

---

## Description of units of learning outcomes of the professions “Staatlich geprüfter Sozialassistent” (social care assistant) and “Altenpfleger” (geriatric nurse)

---

LEONARDO DA VINCI TRANSFER OF INNOVATION PROJECT  
“PROPER CHANCE – IMPLEMENTING ECVET IN THE FIELD OF HEALTH AND SOCIAL CARE FOR THE PROMOTION  
OF PROFESSIONAL PERMEABILITY AND GEOGRAPHICAL MOBILITY”  
DE/11/LLP-LdV/TOI/147429

For more information on the project “PROPER CHANCE” go to our website  
[www.proper-chance.eu](http://www.proper-chance.eu)

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

## Overview on Units of Learning Outcomes

### Key Activities and Professional Competences

Qualification: State-assessed Social Care Assistant

GQF Level: 3

Key Activities and Professional Competences
<p><b>Arrange and deliberate on your own work, and arrange in accordance with tasks and client requirements</b></p> <p>Develop a professional identity and socio-pedagogical attitude            Purposefully organise own work schedule            On the basis of perception and observation, comprehending the life situation of the various clients            Plan, carry out and deliberate on client-oriented nursing care, education, and personal development processes</p>
<p><b>Assist socio-pedagogical and socio-nursing care specialists</b></p> <p>Consider Legal Framework of Professional Activities            Act according to Facility-specific parameters            Contribute to team work and in the network of specialists in social-care work</p>
<p><b>Assist the cultural-creative process</b></p> <p>Work with creative Forms of Expression            Work with musical Forms of Expression            Work with playful Forms of Expression            Work with physical and rhythmic Forms of Expression            Work with Forms of Expression in Media</p>
<p><b>Assist clients with the arrangement of their living environment and dealing with daily life</b></p> <p>Develop relationships with the clients on the basis of the knowledge of psychological, pedagogical, and communication skills            Assist clients in dealing with daily life            Assist, advise, and guide clients particular life situations and crisis            Set up functional living spaces that is development-promoting, and aesthetic            Assist Clients with Housekeeping and Nutritional Intake</p>

**Implement Client Care personally and situation-related**

Assist Clients with Personal Hygiene

Arrange Nursing Care in Accordance with Hygiene Requirements

Assist Clients with their Mobility, with Disruptions in Moving, as well as with Rest and Sleep

Assist Clients with Eating and Aid with Disruptions in the Digestive System

Assist clients in the maintenance of the heart-circulatory functions and respiration. Carrying out countermeasures in case of disruptions of the heart-circulatory system and respiration

Assist the Sensory Perception of Patients

Assist Clients suffering Neurological and Psychiatric Illnesses

Administer Professional First Aid in Emergency Situations

**Legal Framework:**

Curriculum valid for the federal state of Saxony: *Sächsisches Staatsministerium für Kultus (Hrsg.): Lehrpläne für die Berufsfachschule: Berufsfachschule für Sozialwesen, Staatlich geprüfte Sozialassistentin, Staatlich geprüfter Sozialassistent, Klassenstufen 1 und 2 sowie 1 bis 3, August 2005*

**Duration:**

Total: 2 years

Theory: 2,270 hours á 45 minutes

Practical training: 800 hours á 60 minutes

<b>Key Activity</b> Arrange and deliberate on your own work, and arrange in accordance with tasks and client requirements	
<b>Qualification</b> Social Care Assistant	<b>GQF Level:</b> 3
<b>Assessment Instruments:</b> Oral examination (Expert discussion), practical examination at workplace, written examination	
<b>Professional Competence</b> Develop a professional identity and socio-pedagogical attitude	
<b>Skills</b> <ul style="list-style-type: none"> <li>• Conscientiously practice the professional role of Social Assistant in the Social Care and Pedagogical fields</li> <li>• Cultivate a represent a pedagogical attitude</li> <li>• Develop and represent professional ethics</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>• Describe the professional image of the Social Assistant in contrast to other professions in the Social Care and Pedagogical fields</li> <li>• Define own professional role in accordance with the requirements of the Social Care and Pedagogical fields, and describe personal motivation and personal qualifications for the job as Social Assistant</li> <li>• Understand the humanistic and ethical values as the guidelines to personal behaviour</li> <li>• Understand the dimensions of pedagogical activities</li> </ul>
<b>Professional Competence</b> Purposefully organise own work schedule	
<b>Skills</b> <ul style="list-style-type: none"> <li>• Use the instruments of time management for the effective execution of professional duties</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>• Describe the instruments for organise personal work schedule and work environment</li> </ul>
<b>Professional Competence</b> On the basis of perception and observation, comprehending the life situation of the various clients	
<b>Skills</b> <ul style="list-style-type: none"> <li>• Observe patients in their behaviour with detail to attention and with awareness of the their situation</li> <li>• Observe patients objectively and purposefully</li> <li>• Be actively aware/conscious of own effectiveness and activity</li> <li>• Perform goal-oriented supervision in its various forms and methods under the direction of specialists</li> <li>• Assess and document supervision</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>• Understand supervision/monitoring and monitoring procedures as a basis for professional activity</li> <li>• Describe mistakes in observation and its phenomena</li> <li>• Describe monitoring and assessment methods</li> </ul>

<b>Professional Competence</b>	
Plan, carry out and deliberate on client-oriented nursing care, education, and personal development processes	
<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Understand the life situation of the clients under the guidance and instructions of specialists and drawing conclusions for one’s own professional actions</li> <li>• Support the creation of development-promoting environment</li> <li>• Plan and create an educational and supervisory processes together with experts and patients, in a by-need and resource-oriented manner</li> <li>• Understand learning as a life-long process and to purposely promote it</li> <li>• Work with individuals and small groups</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Know the fundamentals of education, personal development, and supervision:               <ul style="list-style-type: none"> <li>• Importance of learning, education, and supervision for socialisation</li> <li>• Learning, education, and supervision on behalf of the community</li> <li>• Educational goals of child day care</li> <li>• Pedagogical concepts and approaches</li> <li>• Educational plans</li> </ul> </li> <li>• Explain the various aspects of the development of people in the course of their life:               <ul style="list-style-type: none"> <li>• Development processes and particularities of various age groups</li> <li>• Analyses of different life situations</li> <li>• Possible developmental disorders, e.g. in the fields of speech, cognition, motor function, social behaviour</li> <li>• Demonstrate possibilities of development promotion in accordance with the individuality of the person concerned</li> </ul> </li> <li>• Reflect on the concept of life-long learning and personal learning biography</li> <li>• Describe learning strategies and work techniques</li> <li>• Describe the basics of creation of a develop-promoting environment, e.g. space and time, promotion of self-assertion, aiding the self-learning (auto-didactic) process</li> <li>• Explain selected didactic-methodical principles, e.g. clarity, activity, real-life orientation, normalisation</li> <li>• Demonstrate the possibilities of work with individuals and with groups</li> <li>• Reflect on the forms of human coexistence (esp. the importance of families)</li> </ul>
<p><b>Personal Competences</b></p> <ul style="list-style-type: none"> <li>• Work within a group and occasionally offer support.</li> <li>• Help shape the learning or work environment, present processes and results to the appropriate recipients of such information.</li> <li>• Learn or work autonomously and responsibly including within contexts which are less familiar.</li> <li>• Appraise own actions and the actions of others.</li> <li>• Request learning guidance and select various learning aids.</li> </ul>	

