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## A. INTRODUCTION

### i.

The review of this syllabus has been generally influenced by the demands of industries due to its continuous change as a result of technological advancement and the changing needs of society.

It was also influenced by the TVET reforms under the directions of the new educational reforms with the view to opening up further education and training opportunities to TVET graduates.

The certificate ONE syllabus is designed to respond to the following level descriptors:

<table>
<thead>
<tr>
<th>QUALIFICATION</th>
<th>KNOWLEDGE LEVEL</th>
<th>SKILLS AND ATTITUDE:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate 1</td>
<td>1. To demonstrate a broad knowledge base incorporating Healthcare concepts.</td>
<td>1. Require a wide range of skills in Healthcare</td>
</tr>
<tr>
<td></td>
<td>2. To demonstrate knowledge of the theoretical basis of practical skills.</td>
<td>2. Are applied in a variety of familiar and complex contexts with minimum supervision.</td>
</tr>
<tr>
<td></td>
<td>3. To demonstrate knowledge in numeracy, literally, and skills in Healthcare.</td>
<td>3. Require collaboration with others in a team</td>
</tr>
</tbody>
</table>

### ii.

This syllabus is designed to train and equip trainees with caring skills to work in the health care sector including health institutions and homes. Its purpose is to provide sound understanding of the skills. Methodologies and techniques of the vocation appreciate the care technology and care science relevant to the work of care. The objective being to maintain a high sense of health standards in the community.

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2 NOTE: There is no separate syllabus for trade drawing and calculations. The questions for trade drawing would be selected from Anatomy and Physiology, and the Science and Calculations questions would also be drawn from Basic Pharmacology all in the theory section.

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B. GENERAL OBJECTIVES

On completion of this course, the trainee should be able to:

i. deliver various methods of communication in the health care sector
ii. measure and record vital signs body weight and height of clients
iii. give basic and holistic care to the sick and their families
iv. ensure the rights, dignity, choice, respect, confidentiality and equality of all individuals; regardless of age, race or religious beliefs.
v. support individuals with activities of daily living
vi. support the physical and emotional needs of individuals
vii. promote a high sense of health safety and security in the health care environment
viii. create and maintain a conducive and therapeutic environment for clients comfort and safety
ix. identify and minimise issues on abuse
x. observe laws on Data Protection

C. THE COURSE COMPONENTS

1. Trade Theory
2. General Paper
3. Trade Practical

EXAMINATION: The candidates would be examined in the Three components listed above.

Practical work must be carefully planned to illustrate application of the theory and to provide maximum opportunity for the student to demonstrate her care skills.

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D. **KNOWLEDGE AND SKILLS REQUIREMENT**

The prime objective of the course is to provide knowledge and skills in health care in manner that will meet the needs of the client as well as the health care facilities.

E. **ENTRY TO THE COURSE**

Minimum education: Must have SSS examination. However, the selection of the students for the course is within the discretion of the head of the institution.

F. **ELIGIBILITY FOR ENTRY TO EXAMINATION**

Candidates may enter for examination only as internal candidate i.e those who at the time of writing the examination have undertaken or have completed the course at an approved establishment.

G. **EXTERNAL EXAMINERS**

The practical work of candidates will be assessed by an external examiner appointed by the Commissioner.

H. **EXAMINATION RESULTS AND CERTIFICATES**

Each candidate will receive record of performance given the grade for the components taken. These are:

i) Distinction
ii) Credit
iii) Pass
iv) Referred/Failure

Certificates would be issued to candidates who would pass all the components.

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NOTE:

All Technical and Vocational trainees who aspire to take advantage of the opportunities opened to them in the educational reforms should NOTE that for a trainee to progress to certificate Two (2) a pass in Certificate One (1) is compulsory.

I. APPROVAL OF COURSE

Institutions or other establishments intending to prepare trainees for the Examination must apply to:

THE COMMISSIONER
TESTING DIVISION
NVTI HEAD OFFICE
P. O. BOX MB 21, ACCRA

J. ACKNOWLEDGEMENT

NVTI wishes to acknowledge the team of experts, for preparing the materials which have been incorporated into this syllabus.

Belinda Adzimah
Dorothea Opare
Erica Ifill

In reviewing the whole materials and making necessary additions and recommendations is also appreciated.

