

## Unit of learning outcomes

Qualification: health care assistant

EQF-level: 3

ECVET-points: to be defined

Relevant sources: DDG n. 15243 “DDG n. 15243 “Regional regulations for health care assistant training”

Stakeholders: Regione Lombardia, Provincia di Brescia, ASL (local health authority) and social service ...

Key activities and professional competence	ECVET - points
<b>Key activity 1: direct assistance of the service user</b>	
To detect and meet patients/service users' basic needs	
To help the service patients/service users in their movements, in the correct use of devices, aids and tools and in cleaning, washing and toilet.	
<b>Key activity 2: support with hygiene and health care</b>	
To assist in personal hygiene and care	
To support with washing and sanitizing the service users' environment	
To assist in distributing and administering meals	
<b>Key activity 3: support psycho-physical wellbeing of the person</b>	
To help with getting dressed and taking care of the patient/service user's clothes	
To monitor the correct assumption of the prescribed medicines	
To detect needs and psycho-physical conditions	
<b>Key activity 4: support and care of non-self-sufficient service users</b>	
To support and teach the patient/service user the correct postures	
To assist the patient/service user with bathing, washing and toilet;	
<b>Key activity 5: favour social relations with the service users and their context</b>	
To favour the patient/service user's participation in social events (residential or in the area)	
To communicate with the service user and their families and other professional and non professional figures involved	
To communicate with the staff in charge of medical care	
<b>Key activity 6: interact with other services in the territory</b>	
To cooperate in order to create a network with the services operating in the territory	
To support the management of informal relationships within the network and in the area	
To support and take care of bureaucratic procedures and access to the services	
<b>Key activity 7: act and position oneself in the organizational structure/service and the welfare network</b>	
To act their role within different work contexts	
To be able to correctly position oneself within the assistance staff	

<b>Key activity 1</b> Direct assistance of the service user <b>Qualification:</b> health care assistant		<b>ECVET- Points</b> <b>To be defined</b> <b>EQF – Level</b> 3
<b>Professional competence</b> <b>To detect and meet patients/service users' basic needs</b> Assessment instruments: written tasks, assessment product, practical exercises		
<b>Skills</b> <ul style="list-style-type: none"> <li>- To involve the patient/service user, his/her family and other professional and non professional figures as resources in the assistance development;</li> <li>- To detect the relational attitude of the patient/service user;</li> <li>- To observe the person and their environment;</li> <li>- To detect the main signals/symptoms of distress ;</li> <li>- To report information and data to competent staff</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>- Basics of personal support and care;</li> <li>- Basics of psycho-relational and support/care intervention in relation to the service user's specific needs</li> </ul>	
<b>Professional competence</b> <b>To help the service patients/service users in their movements, in the correct use of devices, aids and tools and in cleaning, washing and toilet.</b> Assessment instruments: written tasks, assessment product, practical exercises		
<b>Skills</b> <ul style="list-style-type: none"> <li>- To support the patients movements and correct posture</li> <li>- To monitor the patient/service user's correct temperature regulation and posture, in order to correctly breath and prevent blood circulation problems;</li> <li>- To provide the patient/service user with total or partial hygiene</li> <li>- To assist a dependent patient/service user with their elimination needs</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>- Basics of rehabilitation and mechanical movements</li> <li>- Functioning of aids, tools and prosthetis</li> <li>- Basics of support and care (movement, hygiene...)</li> </ul>	
<b>Personal competence</b> Organize one's own job autonomously, respecting the service user's capabilities, needs and daily necessities		