<b>Key Activity</b> Assist socio-pedagogical and socio-nursing care specialists	
<b>Qualification</b> Social Care Assistant	<b>GQF Level:</b> 3
<b>Assessment Instruments:</b> Oral examination (Expert discussion), practical examination at workplace, written examination	
<b>Professional Competence</b> Consider Legal Framework of Professional Activities	
<b>Skills</b> <ul style="list-style-type: none"> <li>Practice the profession respecting the laws and institutional regulations, and in the interest of the patients</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>Describe the basics and structure of the legal framework</li> <li>Explain the legal fundamentals</li> <li>Explain Civil Law basics:               <ul style="list-style-type: none"> <li>Legal and contractual supervisory duties</li> <li>Selected contents of Nursing Care legislation</li> </ul> </li> <li>Explain basics of labour legislation</li> <li>Describe the essential contents of „Laws for Kindergarten Facilities in Saxony“ (Gesetz über Kindertageseinrichtungen in Sachsen (SäKitaG))</li> <li>Describe the essential contents of the „Children and Youth Assistance Law“ (Kinder- und Jugendhilfegesetzes (KJHG))</li> <li>Explain the term „School Readiness“ and „Enrolment“</li> <li>Demonstrate knowledge of the Legal Basis for the Integration of People with Disabilities</li> <li>Describe the Legal Framework for First Aid and RefUse to Offer Assistance</li> <li>Define the term „ Compulsory Registration“ on the basis of relevant, legal-binding documents</li> <li>Define the term „Need for Nursing Care“ on the basis of relevant, legally-binding documents</li> <li>Describe the essential contents of the „Nursing Home Law“ (Heimgesetz)</li> </ul>
<b>Professional Competence</b> Act according to Facility-specific parameters	
<b>Skills</b> <ul style="list-style-type: none"> <li>Consider activities guidelines and the concept of the facility</li> <li>Handle the material resources of the facilities responsibly</li> <li>Use the computer for organise and planning work</li> <li>Work with job-related software as well as text-editing and table calculation programmes</li> <li>Organise information acquisition and administration with the aid of a computer</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>Elaborate on the conditions, work schedules, and work organisation in the various social institutions</li> </ul>

<b>Professional Competence</b>	
Contribute to team work and in the network of specialists in social-care work	
<b>Skills</b> <ul style="list-style-type: none"> <li>• Contribute as a conscientious actor to the networked care and education process</li> <li>• Contribute within a social-pedagogical team</li> <li>• Actively participate in the finding a common solution for tasks</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>• Explain the structure and organisation in the various Social-Care and Social-Pedagogical facilities</li> <li>• Demonstrate the importance of cooperation with other facilities and the community</li> </ul>
<b>Personal Competences</b> <ul style="list-style-type: none"> <li>• Work within a group and occasionally offer support.</li> <li>• Help shape the learning or work environment, present processes and results to the appropriate recipients of such information.</li> <li>• Learn or work autonomously and responsibly including within contexts which are less familiar.</li> <li>• Appraise own actions and the actions of others.</li> <li>• Request learning guidance and select various learning aids.</li> </ul>	

<b>Key Activity</b> Assist the cultural-creative process	
<b>Qualification</b> Social Care Assistant	<b>GQF Level:</b> 3
<b>Assessment Instruments:</b> Oral examination (Expert discussion), practical examination at workplace, written examination	
<b>Professional Competence</b> Work with creative forms of expression	
<b>Skills</b> <ul style="list-style-type: none"> <li>• Work with the client creatively</li> <li>• Use diverse arts &amp; crafts methods develop the creative facilities of clients</li> <li>• Testing and trying various materials</li> <li>• Use material and tools appropriately and efficiently</li> <li>• Watching out for the sources of danger, in the sense of care and supervisory duties</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>• Trying out individual forms of expression on the basis of creative knowledge</li> <li>• Reflect and Describe forms of expression with regard to work with target groups</li> </ul>
<b>Professional Competence</b> Work with musical forms of expression	
<b>Skills</b> <ul style="list-style-type: none"> <li>• Perform songs and other musical pieces (e.g. Use musical instruments)</li> <li>• Work up and practice musical form of expression together with clients</li> <li>• Use rhythm instruments</li> <li>• Sing together</li> <li>• Experience and Make music in connection with other forms of expression</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>• Describe the emotional effect and social potential of music</li> <li>• Demonstrate the possibilities of Use musical media in the Social-Pedagogical and Health Care profession</li> </ul>
<b>Professional Competence</b> Work with playful Forms of Expression	
<b>Skills</b> <ul style="list-style-type: none"> <li>• Guide and make up games and activities</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>• Describe games as possibilities to learn and communicate in various age groups</li> <li>• Demonstrate the importance of movement, Make music, creativity and speaking during activity</li> <li>• Demonstrate games and their potential uses in Socio-Pedagogic and Nursing Care practise.</li> </ul>
<b>Professional Competence</b> Work with physical and rhythmic forms of expression	
<b>Skills</b> <ul style="list-style-type: none"> <li>• Implement rhythmic-athletic events of various age groups in accordance with their physical limitations</li> <li>• Appropriate use of equipment and material</li> <li>• Noting any sources of danger during nursing care and supervisory duties</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>• Demonstrate the importance of movement for various patient groups:</li> <li>• The need to move around</li> <li>• The joy of movement</li> <li>• Describe the methods and materials that promote bodily-rhythmic forms of expression</li> </ul>

<b>Professional Competence</b>	
<b>Work with Forms of Expression in Media</b>	
<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Make use of various media in consultation with professional staff</li> <li>• Selecting and Use various media oriented toward the patient group (e.g. print media, television)</li> <li>• Promote reading to patients as basic cultural skills (understandable reading, talks, reception to literature)</li> <li>• Showing patients how to use media to obtain information, presentation, and documentation</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Outline the various ways to use media in the Social-Pedagogical and Health Care profession</li> <li>• Taking a position on various forms of media and its effect on our time</li> <li>• Demonstrate language as medium and the features of oral and written creative speech</li> <li>• Analyse your own relationship to media</li> </ul>
<p><b>Personal Competences</b></p> <ul style="list-style-type: none"> <li>• Work within a group and occasionally offer support.</li> <li>• Help shape the learning or work environment, present processes and results to the appropriate recipients of such information.</li> <li>• Learn or work autonomously and responsibly including within contexts which are less familiar.</li> <li>• Appraise own actions and the actions of others.</li> <li>• Request learning guidance and select various learning aids.</li> </ul>	

<b>Key Activity</b> Assist clients with the arrangement of their living environment and dealing with daily life	
<b>Qualification</b> Social Care Assistant	<b>GQF Level:</b> 3
<b>Assessment Instruments:</b> Oral examination (Expert discussion), practical examination at workplace, written examination	
<b>Professional Competence</b> Develop relationships with the clients on the basis of the knowledge of psychological, pedagogical, and communication skills	
<b>Skills</b> <ul style="list-style-type: none"> <li>• Develop contact to clients that is empathetic, accepting, and appreciative</li> <li>• Develop relationships with various clients that are appropriately developed</li> <li>• Have purposeful discussions with clients</li> <li>• Assist clients to form relationships with others</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>• Describe the origin of needs and interests of the individual <ul style="list-style-type: none"> <li>- Explain Maslow's "Hierarchy of Needs"</li> <li>- Explain the importance of need satisfaction</li> <li>- Explain the significance of individual Interests</li> </ul> </li> <li>• Describe the specific requirements of relationship development of various patient groups</li> <li>• Explain the dimensions of pedagogical activities</li> <li>• Explain the relevant basics of the Communication Arts: <ul style="list-style-type: none"> <li>- Social interaction and communication</li> <li>- The importance of language for communication</li> <li>- Explain the cycle, conditions, and goals of communication</li> <li>- Verbal and non-verbal communication</li> <li>- written and oral communication</li> <li>- A selected communication model</li> <li>- Communication breakdown</li> <li>- Ways to successful communication</li> </ul> </li> <li>• Describe forms of speech disorders</li> <li>• Origins and forms of communication breakdowns</li> <li>• Discuss the relevant discussion and question techniques for social-pedagogical work</li> </ul>
<b>Professional Competence</b> Assist clients in dealing with daily life	
<b>Skills</b> <ul style="list-style-type: none"> <li>• Develop the daily routine of clients in a varied manner and in accordance with their needs and interests</li> <li>• Maintain and improving the life quality of the client through an active and meaningful daily programme</li> <li>• Assist clients to contribute actively to social life and integration</li> <li>• Contribute to organise festivities and celebrations as highpoints in the daily routine of the client</li> <li>• Help clients with bureaucratic paper work and taking care of formalities</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>• Explain the importance and possibilities in the creation of a daily routine</li> <li>• Explain and differentiate the functions, goals, and methods of various possibilities of creating a daily routine</li> <li>• Demonstrate the importance of festivities and celebrations in the course of the year</li> </ul>

