



# [ANALYSIS OF TRAINING COURSES]

Collection of study plans from Italy, Romania and Poland



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## **INTRODUCTION**

This document presents the training curricula used as a reference to develop the IQEA model.

## ROMANIA

### STUDY PLAN FOR HOME CAREGIVER

SUBJECT	CONTENTS	HOURS	METHODOLOGY
<b>Human rights, children and older persons' rights. Home care givers' responsibilities in the care and monitoring of the elderly patients</b>	Human rights Children rights Older persons' rights Home care giver's responsibilities (tasks, activities planning, monitoring) and homecare deontology Applying work protection norms	38	18 hours – class lesson  20 hours – practical experience
<b>Human anatomy and physiology</b>	<ul style="list-style-type: none"> <li>◇ Cell's and tissues' structure and physiology</li> <li>◇ The osteo-muscular system</li> <li>◇ The peripheral and central nervous system</li> <li>◇ Respiration</li> <li>◇ Blood circulation</li> <li>◇ Digestion – nutrition</li> <li>◇ The endocrine system</li> <li>◇ The organs of sense</li> </ul>	38	18 hours – class lesson  20 hours – practical experience
<b>First-aid notions and techniques</b>	<ul style="list-style-type: none"> <li>◇ Hemorrhages – homeostasis</li> <li>◇ Car accidents – artificial respiration technique and cardiac massage</li> <li>◇ Dressing technique in emergencies situations.</li> <li>◇ Traumatism prophylaxis of soft tissues</li> </ul>	32	12 hours – class lesson  20 hours – practical experience

	<ul style="list-style-type: none"> <li>◇ First aid in :</li> <li>◇ -traumatism of the locomotor system (fractures, twists, dislocations)</li> <li>-burns</li> <li>-electrocution</li> <li>-blackout and other forms of losing consciousness</li> <li>- (in)voluntary intoxications</li> <li>-presence of foreign corps in the superior respiratory tracts – the Heimlich technique</li> </ul>		
<b>Developmental psychology</b>	<ul style="list-style-type: none"> <li>◇ Neuro-psychological development of the child (0-1 years old)</li> <li>◇ Neuro-psychological development of the child (1-3 years old) and the main acquisitions at this age</li> <li>◇ Neuro-psychological development of the preschooler (3-6 years old)</li> <li>◇ Neuro-psychological development of the scholar</li> <li>◇ The role of playing for the child according to the development phases. Educational methods.</li> <li>◇ Physiological and pathological ageing processes</li> <li>◇ The evolution of personality in the human development process: <ul style="list-style-type: none"> <li>- Personality structures</li> <li>- Temperament</li> <li>- Aptitudes</li> <li>- Character</li> </ul> </li> <li>◇ Language roles: <ul style="list-style-type: none"> <li>- Communication role of language</li> <li>- Communication types</li> </ul> </li> </ul>	66	<p>36 hours – class lesson</p> <p>30 hours – practical experience</p>

	<ul style="list-style-type: none"> <li>- Language disorders</li> <li>◇ The main personality disorders and presentation of cases of psychopathological disorders</li> <li>◇ Communication within the interpersonal relationships: <ul style="list-style-type: none"> <li>- Social interaction technique</li> <li>- Differences between the social and the professional communication</li> <li>- The communication between the homecare giver – the beneficiary – the family</li> <li>- the importance of communication in the care process</li> </ul> </li> <li>◇ The importance of occupational therapy and therapy types for the beneficiaries</li> </ul>		
<b>Hygiene notions</b>	<ul style="list-style-type: none"> <li>◇ Hygiene of the older person's house</li> <li>◇ Bed hygiene</li> <li>◇ Changing the bed clothes</li> <li>◇ Personal hygiene of the assisted person</li> <li>◇ Dressing/undressing the dependent person</li> <li>◇ Daily toileting. General bath – including general bath of the bed-bound elderly</li> </ul>	26	6 hours – class lesson  20 hours – practical experience
<b>Nutrition and feeding notions</b>	<ul style="list-style-type: none"> <li>◇ Equilibrate diets and their importance in the elderly pathology</li> <li>◇ Active and passive feeding. Dehydration notions and hydration methods for the elderly</li> </ul>	26	6 hours – class lesson  20 hours – practical experience
<b>Daily activities management – homecare and its indications</b>	<ul style="list-style-type: none"> <li>◇ Planning the daily activities</li> <li>◇ Management of resources according to the patient's needs</li> <li>◇ The role of homecare according to the dependency degree of the older person</li> <li>◇ Types of homecare with attributions in:</li> </ul>	26	6 hours – class lesson  20 hours – practical experience

