

Government of Pakistan

**National Vocational and Technical Training Commission (NAVTTTC)**

"Prime Minister Youth Skill Development Program"



**Course Contents / Lesson Plan**

**Course Title: Elderly Caregiver**

**Duration: 9 Weeks**

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| <b>Author Name</b>                       | Safia Manzoor (Principal, KPIMS);<br>Sara Noman (Assistant Professor-Human Development & Family Studies);<br>Muhammad Nasir Khan, (DACUM Facilitator)  |
| <b>Course Title</b>                      | <b>Elderly Caregiver</b>   |
| <b>Training Objectives</b>               | <p>By the end of this course, learners will be able to:</p> <ul style="list-style-type: none"> <li>• Exhibit professional work ethics, reliability, emotional resilience, and a caring attitude for sustained caregiving roles.</li> <li>• Deliver safe, respectful, and compassionate care to older adults in home settings.</li> <li>• Communicate effectively with elderly clients and their families using active listening, empathy, and cultural sensitivity.</li> <li>• Assist older adults with daily living activities, including bathing, grooming, dressing, feeding, toileting, and mobility support.</li> <li>• Support daily routines while maintaining patient comfort, dignity, and individualized attention.</li> <li>• Apply hygiene, infection control, and safe handling practices to reduce health risks.</li> <li>• Promote home safety and prevent falls through proper use of mobility aids and safe environment practices.</li> <li>• Observe and report changes in physical or emotional well-being to supervisors or family members.</li> <li>• Follow care plans accurately, maintain documentation, and communicate relevant information effectively.</li> <li>•</li> </ul>   |
| <b>Training Outcomes</b>                 | <p><b>After completing this program, participants will be able to:</b></p> <ul style="list-style-type: none"> <li>• Deliver safe, respectful, and patient-centered care to older adults in home settings.</li> <li>• Use active listening, empathy, and culturally sensitive communication with elderly clients and their families.</li> <li>• Confidently support bathing, grooming, dressing, feeding, toileting, and mobility needs.</li> <li>• Ensure individualized care routines that respect the client's dignity and preferences.</li> <li>• Apply safe handling techniques and hygiene practices to minimize health risks.</li> <li>• Implement home safety measures to prevent falls and use mobility aids correctly.</li> <li>• Observe, record, and communicate changes in physical (non-medical) or emotional well-being accurately.</li> <li>• Adhere to care instructions and maintain accurate records for continuity of care.</li> <li>• Exhibit reliability, emotional resilience, ethical behavior, and a supportive attitude in caregiving roles.</li> </ul> <p><b>Participant is not expected/should not do:</b></p> <ul style="list-style-type: none"> <li>• Surgical Dressing</li> <li>• Oxygen Administration</li> <li>• Catheterization</li> <li>• Ryle's Tube Insertion</li> <li>• Tracheostomy care</li> <li>• Gastrostomy care</li> <li>• Handling a patient on a ventilator</li> <li>• Handling patients in emergency care and acting within the limits of competence and authority.</li> </ul> |
| <b>Entry Requirements<br/>(Trainees)</b> | <i>Middle (8<sup>th</sup> grade)</i>   |

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| <b>Trainer / Instructor Requirements</b>       | <b>Qualification:</b> Generic BS Nursing (Valid PNC License)/ Post Registered Nurse (Valid PNC License);<br><b>Experience:</b> Minimum <b>1-year</b> clinical experience<br><b>OR</b><br><b>Qualification:</b> General Nursing Diploma; <b>Experience:</b> Minimum <b>3 years</b> of clinical experience  |  |                    |                       |                   |
| <b>Scheme of Studies</b>                       | <b>Sr. No</b>   | <b>Modules</b>                                 | <b>Theory Hrs.</b> | <b>Practical Hrs.</b> | <b>Total Hrs.</b> |
|  | 1   | Introduction to Elderly Care, HSE Guidelines   | 5                  | 20                    | 25                |
|  | 2   | Soft Skills & Communication                    | 5                  | 20                    | 25                |
|  | 3   | Activities of Daily Living (ADLs) Assistance   | 5                  | 20                    | 25                |
|  | 4   | Home Safety and Fall Prevention                | 5                  | 20                    | 25                |
|  | 5   | Hygiene, Infection Control, and Safe Handling  | 5                  | 20                    | 25                |
|  | 6   | Nutrition and Meal Preparation                 | 5                  | 20                    | 25                |
|  | 7   | Basic Health Monitoring and Care Documentation | 5                  | 20                    | 25                |
|  | 8   | Professional Development                       | 5                  | 20                    | 25                |
|  | 9   | Daily Life Arabic and English                  | 5                  | 20                    | 25                |
|  | Total   |  | 45                 | 180                   | 225               |
| <b>Course Duration &amp; Delivery Plan</b>     | <p>This competency-based program combines short daily theory sessions in classrooms with hands-on practice in simulation rooms. Trainees learn core caregiving skills through demonstrations, supervised drills, and realistic scenarios using beds, mannequins, and a mock home environment. The training emphasizes practical mastery, safety, professionalism, and compassionate service delivery. The practical-to-theory balance is maintained at 20:80 across the entire course, with formative checks embedded and summative assessments.</p> <p>This section outlines the structure of course delivery, including total duration, weekly contact hours, and the balance between theory and practical training.</p> <p><b>Course Duration:</b> 9 weeks (45 days)</p> <p><b>Weekly Hours:</b> 25 hours/week</p> <p><b>Theory:</b> 45 hrs. (20%) (lectures, discussions, assignments)</p> <p><b>Practical:</b> 180 hrs. (80 %) (practical sessions, simulations)</p> <p><b>Assessment:</b><br/> Written exams (20%)<br/> Practical assessments (80%)</p> <p><b>Certification:</b><br/> Certificate in Elderly Caregiver (upon successful completion)</p> |  |                    |                       |                   |
| <b>Career Progression &amp; Job Employment</b> | <p><b>POST-COURSE OPPORTUNITIES</b></p> <p><b>After completing the 2-month Elderly Caregiver course, you can:</b></p> <p><b>Apply for jobs:</b> Care homes, private homes, community centers</p> <p><b>Gain experience:</b> Build skills, gain confidence in elderly care</p> <p><b>Pursue further training:</b> Specialize in dementia care, palliative care, etc.</p> <p><b>Consider next steps:</b> Care management certifications</p>   |  |                    |                       |                   |
| <b>No of Trainees</b>                          | 25  |  |                    |                       |                   |
| <b>Learning Place</b>                          | Classroom /workplace  |  |                    |                       |                   |

