

## Skill name

## Health and Social Care

Criteria	Mark
A Zone 1: Hospital, TP: 1,2, 3a, 4	20.00
B Zone 2: Homecare TP: 5, 6,7a,8	20.00
C Zone 3: Residential Care TP: 9,10,11a,11b,12	20.00
D Zone 4: Day Care TP: 13,14,15a,15b, 16	20.00
E Zone 5: TP: 3b (Hospital), 7b (Homecare), 11b (Residential), 15 a	20.00

Sub Criteria ID	Sub Criteria Name or Description	Aspect Type O = Obj S = Sub J = Judg	Aspect - Description	Judg Score
A1	Zone 1: Hospital TP 1 Planning			
		<input type="checkbox"/> Written Plan includes all the tasks <input type="checkbox"/> Written Plan includes time planning, logical <input type="checkbox"/> Goals are named <input type="checkbox"/> Goals are patient oriented <input type="checkbox"/> Written plan has the name of the competitor / Country on, single		
A2	Zone 1: Hospital TP 2: Pneumonia			
		<input type="checkbox"/> Competitor introduces her/himself <input type="checkbox"/> Competitor confirm the identity of the patient. <input type="checkbox"/> apply armsling on the affected arm <input type="checkbox"/> Ask if she still is giddy and tell her what to do if she feels giddy ag <input type="checkbox"/> Measures vital signs <input type="checkbox"/> Ask for factors that affect blood pressure <input type="checkbox"/> Instruct the patient how to try to avoid pneumonia in the future		

A3 Zone 1: Hospital TP 3a: Breast Cancer

- Show deep breathing exercise
- Position client so the wound is clearly visible for dressing to be done
- Dressing of the wound
- Ask patient if she has any pain during the procedure
- Make sure the dressing don't fall off when Patient moves her arm
- Asks if the dressing is comfortable for her
- Talks around pain medication Part I
- Talks about pain medication- part II
- Perform waste disposal according to classifications in Brazil
- Maintain proper body mechanics when performing procedures
- Make sure the bed is locked
- Use gloves when handling body fluids
- Documentation of the wound
- Documentation of the vital signs

- competitor explains and gains consent
- Introduces her/himself to the client
- Answers to client's questions
- Assessment of patients pain level
- Administer prescribed medication
- Give information about use of pain medication at home
- Documentation
- Show arm exercise,
- Let the patient try the exercise
- Inform patient about the importance to continuing the training at home
- Motivate the patient to go on training at home
- React on patients feelings, show empathy
- Secure that the patient get all belongings when leaving the hospital
- Social talk with the patient
- Inform the patient where she should call in fact of questions or problems
- Inform patient where she can get emotional and practical support at home
- Competitor to be dressed professionally
- Tidy up area before leaving
- Disinfect hands when necessary

A4 Zone 1: Hospital TP 4: Hip Replacement

- All tasks according to the TP are finished on time
- Competitors introduce herself / himself to patient
- Competitors explain and gain consent
- Inform client of what he / she will be doing

- Ask client about her pain
- Assess the pain of the patient with the VAS /NRS
- Talks around pain medication
- Gives pain medication according to the prescription
- Instruct the patient how to prevent pneumonia
- Move patient from bed to chair
- Ensure patient is in a comfortable position
- Change the dressing of wound respecting aseptic rules
- Ensure client is informed about signs of wound infection
- Perform deep vein thrombosis prophylaxis
- Lowers the bed to safe (low) height before leaving the patient
- Observe the patient at all times and give support
- Maintain proper body mechanics while performing procedures
- Hygienic Procedures Brazil for infected wounds
- Deal appropriately with waste