<p><b>Professional Competence</b> Assist, advise, and guide clients particular life situations and crisis</p>	
<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Consider the life situation of the client in care, accompanying and support processes</li> <li>• Suitably motivating clients</li> <li>• Recognizing and appreciating the resources of clients</li> <li>• Consider the biography of clients</li> <li>• Recognizing your own potential and limits</li> <li>• Contribute to solving conflicts in a reasonable manner</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Explain and differentiating the concepts “Health” and “Sickness”</li> <li>• Describe perception, experiences and behaviour in sickness</li> <li>• Describe psycho-social stress and Demonstrate coping strategies</li> <li>• Describe the dying process and Explain the requirements of professional terminal care</li> <li>• Describe the causes and possible effects of crises</li> <li>• Defining how to deal with conflicts, Explain conflict solution strategies</li> <li>• Describe network in the socio-cultural environment of clients</li> <li>• Explain the methods of biographical and resource work</li> </ul>
<p><b>Professional Competence</b> Set up functional living spaces that is development-promoting, and aesthetic</p>	
<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Contribute to set-up of living spaces</li> <li>• Selecting client-specific creative materials</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Differentiate among various types of living arrangements</li> <li>• Describe the possibilities of room design/set-up</li> <li>• Demonstrate the potentialities for designing development-promoting living spaces</li> <li>• Illuminating development-specific particularities for various age groups</li> </ul>
<p><b>Professional Competence</b> Assist Clients with Housekeeping and Nutritional Intake</p>	
<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Organise and document housekeeping</li> <li>• Assist clients to lead a healthier life, Assist with housekeeping and laundry</li> <li>• Preparing simple meals</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Explain the organisation and documentation of financial budget</li> <li>• Describe the fundamentals of a rational, ecological, and economic housekeeping, and laundry</li> <li>• Describe the basics of accident prevention and hygiene in housekeeping</li> <li>• Explain nutrition-physiological basics</li> <li>• Explain eating habits and appropriate diet in various life situations</li> </ul>
<p><b>Personal Competences</b></p> <ul style="list-style-type: none"> <li>• Work within a group and occasionally offer support.</li> <li>• Help shape the learning or work environment, present processes and results to the appropriate recipients of such information.</li> <li>• Learn or work autonomously and responsibly including within contexts which are less familiar.</li> <li>• Appraise own actions and the actions of others.</li> <li>• Request learning guidance and select various learning aids.</li> </ul>	

<b>Key Activity</b> Implement Client Care personally and situation-related	
<b>Qualification</b> Social Care Assistant	<b>GQF Level:</b> 3
<b>Assessment Instruments:</b> Oral examination (Expert discussion), practical examination at workplace, written examination	
<b>Professional Competence</b> Assist Clients with Personal Hygiene	
<b>Skills</b> <ul style="list-style-type: none"> <li>• Assist and/or takeover personal hygiene maintenance</li> <li>• Take measures to maintain the health of the skin and undertake prophylactic measures against skin diseases</li> <li>• Care for clients with skin diseases</li> <li>• Assist clients to dress</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>• Explain the importance and goals of personal hygiene care</li> <li>• Describe the various methods of personal hygiene care (e.g. hygiene in bed, bath, mouth and eye care, hair care)</li> <li>• Describe prophylactic procedures for Maintain healthy skin</li> <li>• Describe the importance and function of clothing, noting the different needs of various client groups</li> </ul>
<b>Professional Competence</b> Arrange Nursing Care in Accordance with Hygiene Requirements	
<b>Skills</b> <ul style="list-style-type: none"> <li>• Deal professionally with hygiene regulations and guidelines</li> <li>• Recognize infections and carrying out infection prophylaxis and infection abatement</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>• Differentiate between „personal hygiene“ and „professional hygiene“</li> <li>• Describe the origin and spread of infections in pedagogical and nursing care facilities</li> <li>• Describe the procedures for infection prophylaxis and abatement</li> <li>• Describe treatments for infectious diseases</li> <li>• Describe the importance and function of disinfection and sterilisation</li> </ul>
<b>Professional Competence</b> Assist Clients with their Mobility, with Disruptions in Moving, as well as with Rest and Sleep	
<b>Skills</b> <ul style="list-style-type: none"> <li>• Assist clients in daily life who suffer limitations of the skeletal-muscular system (muscles, tendons, joints, bones)</li> <li>• Implement (prophylactic) methods for encouraging a healthy lifestyle and more movement</li> <li>• Implement procedures for rehabilitating the body for mobility</li> <li>• Support clients in getting dressed</li> <li>• Implement measures to aid in sleeping</li> <li>• Arrange beds in accordance with hygienic requirements and the needs of the patient</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>• Describe the structure and function of the muscular-skeletal apparatus (i.e. bones, joints, muscles, tendons)</li> <li>• Describe the causes and consequences of disruptions in mobility</li> <li>• Describe muscular-skeletal diseases, including their causes (rheumatic and degenerative diseases, diseases of the spinal column, among others)</li> <li>• Explain the importance of rest and sleep, as well as discussing the problems of insomnia</li> <li>• Describe procedures to set up beds, construction and function of care beds, as well hygienic requirements</li> </ul>

<p><b>Professional Competence</b> Assist Clients with Eating and Aid with Disruptions in the Digestive System</p>	
<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Evaluating nutritional state and eating habits</li> <li>• Offering appropriate assistance and advice concerning dietary intake and excretion</li> <li>• Implement methods of prophylaxis for urinary tract infections and incontinence problems</li> <li>• Implement proper care for incontinence, constipation, and diarrhoea</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Elucidating the anatomy, physiology, and pathology of the digestive and urinary-genitalia systems</li> <li>• Demonstrate the importance of nutrition and excretion</li> <li>• Characterise the basics of healthy eating and special foods, Describe their use and function</li> <li>• Explain the approach to fluid balancing</li> <li>• Demonstrate the criteria for excrement observation</li> </ul>
<p><b>Professional Competence</b> Assist clients in the maintenance of the heart-circulatory functions with respiration. Carrying out countermeasures in case of disruptions of the heart-circulatory system and respiration.</p>	
<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- Monitor and measure vital functions and recognizing pathological deviations: <ul style="list-style-type: none"> <li>- pulse</li> <li>- blood pressure</li> <li>- consciousness</li> <li>- body temperature</li> <li>- breathing</li> </ul> </li> <li>- Carry out selected treatments for diseases of the heart-circulation system</li> <li>- Carry out selected treatments for diseases of the respiratory system</li> <li>- Carry out procedures for pneumonia prophylaxis, breathing stimulation, and breathing support</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>- Explain the anatomy and physiology of the heart-circulatory system</li> <li>- Describe the essential diseases of the heart-circulatory system and of the breathing organs</li> </ul>
<p><b>Professional Competence</b> Assist the Sensory Perception of Patients</p>	
<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Implement procedures to support and facilitate sensory perception</li> <li>• Care for the visually impaired and blind in consideration of their special needs</li> <li>• Care for the hearing-impaired in consideration of their special needs</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Describe the anatomy and physiology of the sensory organs: <ul style="list-style-type: none"> <li>- Skin</li> <li>- Eyes</li> <li>- Ears</li> </ul> </li> <li>• Describe dysfunctions and pathological changes of the sense organs</li> </ul>
<p><b>Professional Competence</b> Assist Clients suffering Neurological and Psychiatric Illnesses</p>	
<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Carry out therapeutic procedures and treatment for neurological and psychiatric diseases (preventative care, medical therapy)</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Explain the structure and function of the nervous system</li> <li>• Describe and differentiating among selected neurological psychiatric diseases and syndromes</li> </ul>

