

## Overview on Units of Learning Outcomes

### Key Activities and Professional Competences

Qualification: **State-assessed Social Care Assistant**

GQF Level: 3

Key Activities and Professional Competences
<p><b>Arrange and deliberate on your own work, and arrange in accordance with tasks and client requirements</b></p> <p>Developing a professional identity and socio-pedagogical attitude            Purposefully organising own work schedule            On the basis of perception and observation, comprehending the life situation of the various clients            Plan, carry out and deliberate on client-oriented nursing care, education, and personal development processes</p>
<p><b>Assisting socio-pedagogical and socio-nursing care specialists</b></p> <p>Considering Legal Framework of Professional Activities            Acting according to Facility-specific parameters            Contributing to team work and in the network of specialists in social-care work</p>
<p><b>Assisting the cultural-creative process</b></p> <p>Working with creative Forms of Expression            Working with musical Forms of Expression            Working with playful Forms of Expression            Working with physical and rhythmic Forms of Expression            Working with Forms of Expression in Media</p>
<p><b>Assist clients with the arrangement of their living environment and dealing with daily life</b></p> <p>Develop relationships with the clients on the basis of the knowledge of psychological, pedagogical, and communication skills            Assist clients in dealing with daily life            Assist, advise, and guide clients particular life situations and crisis            Set up functional living spaces that is development-promoting, and aesthetic            Assist Clients with Housekeeping and Nutritional Intake</p>
<p><b>Implementing Client Care personally and situation-related</b></p> <p>Assisting Clients with Personal Hygiene            To Arrange Nursing Care in Accordance with Hygiene Requirements            To Assist Clients with their Mobility, with Disruptions in Moving, as well as with Rest and Sleep            Assist Clients with Eating and Aid with Disruptions in the Digestive System            Assist clients in the maintenance of the heart-circulatory functions and respiration. Carrying out countermeasures in case of disruptions of the heart-circulatory system and respiration            Assist the Sensory Perception of Patients            Assist Clients suffering Neurological and Psychiatric Illnesses            Administering Professional First Aid in Emergency Situations</p>

Legal Framework:

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

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

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

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

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

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

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

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



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

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

<p><b>Professional Competence</b></p> <p><b>Assist Clients with Eating and Aid with Disruptions in the Digestive System</b></p> <p>Assessment Instruments: Oral examination (Expert discussion), practical examination at workplace, written examination</p>	
<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Evaluating nutritional state and eating habits</li> <li>• Offering appropriate assistance and advice concerning dietary intake and excretion</li> <li>• Methods of prophylaxis for urinary tract infections and incontinence problems</li> <li>• Implementing proper care for incontinence, constipation, and diarrhoea</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Elucidating the anatomy, physiology, and pathology of the digestive and urinary-genitalia systems</li> <li>• Demonstrate the importance of nutrition and excretion</li> <li>• Characterise the basics of healthy eating and special foods, describing their use and function</li> <li>• Explaining the approach to fluid balancing</li> <li>• Demonstrate the criteria for excrement observation</li> </ul>
<p><b>Professional Competence</b></p> <p><b>Assist clients in the maintenance of the heart-circulatory functions with respiration. Carrying out countermeasures in case of disruptions of the heart-circulatory system and respiration.</b></p> <p>Assessment Instruments: Oral examination (Expert discussion), practical examination at workplace, written examination</p>	
<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Observing and understanding vital functions, as well as pathological deviations:             <ul style="list-style-type: none"> <li>- Pulse</li> <li>- Blood pressure</li> <li>- Consciousness</li> <li>- Body temperature</li> </ul> </li> <li>• Carry out selected treatments for diseases of the heart-circulatory system</li> <li>• Monitoring respiration, collecting data and assessing the values</li> <li>• Carry out treatments for pneumonia prophylaxis, respiratory stimulation and breathing support</li> <li>• Implement treatment when there are disruptions and diseases of the respiratory system</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Explaining the anatomy and physiology of the heart-circulatory system</li> <li>• Describing the essential diseases of the heart and circulatory system</li> <li>• Explaining the anatomy and physiology of the respiratory organs and breathing</li> <li>• Describing the disruptions and pathological changes of the respiratory system</li> </ul>
<p><b>Professional Competence</b></p> <p><b>Assist the Sensory Perception of Patients</b></p> <p>Assessment Instruments: Oral examination (Expert discussion), practical examination at workplace, written examination</p>	
<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Implementing procedures to support and facilitate sensory perception</li> <li>• Care for the visually impaired and blind in consideration of their special needs</li> <li>• Caring for the hearing-impaired in consideration of their special needs</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Describing the anatomy and physiology of the sensory organs:             <ul style="list-style-type: none"> <li>- Skin</li> <li>- Eyes</li> <li>- Ears</li> </ul> </li> <li>• Describing dysfunctions and pathological changes of the sense organs</li> </ul>

<b>Professional Competence</b> <b>Assist Clients suffering Neurological and Psychiatric Illnesses</b> Assessment Instruments: Oral examination (Expert discussion), practical examination at workplace, written examination	
<b>Skills</b> <ul style="list-style-type: none"> <li>Carry out therapeutic procedures and treatment for neurological and psychiatric diseases (preventative care, medical therapy)</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>Explaining the structure and function of the nervous system</li> <li>Describing and differentiating among selected neurological psychiatric diseases and syndromes</li> </ul>
<b>Professional Competence</b> <b>Administering Professional First Aid in Emergency Situations</b> Assessment Instruments: Oral examination (Expert discussion), practical examination at workplace, written examination	
<b>Skills</b> <ul style="list-style-type: none"> <li>Properly administering first-aid</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>Describing First-Aid procedures</li> <li>Diseases and traumas of the sense organs</li> <li>Diseases of the endocrine system and metabolism</li> <li>Traumas of the skeletal-muscular system</li> <li>Disruptions in the digestive system</li> <li>Dysfunctions of the uro-genital system</li> <li>Dysfunctions of the heart-circulatory system</li> <li>Dysfunctions of the Respiratory System</li> <li>Neurological Dysfunctions and Traumas to the Nervous System</li> </ul>
<b>Personal Competences</b> <ul style="list-style-type: none"> <li>Work within a group and occasionally offer support.</li> <li>Help shape the learning or working environment, present processes and results to the appropriate recipients of such information.</li> <li>Learn or work autonomously and responsibly including within contexts which are less familiar.</li> <li>Appraise own actions and the actions of others.</li> <li>Request learning guidance and select various learning aids.</li> </ul>	