

Care Giving Course-Primary (Basic)

**(Mental Retardation, Autism Spectrum Disorder, Cerebral Palsy and
Multiple Disabilities)**

Syllabus & Guidelines

Care Giving -Primary Course (Basic) (Mental Retardation, Autism Spectrum Disorder, Cerebral Palsy and Multiple Disabilities)

Aim

To prepare a cadre of trained care givers to provide basic care for persons with Mental Retardation, Autism Spectrum Disorder, Cerebral Palsy and Multiple Disabilities.

Objective

To develop skills for providing basic care for Persons with Mental Retardation, Autism Spectrum Disorder, Cerebral Palsy and Multiple Disabilities.

Expected Outcome

A cadre of trained care givers will be available within the home, community and institutions for care-giving for persons with Mental Retardation, Autism Spectrum Disorder, Cerebral Palsy and Multiple Disabilities.

Course Structure

Certificate Course - This course will have Basic module with total study **duration of 3 months**.

A) Basic compulsory Module covering areas such as health, nutrition, basic care giving for the persons with Mental Retardation, Autism Spectrum Disorder, Cerebral Palsy and Multiple Disabilities.

B) Weightage in terms of hours for theory and practical will be in the ratio of 30: 70

Entry Criteria

The applicant must be minimum 8th standard or equivalent pass. Applicant age should be minimum 18 years at the time of applying for the training (on last date of application for the course).

Certification

After the successful completion of the courses, the candidates will be awarded a certificate by National Trust.

Admission procedure – as per norms & guidelines of the National Trust.

Intake Capacity – 30

Medium of Instruction - Hindi, English or Regional Language

Teacher-Student Ratio – 1: 15

Minimum attendance required – 80 %

Faculty Requirement

There would be minimum 2 core faculty for a maximum batch size of 30 students having the following qualifications:

- a) One of the core faculty should be Bachelor in Nursing/ /Psychiatric Nursing/ Social Work/ Rehabilitation Professional or General Nursing with minimum 2 years of practical experience in the field of disability.
- b) Remaining one faculty should have RCI registered Professional/Personnel in the related disabilities.
- c) There should be a Demonstrator or Co-trainer, who should be a RCI registered personnel in course-related specialization with minimum 3 years experience.

The Guest faculty will be engaged as per requirement of the course.

The Infrastructure Requirement

The infrastructure requirement for an Institute willing to conduct the programme will be as follows:

- a) The training center should have facilities in at least one area of disabilities related to the course
Or
Should be able to have attachment with a hospital/institution offering services in respective discipline.
- b) The Institute should have an adequately furnished class room(@9 Sft per students) with disabled friendly toilet, office room etc.

Eligibility of the Organization to offer the programme

As per norms of the National Trust (Sahyogi Scheme)

Examination

Written examinations will be a combination of Objective & short answer type (30:70)

Theory-

Internal Examination

There will be two internal examinations comprising of 50 marks of theory and 50 marks of practical (at the end of 1st and 2nd month). Total of 200 marks.

External Examination (Final Examination at the end of 3rd month)

There will be final examination of 200 marks (100 marks of theory and 100 marks of practical)

Final Practical –

Certificate Course practical exams a total of 100 marks will be assigned and the break up will be as follows:

a)	Practical Book Record	=	20 marks
b)	1 case presentation	=	20 marks
	(for assessment of the patient / client, family needs, Care Plan / Management)		
c)	Basic activities/emergencies	=	20 marks
	(ADL, Emergencies, Behaviour management)		
d)	Viva-voce examination	=	40 marks

	Total		100 marks

Final Result will be based on total 400 marks.

Passing Marks – Theory - 40 %

Practical - 50 %

In the event of the candidate failing in the final examination, he/she can avail chances for supplementary examinations (1+2 chances).

Students are required to pass in the theory and practical, individually.

CONTENTS OF THE COURSE (All units carry equal time weightage)

Unit- A Contents

1. (a) Introduction/aim/scope of the course
- (b) Introduction to disability : Disease, impairment, Disability, handicap and changing concepts
- (c) Types of Disability under National Trust Act (1999) and PwD Act(1995), and their characteristics:
 - Mental Retardation
 - Autism
 - Cerebral palsy
 - Multiple Disabilities
 - Visual Impairment (Blindness & Low Vision)
 - Hearing Impairment
 - Locomotor Disability
 - Leprosy Cured
 - Mental Illness

- 2 Health & Personal Hygiene
 Fundamentals of Health:
 - Definition of Health (Physical & Mental) and Illness
 - Personal hygiene.
 - Oral diseases & Dental hygiene
 - Differences between infectious and non-infectious diseases

