



**Skill India**  
कौशल भारत - कुशल भारत



# Sample Test Project

**Regional Skill Competitions – Level 3**

**Skill 41- Health and Social Care**

*Category: Social & Personal Services*

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SAMPLE

## Section - A

### *A. Preface*

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#### **Skill Explained:**

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

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

#### **Eligibility Criteria (for IndiaSkills 2018 and WorldSkills 2019):**

Competitors born on or after 01 Jan 1997 are only eligible to attend the Competition.

**Total Duration:** 6 to 7 Hrs over two days.

## Section - B

### B. Test Project

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#### Introduction to Test Project

This Test Project reflects the working field of the Health and Social Care Worker. The Competitor works in different situations throughout the competition. The Test Project consists of different modules in five areas. It is to be completed within two days (3-4 hours per day) from morning to evening.

#### DESCRIPTION OF TEST PROJECT AND TASKS

Test Project explained:

- **Module One: Planning:** **Two Tasks**
- **Module Two: Care of Patient:** **Two Tasks**
- **Module Three: Communication:** **Two Tasks**
- **Module Four: Health Education:** **One Task**
- **Module Five: Evaluation:** **One Task**
- **All modules are for 45 Minutes each.**

Module: Hospital	Module Description	Tasks Set One
Planning	It is in the morning. There are two patients that you care for today. You have 45 minutes to plan your work.	<ul style="list-style-type: none"> <li>• Write down a care plan of the tasks you must do today for the two patients</li> <li>• Tasks should have time frames</li> <li>• Place all tasks in logical order</li> <li>• Mention important goals of care against each of the tasks</li> <li>• Make sure the goals are patient centred.</li> </ul>
Module: Hospital	Module Description	Tasks Set Two
Care of Patient (Knee Replacement)	<p>Mr Ashok Kumar, 55 years old male, a Bank Manager was admitted with right knee joint pain since two weeks. The pain was very severe and activities of daily living were getting compromised, as he was not able to walk and stand. He was completely dependent on others.</p> <p>On physical examination he had limping on right side. He underwent evaluation and assessment by the Orthopaedic Surgeon. He was recommended</p>	<ul style="list-style-type: none"> <li>• Perform following tasks of the postoperative care of the patient.                             <ul style="list-style-type: none"> <li>○ Assess the pain and administer pain medication as per the order of the Physician</li> <li>○ Help him wear compression stocking on unaffected leg (left) for prevention of Deep Vein Thrombosis.</li> <li>○ Change the wound dressing on right leg.</li> </ul> </li> <li>• Tidy up the bed by performing occupied bed making and leave</li> </ul>

	Right Knee Replacement. The operation was done 2 days ago. He has been having pain at the site of surgery since two days. The dressing is soiled today morning.	immediate surroundings of the patient clean and tidy.
<b>Module: Hospital</b>	<b>Module Description</b>	<b>Tasks Set Three</b>
Communication (Diabetes Mellitus)	Mrs Shalini, 35 years of age is diagnosed with Diabetes Mellitus just a few days ago. She has a sedentary lifestyle and works as a Secretary in a Firm and her blood sugars are fluctuating. She is married and has a 7 years old child. Her Physician placed her on oral diabetic agents. She comes to your unit with profuse sweating, restlessness and nervousness. She has already taken her diabetic medication before coming to your unit.	<ul style="list-style-type: none"> <li>• Asses the patient</li> <li>• Check her vital signs- oral temperature, pulse rate, respiratory rate and blood pressure.</li> <li>• Relieve her anxiety by talking and evaluation</li> <li>• Advise her how to use oral anti-diabetic agents safely.</li> <li>• Teach her how to look for signs and symptoms of hypoglycaemia &amp; hyperglycaemia.</li> </ul>
<b>Module: Hospital</b>	<b>Module Description</b>	<b>Tasks Set Four</b>
Evaluation by Reflective Report	Evaluation- Reflective Report	<ul style="list-style-type: none"> <li>• Write a reflective Report (evaluation) by Using one situation of any one patient that you have taken care today - <ul style="list-style-type: none"> <li>○ Identify and describe one learning incident</li> <li>○ Feelings that you felt</li> <li>○ Actions taken during the situation</li> <li>○ Evaluation</li> <li>○ Analysis</li> <li>○ Conclusion</li> <li>○ Action plan to prevent such recurrences</li> </ul> </li> <li>• Report should be not more than one page</li> </ul>
<b>Module: Home Care</b>	<b>Module Description</b>	<b>Tasks Set Five</b>
Planning	It is in the morning. There are two patients that you care for today. You have 45 minutes to plan your work.	<ul style="list-style-type: none"> <li>• Write down a care plan of the tasks you must do today for the two patients</li> <li>• Tasks should have time frames</li> <li>• Place all tasks in logical order</li> <li>• Mention important goals of care against each of the tasks</li> </ul>

