



Skill India

कौशल भारत - कुशल भारत



N.S.D.C.

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STATE LEVEL COMPETITIONS

IN

HEALTH AND SOCIAL CARE

Skill- Health & Social Care

Test project- Level 1

Skill Explained:

Health and Social Care Practitioner:

A health and social care practitioner offers a range of support to individual clients and their family and has a continuing responsibility to work professionally and interactively with the client in order to ensure their holistic care needs are met within the context and in association with the medical profession. The professional manages physical, psychological, social and spiritual well-being of client, family and the community, in a comprehensive manner. The care is provided through a scientific process of assessment, diagnosis, planning, delivering, and evaluating outcomes of care.

The attributes desired for a competent professional are work organization & self-management, communication & interpersonal skills, problem solving, innovation and creativity, the ability to understand, empathize and work with clients to improve the quality of their life.

Eligibility Criteria- Competitors born on or after 01 Jan 1999 are only eligible to attend the Competition

Duration of Test project: 3-4 hours (Maximum)

Elements:

Section A-Test Project

Section B-Marking Scheme

Section C-Infrastructure List (Tool and equipment including raw material)

Section D- Instruction for Competitors

Section E- Health, Safety and Environment

Section A- TEST PROJECT

INTRODUCTION TO TEST PROJECT

This Test Project reflects the working field of the Health and Social Care Worker. The Competitor works in different situations throughout the competition. The Test Project consists of different modules in five areas. It is to be completed in one day between morning to evening.

DESCRIPTION OF TEST PROJECT AND TASKS

Test Project:

Module One: Planning; Module Two: Care of Patient; Module Three: Communication; Module Four: Health Education; Module Five: Evaluation; All modules are for 30 Minutes each.

| Module: One | Module Description | Module Tasks |
|----------------------|---|--|
| Planning | It is in the morning. There are two patients that you care for today. You have 30 minutes to write your work plan. | <ul style="list-style-type: none"> • Write down a care plan of the tasks you must do today for the two patients • Tasks should have time frames • Place all tasks in logical order • Mention important goals of care against each of the tasks • Make sure the goals are patient centred. |
| Module: Two | Module Description | Module Tasks |
| Care of Patient | Mr Kumar, 65 years old, diagnosed with Parkinson's Disease about one year ago. He is on Tablet Sinemet (25-100) three times a day. He is generally keeping well but does require assistance from his wife to do daily activities. He has fine tremors and slowness of movements with rigidity. Yesterday Mr Kumar fell down and injured his left arm. He is feeling helpless and depressed, as he had to be brought to hospital. He has an injury on his left arm. | <ul style="list-style-type: none"> • Perform wound dressing and advise him on wound care • Teach Mr Kumar about ROM (Range of Motion) exercises. • Demonstrate and assist him to walk safely with a Zimmer frame. • Educate him on when & how to call for help. • Assess for pain using pain scale |
| Module: Three | Module Description | Module Tasks |
| Communication | Ms. Parvati, 60 years old female is admitted with complaints of headache and general weakness. She had 7-year history of hypertension. On physical examination her blood pressure was 190/110 mm hg. She reported that she has been taking some medications in the past but stopped taking them because of the side effects. Despite this antihypertensive regimen, her blood pressure remains elevated, ranging from 150 to 155/110 to 114 mm Hg. She is a chronic smoker and smokes about 10-12 cigarettes per day. | <ul style="list-style-type: none"> • Perform a head-to-toe physical assessment for this patient. • Check her Blood Pressure in three positions Standing, Sitting and lying down. • Compare the results and correlate your findings. • Discuss with patient about harmful results of smoking and alcohol intake in his present condition • Advise her to consult with doctor to change her medication regime to control her Blood Pressure |

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| | She also likes to drink alcohol frequently. | |
| Module: | Module Description | Module Tasks |
| Health Education | Prepare a poster on Asthma Management for patients with focus of treatment modalities | <ul style="list-style-type: none"> • Draw a poster on technique of avoidance of triggers causing Asthma, use of inhalers for aiding in breathing. <ul style="list-style-type: none"> ○ Writing should be bold enough for reading from a distance ○ Use colours for making it attractive ○ Use pictorial representation than written language |
| Module: | Module Description | Module Tasks |
| Evaluation by Reflective Report | Evaluation- Reflective Report | <ul style="list-style-type: none"> • Write a reflective Report (evaluation) by using one situation of any one patient that you have taken care today - <ul style="list-style-type: none"> ○ Identify and describe one learning incident ○ Feelings that you felt ○ Actions taken during the situation ○ Evaluation ○ Analysis ○ Conclusion ○ Action plan to prevent such recurrences • Report should be not more than one page |

