



# PARAMEDTRONICS

Version: 1.0 (CERTIFICATION COURSE)

NSQF Level: 4

ARCYON INTERNATIONAL INSTITUTE OF MEDICAL SCIENCE & TECHNOLOGY COUNCIL  
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## Content

### PARAMEDTRONICS Care Managers (Advanced)

#### Brief Job Description

Individual on the job provides patient care and helps maintain conducive environment in various departments of hospital/home setting. Some of the key responsibilities include maintaining activities of patients daily living, patients comfort, safety and health needs. They monitor or report changes in healthstatus. This job requires the individual to work in collaboration with doctors and nurses and other healthcare providers and deliver the healthcare services as suggested by them at a hospital or home setting in shifts.

#### Personal Attributes

He/she should exhibit good coordination with geriatric patients or compassionate to the patients with NCDs and co-operative to the hospital colleagues/dependents of the patient and decision makers/inmates of the house etc. He/she shall be self-discipline, dedication, persistence, ethical behavior and the ability to deal empathetically with patients. It is also important for the individual to have a good level of physical fitness and healthy body as well as maintain self-hygiene.

#### Applicable National Occupational Standards (NOS)

##### Compulsory NOS:

1. Transferring patient within the hospital
2. Respond to patients call
3. Clean medical equipment under supervision of nurse
4. Carry out last once (Death care)
5. Assist patient in maintaining the activities of daily living
6. Assist nurse in implementation of nursing care plan
7. Provide ancillary services for supporting patient care
8. Provide care to patients with diverse needs at home-setting
9. Maintain interpersonal relationship with patients, colleagues and others
10. Maintain professional & medico-legal conduct
11. Maintain a safe, healthy and secure working environment
12. Administration of Medication, Oxygen Administration
13. Care of Wound
14. Palliative Care & Geriatric Care
15. Care of Unconscious /Stroke/paralysis Patients
16. **Care of Client's with Special needs**
17. Introduction to community Health
18. Follow infection control policies & procedures including biomedical waste disposal Protocols



## FIRST TRIMESTER

- Paper –I - Basic Sciences (*Anatomy & Physiology*)
- Paper-II - Fundamental of Dialysis Technique & Procedure
- Paper-III – Nephrology – Diseases, Causes and Management
- Paper-IV- Pharmacology, Sterilization
- Paper-V – Invasive & Non-Invasive equipment technology

## SECOND TRIMESTER

- Paper-I- Maternal & New-Born Care
- Paper-II -Critical Care (Non-Communicable Diseases)
- Paper-III- Dialysis
- Paper-IV- Parturition

## THIRD &FOURTH TRIMESTER

- Paper-I -Maternal & New-Born Care
- Paper-II -Critical Care/ Oxygen Administration
- Paper-III -Dialysis machine set-up and reprocessing of dialyzers
- Paper-IV -Dialysis/ Administration of Medication
- Paper-V -Palliative & geriatric Care  
Care of Unconscious Patient

## ADDITIONAL MANDATORY SPECIALISATION (Any one of the following)

- Paper-I Computer Science & Information Technology
- Paper-II Health and Medical Yoga

## CURRICULUM FOR DIPLOMA IN PARAMEDTROCS CARE MANAGERS (Advanced)

### 1. Eligibility for admission:

A candidate seeking admission to the DIPLOMA IN PARAMEDTRONICS CARE MANAGERS /POST GRADUATE DIPLOMA IN PARAMEDTRONICS CARE MANAGERS shall have studied English as one of the principal subject during the tenure of the course and shall have passed:

1. Two year Pre-University examination or equivalent as recognized by the Government of union of India with, Physics, Chemistry and Biology as subjects of study.

OR

2. The vocational higher secondary education course conducted by Vocational Higher Secondary Education, Government of Kerala with five subjects including Physics, Chemistry, Biology and English in addition to vocational subjects conducted is considered equivalent to plus TWO examinations of Government of Karnataka Pre University Course.

OR

3. Candidates with two years diploma from a recognized Government Board in Nursing shall have passed class IIMSTC

12 [10+2] with Physics, Chemistry and Biology, as subjects or candidates with 3 years diploma from a recognized Government Board in General Nursing should have studied Physics, Biology and Chemistry as subjects during the tenure of the course.

OR

Lateral entry to second year of B.Sc. Nursing for candidates who have passed diploma program from the Government Boards and recognized by UGC approved Universities, fulfilling the conditions specified above

OR

Bachelor's degree with shall have passed class 12 [10+2] with Physics, Chemistry and Biology, as subjects or bachelor of social work recognized by UGC approved Universities, fulfilling the conditions specified above

**Note:**

**a. The candidate shall have passed individually in each of the subjects.**

**b. Candidates who have completed diploma or vocational course through Correspondence shall not be eligible for the course.**

**1. Duration of the course: 1400 hours/year**

**The Course Shall be for a Total period of four years in which One year full time course in India and three years experiential learning in Netherland with permanent employment and other facilities including periodical promotion, dependent's visa etc. The Perks and other benefits are at par with the prescribed laws issued by the Government of Netherlands.**

a. The course can also be conducted as add-on course along with General Nursing and Midwifery (Diploma) and BSc Nursing (Graduation) conducted along with their university program

**2. Medium of instruction:**

The medium of instruction and examination shall be in English.

**3. Scheme of examination:**

There shall be four examinations/assessment one each at the end of Trimester in each year.

**4. Attendance**

Every candidate should have attended at least 80% of the total number of classes conducted in an academic year from the date of commencement of the term to the last working day as notified by IIMSTC/university/Institutions in each of the subjects prescribed for that year separately in theory and practical. Only such candidates are eligible to appear for the examinations in their first attempt. Special classes conducted for any purpose shall not be considered for the calculation of percentage of attendance for eligibility. A candidate lacking in prescribed percentage of attendance in any subjects either in theory or practical in the first appearance will not be eligible to appear for the Examination/assessment in that subject

## 5. Internal Assessment (IA):

### 1st & 2<sup>nd</sup> (Trimester)

Theory - 10 marks each Trimester (20 Marks/Semester)

Practical –10 marks\*. [Lab work- 06 marks and Record-04marks] each Trimester (20 Marks/Semester)

### 3rd & 4<sup>th</sup> Trimester

Theory – 10 Marks each Trimester (Total 20 Marks/Semester)

Practical – 10Marks each Trimester (Total 20 Marks/Semester)

There shall be a minimum of two periodical tests preferably one in each term in theory / assignments/ projects and practical of each subject in a Trimester. The average marks of the two tests will be calculated and reduced to 20. The marks of IA shall be communicated to the University at least 15 days before the commencement of the University examination. The University shall have access to the records of such periodical tests. The marks of the internal assessment must be displayed on the notice board of the respective colleges with in a fortnight from the date test is held. If a candidate is absent for any one of the tests due to genuine and satisfactory reasons, such a candidate may be given a re-test within a fortnight.

### **Subject and hours of teaching for Theory and practical**

The number of hours of teaching theory and practical, subject wise in first, second third and fourth Trimesters are as shown in Table-I, Table-II and Table-III

Main and Subsidiary subjects are common for all the courses in the PGDCM which will be under the umbrella of Department of Allied HealthScience.

**Table - I Distribution of Teaching Hours in First trimester**

### **Mainsubjects**

PART.	Subject	Theory No. of Hours	Practical No.of Hours	Total No.of Hours
I.	Human Anatomy	15	05	20
	Physiology	15	05	20
II	Fundamentals of Dialysis Technique & Procedure	15	05	20
III	Nephrology- diseases, causes and management	15	05	20
IV	Pharmacology, sterilization	15	05	20
V	Invasive & Non-Invasive equipment Technology	15	05	20
VI	Mandatory Specialization	15	30	45
	Total	105	60	165

The classes in main and subsidiary subjects are to be held from Monday to Thursday. On Fridays and

Saturdays students shall work in hospitals in the respective specialty or department chosen by them

### Subsidiary Subjects

Communication skills	25 Hours
( IELTS&OET training Optional)	15 Hours
Basics of coding & Artificial Intelligence	15 Hours
Basics of Bio-Medical Electronics	30 Hours
Medical Ethics & Law	5 Hours

Clinical/Lab posting –135 hours (Friday 9am – 1pm and 2pm - 4-30 pm Saturday 9am - 1pm)

**Table - II Distribution of Teaching Hours in Second Trimester Subjects Main**

### Subjects

Sl. No.	Subject	Theory No of Hours	Practical No.of Hours	Clinical posting	Total No. of Hours
1.	Maternal & New-Born Care	20	--	40	20
2.	Critical Care (Non-Communicable Diseases)	10	20	50	30
3.	Dialysis	20	--	50	20
4.	Parturition	10	20	50	80
5.	Mandatory Specialization			30	
	Total	60	40	220	320

### Subsidiary Subjects:

<b>Patient Psychology</b>	<b>10 Hours</b>
<b>Artificial Intelligence in Medical Industry</b>	<b>10 Hours</b>
<b>Bio-Medical Electronics</b>	<b>10 Hours</b>

**Table - III Distribution of Teaching Hours in 3<sup>rd</sup> & 4<sup>th</sup> Trimesters Subjects**

**Main Subjects**

Sl. No.	Subject	Theory No of Hours	Practical No. of Hours	Clinical posting	Total No. of Hours
1.	Maternal & New-Born Care Critical Care/ Oxygen Administration			100 50	100 50
2.	dialysis machine set-up and reprocessing of dialyzers Dialysis/ Administration of Medication			100 50	100 50
3.	Palliative & geriatric Care, Care of Unconscious Patient			250 110	250 110
	Total			660	660

**7. Schedule of Examination:**

The IIMSTC shall conduct four examinations annually at an interval of not less than 3 to 4 months as notified by the appropriate/concerned university from time to time. A candidate who satisfies the requirement of attendance, progress and conduct as stipulated by the concerned university shall be eligible to appear for the university examination. Certificate to that effect shall be produced from the Head of the institution along with the application for examination and the prescribed fee.

**8. Scheme of Examination**

There shall be four examinations, one each at the end of I, II, III and IV Trimesters in an year. The examination for both main and subsidiary subjects for all courses shall be common in first semester.

Distribution of Subjects and marks for First, Second, Third and fourth Trimester, theory and practical Examinations are shown in the Table – IV, V & VI.

**First year examination:**

The examination for 1st Semester shall consist of only theory examination and there shall be no Practical Examination. The same will be conducted at the end of 2<sup>nd</sup> Trimester

**Second to Fourth Trimester examination:**

The examination for 2nd to 4th trimester shall consist of Written Paper & Practical. Written Examinations consists of 4 papers in the 2nd Trimester 3 papers in the 3<sup>rd</sup> & 4<sup>th</sup> Trimester:

**Practical examination:**

One Practical Examination at the end of 2<sup>nd</sup> Trimester and Two practical examinations, at the end of 3<sup>rd</sup>



Trimester and three practical examinations at the end of the 4<sup>th</sup> Trimester.

**TABLE-IV**

**Distribution of Subjects and marks for First Trimester theory Examination**

A	Main Subjects*	Written Paper		I A Theory	Total
		Duration	Marks	Marks	Marks
1	Basic Anatomy	1.5 Hours	50	10	60
2	Physiology	1.5 Hours	50	10	60
3	Fundamentals of Dialysis Technique & Procedure	1.5 Hours	50	10	60
4	Nephrology- diseases, causes and management	1,5 Hours	50	10	60
5	Pharmacology, sterilization	1.5 Hours	40	10	50
6	Invasive & Non-Invasive equipment Technology	1.5 Hours	60	10	70
	Subsidiary Subject**				
1	Communicative English	3 Hours	80	20	100
2	Basics of coding & Artificial Intelligence	1 Hour	40	10	50
3	Basics of Bio-Medical Electronics	1 Hour	40	10	50
4	Medical Ethics & Law	1Hour	40	10	50

Note: I A = Internal Assessment

\*Main Subjects shall have IIMSTC/University Examination. There shall be no University Practical Examination.