Sub Criteria ID	Sub Criteria Name or Description	Aspect Type O = Obj S = Sub J = Judg	Aspect - Description	Judg Score
B1	Zone 2: Homecare TP 5 Planning		<ul style="list-style-type: none"> <li><input type="radio"/> Written Plan includes all the tasks</li> <li><input type="radio"/> Written Plan includes time planning, logical</li> <li><input type="radio"/> Goals are named</li> <li><input type="radio"/> Goals are patient oriented</li> <li><input type="radio"/> Written plan has the name of the competitor/Country on, single p</li> </ul>	
B2	Zone 2: Home care TP 6: Mild cogn.Imp		<ul style="list-style-type: none"> <li><input type="radio"/> Competitor familiarize him/herself with the environment before pl</li> <li><input type="radio"/> Appropriate opening and closing of communication</li> <li><input type="radio"/> Maintain good professional conduct -</li> <li><input type="radio"/> Assist patient with personal hygiene (no exposing situations)</li> <li><input type="radio"/> Encourage Patient to help himself, to continue to be independent</li> <li><input type="radio"/> Communicate appropriate to the situation</li> <li><input type="radio"/> Assist patient with dressing herself</li> <li><input type="radio"/> Enable patient in decision making</li> <li><input type="radio"/> Use patients resources</li> <li><input type="radio"/> React on the statements of the patient</li> </ul>	

B3	Zone 2: Homecare TP 7a: Multiple Sclerosis	<ul style="list-style-type: none"> <li><input type="radio"/> Respects patient`s autonomy</li> <li><input type="radio"/> Find a good alternative if patient refuses care</li> <li><input type="radio"/> Encourage patient if she wants to look at picture books</li> <li><input type="radio"/> Tidy client's bed space before leaving</li> <li><input type="radio"/> Competitor says something about blood sugar,</li> <li><input type="radio"/> make breakfast with the patient</li> <li><input type="radio"/> Use products effectively and organizes material and space efficiently</li> <li><input type="radio"/> Cleans area up after care</li> <li><input type="radio"/> Document what has been observed</li>   <li><input type="radio"/> Appropriate open and closing communication</li> <li><input type="radio"/> Asks Patient how she is feeling with the symptoms of multiple sclerosis</li> <li><input type="radio"/> Asks why she has been fallen</li> <li><input type="radio"/> Encourages the patient to help herself and continue to be as independent as possible</li> <li><input type="radio"/> Ensure that the environment is safe : Fall prevention</li> <li><input type="radio"/> Advice patient how to avoid falls and home accident 1</li> <li><input type="radio"/> Advice patient how to avoid falls and home accident 2</li> <li><input type="radio"/> Teach her how to get up safely after falling down</li> <li><input type="radio"/> Use resources of the patient while showing how to get up</li> <li><input type="radio"/> Confirm that she has understood what was explained</li> <li><input type="radio"/> Obtain consent before any procedure and touching the patients body</li> <li><input type="radio"/> Competitor does the bed in the correct way</li> <li><input type="radio"/> Ask patient if she has any pain</li> <li><input type="radio"/> The competitor goes to the patient immediately</li> <li><input type="radio"/> Wash OR disinfect hands appropriate</li> <li><input type="radio"/> Maintain proper body mechanics when performing procedures</li> <li><input type="radio"/> check for safety hazards</li> <li><input type="radio"/> Ask her if there is anything else she needs before leaving</li> </ul>
B4	Zone 2: Homecare TP 8: Stoma Care	<ul style="list-style-type: none"> <li><input type="radio"/> Inform Mr. Santos the purpose of the visit (of the health care provider)</li> <li><input type="radio"/> Assess clients how he feels about having a stoma</li> <li><input type="radio"/> Assess for the presence of learning barriers</li> <li><input type="radio"/> Assess client readiness to change stoma bag</li> <li><input type="radio"/> Explain procedure as it`s being performed</li> <li><input type="radio"/> Remove the used bag and stoma base</li> <li><input type="radio"/> Verifies the looks of the defecation in the bag</li> <li><input type="radio"/> Cleans the stoma and surrounding skin</li> <li><input type="radio"/> Observe skin around stoma</li> <li><input type="radio"/> Apply protective skin barrier around the stoma</li> </ul>