<b>Professional Competence</b>	
<b>Administer Professional First Aid in Emergency Situations</b>	
<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Properly administering first-aid</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Describe necessary procedures in emergency situations</li> <li>• Name symptoms of specific emergency situations</li> <li>• Describe First-Aid procedures               <ul style="list-style-type: none"> <li>- Diseases and traumas of the sense organs</li> <li>- Diseases of the endocrine system and metabolism</li> <li>- Traumas of the skeletal-muscular system</li> <li>- Disruptions in the digestive system</li> <li>- Dysfunctions of the uro-genital system</li> <li>- Dysfunctions of the heart-circulatory system</li> <li>- Dysfunctions of the Respiratory System</li> <li>- Neurological Dysfunctions and Traumas to the Nervous System</li> </ul> </li> </ul>
<p><b>Personal Competences</b></p> <ul style="list-style-type: none"> <li>• Work within a group and occasionally offer support.</li> <li>• Help shape the learning or work environment, present processes and results to the appropriate recipients of such information.</li> <li>• Learn or work autonomously and responsibly including within contexts which are less familiar.</li> <li>• Appraise own actions and the actions of others.</li> <li>• Request learning guidance and select various learning aids.</li> </ul>	

## Overview on Units of Learning Outcomes

### Key Activities and Professional Competences

Qualification: Geriatric Nurse

GQF Level: 4

Key Activities and Professional Competences
<p><b>Take over basic nursing care duties</b></p> <p>Assist Elderly People with Personal Hygiene Care            Reassure Elderly People            Assist the Elderly with Resting and Sleeping            Support Elderly People with their Mobility and with Disruptions in Motion            Consider the nursing care-relevant aspects of psychology and geriatric psychiatry in the nursing home situation            Provide Professional First Aid Assistance in Emergencies            To speak with, advise, and guide elderly people</p>
<p><b>Implement personal and situation-related nursing care for elderly people</b></p> <p>Assist elderly people with nutritional intake and treating disruptions in the digestive system            Assist elderly people with urinary excretion and treat disruptions in the urogenital system            Assist the maintenance of heart-circulation functions and respiration of the client, as well as carry out treatment of disruptions in the heart-circulation system and respiration            Nursing care for elderly people suffering illnesses of the endocrine system and metabolism            Nursing care for elderly people with disruptions of the sensory organs            Nursing care for elderly people with neurological, psychiatric, and geronto-psychiatric diseases            Attend elderly people in the dying process</p>
<p><b>Assist elderly people in their daily life situation and to maintain and activate the independence of elderly people</b></p> <p>Use the assessment of the lifestyle and the social environment of elderly people as the basis for situation-adequate nursing care            Assist elderly people with Contribute to community life            Arrange the daily schedule of elderly people and their care-takers            Assist elderly people with housekeeping and with the creation of a development-secure living space and environment</p>
<p><b>Contribute to clinical diagnostics and therapy</b></p> <p>Responsibly and efficiently carry out the role of geriatric nurse in interdisciplinary collaboration in a therapeutic team            Contribute to the diagnostic process            Independently carry out doctor-ordered therapeutic treatments in the nursing care context            Administer professional care for chronic wounds            Secure the administration of pharmaceuticals            Contribute to neurological, psychiatric, and geronto-psychiatric diagnoses and therapy procedures</p>

Key Activities and Professional Competences (continued)

**Evaluate, Plan and document nursing care for elderly people**

Plan Nursing Processes

Evaluate and Document Nursing Processes

Contribute to Quality Assurance Procedures in Geriatric Nursing

**Operate economically and socially responsible in a facility for elderly nursing care**

Consider the health and socio-political framework of elderly nursing care activity

Consider the business framework as well as the structural and personnel conditions in a nursing home facility

Guide family members and nursing care personnel in the care of elderly people

Deal with conflicts and difficult social situations

Recognize and Prevent the psycho-social strain of one's own person, as well as maintaining and promoting one's own physical health

Legal Framework:

- Curriculum valid for the federal state of Saxony: *Sächsisches Staatsministerium für Kultus (Hrsg.): Lehrpläne für die Berufsfachschule: Altenpfleger/Altenpflegerin, Fachlicher Bereich, Klassenstufen 1 bis 3, August 2003*
- Law for Practicing Geriatric Nursing: *Gesetz über die Berufe in der Altenpflege (Altenpflegegesetz - AltPflG) vom 17.11.2000, zuletzt geändert am 20. Dezember 2011*
- Training and Assessment Regulations for the profession „Geriatric Nurse“: *Ausbildungs- und Prüfungsverordnung für den Beruf der Altenpflegerin und des Altenpflegers (Altenpflege-Ausbildungs- und Prüfungsverordnung - AltPflAPrV) vom 26. November 2002, zuletzt geändert am 6. Dezember 2011*

Duration:

Total: 3 years

Theory: 2.340 hours á 45 minutes

Practical training: minimum of 2.500 hours á 60 minutes

<b>Key Activity</b> Take over basic nursing care duties	
<b>Qualification</b> Geriatric Nurse	<b>GQF Level:</b> 4
<b>Assessment Instruments:</b> Oral examination (Expert discussion), practical examination at workplace, written examination	
<b>Professional Competence</b> Assist Elderly People with Personal Hygiene Care	
<b>Skills</b> <ul style="list-style-type: none"> <li>Assist older people with personal hygiene care, whereby assistance should support the patient's own abilities to help themselves</li> <li>Maintain as much as possible the independence of older people in taking care of themselves</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>Explain the importance and goals of personal hygiene of the elderly</li> <li>Describe various procedures for personal hygiene care (e.g. personal hygiene in bed and bath, mouth and eye care, hare care)</li> <li>Describe prophylactic methods for prevention of complications of the skin, mucous membranes, and cellular metabolism (i.e., skin and hair)</li> <li>Describe the importance and function of clothing in accordance with the needs of elderly people</li> </ul>
<b>Professional Competence</b> Reassure Elderly People	
<b>Skills</b> <ul style="list-style-type: none"> <li>Prevent accidents through the conscientious behaviour in nursing home duties</li> <li>Organise nursing home activities in accordance with hygiene regulations and guidelines</li> <li>Recognise infections</li> <li>Carry out infection prophylaxis and abatement</li> <li>Implement appropriate treatment for chronic pain patients</li> <li>Carry out nursery home duties in accordance with the intimate sphere of the elderly</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>Explain procedures for accident prevention</li> <li>Describe procedure in the case of an emergency</li> <li>Describe the functions and contents of hygiene regulations</li> <li>Describe the origin and spread of infections in nursing homes</li> <li>Describe procedures for infection prophylaxis and abatement</li> <li>Describe the origin of pain, describe and differentiate the signs and types</li> <li>Explain the fundamental rules for Deal with chronic pain patients</li> </ul>
<b>Professional Competence</b> Assist the Elderly with Resting and Sleeping	
<b>Skills</b> <ul style="list-style-type: none"> <li>Monitor the sleeping habits of elderly people, and take note of possible treatments</li> <li>Carry out treatments to aid sleeping</li> <li>To set up a bed in accordance with the hygiene requirements and the needs of elderly people</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>Explain the importance of sleep as well as sleeping disorders</li> <li>Describe procedures to aid sleep</li> <li>Describe the set-up and function of a nursing bed and its accessories</li> <li>Demonstrate procedures for setting up beds as well as hygiene requirements</li> </ul>