\*\*Subsidiary subjects: Examination for subsidiary subjects shall be conducted by respective college

**TABLE - V**

**Distribution of Subjects and marks for Second Trimester Examination.**

Paper	Subjects	Theory			Practical			Grand Total
		Theory	I.A	Total	Lab	IA	Sub total	
I	Maternal & New-Born Care	30	20	50	10	10	70	70
II	Critical Care (Non-Communicable Diseases)	50	10	60	30	10	100	100
III	Dialysis	50	10	60	10	NA	NA	70
IV	Parturition	30	10	40		N A	NA	40

**Distribution of Subsidiary Subjects and marks for Second Year Examination**



B	Subsidiary Subject**	Duration	Marks	I .A Theory Marks	Total Marks
1.	Patient Psychology	1.5 hours	40	10	50
2.	Artificial Intelligence in Medical Industry	1.5 hours	40	10	50
3.	Basics of Bio-Medical Electronics	1.5 hours	60	20	80
3.	Medical Transcription	1.5 hours	30	10	40

\*\* Subsidiary subjects: Examination for subsidiary Subjects shall be conducted by respective colleges

**TABLE – VI**

**Distribution of Subjects and marks for Third & Fourth Trimester Examination.**

SL NO	On-Job Training assessments				PRACTICAL knowledge				
	PAPE R	SUBJECT S	Nursing/ Patient Care	I.A	SUB TOTAL	Knowledge in handling medical equipment	I.A	SUB TOTAL	GRAND TOTAL
1		Maternal & New-Born Care	50	10	60	60 (20+20+20)	10	70	130
		Critical Care	50	10	60	60	10	70	130
		Oxygen Administration	30	10	40	40	10	50	90
2		dialysis machine set-up and reprocessing of dialyzers	50	10	60	60	10	70	130
		Dialysis/ Administration of	50	10	60	60	10	70	130

	Medication					40	100	220
3	Palliative & geriatric Care,	100	20	120	60			
	Care of Unconscious Patient	40	10	50				

\*\* Practical-One common practical for both papers with equal weightage of marks i.e. 40 practical mark and 10 I.A. marks for each paper.

## 7. PASS CRITERIA

### 7.1. First Trimester examination

- Main Subjects: A candidate is declared to have passed in a subject, if he/she secures 50% of marks in Theory exam and internal assessment added together.
- Subsidiary Subjects: The minimum prescribed marks for a pass in subsidiary subject shall be 35% of the maximum marks prescribed for a subject. The marks obtained in the subsidiary subjects shall be communicated to the IIMSTC/University before the Commencement of the University examination.

### 7.2. Second Trimester Examination

- Main Subjects: A candidate is declared to have passed the examination in a subject if he/she secures 50% of the marks in Theory and 50% in practical separately. For a pass in theory, a candidate has to secure a minimum of 40% marks in the written examination, and 50% in aggregate in the written examination and internal assessment added together and for pass in Practical, a candidate has to secure a minimum of 40% marks in the Practical/Clinical examination and 50% in aggregate i.e. Practical/Clinical and Internal Assessment.
- Subsidiary Subjects: The minimum prescribed marks for a pass in subsidiary subject shall be 35% of the maximum marks prescribed for a subject. The marks obtained in the subsidiary subjects shall be communicated to the IIMSTC/University before the commencement of the University examination.

## 8. Carry over benefit

### 11.1 First Trimester examination:

A candidate who fails in any two of the five main subjects of first year shall be permitted to carry over those subjects to second year. However, he/ she must pass the carry over subjects before appearing for second Trimester examination.

### 11.2. Second year examination:

A candidate is permitted to carry over any one main subject to the third trimester but shall pass this subject before appearing for the third trimester examination.

### 9. Declaration of Class:

- a. A candidate having appeared in all the subjects in the same examination and passed that examination in the first attempt and secures 75% of marks or more of grand total marks prescribed will be declared to have passed the examination with Distinction.
- b. A candidate having appeared in all subjects in the same examination and passed that examination in the first attempt and secures 60% of marks or more but less than 75% of grand total marks prescribed will be declared to have passed the examination in First Class.
- c. A candidate having appeared in all the subjects in the same examination and passed that examination in the first attempt and secures 50% of marks or more but less than 60% of grand total marks prescribed will be declared to have passed the examination in Second Class.

A candidate passing the university examination in more than one attempt shall be placed in Pass class irrespective of the percentage of marks secured by him/her in the examination

- d. The marks obtained by a candidate in the subsidiary subjects shall not be considered for award of Class or Rank.

[Please note, fraction of marks should not be rounded off clauses (a), (b) and (c)]

### 10. Eligibility for the award of Degree:

A candidate shall have passed in all the subjects of first, second trimester to be eligible for a compulsory rotational internship. On completion of internship the candidate is then eligible for the award of diploma.

### Mandatory subjects (Any two)

#### Option 1: Maternal & New-Born Care

Patient Care Assistant-Maternal and Newborn Care work in the home setting during pregnancy and post-delivery. They support in the clinical care of women and new born during the vital stages of postnatal period. Their role in maternal health provides continuum of care and support to maternal and new born health.

#### 1. Post-natal care to new mothers and routine care to the new born (Mandatory)

Patient Care Assistant-Critical Care provides patient care at critical care units or high dependency units or to patients requiring critical care at home. This job requires working in multi-disciplinary team.

#### 2. Care Manager in performing procedures as instructed in the care plan at critical/Intensive Care units

#### Optional module: Critical Care/ Oxygen Administration (Any one mandatory)

Patient Care Assistant-Dialysis assists Dialysis Technicians/Nurses for maintaining Dialysis Machines, RO plants and other accessories of dialysis set up primarily in hospitals, clinics, dialysis centers/facilities, nursing homes, assisted living facilities and long term care facilities.

### 3. Assist in dialysis machine set-up and reprocessing of dialyzers

Optional module: Optional modules: Dialysis/ Administration of Medication (Anyone is mandatory)

Patient Care Assistant-Parturition works in the maternity centers/obstetric department of healthcare organizations during parturition. They are also known as a doula, birth companion or post-birth supporter who assist a woman before, during or after childbirth at birth-place, by providing physical assistance and emotional support under guidance of healthcare team. This job requires working in multi-disciplinary team.

### 4. Palliative & geriatric Care, Care of Unconscious Patient under guidance of healthcare team

Optional module: Care of Wound/ community health (Any one Mandatory)

## MEDICAL ELECTRONICS & INFORMATION TECHNOLOGY

1. Non-invasive
2. Invasive

### Non-invasive Cardiology

1. E.C.G. (adequate number of ECGs Should be done daily)
2. TMT ( preferably about 20/Week)
3. Echo (20 – 25/Week with about 4 -5 stress- echos)
4. Holter Monitoring (portable electrocardiogram (ECG))

### Invasive Cardiology

1. Cath-Lab (with about 10 Angiographies /week including Coronary Diseases and Congenital-Anamolies Studies)
2. Pacemaker Implantations
3. Cardiac Electro Physical Studies Facility

### Electro Cardio Graphy

Preparation & Technique (3hrs/week (off line)

### TMT & Holter Monitoring

(Lab 3 hrs/week (In house training)

### Cardiac Catherization

Principle, Diseases of heart, Pacemaker Implantations (4 hrs/week)

### Artificial Intelligence and Machine Learning in Cardiothoracic Surgery (3hrs/week)

### Coding (online) 2 hrs/week)

(Basic Bio-Medical Electronics –In house training)

1. Electro Cardio Graphy – 2 hrs/week

2. TMT & Holter Machine- 2 hrs/week
3. Echocardiogram, - 2 hrs/week
4. Cardiovascular Ultrasound Machine – 2 hrs/week
5. Echocardiogram Machine- 2 hrs/week

## Principles of Ultrasound

1. Ultrasound Physics
2. Transmission and Return of Ultrasound
3. Transmission of ultrasound through tissues
4. The ultrasound loop

## Transthoracic Echocardiography Examination

1. Principles of Focused Transthoracic Echocardiography
2. Common Errors in Obtaining the TTE Views
3. Trans esophageal Echocardiography (TEE)

Basic ultrasound physics including wave characteristics (3hrs/week (off line))  
 Transmission and return of ultrasound (3hrs/week (off line))  
 Computer assembly of images (Lab 3 hrs/week (In house training))

## Medical Yogic Science

### Fundamentals of Yoga

History, Introduction to classic yogic texts- Pathanjali yoga sutra, Hatha yoga pradiipika, Gheranda samhitha and Goreksha samhitha.  
 Meaning and definition of Yoga, Introduction to Yoga therapy  
 Astanga Yoga (Pathanjali Yoga)  
 Satkriyas (cleansing process) Neti, Douthi, Nouli, Basthi, Kapalabathi and Trataka. Mudras and Bandas.  
 Asanas (postures) -Meaning and definition, Number of Asanas in different traditional Yogic texts.  
 Pranayama - Physiology of breathing. Types of breathing- Chest breathing, Abdominal breathing.  
 Meditation (Dhyana)- meaning, Different types of meditation.  
 Difference between Yogic asanas and physical exercises. Yogic practices for lifestyle diseases- Diabetics melitus, Blood pressure, Obesity

## Qualification Pack (QP) Parameters

<b>Sector</b>	Healthcare
<b>Sub-Sector</b>	Allied Health & Paramedics
<b>NSQF Level</b>	4
<b>Minimum Educational Qualification &amp; Experience</b>	12th Class

Minimum Job Entry Age	<b>18 Years</b>
Last Reviewed On	<b>10/05/2022</b>
Next Review Date	<b>09/05/2023</b>
University Approval Date	
Version	<b>1.0</b>

### Elements and Performance Criteria

*Consideration to the following are to be given due importance by PGCM when assisting in the transferring process: patients general medical condition and mobility, patients size and ability to assist, equipment to be used for transferring the patient. Ensuring patient's privacy during the transferring process is important. Using correct equipment and following proper procedures is important to prevent injury or fall*

To be competent, the user/individual on the job must be able to:

- PC1.** Use the equipment for transferring the patients correctly to avoid falls and injuries
- PC2.** Ensure that the correct patient is being moved or wheeled out
- PC3.** Understand patient's condition and estimate if additional help is required
- PC4.** Transport the patient without causing trauma or injury
- PC5.** Use proper body mechanics for transferring the patient
- PC6.** Focus on safety first and ensure that the patient is comfortable

### Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** Ensure that the right patient is being moved out/ transferred from/within the hospital
- KU2.** Follow relevant protocols, good practices, standards, policies and procedures while transferring the patient
- KU3.** Use equipment and techniques correctly to avoid injury or inconvenience to the patient
- KU4.** How to use the equipment like wheel chairs and stretchers
- KU5.** How to maneuver smaller equipment like catheters while transferring the patient
- KU6.** How to use body mechanics while transferring the patient to prevent injury or fall
- KU7.** How and when to use the brakes on the transferring equipment
- KU8.** During transfer process: National occupational standards ensure that all the required equipment is available. Assess the patients' size and understand if one need help to transfer the patient safely. Be sure that the slippers are non-slip and of the right sized. Observe and protect special equipment like catheters'. Ensure that the patients' arms and legs are inside the frame of the wheelchair or the stretcher

## Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1. Record when and where the patient is being moved, in case of PGCM not able to write he needs to inform the nurse and get that recorded
- GS2. Know the patient by registration number and name while being moved/transferred from/within the hospital
- GS3. Explain to the patient what is happening and where he is being moved
- GS4. Communicate with the patient and count till three so that the patient knows when to move
- GS5. Instruct the patient on what to do during the transferring process
- GS6. Check with the patient if he is comfortable regularly during the transferring process.
- GS7. How to use proper body mechanics while moving the patient
- GS8. When assistance or additional help is required
- GS9. Which equipment to use and how to use them to ensure patient safety
- GS10. Time required by a patient to get ready for moving
- GS11. That the patient is wearing appropriate footwear
- GS12. When to check and make request for assistance if required
- GS13. How to assist the patient in moving from the bed to the stretcher/wheelchair or vice versa by using correct body mechanics
- GS14. How to check all equipment before moving the patient and ensure safety of additional equipment like catheter while moving the patient
- GS15. Always push forward except when moving on and off elevators and ensure that the patient is comfortable during the transfer
- GS16. When to set brakes at destination only to prevent falls and injuries
- GS17. The location where the patient needs to be transported to
- GS18. Ensure that the patient is safe during the transferring and prevent injuries to the limbs
- GS19. Manage if there is rush on the other side of a door before opening it to prevent collision
- GS20. Manage brakes to prevent slipping or falling, when using elevators
- GS21. Interpret need for additional help depending upon the patient's condition
- GS22. Apply, analyze, and evaluate the information gathered from observation, experience, reasoning, or communication, as a guide to belief and action

## Respond to patients call

### Description

This OS unit is about responding to patients call by Paramedtronics care manager (PCM). The purpose of responding to call bell is to check if the patient needs something and to provide a solution promptly. Promptly responding to call bells is important for patient satisfaction.

