diet at 10:00 am</li> <li>• Sarbottam Lito or porridge or fruit juice at 1:00 pm</li> <li>• Milk with bread at 4:00 pm</li> <li>• Sarbottam Lito or porridge at 7:00 pm</li> <li>• Milk at 10:00 pm.</li> </ul> </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>▪ Doctor's prescription</li> <li>▪ Requirements according condition of client</li> </ul>

**Tools and Equipments:** chart paper, pencil, and notebook.

**Safety:**

## Task structure

### Task 3: Maintain food quality.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
1. Collect information. 2. Notice manufacturing and expiry date. 3. Test whether the food is contaminated or not / adulterated or not. 4. Notice whether preservatives are used or not. 5. Store the food in dry place into good container. 6. Keep records.	<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 should not be expired.
- If possible use foods having no preservatives.
- Food losing its natural color, taste, and odor is not good to eat.

## Task structure

### Task 4: Provide safe drinking water.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
1. Identify the importance of safe drinking water.  2. 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> 3. Provide always safe water.  4. Use clean pots, glasses always for keeping and drinking water.  5. Keep records.	<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

### Task 5: Prepare client for meal.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
1. Observe client's condition. 2. Prepare the client. 3. Wash hands before meal. 4. Keep client on comfortable position. 5. Take food on client's reach. 6. Administer medicines before meal if any. 7. Create safe and stimulating environment. 8. Keep records.	<p><b><u>Condition (Given):</u></b></p> Work place, client meals and articles	<ul style="list-style-type: none"> <li>▪ Concept of hygiene and sterilization</li> <li>▪ Different positions</li> <li>▪ Client preparation techniques</li> </ul>
	<p><b><u>Task (What):</u></b></p> Prepare client for meal.	
	<p><b><u>Standard (How well):</u></b></p> All the steps followed in sequence.	
	Water purification method known.	

**Tools and Equipments:** Soap, towel, trough, table, chair etc.

**Safety:**

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

## Task structure

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

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> <li>1. Receive instruction.</li> <li>2. Prepare two equal parts of beans and other two equal parts of cereals.</li> <li>3. Batch different parts of beans i, e, soybean and gram and other two parts of cereals i, e, maize and wheat.</li> <li>4. 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 ingredients for Sarbottam Pitho</p> <p><b><u>Standard (How well):</u></b>  All the steps followed in sequence.</p> <p>Ingredients for Sarbottam Pitho prepared as per standard.</p>	<ul style="list-style-type: none"> <li>▪ Definition</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

**Safety:**

## Task structure

### Task 7: Prepare Sarbottam Pitho.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
1. Receive instructions. 2. Prepare ingredients. 3. Separate all other elements like sand soil particles etc. from ingredients. 4. Make spatula mud pot (Handi, if possible) ready. 5. Fry ingredients taking one at a time stirring continuously until it gets brown in color. 6. Grind all the ingredients separately and mix the flour to prepare homogeneous Sarbottam Pitho. 7. Keep the Pitho in a air tight container. 8. Keep records.	<p><b><u>Condition (Given):</u></b></p> Practical room, books, manuals, articles and necessary ingredients	<p><b>Sarbottam Pitho:</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>
	<p><b><u>Task (What):</u></b></p> Prepare Sarbottam Pitho.	
	<p><b><u>Standard (How well):</u></b></p> All the steps followed in sequence.  Sarbottam Pitho prepared.	

**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

### 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 – 1cup</li> <li>• Ginger – small piece</li> <li>• Salt – need base</li> <li>• Ghee – need base</li> <li>• Water – need base</li> </ul> 3. 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> 4. Keep records.	<p><b><u>Condition (Given):</u></b></p> <p>Classroom/practical room, books, manuals and calculator</p> <p><b><u>Task (What):</u></b></p> <p>Calculate the ingredients for soft food(diet).</p> <p><b><u>Standard (How well):</u></b></p> <p>All the steps followed in sequence.</p> <p>The ingredients for soft diet calculated.</p>	<p><b>Soft diet:</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:** Black pulse, Turmeric, Rice, Ginger, Salt, Ghee, Water, Mung daal, Potato, Spinach,

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



## Task structure

### Task 9: Feed the clients.

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

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

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

## Task structure

### Task 10: Maintain growth record chart.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
1. Receive instruction. 2. Prepare the client. 3. Prepare measuring instruments: weight machine, measuring tape. 4. Make a graph chart of eight Vs. months 5. Keep record of each /assessment measurement. 6. Show the record to the parents. 7. Ensure what graph shows is correct. 8. Keep records.	<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>▪ 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 the right corner down than the result shows most critical condition of the client.

## Task structure

### 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>▪ Definition</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

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

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
1. Receive instructions. 2. Provide liquid diet and soft diet for children and elderly people. 3. Manage calorie and fat free diet for diabetics. 4. Manage low salted, having low cholesterol and calorie diet for hypertensive people. 5. Manage boiled food generally. 6. Keep records.	<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.

## Task structure

### 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></p> <p>Practical room, books, manuals, articles and necessary materials</p> <p><b><u>Task (What):</u></b></p> <p>Manage complimentary food.</p> <p><b><u>Standard (How well):</u></b></p> <p>All the steps followed in sequence.</p> <p>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

### Task 14: Prepare liquid diet.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
9. Identify the needs.  10. Purchase soup powders like, mushroom soup, carrot soup, vegetables soup, chicken soup according to the client's taste.  11. Clean the cooking pots.  12. Boil water and pour the powder into it.  13. Stir continuously.  14. Off the fire when the solution becomes thick.  15. Serve it to client into a clean bowl.  16. Keep records.	<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>▪ Definition</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.

*Subject: 3*  
**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

### 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>▪ Natural disaster</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

### 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></p> <p>Work place, local resources and situation</p> <p><b><u>Task (What):</u></b></p> <p>Respond to threats and situation of dangers.</p> <p><b><u>Standard (How well):</u></b></p> <p>Threats and situation of dangers handled/responded well.</p> <p>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

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

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
1. Receive instruction. 2. Respond to earthquake 3. Respond to fire 4. Respond to workplace accidents 5. Respond to electrocution 6. Inform to hospital 7. Inform to security personnel 8. Follow precautions 9. Make a detail report and keep records.	<p><b><u>Condition (Given):</u></b></p> <p>Work place, local resources and situation</p> <p><b><u>Task (What):</u></b></p> <p>Respond to other emergency situations.</p> <p><b><u>Standard (How well):</u></b></p> <p>Other emergency situations handled / responded well.</p> <p>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> </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:** 80 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
8. Provide first aid for drowning
9. Provide first aid for frost bite
10. Provide first aid for nasal bleeding
11. Provide first aid for hypothermia
12. Provide first aid for hyperpyrexia
13. Provide first aid for dehydration
14. Provide first aid for high altitude sickness
15. Provide first aid for foreign body obstruction
16. Provide first aid for seizure
17. Provide first aid for sprain/ fracture
18. Provide first aid for shock
19. Provide first aid for burn
20. Provide first aid for sun stroke
21. Provide first aid for suffocation
22. Sterilization articles