	<ul style="list-style-type: none"> <li>- Help for cleaning</li> <li>- Shopping</li> <li>- Cooking</li> <li>- Laundry cleaning and ironing</li> </ul>		
<b>Mobilization techniques</b>	<ul style="list-style-type: none"> <li>◇ Repositioning the bed-bound older person</li> <li>◇ Lift and transfer in/from the bed/armchair</li> <li>◇ Transportation of the dependent person</li> <li>◇ Initiation in walking with the walking stick, wheelchair etc.</li> <li>◇ Massage elements and medical gymnastics especially for the hemiplegics</li> </ul>	46	<p>6 hours – class lesson</p> <p>40 hours – practical experience</p>
<b>Care techniques in elderly pathology</b>	<p>Care for the elderly:</p> <ul style="list-style-type: none"> <li>◇ with digestive pathology</li> <li>◇ with diabetes and consequent complications</li> <li>◇ obesity</li> <li>◇ with cardio-vascular disorders and with cerebral vascular accidents</li> <li>◇ with respiratory pathology</li> <li>◇ urinary and anal incontinence</li> <li>◇ fractures and osteoporosis</li> <li>◇ with rheumatism</li> <li>◇ with seeing impairments – blindness</li> <li>◇ with hearing impairments</li> <li>◇ with cancer pathology</li> </ul> <p>Care for the dying patients</p>	36	<p>6 hours – class lesson</p> <p>30 hours – practical experience</p>
<b>Care for the elderly with mental disorders</b>	<ul style="list-style-type: none"> <li>◇ Sleep and sleep disorders</li> </ul> <p>Care for the elderly who are</p> <ul style="list-style-type: none"> <li>◇ -depressive and neurotic</li> </ul>	26	6 hours – class lesson

	<ul style="list-style-type: none"><li>◇ -psychotic and maniacal</li><li>◇ -with different types of dementia (Alzheimer, vascular dementia etc.)</li><li>◇ -with behavior disorders and dependent patients</li></ul>		20 hours – practical experience
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## ROMANIA

### ***STUDY PLAN FOR HEALTH CARE ASSISTANT***

SUBJECT	CONTENTS	HOURS	METHODOLOGY
<b>Planning his/her own activity and continuous training</b>	Identifying specific activities Establishing the activities that will be realized Estimating the period of time necessary in order to complete the activities recommended by the supervisor Evaluating and adapting the daily program according to the needs Evaluating the incidents or accidents that occur and noticing it Participating in continuous training programs, in order to learn necessary knowledge and permanent documentation about new methods and techniques of care Applying in practice the knowledge learned during training, in order to enhance efficiency and quality of services offered to the beneficiaries	60	20 hours – class lesson  40 hours – practical experience
<b>Respecting the rights of the beneficiaries</b>	Human rights, children rights, older persons' rights, patient's rights, rights of the persons with special needs Informing about the rights and obligations of the beneficiary and collecting information from authorized sources Modalities of permanent information about the rights of the beneficiary and about his/her obligations Informing the supervisor and the team members about the situations when the rights and obligations of the beneficiary are violated Respecting the confidentiality of information, in the care	25	5 hours – class lesson  15 hours – practical experience

