

## Overview on Units of Learning Outcomes

### Key Activities and Professional Competences

Qualification: **Family assistant**

EQF Level: **3**

Key Activities and Professional Competences
<p><b>Household support</b> Assist the service user in preparing meals Support the service user with the housework</p>
<p><b>Support with hygiene and health care</b> Assist the service user in preparing meals Support with washing and sanitizing the service users' laundry</p>
<p><b>Support psycho-physical wellbeing of the person</b> Help with getting dressed and taking care of the person's clothes Monitor the correct assumption of the prescribed medicines Detect needs and psycho-physical conditions</p>
<p><b>Support and care of non-self-sufficient service users</b> Support with the person's motion Assist the service user with bathing, washing and toilet;</p> <p><b>Favour social relations with the service users and their context</b> Support social integration Cooperate with the objective of building new relations Communicate with the service user and their families Communicate with the staff in charge of medical care</p> <p><b>Interact with other services in the territory</b> Cooperate in order to create a network with the services operating in the territory Position oneself within the organizational, social and institutional framework of reference</p> <p><b>Assist the person with a specific degenerative disease (Alzheimer, dementia and ALS)</b> Assist the service user affected by Alzheimer and dementia in all disease stages Assist the service user affected by ALS in all the disease stages</p>

Legal Framework:  
DDG n. 15243 "Regional regulations for family assistance training"

<b>Key Activity</b> Household support	
<b>Qualification</b> Family assistant Assessment instruments: written tasks, assessment product, practical exercises	<b>EQF Level:</b> 3
<b>Professional Competence</b> Assist the service user in preparing meals	
<b>Skills</b> <ul style="list-style-type: none"> <li>• Apply food preparation and preservation techniques, respecting health and nutrition habits of the service user;</li> <li>• Apply household safety procedures;</li> <li>• Apply food supply techniques;</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>• Describe housekeeping principles (quality/price ratio);</li> <li>• Analyze products and their characteristics;</li> <li>• Explain basics of diet and food preparation;</li> <li>• Give examples on recipes and main menus;</li> <li>• Demonstrate food preparation techniques;</li> <li>• Describe prevention and safety basics (HACCP, etc.);</li> </ul>
<b>Professional Competence</b> Support the service user with the housework	
<b>Skills</b> <ul style="list-style-type: none"> <li>• Apply house cleaning techniques;</li> <li>• Arrange rooms in a functional way respecting the service user's habits;</li> <li>• Apply household safety procedures;</li> <li>• Apply correct procedures of waste recycling and energy saving;</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>• Explain basics of environmental hygiene</li> <li>• Differentiate products, tools and techniques for cleaning and sanitation;</li> <li>• Give examples on domestic prevention and safety procedures;</li> </ul>
<b>Personal competence</b> Organize one's own job autonomously, respecting the service user's capacities, needs and daily necessities.	

<b>Key Activity</b> Hygiene and health care	
<b>Qualification</b> Family assistant Assessment instruments: written tasks, assessment product, practical exercises	<b>EQF Level:</b> 3
<b>Professional Competence</b> Assist the service user in preparing meals	
<b>Skills</b> <ul style="list-style-type: none"> <li>• Apply food preparation and preservation techniques, respecting health and nutrition habits of the service user;</li> <li>• Apply household safety procedures;</li> <li>• Apply food supply techniques;</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>• Describe housekeeping principles (quality/price ratio);</li> <li>• Analyse products and their characteristics;</li> <li>• Explain basics of diet and food preparation;</li> <li>• Give examples on recipes and main menus;</li> <li>• Demonstrate food preparation techniques;</li> <li>• Describe prevention and safety basics (HACCP, etc.);</li> </ul>
<b>Professional Competence</b> Support the service user with the housework	
<b>Skills</b> <ul style="list-style-type: none"> <li>• Apply house cleaning techniques;</li> <li>• Arrange rooms in a functional way respecting the service user's habits;</li> <li>• Apply household safety procedures;</li> <li>• Apply correct procedures of waste recycling and energy saving;</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>• Explain basics of environmental hygiene;</li> <li>• Differentiate products, tools and techniques for cleaning and sanitisation;</li> <li>• Give examples on domestic prevention and safety procedures;</li> </ul>
<b>Personal Competence</b> Organize one's own job autonomously, respecting the service user's capacities, needs and daily necessities.	