## Task structure

### Task 1: Prepare first aid kit.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
1. Receive instruction. 2. Collect information regarding kit. 3. List out the articles. 5. Collect the articles that have been listed in step no. 3. <ul style="list-style-type: none"> <li>• Forceps</li> <li>• Bandages</li> <li>• Gauge piece</li> <li>• Cotton</li> <li>• Antiseptic solution like Betadin, savlon etc.</li> <li>• Adhesive tape</li> <li>• Stethoscope</li> <li>• Thermometer</li> <li>• Torch light (pen)</li> <li>• Scissors</li> <li>• Drugs (Antipyretic, Analgesics, Anti-inflammatory, Antihistamine)</li> </ul> 6. Put all the articles properly in a small box or a bag whatever is locally available. 7. Keep records.	<p><b><u>Condition (Given):</u></b></p> <p>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></p> <p>All the steps followed in sequence.</p> <p>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

### 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>▪ Causes, 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

### 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>▪ Causes, 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

### 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, causes, 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

### 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. Raise the bleeding part if there is no fracture.</li> <li>7. Apply dressing and bandage on the bleeding part.</li> <li>8. Add more dressing and apply pressure if the bleeding does not stop.</li> <li>9. Check the pulse and general condition of the victim.</li> <li>10. Transfer the victim immediately to the hospital.</li> <li>11. 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 bleeding.</p> <p><b><u>Standard (How well):</u></b></p> <p>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>▪ causes, 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

### 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></p> <p>Victim and articles</p> <p><b><u>Task (What):</u></b></p> <p>Provide first aid for poisoning.</p> <p><b><u>Standard (How well):</u></b></p> <p>All the steps followed in sequence.</p> <p>First aid for poisoning done safely.</p> <p>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>▪ Causes</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

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

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. Encourage the victim to cough.</li> <li>5. Help victim to bend forward with the head lower than lungs.</li> <li>6. Slap the victim firmly between the shoulder blades up to four times (this should help to remove the obstructions).</li> <li>7. Check the victim's mouth. If the obstruction is visible then take it out with fingers.</li> <li>8. 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>9. 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>10. Give the victim a sudden strong, upward jerk.</li> <li>11. Repeat the jerk four times (be gentle or you may injure the victim).</li> <li>12. Check the victim's mouth again.</li> <li>13. Repeat the back slaps and abdominal thrusts if necessary</li> <li>14. Seek for help and transfer the victim to the nearest hospital.</li> <li>15. 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 choking.</p> <p><b><u>Standard (How well):</u></b></p> <p>All the steps followed in sequence.</p> <p>First aid for choking done safely.</p> <p>Victim felt comfortable after the first aid.</p>	<p><b>Choking:</b></p> <ul style="list-style-type: none"> <li>▪ Definition</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

### Task 8: Provide fist 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></p> <p>Victim and articles</p> <p><b><u>Task (What):</u></b></p> <p>Provide fist aid for drowning.</p> <p><b><u>Standard (How well):</u></b></p> <p>All the steps followed in sequence.</p> <p>First aid for drowning done safely.</p> <p>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

### Task 9: Provide first aid for frost bite.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> <li>1. Receive instruction.</li> <li>2. Take the victim away from the cold weather and provide warmth by giving extra linens and hot drinks.</li> <li>3. Remove tight cloths (also remove rigs, gloves, socks and shoes gently if necessary).</li> <li>4. Warm the affected part by using extra linens, blankets or sleeping bags.</li> <li>5. Cover the face with dry gloved hands if the affected part is the face, chin, ear, or nose until the color and sensation is restored.</li> <li>6. Wrap the affected part with a warm blanket or sleeping bag if the affected part is hand or feet.</li> <li>7. Transfer the victim for medical treatment to the nearest 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 frost bite.</p> <p><b><u>Standard (How well):</u></b></p> <p>All the steps followed in sequence.</p> <p>First aid for frost bite done safely.</p> <p>Victim felt comfortable after the first aid.</p>	<p><b>Frost bite:</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:** Warm clothes, blanket, sleeping bag, linen etc.

**Safety:** Do not use heat, hot water bottle, fire or friction as the lack of sensation on the affected part may result in burn.

## Task structure

### Task 10: 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> <p>First aid for nasal bleeding done safely.</p> <p>Victim felt comfortable after the first aid.</p> <p>All the steps followed in sequence.</p>	<p><b>Nasal bleeding:</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:** Local resources

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

## Task structure

### Task 11: 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 (if a victim is a child then use rectal thermometer).</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</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> Victim and articles</p> <p><b><u>Task (What):</u></b> Provide first aid for hypothermia.</p> <p><b><u>Standard (How well):</u></b> All the steps followed in proper order.  First aid for hyperthermia done safely.  Victim felt comfortable after the first aid.</p>	<p><b>Hypothermia:</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:** Thermometer, rectal thermometer, sphygmomanometer, stethoscope, local resources

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

## Task structure

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

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 (if the victim is child, use rectal thermometer).</li> <li>4. Remove extra clothing and keep victim comfortable.</li> <li>5. Avoid hyperthermia causing environment.</li> <li>6. Give client cold drinks if victim is able to drink.</li> <li>7. Give cold compress to the victim frequently.</li> <li>8. Refer the victim to the hospital if his/her condition is not improved.</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 hyperpyrexia.</p> <p><b><u>Standard (How well):</u></b> All the steps followed in sequence.  First aid for hyperpyrexia provided safely.  Victim felt comfortable after the first aid.</p>	<p><b>Hyperpyrexia:</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:** Local resources.

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

## Task structure

### Task 13: 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. Breastfeed the victim frequently if the victim is child.</li> <li>7. Avoid heat producing means.</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 dehydration.</p> <p><b><u>Standard (How well):</u></b> All the steps followed in sequence.  First aid for dehydration done safely.  Victim felt comfortable after the first aid.</p>	<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:** salt, sugar, glass, jug, boiled water

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



## Task structure

### Task 14: Provide first aid for high altitude sickness.

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 position.</li> <li>4. Manage the problem on the basis of sign and symptoms seen.</li> <li>5. Avoid crowd, maintain proper ventilation if the victim is having breathing difficulty.</li> <li>6. Provide the victim glucose water, carbohydrate rich food etc if the victim is having weakness.</li> <li>7. Refer the victim to the nearest hospital if his/her condition does not improve.</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 high altitude sickness.</p> <p><b><u>Standard (How well):</u></b> All the steps followed in sequence.  First aid for high altitude sickness done safely.  Victim felt comfortable after the first aid.</p>	<p><b>Altitude sickness:</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:** Local resources

**Safety:** Pay special attention while caring.

## Task structure

### Task 15: 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. Console the client.</li> <li>5. Identify the seriousness of the client.</li> <li>6. Remove the foreign body if it is superficial by forceps.</li> <li>7. Refer to health post or hospital if the condition of the victim does not improve.</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 foreign body obstruction.</p> <p><b><u>Standard (How well):</u></b> All the steps followed in sequence.  First aid for foreign body obstruction done safely.  Victim felt comfortable after the first aid.</p>	<ul style="list-style-type: none"> <li>▪ Concept of foreign body 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

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

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> All the steps followed in sequence.  First aid for seizure done safely.  Victim felt comfortable after the first aid.</p>	<p><b>Seizure:</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:** Local resources