### Elements and Performance Criteria

*Responding to call bell A PCM needs to consider the following when responding to a call bell, If the call is for a medical need, communicate it to the nurse immediately, If the call is for a non-medical need, respond accordingly Promptly responding to call bell is important for patients general wellbeing and overall satisfaction*



To be competent, the user/individual on the job must be able to:

- PC1. Promptly respond to call bell
- PC2. Communicate the medical needs to the nurse station without delay
- PC3. Courteously and sensitively meet patient needs
- PC4. Ensure that the patient is at ease or comfortable
- PC5. Quickly scan the patients surrounding and take appropriate action

### **Knowledge and Understanding (KU)**

The individual on the job needs to know and understand:

- KU1. Procedures and codes to be followed in case of call bell
- KU2. The emergency protocols to be followed in case of call bell being pressed to urgent needs
- KU3. How response time is linked with patient satisfaction
- KU4. When to turn off the call bell
- KU5. Common reasons for non-medical bell calls like elimination, need for drinking water or turning off the light.
- KU6. the medical reasons for bell calls and communicate them promptly to the nurse
- KU7. how to use patient bed equipment for different bed positions like propping up.

### **Generic Skills (GS)**

User/individual on the job needs to know how to:

- GS1. Be courteous and seek patient's permission to enter the room
- GS2. Understand the patients' request for which the call was made
- GS3. Communicate to the patient ones understanding of the request
- GS4. Encourage the patient to call for any other need
- GS5. Know the reason of request (medical or non-medical) and when to inform the nurse
- GS6. Plan and organize the response to call
- GS7. Be quick to respond to a call
- GS8. Check for any additional needs that the patient may have by scanning the patient surroundings
- GS9. Encourage the patient to use the call whenever needed
- GS10. Identify the nature of the request and correctly respond to it
- GS11. Be aware of common non-medical needs and satisfy the need before a request is made e.g.making drinking water available
- GS12. Differentiate between medical and non-medical needs and intimate the nurse about medical requests
- GS13. Ability to identify difference between urgent and non-urgent call requests

### **Operate Bio medical equipment**

#### **Description**

This OS unit is about cleaning medical equipment by PARAMEDTRONICS CARE MANAGERS under the supervision of nurse.

## Elements and Performance Criteria

*Cleaning, handling routine maintenance and sterilization Reference: The content of this National Occupational Standard is drawn from the UK Skills for Health NOS [SCDHSC00243 Support the safe use of materials and equipment] and has been reproduced with their permission*

To be competent, the user/individual on the job must be able to:

- PC1. Handle equipment safely
- PC2. Use appropriate protective clothing and equipment when cleaning equipment
- PC3. Clean and maintain equipment according to manufacturer's instructions, any legal requirements and work setting procedures
- PC4. Report to appropriate people/nurse about the equipment that are unsuitable for use
- PC5. Dispose of any waste safely and according to legal requirements and organization protocol

## Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1. Relevant protocols, good practices, standards, policies and procedures
- KU2. Procedures required for cleaning the equipment as per organization protocol or nurse
- KU3. How to clean the equipment
- KU4. The procedures to clean the equipment
- KU5. How to dispose of waste safely or seek the help of nurse

## Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1. How to enter the procedure in the template
- GS2. How to read the symbols on the equipment and if not able to then seek the help of nurse
- GS3. Discuss procedures with the nurse to carry the process effectively
- GS4. How to plan the procedure under the guidance of nurse
- GS5. The errors occurred during the procedure and seek the help of nurse for solving the problem

## Carry out last once (Death care)

### Description

This OS unit is about providing basic care and transferring a patient's body post death by PARAMEDTRONICS CARE GIVERS

## Elements and Performance Criteria

*Providing post death care and preserving privacy and dignity of the deceased, respecting their cultural/religious beliefs and personal wishes where possible Ensuring patient's privacy during the transferring process is important*

To be competent, the user/individual on the job must be able to:

- PC2. . Attend to hygiene needs, paying particular attention to hair, nail care and oral hygiene
- PC3. . Attempt to close the eyes, using a small piece of clinical tape if required
- PC4. . Attach identification labels/wrist bands according to local guidelines and organizational policy
- PC5. . Dress the patient in a gown/shroud or own clothes, as required
- PC6. . Place an incontinence pad underneath to contain any soiling
- PC7.. Place the body in the bag as per instructions, post completing any necessary documentation by nurse/physician
- PC8.. If a body bag is not to be used, enclose the body in a sheet, securing it with adhesive tape
- PC1. . Remove jewelry and any personal items, unless requested or advised otherwise. Ensure that appropriate records are made of any personal items left on the body or otherwise.

### Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1. Follow relevant protocols, good practices, standards, policies and procedures
- KU2. Use equipment and techniques correctly to avoid inconvenience
- KU3. Put on personal protective equipment (ppe) i.e. gloves, plastic apron and surgical mask if required
- KU4. Remove all clothing, cover with a sheet and wash patient, dress in gown, or their own nightwear or clothing as per patient/ relatives wishes
- KU5. place arms by their sides
- KU6. wrap the patient carefully in a sheet and fasten with tape

### Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1. Honor the spiritual and cultural wishes of the deceased person and their family
- GS2. Ensure that the privacy and dignity of the deceased person is maintained

## Assist patient in maintaining the activities of daily living

### Description

This OS unit is about assisting the patient in conducting his/her daily routine activities. The routine activities include bathing, grooming, dressing, eating, drinking and maintaining normal elimination.

### Scope

This unit/task covers the following:

- Maintain patient's privacy
- Assist in bathing patient Assist
- in grooming the patient Assist
- patient in clothing
- Support patient in eating and drinking
- Assist patient in maintaining normal elimination

## Elements and Performance Criteria

### *Maintain patients' privacy*

To be competent, the user/individual on the job must be able to:

- PC1. Ensure patients privacy while performing activities of daily living.
- PC2. Use various means (like screens, curtain, locking the door, etc.) while maintaining privacy with respect to culture, gender, age, preferences of the patient
- PC3. Encourage patient to do as much as possible to promote independence

### *Assist in bathing patient*

To be competent, the user/individual on the job must be able to:

- PC4. Identify the type of bath that is best suited as per the guidelines, based on the patient's condition and comfort.
- PC5. Ensure that patient is not left unattended in bath room
- PC6. Dry patients skin with a towel & offer patient back rub after bathing or at bed time to stimulate circulation and relieve stress
- PC7. Clean bathing articles (like tub, shower, chair, sponge tray, bucket, etc.) before and after each use
- PC8. Check water temperature before patient checks in
- PC9. Follow standards precautions when performing perennial care or when bathing a patient with skin lesion and rashes
- PC10. Wash from cleanest to dirtiest
- PC11. Check each patient's skin after bathing

### *Assist in grooming the patient*

To be competent, the user/individual on the job must be able to:

- PC12. Use standard precautions and protocols during grooming of the patient (like shaving, brushing teeth, hair styling and cutting nails, etc.), as per the condition and comfort of the patient
- PC13. Perform duties gently to avoid injuries
- PC14. Rinse toothpaste thoroughly from the patient's mouth after brushing
- PC15. Store dentures in cool water with patients identification details to avoid confusion
- PC16. Prepare part as per directives from concerned authority
- PC17. Observe and report unusual findings
- PC18. Show patient how they look after the grooming task is finished

### *Assist patient in clothing*

To be competent, the user/individual on the job must be able to:

- PC19. Use standard precautions and protocols for dressing-up a patient as per organizational policy
- PC20. Select appropriate clothing as per culture, gender, age, preferences of the patient, size, weather as well as hospitals/procedural protocols
- PC21. Observe and ensure that dressing is done as per the patients need & condition

### *Support patient in eating and drinking*

To be competent, the user/individual on the job must be able to:

- PC22. Make the patient comfortable and encourage eating as recommended
- PC23. Feed through spoon
- PC24. Follow protocols while feeding through ryles tube as recommended
- PC25. Assist in elimination and oral care prior to feeding

- PC26. Wash patient's hands and mouth before and after feeding
- PC27. Maintain self-cleanliness and hygiene before and after feeding the patient
- PC28. Measure input and records them
- PC29. Observe and ensure that the guidelines are followed prior, during and after feeding

#### *Assist patient in normal elimination*

To be competent, the user/individual on the job must be able to:

- PC30. Respond to patient's elimination needs promptly as per gender, age, preferences of the patient as well as hospitals/procedural protocols
- PC31. Assist a mobile patient in moving to the toilet and provide support like giving toilet paper if required or stabilize the commode
- PC32. Wipe the patient and wash hands to prevent infection
- PC33. Ensure hygiene and cleanliness of patient and surroundings
- PC34. Use bed pan, urinal, uro-bag and other elimination equipment as per procedures and guidelines, based on patients comfort and condition
- PC35. Use equipment/consumables correctly to prevent discomfort or injury
- PC36. Empty the uro bag time to time as per standard procedures
- PC37. Clean and disinfect the equipment after use
- PC38. Record changes in the color or texture of the elimination and report unusual findings immediately
- PC39. Measure output and records them
- PC40. Clean the spillage as per organization process

#### **Knowledge and Understanding (KU)**

The individual on the job needs to know and understand:

- KU1. How to and whom to inform in case of observing something which is clinically important
- KU2. Relevant protocols, good practices, standards, policies and procedures
- KU3. Basic structure and function of the healthcare system in the country
- KU4. Basic structure and function of healthcare facilities available at various levels, hospice care, clinics
- KU5. How to work with individuals to promote physical approaches to optimizing health, well-being and illness prevention, through the delivery of high-quality, innovative services
- KU6. legislation which relates to working with patients including health and safety, confidentiality, provision of services, capacity and consent, relevant mental health legislation and how to interpret and apply legislation to the work being undertaken
- KU7. Professional standards and codes of practice for the area of work
- KU8. How to balance responsibilities as a professional with organizational and contractual requirements
- KU9. The nature, aims, objectives, values, policies and systems of the organization
- KU10. Relevant legislation, standards, policies, procedure, human rights perspective for patients
- KU11. How to engage with both medical team and concerned authority for support in case of requirement
- KU12. How to give shower, complete bed bath, partial bed bath or tub bath the patient
- KU13. How to perform back rub
- KU14. The basic functionalities of the applications that are used during the bathing
- KU15. what to do and whom to report during bathing if lips colour changes, rashes, dry skin, bruises, broken skin, reddened areas, abnormal skin temperature, drainage, bleeding, complaints of pain and itching