<b>Key Activity</b> Support psycho-physical wellbeing of the person	
<b>Qualification</b> Family assistant Assessment instruments: written tasks, assessment product, practical exercises	<b>EQF Level:</b> 3
<b>Professional Competence</b> Help with getting dressed and taking care of the person's clothes	
<b>Skills</b> <ul style="list-style-type: none"> <li>• Apply techniques to support with getting dressed and clothing care;</li> <li>• Apply washing methods aimed at taking good care of the person's laundry;</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>• Explain personal hygiene;</li> <li>• Analyse psycho-physical characteristics of people with different levels of self-sufficiency;</li> <li>• Demonstrate posture-movement techniques</li> </ul>
<b>Professional Competence</b> Monitor the correct assumption of the prescribed medicines	
<b>Skills</b> <ul style="list-style-type: none"> <li>• Apply procedure to support with the correct - assumption of the prescribed medicines;</li> <li>• Check and monitor drugs expiration dates, usage, etc.</li> <li>• Put drugs in the correct place;</li> <li>• Handle drugs with due care and attention;</li> <li>• Check the correct assumption of medicines;</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>• Assess drugs and their effects;</li> <li>• Describe the correct time in which drugs must be assumed;</li> <li>• Explain medical prescriptions;</li> </ul>
<b>Personal competences</b> Actively listen to the service user; Preserve service users' dignity and support residual capabilities, avoiding any judgements of the person and their value. Act with discretion and in safety, promoting physical and psychological dignity.	

<b>Key Activity</b> <b>Support and care of non-self-sufficient service users</b>	
<b>Qualification</b> Family assistant Assessment instruments: written tasks, assessment product, practical exercises	<b>EQF Level:</b> 3
<b>Professional Competence</b> <b>Support with the person's motion activities</b>	
<b>Skills</b> <ul style="list-style-type: none"> <li>• Apply techniques related to correct postures and mechanically assisted movement;</li> <li>• Help the service users in their movements;</li> <li>• Apply appropriate prevention measures in order to monitor movements and preventing from falling;</li> <li>• Use tools and check they are fully functional (wheelchairs, orthopaedics devices);</li> <li>• Apply first aid techniques while waiting for professional medical intervention;</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>• Describe basics first aid;</li> <li>• Name orthopaedics devices to provide easier movement capability;</li> <li>• Describe psycho-physical characteristics of people with different level of self-sufficiency;</li> <li>• Identify tools and techniques to help the service users to move from their bed to the wheelchairs and awareness of the risk connected to an incorrect practice of these techniques;</li> <li>• Give examples of mechanically assisted movement techniques;</li> <li>• Give examples of management and stimulation of residual capabilities.</li> </ul>
<b>Professional Competence</b> <b>Assist the non self-sufficient service user with bathing, washing and toilet</b>	
<b>Skills</b> <ul style="list-style-type: none"> <li>• Personal hygiene support techniques;</li> <li>• Apply techniques to assist the service user with bathing, washing and toilet;</li> <li>• Apply techniques to help the service user dressing up and look after the service users' clothing;</li> <li>• Apply techniques to support with meals assumption;</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>• Describe basics of personal hygiene;</li> <li>• Identify adequate equipment;</li> <li>• Describe rules and regulation related to location of equipment and rooms arranging appropriate for non self-sufficient users;</li> </ul>
<b>Personal competences</b> Actively listen to the service user; Preserve service users' dignity and support residual capabilities, avoiding any judgements of the person and their value. Act with discretion and in safety, promoting physical and psychological dignity.	