		<ul style="list-style-type: none"> <li>• Make sure the goals are patient centred.</li> </ul>
<b>Module: Home Care</b>	<b>Module Description</b>	<b>Tasks Set Six</b>
Care of Patient (Dementia)	<p>Mr Sunil Sinha, 70 years old male, is a patient of dementia. He is being attended at home since last four years.</p> <p>He is forgetful, and does not pay much attention to hygiene.</p> <p>He forgets to eat and sometimes eats more than he can digest leading to stomach upset. He is untidy and smelly. Today he is also feeling restless and short of breath.</p>	<ul style="list-style-type: none"> <li>• Assess the general condition of the patient</li> <li>• Provide him mouth care with oral toothbrush and paste.</li> <li>• Change his clothes and help him feel fresh.</li> <li>• Provide him suitable position to relieve his restlessness and promote ease of breathing.</li> </ul>
<b>Module: Home Care</b>	<b>Module Description</b>	<b>Tasks Set Seven</b>
Communication (Hemiplegia)	<p>Mr Sharma, 80 years is a patient of hemiplegia since two years and being taken care of at his home.</p> <p>His only son lives at USA and sends him money for care. He lives alone in apartment and has no friends visiting him. His wife died ten years ago.</p> <p>He receives Physiotherapy at home but is unable to talk much.</p> <p>He finds his movement from bed to wheelchair very difficult and often gets irritated, as he is unable to do that without help. He is also very depressed and does not eat well.</p>	<ul style="list-style-type: none"> <li>• Talk with the patient and find out how he is feeling today.</li> <li>• Talk to him about his family.</li> <li>• Find out about his daily routine and how he manages to keep himself occupied.</li> <li>• Make a light snack for him and ensure that he eats it.</li> <li>• Assist him in using wheelchair and teach methods to move out of bed safely</li> <li>• Help him to overcome his depression by providing supportive care and encouragement</li> </ul>
<b>Module: Home Care</b>	<b>Module Description</b>	<b>Tasks Set Eight</b>
Health Education	<p>Draw a poster on Harmful Effects of Smoking for group of teenagers, to prevent them from getting into the habit.</p>	<ul style="list-style-type: none"> <li>• The guidelines for drawing the a poster are as follows: <ul style="list-style-type: none"> <li>○ Writing should be bold enough for reading from a distance</li> <li>○ Use colours for making it attractive</li> <li>○ Use pictorial representation than written language</li> </ul> </li> </ul>

## Section – C

### C. Marking Scheme

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

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

#### MARKING DISTRIBUTION:

Category of Marks	Task Sets	Work Organization (1)	Communication & IPR (2)	Problem-solving/ Innovation/ Creativity (3)	Assessment & Patient Needs (4)	Management & Delivery of Care (5)	Evaluation of Care (6)	TOTAL
<b>Max Marks</b>		<b>10</b>	<b>25</b>	<b>10</b>	<b>10</b>	<b>35</b>	<b>10</b>	<b>100</b>
<b>Module: Hospital: Planning</b>	<b>One</b>	<b>1</b>	<b>X</b>	<b>X</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>5</b>
<b>Module: Hospital: Care of Patient</b>	<b>Two</b>	<b>2</b>	<b>5</b>	<b>2</b>	<b>2</b>	<b>9</b>	<b>2</b>	<b>22</b>
<b>Module: Hospital: Communication</b>	<b>Three</b>	<b>2</b>	<b>5</b>	<b>2</b>	<b>2</b>	<b>5</b>	<b>2</b>	<b>18</b>
<b>Module: Hospital: Reflective Report</b>	<b>Four</b>	<b>X</b>	<b>2</b>	<b>1</b>	<b>X</b>	<b>3</b>	<b>X</b>	<b>6</b>
<b>Module: Home Care: Planning</b>	<b>Five</b>	<b>1</b>	<b>X</b>	<b>X</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>5</b>
<b>Module: Home Care: Care of</b>	<b>Six</b>	<b>2</b>	<b>5</b>	<b>2</b>	<b>2</b>	<b>9</b>	<b>2</b>	<b>22</b>