- 3 Care Giving & promotion of Independence skills:
 - Provision of good home care
 - Universal precautions
 - Maintaining personal hygiene
 - Environmental hygiene
 - Bed making
 - Prevention of bed sores
 - Bed bath(sponge bath), mouth care
 - Taking & Recording of temperature, pulse, respiration, blood pressure, intake - output record etc.
 - Simple sterilization methods and prevention of cross infection
 - Positioning & transferring skills
 - Nutrition and feeding including preparation of simple therapeutic diet
 - Nasal feeding skills
 - Cleanliness
 - Regular bowel movement and urination
 - Assisting in exercise, rest and sleep
 - Use of Aids & appliances
4. Health education
 - First Aid
 - How to control bleeding from a wound, cuts, scrapes etc.
 - Cardio Pulmonary Resuscitation
 - Immobility in severely disabled/critically ill persons including pain management, wound healing and altered body image

Handling Emergencies:

- Recognizing & responding to Emergencies
- How to administer medicines, appropriately and on time
- Care during fever, loss of consciousness, choking, drowning, when breathing stops, breathlessness etc.
- Giving first aid for burns, poisoning, snake bites etc.

5 Enabling Caregivers-

- Counselling-individual/group/family
- Networking skills for referral purpose and management of community resources and empowering families
- Early signs of caregivers' distress
- Coping with stress & need for Support of the Care givers
- Developing positive attitude
- Leadership
- Importance of interpersonal relationship
- Importance of understanding the difficulties and needs of disabled persons and

6. Legalities

Orientation to disability related national laws

Code of Conduct :

- exercising sensitivity to gender issues, disability labelling, managing peer relationship and responding to privacy related issues,
- skills in effective communication in situation of abuse physical, financial, etc, enhancing positive attitude in parents, prevention of using derogatory references

References:

Unit- B Contents

1. Orientation to:
Mental Retardation & Autism Spectrum Disorders
Associated problems
Definition & terminology, Characteristics
Causes, Classification on functional basis and needs
2. Transfer of skills to family members
3. Basic Management in Activities of Daily Living
 - a) Positioning
 - b) Lifting
 - c) Carrying/transferring
 - d) Dressing
 - e) Bathing and grooming
 - f) Toileting/brushing
 - g) Management of menstruation
 - h) Personal hygiene
 - i) Teaching Individual skills (household chores), Leisure and Recreational Skills
4. Orientation and Mobility
5. Assistive Devices & Barrier Free Environment
6. Language and Communication
 - a) Developing basic language skills
 - b) Specific strategies for non speaking persons with Multiple Disabilities.
 - c) Basics in sign language
 - d) Social interactions
7. Field Visit (home visits)

References:

Unit C Content

1. Orientation to:
Cerebral Palsy
Associated problems
Definition & terminology, Characteristics
Causes, Classification on functional basis and needs
2. Transfer of skills to family members
3. Basic Management in Activities of Daily Living
 - a) Positioning
 - b) Lifting
 - c) Carrying/transferring
 - d) Dressing
 - e) Bathing and grooming
 - f) Toileting/brushing
 - g) Management of menstruation
 - h) Personal hygiene
 - i) Teaching Individual skills (household chores), Leisure and Recreational Skills
4. Orientation and Mobility
5. Assistive Devices & Barrier Free Environment
6. Language and Communication
 - a) Developing basic language skills
 - b) Specific strategies for non speaking persons with Multiple Disabilities.
 - c) Basics in sign language
 - d) Social interactions
7. Field Visit (home visits)

References:

Unit D Content

1. Orientation to:
Multiple Disabilities
Definition & terminology, Characteristics
Causes, Classification on functional basis and needs
2. Transfer of skills to family members
3. Basic Management in Activities of Daily Living
 - a) Positioning
 - b) Lifting
 - c) Carrying/transferring
 - d) Dressing
 - e) Bathing and grooming
 - f) Toileting/brushing
 - g) Management of menstruation
 - h) Personal hygiene
 - i) Teaching Individual skills (household chores), Leisure and Recreational Skills
4. Orientation and Mobility
5. Assistive Devices & Barrier Free Environment
6. Language and Communication
 - a) Developing basic language skills
 - b) Specific strategies for non speaking persons with Multiple Disabilities.
 - c) Basics in sign language
 - d) Social interactions
7. Field Visit (home visits)

References:

Care Giving Course-Primary(Basic)
(Visual Impairment, Locomotor Disability & Multiple Disabilities)

Syllabus & Guidelines

Care Giving -Primary Course(Basic) (Visual Impairment, Locomotor Disability & Multiple Disabilities)

Aim

To prepare a cadre of trained care givers to provide basic care for persons with Visual Impairment, Locomotor Disability & Multiple Disabilities.

Objective

To develop skills for providing basic care for Persons with Visual Impairment, Locomotor Disability & Multiple Disabilities.