**Safety:**

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

## Task structure

### Task 17: Provide first aid for 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.</li> <li>6. Apply press on bleeding point.</li> <li>7. Support the injured part using local resources.</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> Victim and articles</p> <p><b><u>Task (What):</u></b> Provide first aid for fracture.</p> <p><b><u>Standard (How well):</u></b> All the steps followed in sequence.  First aid for fracture done safely.  Victim felt comfortable after the first aid.</p>	<p><b>Fracture:</b></p> <ul style="list-style-type: none"> <li>▪ Definition,</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

### Task 18: 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 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 shock.</p> <p><b><u>Standard (How well):</u></b> All the steps followed in sequence.  First aid for shock done safely.  Victim felt comfortable after the first aid.</p>	<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

### Task 19: 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.</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> Victim and articles</p> <p><b><u>Task (What):</u></b> Provide first aid for burn.</p> <p><b><u>Standard (How well):</u></b> All the steps followed in sequence.  First aid for burn done safely.  Victim felt comfortable after the first aid.</p>	<p><b>Burn:</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:**

## Task structure

### Task 20: 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> Victim and articles</p> <p><b><u>Task (What):</u></b> Provide first aid for sun stroke.</p> <p><b><u>Standard (How well):</u></b> All the steps followed in sequence.  First aid for sun stroke done safely.  Victim felt comfortable after the first aid.</p>	<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:**

## Task structure

**Task 21: Provide first aid for 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.</li> <li>3. Loosen the tight clothes.</li> <li>4. Check pulse and respiration of the victim.</li> <li>5. Perform artificial respiration if victim can not breathe.</li> <li>6. Find out the cause of suffocation and manage accordingly.</li> <li>7. Refer the victim to the nearest 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 suffocation.</p> <p><b><u>Standard (How well):</u></b></p> <p>All the steps followed in sequence.</p> <p>First aid for suffocation done safely.</p> <p>Victim felt comfortable after the first aid.</p>	<p><b>Suffocation/asphyxiation:</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:**



## Task structure

### Task 22: Sterilize articles.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> <li>1. Receive instruction.</li> <li>2. Collect information.</li> <li>3. Put articles in a kidney basin.</li> <li>4. Boil the articles with water for temperature more than 100 degree Celsius.</li> <li>5. Clean the articles to make free from oil and grease.</li> <li>6. Boil for longer time if the area is at higher altitude.</li> <li>7. Wash and immerse in pure Lysol if the articles are sharp.</li> <li>8. Lay down contaminated clothes in sunlight for longer time.</li> <li>9. Keep records.</li> </ol>	<p><b><u>Condition (Given):</u></b> Work place/practical room, articles and sterilizing accessories</p> <p><b><u>Task (What):</u></b> Sterilize articles.</p> <p><b><u>Standard (How well):</u></b> All the steps followed in sequence.  Articles sterilized.</p>	<ul style="list-style-type: none"> <li>▪ Definition, purpose and importance and methods of sterilization.</li> </ul>

**Tools and Equipments:** Water, pot, antiseptic solution like savlon, dettol, and Lysol.

**Safety:** Pay special attention while using sharp instruments.

## *Subject: 4*

# **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:** 50 hours

### *Competencies*

1. Reassure/ comfort the clients
2. Provide opportunity for rest/sleep
3. Support clients for daily activities[ e.g. feeding, toilet, combing]
4. Make occupied beds
5. Provide relaxation
6. Keep the client in supine/ dorsal position
7. Keep the client in prone position
8. Keep the client in lateral position
9. Keep client in lithotomic position
10. Apply Pressure relief measures to prevent bed sore
11. Make unoccupied beds
12. Apply comfort devices

## Task structure

### 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> Client and articles</p> <p><b><u>Task (What):</u></b> Reassure/comfort the client.</p> <p><b><u>Standard (How well):</u></b> All the steps followed in sequence. 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.**

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> All the steps followed in sequence.  Opportunities for rest and sleep provided.  Client felt comfortable.  Client looked fresh.</p>	<ul style="list-style-type: none"> <li>▪ Definition, importance and techniques of rest.</li> </ul>

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

**Safety:**

## Task structure

**Task 3: Support client for daily activities (e.g. feeding, toileting, and combing etc.)**

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. Clean and sterilize the feeding pot/dishes/bottles etc.</li> <li>5. Determine the nutritional requirements of the client.</li> <li>6. Wash hands before preparing and serving food.</li> <li>7. Prepare food and drinks.</li> <li>8. Serve sufficiently and appropriately according to client's age and stage.</li> <li>9. Supervise and guide client while eating and drinking etc.</li> <li>10. Encourage client to wash hands before and after meal.</li> <li>11. Identify other needs and requirements of the client.</li> <li>12. Support/assist the client according to his/her needs and requirements.</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 daily activities (e.g. feeding, toileting, and combing etc.)</p> <p><b><u>Standard (How well):</u></b> All the steps followed in sequence.  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: Make occupied bed.

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. Lower the head of the bed if the bed is in the fowler's position.</li> <li>5. Loosen top bedding, fold it and place it over the chair.</li> <li>6. Lift the client's head and remove pillows unless contra-indicated.</li> <li>7. Assist the client to turn to the side of the bed away from Caregiver.</li> <li>8. Roll or unfold the draw sheet against the client's back.</li> <li>9. Dust off the mackintosh and fold it back loosely over the client.</li> <li>10. Roll the bottom sheet as far under the client's back as possible.</li> <li>11. Place the clean bottom sheet with the smooth side up and even with the foot of mattress.</li> <li>12. Tuck in the sheet at the sides and foot of bed.</li> <li>13. Tuck sheet at head, making a mitered corner.</li> <li>14. Bring back the mackintosh lying over the client, pull tighter and tuck well.</li> <li>15. Place clean draw sheet, tuck the free end and fanfold or roll the other end towards the center.</li> <li>16. Assist client to come to the side of the bed.</li> <li>17. 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>Make occupied bed.</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</li> <li>▪ Preparation technique</li> </ul>

<p>18. Pull the clean bottom sheet towards the Caregiver and tighten it. Tuck it at head, make mitered corner and tick alongside.</p> <p>19. Pull rubber sheet and tuck it well. Pull draw sheet and tuck it well.</p> <p>20. Assist client to move to the corner.</p> <p>21. Change the pillow case and replace it under the clients head.</p> <p>22. Place top sheet with its sides even with head of mattress.</p> <p>23. Open top sheet by unfolding it towards foot of bed.</p> <p>24. Place blanket over the sheet if necessary.</p> <p>25. Fold top sheet back over the blanket to form cuff.</p> <p>26. Keep records.</p>		
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**Tools and Equipments:** Stool or chair, clean sheet, laundry bag, duster, kidney basin

**Safety:**

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

## Task structure

**Task 5: Provide relaxation.**

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. Relax the client by playing music, telling stories, massaging the body etc as per the age and interest of the client.</li> <li>6. Observe the clients state regularly.</li> <li>7. Avoid noisy environment and create clean and peaceful environment.</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>Provide relaxation.</p> <p><b><u>Standard (How well):</u></b></p> <p>All the steps followed in sequence.</p> <p>Clients get relaxed.</p> <p>Client felt and looked refreshed.</p>	<ul style="list-style-type: none"> <li>▪ Methods and techniques, purposes of relaxations.</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 6: Keep the client in supine/dorsal position.