<b>Patient</b>								
<b>Module: Home Care: Communication</b>	<b>Seven</b>	<b>2</b>	<b>5</b>	<b>2</b>	<b>2</b>	<b>5</b>	<b>2</b>	<b>18</b>
<b>Module: Home Care: Health Education</b>	<b>Eight</b>	<b>X</b>	<b>3</b>	<b>1</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>4</b>
<b>TOTAL</b>	<b>Eight Sets</b>	<b>10</b>	<b>25</b>	<b>10</b>	<b>10</b>	<b>35</b>	<b>10</b>	<b>100</b>

### MARKING METHODOLOGY:

Standard and Aspect	Aspect Type Measurement (M) Judgment (J)	Aspect Criterion Description	Max Marks	Results (Pls encircle)	Total Marks Awarded
<b>Module: Hospital: Planning: Task Set One</b>			<b>5</b>		
Standard: Organization	Work		1		
1.1	M	Care Plan is organized appropriately and need based	0.5	Y/N	
1.2	M	Presenter's name, date and time is captured in care plan	0.5	Y/N	
Standard: Assessment and Patient needs			1		
4.1	M	Goals are identified keeping in mind patients' requirements	0.5	Y/N	
4.2	M	Important tasks are prioritized according to patient needs	0.5	Y/N	
Standard: Management and Delivery of Care			2		
5.1	M	Time frames for all tasks are specified	1	Y/N	
5.2	M	Rationale for every task is mentioned against each goal	1	Y/N	
Standard: Evaluation of Care			1		
6.1	M	Written plan is complete and precise	0.5	Y/N	
6.2	M	Language used is comprehensible and grammatical	0.5		
<b>Module: Hospital: Care of Patient: Task Set Two</b>			<b>22</b>		
Standard: Organization	Work		2		
1.1	M	Tasks are organized in order of need/plan	0.5	Y/N	
1.2	M	Required articles are placed in tray appropriately	0.5	Y/N	
1.3	M	There are no interruptions in completion of tasks due to lack of planning	0.5	Y/N	
1.4	M	Competitor is confident of the tasks to be	0.5	Y/N	



		performed on patient			
Standard: Communication and Interpersonal Relationship			5		
2.1	M	Knocks the door before entry into the room	0.5	Y/N	
2.2	M	Introduces himself/herself and explains the reason for being at the patients' bedside	0.5	Y/N	
2.3	M	Checks the patient's ID while questioning patient about how he is feeling.	0.5	Y/N	
2.4	M	Shows empathy while understanding patient's complaints	0.5	Y/N	
2.5	M	Tries to rephrase the complaints identified by the patient to understand correctly the seriousness of the issue	0.5	Y/N	
2.6	M	Explains the patient about the tasks going to be performed on him	0.5	Y/N	
2.7	M	Explains that the patient can stop the tasks anytime he feels unable to participate in them actively and can let the competitor know.	0.5	Y/N	
2.8	M	Throughout the execution of tasks, maintains a pleasant demeanor	0.5	Y/N	
2.9	M	Uses need based communication tools during the tasks are being completed	0.5	Y/N	
2.10	M	Documents correctly the patient's responses in the patient's records.	0.5	Y/N	
Standard: Problem Solving/ Innovation /Creativity			2		
3.1	M	Understands and is ready for accepting unforeseen interruptions and reacts in a supportive manner with the patient	0.5	Y/N	
3.2	M	Suggests creative solutions to address patient's unexpected responses	1	Y/N	
3.3	M	Informs patient about simple methods to reduce the anxiety associated with post operative pain	0.5	Y/N	
Standard: Assessment of Patient Needs			2		
4.1	M	Assesses the general condition of patient	0.5	Y/N	
4.2	M	Assesses the pain of the patient on pain scale	0.5	Y/N	
4.3	M	Assesses the left leg before applying compression stockings	0.5	Y/N	
4.4	M	Assesses the wound before performing wound dressing	0.5	Y/N	
Standard: Management and Delivery of Care			9		
5.1	M	Maintains hand hygiene as per the protocol used, follows all steps and uses appropriate material and time	0.5	Y/N	
5.2	M	Follows Pain Scale correctly and ascertains the reason for administration of pain medication.	0.5	Y/N	
5.3	M	Administers pain medication as per the Five Rights	0.5	Y/N	
5.4	M	Monitors the effect of pain medication by asking the patient after some time has passed	0.5	Y/N	
5.5	M	Applies compression stocking on left limb, as per the technique	0.5	Y/N	
5.6	M	Checks the limb for any complications after application of compression stockings: talks to	0.5	Y/N	