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| <b>Instructional Resources</b> | <b>Resources</b><br><a href="#">11/Elderly%20Care%20Training%20Manual%20for%20CHO.pdf</a><br><a href="https://www.helpage.org/wp-content/uploads/2023/06/Caregiver-manual_2021.pdf">https://www.helpage.org/wp-content/uploads/2023/06/Caregiver-manual_2021.pdf</a><br><a href="https://play.google.com/store/apps/details?id=com.laborer&amp;hl=en&amp;pli=1">https://play.google.com/store/apps/details?id=com.laborer&amp;hl=en&amp;pli=1</a><br><a href="https://icnarelief.org/mfs/wp-content/uploads/sites/30/2024/06/Older-Adults-MH-compressed.pdf">https://icnarelief.org/mfs/wp-content/uploads/sites/30/2024/06/Older-Adults-MH-compressed.pdf</a><br><a href="https://www.unido.org/sites/default/files/2008-05/PR-12-HACCP_Textbook_neu_29_10_07_0.pdf">https://www.unido.org/sites/default/files/2008-05/PR-12-HACCP_Textbook_neu_29_10_07_0.pdf</a><br><a href="https://musaned.com.sa/en/login">https://musaned.com.sa/en/login</a><br><a href="https://www.hrsd.gov.sa">https://www.hrsd.gov.sa</a> 📞 1919 (for reporting domestic violence across Saudi Arabia)<br><a href="https://998.gov.sa">https://998.gov.sa</a> 📞 911 (call this number for police/emergency response in Saudi Arabia)<br><a href="https://parepjeddah.org/contact">https://parepjeddah.org/contact</a> , <a href="https://pakistaninksa.com">https://pakistaninksa.com</a><br>Video Sources:<br><a href="https://www.youtube.com/@CAREGIVERdotORG/playlists">https://www.youtube.com/@CAREGIVERdotORG/playlists</a> |
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## DETAIL OF COURSE CONTENTS

| Module Title   | Learning Units  | Task/Practical  |
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| <b>Week 1:</b><br>Orientation Session / Introduction to Elderly Care, HSE Guidelines | <b>Day 1: Introduction to Caregiving &amp; Role of a Caregiver</b> <ul style="list-style-type: none"> <li>• Introduction to Elderly Care</li> <li>• Scope of work in home-based care</li> <li>• Expectations from caregivers (professional, ethical, behavioral)</li> <li>• Rights and responsibilities of caregivers</li> <li>• Understanding patient dignity, respect, and privacy.</li> </ul>                                      | <b>Task 1:</b><br>Trainees will be able to greet clients, introduce themselves, and maintain respectful interaction<br>Trainees will practice personal grooming standards for caregivers, including personal hygiene (body, hair, nails), and clean and tidy dress<br><b>Group activity:</b> Identify caregiver duties vs. non-caregiver duties<br><b>Reflection exercise:</b> “What does respectful care look like?” |
|  | <b>Day 2: HSE Basics: Health, Safety &amp; Environment Essentials</b> <ul style="list-style-type: none"> <li>• Importance of HSE in caregiving</li> <li>• Hazards in home-care settings (falls, infection, fire, lifting injuries)</li> <li>• Standard safety rules</li> <li>• Emergency preparedness (fire, choking, falls)</li> <li>• Use of Fire Extinguisher</li> </ul>   | <b>Task 2:</b><br>Trainees will be able to identify hazards in a mock home environment<br><b>Safety Drill:</b> How to respond to falls, fire alarm, or choking<br><b>Demonstration:</b> Safe body posture when standing, bending, and reaching<br><b>Hands-on practice:</b> Making a “safe room” setup for an elderly client  |
|  | <b>Day 3: HSE: Personal Safety &amp; Patient Safety</b> <ul style="list-style-type: none"> <li>• Personal safety measures for caregivers</li> <li>• Safe handling principles (non-lifting rules, body mechanics)</li> <li>• Infection prevention basics</li> <li>• Environmental safety for elderly clients</li> </ul>  | <b>Task 3:</b><br>Trainees will practice proper handwashing (20-second method) & glove use<br><b>Demonstration:</b> Safe pathways; arranging furniture to reduce fall risk<br><b>Simulation:</b> Using PPE (mask, gloves, apron) correctly<br><b>Drill:</b> Responding to common hazards (wet floors, loose rugs, cords)  |
|  | <b>Day 4: Ethical Guidelines for Domestic &amp; Elderly Care Workers</b> <ul style="list-style-type: none"> <li>• Code of ethics for caregivers</li> <li>• Respecting client dignity, privacy, and confidentiality</li> <li>• Maintaining professional boundaries in home settings</li> <li>• Honest, transparent communication with families</li> <li>• Rights and responsibilities under ethical domestic work standards</li> </ul> | <b>Task 4:</b><br>Trainees will learn ethical codes and respectful communication during sensitive care tasks<br><b>Scenario practice:</b> Handling ethical dilemmas (e.g., breach of privacy, inconsistent instructions)<br><b>Case study discussion:</b> What to do when caregiver safety or dignity is compromised  |
|  | <b>Day 5: Ethics, Attitude &amp; Professional Image of a Caregiver</b> <ul style="list-style-type: none"> <li>• Ethical caregiving (respect, confidentiality, non-discrimination)</li> <li>• Professional attitude and appearance</li> <li>• Emotional resilience and managing stress professionally</li> <li>• Cultural sensitivity in caregiving</li> </ul>   | <b>Task 5:</b><br>Trainees will practice handling difficult situations with calm communication<br><b>Simulation:</b> Maintaining confidentiality in a family setting<br><b>Self-assessment:</b> Strengths & areas for improvement as a caregiver  |