<b>Professional Competence</b> Support Elderly People with their Mobility and with Disruptions in Motion	
<b>Skills</b> <ul style="list-style-type: none"> <li>Observe posture, positioning, and walk. And on this basis Recognize pathological changes of the skeletal-muscular system</li> <li>Help the elderly get around due to changes in the skeletal-muscular system</li> <li>Implement target-oriented prophylactic measures to maintain mobility</li> <li>Reduce the risks to mobility constraints through prophylactic measures and to assist elderly people with changing positions</li> <li>Perform exercises in dressing with elderly people</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>Describe the anatomy and physiology of the active and passive muscular system</li> <li>Describe changes due to old age</li> <li>Explain the causes and consequences of mobility dysfunctions</li> <li>Explain and differentiate the diseases of the muscular-skeletal system, including their causes (rheumatic and degenerative diseases and diseases of the spinal column)</li> <li>Describe prophylactic procedures</li> </ul>
<b>Professional Competence</b> Consider the nursing care-relevant aspects of psychology and geriatric psychiatry in the nursing home situation	
<b>Skills</b> <ul style="list-style-type: none"> <li>Recognize and understand the experience and behaviour of elderly people in connection with their life story and mental state. To consider this when fulfilling nursing care duties</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>Describe the subject matter of Psychology</li> <li>Explain the significance of every day psychology and professional psychology</li> <li>Give an overview of the goals, discipline and methods of Psychology</li> <li>Explain the terms „motivation“ and „emotion“</li> <li>Describe the development of motives</li> <li>Differentiate primary and secondary needs</li> <li>Explain „Hierarchy of Needs“ according to Maslow</li> <li>Describe needs fulfilment as well as the importance of borders for these needs, and their consequences in nursing home care</li> <li>Explain the development, components and functions of emotions</li> <li>Explain the concept, components, and functions of attitudes</li> <li>Describe the importance of attitude for perception and behaviour</li> <li>Describe the psychically limited situation of elderly people with illness:             <ul style="list-style-type: none"> <li>Lack of Motivation</li> <li>Fear</li> <li>Aggression</li> </ul> </li> </ul>

<b>Professional Competence</b> Provide Professional First Aid Assistance in Emergencies	
<b>Skills</b> <ul style="list-style-type: none"> <li>• Provide Professional First-Aid assistance</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>• Describe First-Aid procedures concerning:               <ul style="list-style-type: none"> <li>• Illnesses and Traumas of the Sensory Organs</li> <li>• Illnesses of the Endocrine systems and metabolism</li> <li>• Traumas of the muscular-skeletal system</li> <li>• Dysfunctions of the digestive system</li> <li>• Dysfunctions of the urogenital system</li> <li>• Dysfunctions of the heart-circulatory system</li> <li>• Dysfunctions of the Respiratory system</li> <li>• Neurological dysfunctions or traumas of the nervous system</li> </ul> </li> </ul>
<b>Professional Competence</b> To speak with, advise, and guide elderly people	
<b>Skills</b> <ul style="list-style-type: none"> <li>• To produce discussion-promoting conditions in the interaction with elderly people</li> <li>• To understand the problems of elderly people through communication</li> <li>• To advise elderly people in personal and social matters</li> <li>• Produce appreciative and motivating guidance for elderly people</li> <li>• Understand intensive relationship work as a prerequisite for successful activation and rehabilitation</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>• Explain nursing care relevant basis of communications:               <ul style="list-style-type: none"> <li>- Social interaction and communication</li> <li>- Verbal and non-verbal communication</li> <li>- Levels of meaning in messages</li> <li>- Communication breakdowns</li> <li>- Self-perception and perception of others</li> </ul> </li> <li>• Discuss nursing home relevant discussion and questioning methods</li> <li>• Explain the possibilities of creating a discussion-promoting atmosphere</li> <li>• Illustrate intensive relationship building as precondition for successful activation and rehabilitation of elderly people</li> <li>• Explain goals and contents of professional nursing care counselling and nursing care guidance</li> </ul>
<b>Personal Competences</b> <ul style="list-style-type: none"> <li>• Help shape the work within a group and the learning or working environment of such a group and offer ongoing support.</li> <li>• Justify processes and results.</li> <li>• Provide comprehensive communication on facts and circumstances.</li> <li>• Set own learning and work objectives, reflect on and assess such objectives and take responsibility for them.</li> </ul>	

<b>Key Activity</b> <b>Implement personal and situation-related nursing care for elderly people</b>	
<b>Qualification</b> Geriatric Nurse	<b>GQF Level:</b> 4
<b>Assessment Instruments:</b> Oral examination (Expert discussion), practical examination at workplace, written examination	
<b>Professional Competence</b> Assist elderly people with nutritional intake and treating disruptions in the digestive system	
<b>Skills</b> <ul style="list-style-type: none"> <li>Assess the nutritional condition and the eating habits of older people</li> <li>Offering appropriate support, care and advice on nutritional intake and excretion</li> <li>Create the connection between eating habits and psychological limiting conditions and initiate appropriate measures</li> <li>Evaluate and observe changes in eating and digestion and initiate appropriate measures</li> <li>Carry out appropriate treatment concerning incontinence, constipation and diarrhoea</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>Explain the anatomy, physiology, and pathology of the digestive organs</li> <li>Describe changes of the digestive organs in old age</li> <li>Describe specific specialty foods, their use and function</li> <li>Explain the process of fluid balancing</li> <li>Demonstrate the monitor criterion of stool excrement</li> </ul>
<b>Professional Competence</b> Assist elderly people with urinary excretion and treat disruptions in the urogenital system	
<b>Skills</b> <ul style="list-style-type: none"> <li>Care for elderly people with incontinence</li> <li>Support elderly people with urinal excretion</li> <li>Use of aids for urinary excrement, e.g. use of colostomy bags, urinal condoms, absorbent incontinence material</li> <li>Carry out selected treatments to support continence and prophylactics against urinary tract disease</li> <li>Carry out preventative measures to maintain control over excrement movements</li> <li>Council on how deal with artificial urinary excretion or artificial intestinal excretion</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>Explain the anatomy, physiology, construction and function of the urogenital system</li> <li>Explain and differentiate the diseases of the urogenital system</li> <li>Explain changes of the urogenital system in old age</li> <li>Describe the hydro and electrolyte maintenance balance in elderly people</li> <li>Describe and differentiate the diseases of the urogenital system:               <ul style="list-style-type: none"> <li>Diseases of the urinary tract, e.g. cystitis, bladder carcinoma, kidney stones</li> <li>Diseases of the kidneys, e.g. pyelonephritis, nephrolitiasis, tumours, renal insufficiency</li> <li>Diseases of the female genital organs and mammary glands, e.g. descensus uteri, vaginitis, vulva carcinoma, mammary carcinoma</li> <li>Diseases of the male genital organs, e.g. phimosis, hydrocele, prostatic hyperplasia, prostatic carcinoma</li> </ul> </li> <li>Describe the importance of urinary excretion</li> <li>Demonstrate the monitoring criteria for urinary excretion</li> <li>Explain the causes and treatment of urinary incontinence</li> </ul>