		patient about expressing any difficulty/symptom			
5.7	M	Prepares the patient for wound dressing	0.5	Y/N	
5.8	M	Examines the wound for any discharge/ pus/ infection or pain	0.5	Y/N	
5.9	M	Uses the correct technique for doing a sterile dressing of the surgical wound on the right leg	1	Y/N	
5.10	M	Applies wound bandage after the dressing in correct manner	0.5	Y/N	
5.11	M	Collects the waste and disposes off in correct receptacles according to bio-medical waste management protocols	0.5	Y/N	
5.12	M	Performs hand-washing after the wound dressing is completed	0.5	Y/N	
5.13	M	Explains patient about the reason for tidying – up the bed and surroundings and maintaining it neat and clean	0.5	Y/N	
5.14	M	Uses correct body mechanics in moving the patient from one to other side	0.5	Y/N	
5.15	M	Uses correct height of the bed while tidying up the bed.	0.5	Y/N	
5.16	M	Keeps back all the articles used, in proper state at designated places.	0.5	Y/N	
5.17	M	Leaves the room after final explanation about work done and says goodbye	0.5	Y/N	
<b>Standard: Evaluation of Care</b>			<b>2</b>		
6.1	M	Documents medication administration correctly	0.5	Y/N	
6.2	M	Documents wound dressing details correctly	0.5	Y/N	
6.3	M	Documents application of compression stockings	0.5	Y/N	
6.4	M	Asks how the patient is feeling after completion of all tasks.	0.5	Y/N	
<b>Module: Hospital: Communication: Task Set Three</b>			<b>18</b>		
<b>Standard: Work Organization</b>			<b>2</b>		
1.1	M	Tasks are organized in order of need/plan	0.5	Y/N	
1.2	M	Required articles are placed in tray appropriately	0.5	Y/N	
1.3	M	There are no interruptions in completion of tasks due to lack of planning	0.5	Y/N	
1.4	M	Competitor is confident of the tasks to be performed on patient	0.5	Y/N	
<b>Standard: Communication and Interpersonal Relationship</b>			<b>5</b>		
2.1	M	Competitor knocks the door before entry	0.5	Y/N	
2.2	M	Competitor introduces himself/herself and explains the reason for being at the patients' bedside	0.5	Y/N	
2.3	M	Checks the patient's ID while questioning patient about how she is feeling.	0.5	Y/N	
2.4	M	Shows empathy while understanding patient's complaints	0.5	Y/N	
2.5	M	Tries to rephrase the complaints identified by the patient to understand correctly the	0.5	Y/N	