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| <b>Week 2:</b><br>Soft Skills & Communication                  | <b>Day 6: Foundations of Communication for Caregivers</b> <ul style="list-style-type: none"> <li>• Verbal, non-verbal, and para-verbal skills</li> <li>• Importance of communication in elderly care</li> <li>• Barriers to communication with elderly clients</li> <li>• Respectful and compassionate communication</li> </ul>  | <b>Task 6:</b><br>Trainees will be able to greet a client, introduce themselves, and speak slowly and clearly<br><b>Non-verbal drill:</b> Practice eye contact, posture, tone, and facial expressions<br><b>Activity:</b> Identifying “good vs. poor” communication through scenario cards<br><b>Simulation:</b> Adjusting speaking style for hearing-impaired clients |
|  | <b>Day 7: Active Listening &amp; Empathy</b> <ul style="list-style-type: none"> <li>• Elements of active listening (attention, reflection, clarification)</li> <li>• Showing empathy in caregiving</li> <li>• Listening to emotional and behavioral cues</li> <li>• Encouraging patient expression</li> </ul>  | <b>Task 7:</b><br>Trainees will practice reflecting and repeating what was heard<br><b>Empathy circle:</b> Responding with empathic statements<br><b>Case scenarios:</b> Handling confused, anxious, or upset elderly clients<br><b>Simulation:</b> Providing emotional support during daily care routines   |
|  | <b>Day 8: Culturally Sensitive Communication</b> <ul style="list-style-type: none"> <li>• Understanding cultural differences</li> <li>• Respecting beliefs, gender norms, privacy, and personal space</li> <li>• Communicating with diverse families</li> <li>• Avoiding stereotypes and judgment</li> </ul>   | <b>Task 8:</b><br>Trainees will work in groups to identify cultural miscommunication examples<br><b>Role-play:</b> Communicating respectfully with clients from different cultures<br><b>Scenario practice:</b> Handling culturally sensitive topics (food, clothing, modesty)   |
|  | <b>Day 9: Conflict Management &amp; Difficult Conversations</b> <ul style="list-style-type: none"> <li>• Sources of conflict in home care</li> <li>• Techniques for de-escalation</li> <li>• Professional language during disagreement</li> <li>• Saying “No” politely but firmly (maintaining boundaries)</li> </ul>  | <b>Task 9:</b><br>Trainees will be able to respond calmly to irritated or confused clients<br><b>Simulation:</b> Handling a family complaint or misunderstanding<br><b>Communication drill:</b> Using “I” statements and a professional tone<br><b>Group problem-solving:</b> Resolving common caregiver-client conflicts  |
|  | <b>Day 10: Professional Soft Skills for Caregivers</b> <ul style="list-style-type: none"> <li>• Time management, punctuality, and reliability</li> <li>• Teamwork and cooperation with family members or nurses</li> <li>• Maintaining confidentiality and trust</li> <li>• Building professional boundaries</li> </ul>  | <b>Task 10:</b><br>Trainees will be able to follow a personal “Professional Behavior Plan”<br><b>Team exercise:</b> Completing a care task collaboratively<br><b>Simulation:</b> Handling a multitasking situation (phone call, patient request, task list)<br><b>Role-play:</b> Maintaining boundaries while being polite and helpful                                 |
| <b>Week 3:</b><br>Activities of Daily Living (ADLs) Assistance | <b>Day 11: Introduction to ADLs &amp; Patient Dignity</b> <ul style="list-style-type: none"> <li>• What are ADLs? (Bathing, dressing, feeding, toileting, mobility, grooming)</li> <li>• Principles of patient-centered ADL care</li> <li>• Maintaining dignity, modesty, and comfort during ADLs</li> <li>• Respecting privacy, cultural norms, and personal preferences</li> <li>• Consent and communication before performing ADLs</li> </ul> | <b>Task 11:</b><br>Trainees will be able to demonstrate by asking for consent and explaining each step before care, using screens/curtains for privacy<br><b>Role-play:</b> Respectful communication during intimate ADLs<br><b>Hands-on demo:</b> Setting up ADL  |