SECTION B: MARKING SCHEME

The Marking Scheme is based on the Technical Descriptions as per following criteria:

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| ○ Work organization and Management | 10 Marks |
| ○ Communication and Interpersonal skills | 25 Marks |
| ○ Problem Solving, Innovation and Creativity | 10 Marks |
| ○ Assessment needs and Planning client care | 10 Marks |
| ○ Managing and delivering Client Care | 35 Marks |
| ○ Evaluating Client Care | 10 Marks |
| ○ TOTAL | 100 Marks |

| Aspect | Aspect Type Measurement (M) Judgement (J) | Aspect Criterion Description | Max Marks | Results | Total Marks Awarded |
|--|---|---------------------------------|-----------|---------|---------------------|
| 1. Work organisation and Management | Total Marks of Aspect= 10 | | 10 | | |
| 1.1 | M | Plans work within assigned time | 1 | | |

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| 1.2 | M | Demonstrates awareness by acting in manner related to health safety and environmental legislation. | 1 | | |
| 1.3 | M | Follows correct body mechanics. | 1 | | |
| 1.4 | M | Uses necessary personal protective equipment. | 1 | | |
| 1.5 | M | Washes hands as per Infection Control guidelines and follows moments of hand hygiene protocols. | 1 | | |
| 1.6 | M | Ensures safe use, care and storage of materials needed for health care. | 1 | | |
| 1.7 | M | Follows the safety goals toward medication management and use. | 1 | | |
| 1.8 | M | Prepares the work area before and after as per the norms of hygiene & environmental cleanliness. | 1 | | |
| 1.9 | M | Interacts professionally with other members of team/patient. | 1 | | |
| 1.10 | M | Is able to plan, schedule or reprioritise work as need arises. | 1 | | |
| 2. Communication and Interpersonal Skills | Total Marks of Aspect= 25 | | 25 | | |
| 2.1 | M | Able to express sensitivity in matters related to patient's health and well being. | 1 | | |
| 2.2 | M | Has a presentable and professional approach towards the patient | 1 | | |
| 2.3 | M | Uses language appropriately while communicating. | 1 | | |
| 2.4 | M | Actively listens to patient and families' concerns without interrupting. | 1 | | |
| 2.5 | M | Uses appropriate techniques while questioning patient about health related matters. | 1 | | |
| 2.6 | M | Is able to interpret non-verbal signals. | 1 | | |
| 2.7 | M | Able to respect rights of the patient and stops whenever required. | 1 | | |
| 2.8 | M | Demonstrates respect towards patient's cultural and religious beliefs. | 1 | | |
| 2.9 | M | Is able to establish rapport with patient by effective communication | 1 | | |
| 2.10 | M | Uses coaching techniques to inform the patient about the treatment guidelines. | 1 | | |
| 2.11 | M | Able to identify and overcome barriers of communication | 1 | | |
| 2.12 | M | Asks open ended questions effectively | 1 | | |
| 2.13 | M | Asks closed ended questions effectively | 1 | | |
| 2.14 | M | Able to manage time appropriately prescribed for every activity | 1 | | |

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| 2.15 | M | Able to identify needs of the patient for aiding in healthy life style habits | 1 | | |
| 2.16 | M | Able to negotiate to adopt healthy behaviour patterns with the patient with help of examples | 1 | | |
| 2.17 | M | Resolves misunderstanding or miscommunication if occurring with the patient | 1 | | |
| 2.18 | M | Able to use methods to overcome barriers related to disabilities of patient | 1 | | |
| 2.19 | M | Maintains confidentiality of patient | 1 | | |
| 2.20 | M | Maintains privacy of patient | 1 | | |
| 2.21 | M | Maintains professional demeanour throughout the conversation | 1 | | |
| 2.22 | M | Confidently tackles any untoward situation with the patient | 1 | | |
| 2.23 | M | Able to document patient responses appropriately into the reports | 1 | | |
| 2.24 | M | Able to escalate matters of concern to the next level | 1 | | |
| 2.25 | M | Demonstrates that planning of care is interlinked with the active involvement of patient. | 1 | | |
| 3. Problem Solving, Innovation and Creativity | Total Marks of Aspect= 10 | | 10 | | |
| 3.1 | M | Is able to interact confidently with the patient. | 1 | | |
| 3.2 | M | Is aware of the background knowledge of concepts of disease and treatment modalities and suggested outcomes. | 1 | | |
| 3.3 | M | Demonstrates interest in health matters of patient and able to express deep concern in correcting them. | 1 | | |
| 3.4 | M | Able to identify patient's problems and suggest self-help solutions without interfering with medical treatment. | 1 | | |
| 3.5 | M | Observes patients reactions closely and abilities of coping with the health issues. | 1 | | |
| 3.6 | M | Identifies the causative factors leading to the health issues. | 1 | | |
| 3.7 | M | Based on current situation able to prioritise problems in order of importance to safety and security of patient | 1 | | |
| 3.8 | M | Able to explain the patient when he should report health matters and the critical reporting matters to Doctor | 1 | | |
| 3.9 | M | Able to appraise the patient about the latest therapies / modalities available | 1 | | |