		seriousness of the issue			
2.6	M	Explains the patient about the tasks going to be performed on her	0.5	Y/N	
2.7	M	Explains that the patient can stop the tasks anytime she feels unable to participate in them actively and can let the competitor know.	0.5	Y/N	
2.8	M	Throughout the execution of tasks, maintains a pleasant demeanor	0.5	Y/N	
2.9	M	Uses need based communication tools during the tasks are being completed	0.5	Y/N	
2.10	M	Documents correctly the patient's responses in the patient's records.	0.5	Y/N	
Standard: Problem Solving/ Innovation /Creativity			2		
3.1	M	Understands and is ready for accepting unforeseen interruptions and reacts in a supportive manner with the patient	0.5	Y/N	
3.2	M	Suggests creative solutions to address patient's unexpected responses	1	Y/N	
3.3	M	Informs patient about information to reduce the anxiety associated with diabetes & its complications- hypoglycemia and hyperglycemia	0.5	Y/N	
Standard: Assessment of Patient Needs			2		
4.1	M	Assesses the general condition of patient	0.5	Y/N	
4.2	M	Observes the patient for any signs and symptoms	0.5	Y/N	
4.3	M	Assesses the patient's anxiety by talking with her	0.5	Y/N	
4.4	M	Assesses the patient's restlessness and nervousness	0.5	Y/N	
Standard: Management and Delivery of Care			5		
5.1	M	Maintains hand hygiene as per the protocol used, follows all steps and uses appropriate material and time	0.5	Y/N	
5.2	M	Checks oral temperature correctly as per the protocol	0.5	Y/N	
5.3	M	Checks pulse rate correctly as per the protocol	0.5	Y/N	
5.4	M	Checks respiratory rate correctly as per the protocol	0.5	Y/N	
5.5	M	Checks blood pressure correctly as per the protocol	0.5	Y/N	
5.6	M	Explains about oral hypoglycemic agents and their safe use	0.5	Y/N	
5.7	M	Teaches signs and symptoms of hyperglycemia	0.5	Y/N	
5.8	M	Teaches signs and symptoms of hypoglycemia	0.5	Y/N	
5.9	M	Keeps back all the articles used, in proper state at designated places	0.5	Y/N	
5.10	M	Leaves the room after final explanation about work done and says goodbye	0.5	Y/N	
Standard: Evaluation of Care			2		
6.1	M	Documents general observations correctly	0.5	Y/N	
6.2	M	Documents vital signs details correctly	0.5	Y/N	
6.3	M	Documents what was explained to patient	0.5	Y/N	

		about Diabetes			
6.4	M	Asks how the patient is feeling after completion of all tasks	0.5	Y/N	
<b>Module: Hospital: Reflective Report: Task Set Four</b>			<b>6</b>		
Standard: Communication and Interpersonal Relationship			2		
2.1	M	The report is identified with name and signature of the competitor	0.5	Y/N	
2.2	M	The report describes the work done comprehensively and completely, in chronological order and priority based	1	Y/N	
2.3	M	The language used is legible, grammatically correct, and descriptive	0.5	Y/N	
Standard: Problem Solving/ Innovation /Creativity			1		
3.1	M	Has explained the unforeseen event accurately and reacted in a supportive manner with the patient	0.5	Y/N	
3.2	M	Problem-solving done is explained appropriately, including capturing patient's unexpected responses	0.5	Y/N	
Standard: Management and Delivery of Care			3		
5.1	M	The learning incident is described in report	0.5	Y/N	
5.2	M	Feelings felt by the competitor are described in report	0.5	Y/N	
5.3	M	Actions taken during the situation are explained adequately	0.5	Y/N	
5.4	M	Evaluation of the actions is described in report	0.5	Y/N	
5.5	M	Analysis of the actions taken and how much they were useful or harmful is explained in report	0.5	Y/N	
5.6	M	Conclusion of the report is precisely mentioned	0.5	Y/N	
<b>Module: Home Care: Planning: Task Set Five</b>			<b>5</b>		
Standard: Work Organization			1		
1.1	M	Care Plan is organized appropriately and need based	0.5	Y/N	
1.2	M	Presenter's name, date and time is captured in care plan	0.5	Y/N	
Standard: Assessment and Patient needs			1		
4.1	M	Goals are identified keeping in mind patients' requirements	0.5	Y/N	
4.2	M	Important tasks are prioritized according to patient needs	0.5	Y/N	
Standard: Management and Delivery of Care			2		
5.1	M	Time frames for all tasks are specified	1	Y/N	
5.2	M	Rationale for every task is mentioned against each goal	1	Y/N	
Standard: Evaluation of Care			1		
6.1	M	Written plan is complete and precise	0.5	Y/N	
6.2	M	Language used is comprehensible and grammatical	0.5		
<b>Module: Home Care: Care of Patient: Task Set Six</b>			<b>22</b>		