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|   |  | supplies (towels, gowns, toiletries, assistive tools)  |
|   | <b>Day 12: Bathing, Grooming &amp; Personal Hygiene</b> <ul style="list-style-type: none"> <li>Types of bathing: bed bath, partial bath, sponge bath</li> <li>Grooming essentials: hair care, oral care, shaving, nail hygiene</li> <li>Safety precautions during bathing</li> <li>Signs of skin issues (rashes, redness, sores)</li> </ul>  | <b>Task 12:</b><br>Trainees will demonstrate a complete bed bath on a mannequin.<br><b>Practice:</b> Oral hygiene, combing hair, safe shaving technique<br><b>Scenario:</b> What to do if the patient feels cold, dizzy, or uncomfortable<br><b>Hands-on:</b> Changing clothes and assisting with grooming respectfully  |
|   | <b>Day 13: Dressing, Positioning &amp; Comfort Care</b> <ul style="list-style-type: none"> <li>Principles of safe and respectful dressing (modesty, comfort, cultural needs)</li> <li>Correct methods for dressing patients with limited mobility</li> <li>Positioning basics for comfort and pressure relief</li> <li>Identifying discomfort, pain, or mobility restrictions</li> <li>Encouraging independence while providing support</li> </ul> | <b>Task 13:</b><br>Trainees will practice dressing and undressing a patient in bed; Dressing a patient in a chair/wheelchair<br><b>Simulation:</b> Positioning a patient (supine, lateral, Fowler's, semi-Fowler's); Adjusting pillows and supports for comfort<br><b>Role-play:</b> Communicating respectfully while performing dressing tasks<br><b>Activity:</b> Follow a "Comfort & Positioning Checklist" for daily use |
|   | <b>Day 14: Toileting, Adult Diaper Care &amp; Bed-Making</b> <ul style="list-style-type: none"> <li>Safe toileting assistance</li> <li>Changing adult diapers with dignity</li> <li>Preventing skin breakdown and maintaining perineal hygiene</li> <li>Types of beds: flat, Fowler's, semi-Fowler's</li> <li>Clean vs. occupied bed-making basics</li> </ul>  | <b>Task 14:</b><br>Trainees will practice assisting with toilet transfer (commode, toilet seat) on a mannequin.<br><b>Demo:</b> Changing adult diapers on a mannequin with infection-control steps<br><b>Practice:</b> Making an occupied bed safely<br><b>Scenario:</b> Handling accidents respectfully and maintaining patient dignity   |
|   | <b>Day 15: Mobility Assistance, Transfers &amp; Fall Prevention</b> <ul style="list-style-type: none"> <li>Principles of safe mobility</li> <li>Using mobility aids: walker, cane, wheelchair</li> <li>Safe transfer techniques: bed-to-chair, chair-to-bed</li> <li>Fall prevention strategies and environment setup</li> </ul>   | <b>Task 15:</b><br>Trainees will practice bed-to-chair transfers using proper body mechanics<br><b>Hands-on practice:</b> Using walker, cane, and wheelchair.<br><b>Group activity:</b> Preventing falls by arranging safe pathways, removing hazards<br>Follow "Safe Mobility Checklist"  |
| <b>Week 4:</b><br>Home Safety and Fall Prevention | <b>Day 16: Understanding Home Safety Risks</b> <ul style="list-style-type: none"> <li>Concept of home safety and why elderly are at high risk</li> <li>Common hazards in homes (slippery surfaces, clutter, rugs, poor lighting)</li> <li>Role of caregiver in risk identification and reporting</li> </ul>  | <b>Task 16:</b><br>Trainees will be able to identify <b>10 hazards</b> and note corrective actions in a guided home-hazard walk-through using mock home environment<br>Practice lighting assessment (dim vs. adequate illumination)<br>Complete a <i>Home Safety Checklist</i>   |
|   | <b>Day 17: Fall Risk Factors in Elderly</b> <ul style="list-style-type: none"> <li>Intrinsic factors: muscle weakness, dizziness, medications, cognitive decline</li> </ul>  | <b>Task 17:</b><br>Trainees will work in groups for a case-study review: Identify intrinsic vs   |