<b>Key activity 2</b> Support with hygiene and health care <b>Qualification:</b> health care assistant		<b>ECVET- Points</b> <b>To be defined</b> <b>EQF – Level</b> 3
<b>Professional competence</b> <b>To assist in personal hygiene and care</b> Assessment instruments: written tasks, assessment product, practical exercises		
<b>Skills</b> <ul style="list-style-type: none"> <li>- To apply personal hygiene techniques;</li> <li>- To apply personal sanitisation techniques;</li> <li>- To apply personal hygiene techniques appropriate for the service user;</li> <li>-To identify situations of risk being able to react to safeguard the patient/service user’s safety</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>- Basics of personal hygiene and prophylaxis;</li> <li>- Tools and techniques for the personal hygiene of the patient/service user;</li> <li>- Knowledge of personal hygiene products;</li> </ul>	
<b>Professional competence</b> <b>To support with washing and sanitizing the service users’ environment</b> Assessment instruments: written tasks, assessment product, practical exercises		
<b>Skills</b> <ul style="list-style-type: none"> <li>- To use environments sanitization techniques;</li> <li>- To arrange rooms in a functional way respecting the service user’s habits;</li> <li>- To apply procedures and phases of sanitization and sanitation of environments;</li> <li>- To apply domestic safety procedures;</li> <li>- To apply correct procedures of waste recycling and energy saving;</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>- Basics of environmental hygiene;</li> <li>- Products, tools and techniques for cleaning and sanitisation;</li> <li>- Domestic prevention and safety procedures;</li> </ul>	
<b>Professional competence</b> <b>To assist in distributing and administering meals</b> Assessment instruments: written tasks, assessment product, practical exercises		
<b>Skills</b> <ul style="list-style-type: none"> <li>- To apply food preparation and preservation techniques, respecting health and nutrition habits of the service user;</li> <li>- To consider, if necessary, particular diet suggestions and report any possible issues in food assumption;</li> <li>- To apply food supply techniques;</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>- Basics of diet and food preparation;</li> <li>- Recipes and main menus;</li> <li>- Food preparation techniques;</li> <li>- Housekeeping principles (quality/price ratio);</li> <li>- Prevention and safety basics (HACCP, etc.);</li> <li>- Knowledge of the products and their characteristics</li> </ul>	

<b>Key activity 3</b> Support psycho-physical wellbeing of the person <b>Qualification:</b> health care assistant		<b>ECVET- Points</b> <b>To be defined</b> <b>EQF – Level</b> 3
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<p><b>Professional competence</b></p> <p>To help with getting dressed and taking care of the patient/service user's clothes</p> <p>Assessment instruments: written tasks, assessment product, practical exercises</p>	
<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- To apply sanitisation techniques of the service users' laundry;</li> <li>- To assure laundry change and supply;</li> <li>- To arrange and clean the service user's wardrobe</li> <li>-*To use domestic appliances (washing machine, ironer, etc.);</li> <li>- To apply safe and appropriate sanitisation methods</li> <li>- To apply techniques of support with getting dressed and taking care of the patient/service user's clothes;</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>- Basics of hygiene;</li> <li>- Knowledge of cleaning products and their characteristics;</li> <li>- Knowledge of the tools in use;</li> <li>-*Division of the laundry into the different kinds of fabric to select appropriate washing programs;</li> </ul>
<p><b>Personal competences</b></p> <p>Organize one's own job autonomously, respecting the service user's capabilities, needs and daily necessities.</p>	
<p><b>Professional competence</b></p> <p><b>To monitor the correct assumption of the prescribed medicines</b></p> <p>Assessment instruments: written tasks, assessment product, practical exercises</p>	
<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- To apply procedure to support with the correct - assumption of the prescribed medicines;</li> <li>- *To check and monitor drugs expiration dates, usage, etc.</li> <li>- *To put drugs in the correct place; - *To handle drugs with due care and attention;</li> <li>-* To check the correct assumption of medicines</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>- Knowledge of drugs and their effects; -</li> <li>*Knowledge of the correct time in which drugs must be assumed;</li> <li>-* Understanding of medical prescriptions</li> </ul>
<p><b>Personal competences</b></p> <p>Actively listen to the service user;</p> <p>Preserve service users' dignity and support residual capabilities, avoiding any judgements of the person and their value.</p> <p>Act with discretion and in safety, promoting physical and psychological dignity.</p>	
<p><b>Professional competence</b></p> <p>To detect needs and psycho-physical conditions</p> <p>Assessment instruments: written tasks, assessment product, practical exercises</p>	
<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- To detect the patient/service user's needs;</li> <li>- To understand the patient/service user's requests;</li> <li>-To cooperate in the design of support/care projects and evaluation of its results;</li> <li>- To operate with discretion, respect of rights and needs of people in a fragile situation;</li> <li>- To use different ways of communication;</li> <li>- To detect patient/server user's trustworthy people</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>- Basics of social and healthcare methodology (project and intervention phase, planning tools...)</li> <li>- Ethics aspects of assistance;</li> <li>- Communication and relation techniques (verbal and non verbal);</li> <li>- Elements of psychology;</li> <li>- Strategies of caregiver/service user help-relationship;</li> </ul>