Expected Outcome

A cadre of trained care givers will be available within the home, community and institutions for care-giving for persons with Visual Impairment, Locomotor Disability & Multiple Disabilities.

Course Structure

Certificate Course - This course will have Basic module with total study **duration of 3 months**.

A) Basic compulsory Module covering areas such as health, nutrition, basic care giving for the persons with Visual Impairment, Locomotor Disability & Multiple Disabilities.

B) Weightage in terms of hours for theory and practical will be in the ratio of 30: 70

Entry Criteria

The applicant must be minimum 8th standard or equivalent pass. Applicant age should be minimum 18 years at the time of applying for the training(on last date of application for the course).

Certification

After the successful completion of the courses, the candidates will be awarded a certificate by The National Trust.

Admission procedure – as per norms & guidelines of The National Trust.

Intake Capacity – 30

Medium of Instruction - Hindi, English or Regional Language

Teacher-Student Ratio – 1: 15

Minimum attendance required - 80 %

Faculty Requirement

There would be minimum 2 core faculty for a maximum batch size of 30 students having the following qualifications:

- d) One of the core faculty should be Bachelor in Nursing/ Social Work/ Rehabilitation Professional or General Nursing with minimum 2 years of practical experience in the field of disability.
- e) Remaining one faculty should have RCI registered Professional/Personnel in the related disabilities.
- f) There should be a Demonstrator or Co-trainer, who should be a RCI registered personnel in course-related specialization with minimum 3 years experience.

The Guest faculty will be engaged as per requirement of the course.

The Infrastructure Requirement

The infrastructure requirement for an Institute willing to conduct the programme will be as follows:

- c) The training center should have facilities in at least one area of disabilities related to the course
Or
Should be able to have attachment with a hospital/institution offering services in respective discipline.
- d) The Institute should have an adequately furnished class room (@9 Sft per students) with disabled friendly toilet, office room etc.

Eligibility of the Organization to offer the programme-

As per norms of The National Trust (Sahyogi scheme)

Examination

Written examinations will be a combination of Objective & short answer type (30:70)

Theory-

Internal Examination

There will be two internal examinations comprising of 50 marks of theory and 50 marks of practical (at the end of 1st and 2nd month). Total of 200 marks.

External Examination (Final Examination at the end of 3rd month)

There will be final examination of 200 marks (100 marks of theory and 100 marks of practical)

Final Practical –

Certificate Course practical exams a total of 100 marks will be assigned and the break up will be as follows:

a)	Practical Book Record	=	20 marks
b)	1 case presentation	=	20 marks
	(for assessment of the patient / client, family needs, Care Plan / Management)		
c)	Basic activities/emergencies	=	20 marks
	(ADL, Emergencies, Behaviour management)		
d)	Viva-voce examination	=	40 marks

	Total		100 marks

Final Result will be based on total 400 marks.

Passing Marks – Theory - 40 %

Practical - 50 %

In the event of the candidate failing in the final examination, he/she can avail chances for supplementary examinations (1+2 chances).

Students are required to pass in the theory and practical, individually.

CONTENTS OF THE COURSE (All units carry equal time weightage)

Unit- A Contents

1. (a) Introduction/aim/scope of the course
- (b) Introduction to disability : Disease, impairment, Disability, handicap and changing concepts
- (c) Types of Disability under National Trust Act (1999) and PwD Act(1995), and their characteristics:
 - Mental Retardation
 - Autism
 - Cerebral palsy
 - Multiple Disabilities
 - Visual Impairment (Blindness & Low Vision)
 - Hearing Impairment
 - Locomotor Disability
 - Leprosy Cured
 - Mental Illness

- 2 Health & Personal Hygiene
 Fundamentals of Health:
 - Definition of Health (Physical & Mental) and Illness
 - Personal hygiene.
 - Oral diseases & Dental hygiene
 - Differences between infectious and non-infectious diseases

- 3 Care Giving & promotion of Independence skills:
 - Provision of good home care
 - Universal precautions
 - Maintaining personal hygiene
 - Environmental hygiene
 - Bed making
 - Prevention of bed sores
 - Bed bath(sponge bath), mouth care
 - Taking & Recording of temperature, pulse, respiration, blood pressure, intake - output record etc.
 - Simple sterilization methods and prevention of cross infection
 - Positioning & transferring skills
 - Nutrition and feeding including preparation of simple therapeutic diet
 - Nasal feeding skills
 - Cleanliness
 - Regular bowel movement and urination
 - Assisting in exercise, rest and sleep
 - Use of Aids & appliances

4. Health education
 - First Aid
 - How to control bleeding from a wound, cuts, scrapes etc.
 - Cardio Pulmonary Resuscitation