Standard: Work Organization			2		
1.1	M	Tasks are organized in order of need/plan	0.5	Y/N	
1.2	M	Required articles are placed in tray appropriately	0.5	Y/N	
1.3	M	There are no interruptions in completion of tasks due to lack of planning	0.5	Y/N	
1.4	M	Competitor is confident of the tasks to be performed on patient	0.5	Y/N	
Standard: Communication and Interpersonal Relationship			5		
2.1	M	Knocks the door before entry inside the room	0.5	Y/N	
2.2	M	Introduces himself/herself and explains the reason for being at the patients' bedside	0.5	Y/N	
2.3	M	Checks the patient's ID while questioning patient about how he is feeling.	0.5	Y/N	
2.4	M	Shows empathy while understanding patient's complaints	0.5	Y/N	
2.5	M	Tries to rephrase the complaints identified by the patient to understand correctly the seriousness of the issue	0.5	Y/N	
2.6	M	Explains the patient about the tasks going to be performed on him	0.5	Y/N	
2.7	M	Explains that the patient can stop the tasks anytime he feels unable to participate in them actively and can let the competitor know.	0.5	Y/N	
2.8	M	Throughout the execution of tasks, maintains a pleasant demeanor	0.5	Y/N	
2.9	M	Uses need based communication tools during the tasks are being completed	0.5	Y/N	
2.10	M	Documents correctly the patient's responses in the patient's records.	0.5	Y/N	
Standard: Problem Solving/ Innovation /Creativity			2		
3.1	M	Understands and is ready for accepting unforeseen interruptions and reacts in a supportive manner with the patient	0.5	Y/N	
3.2	M	Suggests creative solutions to address patient's unexpected responses	1	Y/N	
3.3	M	Informs patient about simple methods to reduce the anxiety	0.5	Y/N	
Standard: Assessment of Patient Needs			2		
4.1	M	Assesses the general condition of patient	0.5	Y/N	
4.2	M	Observes the patient for any signs and symptoms of lack of hygiene	0.5	Y/N	
4.3	M	Assesses the patient's oral cavity before providing mouth care	0.5	Y/N	
4.4	M	Assess the patient's forgetfulness by asking need based questions	0.5	Y/N	
Standard: Management and Delivery of Care			9		
5.1	M	Maintains hand hygiene as per the protocol used, follows all steps and uses appropriate material and time	0.5	Y/N	
5.2	M	Explains the procedure to the patient about the task to be done	0.5	Y/N	
5.3	M	Examines the mouth for general condition and	0.5	Y/N	

		eruptions, ulcers, injuries			
5.4	M	Places the patient in a suitable position for providing mouth care	0.5	Y/N	
5.5	M	Performs mouth care with provided material, as per protocol	1	Y/N	
5.6	M	Changes clothes of the patient as per protocol	0.5	Y/N	
5.7	M	Ensures that there is no injury or harm while changing clothes	0.5	Y/N	
5.8	M	Provides sitting position (cardiac position) to ease breathing	0.5	Y/N	
5.9	M	Checks with the patient if he is feeling better with this position	0.5	Y/N	
5.10	M	Makes the surroundings tidy to prevent falls	0.5	Y/N	
5.11	M	Collects the waste and disposes off in correct receptacles according to bio-medical waste management protocols	0.5	Y/N	
5.12	M	Performs hand-washing after the tasks are completed	0.5	Y/N	
5.13	M	Explains patient about the reason for maintaining hygiene at all times	0.5	Y/N	
5.14	M	Uses correct body mechanics in moving the patient from one to other side	0.5	Y/N	
5.15	M	Uses correct height of the bed while performing tasks	0.5	Y/N	
5.16	M	Keeps back all the articles used, in proper state at designated places.	0.5	Y/N	
5.17	M	Leaves the room after final explanation about work done and says goodbye	0.5	Y/N	
<b>Standard: Evaluation of Care</b>			<b>2</b>		
6.1	M	Documents mouth care correctly with specific observations	0.5	Y/N	
6.2	M	Documents general condition correctly	0.5	Y/N	
6.3	M	Documents change of clothes and positioning provided for ease of breathing	0.5	Y/N	
6.4	M	Asks how the patient is feeling after completion of all tasks	0.5	Y/N	
<b>Module: Home Care: Communication: Task Set Seven</b>			<b>18</b>		
<b>Standard: Work Organization</b>			<b>2</b>		
1.1	M	Tasks are organized in order of need/plan	0.5	Y/N	
1.2	M	Required articles are placed in tray appropriately	0.5	Y/N	
1.3	M	There are no interruptions in completion of tasks due to lack of planning	0.5	Y/N	
1.4	M	Competitor is confident of the tasks to be performed on patient	0.5	Y/N	
<b>Standard: Communication and Interpersonal Relationship</b>			<b>5</b>		
2.1	M	Knocks the door before entry into the room	0.5	Y/N	
2.2	M	Introduces himself/herself and explains the reason for being at the patients' bedside	0.5	Y/N	
2.3	M	Checks the patient's ID while questioning patient about how he is feeling	0.5	Y/N	
2.4	M	Shows empathy while understanding patient's	0.5	Y/N	

