

# NATIONAL VOCATIONAL TRAINING INSTITUTE

# **TESTING DIVISION**

# REGULATIONS AND SYLLABUS FOR

TRADE: HEALTH CARE

LEVEL: CERTIFICATE TWO

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.

#### 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 TWO syllabus is designed to respond to the following level descriptors:

QUALIFICATION	KNOWLEDGE LEVEL	SKILLS AND ATTITUDE:
Certificate II	1. To demonstrate broad knowledge base with substantial depth in area(s) of study.	1. Needs varied skills and competencies in different tasks under various contexts.
	2. To demonstrate a command of analytical interpretation of range of data.	2. Require a wide range of technical and supervisory skills.
	3. To present results of study accurately and reliably.	3. Would be employed in different contexts.

ii. This sylabus 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. to observe laws on Data Protection

# C. THE COURSE COMPONENTS

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

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 program me 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/Foundation certificate. 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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### RECOMMENDED TEXT BOOKS

- 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
- 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
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- 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

	TASK	CRITICAL POINTS	SUB-POINTS	INSTRUCTIONAL TECHNIQUES
1.0	Basic Pharmacology	Definition of Pharmacology?	<ul><li>Define pharmacology</li><li>Difference between Pharmacology and Pharmacy</li></ul>	
		Drugs commonly used in Health Care  Pharmacology of commonly used drugs( these drugs would be treated under the following headings	<ul> <li>Analgesics, (Opiates, eg Pethedine) Salicylates e.g aspirin, non steroidal anti inflammatory agents</li> <li>(NSAIDS) e.g Diclofenac</li> <li>Hypnotics (sedatives) e.g Barbiturates,</li> <li>Miscellaneous e.g Paracetamol</li> <li>Action of the drug</li> <li>Metabolisim of the drug</li> <li>Dosage and routes of administration</li> <li>Side effects</li> <li>Contraindications</li> <li>Drug interactions</li> <li>Overdose and First Aid management of overdose</li> </ul>	<ul><li>Lectures</li><li>Discussions</li><li>Illustrations</li></ul>
		Drugs used Infections	<ul> <li>Antibacterials e.g Pennicillin</li> <li>Antiprotozoals e.g Metronidazole (flagyl)</li> <li>Antimalarials e.g Artesunate</li> <li>Antifungals e.g Nystatin</li> <li>Antivirals e.g Zidovudine</li> <li>Antihelminthes e.g Albendazole</li> </ul>	

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	TASK	CRITICAL POINTS	SUB-POINTS	INSTRUCTIONAL TECHNIQUES
		Other drugs  New Drug Policies	<ul> <li>Lotions eg iodine, calamine</li> <li>Antacids</li> <li>ORS</li> <li>Drops eg eye drops, ear drops</li> <li>Ointments eg whitfields</li> <li>Standard treatment guidelines</li> <li>Dangerous Drug Act (DDA)</li> </ul>	<ul><li>Lectures</li><li>Discussions</li><li>Illustrations</li></ul>
2.0	Basic Nutrition	Definition of nutrition  Definition of diet	<ul> <li>Define Nutrition and Nutrients</li> <li>The various food Nutrients and their functions</li> <li>Define what Diet is</li> </ul>	• Lectures
			<ul><li> "Balanced Diet</li><li> "Fluid Diets</li><li> "Soft Diets</li><li> "Regular Diets</li></ul>	<ul><li>Discussions</li><li>Illustrations</li></ul>
		Nutritional deficiencies and disorders and their management	<ul> <li>Protein –energy malnutrition (Kwarshiokor and Marasmus)</li> <li>Mineral deficiencies</li> <li>Vitamin deficiencies</li> <li>Diabetes Mellitis</li> <li>Peptic ulcer</li> <li>Hypertension</li> <li>Obesity</li> </ul>	

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	TASK	CRITICAL POINTS	SUB-POINTS	INSTRUCTIONAL TECHNIQUES
3.0	Communication cert 2	Note making	<ul> <li>The value of making notes from books</li> <li>Methods of making notes from books</li> <li>(summary, Paragraphing, outlining, numbering notes, newspaper headlines techniques.</li> <li>Methods of making notes from lectures</li> </ul>	<ul><li>Lectures</li><li>Discussions</li><li>Illustrations</li></ul>
		Report writing  Data Protection 2	<ul> <li>Types of writing main parts of a report(patient care report, handing over notes)</li> <li>Techniques process of report writing</li> <li>Characteristics of a good report (Prewriting, Drafting, Editing, Revising, proof-reading).</li> </ul>	
4.0	Basic care 2	Definition of pain  Wound Care	<ul> <li>Definition of pain</li> <li>Signs of pain discomfort and distress</li> <li>Management of pain ( pain relief)</li> <li>Alternate therapies</li> <li>Factors that promote wound healing</li> <li>Factors that delay wound healing</li> <li>Stages of healing</li> <li>Complications of wounds</li> <li>Wound dressing</li> <li>Care of pressure areas</li> <li>Prevention of bed sores</li> </ul>	<ul><li>Lectures</li><li>Discussions</li><li>Illustrations</li></ul>