Government’s desire to improve the lot of Technical/Vocational Training, which led to the preparation of this syllabus, is hereby acknowledge.
K. RECOMMENDED TEXT BOOKS FOR CARING

1. Nurses Dictionary
2. Text book on Pre Nursing
3. Text book on Anatomy and Physiology (for Nurses)
4. Text book on Health Care for Auxiliary/Health Care Assistant/ Nursing Assistant
5. Text book on First Aid
6. Text book on Community Health Nursing
7. Internet

LIST OF RECOMMENDED TOOLS AND EQUIPMENT

1. Hospital Beds
2. Bed cradle
3. Babies cot
4. Babies bath, clothing and accessories
6. Dummy
7. Dummy Skeleton
9. Bed pans
10. Urinals
11. Screens

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12. Bed side table or lockers
13. Cardiac Tables
14. Walkers
15. Wheel chair
16. Walking Frames
17. Bathroom Chairs
18. Electric Beds
19. Reclining Chairs
20. Hoist
21. Washing Basins
22. Bed Side Comodies
23. Diapers
24. Crutches
25. Kidney Dishes
26. Medicine Trays

27. Thermometers
28. Sphygmomanometers
29. Stethoscopes
30. Glucometer and accessories
31. First Aid box
32. Fire extinguishers
33. Hampers
34. Injection Tray
35. Injection Needles
36. Syringes

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**CERTIFICATE ONE – TRADE THEORY**

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<thead>
<tr>
<th>TASK</th>
<th>CRITICAL-POINTS</th>
<th>SUB-POINTS</th>
<th>INSTRUCTIONAL TECHNIQUES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0</td>
<td>BASIC CARE PROCEDURE 1</td>
<td>What is health?</td>
<td>• Definition of health</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The role of the Health Care Assistant.(HCA)</td>
<td>• Determinants of health</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assessment of patients</td>
<td>• Dimensions of health</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Measuring and recording of vital signs</td>
<td>• Who is a Health Care Assistant?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Recording of input and output</td>
<td>• Roles/ duties of the HCA</td>
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<td></td>
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<td>• Observation</td>
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<td>• Auscultation</td>
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<td>• Palpation</td>
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<td></td>
<td></td>
<td></td>
<td>• Questioning</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>• Temperature, pulse, respiration, blood pressure.</td>
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<tr>
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<td></td>
<td>• Contra indications for taking vital signs at particular areas of the body weight and height</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Serving and removal of bed pans, commodes, urinals and vomit bowls.</td>
</tr>
</tbody>
</table>

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</thead>
</table>
| Bed making | Admission, Transfer Discharge | • Types of bed making (unoccupied, occupied, post-operative/surgical beds)  
• Principles/guidelines for bed making  
• Changing soiled linen  
• Receiving of patient into the hospital environment.  
• Transfer of patient.  
• Discharge of patient.  
• What is a wound  
• Types of wounds  
• Causes of wounds  
• Introduction to wound dressing  
• Assisted bed bath/ bathing a helpless patients  
• Setting the meal tray.  
• Preparing the environment for feeding.  
• Assisting the patient to feed. | • Lecture  
• Discussion  
• Illustration |
| Wound care | Bed bathing | i. Serving feeding of patients (assisted)  
ii. Tube feeding NG tube feeding |  
|  |  |  |  

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</thead>
</table>
| 2.0  | INTRODUCTION TO HEALTH SERVICE MANAGEMENT | Organizational structure of Ministry of Health (formal and informal) and their structures at each level. | 1. National level, regional level district sub district level  
2. Ghana health service  
3. Hospitals, Polyclinics, Health Centres, Health Post, Community Clinics.  
4. Health agencies and their functions  
5. Government  
6. Non government (voluntary & non voluntary)  
7. Quasi Government | Lectures  
Discussions |
| 3.0  | COMMUNICATION 1 | Developing writing skills | 1. Basic sentence patterns  
2. Agreement of subject and verb, tenses  
3. Sources of ambiguity in the sentence and how to avoid ambiguity (use of pronouns and modifiers, word order) | Lectures/ Discussions/ Illustrations |