	<p>process</p> <p>Knowing the rights of the beneficiary, stipulated in the Romanian Constitution, in the United Nations' Convention regarding child's rights, the legislation about the special protection, the European Convention about Human Rights, the Patient's Rights Chart</p> <p>Forms of civil responsibility</p> <p>Ethical principles and values</p>		
<b>Care techniques</b>	<p>General care of patients :</p> <ul style="list-style-type: none"> <li>-basic notions of human anatomy and physiology</li> <li>-biological processes of development and ageing</li> <li>-alimentation and notions of nutrition and metabolism, alimentary diets, active/passive feeding of the patient</li> <li>-heredity</li> <li>-notions of sexual education and family planning</li> <li>-fundamental needs of the patient</li> <li>-first-aid notions</li> <li>-the patient, psychological traits of the patient</li> <li>-palliative care</li> <li>-notions about the care of the patient with infectious-contagious and transmissible diseases</li> </ul> <p>B. Special care of patients:</p> <ul style="list-style-type: none"> <li>-changing the bed clothes and the personal clothes of the patient</li> <li>-patient's toilet, corporal hygiene and clothes hygiene</li> <li>-patient's positions in bed</li> <li>-patient's mobilization</li> <li>-transportation and accompaniment</li> </ul>	92	<p>37 hours – class lesson</p> <p>55 hours – practical experience</p>

	<ul style="list-style-type: none"> <li>-prevention of bed-sores</li> <li>-collecting physiological and pathological waste</li> <li>-care of the dying patient</li> <li>-preparation and transportation of the deceased persons</li> </ul> <p>C. Specific care of the patients in the following departments:</p> <ul style="list-style-type: none"> <li>-paediatrics;</li> <li>-obstetrics-gynaecology;</li> <li>-neonatology;</li> <li>-psychiatry;</li> <li>-geriatrics.</li> </ul>		
<b>Hygiene care of the patient and cleaning of the spaces where the patient lives</b>	<p>Epidemiology notions</p> <p>Infections</p> <p>Prevention and control of infections</p> <p>Cleaning and disinfection:</p> <ul style="list-style-type: none"> <li>-cleaning and disinfection techniques in medical settings, laboratories, treatment spaces, surgical areas, waiting rooms, toilets, depositing spaces, eating areas and food processing areas</li> </ul> <p>Asepsis and antisepsis</p> <p>Sterilization</p> <p>Disinfection</p> <p>Deratization</p> <p>Disinfestation</p> <p>Notions about the disinfection substances used in hospital – preparation of disinfection solutions</p> <p>Transportation of laundry:</p> <ul style="list-style-type: none"> <li>- collection and deposition of dirty laundry and clothes in special areas, according to the interior regulation</li> </ul>	120	<p>40 hours – class lesson</p> <p>80 hours – practical experience</p>

	<ul style="list-style-type: none"> <li>-transportation of dirty laundry</li> <li>- respecting the transportation circuit of laundry and the specific hygienic-sanitary norms</li> <li>-reception/transportation/distribution of clean laundry</li> <li>- respecting interior regulation</li> <li>-keeping clean laundry and clothes in special areas, respecting the hygienic-sanitary norms</li> <li>Work protection norms</li> <li>Universal precautions</li> <li>Prevention of exposure accidents to biological products</li> <li>Application of rules regarding functional circuits</li> </ul>		
<b>Communication and working within the multidisciplinary team</b>	<p>Communication notions and techniques</p> <p>Possible sources of communication difficulties :</p> <ul style="list-style-type: none"> <li>-age;</li> <li>-the incapacity of the patient to establish normal attachment relationships (excessive and indiscriminate attachment or rejection of all persons)</li> <li>-behaviour disorders (excessive aggressiveness, conflicts, long episodes of control-lacking/hyperactivity, or excessive stubbornness)</li> <li>-emotional difficulties (low self-esteem, excessive fear or self-blaming, somnambulism)</li> <li>-incapacity of adaptation to new environments (hospital, care and assistance institutions, school, high-school, kindergarten, group etc.)</li> <li>-the patient's disabilities;</li> <li>-lack of stimulation of the patient in communication</li> <li>-inadequate language - overspecialized</li> </ul>	23	<p>8 hours – class lesson</p> <p>15 hours – practical experience</p>