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|   | <ul style="list-style-type: none"> <li>Extrinsic factors: environment, footwear, floor condition</li> <li>Early warning signs</li> </ul>   | extrinsic risks<br>Demonstration of proper footwear, assistive grips, and anti-slip aids<br>Scenario activity: caregiver responds to a fall-risk situation  |
|   | <b>Day 18: Safe Mobility &amp; Transfer Techniques</b> <ul style="list-style-type: none"> <li>Body mechanics for caregivers</li> <li>Safe movement techniques: bed mobility, chair transfers</li> <li>Proper use of wheelchair, walker, cane</li> </ul>  | <b>Task 18:</b><br>Hands-on practice: <ul style="list-style-type: none"> <li>Bed-to-chair transfer</li> <li>Turning and repositioning</li> <li>Walker-assisted walking</li> </ul> Role-play: guiding a patient through uneven surfaces<br>Wheelchair safety drill: brakes, footrests, positioning |
|   | <b>Day 19: Home Adaptations &amp; Emergency Preparedness</b> <ul style="list-style-type: none"> <li>Simple home modifications for safety (grab bars, lighting, rug fixing)</li> <li>Fire, gas leak, electrical safety basics</li> <li>Emergency response &amp; evacuation steps</li> </ul>   | <b>Task 19:</b><br>Trainees will present their understanding to follow a safety modification plan for a sample home<br>Practice evacuation route planning<br>Demonstration: turning off gas and electrical mains safely   |
|   | <b>Day 20: Incident Reporting &amp; Safety Monitoring</b> <ul style="list-style-type: none"> <li>Communicating safety concerns with family or supervisor</li> <li>Daily safety monitoring checklist</li> </ul>   | <b>Task 20:</b><br>Perform a daily safety round in the simulation room<br>Role-play: escalating a safety concern to family/employer<br>Final assessment: hazard identification and response drill   |
| <b>Week 5:</b><br>Hygiene, Infection Control, and Safe Handling | <b>Day 21: Principles of Hygiene &amp; Cleanliness</b> <ul style="list-style-type: none"> <li>Importance of hygiene for caregiver and patient</li> <li>Types of hygiene: personal, environmental, and equipment hygiene</li> <li>Maintaining a clean and safe care environment</li> <li>Basic cleaning vs. disinfection</li> </ul>                                     | <b>Task 21:</b><br>Trainees will practice cleaning the patient's personal area (bedside, tables, chairs)<br>Activity: Sorting cleaning items (clean vs. contaminated)<br>Simulation: Setting up a clean and orderly patient space   |
|   | <b>Day 22: Infection Prevention &amp; Control</b> <ul style="list-style-type: none"> <li>Types of infections common in elderly care</li> <li>Modes of transmission: contact, droplet, airborne</li> <li>Standard precautions (hand hygiene, PPE, respiratory etiquette)</li> <li>When and how to use gloves, masks, and aprons</li> </ul>                              | <b>Task 22:</b><br>Trainees will be able to demonstrate a 7-step proper handwashing technique<br>Hands-on: Correct use and removal (donning/doffing) of PPE<br>Scenario practice: Preventing cross-contamination during care<br>Activity: Creating a "Personal Infection-Control Routine"         |
|   | <b>Day 23: Cleaning, Disinfection &amp; Waste Disposal</b> <ul style="list-style-type: none"> <li>Cleaning vs. disinfecting: difference and purpose</li> <li>Safe handling of contaminated items (linen, waste, utensils)</li> <li>Proper waste disposal methods (general, infectious, sharps—if applicable)</li> <li>Laundry protocols for home-based care</li> </ul> | <b>Task 23:</b><br>Trainees will be able to demonstrate disinfecting frequently touched surfaces (doorknobs, rails, tables)<br>Practice: Washing and handling soiled linen safely<br>Scenario: Managing spills (food, fluids, bodily waste)<br>Following a simple home-based cleaning checklist   |

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|  | <b>Day 24: Safe Patient Handling &amp; Body Mechanics</b> <ul style="list-style-type: none"> <li>Principles of safe body mechanics (bending, lifting, reaching)</li> <li>Protecting the caregiver's back and joints</li> <li>When NOT to lift (knowing safe limits)</li> <li>Working safely in tight spaces at home</li> </ul>                                    | <b>Task 24:</b><br>Trainees will practice posture exercises, including correct bending, lifting, and turning<br>Drill: Sliding/rolling movement techniques using sheets<br>Hands-on: Assisting patient repositioning without injury<br>Simulation: Preventing caregiver injuries during routine tasks |
|  | <b>Day 25: Environmental Safety, Hazard Prevention &amp; Emergency Response</b> <ul style="list-style-type: none"> <li>Identifying hazards in home-care environments</li> <li>Preventing falls, slips, burns, and electrical hazards</li> <li>Safe storage of chemicals and cleaning agents</li> <li>Basic emergency response: choking, fire, injuries</li> </ul> | <b>Task 25:</b><br>Trainees will be able to identify hazards in a mock home setup<br>Simulation: Preventing and responding to household accidents<br>Practice: Safe use and storage of cleaning chemicals   |
| <b>Week 6:</b><br>Nutrition and Meal Preparation | <b>Day 26: Basics of Nutrition for Elderly</b> <ul style="list-style-type: none"> <li>Importance of nutrition in ageing</li> <li>Basic food groups &amp; balanced diet</li> <li>Common nutritional deficiencies in elderly (iron, calcium, protein, hydration issues)</li> <li>Portion control and healthy eating habits</li> </ul>                               | <b>Task 26:</b><br>Trainees will identify food groups using real/visual food items<br>Prepare a sample balanced plate using models<br>Hydration monitoring activity (intake chart)<br>Spot unhealthy vs. healthy food choices (sorting activity)  |
|  | <b>Day 27: Diet Requirements &amp; Restrictions for Elderly</b> <ul style="list-style-type: none"> <li>Special diets: soft diet, low-salt, diabetic-friendly, high-protein diet</li> <li>Dietary restrictions due to illness (BP, diabetes, kidney issues)</li> <li>Recognizing signs of poor nutrition or dehydration</li> </ul>                                 | <b>Task 27:</b><br>Trainees will prepare 3 sample menus for different diet needs<br>Practice reading basic nutrition labels<br>Case scenarios: identify correct diet for a given patient profile<br>Demonstration of measuring portion sizes  |
|  | <b>Day 28: Food Safety, Hygiene &amp; Storage</b> <ul style="list-style-type: none"> <li>Principles of food hygiene</li> <li>Safe storage: dry, cold, frozen</li> <li>Preventing contamination and cross-contamination</li> <li>Checking food expiry, spoilage signs, and safe reheating</li> </ul>   | <b>Task 28:</b><br>Trainees will practice handwashing & kitchen hygiene drills.<br>Demonstrate proper separation of raw vs. cooked foods<br>Spoiled food identification: visual inspection exercise   |
|  | <b>Day 29: Simple Meal Preparation Techniques</b> <ul style="list-style-type: none"> <li>Basic cooking methods: boiling, steaming, sautéing, mashing</li> <li>Preparing soft and easy-to-chew foods</li> <li>Healthy snack options for elderly</li> <li>Proper hydration beverages (ORS, infused water, soups)</li> </ul>   | <b>Task 29:</b><br>Trainees will prepare two simple dishes (e.g., khichri, steamed vegetables, mashed potatoes)<br>Prepare a soft diet meal<br>Demonstrate safe knife handling & cutting techniques<br>Boiling and steaming practice in groups  |
|  | <b>Day 30: Meal Planning &amp; Serving Etiquette</b> <ul style="list-style-type: none"> <li>Creating daily and weekly meal plans</li> <li>Time management in meal preparation</li> <li>Serving meals safely (temperature check, positioning)</li> <li>Recording meal intake &amp; reporting changes in appetite</li> </ul>  | <b>Task 30:</b><br>Trainees will be able to follow a weekly meal plan for a sample elderly patient<br>Meal plating and safe tray setup<br>Temperature check practice for hot/cold foods   |