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</tr>
</thead>
<tbody>
<tr>
<td>Keys/skills to good communication</td>
<td>• Verbal, Non verbal</td>
<td></td>
<td>Lectures/Discussions/Illustrations</td>
</tr>
<tr>
<td>Methods of communication</td>
<td>• Active Listening</td>
<td></td>
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<tr>
<td></td>
<td>• Open questions</td>
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<tr>
<td></td>
<td>• Speaking clearly</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• Eye level contact</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Barriers to communication</td>
<td>• Interpreting</td>
<td></td>
<td>Lectures/Discussions/</td>
</tr>
<tr>
<td></td>
<td>• Translating</td>
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<tr>
<td></td>
<td>• Sign Language</td>
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<td></td>
<td>• Typing</td>
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<td>• E-Mail</td>
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</tr>
<tr>
<td></td>
<td>• Telephone</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>• Fax</td>
<td></td>
<td></td>
</tr>
</tbody>
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</tr>
</thead>
</table>
|      | What to do if communication is not effective | Use of aids e.g.:  
- Hearing aids  
- Glasses  
- Dentures  
- Information technology (e-mail)  
- Picture charts  
- Flash cards  
- Hand Gesture  
- Call bells  
- Interpreters  
- Translators | Lectures  
Discussions  
Illustrations |
| Find out: |  
- which language is being used.  
- If the client experiences any hearing difficulties or visual impairment  
- If there is any physical illness or disability. | Lectures  
Discussions  
Illustrations |

### Factors that promote effective communication
- Language Barrier
- Hearing impairment
- Physical disability such as stroke/dementia/Alzheimer’s.
- Cultural differences
- Visual impairment
- Learning difficulties

### CERTIFICATE ONE – TRADE THEORY

- Use of aids e.g.:
  - Hearing aids
  - Glasses
  - Dentures
  - Information technology (e-mail)
  - Picture charts
  - Flash cards
  - Hand Gesture
  - Call bells
  - Interpreters
  - Translators

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<th>INSTRUCTIONAL TECHNIQUES</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.0</td>
<td>Introduction to community health Personal and Environmental Health</td>
<td>Personal health</td>
<td>1. Reasons for maintaining personal health 2. Care of the body (hair, mouth, teeth, hands, feet, nails and skin) 3. Posture 4. Exercise and recreation 5. Rest and sleep 6. Housing, ventilation, lighting and drainage 7. Water (sources, contamination, purification, uses) 8. Environmental pollution and hazards of pollution</td>
</tr>
<tr>
<td>5.0</td>
<td>Health and safety</td>
<td>Infection prevention and control</td>
<td>• Definition of Infection • Causes of infection</td>
</tr>
</tbody>
</table>

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</tr>
</thead>
<tbody>
<tr>
<td>Universal precautions</td>
<td>• Hand washing</td>
<td>• Use of protective clothing ie (gloves aprons, mask)</td>
<td>• Lectures</td>
</tr>
<tr>
<td></td>
<td>• Aseptic technique</td>
<td>• Decontamination, sanitizing</td>
<td>• Discussions</td>
</tr>
<tr>
<td></td>
<td>• Decontamination, sanitizing</td>
<td>• Cleaning, disinfection, Sterilization,</td>
<td>• Demonstrations</td>
</tr>
<tr>
<td>Specimen collection</td>
<td>• Collection and correct labelling of urine blood and stool specimen</td>
<td></td>
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</tr>
</tbody>
</table>

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### CERTIFICATE ONE – TRADE THEORY

| Waste management | • The three kinds of waste (medical, hazardous, general waste)  
<table>
<thead>
<tr>
<th></th>
<th>• Correct disposal of waste</th>
</tr>
</thead>
</table>
| Risk Assessment   | • Definition of Risk Assessment  
|                   | • Difference between hazard and risk  
|                   | • Examples of hazards and their effects  
|                   | • Types of hazards (biological, chemical, physical,  
|                   | • Level of risk assessment (high, medium, low) |
| Body mechanics    | • Equipment used for manual handling, (Zimmer frame, wheelchair, slide sheet, transfer board, hoist)  
|                   | • Transfer a patient from bed to chair, chair to bed, bed to bed, balance and alignment, travelling. |
| Control of Substances Hazardous To Health (COSH) | • Definition and Objectives of COSHH  
|             | • Examples of hazardous chemicals  
|             | • Safety precautions for (drugs, liquids, and other chemicals)  
|             | • Correct action to take when in contact with hazardous chemicals. |

