



NATIONAL VOCATIONAL TRAINING INSTITUTE

TESTING DIVISION

TRADE TESTING REGULATIONS AND SYLLABUS

TRADE: HEALTH CARE

LEVEL: CERTIFICATE ONE

1 | 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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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:

QUALIFICATION	KNOWLEDGE LEVEL	SKILLS AND ATTITUDE:
Certificate 1	<ol style="list-style-type: none">1. To demonstrate a broad knowledge base incorporating Healthcare concepts.2. To demonstrate knowledge of the theoretical basis of practical skills.3. To demonstrate knowledge in numeracy, literacy, and skills in Healthcare.	<ol style="list-style-type: none">1. Require a wide range of skills in Healthcare2. Are applied in a variety of familiar and complex contexts with minimum supervision.3. Require collaboration with others in a team

- 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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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.

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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
5. Bed Linen: Top Sheet, Bottom Sheet, Long Mackintosh, Draw Macintosh Top sheet, Blanket, Bed Spread.
6. Dummy
7. Dummy Skeleton
8. Wound Dressing Materials: Forceps, scissors, cotton balls, gauze, bandages, and antiseptics.
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 Commodes
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

TASK		CRITICAL-POINTS	SUB-POINTS	INSTRUCTIONAL TECHNIQUES
1.0	BASIC CARE PROCEDURE 1	<p>What is health?</p> <p>The role of the Health Care Assistant.(HCA)</p> <p>Assessment of patients</p> <p>Measuring and recording of vital signs</p> <p>Recording of input and output</p>	<ul style="list-style-type: none"> • Definition of health • Determinants of health • Dimensions of health • Who is a Health Care Assistant? • Roles/ duties of the HCA • Observation • Auscultation • Palpation • Questioning • Temperature, pulse, respiration, blood pressure. • Contra indications for taking vital signs at particular areas of the body weight and height • Serving and removal of bed pans, commodes, urinals and vomit bowls. 	<ul style="list-style-type: none"> • Lectures • Discussion • Illustration

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		of fluid intake, and stool.	<ul style="list-style-type: none"> • Emptying and measuring of urine from catheters. • Accurate recording and balancing of fluid output. 	
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CERTIFICATE ONE – TRADE THEORY

TASK		CRITICAL-POINTS	SUB-POINTS	INSTRUCTIONAL TECHNIQUES
		Bed making	<ul style="list-style-type: none"> • Types of bed making (unoccupied, occupied, post-operative/surgical beds) • Principles/guidelines for bed making • Changing soiled linen 	<ul style="list-style-type: none"> • Lecture • Discussion • Illustration
		Admission, Transfer Discharge	<ul style="list-style-type: none"> • Receiving of patient into the hospital environment. • Transfer of patient. • Discharge of patient. 	
		Wound care	<ul style="list-style-type: none"> • What is a wound • Types of wounds • Causes of wounds • Introduction to wound dressing 	
		Bed bathing	<ul style="list-style-type: none"> • Assisted bed bath/ bathing a helpless patients 	
		i. Serving feeding of patients (assisted) ii. Tube feeding NG tube feeding	<ul style="list-style-type: none"> • Setting the meal tray. • Preparing the environment for feeding. • Assisting the patient to feed. 	

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		iii. Foley catheter care Administration of drugs	<ul style="list-style-type: none"> • Cleaning and irrigation • Routes of administration. • The five Rs of drug. Administration • Reading of prescription and labelling on drug / medicine. • Correct storage of drugs. 	
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CERTIFICATE ONE – TRADE THEORY

TASK		CRITICAL-POINTS	SUB-POINTS	INSTRUCTIONAL TECHNIQUES
2.0	INTRODUCTION TO HEALTH SERVICE MANAGEMENT	Organizational structure of Ministry of Health (formal and informal) and their structures at each level. The Health Team	<ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> 1. Types of health teams 2. Factors promoting effective team work 3. Factors impeding effective team work 	<ul style="list-style-type: none"> • Lectures • Discussions <ul style="list-style-type: none"> • Lectures • Discussion
3.0	COMMUNICATION 1	Developing writing skills	<ol style="list-style-type: none"> 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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	Developing reading skills	<ul style="list-style-type: none"> • Different ways of reading and their uses • Skimming, scanning, close reading of prescribed text. 	
	Types of communication	<ul style="list-style-type: none"> • Developing faster reading: <ul style="list-style-type: none"> -the value of concentration - eye movements -reading contents -structural words -vocalization 	

CERTIFICATE ONE – TRADE THEORY

TASK	CRITICAL-POINTS	SUB-POINTS	INSTRUCTIONAL TECHNIQUES
	Keys/skills to good communication	<ul style="list-style-type: none"> • Verbal, Non verbal 	Lectures/ Discussions/ Illustrations
	Methods of communication	<ul style="list-style-type: none"> • Active Listening • Open questions • Speaking clearly • Eye level contact 	
	Barriers to communication	<ul style="list-style-type: none"> • Interpreting • Translating • Sign Language • Typing • E-Mail • Telephone • Fax 	Lectures/ Discussions/

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		<ul style="list-style-type: none"> • Factors that promote effective communication 	<ul style="list-style-type: none"> • Language Barrier • Hearing impairment • Physical disability such as stroke/dementia/Alzheimer's. • Cultural differences • Visual impairment • Learning difficulties 	<p>Illustrations</p> <p>Lectures/ Discussions/ Illustrations</p>
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CERTIFICATE ONE – TRADE THEORY