<b>Key Activity</b> Favour social relations with the service users and their context	
<b>Qualification</b> Family assistant Assessment instruments: written tasks, assessment product, practical exercises	<b>EQF Level:</b> 3
<b>Professional Competence</b> Support social integration	
<b>Skills</b> <ul style="list-style-type: none"> <li>• Operate with discretion, respect of rights and needs of people in a fragile situation;</li> <li>• Use different ways of communication;</li> <li>• Apply techniques to support social integration;</li> <li>• Use techniques of caregiver/service user help-relationship</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>• Identify ethic aspects of assistance;</li> <li>• Explain communication and relation techniques (verbal and non verbal);</li> <li>• Explain elements of psychology;</li> <li>• Describe basics of healthcare organization;</li> </ul>
<b>Professional Competence</b> Cooperate in building/maintaining relationships	
<b>Skills</b> <ul style="list-style-type: none"> <li>• Operate with discretion, respect of rights and needs of people in a fragile situation;</li> <li>• Manage one's own emotions;</li> <li>• Manage stress;</li> <li>• Put in practice strategies in order to favour new relationships and contacts;</li> <li>• Use different ways of communication;</li> <li>• Understand service users' requests;</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>• Describe strategies of caregiver/service user help-relationship;</li> <li>• Describe elements of psychology;</li> <li>• Describe basics of healthcare organization;</li> <li>• Identify ethic aspects of assistance;</li> <li>• Explain communication and relation techniques (verbal and non verbal)</li> </ul>
<b>Professional Competence</b> communicate with the service user and their families	
<b>Skills</b> <ul style="list-style-type: none"> <li>• Operate with discretion, respect of rights and needs of people in a fragile situation;</li> <li>• Manage one's own emotions;</li> <li>• Manage stress;</li> <li>• Manage the relationship with the service users' families;</li> <li>• Use different ways of communication;</li> <li>• Understand service users and their families' requests;</li> <li>• Mediate to correctly deal with the needs of the different interlocutors, in order to foster the relationships and achieve the assistance objectives</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>• Describe strategies of caregiver/service user help-relationship;</li> <li>• Describe elements of psychology;</li> <li>• Describe basics of healthcare organization;</li> <li>• Identify ethic aspects of assistance;</li> <li>• Explain communication and relation techniques (verbal and non verbal)</li> </ul>

<b>Professional Competence</b> Communicate with the staff in charge of medical care	
<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Operate with discretion, respect of rights and needs of people in a fragile situation;</li> <li>• Report correctly to the healthcare professional in case of emergency;</li> <li>• Manage stress;</li> <li>• Use different ways of communication;</li> <li>• Manage one's own emotions;</li> <li>• Mediate to correctly deal with the needs of the different interlocutors, in order to foster the relationships and achieve the assistance objectives</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Describe strategies of caregiver/service user help-relationship;</li> <li>• Describe elements of psychology;</li> <li>• Describe basics of healthcare organization;</li> <li>• Identify ethic aspects of assistance;</li> <li>• Explain communication and relation techniques (verbal and non verbal)</li> </ul>

<b>Key Activity</b> Interact with other services in the territory	
<b>Qualification</b> Family assistant Assessment instruments: written tasks, assessment product, practical exercises	<b>EQF Level:</b> 3
<b>Professional Competence</b> Cooperate in order to create a network with the services operating in the territory	
<b>Skills</b> <ul style="list-style-type: none"> <li>• Interact with territorial services (family doctor, local authority offices, post offices, emergency services...);</li> <li>• Interact with the social service, volunteering associations and representatives of the service sector;</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>• Explain the main social and health services in the territory and the procedures to access them;</li> <li>• Demonstrate the main bureaucratic procedures of social-health sector;</li> <li>• Describe how the network of social service works</li> <li>• Differentiate among the various services belonging to a particular sector</li> </ul>
<b>Professional Competence</b> position oneself within the organizational, social and institutional framework of reference	
<b>Skills</b> <ul style="list-style-type: none"> <li>• Do the shopping and run errands;</li> <li>• Apply one's own rights and duties on the job;</li> <li>• Organize one's own job</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>• Assess workers rights and duties;</li> <li>• Analyse the responsibilities of the assistance job;</li> <li>• Identify the main social and health services in the territory and the procedures to access them;</li> <li>• Identify the main administrative, social and health procedures;</li> <li>• Describe basics of the regulations related to privacy and ethic, moral and civil behaviour;</li> </ul>
<b>Personal competences</b> Social intelligence, with a behaviour appropriate to the interaction with different roles, and aiming at the physical and psychological wellbeing of the service users.	