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</thead>
<tbody>
<tr>
<td>First Aid</td>
<td></td>
<td>• Definition of First Aid?</td>
<td>• Lectures</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Aims, objectives and principles of first aid</td>
<td>• Discussions</td>
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<td></td>
<td></td>
<td>• Assessing a casualty</td>
<td>• Demonstrations</td>
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<td>• Shock</td>
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<td></td>
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<td>• Fainting</td>
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<td></td>
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<td>• Burns and scalds</td>
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<td></td>
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<td>• Choking</td>
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<td>• Drug reaction</td>
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<td></td>
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<td>• Electrical injuries</td>
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<td></td>
<td></td>
<td>• Cold compress</td>
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<td></td>
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<td>• Bites Stings</td>
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<td></td>
<td></td>
<td>• Resuscitation</td>
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<td></td>
<td>• Cuts, wounds and abrasions</td>
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<td>• Inhalation of fumes</td>
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<td></td>
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<td>• Drowning</td>
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</table>
CERTIFICATE ONE – TRADE THEORY

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<th>INSTRUCTIONAL TECHNIQUES</th>
</tr>
</thead>
</table>
| 6.0  | Anatomy and physiology | • Anatomy and physiology?  
• Organization of the human body  
• Components and functions of systems | • Define anatomy and physiology  
• Cells, tissues, organs, systems  
• Circulatory system  
• Respiratory system  
• Digestive system  
• Excretory system | • Lectures  
• Discussions |
| 7.0  | Communicable and non communicable diseases | •  
• What are communicable diseases  
• Prevention and control of communicable diseases  
• Common communicable diseases | • Definition of communicable diseases  
• Principles of disease prevention  
• Disease surveillance  
• Immunity (types)  
• Cholera  
• Hepatitis A , B, C  
• Schistosomiasis – (River Blindness)  
• Typhoid Fever  
• Rabies  
• Meningococcal Meningitis  
• HIV/ AIDS  
• Swine flu (H1N1) | • Lecture  
• Discussion |

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</thead>
</table>
| 8.0  | Basic Geriatric Care and care of the disabled | The aging process (physiology of aging) | • Define Geriatrics  
• Define Disability  
• List and briefly describe the ageing process  
• Describe changes and problems associated with aging  
• Explain Maslow hierarchy of needs  
• Demonstrate skills for the care of the aged and assist him/her to meet her basic human needs  
• List the causes of disability  
• Describe the role the care giver in the care/management of the disabled client. | • Lectures  
• Discussions  
• Demonstration |

- Common non communicable diseases
- High blood pressure/stroke
- Diabetes
- Congestive heart failure
- Pulmonary disorders (various types of pneumonia, bronchitis)
- Blood disorders (sickle cell disease, anaemia)
- Cancer (all forms)

Treatment, Management, Nursing Care, Prevention and Control of the above Diseases

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<tbody>
<tr>
<td>9.0</td>
<td>Ethical code of conduct</td>
<td>The roles and responsibilities of a care giver in relation to ethical code of conduct</td>
<td>• Qualities of a care giver (behaviour, attitude, personal health.)&lt;br&gt; • Patients and clients rights&lt;br&gt; • Importance of confidentiality&lt;br&gt; • Definition of abuse&lt;br&gt; • Work ethics (punctuality, accountability, reliability, courtesy, honesty, empathy.)&lt;br&gt; • What is abuse&lt;br&gt; • Types of abuse&lt;br&gt; • Signs and Symptoms of abuse&lt;br&gt; • People who can abuse&lt;br&gt; • Policies and procedures for handling abuse&lt;br&gt; • Carer’s responsibility in protecting client from abuse&lt;br&gt; • Situations where abuse may occur&lt;br&gt; • Review of Anatomy and Physiology of the reproductive system.&lt;br&gt; • Pregnancy and delivery (stages, pre natal and post natal care)&lt;br&gt; • Introduction to family planning (methods)&lt;br&gt; • Introduction to early child care</td>
</tr>
<tr>
<td>10.0</td>
<td>Reproductive Health</td>
<td>Abuse</td>
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<td></td>
<td>Reproduction</td>
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</thead>
</table>
| 11.0 Introduction to Nutrition | Major Food Nutrients and their food sources | - Carbohydrates  
- Protein  
- Fats  
- Vitamins  
- Minerals  
- Water/Electrolytes  
- Goitre  
- Kwashiorkor  
- Marasmus  
- Nutritional Anaemia  
- Scurvy | - Lecture  
- Discussion |