	<p>Interpersonal relationships between:</p> <ul style="list-style-type: none"> <li>-health care assistant – the beneficiary (child, older person, handicapped person, chronically ill patient)</li> <li>-health care assistant – the patient’s family</li> <li>-health care assistant – the care team</li> <li>-health care assistant – the members of the multidisciplinary team (doctor, medical assistant, psychologist, social worker, psychiatrist, speech therapist, paediatrician, chief of department, chief-nurse, psycho-pedagogical counsellor)</li> <li>-valorisation of the patient</li> <li>-management of stressful situations</li> <li>-assessment of the patient’s communication skills</li> <li>-identification of possible communication difficulties</li> </ul> <p>Specific situations:</p> <ul style="list-style-type: none"> <li>-changes in the patient’s health status;</li> <li>-accidents;</li> <li>-different incidents etc.</li> </ul>		
<b>Ethical principles and values</b>	<p>Notions about the actions that should or should not take place, having as purpose to justify the rules to follow in the patient’s care, based on principles which are in use in all countries, but which could be applied differently depending on the education and cultural model of each country</p> <p>Ethical principles and values that the health care assistant must take into account, according to the ethical virtues code, such as: autonomy; kindness; justice; integrity; sincerity; confidentiality and intimacy; professional secret; consent; generosity; respect; prudence; courage.</p>	40	<p>10 hours – class lesson</p> <p>30 hours – practical experience</p>

## POLAND

### *Care Assistant at Welfare House (Module: treatments)*

SUBJECT	CONTENTS	HOURS	METHODOLOGY / EXERCISES
<b>Hygienic treatments</b>	Assisting with ward general comfort and assisting with toileting requirements of residents. Washing and bathing residents and assisting with dressing and undressing. Make and change beds. Supporting not-moving persons with bedpans and urinals. Changing diapers. Maintaining the oral cavity. Hygiene of hair.	22	<ul style="list-style-type: none"> <li>• Making bed with ward and without ward in bed</li> <li>• Performing a whole body toilet for ward remaining in bed.</li> <li>• Changing bed linen with ward in bed.</li> <li>• Making the toilet of the mouth of a person seriously ill.</li> </ul>
<b>Helping people with lying in bed</b>	Positions of the ward in bed. Changing body position. Utensils used for convenient positioning of ward in. Moving a ward in a sitting position and lying down. Moving a ward using electric crane. Providing mental and physical safety of a ward.	8	<ul style="list-style-type: none"> <li>• Laying a ward in bed in a sitting position or with lowered legs.</li> <li>• Moving a ward in a sitting position from bed to wheelchair</li> </ul>
<b>Treatments</b>	Prevention and treatment in the case of pressure sores and scorches. Rubbing and patting backs. Breathing exercises. Prevention of pneumonia in people lying. Anti-inflammatory treatments. Application of heat: heated compress, bottle with hot water,	18	<ul style="list-style-type: none"> <li>• Performing breathing exercises for a person lying</li> <li>• Preparation and use of warming compress</li> <li>• Preparing and applying an ice bag on the abdominal wall.</li> </ul>

	<p>electric cushion.</p> <p>Use cold: drying wrap, bag of ice. Assistance in meeting nutrition needs.</p> <p>Assistance persons who need help during meal time.</p> <p>Serving food and drinks. Ensure proper diet in specific disease entities.</p>		
<b>Measurement of vital signs</b>	<p>Observation of body temperature. Thermometers to measure body temperature. Measuring body temperature.</p> <p>Pulse characteristics: speed, power and rhythm. Where and how to measure heart rate.</p> <p>Watching blood pressure. Principles and technique of measuring blood pressure. Observation of breathing.</p> <p>Number of breaths. The technique for measuring respiratory rate. Breathing disorders.</p> <p>Documenting the results of measurement of vital signs.</p>	6	<ul style="list-style-type: none"> <li>• Perform measurement of blood pressure</li> <li>• Making measurements of vital signs in a person lying down</li> </ul>
<b>First aid in health emergency</b>	<p>First aid. Basic steps for first aid.</p> <p>Procedure in case of loss of consciousness.</p> <p>Principles of resuscitation.</p> <p>First aid in injuries of the musculoskeletal system.</p> <p>First aid for wounds and bleeding.</p> <p>Activities in case of burns and frostbite.</p> <p>Activities in case of seizures and epileptic attack.</p> <p>First aid in poisoning and bites.</p> <p>The provisions of sanitary - epidemiological findings.</p>	10	<ul style="list-style-type: none"> <li>• Moving victims from the scene of an accident.</li> <li>• Laying the victim (the unconscious) in the side position.</li> <li>• Perform resuscitation procedures: artificial respiration (mouth - lips, mouth - nose) and external cardiac massage.</li> <li>• Shutting down a broken leg.</li> <li>• Supplying wounds.</li> <li>• Stopping bleeding, depending on location and type of damaged blood vessel.</li> </ul>