- Immobility in severely disabled/critically ill persons including pain management, wound healing and altered body image
- Handling Emergencies:
- Recognizing & responding to Emergencies
 - How to administer medicines, appropriately and on time
 - Care during fever, loss of consciousness, choking, drowning, when breathing stops, breathlessness etc.
 - Giving first aid for burns, poisoning, snake bites etc.
- 5 Enabling Caregivers-
- Counselling-individual/group/family
 - Networking skills for referral purpose and management of community resources and empowering families
 - Early signs of caregivers' distress
 - Coping with stress & need for Support of the Care givers
 - Developing positive attitude
 - Leadership
 - Importance of interpersonal relationship
 - Importance of understanding the difficulties and needs of disabled persons
6. Legalities
- Orientation to disability related national laws
- Code of Conduct :
- exercising sensitivity to gender issues, disability labelling, managing peer relationship and responding to privacy related issues,
 - skills in effective communication in situation of abuse physical, financial, etc, enhancing positive attitude in parents, prevention of using derogatory references

References:

Unit- B Content

2. Orientation to:
Visual Impairment
Associated problems
Definition & terminology, Characteristics
Causes, Classification on functional basis and needs
2. Functional assessment and use of residual vision
3. Transfer of skills to family members
4. Basic Management in Activities of Daily Living
Personal hygiene
Adaptation in training for household skills,
Leisure and Recreational Skills
5. Orientation and Mobility
6. Assistive Devices: optical and non- optical
7. Barrier Free Environment
8. Age appropriate communication skills
9. Improving social skills: social cues, social responding & social behaviour
10. Field Visit (home visits)

References:

Unit-C- Content

2. Orientation to:
Locomotor Disability
Associated Problem
Definition & terminology, Characteristics
Causes, Classification on functional basis and needs
2. Transfer of skills to family members
3. Basic Management in Activities of Daily Living
 - a) Positioning
 - b) Lifting & transfers with appropriate use of adaptive devices
 - c) Dressing
 - d) Bathing and grooming
 - e) Toileting/ brushing
 - f) Personal hygiene
 - g) Teaching Individual skills (household chores), Leisure and Recreational Skills
4. Orientation and Mobility- Terrain oriented
5. Assistive Devices & Barrier Free Environment
6. Social interactions
7. Field Visit (home visits)

References:

Unit- D Contents

1. Orientation to:
 Multiple Disabilities
 Definition & terminology, Characteristics
 Causes, Classification on functional basis and needs
2. Transfer of skills to family members
3. Basic Management in Activities of Daily Living
 - a) Positioning
 - b) Lifting
 - c) Carrying/transferring
 - d) Dressing
 - e) Bathing and grooming
 - f) Toileting/brushing
 - g) Management of menstruation
 - h) Personal hygiene
 - i) Teaching Individual skills (household chores), Leisure and Recreational Skills
4. Orientation and Mobility
5. Assistive Devices & Barrier Free Environment
6. Language and Communication
 - a) Developing basic language skills
 - b) Specific strategies for non speaking persons with Multiple Disabilities.
 - c) Social interactions
7. Field Visit (home visits)

References:

Care Giving Course- Advanced

**(Mental Retardation, Autism Spectrum Disorder, Cerebral Palsy and
Multiple Disabilities)**

Syllabus & Guidelines

Care Giving Course - Advanced (Mental Retardation, Autism Spectrum Disorder, Cerebral Palsy and Multiple Disabilities)

Aim

To train cadre of care givers for providing advance level care for Persons with Mental Retardation, Autism Spectrum Disorder, Cerebral Palsy and Multiple Disabilities.

Objective

To develop skills for providing advance care for Persons with Mental Retardation, Autism Spectrum Disorder, Cerebral Palsy and Multiple Disabilities.

Expected Outcome

A cadre of trained care givers for inclusion at home, community, school and institutions for care-giving for Persons with Mental Retardation, Autism Spectrum Disorder, Cerebral Palsy and Multiple Disabilities.

Course Structure

Certificate Course - This course will have Basic module with total study **duration of 6 months**.

A) Basic compulsory Module covering areas such as health, nutrition, basic care giving for the Persons with Mental Retardation, Autism Spectrum Disorder, Cerebral Palsy and Multiple Disabilities.

B) Weightage in terms of hours for theory and practical will be in the ratio of 40: 60

Entry Criteria

- a. Minimum 10th class pass or equivalent
- b. Applicant age should be minimum 18 years at the time of applying for the training (on last date of application for the course).

Certification

After the successful completion of the course, the candidates will be awarded a certificate by The National Trust.

Admission procedure – as per norms & guidelines of The National Trust.