- KU16.** How to clean dentures and store them
- KU17.** How to perform brushing and oral care in unconscious patients
- KU18.** How to prepare patient for hair styling
- KU19.** How to prepare patient before cutting the nails
- KU20.** How to prepare patient before providing oral care
- KU21.** How to inform in case of observing something which is clinically important e.g. bed sores while dressing a patient
- KU22.** How to dress and undress patient without causing discomfort
- KU23.** Dressing procedure to prevent spread of infection
- KU24.** Appropriate clothing depending upon the patient's condition and the general environment
- KU25.** The steps involved in the process of dressing is appropriately followed like which limb to dress first
- KU26.** How to ensure that the cloths and the footwear fit the patient correctly
- KU27.** How to ensure that the clothing is fastened with elastic fasteners
- KU28.** How to ensure that the clothing is comfortable as per the patients need (woolens in cold weather and cotton in warm weather)
- KU29.** Importance of removal of all accessories like belts, jewelry and scarfs to avoid inconvenience
- KU30.** How to ensure that shoes/slippers are of the right size and non-slippery to prevent fall
- KU31.** How to handover accessories and clothing to patient attendant with proper documentation
- KU32.** How to manage additional equipment like catheter or IV lines (intravenous) while performing the dressing task
- KU33.** The importance of balanced and healthy diet as prescribed by the physician
- KU34.** How to wipe patient's mouth and keep the clothes clean and prevent spilling to maintain patient's dignity and hygiene
- KU35.** How to wash hands and maintain hygiene to prevent spread of infections
- KU36.** How to feed using spoon or through ryle's tube
- KU37.** Appropriate diet for different medical conditions
- KU38.** Ability to identify symptoms like choking or uneasiness while feeding and communicate about the same to the nurse/ physician
- KU39.** How to differentiate between types of diet including solid, semi-solid and liquid
- KU40.** How to measure food intake and record it
- KU41.** How to administer a bed pan for immobile patients
- KU42.** How to assist a mobile patient to use the commode
- KU43.** How to check for kinks and obstruction in an indwelling catheter
- KU44.** The process of cleaning and wiping the patient after elimination to prevent infections
- KU45.** How to identify change in color, odor or texture of the elimination
- KU46.** How to observe and ensure that the guidelines are followed prior, during and after feeding:
  - a. elimination process is completed before feeding
  - b. oral care and grooming is performed before feeding
  - c. the patient is comfortable when being fed
  - d. the food temperature is appropriate for feeding
  - e. the food provided is according to the dietary prescription of the prescribing physician or dietician
  - f. patient is not having symptoms of distress like coughing and regurgitation
- KU47.** Appropriate measures being taken while symptoms of distress
- KU48.** Basic structure and function of the body system and associated component
- KU49.** Process, condition & resources required by the body to support healthy functioning



## Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1. Record the completion of the procedure with relevant details by marking the template
- GS2. Read the doctor/nurses instructions and interpret it correctly and cross check that with the ward nurse for proper understanding
- GS3. Discuss procedures with the patient and make him/ her feel comfortable
- GS4. Answer questions that patient may have
- GS5. Apply best practices in existing processes to drive improvements
- GS6. Plan the time for performing the activity to the patient and organize the same with other team members if they are needed
- GS7. Ensure that all activities related to performing the activity are performed keeping in consideration the patient's benefits
- GS8. How to seek the help of nurse for solving the problem if there is an unusual finding
- GS9. Use the existing experience for improving the comfort during process
- GS10. Apply, analyze, and evaluate the information gathered from observation, experience, reasoning, communication, as a guide to belief and action

## Assist Doctor in implementation of Health care plan

### Description

This OS unit is about assisting the nurse in the procedures to be performed; making observations and reporting changes in patient's condition; taking appropriate measurements.

### Scope

This unit/task covers the following:

- Assist Doctor while performing different procedures as part of patient care plan
- Observe and report changes in patient's overall condition
- Support nurse in measurement of vital parameters

### Elements and Performance Criteria

#### *Assist nurse while performing different procedures as part of patient care plan*

To be competent, the user/individual on the job must be able to:

- PC1. Identify the correct equipment as per the procedure and prepare the nursing tray
- PC2. Assist in performing key procedures like inducing enema, suppository, catheter, ryle tube, etc.; nebulization; preparing patient for moving to the operation theatre; part preparation; etc.
- PC3. Follow standard precautions to prevent spread of an infection or induce an infection
- PC4. Wear protective gear in order to protect self from getting infected
- PC5. Ensure equipment being used for the procedure are clean/sterile
- PC6. Ensure that special instructions by the nurse/physician to perform the procedure are followed
- PC7. Ensure that the patient is comfortable and not inconvenienced due to the procedure
- PC8. Ensure that the procedure is performed in a timely manner as part of the treatment plan



### *report changes in patients overall condition*

To be competent, the user/individual on the job must be able to:

- PC9. Observe color changes like bluish or yellowish discoloration of the skin
- PC10. Observe changes in odour or consistency of urine and stools
- PC11. Communicate the observations in an appropriate language and construct to relevant authority
- PC12. Differentiate between immediate and routine reporting requirements

### *Support nurse in measurement of vital parameters*

To be competent, the user/individual on the job must be able to:

- PC13. Assist nurse in calibrating the scales as per manufacturer's guidelines
- PC14. Use different types of scales including manual, digital, standard, chair and bed scales
- PC15. Ensure that patient is comfortable and positioned correctly
- PC16. Ensure patient safety to prevent a fall or an injury

## **Knowledge and Understanding (KU)**

The individual on the job needs to know and understand:

- KU1. How to and whom to inform in case of observing something which is clinically important
- KU2. Relevant protocols, good practices, standards, policies and procedures
- KU3. Basic structure and function of the healthcare system in the country
- KU4. Basic structure and function of healthcare facilities available at various levels, hospice care, clinics
- KU5. How to work with individuals to promote physical approaches to optimizing health, well-being and illness prevention, through the delivery of high-quality, innovative services
- KU6. legislation which relates to working with patients including health and safety, confidentiality, provision of services, capacity and consent, relevant mental health legislation and how to interpret and apply legislation to the work being undertaken
- KU7. Professional standards and codes of practice for the area of work
- KU8. How to balance responsibilities as a professional with organizational and contractual requirements
- KU9. The nature, aims, objectives, values, policies and systems of the organization
- KU10. Relevant legislation, standards, policies, procedure, human rights perspective for patients
- KU11. How to engage with both medical team and concerned authority for support in case of requirement
- KU12. How to use the equipment meant to perform the procedure
- KU13. Severity of different type of observations and procedure of recording them
- KU14. The specific type of observation and reporting requirements within a department
- KU15. How to use different types of scales including digital, manual, standard, chair and bed scales under the guidance of nurse
- KU16. How to read the scales correctly and avoid errors
- KU17. The standard procedure while measuring weights like empty bladder, empty bowel and light clothing
- KU18. How to ensure patient safety
- KU19. How to assist nurse in perform the different procedures
- KU20. What is the significance of each procedure in patient management?
- KU21. How to induce an enema
- KU22. How to prepare the patient for the operation theatre

- KU23.** What are the different types of observations and how they can impact patient's health?
- KU24.** Different changes in skin colour and their implications
- KU25.** Different changes in odour of urine and faeces and their implication
- KU26.** Alteration in consistency of eliminations
- KU27.** Skin abrasions or injuries
- KU28.** Subjective patient complaints like dizziness, disorientation
- KU29.** Follow infection control policies. e.g. when wearing gloves, change them between each patient and wash your hands frequently
- KU30.** How to calibrate the different types of scales
- KU31.** How to make adjustments in measurements to ensure correct recordings
- KU32.** How to place/position the patient on the scales to avoid faulty recordings
- KU33.** How to measure the urine output
- KU34.** Report unusual findings and whom to report them immediately
- KU35.** how to observe and ensure the following while taking measurements: a. patient wears same type of clothes each time the weight is taken b. the patient's bladder is empty when the weight is taken c. schedule daily weights at the same time d. calibrate the scale as per manufacturer's instructions
- KU36.** Basic structure and function of the body system and associated component
- KU37.** Process, condition & resources required by the body to support healthy functioning

### **Generic Skills (GS)**

User/individual on the job needs to know how to:

- GS1.** Record and report infection control protocols in case the individual has the required skills to capture that, else inform the nurse to record
- GS2.** Record weight and height correctly on the template
- GS3.** Report unusual findings to the nurse and record them after verification
- GS4.** Follow instructions as specified in the patient's file in case the individual has reading skills otherwise take the instructions from nurse
- GS5.** Notice any changes in previous measurements and report them to the nurse
- GS6.** Follow instructions as specified on the file before taking the measurements or seek nurse's help to interpret that
- GS7.** Communicate with the patient at every stage of procedure
- GS8.** Comprehend patient's request and needs
- GS9.** Verify the observations by asking questions to the patient
- GS10.** Communicate the observations to the nurse verbally
- GS11.** Explain to the patient about the measurements being taken beforehand
- GS12.** Verify if the bladder and bowels are empty before taking weights
- GS13.** Communicate to the patient prior to moving the patient on to the weighing scale
- GS14.** The most appropriate technique of performing the procedure
- GS15.** Minor modifications in the procedure to improve patient's comfort
- GS16.** Which unusual observations need to be reported to the nurse?
- GS17.** Ensure that the scales are calibrated correctly
- GS18.** How to identify significant changes in the measurements and inform them to the nurse

- GS19. Which type of weighing scale to be used depending upon the condition of the patient
- GS20. Record and document observation
- GS21. Ensure that the equipment for the procedure is in place and functioning normally
- GS22. Plan and organize the observations and reports prepared during change in patients condition
- GS23. Ensure that the correct equipment is in place to make measurements
- GS24. Calibrate and arrange the equipment before taking measurements
- GS25. Talk to the patient continuously while performing the procedure so as to make the patient more comfortable and aware of what is happening
- GS26. Modify or update the technique of the procedure based on patient's convenience
- GS27. Assist the patient in movements while taking measurements and ensure that they are comfortable
- GS28. Make measurements depending upon the patient's condition using the appropriate equipment
- GS29. Modify the procedure to enhance comfort levels
- GS30. Provide simple solutions like change in position to alleviate pain associated with bed sores
- GS31. Equip as per the patients condition to make the patient comfortable
- GS32. Inform the maintenance department and raise a request for repair when measurement errors in the equipment are observed
- GS33. How to maneuver a procedure in order to reduce discomfort or pain to the patient
- GS34. Differentiate between serious observations vs. a routine observation
- GS35. Identify equipment related zero errors and take accurate measures by seeking help of nurse
- GS36. Apply, analyze, and evaluate the information gathered from observation, experience, reasoning, or communication, as a guide to belief and action

### Provide ancillary services for supporting patient care

#### Description

This OS unit is about providing ancillary services like transferring patient samples, drugs, patient documentation (patient files, discharge summary etc.), changing/ transferring/ managing laundry/ linen on the floor.