<p><b>Personal competences</b>          Actively listen to the service user;          Preserve service users' dignity and support residual capabilities, avoiding any judgements of the person and their value.          Act with discretion and in safety, promoting physical and psychological dignity.</p>	

<p><b>Key activity 4</b>  <b>support and care of non-self-sufficient service users</b>  <b>Qualification:</b>          health care assistant</p>		<p><b>ECVET- Points</b>  <b>To be defined</b>  <b>EQF – Level</b>          3</p>
<p><b>Professional competence</b>  <b>To support and teach the patient/service user the correct postures</b>          Assessment instruments: written tasks, assessment product, practical exercises</p>		
<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- To apply techniques related to correct postures and mechanically assisted movement;</li> <li>- To help the service users in their movements;</li> <li>- To apply appropriate prevention measures in order to monitor movements and preventing from falling;</li> <li>- To use tools and check they are fully functional (wheelchairs, orthopaedic devices);</li> <li>- To apply first aid techniques while waiting for professional medical intervention</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>- Basics first aid;</li> <li>- Orthopaedics devices to provide easier movement capability;</li> <li>- Psycho-physical characteristics of people with different level of self-sufficiency;</li> <li>- Tools and techniques to help the service users to move from their bed to the wheelchairs and awareness of the risk connected to an incorrect practice of these techniques;</li> <li>- Mechanically assisted movement techniques;</li> <li>- Management and stimulation of residual capabilities</li> </ul>	
<p><b>Professional competence</b>          to assist the non self-sufficient service user with bathing, washing and toilet          Assessment instruments: written tasks, assessment product, practical exercises</p>		
<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- To apply personal hygiene support techniques;</li> <li>- To apply techniques to assist the service user with bathing, washing and toilet;</li> <li>- To apply techniques to support with nutrition and hydration;</li> <li>- To apply techniques to help the service user dressing up and look after the service users' clothing;</li> <li>- To apply techniques to support with meal assumption;</li> <li>-To act within the responsibilities of one's own role;</li> <li>-To apply simple techniques of cognitive stimulation;</li> <li>- To apply techniques to deal with critical behaviour</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>- Basics of personal hygiene;</li> <li>- * Usage and disposal of adequate equipment;</li> <li>- * Rules and regulation related to location of equipment and rooms arranging appropriate for non self-sufficient users;</li> </ul>	

problems;	
<b>Personal competences</b> Awareness of the risk level of any different activities; Report to the appropriate interlocutor being aware of one's own level of autonomy.	

<b>Key activity 5</b> favour social relations with the service users and their context <b>Qualification:</b> health care assistant	<b>ECVET- Points</b> To be defined <b>EQF – Level</b> 3
<b>Professional competence</b> To favour the patient/service user's participation in social events (residential or in the area) Assessment instruments: written tasks, assessment product, practical exercises	
<b>Skills</b> - to apply techniques to support social integration; - *to use techniques of caregiver/service user help-relationship - To plan and manage social and entertainment events - To apply strategies to favour new relations and new contacts;	<b>Knowledge</b> - Theories and techniques of verbal and non verbal communication; - Elements of psychology of communication
<b>Professional competence</b> To communicate with the patient/service user, their families and other professional and non professional figures involved Assessment instruments: written tasks, assessment product, practical exercises	
<b>Skills</b> - To operate with discretion, respect of rights and needs of people in a fragile situation; - To manage one's own emotions; - To manage stress; - To emotionally support the patient/service user -To use different communication strategies appropriate to the different cultural -To be able to cope with the changing in the patient/service user's communicative capabilities (aphasia, hearing loss, cognitive deficit, sensory alterations)	<b>Knowledge</b> - Elements of psychology; - Basics of healthcare organization; - Ethic aspects of assistance; - Communication and relation techniques (verbal and non verbal)
<b>Professional competence</b> To communicate with the staff in charge of medical care Assessment instruments: written tasks, assessment product, practical exercises	
<b>Skills</b> - To operate with discretion, respect of rights and needs of people in a fragile situation;	<b>Knowledge</b> - Strategies of caregiver/service user help-relationship;