Intake Capacity – 30

Medium of Instruction - Hindi, English or Regional Language

Teacher-Student Ratio – 1: 15

Minimum attendance required - 80 %

Faculty Requirement

There would be minimum 2 core faculty for a maximum batch size of 30 students having the following qualifications:

- g) One of the core faculty should be Bachelor in Nursing/ Social Work/ Rehabilitation Professional or General Nursing with minimum 2 years of practical experience in the field of disability.
- h) Remaining one faculty should have RCI registered Professional/Personnel in the related disabilities.
- i) There should be a Demonstrator or Co-trainer, who should be a RCI registered personnel in course-related specialization with minimum 3 years experience.

The Guest faculty will be engaged as per requirement of the course.

The Infrastructure Requirement

The infrastructure requirement for an Institute willing to conduct the programme will be as follows:

- e) The training center should have facilities in at least one area of disabilities related to the course
- f) Should be able to have attachment with a hospital/institution offering services in respective discipline.
- g) The Institute should have an adequately furnished class room (@9 Sft per students) with disabled friendly toilet, office room etc.

Eligibility of the Organization to offer the programme-

As per norms of The National Trust (Sahyogi scheme)

Examination

Written examinations will be a combination of Objective & short answer type (30:70)

Theory-

Internal Examination

There will be two internal examinations comprising of 50 marks of theory and 50 marks of practical (at the end of 2nd and 4th month). Total of 200 marks.

External Examination (Final Examination at the end of 6th month)

There will be final examination of 200 marks (100 marks of theory and 100 marks of practical)

Final Practical –

Certificate Course practical exams a total of 100 marks will be assigned and the break up will be as follows:

a)	Practical Book Record	=	20 marks
b)	1 case presentation	=	20 marks
	(for assessment of the patient / client, family needs, Care Plan / Management)		
c)	Basic activities/emergencies	=	20 marks
	(ADL, Emergencies, Behaviour management)		
d)	Viva-voce examination	=	40 marks

	Total		100 marks

Final Result will be based on total 400 marks.

Passing Marks – Theory - 40 %

Practical - 50 %

In the event of the candidate failing in the final examination, he/she can avail chances for supplementary examinations/ next examination as decided by the relevant authority (1+2 chances).

Students are required to pass in the theory and practical, individually.

CONTENTS OF THE COURSE (All units carry equal time weightage)

Unit- A

1.
 - (a) Introduction/aim/scope of the course
 - (b) Introduction to disability : Disease, impairment, Disability, handicap and changing concepts
 - (c) Types of Disability and characteristics
 - Visual Impairment,
 - Hearing & Speech Impairment
 - Locomotor Disability
 - Mental Retardation
 - Mental Illness
 - Autism
 - Cerebral palsy
 - Deaf blindness
 - Multiple Disabilities
 - (d) Methods of functional assessment, Fundamentals of functional Abilities, Activities of Daily Living (ADL)
 - (e) Basic knowledge about the structure and function of eye, ear and brain to develop an understanding about its functioning of human body in relation to age. Basics on Musculoskeletal and Nervous Systems.

2. Health & Personal Hygiene
 - Personal hygiene.
 - Oral diseases & Dental hygiene
 - Differences between infectious and non-infectious diseasesNutrition :Importance of a Balanced diet related to disability & Myths about diet, Nutrition and feeding including preparation of simple therapeutic diet

3. Care Giving & promotion of Independence skills:
 - Provision of good home care
 - Domestic & Environmental sanitation
 - Bed making
 - Prevention of bed sores
 - Bed bath(sponge bath)
 - Taking & Recording of temperature, pulse, respiration, blood pressure etc.
 - Simple sterilization methods and prevention of cross infection
 - Positioning & transferring skills
 - Nasal feeding skills
 - Cleanliness
 - Regular bowel movement and urination
 - Assisting in exercise, rest and sleep

4. Health education
 - First Aid
 - Management of fits/ seizure
 - Management of burns, wound, cuts, falls, poisoning, snake bites etc.

5. Use of Aids & appliances
 - Creating barrier free environment
 - Prerequisites of availing disability scheme based facilities
 - Disability adaptation for ADL

4. Handling Emergencies:
 - How to administer medicines, appropriately and on time
 - Care during fever, loss of consciousness, choking, drowning, when breathing stops, breathlessness etc.
 - Shock
 - Cardio Pulmonary Resuscitation
 - Recognizing & responding to Emergencies
 - Awareness on Disaster Management Strategies for PwDs

- 6 Enabling Caregivers-
 - Counselling-individual/ group/ family
 - Networking skills
 - Early signs of caregivers' distress
 - Coping with stress & need for Support of the Care givers
 - Developing positive attitude
 - Leadership
 - Importance of understanding the difficulties and needs of PwD
 - Restructuring interpersonal relationship amongst family members in relation to disability management demands