#### Scope

This unit/task covers the following:

- Transfer patient samples, drugs, patient documents
- Manage changing and transferring laundry/ linen

#### Elements and Performance Criteria

##### *Transfer patient samples, drugs, patient documents*

To be competent, the user/individual on the job must be able to:

- PC1. Hand over the patients documents, samples and drugs to the concerned authority
- PC2. Ensure that all documents, samples and drugs are handed over carefully
- PC3. Receive/label/transport patient samples as per protocols
- PC4. Ensure patients identity is correctly mentioned on patient sample container and documents

### *Manage changing and transporting laundry/ linen*

To be competent, the user/individual on the job must be able to:

- PC5. Prepare bed as per the type and protocols in line of organizational policy
- PC6. Ensure linen receptacles that have not been filled or secured correctly in line with local policy are not collected or transported
- PC7. Ensure that trolleys or vehicles are cleaned, with or without disinfection, and check that they are in good working order before use.
- PC8. Isolate the unclean or infected trolley or vehicle and report the same.
- PC9. Collect and transport clean linen avoiding cross contamination with used linen
- PC10. Use a trolley or vehicle specifically designated for the delivery of clean linen
- PC11. Transport the used linen to the designated department as per hospital policy keeping log of the daily records
- PC12. Segregate the blood stained linen separately and disinfect before transport

### *Support in measurement of vital parameters*

To be competent, the user/individual on the job must be able to:

- PC13. Use personal protective equipment & personal hygiene practices while handling linen

## **Knowledge and Understanding (KU)**

The individual on the job needs to know and understand:

- KU1. How to and whom to inform in case of observing something which is clinically important
- KU2. Relevant protocols, good practices, standards, policies and procedures
- KU3. Basic structure and function of the healthcare system in the country
- KU4. Basic structure and function of healthcare facilities available at various levels, hospice care, clinics
- KU5. How to work with individuals to promote physical approaches to optimizing health, well-being and illness prevention, through the delivery of high-quality, innovative services
- KU6. legislation which relates to working with patients including health and safety, confidentiality, provision of services, capacity and consent, relevant mental health legislation and how to interpret and apply legislation to the work being undertaken
- KU7. Professional standards and codes of practice for the area of work
- KU8. How to balance responsibilities as a professional with organizational and contractual requirements
- KU9. The nature, aims, objectives, values, policies and systems of the organization
- KU10. Relevant legislation, standards, policies, procedure, human rights perspective for patients
- KU11. How to engage with both medical team and concerned authority for support in case of requirement
- KU12. How to clean the linen trolleys
- KU13. How to use personal protective equipment
- KU14. How to handover the document and drugs and receive the acknowledgment
- KU15. Where an exposure occurs while transporting clean linen: report the incident immediately and seek further advice on the need for further medical care document the incident, following local policies
- KU16. The hazards and risks associated with handling medical samples, precautions to be taken and appropriate handling and reporting in case of emergency.

## Generic Skills (GS)

User/individual on the job needs to know how to:

**GS1.** Read the symbols on the equipment and if not able to then seek the help of nurse

**GS2.** Enter the procedure in the template

**GS3.** Discuss procedures with the nurse to carry the process effectively **GS4.** Make decisions regarding the existing processes with the help of nurse **GS5.** Plan the procedure under the guidance of nurse

**GS6.** The errors occurred during the procedure and seek the help of nurse for solving the problem

## Provide care to patients with diverse needs at home-setting

### Description

This OS unit is about effectively communicating with patients and their carers; helping patients to cope with changes to their health and well-being and; working in partnership with patients and their carers, to implement interventions in the context of their agreed individualized care plans to reduce their risk of falls. This NOS applies to perform duties in home setting/community

### Scope

This unit/task covers the following:

- Effectively communicating with patient and their care takers
- Helping and monitoring patients to cope up with changes to their health and well-being Implementing the interventions in context of individualized care plans Reference: This National Occupational Standard is from the UK Skills for Health suite [SFHOF1 Communicate with patients and their carers, SFHOP12 Enable patients to cope with changes to their health and well-being, SFHOPF5 Implement interventions with patients at risk of falls] It has been tailored to apply to healthcare in India.

### Elements and Performance Criteria

#### *Effectively communicating with patient and their care takers*

To be competent, the user/individual on the job must be able to:

- PC1.** Introduce oneself to the patient and their care takers, and provide all the relevant information necessary to begin working with them and establish a rapport with them
- PC2.** Ensure that the patient and their care takers are made to feel comfortable and that they understand that their needs are important and are being addressed
- PC3.** Discuss with patient and their care takers their own role and responsibilities for the care of the patient
- PC4.** Encourage the patient and their care takers to ask questions and respond sensitively to any concerns
- PC5.** Respect the human rights of the patient and their care takers
- PC6.** Provide clear information on how to contact the service to obtain assistance if required
- PC7.** Identify any communication differences that exist, and try to address them
- PC8.** Discuss the purpose of communication with the patient and their care takers, and identify their preferred ways of communicating
- PC9.** Confirm with the patient who they wish to be involved in the communication

**PC10.** Keep the patient and their care takers informed about the progress in resolving any concerns, and anticipated timescales for any outcomes

**PC11.** Records and reports that are clear, comprehensive and accurate, and maintain the security and confidentiality of information.

*Helping and monitoring patients to cope up with changes to their health and well-being*

To be competent, the user/individual on the job must be able to:

**PC12.** An informed consent of the patient for the actions undertaken on their behalf, and agree on the information which may be passed to others

**PC13.** Information from the patients and their care takers on the way in which the patient's needs are being met

**PC14.** Identify any areas where support for the patient can be improved

**PC15.** Identify and prioritize actions required if the patients' needs are not being appropriately addressed

**PC16.** Any concerns that cannot be resolved in an appropriate way to appropriate people

**PC17.** Explore with the patient the nature of the changes to their health and well-being, and discuss with them and their care takers about how they feel about these changes

**PC18.** Explain clearly to the patients and their care takers, the reasons for the changes to their health and well-being and the consequences arising from them

**PC19.** Ensure that all the relevant agencies are provided with the information they need to help the patient and their care takers to cope with the change process

**PC20.** The patients and their care takers to monitor the assistance they are receiving to cope with the change, and identify any areas where this can be improved

**PC21.** Ensure that all the appropriate people are encouraged to provide feedback on how the patients and their care takers are coping with change

**PC22.** Enable patients with mental retardation by providing enough support and care

**PC23.** Provide post natal care to the new mother and the baby as directed by the physician

*implementing the interventions in context of individualized care plans*

To be competent, the user/individual on the job must be able to:

**PC24.** Explore the needs and expectations of the patient and his/her goals for the intervention

**PC25.** Identify current or previous interventions that the patient may have experienced and the immediate requirements of his/her individualized care plan

**PC26.** Arrangements for the intervention those are consistent with the patients priority and his/her specific requirements

**PC27.** Ensure the environment used for the intervention is suitable, and that the privacy and dignity of the patient is protected

**PC28.** Implement the intervention in a safe and effective manner, using evidence-based practices and processes

**PC29.** Implement the intervention in a manner that is consistent with the patients needs and specific requirements, and encourage their effective participation

**PC30.** Minimize any discomfort to the patient within the constraints imposed by the intervention method

**PC31.** Encourage the care takers to give appropriate support to the patient throughout the intervention

**PC32.** Monitor the effects of the intervention on the patient throughout the process, and identify any indications of increased risk

**PC33.** Take appropriate action where the effects of the intervention are not as beneficial as expected

**PC34.** Work in partnership with the patient and his/her carers to assess the outcomes of the intervention in relation to the goals agreed upon at the outset



## Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** the legislation which relates to working with patients including health and safety, confidentiality and information sharing, provision of services, rights of patients, anti- discriminatory practice, capacity and consent, relevant mental health legislation and care programme approach
- KU2.** How to interpret and apply legislation to the work being undertaken
- KU3.** The professional standards and codes of practice for his/her area of work
- KU4.** Within patients services and how to interpret and apply these
- KU5.** How to balance responsibilities as a professional with organizational and contractual requirements
- KU6.** The nature, aims, objectives, values, policies and systems of the organization
- KU7.** The nature, extent and boundaries of his/her work role and relationship to others in the organization
- KU8.** Basic structure and function of the healthcare system in the country
- KU9.** Basic structure and function of healthcare facilities available at various levels, hospice care, clinics
- KU10.** How to work with individuals to promote physical approaches to optimizing health, well-being and illness prevention, through the delivery of high-quality, innovative services
- KU11.** The methods of obtaining valid consent and how to confirm that sufficient information has been provided on which to base this judgment
- KU12.** The actions to take if the patient withdraws his/her consent
- KU13.** How to recognize when individuals are not able to exercise their rights to make informed choices
- KU14.** The legal framework for taking decisions for, or acting on behalf of, an patient without capacity
- KU15.** The situations when consent may not be required (e.g. under relevant mental health legislation)
- KU16.** How to deal with issues of confidentiality and who has the right of access to information that has been recorded
- KU17.** Why it is important to clarify with the patient whether they need and have carers, and to confirm with the patient whether they accept their carers and whether they have any say over their care
- KU18.** How to effectively communicate with patients and their carers
- KU19.** The possible impact of the ageing process on patient's communication needs (e.g. vision impairment, hearing impairment, cognitive impairment, speech and language difficulties, confusion and dysphasia)
- KU20.** The ways in which care takers should be involved in communication in order to deliver the most effective outcome for the patient
- KU21.** The type of communication and relationship difficulties that may occur with and between patients and their carers, and how to overcome them
- KU22.** The importance of working in a facilitating and enabling way
- KU23.** The importance of focusing on the patient as an individual
- KU24.** The importance of respecting the different backgrounds and values of patients and their carers
- KU25.** How to present information in appropriate ways for different people
- KU26.** The effects of environments and contexts on communication (particularly institutional settings)
- KU27.** The ways in which communication can be modified for different needs, contexts and beliefs
- KU28.** The main issues, debates and policies relating to the health and wellbeing of patients
- KU29.** Evidence-based practice and its role in improving services
- KU30.** The main trends and changes relating to the health and well-being of patients



- KU31.** The ageing process and how it may affect the needs of patients
- KU32.** The main health conditions that may affect people as they age
- KU33.** The important distinction between chronological ageing and age-related conditions
- KU34.** The drugs and interventions used to manage the main age-related conditions and the effects of these interventions on the overall health and well-being of individuals
- KU35.** How to seek advice on conditions and drugs
- KU36.** The impact of social relationships and environment on the health and well-being of patients
- KU37.** How the needs of patients may affect others
- KU38.** The importance of being alert to signs of possible abuse or harm to patients
- KU39.** What to do if you suspect a patient may be the victim of abuse or neglect
- KU40.** The intrinsic and extrinsic factors associated with falls and the relative impact of these factors
- KU41.** The possible physical and psychological effects of falls on patients and those who care for them
- KU42.** The effective interventions for minimizing and managing the risk of falls
- KU43.** The medical conditions that increase the risk of falls
- KU44.** The importance of prompt diagnosis and treatment of underlying medical problems
- KU45.** The factors affecting patient's lifestyles, which in-turn can affect their risk of falls
- KU46.** The measures that can be taken by patients and their carers to prevent falls
- KU47.** How to ensure effective delivery of interventions as part of a coordinated, comprehensive and non-stigmatizing service for patients
- KU48.** The previous and present interventions that the patient may have experienced
- KU49.** The purpose of establishing agreed goals for the intervention at the start
- KU50.** The ways in which personal beliefs and preferences, including cultural or religious beliefs, may affect the intervention options open to individuals
- KU51.** How to identify the levels of understanding that patients and their carers have of the proposed interventions and any possible side effects
- KU52.** The importance of encouraging patients and their carers to ask questions, seek advice and express any concerns about interventions
- KU53.** The roles which patients and their carers need to take if the interventions are to be successful, and how to explain and agree these with them
- KU54.** The necessary information to be shared and how to make sure that the patients and their carers are clear about this
- KU55.** The environments in which interventions take place and the assessment of risk
- KU56.** How to prepare equipment, materials, work area, and himself/herself for the interventions
- KU57.** Methods of using different interventions within the area of practice
- KU58.** How each intervention may be modified to make it consistent with evidenced-based practice to achieve a successful outcome
- KU59.** Methods of encouraging patients and their carers to work as active partners in implementing the intervention
- KU60.** Methods of enabling the patient to be as comfortable as possible and maintaining their dignity and privacy, given the constraints of the particular intervention and the setting
- KU61.** The particular risks related to specific interventions
- KU62.** How to monitor the effect of different interventions and evaluate their efficacy
- KU63.** The methods of establishing when interventions should be halted
- KU64.** When to seek advice and refer to other professionals

**KU65.** The local protocols for accessing, consulting and referral to other professionals

**KU66.** How to complete and structure records and reports so that they contain all of the essential information suitable for others to use

### Generic Skills (GS)

User/individual on the job needs to know how to:

**GS1.** Read the instructions

**GS2.** Write the information to be communicated in an understandable manner

**GS3.** Record the non-verbal cues during communication

**GS4.** Interact with the patient and their carers

**GS5.** Communicate with the patient

**GS6.** Use the types of communication aids that are used in patients services

**GS7.** Interpret an individual's feelings, beliefs and values can affect the communication process

**GS8.** The importance of taking into account cultural differences as part of the communication process

**Maintain interpersonal relationship with patients, colleagues and others**

### Description

This OS unit is about effective communication and exhibiting professional behavior with co-workers, patients & their family members in response to queries or as part of health advice and counseling. It also describes the skills required for meeting work requirements by allied health professionals working in a team or collaborative environment.