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| 3.10 | M | Is able to express empathy towards the patient. | 1 | | |
| 4. Assessment needs and planning patient care | Total Marks of Aspect= 10 | | 10 | | |
| 4.1 | M | Assesses the patient from head to toe via systematic examination | 1 | | |
| 4.2 | M | Able to assess activities of daily living and identify challenges of care | 1 | | |
| 4.3 | M | Able to assess general condition of patient and document the same | 1 | | |
| 4.4 | M | Able to assess pain experienced by the patient and chart it on Pain Scale | 1 | | |
| 4.5 | M | Able to assess the environmental situations around the patient | 1 | | |
| 4.6 | M | Able to identify abnormalities of any of the vital functions- TPR & BP | 1 | | |
| 4.7 | M | Able to assess if the pain is reduced or not after administration of medications | 1 | | |
| 4.8 | M | Abel to document all the findings appropriately | 1 | | |
| 4.9 | M | Able to report to the doctor the critical reports | 1 | | |
| 4.10 | M | Demonstrates ability to explain the finding to the patient. | 1 | | |
| 5. Managing and delivering patient care | Total Marks of Aspect= 35 | | 35 | | |
| 5.1 | M | Able to gain confidence of the patient for doing procedures | 1 | | |
| 5.2 | M | Able to identify signs and symptoms of the patient | 1 | | |
| 5.3 | M | Able to prepare the patient for the procedures | 1 | | |
| 5.4 | M | Is able to maintain infection control protocols during the procedures | 1 | | |
| 5.5 | M | Explains the procedures to the patient and gains cooperation | 1 | | |
| 5.6 | M | Gathers necessary equipment correctly and uses it wisely | 1 | | |
| 5.7 | M | Performs procedure of Oral temperature checking as per the protocols and technique | 1 | | |
| 5.8 | M | Documents the Temperature recording in the reporting format | 1 | | |
| 5.9 | M | Performs procedure of pulse checking as per the protocols and technique | 1 | | |
| 5.10 | M | Documents the Pulse recording in the reporting format | 1 | | |

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| 5.11 | M | Performs procedure of respiratory rate checking as per the protocols and technique | 1 | | |
| 5.12 | M | Documents the respiratory rate recording in the reporting format | 1 | | |
| 5.13 | M | Performs procedure of Blood Pressure checking as per the protocols and technique | 1 | | |
| 5.14 | M | Documents the Blood Pressure recording in the reporting format | 1 | | |
| 5.15 | M | Able to explain the patient abnormalities of TPR and BP and relieve any doubts asked by the patient | 1 | | |
| 5.16 | M | Aware of oral diabetics drugs effects | 1 | | |
| 5.17 | M | Able to explain information about hypoglycaemia to the patient | 1 | | |
| 5.18 | M | Able to explain information about hyperglycaemia to the patient | 1 | | |
| 5.19 | M | Is able to promote healthy life style health education and coach the patient about the same. | 1 | | |
| 5.20 | M | Able to understand body mechanics and provides support to patient while shifting from bed to chair | 1 | | |
| 5.21 | M | Able to demonstrate how to use the walking stick and its correct use. | 1 | | |
| 5.22 | M | Is able to tidy up the surroundings of the patient and leave it neat and clean | 1 | | |
| 5.23 | M | Understands Pain pathology and explains that to the patient | 1 | | |
| 5.24 | M | Explains how to measure the pain to the patient and when to report | 1 | | |
| 5.25 | M | Checks the medication order for five 'R's | 1 | | |
| 5.26 | M | Administers pain medication to the patient according to the protocol | 1 | | |
| 5.27 | M | Observes the patient post pain medication administration | 1 | | |
| 5.28 | M | Documents temperature correctly | 1 | | |
| 5.29 | M | Documents pulse rate correctly | 1 | | |
| 5.30 | M | Documents respiratory rate correctly | 1 | | |
| 5.31 | M | Documents Blood Pressure correctly | 1 | | |
| 5.32 | M | Documents Medication administration correctly | 1 | | |
| 5.33 | M | Aware of Inhalers usage and triggers of Asthma | 1 | | |
| 5.34 | M | Captures important information clearly, correctly into the poster | 1 | | |
| 5.35 | M | Poster is able to provide health education as needed | 1 | | |
| 6. Evaluation of patient care | Total Marks of Aspect= 10 | | 10 | | |