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 the client.</li> <li>4. Assist the client to lie on his back with his legs together.</li> <li>5. Keep the client's arm lie along the side of the body.</li> <li>6. Extend/slightly flexed client's legs at knee with a pillow under.</li> <li>7. Support the client's head with pillow.</li> <li>8. Observe and conform the position of the client.</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>Keep the client in supine/dorsal position.</p> <p><b><u>Standard (How well):</u></b></p> <p>All the steps followed in sequence.</p> <p>Client kept in supine and dorsal position.</p>	<ul style="list-style-type: none"> <li>▪ Concept of positioning of patient</li> <li>▪ Types of position</li> <li>▪ Definition, purpose, uses and procedures of supine position</li> </ul>

**Tools and Equipments:** Bed, pillow

**Safety:**

## Task structure

**Task 7: Keep the client in prone position.**

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 the client.</li> <li>4. Assist the client lie on his abdomen.</li> <li>5. Place the pillow under the client's head turn to one side.</li> <li>6. Place an extra pillow under the articles to prevent his toes from touching the bed.</li> <li>7. Observe and conform the position of the client.</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>Keep the client in prone position.</p> <p><b><u>Standard (How well):</u></b></p> <p>All the steps followed in sequence.</p> <p>Client kept in prone position.</p>	<ul style="list-style-type: none"> <li>▪ Definition, purpose, uses and procedures of prone position</li> </ul>

**Tools and Equipments:** Bed, pillow  
**Safety:**

## Task structure

### Task 8: Keep the client in lateral position.

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. Place the client in bed on side position.</li> <li>4. Flex client's legs at the knee and hip.</li> <li>5. Flex the client's upper leg more than lower leg so that one leg does not rest on the other.</li> <li>6. Flex the client's arm but body should not rest on the arms.</li> <li>7. Place pillow at the client's back and another in between the knees.</li> <li>8. Support the head with a pillow.</li> <li>9. Observe and conform the position of the client.</li> <li>10. 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>Keep the client in lateral position.</p> <p><b><u>Standard (How well):</u></b></p> <p>All the steps followed in sequence</p> <p>Clients kept in lateral position.</p>	<ul style="list-style-type: none"> <li>▪ Definition, purpose, uses and procedures of lateral position</li> </ul>

**Tools and Equipments:** Bed, pillow

**Safety:**

## Task structure

**Task 9: Keep the client in lithotomy position.**

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 the client.</li> <li>4. Rest client's head and back on the bed.</li> <li>5. Lay the client's buttock at the edge of the bed or examining table.</li> <li>6. Flex the knees well and bring up thighs against the stirrups.</li> <li>7. Observe and conform the position of the client.</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>Keep the client in lithotomy position.</p> <p><b><u>Standard (How well):</u></b></p> <p>All the steps followed in sequence.</p> <p>Client kept in lithotomy position.</p>	<ul style="list-style-type: none"> <li>▪ Definition, purpose, uses and procedures of lithotomy position</li> </ul>

**Tools and Equipments:** Bed, pillow

**Safety:**

## Task structure

### Task 10: Apply pressure relief measures to prevent bedsore.

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.</li> <li>4. Maintain client's position frequently to prevent constant pressure over an area.</li> <li>5. Massage the pressure area frequently to stimulate circulation.</li> <li>6. Avoid pulling or sliding while moving the client in the bed to prevent friction.</li> <li>7. Provide physical care.</li> <li>8. Provide mechanical devices to the client like pillow air or water mattress, bed cradle, foot board etc.</li> <li>9. Keep records.</li> </ol>	<p><b><u>Condition (Given):</u></b> Clients and articles</p> <p><b><u>Task (What):</u></b> Apply pressure relief measures to prevent bedsore.</p> <p><b><u>Standard (How well):</u></b> All the steps followed in sequence.</p> <p>Pressure relief measures applied</p> <p>Client prevented from bedsore.</p>	<ul style="list-style-type: none"> <li>▪ Definition, purpose, uses and procedures of pressure relief methods</li> <li>▪ Back care</li> <li>▪ Sponge bath</li> <li>▪ Massage</li> </ul>

**Tools and Equipments:** Bed, pillow

**Safety:**

## Task structure

### Task 11: Make unoccupied bed.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> <li>1. Place the articles in a convenient place near the foot of bed.</li> <li>2. Place the mattress straight on the bed.</li> <li>3. Place the bottom sheet on the mattress evenly.</li> <li>4. Tuck the sheet well under the head, make a square corner and tuck the sheet along the side.</li> <li>5. Place the mackintosh or rubber sheet across the centre of the bed and tuck it in.</li> <li>6. Place the draw sheet on the top of it about 45cm from the head and tuck under the mattress on the sides. Mackintosh and draw sheet are used to prevent the bed from a focal and urinary soiling.</li> <li>7. Place the top sheet with smooth side down and the head of mattress.</li> <li>8. Bring the remainder of the sheet down to the foot end and tuck under the mattress. Make mitred corner on each side and tuck the sheet along the side. (A mitred corner is a smooth fitting corner made by folding the sheet in such a way that a 45 degree angle is made and the corner of the mattress is well outlined.</li> <li>9. place the bed spread (if available) on the bed in such a way that it is even with head of the mattress; put the bed spread on the top of the sheet and fold the top of the sheet and fold the top part of the top sheet over the top of the bed spread.</li> <li>10. Make a half square corner at the foot.</li> <li>11. Place the pillow at the head of bed with its open side away from the door.</li> <li>12. Place the chair in its proper place.</li> <li>13. Keep records.</li> </ol>	<p><b><u>Condition (Given):</u></b></p> <p>Articles</p> <p><b><u>Task (What):</u></b></p> <p>Prepare an unoccupied bed.</p> <p><b><u>Standard (How well):</u></b></p> <p>All the steps followed in sequence.</p> <p>Unoccupied bed made.</p>	<ul style="list-style-type: none"> <li>▪ Definition</li> <li>▪ Purpose</li> <li>▪ Method</li> <li>▪ Preparation technique</li> </ul>

**Tools and Equipments:** 2 sheets, blanket, pillow, pillowcase, mackintosh or rubber sheet, draw sheet.

**Safety:**

## Task structure

### Task 12: 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> <p>All the steps followed in sequence.</p> <p>Comfort devices applied as per standard.</p>	<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:** 50 hours

### ***Competencies***

1. Provide oral care
2. Provide hair care
3. Provide nail care
4. Carry out skin care
5. Carry out back care
6. Carry out care of belongings[ e.g. clothes, footwear ]
7. Repair/mend clothes
8. Support client for changing dresses, clothes
9. Support clients for bathing/ washing
10. Support client for toileting
11. Carry out nose/ ear care
12. Carry out care of genital area
13. Provide eye care
14. Ensure self hygiene/care
15. Clean dishes/ utensils
16. Promote care practices



## Task structure

### Task 1: 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> <p>All the steps followed in proper order.</p> <p>Oral care done safely.</p> <p>Oral cavity cleaned.</p> <p>.</p>	<ul style="list-style-type: none"> <li>▪ Definition, location and functions of the parts of oral cavity               <ul style="list-style-type: none"> <li>• Teeth</li> <li>• Tongue</li> <li>• Mucosa</li> <li>• Palate</li> <li>• Lips</li> </ul> </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 2: Provide hair 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 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> Client and articles</p> <p><b><u>Task (What):</u></b> Provide hair care.</p> <p><b><u>Standard (How well):</u></b>  All the steps followed in order.  The hair cleaned.</p>	<ul style="list-style-type: none"> <li>▪ Definition, location and function of hair</li> <li>▪ Concept of position</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

### 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> Client and articles</p> <p><b><u>Task (What):</u></b> Provide nail care.</p> <p><b><u>Standard (How well):</u></b> All the steps followed in sequence.  The nails cleaned and cut shot.  Nail care done safely.</p>	<ul style="list-style-type: none"> <li>▪ Definition, location and function of nail care</li> <li>▪ Principle of nail care.</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 4: Provide skin 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 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> Client and articles</p> <p><b><u>Task (What):</u></b> Provide skin care.</p> <p><b><u>Standard (How well):</u></b> 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.