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|  |   | Filling a meal intake chart after a role-play scenario   |
| <b>Week 7:</b><br>Basic Health Monitoring and Care Documentation | <b>Day 31: Introduction to Health Monitoring</b> <ul style="list-style-type: none"> <li>Purpose and importance of basic health monitoring</li> <li>Understanding baseline vs. changes</li> <li>Common elderly health concerns (weakness, dehydration, dizziness, fever)</li> <li>What caregivers can observe vs. what only medical staff can do</li> </ul>  | <b>Task 31:</b><br>Observation practice: identifying visible signs (skin color, breathing, discomfort)<br>Role-play: reporting observations clearly to supervisor/family<br>Using an observation checklist<br>Scenario-based judgments: “urgent vs. non-urgent” changes  |
|  | <b>Day 32: Measuring Vital Signs (Non-medical, Basic Level)</b> <ul style="list-style-type: none"> <li>What are vital signs? (Temperature, blood pressure, pulse, respiration)</li> <li>Normal vs. abnormal ranges (basic caregiver level)</li> <li>Safety precautions while checking vitals</li> </ul>   | <b>Task 32:</b><br>Trainees will do hands-on practice: <ul style="list-style-type: none"> <li>Measuring temperature (digital thermometer)</li> <li>Checking pulse manually and with device</li> <li>Counting respiration rate</li> </ul> Recording vitals in sample charts<br>Practice confirming device cleanliness and hygiene |
|  | <b>Day 33: Monitoring Daily Physical and Emotional Wellbeing</b> <ul style="list-style-type: none"> <li>Identifying changes in appetite, sleep, mobility, mood, and behavior</li> <li>Signs of pain or discomfort</li> <li>Early warning signs: fever, swelling, confusion, low energy</li> <li>Basic mental and emotional status observation</li> <li>Non-invasive ventilation (BIPAP, CPAP)</li> </ul>  | <b>Task 33:</b><br>Trainees will be doing observation rounds: simulated patients with symptom cards<br>Role-play: communicating gentle questions to the elderly<br>Completing a daily wellbeing log<br>Case scenarios: “What should the caregiver report?”<br>Able to apply BIPAP,CPAP mask properly.                            |
|  | <b>Day 34: Documentation Skills &amp; Reporting Protocols</b> <ul style="list-style-type: none"> <li>Importance of accurate documentation</li> <li>Types of caregiver documentation, including checklists to follow:               <ul style="list-style-type: none"> <li>Daily care log</li> <li>Activity chart</li> <li>Vital signs sheet</li> <li>Incident report (verbal)</li> </ul> </li> <li>Do’s and don’ts of documentation (clear, factual, no assumptions)</li> </ul> | <b>Task 34:</b><br>Trainees will practice a simple incident report<br>Peer review of documentation for accuracy and clarity  |
|  | <b>Day 35: Practical Scenarios, Ethical Conduct &amp; Final Simulation</b> <ul style="list-style-type: none"> <li>Ethics in recording and reporting</li> <li>Confidentiality and responsible information sharing</li> <li>When to escalate a concern immediately</li> <li>Professional communication with healthcare professionals/family</li> </ul>  | <b>Task 35:</b><br>Trainees will be able to do full simulation: <ul style="list-style-type: none"> <li>Take observations</li> <li>Measure vitals</li> <li>Document findings</li> <li>Report verbally to supervisor</li> </ul> Checklist assessment (competency check)<br>End-of-module review and Q&A                            |
| <b>Week 8:</b><br>Professional                                   | <b>Day 36: Work Ethics, Attitude &amp; Professional Mindset</b> <ul style="list-style-type: none"> <li>What is professionalism in caregiving?</li> </ul>  | <b>Task 36:</b><br>Trainees will practice responding   |