<b>Professional Competence</b> Assist the maintenance of heart-circulation functions and respiration of the client, as well as carry out treatment of disruptions in the heart-circulation system and respiration	
<b>Skills</b> <ul style="list-style-type: none"> <li>• Monitor and measuring vital functions and Recognize pathological deviations:             <ul style="list-style-type: none"> <li>• pulse</li> <li>• blood pressure</li> <li>• consciousness</li> <li>• body temperature</li> <li>• breathing</li> </ul> </li> <li>• Carry out selected treatments for diseases of the heart-circulation system</li> <li>• Carry out selected treatments for diseases of the respiratory system</li> <li>• Carry out procedures for pneumonia prophylaxis, breathing stimulation, and breathing support</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>• Explain the anatomy and physiology of the heart-circulatory system</li> <li>• Describe the essential diseases of the heart-circulatory system and of the breathing organs</li> </ul>
<b>Professional Competence</b> Carry out nursing care for elderly people suffering illnesses of the endocrine system and metabolism	
<b>Skills</b> <ul style="list-style-type: none"> <li>• Recognize and Prevent disruptions of the endocrine systems and the metabolisms of elderly people</li> <li>• Carry out selected treatments of elderly people with endocrine and metabolism-related illnesses, e.g. diabetes mellitus</li> <li>• Council elderly people and assist them to cope with the illness</li> <li>• Provide First Aid in cases of metabolic imbalance</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>• Explain the anatomy and physiology of the endocrine system as well as Describe age-typical changes</li> <li>• Describe metabolic processes</li> <li>• Differentiate endocrine and metabolic-related cases</li> <li>• Describe necessary changes in lifestyle by various illnesses of the endocrine system</li> </ul>
<b>Professional Competence</b> Carry out nursing care for elderly people with disruptions of the sensory organs	
<b>Skills</b> <ul style="list-style-type: none"> <li>• Carry out treatment for the skin/epidermis in accordance with the physiological conditions and pathological changes</li> <li>• Carry out treatment for the eyes in accordance with the physiological conditions and pathological changes</li> <li>• Carry out treatment for seeing-impaired and blind elderly people with particular consideration of their needs</li> <li>• Carry out treatment for the ears in accordance with the physiological conditions and pathological changes</li> <li>• Carry out treatment for hearing-impaired elderly people with particular consideration of their needs</li> <li>• Use and maintain technical devices for the support of the hearing-impaired</li> <li>• Support elderly people in dealing with changes in sensory perception</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>• Describe the anatomy and physiology of the sense organs:             <ul style="list-style-type: none"> <li>• Skin</li> <li>• Eyes</li> <li>• Ears</li> </ul> </li> <li>• Explain the age-typical diseases of the sensory organs</li> </ul>

<b>Professional Competence</b> Carry out nursing care for elderly people with neurological, psychiatric, and geronto-psychiatric diseases	
<b>Skills</b> <ul style="list-style-type: none"> <li>• Provide care for elderly people with diseases of the central nervous system</li> <li>• Carry out preventative care</li> <li>• Provide medicinal therapy</li> <li>• Monitor and Assess signs of illness, Recognize the reduction of cognitive abilities, noticing disruptions and changes, if applicable, initializing appropriate measures</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>• Explain the anatomy and physiology of the central, peripheral, and vegetative nervous systems</li> <li>• Describe and differentiate selected neurological, psychiatric and geriatric-psychiatric illnesses and syndromes</li> <li>• Explain the possibilities of medicinal therapies</li> <li>• Explain the principle neurological rehabilitation concepts</li> </ul>
<b>Professional Competence</b> Attend elderly people in the dying process	
<b>Skills</b> <ul style="list-style-type: none"> <li>• Recognize the needs of dying people and initiating appropriate procedures</li> <li>• Recognize the signs of approaching death</li> <li>• Carry out the necessary procedures after death has occurred</li> <li>• Support family members in the grieving process</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>• Describe medical-care support needs of the dying in reference to personal hygiene, nutrition, fluid intake, bedding, breathing</li> <li>• Recognize and differentiate the phases of dying</li> <li>• Explain the possible effects of the process of dying and its phases on the behaviour of the terminally ill and their relatives</li> <li>• Critically reflect importance and methods of the grieving process</li> </ul>
<b>Personal Competences</b> <ul style="list-style-type: none"> <li>• Help shape the work within a group and the learning or working environment of such a group and offer ongoing support.</li> <li>• Justify processes and results.</li> <li>• Provide comprehensive communication on facts and circumstances.</li> <li>• Set own learning and work objectives, reflect on and assess such objectives and take responsibility for them.</li> </ul>	

<b>Key Activity</b> Assist elderly people in their daily life situation and to maintain and activate the independence of elderly people	
<b>Qualification</b> Geriatric Nurse	<b>GQF Level:</b> 4
<b>Assessment Instruments:</b> Oral examination (Expert discussion), practical examination at workplace, written examination	
<b>Professional Competence</b> Use the assessment of the lifestyle and the social environment of elderly people as the basis for situation-adequate nursing care	
<b>Skills</b> <ul style="list-style-type: none"> <li>• Ensure the situation-relevant care of elderly people on the basis of gerontological knowledge</li> <li>• Recognize the problems of the elderly in their present condition and develop ways to improve life quality</li> <li>• Assess the social structure of an elderly person and, on this basis, offer a way to promote social interaction</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>• Critically reflect the demographic age of the populace, demographic development, as well as social image of age as factors of influence on the world of the elderly</li> <li>• Explain Developmental and Age theories</li> <li>• Critically reflect aging as an individual developmental process</li> <li>• Critically reflect the challenges, possibilities and risks of retirement and on entering the life phase of being in one's retirement years</li> <li>• Demonstrate understanding of people as individuals and as part of various social structures (groups, society, culture)</li> <li>• Explain the features of social relationships in old age               <ul style="list-style-type: none"> <li>- Explain the basic terms of Sociology:                   <ul style="list-style-type: none"> <li>- Values and norms</li> <li>- Social roles, position, and status</li> <li>- Attitudes, prejudices, and stereotypes</li> <li>- Identity</li> </ul> </li> </ul> </li> <li>• Explain the forms and functions of groups, particularly in consideration of the everyday world of elderly people</li> <li>• Explain and understand the importance of the family of elderly people and their burden as care-Take family members</li> </ul>
<b>Professional Competence</b> Assist elderly people with Contribute to community life	
<b>Skills</b> <ul style="list-style-type: none"> <li>• Support elderly people to contribute to society</li> <li>• Organize celebrations and festivities as the high point in the daily life of the elderly</li> <li>• Motivate elderly people to make contacts with others</li> <li>• Motivate elderly people to make use of various forms of media</li> <li>• Take into consideration the biography and interests, as well as the readiness of elderly when motivating them to become socially active</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>• Explain the importance of celebrations and festivities in the course of the year for elderly people</li> <li>• Demonstrate the goals of various celebrations and offer example of how to organize them</li> <li>• Illustrate the importance of social interaction for elderly people</li> <li>• Illustrate the importance of celebrations for increasing the social interaction of elderly people</li> <li>• Differentiate among the various ways to use different forms of media</li> </ul>