## Task structure

### Task 5: Provide back 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. Screen the client</li> <li>5. Keep the client in prone or lateral position</li> <li>6. Expose the client's back from hairline to buttock.</li> <li>7. Spread the towel close to client's back.</li> <li>8. Wash the client's back thoroughly using soap, rinse and dry.</li> <li>9. Warm the back, rub lotion by keeping it in warm water or by rubbing between hands.</li> <li>10. Apply the lotion on the back, using both hands and fingers together stroke the client's back firmly and gently along the length of back to relax back muscles.</li> <li>11. Rub the back in circular motion over the shoulder, length of the back and buttocks with special attention to bony prominences to increase blood circulation to the tissue.</li> <li>12. Pick up areas of the back skin in between the thumb and fingers gently release them, repeat in other areas of the back also.</li> <li>13. Use stroking massage to relax back</li> <li>14. Help the client to put on his clothes and make him comfortable.</li> <li>15. Clean the articles and replace them in respective place</li> <li>16. Keep records.</li> </ol>	<p><b><u>Condition (Given):</u></b> Client and articles</p> <p><b><u>Task (What):</u></b> Provide back care.</p> <p><b><u>Standard (How well):</u></b> The back cleaned. Back care done safely. All the steps followed in sequence.</p>	<ul style="list-style-type: none"> <li>▪ Definition, location and functions of skin and back muscles</li> </ul>

**Tools and Equipments:** Towels, wash-cloth, soap in dish, basin with warm water, moisturizing lotion.

**Safety:**

- Do not use spirit for back rub as it makes the skin dry.
- While recording, record the time, skin condition etc.

## Task structure

### Task 6: Carry out care of belongings (e.g. clothes, Footwear).

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> <p>All the steps followed in sequence.</p> <p>Belongings looked neat and tidy.</p> <p>Belongings placed in the right place.</p> <p>Belongings are repaired and made reusable.</p>	<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 7: Repair/mend clothes.

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> <p>All the steps followed in sequence.</p> <p>Clothes repaired or mended.</p> <p>Clothes became reusable.</p>	<ul style="list-style-type: none"> <li>▪ Principles.</li> <li style="padding-left: 20px;">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 8: Support client for changing dresses, clothes.

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> <p>All the steps followed in sequence.</p> <p>Client supported for changing the dresses/ clothes.</p> <p>No harm or discomfort caused to the client while changing.</p>	<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

**Task 9: Support client for bathing and washing/personal hygiene.**

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> <li>1. Receive instructions.</li> <li>2. Assist client in collecting necessary articles.</li> <li>3. Assist the client in getting prepared for bathe/wash, i.e. taking off the clothes/dresses</li> <li>4. Assist the client while bathing/washing as per the client's wish/need.</li> <li>5. Assist the client to keep comfortable after bath</li> <li>6. Assist the client in bringing necessary materials like towel, clothes/dresses etc.</li> <li>7. Assist the client in putting on clothes or changing dresses.</li> <li>8. Assist the client in washing the clothes after bath.</li> <li>9. Assist the client in drying the washed clothes.</li> <li>10. Assist the client in other ways as per his/her wish, need and necessary.</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> Support client for bathing and washing.</p> <p><b><u>Standard (How well):</u></b> All the steps followed in sequence.  Client felt easy in washing/bathing.  Bathing/washing carried out well.</p>	<ul style="list-style-type: none"> <li>▪ Supportive work</li> <li>▪ Theory and procedure of bathing/washing</li> </ul>

**Tools and Equipments:** Client, soap, shampoo, bucket with water, bath/wash room, basin, towel etc.

**Safety:** Ensure that the client is well assisted/supported

## Task structure

### 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.

**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

**Task 11: Provide nose/ear care.**

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. Clean the nose using a wet cotton.</li> <li>6. Clean the ear using ear (cotton) bud.</li> <li>7. Refer the client to the hospital if any unusual sign appears or detected while cleaning.</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> Provide nose/ear care.</p> <p><b><u>Standard (How well):</u></b> All the steps followed in sequence.  Nose and ear care done well.  Nose and ear clean well.</p>	<ul style="list-style-type: none"> <li>▪ Definition, purpose, importance and technique of nose care</li> </ul>

**Tools and Equipments:** Ear (cotton bud), cotton, tray, waste paper bag.

**Safety:** Do not try to go into inner side of ear or nose as it may lead bleeding.

## Task structure

### Task 12: 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> All the steps followed in sequence.  Care of genital area done safely.  Genital area cleaned.</p>	<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 13: Provide eye care.

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. Prepare the client for eye care</li> <li>5. Wash hands.</li> <li>6. Clean the client's eye by using cotton swabs.</li> <li>7. Clean the eye from inner canthus to outer.</li> <li>8. Repeat the procedure until eyes become clean.</li> <li>9. Apply eye drops if prescribed.</li> <li>10. Advise the client to take proper rest.</li> <li>11. Refer to an ophthalmologist if the condition becomes worse.</li> <li>12. Clean the articles</li> <li>13. Replace the articles in proper place.</li> <li>14. Keep records.</li> </ol>	<p><b><u>Condition (Given):</u></b> Client and articles</p> <p><b><u>Task (What):</u></b> Provide eye care.</p> <p><b><u>Standard (How well):</u></b> All the steps followed in sequence.  Care of eyes done safely.  Eyes became clean.</p>	<ul style="list-style-type: none"> <li>▪ Definition, location, functions of eyes.</li> <li>▪ Purpose and procedures of eye care.</li> </ul>

**Tools and Equipments:** Cotton ball, water, any medicine if prescribed, tray, waste paper bag.

**Safety:**

- Clean eyes gently.
- Pay special attention while caring the eyes.

## Task structure

**Task 14: Ensure self hygiene/care.**

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> <p>Self hygienic care maintained.</p> <p>The clients looked fresh, neat, tidy and healthy.</p>	<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 15: Clean dishes/utensils.

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> <p>Dishes/utensils cleaned and sterilized.</p> <p>Dishes/utensils cleaned safely.</p> <p>All the steps followed in sequence.</p>	<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.