		complaints			
2.5	M	Tries to rephrase the complaints identified by the patient to understand correctly the seriousness of the issue	0.5	Y/N	
2.6	M	Explains the patient about the tasks going to be performed on him	0.5	Y/N	
2.7	M	Explains that the patient can stop the tasks anytime he feels unable to participate in them actively and can let the competitor know	0.5	Y/N	
2.8	M	Throughout the execution of tasks, maintains a pleasant demeanor	0.5	Y/N	
2.9	M	Uses need based communication tools during the tasks are being completed	0.5	Y/N	
2.10	M	Documents correctly the patient's responses in the patient's records	0.5	Y/N	
Standard: Problem Solving/ Innovation /Creativity			2		
3.1	M	Understands and is ready for accepting unforeseen interruptions and reacts in a supportive manner with the patient	0.5	Y/N	
3.2	M	Suggests creative solutions to address patient's unexpected responses	1	Y/N	
3.3	M	Informs patient about simple methods to reduce the anxiety	0.5	Y/N	
Standard: Assessment of Patient Needs			2		
4.1	M	Assesses the general condition of patient	0.5	Y/N	
4.2	M	Observes the patient for any signs and symptoms of depression	0.5	Y/N	
4.3	M	Assesses the patient's anxiety by talking with him about his family	0.5	Y/N	
4.4	M	Assesses the patient's ease of movement from bed to wheelchair	0.5	Y/N	
Standard: Management and Delivery of Care			5		
5.1	M	Maintains hand hygiene as per the protocol used, follows all steps and uses appropriate material and time	0.5	Y/N	
5.2	M	Talks actively with patient about his family	0.5	Y/N	
5.3	M	Identifies what emotional moods are felt by the patient	0.5	Y/N	
5.4	M	Talks actively with patient about his daily routine	0.5	Y/N	
5.5	M	Makes and offers a tray of light snack to the patient	0.5	Y/N	
5.6	M	Explains about why eating food at proper time is important	0.5	Y/N	
5.7	M	Makes sure that the patient eats the snack	0.5	Y/N	
5.8	M	Assists patient in moving on to wheel chair	0.5	Y/N	
5.9	M	Explains to patient about prevention of fall and harm while movement	0.5	Y/N	
5.10	M	Leaves the room after final explanation about work done and says goodbye	0.5	Y/N	
Standard: Evaluation of Care			2		
6.1	M	Documents general observations correctly	0.5	Y/N	
6.2	M	Documents emotional aspects observed correctly	0.5	Y/N	