<b>Professional Competence</b> Arrange the daily schedule of elderly people and keeping them occupied	
<b>Skills</b> <ul style="list-style-type: none"> <li>• Create a diverse daily schedule for elderly people</li> <li>• Maintain and perhaps improve the life quality of elderly people through active and meaningful daily activities</li> <li>• Facilitate the social integration of elderly people</li> <li>• Carry out musical, cultural, sport, and handcraft education and activities</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>• Explain the importance of the possibilities in creating a daily plan</li> <li>• Explain and differentiate among the various functions, goals, and methods in creating a daily plan:               <ul style="list-style-type: none"> <li>- Senior gymnastics</li> <li>- Dancing</li> <li>- Playing games</li> <li>- Memory training</li> <li>- Painting</li> <li>- Making music</li> <li>- Reading and giving talks</li> <li>- Sensory perception</li> </ul> </li> </ul>
<b>Professional Competence</b> Assist elderly people with housekeeping and with the creation of a development-secure living space and environment	
<b>Skills</b> <ul style="list-style-type: none"> <li>• Perform health care services, hygienically and in an organized fashion</li> <li>• Help elderly people to master their daily routine with Support tools (e.g. for food shopping)</li> <li>• Health care through food preparation</li> <li>• Help elderly people to set up their private living space</li> <li>• Create a safe environment in nursing facility and domestic living areas</li> <li>• Install help aids in the living area according to need</li> <li>• Deliberately fulfilling one's counseling and nursing care functions.</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>• Describe the basis of personal hygiene and domestic organization</li> <li>• Demonstrate the fundamentals of creating a living space for elderly and handicapped people</li> <li>• Explain the requirements and procedures for Secure nursing facilities and domestic living areas</li> <li>• Differentiate among different living arrangements in old age</li> </ul>
<b>Personal Competences</b> <ul style="list-style-type: none"> <li>• Help shape the work within a group and the learning or working environment of such a group and offer ongoing support.</li> <li>• Justify processes and results.</li> <li>• Provide comprehensive communication on facts and circumstances.</li> <li>• Set own learning and work objectives, reflect on and assess such objectives and take responsibility for them.</li> </ul>	

<b>Key Activity</b> Contribute to clinical diagnostics and therapy	
<b>Qualification</b> Geriatric Nurse	<b>GQF Level:</b> 4
<b>Assessment Instruments:</b> Oral examination (Expert discussion), practical examination at workplace, written examination	
<b>Professional Competence</b> To responsibly and efficiently carry out the role of geriatric nurse in interdisciplinary collaboration in a therapeutic team	
<b>Skills</b> <ul style="list-style-type: none"> <li>Discern the scope of action of one's own professional group while acting in a client-oriented manner</li> <li>Coordinate (e.g. making appointments, Organize transportation) preparing, accompanying, following-up medical examinations and therapies</li> <li>Prepare clients for diagnostic and therapeutic sessions</li> <li>Secure a continuous information flow in the therapeutic team</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>Explain elderly care assignments and competence areas of other professional groups in interdisciplinary collaboration</li> <li>Explain independent actions in reference to § 3 AltPflG</li> <li>Explain the regulations for a geriatric nurse when Assist in a doctor's diagnosis and therapy</li> <li>Explain the typical course when discussing a case</li> <li>Describe the procedure by the Plan from team or case discussions</li> <li>Explain the terms „managerial authority“ and „implementation responsibility“</li> </ul>
<b>Professional Competence</b> Contribute to the diagnostic process	
<b>Skills</b> <ul style="list-style-type: none"> <li>Assist in the retrieval und examination of excrement</li> <li>Assist in withdrawing and examining blood</li> <li>Assist in the supervision of the vital functions</li> <li>Carry out client observation in with the intended medical procedure</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>Explain the diagnosis process and diagnosis strategies</li> <li>Differentiate and Explain diagnosis procedures</li> <li>Explain the procedure for retrieval of excrement and blood for laboratory-chemical examination</li> <li>Explain visible changes in excrement, blood and important vital, as well as the possible origins</li> </ul>
<b>Professional Competence</b> Independently carry out doctor-ordered therapeutic treatments in the nursing care context	
<b>Skills</b> <ul style="list-style-type: none"> <li>Carry out doctor-ordered therapeutic measures independently and in accordance with hygiene requirements</li> <li>Inform elderly people before and during a procedure as to what is happening, Deal with fears, objections, and needs</li> <li>Carry out doctor ordered lab tests (e.g. strip indicator quick tests)</li> <li>Place permanent bladder catheter and single-use catheter</li> <li>Implement various forms of laxative</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>Explain therapeutic strategies and therapeutic procedures</li> <li>Problematize the various spatial and personnel conditions of the stationary and ambulatory nursing home facilities in connection with the carrying out of doctor-ordered diagnostic and therapeutic procedures (e.g. X-ray, endoscopies, physio-therapeutic handling, treatment of wounds) and their effects on the tasks of the geriatric nurses</li> <li>Explain the legalities concerning procedures involving necessary bodily injury (e.g. order and procedural responsibility, Right of Refusal, Duty to Refuse in connection with § 223 StGB)</li> </ul>

<b>Professional Competence</b> Professional care for chronic wounds	
<b>Skills</b> <ul style="list-style-type: none"> <li>Assess the process of healing process of chronic wounds in consideration of the entire medical history of the patient</li> <li>Recognize disturbances in the healing process</li> <li>Take care of wounds with selected dressings</li> <li>Show empathy when changing dressings</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>Understand and facilitate wound healing as a process in the entire well-being of the client</li> <li>Name the causes of disruptions in the wound-healing process, observing in connection with the constitution and life-style of the client</li> <li>Explain wound-healing phases of chronic wounds</li> <li>Explain the choice dressing of wounds in accordance with the type of wound, and its effect, indications and counter-indications</li> </ul>
<b>Professional Competence</b> Secure the administration of pharmaceuticals	
<b>Skills</b> <ul style="list-style-type: none"> <li>In consideration of legal regulations, Deal with pharmaceuticals, their acquisition and storage, and responsibly administering</li> <li>Administer doctor-prescribed medicines to elderly people and observing the effects and side-effects</li> <li>Recognize undesirable reactions to medicine and quickly offering suitable counter-measures</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>Explain the basic functions of medicines</li> <li>Explain various forms of application (including injections, infusions) and their professional administration</li> <li>Explain age-related changes in the effectiveness of medicine and interpreting the side-effects</li> <li>Knowing the Pharmaceutical Drug Law and Narcotics Law and suitably handling drugs/narcotics</li> <li>Describe the duties of geriatric nurse in reference to the acquisition, storage and administration of drugs, and to be conscious of personal responsibility</li> <li>Name the drugs of the various groups of medication</li> </ul>
<b>Professional Competence</b> Contribute to neurological, psychiatric, and geronto-psychiatric diagnoses and therapy procedures	
<b>Skills</b> <ul style="list-style-type: none"> <li>Inform elderly people about upcoming diagnostic procedures</li> <li>Aid therapists in the implementation of selected concepts</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>Explain neurological examination procedures</li> <li>Explain psychiatric examination procedures</li> <li>Differentiate the procedures of Neurological therapy and rehabilitation</li> <li>Explain therapy and rehab in Psychiatry and Geriatric Psychiatry</li> </ul>
<b>Personal Competences</b> <ul style="list-style-type: none"> <li>Help shape the work within a group and the learning or working environment of such a group and offer ongoing support.</li> <li>Justify processes and results.</li> <li>Provide comprehensive communication on facts and circumstances.</li> <li>Set own learning and work objectives, reflect on and assess such objectives and take responsibility for them.</li> </ul>	