## Task structure

### Task 16: Promote care practices.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> <li>1. Receive instruction.</li> <li>2. Prepare promotional activities plan.</li> <li>3. Encourage for self care.</li> <li>4. Teach clients/parents about care practices.</li> <li>5. Conduct meeting.</li> <li>6. Conduct awareness activities.</li> <li>7. Perform poster and pamphlet advertising.</li> <li>8. Keep records.</li> </ol>	<p><b><u>Condition (Given):</u></b> Clients, community</p> <p><b><u>Task (What):</u></b> Promote care practices.</p> <p><b><u>Standard (How well):</u></b>  All the steps followed in sequence.  Care practices in different community promoted as per standard.</p>	<ul style="list-style-type: none"> <li>▪ Different and attractive promotional plans of activities</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.

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

**Duration:** 20 hours

#### ***Competencies***

1. Take pulse rate
2. Take blood pressure
3. Take respiration rate
4. Take body temperature
5. Make regular observation of client

## Task structure

### Task 1: Take pulse rate.

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> All the steps followed in sequence. Articles handled properly. Pulse rate taken. Record kept well. Secured 60% marks in knowledge test.</p>	<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

### Task 2: 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> Client and articles</p> <p><b><u>Task (What):</u></b> Take blood pressure.</p> <p><b><u>Standard (How well):</u></b> All the steps followed in sequence. Articles handled properly. Blood pressure taken. Secured 60% marks in knowledge test. Record kept well.</p>	<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.

## Task structure

### Task 3: 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> All the steps followed in sequence. Articles handled properly. Respiration rate taken. Secured 60% marks in knowledge test. Record kept well.</p>	<ul style="list-style-type: none"> <li>▪ Definition</li> <li>▪ Purpose</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

### Task 4: 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. Apply this method to take body temperature orally:               <ul style="list-style-type: none"> <li>• To take the client's temperature orally, the bulb end of the thermometer is placed directly beneath the client's tongue. The lips should be kept closed around stem of the thermometer.</li> </ul> </li> <li>5. Advise mother to breathe through her /his nose.</li> <li>6. Advise client that the thermometer should be kept in place for at least one minute.</li> <li>7. Apply this method 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>8. 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>9. Leave the thermometer in position for at least 2 minutes.</li> <li>10. 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> <p>All the steps followed in sequence.</p> <p>Articles handled properly.</p> <p>Blood temperature taken.</p> <p>Secured 60% marks in knowledge test.</p> <p>Record kept well.</p>	<ul style="list-style-type: none"> <li>▪ Definition</li> <li>▪ Sites</li> <li>▪ Frequency ( how often)</li> <li>▪ Types of temperature (Abnormal body temperature)</li> </ul>

**Tools and Equipments:** Thermometer, tray, pen, notebook, bottle containing antiseptic solution.

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

## Task structure

**Task 5: 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> Client and articles</p> <p><b><u>Task (What):</u></b> Make regular observation of client.</p> <p><b><u>Standard (How well):</u></b> All the steps followed in sequence. Regular observation made to the clients. Record kept well.</p>	<ul style="list-style-type: none"> <li>▪ Definition</li> <li>▪ Sites</li> <li>▪ Frequency</li> <li>▪ Abnormal body temperature</li> </ul>

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

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

## *Subject: 5*

# **Maternal and Child Care**

### **Description**

This subject is designed to equip trainees with the knowledge and skills on maternal and child 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
- Carry out child care services
- 

**Duration:** 60 hours

### **Competencies**

1. Identify sign and symptom of pregnancy
2. Provide diet for pregnant women
3. Support pregnant woman for antenatal visit
4. Support pregnant women for clothing/ exercise
5. Identify the minor disorders of pregnancy
6. Identify danger signs of pregnancy
7. Make referrals
8. Assist trained birth attendants (TBA)
9. Provide perineal care
10. Identify needs of postnatal mother
11. Support mother for postnatal care
12. Provide breast care
13. Support mother for postnatal exercises
14. Provide care for baby[ e.g. bathing, clothing, warming, feeding]
15. Support mother to immunize child
16. Identify side effects of immunization
17. Identify minor disorders of puerperium
18. Provide family- planning- counseling
19. Provide emotional/ moral support for pregnant mother
20. Provide nutritional counseling for mother ( at ante/ post natal periods)
21. Promote exclusive breast feeding



## Task structure

### Task 1: Identify sign and symptoms of pregnancy.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
1. Collect information 2. Identify the client 3. Take proper history from mother 4. Ask the woman about menstrual history <ul style="list-style-type: none"> <li>• Stoppage date</li> <li>• Vomiting(Morning sickness)</li> <li>• Eating habit</li> </ul> 5. Use test kit of pregnancy 6. Ensure mother whether she is pregnant 7. Ask her to visit health post if she suspected to be pregnant 8. Keep records	<p><b><u>Condition (Given):</u></b></p> Client, Test kit	<ul style="list-style-type: none"> <li>▪ Definition, sign and symptoms of pregnancy</li> </ul>
	<p><b><u>Task (What):</u></b></p> Identify sign and symptoms of pregnancy.	
	<p><b><u>Standard (How well):</u></b></p> All the steps followed in sequence.  Sign and symptoms of pregnancy identified.	

**Tools and Equipments:** Pregnancy test kit like SURE, SUPER, EASY, Note book and pen  
**Safety:**

## Task structure

### Task 2: 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. Give dietary advice considering socio economic condition, food habit, taste of individual, food taboo etc.</li> <li>10. Keep records</li> </ol>	<p><b><u>Condition (Given):</u></b></p> <p>Client, foods</p> <p><b><u>Task (What):</u></b></p> <p>Provide diet for pregnant woman.</p> <p><b><u>Standard (How well):</u></b></p> <p>All the steps followed in sequence.</p> <p>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

### Task 3: Support pregnant woman for antenatal visit.

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>▪ Definition of antenatal</li> <li>▪ 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 4: Support pregnant woman for clothing/ exercise.**

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 such as loose blouse and CHOLO</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> Client</p> <p><b><u>Task (What):</u></b> Support pregnant woman for clothing/ exercise.</p> <p><b><u>Standard (How well):</u></b> All the steps followed in sequence. 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

**Task 5: Identify the minor disorders of pregnancy.**

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
1. Identify the client.  2. Counsel mother about these normal (Minor) disorders <ul style="list-style-type: none"> <li>• Nausea and vomiting</li> <li>• Heart burn</li> <li>• Excessive Salivation</li> <li>• Pica</li> <li>• Hemorrhoid</li> <li>• Constipation</li> <li>• Indigestion</li> <li>• Backache and Cramps</li> <li>• Frequency of Micturation</li> <li>• Leucorrhoea</li> <li>• Varicose Vein</li> <li>• Fainting</li> <li>• Skin Itching</li> <li>• Insomnia</li> </ul> 3. Counsel the mother that all these signs mentioned above are normal, there is no need to worry, it will subside after delivery.  4. Keep records.	<p><b><u>Condition (Given):</u></b></p> <p>Client</p> <p><b><u>Task (What):</u></b></p> <p>Identify the minor disorders of pregnancy.</p> <p><b><u>Standard (How well):</u></b></p> <p>All the steps followed in sequence.</p> <p>Minor disorders for pregnancy identified.</p>	<ul style="list-style-type: none"> <li>▪ Normal disorder of pregnancy</li> <li>▪ Homely management of these disorder</li> </ul>

**Tools and Equipments:** Local Resources

**Safety:**

## Task structure

### Task 6: 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>• Lack of Fetal Heart Sound (FHS).</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>▪ Normal signs of pregnancy</li> <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.