Sub Criteria ID	Sub Criteria Name or Description	Aspect Type O = Obj S = Sub J = Judg	Aspect - Description	Judg Score
		<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Ask Mr. Santos if he has any questions regarding to the stoma ca Provide positive support and encouragement to Mr. Santos to se Check if he needs more support at home Discuss with client the available support he can get when in doub Educate about appropriate food to eat Documentation of the stoma (in the patient record=free text) Documentation of the mental condition (in the patient record=fre Maintains hygienic principles, Protective material Discharge the materials (stoma bag etc.) correct	
C1	Zone 3: Residential Care TP 9: Planning	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Written Plan includes all the tasks Written Plan includes time planning, logical Goals are named Goals are patient oriented Written plan has the name of the competitor/Country on, single p	
C2	Zone 3: Residential Care TP 10: Pall. Care	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	All tasks according to the TP are finished on time Competitor familiarize her/himself with the environment before st Introduce her/himself to the client. Address client by name Maintain eye contact when talking to client Use encouraging words in communication Give Mrs Joao massage for relaxation Move Patient gently when position Mrs Joao Establishment of rapport with the client Ensures that Mrs. Joao is comfortable after positioning Check the body (heels) for decubitus Correct positioning Talk to Mrs Joao about why the breathing exercise is important Conduct a simple breathing exercise with Mrs Joao Correct hand hygiene Handles garbage ecologically Ask if there is anything else client needs before leaving	

C3	Zone 3: Residential Care TP 11a: Dementia	<ul style="list-style-type: none"> <li><input type="radio"/> Clean up area after care</li> <li><input type="radio"/> Good working position</li> <li><input type="radio"/> Gives Mrs Joao clear instructions when turning and positioning</li> <li><input type="radio"/> Competitor do not rearrange environment during familiarisation</li> <li><input type="radio"/> Introduces her/himself to the client</li> <li><input type="radio"/> Eye contact when competitor talk to client</li> <li><input type="radio"/> Maintain good professional conduct</li> <li><input type="radio"/> Responds clients questions</li> <li><input type="radio"/> Manages client in a professional manner when she has hallucina</li> <li><input type="radio"/> Manages client in a professional manner when she wants to go a</li> <li><input type="radio"/> Reality orientation</li> <li><input type="radio"/> Reminiscence therapy</li> <li><input type="radio"/> Help client remember some person and/or something that happe</li> <li><input type="radio"/> Use validation method</li> <li><input type="radio"/> Put on music- the client likes</li> <li><input type="radio"/> Communication appropriate to the patient situation</li> <li><input type="radio"/> Preventing fall risk for client in the Room</li> <li><input type="radio"/> Ensures that the client looks proper before leaving</li> <li><input type="radio"/> Tidy up area before leaving</li> <li><input type="radio"/> Disinfect hands when necessary</li> <li><input type="radio"/> manage client in professional manner if he wants to meet his wife</li> </ul>
C4	Zone 3: Residential Care TP 12: Hemiplegia	<ul style="list-style-type: none"> <li><input type="radio"/> The competitor becomes familiar with the competitive environme</li> <li><input type="radio"/> Appropriate opening and closing communication</li> <li><input type="radio"/> Stimulates left side of the body</li> <li><input type="radio"/> Active listening : Respond to patients concerns in a professional</li> <li><input type="radio"/> Praises the person on the effort of what she is doing</li> <li><input type="radio"/> Assists the patient during dressing</li> <li><input type="radio"/> Respects the autonomy of the individual</li> <li><input type="radio"/> Encourages the autonomy of the individual</li> <li><input type="radio"/> Gives advice on how the patient can dress easier</li> <li><input type="radio"/> Assists the patient during grooming</li> <li><input type="radio"/> Attends the person during transfer to bed</li> <li><input type="radio"/> Positions the patient on the left side in the bed (on the affected si</li> <li><input type="radio"/> Maintains hygienic principles</li> <li><input type="radio"/> Maintains safety of person</li> <li><input type="radio"/> Asks her if she has everything before leaving</li> <li><input type="radio"/> tidy up the area before leaving</li> </ul>