|                                   |   |  |
|-----------------------------------|---|--|
| Development &<br>Final Assessment | <ul style="list-style-type: none"> <li>• Positive attitude, empathy, patience</li> <li>• Reliability, punctuality, honesty</li> <li>• Respecting elderly clients' dignity, privacy, and boundaries</li> <li>• Confidentiality in home-care settings</li> <li>• Orientation of Rights related to safe working conditions and work place harassment</li> <li>• Identification of suspicious behaviors &amp; know basic home safety rules.</li> <li>• How to flag or raise them to upper Authority</li> <li>• Importance of accurate reporting, and the financial, social, and religious consequences of false or incorrect reporting</li> </ul> | <p>politely in challenging situations</p> <p>Daily routine &amp; punctuality planning worksheet</p> <p>Case study: ethical vs. unethical caregiver behavior</p> <p><b>Task 37:</b></p> <p>Trainers enact situations:</p> <ul style="list-style-type: none"> <li>• Stranger at the door → trainee must respond safely</li> <li>• Ill family member needs help → trainee assists safely</li> </ul> <p>Discussion &amp; Feedback:</p> <p>Trainers highlight missed hazards, explain risks, and demonstrate the safest approach</p> <p><b>Instructions for Trainees:</b></p> <ol style="list-style-type: none"> <li>1. Trainer presents <b>3–5 simple scenarios</b> (verbal or on paper), for example: <ul style="list-style-type: none"> <li>○ A guest enters the house and behaves oddly around valuables.</li> <li>○ Someone gives unwelcome personal comments/ bad touch to a worker.</li> </ul> </li> <li>2. Trainees answer: <ul style="list-style-type: none"> <li>○ <b>Is this safe or unsafe?</b></li> <li>○ <b>Who should you report it to?</b> (Supervisor, Employer, Family member)</li> <li>○ What action would you take first?</li> </ul> </li> </ol> <p><b>Outcome:</b></p> <ul style="list-style-type: none"> <li>• Trainees practice recognizing risks early.</li> <li>• Understand safe reporting channels. <ul style="list-style-type: none"> <li>○ Reinforce personal responsibility without fear</li> </ul> </li> </ul> |
|                                   | <p><b>Day 37: Workplace Discipline, Roles &amp; Employer Expectations</b></p> <ul style="list-style-type: none"> <li>• Understanding job descriptions &amp; responsibilities</li> <li>• Professional appearance &amp; grooming standards</li> <li>• Time management and task prioritization</li> <li>• Employer expectations in domestic-care settings (local + Gulf contexts)</li> <li>• Introduction to Musaned's standards for worker conduct</li> </ul>   | <p><b>Task 38:</b></p> <p>Trainees will present for grooming and a presentation check</p> <p>Do/don't checklist for home-care etiquette</p> <p>Employer scenario practice: handling feedback and instructions</p>  |
|                                   | <p><b>Day 38: Stress Management &amp; Emotional Resilience</b></p> <ul style="list-style-type: none"> <li>• Understanding caregiver stress</li> <li>• Emotional regulation and self-care</li> <li>• Coping with difficult behaviors in elderly (confusion,</li> </ul>   | <p><b>Task 39:</b></p> <p>Trainees will practice breathing and relaxation exercises</p> <p>Role-play: managing stress during</p>   |

|  |  |   |
|--|--|---|
|  | irritability)<br>• Avoiding burnout and maintaining positivity   | demanding care routines<br>Group discussion: sharing experiences and supportive strategies  |
|  | <b>Day 39: Communication, Conflict Resolution &amp; Cultural Sensitivity</b><br>• Effective communication with elderly and families<br>• Active listening, politeness, tone, body language<br>• Cultural norms and expectations in home-care (Pakistan + Gulf)<br>• Conflict resolution basics for domestic work environments  | <b>Task 40:</b><br>Communication role-plays: difficult conversations, refusing politely<br>Practice using supportive language<br>Group activity: identifying cultural do's and don'ts<br>Conflict scenarios: step-by-step resolution practice |
|  | <b>Day 40: Career Growth, Employment Procedures &amp; Musaned Orientation</b><br>• Career pathways: caregiver → senior caregiver → supervisor<br>• Preparing for job interviews<br>• Documentation needed for employment (local + overseas)<br>• Musaned App: job contracts, rights, responsibilities, safe migration guidelines<br>• Financial literacy basics: budgeting, saving, safe remittances | <b>Task 41:</b><br>Mock job interviews<br>Completing a sample employment profile<br>Musaned App walkthrough (guided)<br>Personal career development plan (goal-setting activity)<br>Financial planning worksheet activity                     |