## Task structure

**Task 7: Make referrals.**

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> <li>1. Identify the client</li> <li>2. Identify major disorders if any.</li> <li>3. Identify the months of pregnancy.</li> <li>4. Identify the high risk mother.</li> <li>5. Refer to hospital if any major disorders, unusual sign appear.</li> <li>6. Use locally available means of transportation.</li> <li>7. 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>▪ Critical signs of pregnancy</li> <li>▪ High risk pregnancy</li> <li>▪ Date of labor.</li> </ul>

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

**Safety:**

## Task structure

### Task 8: Assist trained birth attendant (TBA).

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> <li>1. Identify labor time.</li> <li>2. Identify true labor pain.</li> <li>3. Call the trained birth attendant (TBA).</li> <li>4. Make ready all the delivery kit/articles.</li> <li>5. Clean the place for safe birth.</li> <li>6. Wash hands with soap and assist TBA whenever she needs assistance.</li> <li>7. Teach mother and her family about sanitation of house to prevent neonate from infection.</li> <li>8. Support mother to visit hospital if she is referred.</li> </ol>	<p><b><u>Condition (Given):</u></b> Client, TBA and articles</p> <p><b><u>Task (What):</u></b> Assist trained birth attendant (TBA).</p> <p><b><u>Standard (How well):</u></b>  All the steps followed in sequence.  Trained birth attendant well assisted.</p>	<ul style="list-style-type: none"> <li>▪ Delivery kit and uses</li> <li>▪ Sanitation</li> </ul> <p><b>Labour:</b></p> <ul style="list-style-type: none"> <li>▪ Definition</li> <li>▪ Time duration</li> <li>▪ Physiological change</li> <li>▪ Preparation of delivery kit</li> <li>▪ Preparation of six clean</li> <li>▪ Home management</li> <li>▪ Sign and symptoms of true labour</li> </ul>

**Tools and Equipments:** Delivery kit, local materials and other materials as per need.

**Safety:**

## Task structure



**Task 9: 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 can not walk.</li> <li>7. Keep the mother in dorsal recumbent position.</li> <li>8. Put mackintosh and provide bed pan under buttock.</li> <li>9. Remove pad and observe amount, color and odor of lochia.</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> Client and articles</p> <p><b><u>Task (What):</u></b> Provide perineal care.</p> <p><b><u>Standard (How well):</u></b> All the steps followed in sequence. Perineal care provided safely. Perineal cleaned after the care.</p>	<ul style="list-style-type: none"> <li>▪ Definition 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

### Task 10: Identify the needs of postnatal mother.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> <li>1. Identify the nutritional need for postnatal mother.</li> <li>2. Identify sanitary need for mother.</li> <li>3. Identify immunization schedule.</li> <li>4. Identify the needs of rest and sleep.</li> <li>5. Identify the needs for exercise.</li> <li>6. Identify the needs to visit hospital or health center and encourage mother to do so.</li> <li>7. Keep records.</li> </ol>	<p><b><u>Condition (Given):</u></b> Postnatal mother.</p> <p><b><u>Task (What):</u></b> Identify the needs of postnatal mother.</p> <p><b><u>Standard (How well):</u></b> All the steps followed in sequence. Needs of postnatal mother identified. Needs of postnatal mother fulfilled.</p>	<ul style="list-style-type: none"> <li>▪ Pregnancy, delivery and post delivery needs and care</li> </ul> <p><b>Post natal:</b></p> <ul style="list-style-type: none"> <li>▪ Definition</li> <li>▪ Time duration</li> <li>▪ Physiological change</li> <li>▪ Care during post natal</li> <li>▪ FP advice</li> <li>▪ Minor disorder</li> <li>▪ Major disorder</li> <li>▪ Complication</li> </ul>

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

**Safety:**

## Task structure

### Task 11: 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. Keep records.</li> </ol>	<p><b><u>Condition (Given):</u></b> Mother and articles</p> <p><b><u>Task (What):</u></b> Support mother for postnatal care.</p> <p><b><u>Standard (How well):</u></b>  All the steps followed in sequence.  Mother well supported for postnatal care.</p>	<ul style="list-style-type: none"> <li>▪ Definition, 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

### Task 12: Provide breast care.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> <li>1. Receive instructions.</li> <li>2. Prepare all the articles.</li> <li>3. Explain the procedure to the mother.</li> <li>4. Keep mother on sitting position.</li> <li>5. Maintain privacy.</li> <li>6. Expose the breast.</li> <li>7. Place the mackintosh and towel under the breast.</li> <li>8. Pour water in the breast; first clean the far side of breast from midwife.</li> <li>9. Apply soap with palm in circular movement starting at the nipple and working outwards.</li> <li>10. Wash the breast with sponge cloth.</li> <li>11. Clean the nipple and remove all the plugs with cotton swabs and prevent blockage of diet.</li> <li>12. Check for cracked nipples and engorgement of the breasts.</li> <li>13. Dry the breast with towels and encourage breast feeding.</li> <li>14. Clean the breast with wet clothes after feeding.</li> <li>15. Advice her to wear supportive busier to prevent overstretching of the tissue.</li> <li>16. Make mother and child comfortable.</li> <li>17. Replace all the articles in their respective places after use.</li> <li>18. Refer if any abnormalities found.</li> <li>19. Keep records.</li> </ol>	<p><b><u>Condition (Given):</u></b> Client and articles</p> <p><b><u>Task (What):</u></b> Provide breast care.</p> <p><b><u>Standard (How well):</u></b>  All the steps followed in sequence.  Breasts became clean.</p>	<ul style="list-style-type: none"> <li>▪ Introduction, purposes, principle and technique of breast care</li> </ul>

**Tools and Equipments:** Tray, bowl, cotton swabs, sponge clothes, towel, soap, dish, kidney tray, mackintosh, jug, screen.

**Safety:** Do not use any medicine in nipples without doctor's prescription.

## Task structure

### Task 13: 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. Identify the mother, her needs and requirements for postnatal exercise.</li> <li>3. Advise and suggests mother about the importance of exercises.</li> <li>4. Tell the procedures of each exercise to the mother.</li> <li>5. Support mother to do deep breathing exercise.</li> <li>6. Support mother to do limb exercise.</li> <li>7. Support mother for abdominal exercise.</li> <li>8. Support mother for perineal exercise.</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> 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

**Task 14: 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

### Task 15: 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 mother and child.</li> <li>3. Identify the immunization need of the child.</li> <li>4. Advise mother on the importance of immunization.</li> <li>5. Encourage and support mother to visit hospital or any health center to immunize the child.</li> <li>6. Provide any necessary support that mother needs in the process.</li> <li>7. Take proper information about immunization and vaccination for mother.</li> <li>8. Explain the information to mother.</li> <li>9. Help mother to care and comfort the child.</li> <li>10. Help mother to keep record.</li> </ol>	<p><b><u>Condition (Given):</u></b></p> <p>Mother and child</p> <p><b><u>Task (What):</u></b></p> <p>Support mother to immunize child.</p> <p><b><u>Standard (How well):</u></b></p> <p>All the steps to be followed in sequence.</p> <p>Child immunized as per schedule.</p> <p>Mother got well supported to immunize her child.</p>	<ul style="list-style-type: none"> <li>▪ Definition, 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.