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| 6.1 | M | Discusses with the patient about how the patient feels about care received by him. | 1 | | |
| 6.2 | M | Gains inputs about patient's work, environment, life style habits and overall health perspective. | 1 | | |
| 6.3 | M | Evaluates the mood of the patient and understands what well being means to the patient | 1 | | |
| 6.4 | M | Actively listens to patient's views | 1 | | |
| 6.5 | M | Reports any health concerns in the written report about patient | 1 | | |
| 6.6 | M | Reviews own feedback and evaluates the practise done by oneself | 1 | | |
| 6.7 | M | Reviews resources used and if economically applied to care of patient | 1 | | |
| 6.8 | M | Evaluates if the patients complaints were relived by execution of care plan or not | 1 | | |
| 6.9 | M | Records outcomes of acre planning in the documentation report | 1 | | |
| 6.10 | M | Language of the documentation report is neat, clear, concise, and to the point. | 1 | | |

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Section C: Equipment, machinery, installations and materials required:

Zone:

- Two Patient rooms or enclosures with privacy curtains and hospital furniture
- One room for poster preparation & Writing modules with table and chairs

Actors:

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| Patients | Two | Live Actors | Patient One: Male, 65 Years Patient Two: Female, 60 Years | Patients have to be prepared for their roles in the competitions. |
| Patients clothing | Two sets | Live Actors | For patients to use during the competition | Hospital Dresses are preferred for patients. |
| Identification Bands | Two Min | Live Actors | For providing identification to the patients | Held on hands as per policy of institution |

| ITEM | QUANTITY | MATERIAL | DESCRIPTION | NOTES |
|------------------------------|---------------|------------|--|--|
| Hospital Beds | Two | Furniture | For Patient One and Patient Two | Both Patients will lie down on beds |
| Mattresses and Bed Linen | All sets- two | Clothing | For laying down the patients comfortably | The beds to be made before the competitions begins |
| Table and Chair | One each | Furniture | For letting the competitors do care planning | This will be made available for 5 to 6 candidates together |
| Table and Chair | One each | Furniture | For Poster Making | This will be made available for 5 to 6 candidates together |
| Table and Chair | One each | Furniture | For Evaluation Reporting | This will be made available for 5 to 6 candidates together |
| Crayons and drawing material | Sufficient | Stationery | For Poster Preparation | To be made available for all contestants |
| Papers & Pens | Sufficient | Stationery | For Written modules | To be made available for all contestants |
| BP Apparatus | Two | Equipment | For checking Blood Pressure | To be used for assessments |
| Oral Digital Thermometers | Five | Equipment | For checking Temperature | To be used for assessments |
| Stethoscopes | Two | Equipment | For checking Blood Pressure | To be used for assessments |
| Zimmer Frame | One | Equipment | For one patient | To be for assessment of candidates |
| Pain Medication | Few Tablets | Lozenges | For using as Pain medication | Dummy tablets for Patient one for relieving pain |
| Documents | Many | Stationery | For documentation | To be provided for reporting |
| Doctors Order sheet | Few | Stationery | For documentation | To be provided for reporting |

Section D: Instructions to the Competitor

To complete the modules please do the following:

1. Read the situation description and tasks carefully
2. Please carry blue and red pens and a wristwatch with you.
3. Do not carry mobile phones with you.
4. There are different modules- follow carefully-
 - Planning: Plan the care for patients you will take care on this day. Please use one page for writing the care plan (two pages). Write your full name on the paper. We will copy the papers and hand them back to you. You can read the planning again while you are in the competitor room and during the five minutes familiarization. When you are in competition situation please give the planning to Jury. You will get it back at the end of the situation.
 - Hands-on and Communication Module: Please read the description of the situation carefully. Do the tasks that are in the module description. We also expect that you will assess the situation and react to the situation, as you would do normally in real-life happenings. We look for excellence, which means we will not tell you everything in advance.
 - Hands-on Module: The jury will focus on the assessment more than the communication
 - Communication Module: The jury will focus on the assessment of communication more than hands-on
 - At the start of the situation: you get five minutes to familiarize with the environment; Do not touch any area, and let the Expert know once you are done.
 - Poster Module: You must draw a poster in this module
 - Evaluation: Please read the instructions carefully and write down the evaluation of one module.

Section E: Health, Safety and Environment

1. All accredited participants, and supporting volunteers will abide by rules and regulations with regards to Health, Safety, and Environment of the Competition venue.
2. All participants, technicians and supporting staff will wear the required protective Personnel clothing.
3. All participants will assume liability for all risks of injury and damage to property, loss of property, which might be associated with or result from participation in the event. The organizers will not be liable for any damage, however in case of Injury the competitor will immediately inform the immediate organizer for medical attention.