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	Care of pressure sores
Administration of drugs	<ul> <li>Routes of administration ( setting of trays and giving various routes of medications)</li> <li>I.M Injections</li> <li>IV injections</li> <li>Local applications (hot and cold compress)</li> <li>Inhalation ( moist and dry, oxygen therapy)</li> </ul>
Abuse	<ul> <li>Dos and don'ts of health care profession</li> <li>Ethical issues related to care giving</li> <li>Neglect and exploitation</li> <li>Inter and intra personal relationships in caring communication,</li> <li>Neglect and exploitation</li> </ul>
Last offices	<ul> <li>Define last offices</li> <li>Care of the bereaved family (grief and the grieving process)</li> <li>Care of the body after death</li> </ul>

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# **CERTIFICATE TWO - TRADE THEORY**

	TASK	CRITICAL POINTS	SUB-POINTS	INSTRUCTIONAL TECHNIQUES
5.0	Anatomy and physiology 2	The Musculoskeletal system and related disorders	<ul> <li>Anatomical terms of the skeletal system</li> <li>Bone formation</li> <li>Bones of the skeleton</li> <li>Joints (structures, types, movements)</li> </ul>	<ul><li>Lectures</li><li>Discussions</li><li>Illustrations</li></ul>
		Cardiovascular system and related disorders	<ul> <li>Anatomy of the heart</li> <li>Structure and function of veins and capillaries</li> <li>Blood (composition, formation, of blood cells functions of blood)</li> <li>Blood pressure (heart rate, cardiac output, peripheral (arteriolar) resistance control of blood pressure)</li> </ul>	
		Digestive System and related disorders	<ul> <li>The Mouth Teeth Tongue and Salivary Glands</li> <li>Oesophagus, Stomach, Small Intestines, Colon and Rectum</li> <li>Pancreas, Liver and Biliary Tract</li> </ul>	
		The skin and related disorders	<ul><li>Structure of the skin</li><li>Functions of the skin</li></ul>	

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	TASK	CRITICAL POINTS	SUB-POINTS	INSTRUCTIONAL TECHNIQUES
		Nervous System and related disorders	Structure and function of the nervous system  • Related disorders( Parkinson's Disease, Dementia, Alzheimer's, Brain Tumour)	<ul><li>Lectures</li><li>Discussions</li><li>Illustrations</li></ul>
6.0	Basics statistics 2	Descriptive statistics  Measures of central tendency	<ul> <li>Frequency distribution, graphic organization of data</li> <li>Table of frequency, Histogram, Bar Chart, Pie Chart</li> <li>Mode</li> <li>Median</li> <li>Mean</li> </ul>	<ul><li>Lectures</li><li>Discussions</li><li>Illustrations</li></ul>
		Measure of dispersion and variability	<ul><li>Variance</li><li>Standard deviation</li></ul>	

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THEORY - CERTIFICATE TWO

	TASK	CRITICAL POINTS	SUB-POINTS	INSTRUCTIONAL TECHNIQUES
7.0	Social science	Definition of Psychology	<ul><li>Define Psychology</li><li>Benefits of Psychology to the Health Care Assistant</li></ul>	
		Human growth and development	<ul> <li>The growth cycle( pre-natal to old age)</li> <li>Factors influencing growth and development</li> </ul>	
		Definition of attitudes and behaviour	<ul> <li>Define attitudes and behaviour</li> <li>Patient and family attitudes towards illness and health.</li> <li>Health care assistant/nurses attitudes towards patients and family.</li> </ul>	<ul><li>Lectures</li><li>Discussions</li><li>Illustrations</li></ul>
		Definition of Sociology	<ul> <li>Define sociology</li> <li>Benefits of sociology to the Health Care Assistant</li> <li>The family (nuclear and extended) kinship and lineage systems.</li> <li>Socialization.</li> </ul>	
		Social process	<ul> <li>The family ( nuclear and extended) kinship and lineage systems.</li> <li>Socialization.</li> </ul>	

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	TASK	CRITICAL POINTS	SUB-POINTS	INSTRUCTIONAL TECHNIQUES
		Traditional religious beliefs and their social functions, the role of the supernatural in healing		<ul><li>Lectures</li><li>Discussions</li><li>Illustrations</li></ul>
		National Health Policies	<ul><li>Poverty and healthcare</li><li>National health insurance scheme</li></ul>	
8.0	Basic Midwifery	Issues that affect pre and post natal care	<ul> <li>Signs and symptoms of pregnancy</li> <li>Stages of pregnancy</li> <li>Stages of labour</li> <li>Complications of labour</li> <li>Family planning</li> <li>Child development and care</li> </ul>	<ul><li>Lectures</li><li>Discussions</li><li>Illustrations</li></ul>
9.0	Medical surgical conditions and care in the home	Describe the various methods of assessing clients	<ul> <li>Head to toe assessment</li> <li>Vital signs</li> <li>Physical, social and emotional assessment</li> </ul>	Lecture Discussion Illustration
		Fluid and electrolytes	Fluid and electrolyte imbalance	

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TASK	CRITICAL POINTS	SUB-POINTS	INSTRUCTIONAL TECHNIQUES
	Medical surgical disease conditions	<ul> <li>Medical surgical disease conditions of the various systems         <ul> <li>Pathophysiology</li> <li>signs and symptoms,</li> <li>investigation and diagnoses</li> <li>management</li> <li>nursing care</li> <li>follow up care in the home and prevention</li> <li>health education.</li> </ul> </li> <li>Care of the Post Operative Patient</li> </ul>	<ul><li>Lectures</li><li>Discussions</li><li>Illustrations</li></ul>

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