**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

### Task 16: 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. Advise 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. Advise 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. Side effects of immunization identified. 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

### Task 17: Identify the minor disorders of puerperium.

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> <li>1. Receive instructions.</li> <li>2. Get information about the minor disorders of puerperium from the health worker or health center and be informed.</li> <li>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> </li> <li>4. Counsel mother that all these signs mentioned above are normal, no need to worry, it will subside after few days.</li> <li>5. Tell and support mother to take proper self care during the period.</li> <li>6. Keep records.</li> </ol>	<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.  Minor disorders of puerperium identified.</p>	<ul style="list-style-type: none"> <li>▪ Normal disorder of pregnancy</li> <li>▪ Puerperial 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.

## Task structure

### Task 18: Provide family planning counseling.

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. Tell the couple about the need and importance of Family Planning Services.</li> <li>4. Inform/Familiarize couple about the different types of contraceptives:               <ul style="list-style-type: none"> <li>• Temporary methods (condom, pills, diaphragm, intrauterine device (IUD), Norplant, depo-provera)</li> <li>• Permanent methods (minilap/laprosomy, vasectomy)</li> </ul> </li> <li>5. Tell/explain couple to avoid using other family planning methods except condom if they are newly married.</li> <li>6. Advice mothers the side effects of devices.</li> <li>7. Encourage mother to go to any health centers/consult health worker for further information if any unusual sign and symptoms appear.</li> </ol>	<p><b><u>Condition (Given):</u></b> Client (couples) and articles</p> <p><b><u>Task (What):</u></b> Provide family planning counseling.</p> <p><b><u>Standard (How well):</u></b> All the steps followed in sequence  Couple well informed about Family Planning and it's important.</p>	<ul style="list-style-type: none"> <li>▪ Definition, purpose, importance types of FP</li> </ul>

**Tools and Equipments:** As per need

**Safety:** Inform couple the side effects of family planning methods.

## Task structure

**Task 19: Provide emotional/moral support for pregnant mother.**

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> <li>1. Receive instructions.</li> <li>2. Identify the needs of mother.</li> <li>3. Give health education according to her need.</li> <li>4. Encourage mother to cope with the physical changes which will normally occur during pregnancy.</li> <li>5. Advise mother to take proper health education from health worker and follow them regularly.</li> <li>6. Encourage mother to go regular antenatal visit to health a center accessible to her.</li> <li>7. Encourage family members to give continuous support during pregnancy.</li> </ol>	<p><b><u>Condition (Given):</u></b> Client (Mother)</p> <p><b><u>Task (What):</u></b> Provide emotional/moral support for pregnant mother.</p> <p><b><u>Standard (How well):</u></b>  Pregnant woman provided emotional/moral and other necessary support.  Mother received all the support in time and by appropriate person.</p>	<ul style="list-style-type: none"> <li>▪ Difficulties during pregnancy</li> <li>▪ Counseling techniques</li> </ul>

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

**Safety:** Handle the difficulties of pregnant woman carefully and properly.

## Task structure

### Task 20: Provide nutritional counseling for other (Antenatal and Postnatal period).

Performance steps	Terminal Performance Objectives	Related Technical Knowledge
<ol style="list-style-type: none"> <li>1. Receive instructions.</li> <li>2. Identify the needs of mother.</li> <li>3. Collect information.</li> <li>4. Disseminate information to the mother to use nutritious for the better health of her and child.</li> <li>5. Identify and inform the foods that are rich in proteins, minerals and vitamins:               <ul style="list-style-type: none"> <li>• Vitamin rich food (fruits, green vegetables etc.)</li> <li>• Protein rich food (dal, beans, peanut, meat, eggs, milk, wheat etc)</li> <li>• Mineral rich food (eggs, milk, fish, kidney etc)</li> </ul> </li> <li>6. Encourage/advice mother to take adequate fluid/liquid diet.</li> <li>7. Give dietary advice considering socio-economic condition, food habits etc.</li> <li>8. Keep records.</li> </ol>	<p><b><u>Condition (Given):</u></b> Client (mother) and articles</p> <p><b><u>Task (What):</u></b> Provide nutritional counseling for other (Antenatal and Postnatal period).</p> <p><b><u>Standard (How well):</u></b> Mother well informed about nutrition and daily food habit.  Mothers advised to take required diet as per her need.</p>	<ul style="list-style-type: none"> <li>▪ Nutritional requirement and food habits during ante/post natal period.</li> <li>▪ Counseling techniques.</li> </ul>

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

**Safety:**

## Task structure

### Task 21: Promote exclusive breastfeeding.

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. Advise 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 side-effects of breast feeding.</li> <li>6. Support mother to breastfeed the child.</li> <li>7. Advise 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. Support mother whenever she needs.</li> <li>10. Organize public campaign to promote breastfeeding if necessary.</li> <li>11. 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>▪ Definition, purpose, importance and techniques of Breastfeeding</li> </ul>

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

**Safety:**

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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.

## Glossary used in the technical and vocational curricula

**Competency:** A performance capability needed by workers in a specific area.

**Curriculum guide:** A curriculum guide is a detail resource for teachers to conduct training programs effectively. The guide intends to add the teacher in developing lesson plan, handouts, training manuals, and evaluation criteria etc, which are basic elements in the teaching learning process.

**Curriculum:** A plan for providing sets of learning opportunity to achieve broad goal and related specific objectives for an identifiable population serves by a single school center.

**DACUM:** Developing A Curriculum. DACUM is a technique that uses a group consultative process to identify the competencies relevant to a particular occupation. These competencies are then built on to form a vocational curriculum.

**Duty:** is an arbitrary clustering of related tasks in to broad functional area or general area of responsibility.

**Enabling Objective:** The Objectives are defined as to set for guiding the teacher and students to attain the end result of the particular unit of work or lesson.

**Instructional Guide:** is a well-planned and structured document for the instructor to deliver effective instruction so that trainees can attain learning is objectives as per training standards.

**Module:** A module is defined as a specific learning material. Modules are essentially self-contained. Self-instructional packages, with learning paced by each learner according to his/her

individual ability and needs. A module covers either a single element of subject matter content or a group of content elements forming a discrete unit of subject matter or area of skills.

**Occupational Analysis:** is a process used to identify the duties and tasks that are important to workers in any given occupation. A number of alternative and acceptable approaches to occupational analysis are available.

**Program guide:** A program guide is a comprehensive resource for teachers, planners, and top-level management for planning and implementation of any training programs.

**Program Objectives:** The objectives are set in a broad way to target to achieve mastery learning of the complete occupation.

**Related Technical Knowledge:** Knowledge essential to perform a task/ step in complete, accurate and safe manner.

**Skill:** The ability to perform on occupational task with the degree of proficiency required for a given occupation

**Step:** The smallest discrete or observable aspect of a task.

**Task Analysis:** Task analysis is the process of identifying and writing down the specific skills, knowledge and attitudes that distinguish someone who performs a task competently from someone who cannot perform the task at all.

**Task:** A unit of work complete in itself that forms a logical part of an occupation. It can be broken down into discrete steps.

**Terminal Performance Objective:** The objectives set to attain at the end of the training completion. It includes condition, unit of work and standard of teaching and learning.