<b>Key Activity</b> Assist the person with a specific degenerative disease (Alzheimer, dementia and ALS)	
<b>Qualification</b> Family assistant Assessment instruments: written tasks, assessment product, practical exercises	<b>EQF Level:</b> 3
<b>Professional Competence</b> Assist the service user affected by Alzheimer and dementia in all disease stages	
<b>Skills</b> <ul style="list-style-type: none"> <li>• Detect signs and symptoms of the diseases in the different stages;</li> <li>• Detect needs and physical, psychological, care and cure issues;</li> <li>• Apply correct daily routine management procedures;</li> <li>• Apply techniques to support with nutrition and hydration;</li> <li>• Apply simple techniques of cognitive stimulation;</li> <li>• Apply techniques to deal with critical behaviour problems;</li> <li>• Apply techniques to improve functionality and safety of the home context;</li> <li>• Apply communication techniques appropriate to elderly affected by Alzheimer and dementia.</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>• Describe basics of the disease and its evolution;</li> <li>• Identify elements of ethics and the regulations related to work with Alzheimer patients;</li> <li>• Describe specific techniques of the Alzheimer disease and elements of:               <ol style="list-style-type: none"> <li>a. Personal hygiene;</li> <li>b. Nutrition education;</li> <li>c. Diet and diet therapy;</li> <li>d. Safety;</li> <li>e. Residual capabilities;</li> <li>f. Communication;</li> <li>g. Socio-educational assistance;</li> </ol> </li> </ul>
<b>Professional Competence</b> assist the service user affected by ALS (Amyotrophic lateral sclerosis) in all the disease stages	
<b>Skills</b> <ul style="list-style-type: none"> <li>• Apply personal hygiene techniques;</li> <li>• Apply techniques related to correct postures and mechanically assisted movement;</li> <li>• Apply techniques to help in meals assumption;</li> <li>• Watch over the patient;</li> <li>• Evaluate useful and necessary aid tools;</li> <li>• Assist the service user with bathing, washing and toilet;</li> <li>• Use technological tools for home assistance and control of the domestic environment;</li> <li>• Deal with possible emergencies waiting for professional medical intervention;</li> <li>• Act within the responsibilities of the family assistance;</li> <li>• Apply techniques of communication assistance;</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>• Describe basics of the disease and its evolution;</li> <li>• Identify elements of ethics and the regulations related to work with ALS patients;</li> <li>• Give examples of how to check temperature, pressure, oximetry;</li> <li>• Give examples of techniques related to correct postures and mechanically assisted movement on the wheelchair;</li> <li>• Give examples of prevention and treatment of skin lesions;</li> <li>• Give examples of use of aids;</li> <li>• Describe personal hygiene;</li> <li>• Explain normative framework related to the responsibilities of the workers employed in ordinary and health assistance;</li> <li>• Give examples of techniques to communicate with service users affected by ALS;</li> </ul>
<b>Personal competences</b> Actively listen to the service user; Preserve service users' dignity and support residual capabilities, avoiding any judgments of the person and their value; Ability of understanding possible abnormal behaviors of the service user, being able to relate them to the disease and avoiding personal involvement; Awareness of the risk level of any different activities; Report to the appropriate interlocutor being aware of one's own level of autonomy.	