### Scope

This unit/task covers the following:

- Communicating and maintaining professional behavior with co-workers and patients & their families working with other people to meet requirements
- Establishing and managing requirements, planning and organizing work, ensuring accomplishment of the requirements

### Elements and Performance Criteria

#### *Communicating & maintaining professional behavior with co-workers and patients & their families*

To be competent, the user/individual on the job must be able to:

- PC1.** Communicate effectively with all individuals regardless of age, caste, gender, community or other characteristics without using terminology unfamiliar to them
- PC2.** Utilize all training and information at one's disposal to provide relevant information to the individual
- PC3.** Confirm that the needs of the individual have been met
- PC4.** Respond to queries and information needs of all individuals
- PC5.** Adhere to guidelines provided by one's organization or regulatory body relating to confidentiality
- PC6.** Respect the individual's need for privacy
- PC7.** Maintain any records required at the end of the interaction

### *Working with other people to meet requirements*

To be competent, the user/individual on the job must be able to:

- PC8.** Integrate ones work with other peoples work effectively
- PC9.** Utilize time effectively and pass on essential information to other people on timely basis
- PC10.** Work in a way that shows respect for other people
- PC11.** Carry out any commitments made to other people
- PC12.** Reason out the failure to fulfill commitment
- PC13.** Identify any problems with team members and other people and take the initiative to solvethese problems

### *Establishing and managing requirements*

To be competent, the user/individual on the job must be able to:

- PC14.** Clearly establish, agree, and record the work requirements
- PC15.** Ensure his/her work meets the agreed requirements
- PC16.** Treat confidential information correctly
- PC17.** Work in line with the organizations procedures and policies and within the limits of his/her jobrole

### **Knowledge and Understanding (KU)**

The individual on the job needs to know and understand:

- KU1.** Guidelines on communicating with patients and other individuals
- KU2.** Guidelines on maintaining confidentiality and respecting need for privacy
- KU3.** The business, mission, and objectives of the organization
- KU4.** The scope of work of the role
- KU5.** The responsibilities and strengths of the team and their importance to the organization
- KU6.** The information that is considered confidential to the organization
- KU7.** Effective working relationships with the people external to the team, with which theindividual works on a regular basis
- KU8.** Procedures in the organization to deal with conflict and poor working relationships
- KU9.** The relevant policies and procedures of the organization
- KU10.** How to communicate effectively (face-to-face, by telephone and in writing)
- KU11.** How to handle stressful or risky situations when communicating with patients and/or otherindividuals
- KU12.** When to ask for assistance when situations are beyond ones competence and authority
- KU13.** How to maintain confidentiality and to respect an individual's need for privacy
- KU14.** How to ensure that all information provided to individuals is from reliable sources
- KU15.** Disclosure of any information to unauthorized persons would subject to disciplinary actionand possible termination
- KU16.** The essential information that needs to be shared with other people
- KU17.** The importance of effective working relationships and how these can contribute towardseffective working relationships on a day-to-day basis
- KU18.** The importance of integrating ones work effectively with others
- KU19.** The types of working relationships that help people to work well together and the types ofrelationships that needs to be avoided
- KU20.** The types of opportunities an individual may seek out to improve relationships with others

- KU21.** How to deal with difficult working relationships with other people to sort out
- KU22.** The importance of asking the appropriate individual for help when required
- KU23.** The importance of planning, prioritizing and organizing, timely work
- KU24.** The importance of clearly establishing work requirement
- KU25.** The importance of being flexible in changing priorities when the importance and urgency comes into play
- KU26.** How to make efficient use of time, and to avoid things that may prevent work deliverables from being expedited
- KU27.** The importance of keeping the work area clean and tidy

### **Generic Skills (GS)**

User/individual on the job needs to know how to:

- GS1.** Write effective communications to share information with the team members and other people outside the team
- GS2.** Write at least one local/ official language used in the local community
- GS3.** Report progress and results
- GS4.** Record problems and resolutions
- GS5.** Read and understand work related documents and information shared by different sources
- GS6.** Read organizational policies and procedures
- GS7.** Communicate essential information to colleagues face-to-face or through telecommunication
- GS8.** Speak at least one local language
- GS9.** Question others appropriately in order to understand the nature of the requestor compliant
- GS10.** Report progress and results
- GS11.** Interact with other individuals
- GS12.** Negotiate requirements and revised agreements for delivering them
- GS13.** Make decisions on information to be communicated based on needs of the individual and various regulations and guidelines
- GS14.** Plan and organize files and documents
- GS15.** Be responsive to problems of the individuals
- GS16.** Be available to guide, counsel and help individuals when required
- GS17.** Be patient and non-judgmental at all times
- GS18.** Communicate effectively with patients and their family, physicians, and other members of the health care team
- GS19.** Be capable of being responsive; listen empathetically to establish rapport in away that promotes openness on issues of concern
- GS20.** Be sensitive to potential cultural differences
- GS21.** Maintain patient confidentiality
- GS22.** Respect the rights of the patient(s)
- GS23.** Understand problems and suggest an optimum solution after evaluating possible solutions

## Maintain professional & medico-legal conduct

### Description

This OS unit is about recognizing the boundaries of the role and responsibilities, practice code of conduct and working within the level of competence in accordance with legislation, protocols and guidelines set up by the healthcare provider.

### Scope

This unit/task covers the following:

- Acting within the limit of one's competence and authority of Knowing one's job role, Knowing one's job responsibility, Recognizing the job role and responsibilities of co workers
- Following the code of conduct and demonstrating best practices in the field
- Reference: This National Occupational Standard is from the UK Skills for Health suite [SFHGEN63, Act within the limits of your competence and authority] It has been tailored to apply to healthcare in India and has been reproduced with their Permission

### Elements and Performance Criteria

#### *Maintain professional behavior*

To be competent, the user/individual on the job must be able to:

- PC1. Adhere to legislation, protocols and guidelines relevant to one's role and field of practice
- PC2. Work within organizational systems and requirements as appropriate to one's role
- PC3. Recognize the boundary of one's role and responsibility and seek supervision when situations are beyond one's competence and authority
- PC4. Maintain competence within one's role and field of practice
- PC5. Maintain personal hygiene and contribute actively to the healthcare ecosystem

#### *Acting within the limit of one's competence and authority*

To be competent, the user/individual on the job must be able to:

- PC6. Use relevant research based protocols and guidelines as evidence to inform one's practice
- PC7. Promote and demonstrate good practice as an individual and as a team member at all times
- PC8. Identify and manage potential and actual risks to the quality and safety of practice
- PC9. Evaluate and reflect on the quality of one's work and make continuing improvements
- PC10. Use relevant research-based protocols and guidelines as evidence to inform one's practice

#### *Following the code of conduct and demonstrating best practices in the field*

To be competent, the user/individual on the job must be able to:

- PC11. Recognize the boundary of one's role and responsibility and seek supervision when situations are beyond one's competence and authority
- PC12. Promote and demonstrate good practice as an individual and as a team member at all times
- PC13. Identify and manage potential and actual risks to the quality and safety of practice
- PC14. Maintain personal hygiene and contribute actively to the healthcare ecosystem
- PC15. Maintain a practice environment that is conducive to the provision of medico-legal healthcare

## Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** Relevant legislation, standards, policies & procedures followed in the organization
- KU2.** The medical procedures and functioning of required medical equipment
- KU3.** Role and importance of assisting other healthcare providers in delivering care
- KU4.** How to engage and interact with other providers in order to deliver quality and maintain continued care
- KU5.** Personal hygiene measures and handling techniques
- KU6.** The limitations and scope of the role and responsibilities of self and others
- KU7.** The importance of working within the limits of one's competence and authority
- KU8.** The importance of personally promoting and demonstrating good practice
- KU9.** The detrimental effects of non-compliance
- KU10.** The importance of intercommunication skills
- KU11.** The legislation, protocols and guidelines affecting one's work
- KU12.** The organizational systems and requirements relevant to one's role
- KU13.** The sources of information and literature to maintain a constant access to upcoming research and changes in the field
- KU14.** The difference between direct and indirect supervision and autonomous practice, and which combination is most applicable in different circumstances
- KU15.** The importance of individual or team compliance with legislation, protocols, and guidelines and organizational systems and requirements
- KU16.** How to report and minimize risks
- KU17.** The principle of meeting the organization's needs, and how this should enable one to recognize one's own limitations and when one should seek support from others
- KU18.** The processes by which improvements to protocols/guidelines and organizational systems/requirements should be reported
- KU19.** The procedure for accessing training, learning and development needs for oneself and/or others within one's organization
- KU20.** The actions that can be taken to ensure a current, clear and accurate understanding of roles and responsibilities is maintained, and how this affects the way one works as an individual or part of a team
- KU21.** The risks to quality and safety arising from Working outside the boundaries of competence and authority, Not keeping up to date with best practice, Poor communication, Insufficient resources
- KU22.** The importance of personal hygiene

## Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** Document reports, task lists, and schedules
- GS2.** Prepare status and progress reports
- GS3.** Record daily activities
- GS4.** Update other co-workers



- GS5. Read about changes in legislations and organizational policies
- GS6. Keep updated with the latest knowledge
- GS7. Discuss task lists, schedules, and work-loads with co-workers
- GS8. Give clear instructions to patients and co-workers
- GS9. Keep patient informed about progress
- GS10. Avoid using jargon, slang or acronyms when communicating with a patient
- GS11. Make decisions pertaining to the concerned area of work in relation to job role
- GS12. Act decisively by balancing protocols and work at hand
- GS13. Communicate effectively with patients and their family, physicians, and other members of the health care team
- GS14. Be responsive and listen empathetically to establish rapport in way that promotes openness on issues of concern
- GS15. Be sensitive to potential cultural differences
- GS16. Maintain patient confidentiality
- GS17. Respect the rights of the patient(s)

### Maintain a safe, healthy and secure working environment

#### Description

This OS unit is about monitoring the working environment and ensuring a safe, healthy, secure and effective working conditions

#### Scope

This unit/task covers the following:

#### Elements and Performance Criteria

##### *Complying the health, safety and security requirements and procedures for work place*

To be competent, the user/individual on the job must be able to:

- PC1. Identify individual responsibilities in relation to maintaining workplace health safety and security requirements
- PC2. Comply with health, safety and security procedures for the workplace
- PC3. Comply with health, safety and security procedures and protocols for environmental safety

##### *Handling hazardous situation*

To be competent, the user/individual on the job must be able to:

- PC4. Identify potential hazards and breaches of safe work practices
- PC5. Identify and interpret various hospital codes for emergency situations
- PC6. Correct any hazards that individual can deal with safely, competently and within the limits of authority
- PC7. Provide basic life support (BLS) and first aid in hazardous situations, whenever applicable
- PC8. Follow the organizations emergency procedures promptly, calmly, and efficiently
- PC9. Identify and recommend opportunities for improving health, safety, and security to the designated person
- PC10. Complete any health and safety records legibly and accurately



### *Reporting any hazardous situation*

To be competent, the user/individual on the job must be able to:

**PC11.** Report any identified breaches in health, safety, and security procedures to the designated person

**PC12.** Promptly and accurately report the hazards that individual is not allowed to deal with to the relevant person and warn other people who may get affected

### **Knowledge and Understanding (KU)**

The individual on the job needs to know and understand:

**KU1.** The importance of health, safety, and security in the workplace

**KU2.** The basic requirements of the health and safety and other legislations and regulations that apply to the workplace

**KU3.** The person(s) responsible for maintaining healthy, safe, and secure workplace

**KU4.** The relevant up-to-date information on health, safety, and security that applies to the workplace

**KU5.** The responsibilities of individual to maintain safe, healthy and secure workplace

**KU6.** How to report the hazard

**KU7.** Requirements of health, safety and security in workplace

**KU8.** How to create safety records and maintaining them

**KU9.** The importance of being alert to health, safety, and security hazards in the work environment

**KU10.** The common health, safety, and security hazards that affect people working in an administrative role

**KU11.** How to identify health, safety, and security hazards

**KU12.** The importance of warning others about hazards and how to do so until the hazard is dealt with

### **Generic Skills (GS)**

User/individual on the job needs to know how to:

**GS1.** Report and record incidents

**GS2.** Read and understand company policies and procedures

**GS3.** Clearly report hazards and incidents with the appropriate level of urgency

**GS4.** Make decisions pertaining to the area of work

**GS5.** Plan for safety of the work environment

**GS6.** Communicate effectively with patients and their family, physicians, and other members of the health care team

**GS7.** Be capable of being responsive; listen empathetically to establish rapport in a way that promotes openness on issues of concern

**GS8.** Identify hazards, evaluate possible solutions and suggest effective solutions

**GS9.** Analyze the seriousness of hazards

**GS10.** Analyze, evaluate and apply the information gathered from observation, experience, reasoning or communication to act efficiently

## Follow infection control policies & procedures including biomedical waste disposal protocols

### Description

This OS unit is about the safe handling and management of health care waste and following infection control policies

### Scope

This unit/task covers the following:

- Classification of the waste generated, segregation of biomedical waste, proper collection and storage of waste
  - Complying with effective infection control protocols that ensures the safety of the patient (or end user of health related products/services)
  - Maintaining personal protection and preventing the transmission of infection from person to person
- Reference: The content of this National Occupational Standard is drawn from the UK Skills for Health NOS [SFHCHS212 Disposal of clinical and non-clinical waste within healthcare and SFHCHS213 Implement an audit trail for managing waste within healthcare]

### Elements and Performance Criteria

#### *Classification of the Waste Generated, Segregation of Biomedical Waste, Proper collection and storage of Waste*

To be competent, the user/individual on the job must be able to:

- PC1.** Handle, package, label, store, transport and dispose of waste appropriately to minimize potential for contact with the waste and to reduce the risk to the environment from accidental release
- PC2.** Store clinical or related waste in an area that is accessible only to authorized persons
- PC3.** Minimize contamination of materials, equipment and instruments by aerosols and splatter

#### *Complying with an effective infection control protocols*

To be competent, the user/individual on the job must be able to:

- PC4.** Apply appropriate health and safety measures following appropriate personal clothing & protective equipment for infection prevention and control
- PC5.** Identify infection risks and implement an appropriate response within own role and responsibility in accordance with the policies and procedures of the organization
- PC6.** Follow procedures for risk control and risk containment for specific risks. Use signs when and where appropriate
- PC7.** Allow protocols for care following exposure to blood or other body fluids as required
- PC8.** Remove spills in accordance with the policies and procedures of the organization
- PC9.** Clean and dry all work surfaces with a neutral detergent and warm water solution before and after each session or when visibly soiled
- PC10.** Demarcate and maintain clean and contaminated zones in all aspects of health care work
- PC11.** Confine records, materials and medicaments to a well designated clean zone
- PC12.** Confine contaminated instruments and equipment to a well designated contaminated zone
- PC13.** Decontaminate equipment requiring special processing in accordance with quality management systems to ensure full compliance with cleaning, disinfection and sterilization protocols
- PC14.** Replace surface covers where applicable

**PC15.** Maintain and store cleaning equipment

**PC16.** Report and deal with spillages and contamination in accordance with current legislation and procedures

*Maintaining personal protection and preventing the transmission of infections from person to person*

To be competent, the user/individual on the job must be able to:

**PC17.** Maintain hand hygiene following hand washing procedures before and after patient contact  
/or after any activity likely to cause contamination

**PC18.** Cover cuts and abrasions with waterproof dressings and change as necessary

**PC19.** Change protective clothing and gowns/aprons daily, more frequently if soiled and where appropriate, after each patient contact

**PC20.** Perform additional precautions when standard precautions alone may not be sufficient to prevent transmission of infection

### **Knowledge and Understanding (KU)**

The individual on the job needs to know and understand:

**KU1.** Relevant up-to-date information on health, safety, and security that applies to the organization

**KU2.** Organizations emergency procedures and responsibilities for handling hazardous situations

**KU3.** Person responsible for health, safety, and security in the organization

**KU4.** Good personal hygiene practice including hand care

**KU5.** Importance of and how to handle, package, label, store, transport and dispose of waste appropriately to minimize potential for contact with the waste and to reduce the risk to the environment from accidental release

**KU6.** The importance to adhere to the organizational and national waste management principles and procedures

**KU7.** The hazards and risks associated with the disposal and the importance of risk assessments and how to provide these

**KU8.** The required actions and reporting procedures for any accidents, spillages and contamination involving waste

**KU9.** The requirements of the relevant external agencies involved in the transport and receipt of your waste

**KU10.** The importance of organizing, monitoring and obtaining an assessment of the impact the waste may have on the environment

**KU11.** The current national legislation, guidelines, local policies and protocols which affect work practice

**KU12.** The policies and guidance that clarify scope of practice, accountabilities and the working relationship between yourself and others

**KU13.** Identification and management of infectious risks in the workplace

**KU14.** Aspects of infectious diseases including opportunistic organisms & pathogens

**KU15.** Basic microbiology including bacteria and bacterial spores, fungi, viruses

**KU16.** The path of disease transmission including direct contact and penetrating injuries, risk of acquisition

**KU17.** How to clean and sterile techniques

**KU18.** Susceptible hosts including persons who are immune suppressed, have chronic diseases such as diabetes and the very young or very old

**KU19.** Routine surface cleaning procedures at the start and end of the day, managing a blood or body fluid spill

**KU20.** Sharps handling and disposal techniques

**KU21.** Effective hand hygiene including hand wash, surgical hand wash, when hands must be washed

**KU22.** Good personal hygiene practice including hand care

**KU23.** How to use personal protective equipment such as: The personal clothing and protective equipment required to manage the different types of waste generated by different work activities

### Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** Report and record incidents
- GS2.** Read and understand company policies and procedures to managing biomedical waste and infection control and prevention
- GS3.** Listen patiently
- GS4.** Report hazards and incidents clearly with the appropriate level of urgency
- GS5.** Take into account opportunities to address waste minimization, environmental responsibility and sustainable practice issues
- GS6.** Apply additional precautions when standard precautions are not sufficient
- GS7.** Consistently ensure instruments used for invasive procedures are sterile at time of use (where appropriate)
- GS8.** Consistently follow the procedure for washing and drying hands
- GS9.** Consistently maintain clean surfaces and limit contamination
- GS10.** How to make exceptional effort to keep the environment and work place clean
- GS11.** Identify hazards and suggest effective solutions to identified problems pertaining to hospital waste and related infections
- GS12.** Analyze the seriousness of hazards pertaining to hospital waste and related infections
- GS13.** Apply, analyze, and evaluate the information gathered from observation, experience, reasoning, or communication, as a guide to act
- GS14.** Take into account opportunities to address waste minimization, prevent infection, environmental responsibility and sustainable practice issues

### Post-natal care to new mothers and routine care to the newborn

#### Description

This OS unit is about assisting mothers during post natal & to provide routine care to new born in the home setting.

#### Scope

This unit/task covers the following:

- Provide routine care to new mothers and new born
- Provide appropriate massage as per the delivery process of mother & record the status
- Implement interventions to prioritize safety of mother & new born while giving therapies

#### Elements and Performance Criteria

##### *Provide routine care to new mothers and new born*

To be competent, the user/individual on the job must be able to:

**PC1.** Assist mothers in activities of daily living as per the case (normal delivery or c section)

- PC2. Use standard precautions and protocols while assisting mothers in bathing, grooming, dressing up, feeding and maintaining normal elimination
- PC3. Counsel and provide support for exclusive breastfeeding and its techniques
- PC4. Ensure maintaining privacy
- PC5. Ensure to carry out umbilicus care of new born
- PC6. Use standard precautions and protocols for the care of new born in activities of daily living
- PC7. Ensure exposure of child to direct sunlight as per standard protocol
- PC8. Assist mothers during medicine intake by the infant
- PC9. Ensure appropriate clothing of the baby as per ambient temperature
- PC10. Help the new mother in learning baby routine procedures e.g. nappy change etc.

*Provide appropriate therapy as per the delivery process of mother & record the status*

To be competent, the user/individual on the job must be able to:

- PC11. Help the new mother in taking medicines
- PC12. Make routine observations (temperature, pulse, blood pressure, breathing, etc.)
- PC13. Ensure availability of items/articles required for therapy session
- PC14. Facilitate post natal massage session for the mother based on the type of delivery
- PC15. Record the status of the therapy provided
- PC16. Inform about any unusual signs or symptoms post massage immediately to the new mother or the closest family member

*Implement interventions to prioritize safety of mother & new born while giving therapies*

To be competent, the user/individual on the job must be able to:

- PC17. Ensure massage session for mother and baby are being given in a closed and warm room/environment
- PC18. Ensure safety of the baby by removing all obstacles from the place therapy is being provided
- PC19. Ensure creating a hygienic & safe environment for the new mother and baby
- PC20. Ensure timely implementation of daily routine activities
- PC21. Educate family on new mother and new-borns safety

### **Knowledge and Understanding (KU)**

The individual on the job needs to know and understand:

- KU1. How to and whom to inform in case of observing something which is clinically important
- KU2. the legislation which relates to working with patients including health and safety, confidentiality and information sharing, provision of services, rights of patients, anti-discriminatory practice, capacity and consent, relevant mental health legislation and care programme approach
- KU3. How to interpret and apply legislation to the work being undertaken
- KU4. The professional standards and codes of practice for his/her area of work within patient's services and how to interpret and apply these
- KU5. How to balance responsibilities as a professional with organizational and contractual requirements
- KU6. The policies, protocols for working in a home setting
- KU7. The nature, extent and boundaries of his/her work role and relationship to others in the organization
- KU8. Basic structure and function of the healthcare system in the country

- KU9. How to work with individuals to promote physical approaches to optimize health, well-being and illness prevention, through the delivery of high quality and innovative services
- KU10. How to wash hands and maintain hygiene to prevent spread of infections
- KU11. How to clean the new born including skin, umbilicus
- KU12. How to drape & undrape the new born
- KU13. Universal immunization schedule
- KU14. Kangaroo mother care process
- KU15. Efficient breastfeeding techniques
- KU16. How to provide complete bed bath, partial bed bath or tub bath the patient
- KU17. How to perform back rub
- KU18. How to provide sitz bath
- KU19. Precautions to be taken while providing care to mother delivered normally & who underwent C-section delivery
- KU20. How to handle a new born
- KU21. Ensure bathing & cleaning body of new born appropriately should be delayed until 24 hours after birth.
- KU22. Basic structure and function of the body system and associated component
- KU23. Process, condition & resources required by the body to support healthy functioning

### Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1. Read the instructions
- GS2. Write the information to be communicated in an understandable manner
- GS3. Record the non-verbal cues during communication
- GS4. Interact with the patient and their care Givers
- GS5. Use the types of communication aids that are used in patients' services
- GS6. Communicate effectively with patients and their care Givers
- GS7. Apply best practices in existing processes to drive improvements
- GS8. Plan the schedule time & organize the same with other team members if they are needed
- GS9. All activities to be performed keeping in consideration with patient benefits
- GS10. That if there is an unusual finding than seek the help of supervisor for solving the problem
- GS11. Use the existing experience for improving the comfort during process
- GS12. Apply, analyze and evaluate the information gathered from observation, experience, reasoning or communication, as a guide to belief and action