**LIST OF MACHINERY / EQUIPMENT**  
**For the Class of 25 Trainees (9 weeks Course)**

| S.No   | Name of Items   | Unit   |
|--|---|--------|
| <b>Mobility aid</b>  |   |        |
| 1  | Wheelchair  | 5      |
| 2  | Walker  | 5      |
| 3  | Canes   | 5      |
| 4  | Slide Sheet/ Glide Sheets                                     | 10     |
| <b>Personal Care Equipment</b>                             |   |        |
| 5  | Hospital Beds/ Adjustable                                     | 2      |
| 6  | Mannequins  | 10     |
| 7  | Bedpans   | 5      |
| 8  | Urinals   | 5      |
| 9  | Bath chairs   | 5      |
| 10   | Shower chairs   | 5      |
| 11   | Commode Chair   | 2      |
| 12   | Towels  | 10     |
| 13   | Gowns, sheets, pillows (practice set)                         | 10     |
| 14   | Oral hygiene demo model (denture model/ dummy teeth)          | 10     |
| 15   | Hairbrush, combs  | 10     |
| 16   | Grooming Kit  | 10     |
| <b>Medical Equipment</b>                                   |   |        |
| 17   | Blood pressure monitor  | 25     |
| 18   | Glucometer  | 25     |
| 19   | Digital Thermometer   | 25     |
| 20   | First aid kit   | 5      |
| 21   | Pulse oximeter  | 25     |
| 22   | Device batteries  | 25     |
| 23   | BIPAP mask, CPAP mask   | 5      |
| <b>Communication aid</b>                                   |   |        |
| 24   | Hearing aid   | 5      |
| 25   | Communication board   | 5      |
| 26   | Whiteboard + markers  | 1      |
| 27   | Multimedia projector  | 1      |
| 28   | Laptop/tablet for Musaned App                                 | 1      |
| 29   | Speaker for audio lessons                                     | 1      |
| 31   | Hazard identification mock items (rugs, cords, clutter props) | 1 each |
| 32   | Fire drill demonstration kit (dummy extinguisher/alarm)       | 5      |
| 33   | Emergency response demonstration setup                        | 1      |
| <b>Safety equipment</b>                                    |   |        |
| 34   | Fall prevention mat   | 5      |
| 35   | Bed rail  | 5      |
| 36   | Grab bar  | 5      |
| <b>Hygiene, Infection Control &amp; Cleaning Equipment</b> |   |        |
| 37   | Handwashing station/ sink                                     | 2      |
| 38   | PPE demonstration set (reusable apron, mask, gloves)          | 10     |
| 39   | Cleaning Trolley  | 5      |

|   |   |         |
|---|---|---------|
| 40  | Buckets, mops, microfiber clothes (set)                         | 10      |
| 41  | Color-coded bins (general+infectious)                           | 2       |
| 42  | Laundry Bags  | 10      |
| 43  | Spill Management Tray (demo)                                    | 5       |
| <b>Nutrition &amp; Meal Preparation Equipment</b> |   |         |
| 44  | Cooking Stove   | 5       |
| 45  | Pots, pans, ladles  | 5 each  |
| 46  | Cutting boards  | 10      |
| 47  | Kitchen knives  | 10      |
| 48  | Serving plates & bowls  | 25 each |
| 49  | Measuring cups & spoons   | 10      |
| 50  | Food Storage Containers   | 10      |
| 51  | Elderly friendly utensils (non-spill cups, thick-handled spoons | 25 sets |
| <b>Mock Home Environment Setup</b>                |   |         |
| 52  | Bed   | 5       |
| 53  | Table   | 5       |
| 54  | Chair   | 5       |
| 55  | Rugs  | 5       |
| 56  | Extension cords (hazard demo)                                   | 1       |
| 57  | Lighting Demo Setup   | 5       |
| 58  | Storage Shelf   | 5       |
| 59  | Kitchen Corner (practice area                                   |         |

**LIST OF CONSUMABLE MATERIAL**  
**For the Class of 25 Trainees (9-Week Course)**

| S.No                             | Name of Items                            | Unit       |
|----------------------------------|--|------------|
| <b>Personal care items</b>       |  |            |
| 1.                               | Gloves                                   | 5 boxes    |
| 2.                               | Apron                                    | 50         |
| 3.                               | Masks                                    | 5 pack     |
| 4.                               | Hand sanitizer                           | 10 bottles |
| 5.                               | Incontinence pad                         | 25         |
| 6.                               | Adult diapers/pants (S,M,L,XL)           | 25         |
| <b>Hygiene products</b>          |  |            |
| 7                                | Soap                                     | 25         |
| 8.                               | Shampoo                                  | 25         |
| 9.                               | Toothbrush                               | 25         |
| 10.                              | Toothpaste                               | 25         |
| 11.                              | Mouth wash                               | 25         |
| 12                               | Wet wipes                                | 25         |
| 13                               | Skin lotion                              | 10         |
| 14                               | Tissue Box                               | 25         |
| <b>Nutrition &amp; Hydration</b> |  |            |
| 15.                              | Water bottles                            | 25         |
| 16.                              | Cup                                      | 25         |
| 17.                              | Straws                                   | 25         |
| 18.                              | Food supplements (Eg Ensure, ORS sachet) | 25         |
| 19                               | Fruits (seasonal)                        | 1 kg       |
| 20                               | Vegetables (seasonal)                    | 1 kg       |
| 21                               | Lentils                                  | 1 kg       |

|                          |   |      |
|--------------------------|---|------|
| 22                       | Rice  | 1 kg |
| 23                       | Soft diet ingredients (oats, potatoes, mashables) |      |
| 24                       | Seasoning items (salt, pepper, sugar)             |      |
| <b>Cleaning supplies</b> |   |      |
| 25                       | Disinfectants                                     | 10   |
| 26                       | Detergents  | 10   |
| 27                       | Bleach solution                                   | 10   |
| 28                       | Paper Towels                                      | 10   |
| 29                       | Cleaning wipes                                    | 10   |
| 30                       | Waste bags (general + clinical waste colors)      | 25   |
| 31                       | Gloves for cleaning tasks                         | 25   |