			<ul style="list-style-type: none"><li>• First aid in the epileptic attack.</li><li>• First aid for choking.</li></ul>
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## POLAND

### *Care Assistant for an Elderly Person (Module: caring for an older persons)*

SUBJECT	CONTENTS	HOURS	METHODOLOGY / EXERCISES
<b>Prevention of infectious diseases and non-infectious diseases</b>	Hygienic hand washing, disinfection. The treatment of the waste. Protective clothing. Types of disinfection. Sanitary and epidemiological regulations in force in the exercise of car	12	<ul style="list-style-type: none"> <li>•Hygienic washing of hands.</li> <li>• Preparation of waste containers.</li> <li>• Perform disinfection of utensils and measures used to hygiene.</li> <li>•Establishment of protective clothing.</li> </ul>
<b>Observation of basic vital signs</b>	Observation of body heat - how to measure the temperature of body. Observation of pulse: pulse characteristics, manner and place of measurement. Observation of blood pressure measurement principles and techniques. Observation of breath, the types of breath, abnormal breathing, the breath measurement technique. Measurement of glucose. Preparation ward to introspection and self-care.	20	<ul style="list-style-type: none"> <li>•Perform measurement of body temperature.</li> <li>• Perform measurement of heart rate on different arteries.</li> <li>•Perform measurement of blood pressure.</li> <li>•Perform measurement of breath.</li> <li>•Perform measurement of blood glucose levels.</li> <li>•Documentation of vital signs measurement results.</li> </ul>
<b>Hygienic and beauty treatments</b>	Maintaining personal cleanliness and the ward environment. Rollaway beds, bed linen and change of personal underwear. Change the position of charge, to move an elderly person from bed to wheelchair, chair, armchair.	62	<ul style="list-style-type: none"> <li>• Assessment of ward efficiency in carrying out life everyday.</li> <li>•Rollaway beds (empty and with the ward).</li> </ul>

	<p>Types of positions in bed.  Maintain hygiene of person with impaired excretion.  Providing comfort and security and respect for personal dignity.</p>		<ul style="list-style-type: none"> <li>• Perform change of bed linen without ward and the ward in bed.</li> <li>• Making the whole body toilet in the remaining ward in bed.</li> <li>• Making toilet of the mouth.</li> <li>• Washing wards hair.</li> <li>• Perform perianal toilet.</li> <li>• Establishment of diapers and the use of other types of security hygiene.</li> <li>• The administration of the pool and ducks.</li> <li>• Assist ward in changing position in bed.</li> <li>• Moving ward from bed to wheelchair, chair, armchair.</li> <li>• Prepare the necessary resources and equipment to conduct hygiene and care.</li> </ul>
<p><b>Prevention of complications associated with immobilization of the ward</b></p>	<p>Burns and bedsores, causes, prevention.  Contracture: causes, prevention.  Respiratory complications: causes, prevention</p>	<p>30</p>	<ul style="list-style-type: none"> <li>• Laying ward in a comfortable position.</li> <li>• The use of facilities, according to health needs ward.</li> <li>• Patting and rubbing back of the ward.</li> <li>• Perform respiratory gymnastics at the ward immobilized in bed.</li> <li>• Perform exercises to improve</li> </ul>

			according to the recommendations physiotherapist and ward health needs.
<b>The organization of housing conditions</b>	<p>Preparation of premises and equipment for the older person.</p> <p>Maintaining the microclimate in the rooms.</p> <p>Ways of ventilation of rooms.</p> <p>Lighting. The fight against noise.</p> <p>Cleaning the older person apartments.</p> <p>Hygiene underwear personal and linens, clothing and footwear.</p> <p>Monitoring of the adoption medications prescribed by your doctor.</p> <p>Helping the ward dealing with matters in the offices and with paying bills.</p> <p>Selection of measures for ward environment cleaning.</p>	15	<ul style="list-style-type: none"> <li>• Preparing a list of needed facilities and security for an elderly person at home.</li> <li>• Matching the equipment needed for cleaning indoors.</li> <li>• Preparing financial management plan of the ward, based on the description of cases.</li> <li>•Evaluating opportunities for self-care of the ward.</li> </ul>
<b>Rules of an elderly person nutrition</b>	<p>General principles of nutrition.</p> <p>Feeding the elderly. Errors in feeding elderly persons.</p> <p>The rules for preparing and storing food.</p>	60	<ul style="list-style-type: none"> <li>• Calculation of an elderly person needs for nutrients.</li> <li>•Matching equipment needed for food preparation.</li> <li>• Development of diet for an elderly person in accordance with the recommendations of dietician.</li> <li>• Preparation of meals for the person with regard to the special diet.</li> </ul>
<b>First aid in health emergency</b>	<p>Causes of sudden illness.</p> <p>Rules of help organization in place of the event.</p> <p>First aid.</p> <p>Assessment of basic vital signs.</p>	32	<ul style="list-style-type: none"> <li>•The development of algorithms for first aid in certain cases of health.</li> <li>•Assessing the state of</li> </ul>