<ul style="list-style-type: none"> <li>- To report correctly to the healthcare professional in case of emergency;</li> <li>- *To mediate to correctly deal with the needs of the different interlocutors, in order to foster the relationships and achieve the assistance objectives;</li> <li>-To refer to the medical staff aiming at cooperating in the current intervention;</li> <li>-To understand relational and organizational procedures, as well as the roles of the workers involved</li> </ul>	<ul style="list-style-type: none"> <li>- Elements of psychology;</li> <li>- Basics of healthcare organization;</li> <li>- Ethic aspects of assistance;</li> <li>- Communication and relation techniques (verbal and non verbal)</li> </ul>
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<p><b>Key activity 6</b> <b>Interact with other services in the territory</b> <b>Qualification:</b> health care assistant</p>	<p><b>ECVET- Points</b> <b>To be defined</b> <b>EQF – Level</b> 3</p>
<p><b>Professional competence</b> <b>To cooperate in order to create a network with the services operating in the territory</b> Assessment instruments: written tasks, assessment product, practical exercises</p>	
<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- to interact with territorial services (family doctor, local authority offices, post offices, emergency services...);</li> <li>- to interact with the social service, volunteering associations and representatives of the service sector;</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>- The main social and health services in the territory and the procedures to access them;</li> <li>- The main bureaucratic procedures of social-health sector;</li> <li>- *Know how the network of social service works</li> <li>- *Distinguish among the various services belonging to a particular sector</li> </ul>
<p><b>Professional competence</b> <b>To support the management of informal relationships within the network and in the area</b> Assessment instruments: written tasks, assessment product, practical exercises</p>	
<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- To understand the organizational, institutional and informal context of the social-healthcare service network;</li> <li>-To identify the correct professional and non professional figures and interact with them;</li> <li>-To involve informal networks;</li> <li>- To interact with social, welfare, social-healthcare, entertainment and cultural organizations in the area</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>- Workers rights and duties;</li> <li>- The responsibilities of the health assistant;</li> <li>- The main social and health services in the territory and the procedures to access them;</li> <li>- *The main administrative, social and health procedures;</li> <li>- *Basics of the regulations related to privacy and ethic, moral and civil behaviour;</li> </ul>
<p><b>Professional competence</b> <b>To support and take care of bureaucratic procedures and access to the services</b> Assessment instruments: written tasks, assessment product, practical exercises</p>	
<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- To do the shopping and run errands;</li> <li>- To support and take the patient/user service to visits, meetings and events connected to the services programmed for them;</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>- Workers rights and duties;</li> <li>- The responsibilities of the health assistant;</li> <li>- The main social and health services in the territory and the procedures to access them;</li> </ul>

<ul style="list-style-type: none"> <li>- To support the patient/service user Sostiene l'utente nell'accesso e nella continuità ai servizi</li> <li>- To organize one's own job</li> <li>- To apply one's own rights and duties on the job;</li> </ul>	<ul style="list-style-type: none"> <li>- *The main administrative, social and health procedures;</li> <li>- *Basics of the regulations related to privacy and ethic, moral and civil behaviour;</li> </ul>
<p><b>Personal competences</b> Social intelligence, with a behaviour appropriate to the interaction with different roles, and aiming at the physical and psychological wellbeing of the service users.</p>	

<p><b>Key activity 7 Act and position oneself in the organizational structure/service and the welfare network</b></p> <p><b>Qualification:</b> health care assistant</p>		<p><b>ECVET- Points</b> <b>To be defined</b> <b>EQF – Level</b> 3</p>
<p><b>Professional competence</b> <b>To act their role within different work contexts</b> Assessment instruments: written tasks, assessment product, practical exercises</p>		
<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- To predict the expectations related to their role</li> <li>- To act within the tasks given</li> <li>- To interact with patients/service users and the organization respecting the different roles and functions;</li> <li>-To detect/apply principles of professional ethics</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>- Elements of National and Regional health and social regulations;</li> <li>- The health care assistant's professional profile</li> <li>- Elements of professional ethics</li> </ul>	
<p><b>Professional competence</b> <b>To be able to correctly position oneself within the assistance staff</b> Assessment instruments: written tasks, assessment product, practical exercises</p>		
<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>-To work in group, detecting and respecting the different workers' roles</li> <li>-To understand and use protocols, grids, forms and software to report any events related to the service;</li> <li>-To cooperate in the evaluation of the "Individual Assistance Plan"</li> <li>-To use the most common computer programmes and software</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>- The staff (tasks, functions, dynamics...)</li> <li>- Methodology of health and social methodology</li> <li>- IT basics</li> </ul>	
<p><b>Personal competences</b> To be able to detect one's own training needs in relation to the professional profile and the given tasks</p>		