6.3	M	Documents what was explained about prevention of falls and harm	0.5	Y/N	
6.4	M	Asks how the patient is feeling after completion of all tasks	0.5	Y/N	
<b>Module: Home Care: Health Education: Task Set Eight</b>			<b>4</b>		
<b>Standard: Communication and Interpersonal Relationship</b>			<b>3</b>		
2.1	M	Displays positive overall visual appeal	0.5	Y/N	
2.2	M	Has ability to stand alone as a clear communication material	0.5	Y/N	
2.3	M	Has accuracy of information captured in the poster	0.5	Y/N	
2.4	M	The content is legible, grammatically correct and complete	0.5	Y/N	
2.5	M	The quality of graphics used is appropriate to the subject	0.5	Y/N	
2.6	M	The content is relevant and appropriate to the context	0.5	Y/N	
<b>Standard: Problem Solving/ Innovation /Creativity</b>			<b>1</b>		
3.1	M	Uses effective pictorial representation	0.5	Y/N	
3.2	M	Is able to put across the information desired	0.5	Y/N	



## Section - D

### D. Infrastructure List

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**Zone:**

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

**Actors:**

Patients	Four	Live Actors	Patient One: Male, 55 Years Patient Two: Male, 70 Years Patient Three: Male, 80 Years Patient Four: Female, 35 Years	Patients have to be prepared for their roles in the competitions.
Patients clothing	Two sets	Live Actors	For patients to use during the competition	Hospital Dresses are preferred for patients.
Identification Bands	Two Min	Live Actors	For providing identification to the patients	Held on hands as per policy of institution

ITEM	QUANTITY	MATERIAL	DESCRIPTION	NOTES
Hospital Beds	Two	Furniture	For Two patients in Hospital Zone	Both Patients will lie down on beds
Home Beds	Two	Home Bedroom Furniture	For Two patient in Home Zone	Both Patients will lie down on beds
Mattresses and Bed Linen	All sets- Four	Clothing	For laying down the patients comfortably	The beds to be made before patients arrive
Table and Chair	One each	Furniture	For competitors to do planning	This will be made available for 5 to 6 candidates together
Table and Chair	One each	Furniture	For Poster Making	This will be made available for 5 to 6 candidates together
Table and Chair	One each	Furniture	For Evaluation Reporting	This will be made available for 5 to 6 candidates together
Compression Stockings	Two Pairs	Equipment	For Placing on Left Led	Deep vein Thrombosis Prophylaxis
Wound	Two Trays	Equipment	For Wound	Artery Forceps-1, Dissecting

Dressing Tray			Dressing	forceps-2, Scissors-1, Small Bowl, Gloves, masks, gowns, Cotton balls, gauze pieces, cotton pads etc., Cleaning solutions, Ointments and powder as prescribed, Vaseline gauze in sterile container, Swab sticks in a sterile container, Bandages, pin, binders, scissors, plaster, Bio Medical bags / bins, Mackintosh & towel
Mouth Care Tray	Two Trays	Equipment	For Mouth Care	A small mackintosh with treatment towel, Feeding cup with water, Kidney tray -1, Trash bag -1, Disposable gloves, Toothbrush of patient, Tooth paste
Hygiene Tray	Two Trays	Equipment	For Hygiene Maintenance	Tray with Bath Basin – 1, Sponge Clothes – 2, Soap with soap dish, Face Towel – 1, Powder, Comb, trash bag, Jug with water, Laundry Bag
Vital Signs Tray	Two Trays	Equipment	For Checking Vital Signs	BP Apparatus, Stethoscope, Oral Thermometer, Swabs, Hand Rub
Bed Making Tray	Two Trays	Equipment	For making bed tidy	Extra Bed Linen and Wash Cloth with basin
Food Tray	Two Trays	Equipment	For Offering Food	Cutlery, Crockery, Plates, Food (Dry Eatables), Containers, Glasses, Water Jug
Wheel Chair	One	Furniture	For one patient	To be used for Moving the patient from bed to wheel chair
Documents	Many	Stationery	For documentation	Charts and Records, Pain assessment scale, General Assessment sheets, Nurses Notes, Vital Recording Sheet, Diabetic health education chart, Medication Order Sheet
Crayons and drawing material	Sufficient	Stationery	For Poster Preparation	To be made available for all contestants
Papers & Pens	Sufficient	Stationery	For Written modules	To be made available for all contestants
Bio Medical Waste Management	Needful	Equipment	For Waste disposal	To be made ready for waste disposal And Hand wash Areas with material to be provided

## Section – E

### E. Instructions for candidates

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To complete the modules please do the following:

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

## Section – F

### **F. Health, Safety, and Environment**

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