- 7 Ethics for care givers :
 - Roles and responsibility of a Care Giver
 - Prevention and protection against abuse – verbal, sexual, physical financial, etc.
 - Do's & Don'ts
 - Exercising sensitivity to gender issues, disability labelling, managing peer relationship and responding to privacy related issues.
 - Skills in effective communication in situations of abuse
 - Orientation to disability related National laws

References:

Unit- B

1. Orientation to:
Mental Retardation & Autism Spectrum Disorder
Associated problems
Definition & Terminologies, Characteristics
Causes
2. Structure and function of the brain:
Anatomy and physiology of brain
Incidence & Prevalence
3. Assessment and Programming
4. Involvement of family
 - a) Critical issues in care giving and its impact on family life
 - b) Guidance and support to families
5. Family need assessment
6. Basic management of problem behaviours
7. Transfer of skills to family members
8. Basic Management in Activities of Daily Living
 - a) Dressing
 - b) Bathing and grooming
 - c) Toileting/brushing
 - d) Management of menstruation
 - e) Personal hygiene
 - f) Teaching Individual skills (household chores)
9. Barrier Free Environment
10. Social interactions
11. Orientation to Teaching Learning Materials and Training Resources
12. Leisure / Recreational Skills and Independent living skills/Life Skills
13. Field Visit (home visits)

References:

Unit-C

1. Orientation to:
Cerebral Palsy
Associated problems
Definition & terminologies, Characteristics
Causes, Classification
2. Orientation on management of Persons with Cerebral Palsy
3. Assessment and Programming
4. Basic Management in Activities of Daily Living
 - a) Positioning
 - b) Lifting
 - c) Carrying/ transferring
 - d) Dressing
 - e) Bathing and grooming
 - f) Toileting/brushing
 - g) Management of menstruation
 - h) Personal hygiene
 - i) Teaching Individual skills (household chores)
 - j) Concept of self image/ positive attitude
5. Nutrition and feeding including preparation of simple therapeutic diet
6. Family need assessment:
 - a. Individual needs assessment
 - b. Transfer of skills to family members
 - c. Family Dynamics
 - d. Critical issues in care giving and its impact on family life
 - e. Guidance and support to families
7. Assistive Devices/ adaptive furnishing/ restructuring environment & Barrier Free Environment
8. Socio-emotional Management
 - a) Interpersonal relationship
 - b) Motivation
 - c) Self esteem
9. Leisure and Recreational Skills
10. Field Visit (home visits)

References:

Unit- C-

1. Orientation to:
Multiple Disabilities
Definition & terminology, Characteristics
Causes, Classification on functional basis and needs
2. Assessment and Programming
3. Family Dynamics
 - a) Critical issues in care giving and its impact on family life
 - b) Guidance and support to families
 - c) Family need assessment
 - d) Transfer of skills to family members
4. Basic Management in Activities of Daily Living
 - a) Positioning, Carrying/ transferring
 - b) Feeding
 - c) Dressing
 - d) Bathing and grooming
 - e) Toileting/ brushing
 - f) Regulating Bowel movement and urination
 - g) Management of menstruation
 - h) Personal hygiene
 - i) Teaching Individual skills (household chores)
5. Orientation and Mobility
6. Language and Communication
 - a) Specific strategies for non speaking persons with Multiple Disabilities.
 - b) Social interactions
7. Socio-emotional Management
 - a) Interpersonal Relationship
 - b) Motivation
 - c) Self esteem
8. Assistive Devices, adaptive furnishing/ restructuring environment & Barrier Free Environment
9. Leisure and Recreational Skills
10. Field Visit (home visits)

References:

Care Giving Course- Advanced
(Visual Impairment, Locomotor Disability & Multiple Disabilities)

Syllabus & Guidelines

Care Giving Course - Advanced (Visual Impairment, Locomotor Disability & Multiple Disabilities)

Aim

To train cadre of care givers for providing advance level care for persons with Visual Impairment, Locomotor Disability & Multiple Disabilities.

Objective

To develop skills for providing advance care for Persons with Visual Impairment, Locomotor Disability & Multiple Disabilities.

Expected Outcome

A cadre of trained care givers for inclusion at home, community, school and institutions for care-giving for persons with Visual Impairment, Locomotor Disability & Multiple Disabilities.

Course Structure

Certificate Course - This course will have Basic module with total study **duration of 6 months**.

A) Basic compulsory Module covering areas such as health, nutrition, basic care giving for the persons with Visual Impairment, Locomotor Disability & Multiple Disabilities.

B) Weightage in terms of hours for theory and practical will be in the ratio of 40: 60

Entry Criteria

a. Minimum 8th class pass and should have completed the primary training/previous Sahyogi course/ RCI primary training course

OR

Minimum 10th class pass or equivalent

b. Applicant age should be minimum 18 years at the time of applying for the training(on last date of application for the course).

Certification

After the successful completion of the courses, the candidates will be awarded a certificate by The National Trust.