	<p>Symptoms of clinical and biological death. Principles of resuscitation. First aid in case of loss of consciousness, fainting.</p> <p>First assistance in case of chest pain.</p> <p>First-aid in soft tissue trauma, bleeding and hemorrhage.</p> <p>Assistance in case of bone injuries (fractures). Thermal injury.</p> <p>Poisoning, choking, aspiration.</p> <p>First aid for seizures.</p>	<p>consciousness the victim.</p> <ul style="list-style-type: none"> <li>•Assessment of vital signs in a person injured.</li> <li>• Perform resuscitation procedures on the phantom.</li> <li>• Preparation of materials and carrying out the dressing in case of bleeding or hemorrhage.</li> <li>•The immobilization of a broken limb.</li> <li>•Develop an algorithm for dealing with thermal injuries.</li> <li>•First aid in case of food poisoning.</li> <li>• Installation of the victim in a fixed position.</li> </ul>
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## ITALY

### *Minimum competences for personal assistance – Friuli Venezia Giulia Region*

SUBJECT	CONTENTS	HOURS	METHODOLOGY / EXERCISES
<b>Socio-cultural context and regulations</b>	<ul style="list-style-type: none"> <li>- Identification of social and health care services available at local level and how to reach them</li> <li>- Ethical aspects linked with social care</li> <li>- Knowing the specific needs according to the different users (children and disadvantaged households, people with mental illnesses, disabled, terminally ill, older persons...) either living at home or in residential care</li> <li>- Basic concepts of penal, administrative and civil liability</li> </ul>	20	Theory
<b>Psycho-social work</b>	<ul style="list-style-type: none"> <li>- Methodology of social work (assessment, registration of activities, definition of a personal assistance programme...)</li> <li>- Team work</li> <li>- Process, functions and characteristics of communication, capacity of listening, management of emotion and burn out prevention</li> </ul>	20	Theory
<b>Hygienic treatments and care</b>	<ul style="list-style-type: none"> <li>- Hygiene and environmental safety (the use of the uniform, hand washing, disinfection, sterilization, waste management...)</li> <li>- Hygiene of food, kitchen and kitchenware</li> <li>- Notions of dietetics: nutritional principles, diets according to age or illnesses</li> </ul>	15	Theory
	<ul style="list-style-type: none"> <li>- Work-safety (individual and collective protection measures, use of protective tools, rules for the transportation of</li> </ul>	15	Theory

	<ul style="list-style-type: none"> <li>weights...)</li> <li>- Identification and prevention of risky situation (falls, transportation of weights, domestic accidents...)</li> </ul>		
	<ul style="list-style-type: none"> <li>- Care treatments</li> <li>- Personal hygiene</li> <li>- Techniques to dress and undress the person, making the bed, changing the bedding linen</li> <li>- Nutrition and feeding (preparation and provision of food, conservation of food, help in feeding...)</li> <li>- Night assistance in residential care facilities</li> <li>- Support to recreational activities</li> </ul>	45	Theory
	<ul style="list-style-type: none"> <li>- Mobilization techniques: how to move the bedbound person, how to transfer the person from the bed to the wheelchair and vice-versa...</li> </ul>	15	Theory
	<ul style="list-style-type: none"> <li>- First aid: observation and identification of the most common symptoms requiring emergency support according to the different conditions, performance of first aid interventions</li> </ul>	12	Theory
	<ul style="list-style-type: none"> <li>- Basic use of a personal computer</li> </ul>	8	Theory
	<ul style="list-style-type: none"> <li>- Practical exercises on care treatments and mobilization</li> </ul>	42	Practice