### Assist in performing procedures as instructed in the care plan at critical/Intensive care units

#### Description

This OS unit is about assisting nurse in performing procedures as instructed in the care plan at critical care units

#### Scope

This unit/task covers the following:



## Elements and Performance Criteria

*Perform different procedures as a part of critical care management under supervision of nurse*

To be competent, the user/individual on the job must be able to:

- PC1. Personal protective equipment and personal hygiene during procedures
- PC2. Ensure equipment being used for the procedure are clean/sterile
- PC3. Perform the procedure as instructed by the nurse/physician
- PC4. Assist nurse during wound management
- PC5. Measure intake and output & record it
- PC6. Provide assistance to nurse during care on the invasive lines such as central line care, arterial line care, and peripheral line care as per standard protocol
- PC7. Assist nurse during sample collections such as urine, sputum, blood, stool, etc.
- PC8. Assist nurse during endotracheal suctioning, steam inhalation, nebulization of patients
- PC9. Assist nurse during daily checking & care of defibrillators with algorithm
- PC10. Assist nurse during daily checking of ECG machines, syringe pump operations, alpha bed
- PC11. Assist nurse in maintaining of critical care units articles such as ambu bag, crash cart trolleys, nebulizers, suction apparatus, cardiac monitor, patient bed, etc

## Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1. Relevant protocols, good practices, standards, policies and procedures
- KU2. Basic structure and function of healthcare facilities available at various levels, hospice care, clinics
- KU3. How to work with individuals to promote physical approaches to optimize health, well-being and illness prevention, through the delivery of high-quality and innovative services
- KU4. Basic steps in prevention of surgical site infection
- KU5. Chances to witness all the different line insertion and to understand the area of placement of the line to have better knowledge, applied during the care.
- KU6. Documentation as an when needed
- KU7. Operation of selected equipment used in the unit
  
- KU8. How to demonstrate hands on practice in these areas to gain confidence
- KU9. Multiple opportunities to expose such type of patients to be familiarized in this area.
- KU10. Basic structure and function of the body system and associated component
- KU11. Process, condition & resources required by the body to support healthy functioning
- KU12. The hazards and risks associated with handling medical samples, precautions to be taken and appropriate handling and reporting in case of emergency.

## Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1. Read the symbols on the equipment and if not able to then seek the help of nurse
- GS2. Enter the procedure in the template
- GS3. Discuss procedures with the nurse to carry the process effectively



**GS4.** How to plan the procedure under the guidance of nurse

**GS5.** The errors occurring during the procedure and seek the help of nurse for solving the problem

### **Assist in dialysis machine set-up and reprocessing of dialyzers**

#### **Description**

This OS unit is about assisting nurse/technician for dialysis machine set-up and reprocessing of dialyzers in dialysis unit/department

#### **Scope**

This unit/task covers the following:

- Setting-up of dialysis machine and reprocessing of dialyzers under supervision

#### **Elements and Performance Criteria**

##### *Setting-up of dialysis machine and reprocessing of dialyzers under supervision of nurse/technician*

To be competent, the user/individual on the job must be able to:

- PC1.** Ensure that the dialysis unit has been sterilized after previous use
- PC2.** Ensure that all the components of dialysis machine required are adequately present
- PC3.** Assemble and check the extracorporeal circuit parts
- PC4.** Maintain patients' privacy
- PC5.** Drape the patient such that it facilitates connecting the patient to the dialysis unit
- PC6.** Explain the need to dress and be placed in particular position for dialysis to patient
- PC7.** Provide the appropriate linen including covering sheet depending on the patient (male, Female, child)
- PC8.** Clean up any spillage
- PC9.** Assess when the dialysate, dialyzer or other constituents need to be replaced
- PC10.** Follow standard sterilization and cleaning procedure for the unit
- PC11.** Disinfect dialysis machine according to the manufacturer's recommendations
- PC12.** Ensure the dialysate circuit should be exposed to disinfectants
- PC13.** Notice any change or distress in the patient during or after dialysis and document as per protocol
- PC14.** Ensure cleaning, testing, inspecting of dialyzer and filling the dialyzer with a sterilant
- PC15.** Ensure labeling, storing and rinsing of dialyzer before reuse
- PC16.** Look around the RO (Reverse Osmosis) system for any visible fluid leaks
- PC17.** Check and record the pressure gauge
- PC18.** Check the water softener
- PC19.** Measure and record the pressures before and after the water softener
- PC20.** Check and record the setting for the regeneration timer.
- PC21.** Check the brine tank

#### **Knowledge and Understanding (KU)**

The individual on the job needs to know and understand:

- KU1. Relevant protocols, good practices, standards, policies and procedures
- KU2. Basic structure and function of the healthcare system in the country
- KU3. Basic structure and function of healthcare facilities available at various levels, hospice care, clinics
- KU4. How to work with individuals to promote physical approaches to optimize health, well-being and illness prevention, through the delivery of high-quality and innovative services
- KU5. Basic concepts of physics, chemistry, biology, microbiology and electronics
- KU6. How to maintain patients comfort
- KU7. how to observe the patient during dialysis and make note of any change in blood pressure, body temperature, breathlessness or any other symptom expressed by the patient
- KU8. How to communicate the observed changes to the doctor/ nurse/ dialysis technician
- KU9. How to define complete patient identification
- KU10. How to identify potential patient identification errors
- KU11. How to maintain supplies and stocks for avoiding running out of materials before the end of the procedure
- KU12. How to use appropriate linen including covering sheet needed depending on the patient (male, female, child)
- KU13. How to assist in draping the patient and moving them on the bed/couch without disturbing catheters or any other iv line already in place
- KU14. How to ensure patient comfort and privacy
- KU15. How to document the changes / symptoms and communicate the observed changes to the doctor/nurse
- KU16. The right person to be contacted in case patients chart / vitals are not within the prescribed limits for undertaking dialysis
- KU17. How the machine helps to remove wastes from the blood
- KU18. The need and procedure for calibration
- KU19. How to sterilize the unit
- KU20. How to check the extracorporeal circuit blood pressure alarm to ensure that it works properly before each treatment
- KU21. Assess malnutrition using anthropometric measurements, subjective global assessment etc.
- KU22. How to perform proper monitoring of RO plants
- KU23. AAMI standards, sampling procedure, monitoring schedules, disinfection of the water treatment system, importance of having a loop etc.
- KU24. Quality of life indicators and their measurements
- KU25. How to measure quality of life (QOL) using EQ-5D method
- KU26. Urea kinetic modeling tool for monitoring dialysis along with other methods of measuring adequacy like STD Kt/V, E Kt/V
- KU27. Peritoneal dialysis (PD), types of PD (e.g. Apd)
- KU28. Various types of peritoneal equilibration test (PET) and their uses
- KU29. The hazards and risks associated with handling medical samples, precautions to be taken and appropriate handling and reporting in case of emergency

### Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1. How to read the symbols on the equipment and if not able to then seek the help of nurse
- GS2. How to enter the procedure in the template

**GS3.** Discuss procedures with the nurse to carry the process effectively

**GS4.** Plan the procedure under the guidance of nurse

**GS5.** The error occurred during the procedure and seeks the help of nurse for solving the problem

### **Assist woman before, during and after childbirth under guidance of healthcare team**

#### **Description**

This OS unit is about assisting healthcare team in the process of parturition and giving physical assistance & emotional support to woman before, during after childbirth in a maternity center or obstetric department of healthcare organization.

#### **Scope**

This unit/task covers the following: Assist

- during 1st stage of labor
- Assist during 2nd and 3rd stage of labor
- Assist during 4th stage of labor

#### **Elements and Performance Criteria**

##### *Assist during 1st stage of labor*

To be competent, the user/individual on the job must be able to:

- PC1.** Ensure privacy of the woman
- PC2.** Change clothing of woman as per organizational policy
- PC3.** Collect ornaments and belongings of woman, record them and handover to concerned family member with due receipt of the same.
- PC4.** Prepare part as directed for the procedure
- PC5.** Encourage woman for breathing exercises as directed
- PC6.** Ensure safety and hygiene of woman all the time
- PC7.** Support woman during elimination, feeding and movements
- PC8.** Reassure woman acting as birth support companion
- PC9.** Answer any non-medical queries
- PC10.** Follow infection control measures including usage of personal protective equipment and biomedical waste.
- PC11.** Clean up any spillage
- PC12.** Follow standard sterilization and cleaning procedure for the equipment and pre-labor room as per organizational policy.

##### *Assist during 2nd and 3rd stage of labor*

To be competent, the user/individual on the job must be able to:

- PC13.** Transfer the woman from pre-labor room to labor room/operation theatre
- PC14.** Ensure the pre-labor checklist is filled and patient identification is done before transferring
- PC15.** Give utmost care to all tubing while transferring
- PC16.** Assist healthcare team during patient positioning or as and when required.
- PC17.** Provide emotional support to woman and family

### *Assist during 4th stage of labor*

To be competent, the user/individual on the job must be able to:

**PC18.** Transfer the woman from labor room/operation theatre to designated room/ward

**PC19.** Provide physical assistance and emotional support to mother and family post-delivery

**PC20.** Provide assistance during lactation

**PC21.** Educate the mother about correct feeding techniques

**PC22.** Educate the mother about kangaroo mother care (KMC)

**PC23.** Demonstrate correct technique of covering new-born

**PC24.** Provide sanitary articles to mother and assist her during changing

**PC25.** Maintain cleanliness of the surroundings.

**PC26.** Change the laundry/linen periodically or as and when required and discard as per organizational policy

**PC27.** Empty uro-bag as and when required and measure the output

**PC28.** Assist mother during dressing up, feeding, elimination, bathing and grooming

**PC29.** Ensure timely removal or changing of ice bag/sand bag

**PC30.** Encourage mobility of woman and support during rehabilitation

### **Knowledge and Understanding (KU)**

The individual on the job needs to know and understand:

**KU1.** Relevant protocols, good practices, standards, policies and procedures

**KU2.** Basic structure and function of the healthcare system in the country

**KU3.** Basic structure and function of healthcare facilities available at various levels, hospice care, clinics

**KU4.** How to work with individuals to promote physical approaches to optimize health, well-being and illness prevention, through the delivery of high-quality and innovative services

**KU5.** About preparing woman for birth, understanding when to go to the hospital, what to expect in the birth process, comfort techniques, breathing exercises etc.

**KU6.** How to maintain patients comfort

**KU7.** The physiology of labor and birth

**KU8.** Correct feeding techniques and kangaroo mother care (KMC)

**KU9.** Demonstration and application of comfort techniques

**KU10.** How to observe the patient during labor and make note of any symptom expressed by the woman

**KU11.** How to communicate the observed changes to the doctor/nurse

**KU12.** How to define complete patient identification

**KU13.** How to identify potential patient identification errors

**KU14.** How to maintain supplies and stocks for avoiding running out of materials before the end of the labor process

**KU15.** How to use appropriate linen including covering sheet, mackintosh needed

**KU16.** How to assist in draping the patient and moving them on the bed/couch without disturbing catheters or any other iv line already in place

**KU17.** How to ensure patient comfort and privacy

**KU18.** How to document the changes / symptoms and communicate the observed changes to the doctor/nurse

**KU19.** How to wash and disinfect the surroundings and equipment

**KU20.** The hazards and risks associated with handling medical samples, precautions to be taken and appropriate handling and reporting in case of emergency.

### **Generic Skills (GS)**

User/individual on the job needs to know how to:

- GS1.** Read the symbols on the equipment and if not able to then seek the help of nurse
  - GS2.** Enter the procedure in the template
  - GS3.** Discuss procedures with the nurse to carry the process effectively
  - GS4.** How to plan the procedure under the guidance of nurse
  - GS5.** Identify the error occurred during the procedure and seek the help of nurse for solving the problem
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