Admission procedure – as per norms & guidelines of The National Trust.

Intake Capacity – 30

Medium of Instruction - Hindi, English or Regional Language

Teacher-Student Ratio – 1: 15

Minimum attendance required - 80 %

Faculty Requirement

There would be minimum 2 core faculty for a maximum batch size of 30 students having the following qualifications:

- j) One of the core faculty should be Bachelor in Nursing/ Social Work/ Rehabilitation Professional or General Nursing with minimum 2 years of practical experience in the field of disability.
- k) Remaining one faculty should have RCI registered Professional/Personnel in the related disabilities.
- l) There should be a Demonstrator or Co-trainer, who should be a RCI registered personnel in course-related specialization with minimum 3 years experience.

The Guest faculty will be engaged as per requirement of the course.

The Infrastructure Requirement

The infrastructure requirement for an Institute willing to conduct the programme will be as follows:

- h) The training center should have facilities in at least one area of disabilities related to the course
- i) Should be able to have attachment with a hospital/institution offering services in respective discipline.
- j) The Institute should have an adequately furnished class room (@9 Sft per students) with disabled friendly toilet, office room etc.

Eligibility of the Organization to offer the programme-

As per norms of The National Trust (Sahyogi scheme)

Examination

Written examinations will be a combination of Objective & short answer type (30:70)

Theory-

Internal Examination

There will be two internal examinations comprising of 50 marks of theory and 50 marks of practical (at the end of 2nd and 4th month). Total of 200 marks.

External Examination (Final Examination at the end of 6th month)

There will be final examination of 200 marks (100 marks of theory and 100 marks of practical)

Final Practical –

Certificate Course practical exams a total of 100 marks will be assigned and the break up will be as follows:

a)	Practical Book Record	=	20 marks
b)	1 case presentation	=	20 marks
	(for assessment of the patient / client, family needs, Care Plan / Management)		
c)	Basic activities/emergencies	=	20 marks
	(ADL, Emergencies, Behaviour management)		
d)	Viva-voce examination	=	40 marks

	Total		100 marks

Final Result will be based on total 400 marks.

Passing Marks – Theory - 40 %

Practical - 50 %

In the event of the candidate failing in the final examination, he/she can avail chances for supplementary examinations(1+2 chances).

Students are required to pass in the theory and practical, individually.

CONTENTS OF THE COURSE (All units carry equal time weightage)

Unit- A

1.
 - (a) Introduction/aim/scope of the course
 - (b) Introduction to disability : Disease, impairment, Disability, handicap and changing concepts
 - (c) Types of Disability and characteristics
 - Visual Impairment,
 - Hearing & Speech Impairment
 - Locomotor Disability
 - Mental Retardation
 - Mental Illness
 - Autism
 - Cerebral palsy
 - Deaf blindness
 - Multiple Disabilities
 - (d) Methods of functional assessment ,Fundamentals of functional Abilities, ADL
 - (e) Basic knowledge about the structure and function of eye, ear and brain to develop an understanding about its functioning of human body in relation to age. Basics on Musculoskeletal and Nervous Systems.

2. Health & Personal Hygiene
 - Personal hygiene.
 - Oral diseases & Dental hygiene
 - Differences between infectious and non-infectious diseasesNutrition :Importance of a Balanced diet related to disability & Myths about diet, Nutrition and feeding including preparation of simple therapeutic diet

3. Care Giving & promotion of Independence skills:
 - Provision of good home care
 - Domestic & Environmental sanitation
 - Bed making
 - Prevention of bed sores
 - Bed bath(sponge bath)
 - Taking & Recording of temperature, pulse, respiration, blood pressure etc.
 - Simple sterilization methods and prevention of cross infection
 - Positioning & transferring skills
 - Nasal feeding skills
 - Cleanliness
 - Regular bowel movement and urination
 - Assisting in exercise, rest and sleep

4. Health education
 - First Aid
 - Management of fits/seizure
 - Management of burns, wound, cuts, falls, poisoning, snake bites etc.

5. Use of Aids & appliances
 - Creating barrier free environment
 - Prerequisites of availing disability scheme based facilities
 - disability adaption for ADL

4. Handling Emergencies:
 - Recognizing & responding to Emergencies
 - How to administer medicines, appropriately and on time
 - Care during fever, loss of consciousness, choking, drowning, when breathing stops, breathlessness etc.
 - Shock
 - Cardio Pulmonary Resuscitation
 - Awareness on Disaster Management Strategies for PwDs

- 6 Enabling Caregivers-
 - Counselling-individual/group/family
 - Networking skills
 - Early signs of caregivers' distress
 - Coping with stress & need for Support of the Care givers
 - Developing positive attitude
 - Leadership
 - Importance of understanding the difficulties and needs of PwD
 - Restructuring interpersonal relationship amongst family members in relation to disability management demands