## ITALY

### *Family assistant - Sardinia Region*

SUBJECT	CONTENTS	HOURS	METHODOLOGY / EXERCISES
The professional profile and the social context	<ul style="list-style-type: none"> <li>- What is a paid caregiver</li> <li>- The social service system</li> </ul>	13	8 hours class lesson + self-study at home
Internet and the use of PC (basic)	<ul style="list-style-type: none"> <li>- The PC</li> <li>- Main programs (Word, Excel)</li> <li>- Internet and E-mail</li> </ul>	17,5	4 hours class lesson + self-study at home
Health of older persons	<ul style="list-style-type: none"> <li>- The main diseases of elderly people</li> <li>- Focus on Alzheimer</li> </ul>	13	4 hours class lesson + self-study at home
Helping with moving	<ul style="list-style-type: none"> <li>- Mobilization techniques: how to move the bedbound person, how to transfer the person from the bed to the wheelchair and vice-versa...</li> </ul>	12,5	4 hours class lesson + self-study at home
The personal hygiene of the elderly	<ul style="list-style-type: none"> <li>- Assisting with general comfort and assisting with toileting requirements of older persons.</li> <li>- Washing and bathing and assisting with dressing and undressing.</li> <li>- Make and change beds.</li> <li>- Supporting not-moving persons with bedpans and urinals. Changing diapers.</li> <li>- Hygiene of the oral cavity.</li> <li>- Hygiene of hair.</li> </ul>	12	4 hours class lesson + self-study at home
Helping with nutrition	<ul style="list-style-type: none"> <li>- The hygiene of food</li> <li>- Nutrition for elderly people</li> </ul>	13	4 hours class lesson + self-study at home

	<ul style="list-style-type: none"> <li>- Assistance in feeding</li> </ul>		home
Hygiene of the house	<ul style="list-style-type: none"> <li>- The main type of cleaners</li> <li>- Concepts of disinfection and sanification, hygienic cleaning of the house</li> <li>- Hygiene of clothes</li> </ul>	8,5	4 hours class lesson + self-study at home
Managing an emergency	<ul style="list-style-type: none"> <li>- observation and identification of the most common symptoms requiring emergency support</li> <li>- how to react in case of an emergency</li> <li>- how to call the emergency numbers</li> </ul>	8,5	4 hours class lesson + self-study at home
Relation and communication	<ul style="list-style-type: none"> <li>- Notions of communication for the caregiver</li> <li>- How to communicate with the elderly</li> </ul>	13	4 hours class lesson + self-study at home
Legislation	<ul style="list-style-type: none"> <li>- National law on social services</li> <li>- Regional law on social services</li> </ul>	13	4 hours class lesson + self-study at home
Rights and duties	<ul style="list-style-type: none"> <li>- The national labour contract for home caregivers</li> <li>- Elements of civil and penal liability</li> <li>- Ethical principles in caregiving</li> </ul>	6,5	4 hours class lesson + self-study at home
Employability	<ul style="list-style-type: none"> <li>- Self-employment</li> <li>- How to find a job</li> <li>- How to enter in a new household</li> </ul>	17,5	4 hours class lesson + self-study at home
	<ul style="list-style-type: none"> <li>- Practice</li> </ul>	52	Internship

## ITALY

### *Social and health care worker*

SUBJECT	CONTENTS	HOURS	METHODOLOGY / EXERCISES
<b>English language</b>	<ul style="list-style-type: none"> <li>- Basic grammar rules</li> <li>- Pronunciation rules</li> <li>- Written skills</li> <li>- Glossary of the care field</li> </ul>	30	Workshop
<b>Use of ICT</b>	<ul style="list-style-type: none"> <li>- The hardware of the PC</li> <li>- Basic software</li> <li>- How to search on the Internet work-related information</li> </ul>	30	Workshop
<b>Organization of social services</b>	<ul style="list-style-type: none"> <li>- Organizational models</li> <li>- Protocols and procedures</li> <li>- Standard indicators</li> <li>- Care plans</li> <li>- Concept of quality</li> </ul>	30	Theory
<b>Social services regulation</b>	<ul style="list-style-type: none"> <li>- The regulation of social services</li> <li>- The national and regional social and health care plans</li> <li>- The national working contract</li> <li>- Legal liability of the care workers</li> <li>- The professional profile of the health and social care worker</li> <li>- Professional ethic</li> </ul>	30	Theory
<b>Methodology of social work</b>	<ul style="list-style-type: none"> <li>- The role of the health and social care worker in the different social services</li> <li>- Main organizational models</li> </ul>	30	Theory and workshop