<b>Key Activity</b> Evaluate, Plan and document nursing care for elderly people	
<b>Qualification</b> Geriatric Nurse	<b>GQF Level:</b> 4
<b>Assessment Instruments:</b> Oral examination (Expert discussion), practical examination at workplace, written examination	
<b>Professional Competence</b> Plan Nursing Processes	
<b>Skills</b> <ul style="list-style-type: none"> <li>On the basis of conscious monitoring of treatment needs as well as assessing the abilities and needs of elderly people on the basis of age restrictive physical changes and limitations</li> <li>Plan health care measures</li> <li>Accumulate information systematically and, on this basis, formulate care problems and diagnosis</li> <li>Define and prioritize health care goals</li> <li>Adjust the goals and procedure to the changes in the patient's situation</li> <li>Consult with the patient and their family members on every step of the nursing process and, in doing that, take into consideration the needs and biography of the elderly people</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>Explain the concepts, models and theories of nursing care, nursing care concepts, as well as attitudes and opinions on health and sickness</li> <li>Describe the background, fundamentals, intentions and characteristic of recovery processes</li> <li>Explain the importance of the treatment process for the professional care-taker</li> <li>Explain the steps in care Plan</li> <li>Explain the importance of perception and observation in the care processes</li> </ul>
<b>Professional Competence</b> Evaluate and Document Nursing Processes	
<b>Skills</b> <ul style="list-style-type: none"> <li>Selectively use health care documentation to attain information and pass that information on</li> <li>Record care procedures in various health care documentation systems</li> <li>Carry out health treatment evaluations</li> <li>Use branch specific data processing programmes for goal-oriented health care documentation and evaluation</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>Demonstrate understanding of health care documentation as an instrument for the structuring and creation of complex recovery situations and as proof of performance of duties</li> <li>Illustrate the goals and purpose of health care documentation from a legal standpoint as well as organizationally</li> <li>Demonstrate understanding of evaluation as a prerequisite for a continuous adjustment of health care procedures</li> </ul>

<b>Professional Competence</b>	
Contribute to Quality Assurance Procedures in Geriatric Nursing	
<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Integrate requirements for internal and external quality control in geriatric nursing activities</li> <li>• Carry out measures for the internal quality control</li> <li>• Contribute to the continuous development of the health care Provide in reference to quality assurance and to maintain achievements of nursing home facilities at the highest possible level</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Explain the central terms of quality management (quality, care quality, quality assurance, internal audits)</li> <li>• Explain the legal framework of quality assurance in geriatric nursing</li> <li>• Explain the necessity and importance of a quality management system in geriatric nursing (organisational development, nursing care image, quality goals, employee development)</li> <li>• Describe and differentiate the internal and external instruments of quality assurance:               <ul style="list-style-type: none"> <li>• Home Supervision Offices</li> <li>• Certification Institutes</li> <li>• Quality Management Supervisor</li> <li>• Nursing Care medical check-ups</li> </ul> </li> <li>• Assess the importance of standards in geriatric nursing, illustrate contents and formal requirements as well as describe implementation and further development</li> </ul>
<p><b>Personal Competences</b></p> <ul style="list-style-type: none"> <li>• Help shape the work within a group and the learning or working environment of such a group and offer ongoing support.</li> <li>• Justify processes and results.</li> <li>• Provide comprehensive communication on facts and circumstances.</li> <li>• Set own learning and work objectives, reflect on and assess such objectives and take responsibility for them.</li> </ul>	

<b>Key Activity</b> Operate economically and socially responsible in a facility for elderly nursing care	
<b>Qualification</b> Geriatric Nurse	<b>GQF Level:</b> 4
<b>Assessment Instruments:</b> Oral examination (Expert discussion), practical examination at workplace, written examination	
<b>Professional Competence</b> Consider the health and socio-political framework of elderly nursing care activity	
<b>Skills</b> <ul style="list-style-type: none"> <li>Practice the profession within the given law, as well as in consideration of its educational and professional laws, and individual responsibility, and in the interests of the care of elderly people</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>Explain the development of the health care profession as well as the history of socialized insurance</li> <li>Explain the tasks and purpose of the various grant institutes, services and facilities of the Health and Social System.</li> <li>Explain the Geriatric Nurse-relevant activities of public health insurance</li> <li>Explain the legalities of Geriatric Nurse employment:               <ul style="list-style-type: none"> <li>Law for Practicing Geriatric Nursing (Altenpflegegesetz – AltPflG)</li> <li>Health Care Further Development Law</li> <li>Law on the Amendment of nursing care services</li> <li>Supervisory Law</li> <li>Confidentiality and Privacy Laws</li> <li>Care and Supervisory Duties</li> <li>Penalties</li> <li>Liability Laws</li> <li>Contract Law</li> </ul> </li> </ul>
<b>Professional Competence</b> Consider the business framework as well as the structural and personnel conditions in a nursing home facility	
<b>Skills</b> <ul style="list-style-type: none"> <li>Orient your own elderly care activities according to the requirement/conditions of the nursing home facilities</li> <li>Create work schedules and duty rosters</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>Explain and differentiate Operate costs               <ul style="list-style-type: none"> <li>Personnel payroll</li> <li>Material costs</li> <li>Organisational/business costs</li> </ul> </li> <li>Analyse the structural and personal prerequisites of various nursing home facilities</li> <li>Analyse the cost-benefit relation for nursing home facilities</li> <li>Describe the various stages of care and explain what is to be done in these stages</li> <li>Explain third-party funding for the nursing home facilities</li> <li>Explain the interconnection, coordination and cooperation of the health and social welfare system and respective areas of responsibility               <ul style="list-style-type: none"> <li>Nursing Care Transfer</li> <li>Interface managing</li> </ul> </li> </ul>

<b>Professional Competence</b> Guide family members and nursing care personnel in the care of elderly people	
<b>Skills</b> <ul style="list-style-type: none"> <li>• Purposefully implement methods of guidance</li> <li>• Assess and alleviate the burden of patients</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>• Explain the possibilities of institutional support and counselling for nursing home residents</li> <li>• Reflect critically on the relationship dynamic between professional care workers, patients relatives, and the patient</li> <li>• Demonstrate the goals and contents of the nursing care instructions for relatives and other nursing care personnel</li> <li>• Explain the methods of instructions, particularly from persons who are not health care specialists</li> </ul>
<b>Professional Competence</b> Deal with conflicts and difficult social situations	
<b>Skills</b> <ul style="list-style-type: none"> <li>• React appropriately in crises situations</li> <li>• Accept and critically reflect on personal feelings and sensitivities in the daily work routine</li> <li>• Perceive and determine factors that promote or prevent violence and on this basis prevent and stop any violence in the health care situation</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>• Explain the importance, emergence and causes of conflict</li> <li>• Differentiate among types of conflicts</li> <li>• Describe the consequences of conflict</li> <li>• Explain Deal with conflicts, conflict resolution patterns, and resolution strategies</li> <li>• Describe the stresses and tensions in the geriatric care profession               <ul style="list-style-type: none"> <li>• Older people and younger assistants</li> <li>• Fear and defence</li> <li>• Power and powerlessness</li> <li>• Intimacy, disgust, shame</li> <li>• Closeness and distance</li> </ul> </li> <li>• Explain the causes and targets of violence</li> <li>• Demonstrate and differentiate among forms of violence in a nursing home</li> </ul>
<b>Professional Competence</b> Recognize and Prevent the psycho-social strain of one's own person, as well as maintaining and promoting one's own physical health	
<b>Skills</b> <ul style="list-style-type: none"> <li>• Consciously carry out measures to maintain one's own health</li> <li>• Recognize and prevent risks to health in the everyday work world</li> <li>• Recognize psycho-social burdens and consciously use strategies to deal with it</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>• Assess the importance of maintaining one's own health</li> <li>• Describe the risks and dangers of abusing alcohol and tobacco, and pharmaceuticals</li> <li>• Describe the preventative measures to maintain physical health (Back School, Ergonomics of the Work Place)</li> <li>• Describe the possibilities for dealing with professional stress (self-care, relaxation techniques, self-help groups)</li> </ul>
<b>Personal Competences</b> <ul style="list-style-type: none"> <li>• Help shape the work within a group and the learning or working environment of such a group and offer ongoing support.</li> <li>• Justify processes and results.</li> <li>• Provide comprehensive communication on facts and circumstances.</li> <li>• Set own learning and work objectives, reflect on and assess such objectives and take responsibility for them.</li> </ul>	