TASK		CRITICAL-POINTS	SUB-POINTS	INSTRUCTIONAL TECHNIQUES
		What to do if communication is not effective	<ul style="list-style-type: none"> • Use of aids e.g.: <ul style="list-style-type: none"> -Hearing aids Glasses - Dentures -Information technology (e-mail) - Picture charts - Flash cards - Hand Gesture - Call bells - Interpreters - Translators 	<ul style="list-style-type: none"> • Lectures • Discussions • Illustrations
			<p>Find out :</p> <ul style="list-style-type: none"> • which language is being used. • If the client experiences any hearing difficulties or visual impairment • If there is any physical illness or disability. 	<ul style="list-style-type: none"> • Lectures • Discussions • Illustrations

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		Data Protection Principles of Data Protection Patient care report	<ul style="list-style-type: none"> • If there are any learning difficulties. Data Protection Act All information should be <ul style="list-style-type: none"> • Accurate • Clear • Easy to read • Sharable Handing over notes Patient progress notes	
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CERTIFICATE ONE – TRADE THEORY

TASK		CRITICAL-POINTS	SUB-POINTS	INSTRUCTIONAL TECHNIQUES
4.0	Introduction to community health Personal and Environmental Health	Personal health Environmental Health	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	<ul style="list-style-type: none"> • Lectures • Discussions • Illustrations
5.0	Health and safety	Infection prevention and control	<ul style="list-style-type: none"> • Definition of Infection • Causes of infection 	

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		Universal precautions	<ul style="list-style-type: none"> • Hand washing • Use of protective clothing ie (gloves aprons, mask) • Aseptic technique • Decontamination, sanitizing • Cleaning, disinfection, Sterilization, 	<ul style="list-style-type: none"> • Lectures • Discussions • Demonstrations
		Specimen collection	<ul style="list-style-type: none"> • Collection and correct labelling of urine blood and stool specimen 	

CERTIFICATE ONE – TRADE THEORY

TASK	CRITICAL-POINTS	SUB-POINTS	INSTRUCTIONAL TECHNIQUES
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	Waste management	<ul style="list-style-type: none"> • The three kinds of waste (medical, hazardous, general waste) • Correct disposal of waste 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration
	Risk Assessment	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Equipment used for manual handling, (Zimmer frame, wheel chair, 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 (COSHH)	<ul style="list-style-type: none"> • 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. 	

CERTIFICATE ONE – TRADE THEORY

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TASK		CRITICAL-POINTS	SUB-POINTS	INSTRUCTIONAL TECHNIQUES
		First Aid	<ul style="list-style-type: none"> • Definition of First Aid? • Aims, objectives and principles of first aid • Assessing a casualty • Shock • Fainting • Burns and scalds • Choking • Drug reaction • Electrical injuries • Cold compress • Bites Stings • Resuscitation • Cuts, wounds and abrasions • Inhalation of fumes • Drowning 	<ul style="list-style-type: none"> • Lectures • Discussions • Demonstration

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TASK		CRITICAL-POINTS	SUB-POINTS	INSTRUCTIONAL TECHNIQUES
6.0	Anatomy and physiology	<ul style="list-style-type: none"> • Anatomy and physiology? • Organization of the human body • Components and functions of systems 	<ul style="list-style-type: none"> • Define anatomy and physiology • Cells, tissues, organs, systems • Circulatory system • Respiratory system • Digestive system • Excretory system 	<ul style="list-style-type: none"> • Lectures • Discussions
7.0	Communicable and non communicable diseases	<ul style="list-style-type: none"> • • What are communicable diseases • Prevention and control of communicable diseases • Common communicable diseases 	<ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • Lecture • Discussion

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TASK		CRITICAL-POINTS	SUB-POINTS	INSTRUCTIONAL TECHNIQUES
		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	<ul style="list-style-type: none"> • Lecture • Discussion
8.0	Basic Geriatric Care and care of the disabled	The aging process(physiology of aging)	<ul style="list-style-type: none"> • 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 met her basic human needs • List the causes of disability • Describe the role the care giver in the care/ management of the disabled client. 	<ul style="list-style-type: none"> • Lectures • Discussions • Demonstration

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9.0	Ethical code of conduct	The roles and responsibilities of a care giver in relation to ethical code of conduct	<ul style="list-style-type: none"> • Qualities of a care giver (behaviour, attitude, personal health.) • Patients and clients rights • Importance of confidentiality • Definition of abuse • Work ethics (punctuality, accountability, reliability, courtesy, honesty, empathy. 	<ul style="list-style-type: none"> • Lectures • Discussions • Demonstration
10.0	Reproductive Health	Abuse	<ul style="list-style-type: none"> • What is abuse • Types of abuse • Signs and Symptoms of abuse • People who can abuse • Policies and procedures for handling abuse • Carer’s responsibility in protecting client from abuse • Situations where abuse may occur 	
		Reproduction	<ul style="list-style-type: none"> • Review of Anatomy and Physiology of the reproductive system. • Pregnancy and delivery (stages, pre natal and post natal care) • Introduction to family planning (methods) • Introduction to early child care 	

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TASK		CRITICAL-POINTS	SUB-POINTS	INSTRUCTIONAL TECHNIQUES
11.0	Introduction to Nutrition	Major Food Nutrients and their food sources Nutritional Deficiencies	<ul style="list-style-type: none"> • Carbohydrates • Protein • Fats • Vitamins • Minerals • Water/Electrolytes • Goitre • Kwashiorkor • Marasmus • Nutritional Anaemia • Scurvy 	<ul style="list-style-type: none"> • Lecture • Discussion

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