	<ul style="list-style-type: none"> <li>- Team working</li> <li>- Professional ethic</li> <li>- Individual care planning</li> </ul>		
<b>Environmental hygiene</b>	<ul style="list-style-type: none"> <li>- Epidemiology of infective diseases</li> <li>- Epidemiology of hospital infections</li> <li>- Cleaning and sanification of environments</li> <li>- Waste disposal</li> <li>- Incoming, transfer and dismissal</li> <li>- Making the bed</li> </ul>	30	Theory
<b>Personal hygiene of the patient</b>	<ul style="list-style-type: none"> <li>- Introduction to anatomy and physiology</li> <li>- Care and cleaning of the body</li> <li>- Personal hygiene</li> <li>- The bath</li> <li>- Hygiene and composition of the corpse</li> </ul>	50	Theory and workshop
<b>Psychology and communication</b>	<ul style="list-style-type: none"> <li>- The helping relationship</li> <li>- Introduction to sympathy, empathy and antipathy in communication</li> <li>- Human and social relationships</li> <li>- Recreational activities</li> <li>- Relational dynamics with the different type of users</li> <li>- How to communicate with the suffering person</li> </ul>	50	Theory and workshop
<b>First aid</b>	<ul style="list-style-type: none"> <li>- Definition of urgency and emergency</li> <li>- The emergency services</li> <li>- BLS</li> <li>- Basic vital support</li> <li>- Poisoning</li> <li>- Introduction to wounds, traumas, burns...</li> </ul>	50	Theory

<b>Geriatrics and gerontology</b>	<ul style="list-style-type: none"> <li>- The ageing of population</li> <li>- Physical and psychological changes in older persons</li> <li>- Care needs according to the different pathologies</li> <li>- Types of care facilities</li> </ul>	30	Workshop
<b>Mobility and transportation</b>	<ul style="list-style-type: none"> <li>- Introduction to anatomy and physiology of osteoarticular apparatus</li> <li>- Technique to support in walking</li> <li>- Mobilization of the bedbound person</li> <li>- Transportation of materials within the care facility / hospital</li> <li>- Prevention of the bed-bounding related syndrome</li> </ul>	50	Theory
<b>Nutrition and elimination</b>	<ul style="list-style-type: none"> <li>- Main nutritional elements</li> <li>- Metabolism and KCLs needs</li> <li>- Introduction to physiology of the gastrointestinal apparatus</li> <li>- Assessment of the nutritional status</li> <li>- Hygiene of food</li> <li>- Feeding procedures</li> <li>- Types of diets used in the social care</li> <li>- Alteration and problems of elimination</li> <li>- Enema</li> </ul>	50	Workshop
<b>Care work techniques</b>	<ul style="list-style-type: none"> <li>- Observation of the patient</li> <li>- Protocols to assist patients with respiratory problems</li> <li>- The cardio-circulatory functions – how to measure blood pressure</li> <li>- Techniques to assist in feeding and elimination</li> <li>- Artificial nutrition – the management of the nasal-gastric tube</li> </ul>	50	Workshop

	<ul style="list-style-type: none"> <li>- Use of bedpans and bed-bottles</li> <li>- Protocols to execute enema</li> </ul>		
<b>Work safety</b>	<ul style="list-style-type: none"> <li>- Safety on the workplace</li> <li>- The laws on safety on the workplace</li> <li>- The protective tools</li> <li>- Prevention of bio and chemical hazards</li> <li>- Prevention of fire hazards</li> <li>-</li> </ul>	20	Theory and workshop
<b>Internship</b>	<ul style="list-style-type: none"> <li>-</li> </ul>	450	Practice