- 7 Ethics for care givers :
 - Roles and responsibility of a Care Giver
 - Prevention and protection against abuse – verbal, sexual, physical financial, etc.
 - Do's & Don'ts
 - Exercising sensitivity to gender issues, disability labelling, managing peer relationship and responding to privacy related issues.
 - Skills in effective communication in situations of abuse
 - orientation to disability related National laws

References:

Unit- B

1. Orientation to:
Visual Impairment
Associated problems
Definition & terminology, Characteristics
Causes
2. Structure and function of the eye:
Anatomy and physiology of eye
Types of visual impairment
Incidence & Prevalence
Interpreting eye report
Common eye diseases
3. Use of residual vision,
Aids and appliances- optical and non-optical
4. Involvement of family
 - a) Critical issues in care giving and its impact on family life
 - b) Guidance and support to families
5. Family need assessment
Individual needs assessment
6. Transfer of skills to family members
7. Basic Management in Activities of Daily Living
 - a) Dressing
 - b) Bathing and grooming
 - c) Toileting/brushing
 - d) Management of menstruation
 - e) Personal hygiene
 - f) Teaching Individual skills (household chores)
8. Orientation and Mobility:
Types of canes, electronic devices like GPS, Smart Cane,
Accessible ADL Devices
9. Barrier Free Environment
10. Social interactions
11. Leisure and Recreational Skills
12. Field Visit (home visits)

References:

Unit-C

3. Orientation to:
Locomotor Disability
Associated problems
Definition & terminology, Characteristics
Causes, Classification on functional basis and needs
4. Short discussion on following disease/ disability and management:
Spinal cord injury, Poliomyelitis, Stroke, Osteoporosis, Arthritis, Muscular Dystrophy, Leprosy, Ageing
3. Family Dynamics
 - a) Critical issues in care giving and its impact on family life
 - b) Guidance and support to families
4. Family need assessment
Individual needs assessment
5. Transfer of skills to family members
6. Basic Management in Activities of Daily Living
 - a) Positioning
 - b) Lifting
 - c) Carrying/ transferring
 - d) Dressing
 - e) Bathing and grooming
 - f) Toileting/brushing
 - g) Management of menstruation
 - h) Personal hygiene
 - i) Teaching Individual skills (household chores)
 - j) Concept of self image/ positive attitude
7. Orientation and Mobility
8. Assistive Devices & Barrier Free Environment
9. Socio-emotional Management
 - a) Bonding
 - b) Motivation
 - c) Self esteem
10. Leisure and Recreational Skills
11. Field Visit (home visits)

References:

Unit- C-

1. Orientation to:
Multiple Disabilities
Definition & terminology, Characteristics
Causes, Classification on functional basis and needs
2. Family Dynamics
 - a) Critical issues in care giving and its impact on family life
 - b) Guidance and support to families
3. Family need assessment
Individual needs assessment
4. Transfer of skills to family members
5. Basic Management in Activities of Daily Living
 - a) Positioning
 - b) Lifting
 - c) Carrying/ transferring
 - d) Dressing
 - e) Bathing and grooming
 - f) Toileting/ brushing
 - g) Regular Bowel movement and urination
 - h) Management of menstruation
 - i) Personal hygiene
 - j) Teaching Individual skills (household chores)
6. Orientation and Mobility
7. Assistive Devices & Barrier Free Environment
8. Socio-emotional Management
 - a) Bonding
 - b) Motivation
 - c) Self esteem
9. Language and Communication
 - a) Developing basic language skills
 - b) Specific strategies for non speaking persons with Multiple Disabilities.
 - c) Social interactions
10. Leisure and Recreational Skills
11. Field Visit (home visits)

References:

Practical Training

For Primary Module: Seventy percent of time should be utilized for imparting practical training in subject mentioned in module.

For Advanced Module: Sixty percent of time should be utilized for imparting practical training in subject mentioned in module.

The Care Giver will be imparted practical training in all the contents mentioned in respective discipline/module with particular emphasis on following set ups:

I. Training to be given on the following aspects:

Methods of identifying the Persons with Disability in respective discipline, counselling the family, preparing case histories & reporting.

II. Training in Orientation and Mobility :

- a. Place of Public gathering
- b. A river or pond or any place for water collection or ablution
- c. Access on road, crossing a busy road, negotiating traffic and public transport.
- d. Various types of houses in rural/urban surroundings
- e. Post office, dispensary, school, panchayat office, etc.

III. Training in Independent Living Skills :

- a. Training for home chores and daily living skills
- b. Monitoring Medication & Nutrition
- c. Personal Management

IV. Training in Behaviour Management :

- a. Assessment of problem behaviour
- b. Methods of reinforcement
- c. Relaxation strategies