Sub Criteria ID	Sub Criteria Name or Description	Aspect Type O = Obj S = Sub J = Judg	Aspect - Description	Judg Score
		O	Documentation is correct: document the fall	
D1	Zone 3: Day Care TP 13: Planning	O	Written Plan includes all the tasks	
		O	Written Plan includes time planning, logical	
		O	Goals are named	
		O	Goals are patient oriented	
D2	Zone 3: Day Care TP 14: Cerebral Palsy	O	Written plan has the name of the competitor/country on, single pa	
		O	Make introductions to the patient	
		O	Asks the patient what his concerns are, what he wants to do	
		O	Shows him the plan of care for the session	
		O	Documents tasks completed in care plan	
		O	Asks open questions around how he is feeling	
		O	Demonstrates how to use the zimmer frame correctly	
		O	Advises Ramon on how the use of zimmer frame will avoid falls	
		O	Competitors looks at Ramon's shoes	
		O	Walks with patient across the room	
		O	Shows assistive technology which the patient can use at home (h	
		O	Let Patient try out the technology	
		O	Shows assistive technology for cooking, Competitor talks about c	
		O	Encourages Patient	
		O	Asks Ramon about his work, discusses problems with Ramon	
		O	Asks Ramon if there is anything more that he requires before lea	
		O	Visually checks that the area is clear from any obstructions	
		O	Ensures that equipment is stored away safely	
D3	Zone 3: Day Care TP 15b: Diab type I	O	Rapport, Asks about how Patient feels with the disease	
		O	Discusses coping problems with the patient	
		O	Check the patient's prior knowledge regarding the current clinica	
		O	Give Feedback to the patient about technique used and knowled	
		O	Provide health education using simple words	
		O	Provide education on importance of rotating sites subcutaneous a	

D4	Zone 3: Day Care TP 16: Heart Condition	<input type="checkbox"/> Provide education about long-term health problems if the blood s <input type="checkbox"/> Teach about the signs of Hyper and Hypoglycaemia and the impo <input type="checkbox"/> Provides education on admissible levels of blood glucose for a di <input type="checkbox"/> Check the patient's knowledge about the insulin scheme ordered <input type="checkbox"/> Check the patient's knowledge about the values ?of blood glucos <input type="checkbox"/> Inform about important things concerning Insulin (Medication) <input type="checkbox"/> Simulate administration subcutaneously insulin with pen Part 1 <input type="checkbox"/> Simulate administration subcutaneously insulin with pen Part 2 <input type="checkbox"/> Encourage the patient that he tries to administer the insulin by hir <input type="checkbox"/> Maintains aseptic technique throughout the instruction <input type="checkbox"/> Wash or disinfect the hands before and after executing the situat <input type="checkbox"/> Perform correct waste disposal  <input type="checkbox"/> Introduces herself/himself to the patient <input type="checkbox"/> Rapport with the patient <input type="checkbox"/> Observes the patient and reacts accordingly <input type="checkbox"/> Makes sure patient has understood <input type="checkbox"/> Weighs the patient <input type="checkbox"/> Compares the weight to last time <input type="checkbox"/> Measures blood pressure <input type="checkbox"/> Explains why it is important to take the medication <input type="checkbox"/> Measures the calf of the patient before choosing the compression <input type="checkbox"/> Applies the compression stockings <input type="checkbox"/> Check the oedemas on the feet <input type="checkbox"/> Finds out if the patient has taken the medication <input type="checkbox"/> Checks the medication booklet and the writing of the patient <input type="checkbox"/> Maintain excellent professional conduct including appearance		
Sub Criteria ID	Sub Criteria Name or Description	Aspect Type O = Obj S = Sub J = Judg	Aspect - Description	Judg Score
E1	Zone 1: Team 5, TP 3b: Asthma	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Appropriate communication Establishment of rapport with the client Professional ethics Maintain good professional conduct	



E2	Zone 2: Team 5, TP 7b COPD	<ul style="list-style-type: none"> <li><input type="radio"/> Ask if there is anything else client needs before leaving</li> <li><input type="radio"/> Assess client's knowledge and understanding of disease .</li> <li><input type="radio"/> Obtain history of current attack (Ask about last attack)</li> <li><input type="radio"/> Ask questions on risk factors and allergies</li> <li><input type="radio"/> Check the patient's prior knowledge regarding the use of Metered</li> <li><input type="radio"/> Provide education on asthma and the purpose</li> <li><input type="radio"/> Provide information on action of prescribed medication</li> <li><input type="radio"/> Support client in the administration and storage of their medication</li> <li><input type="radio"/> Teach and demonstrate on the use of metered dose inhalator</li> <li><input type="radio"/> Encourage the patient to administer the second puff by himself.</li> <li><input type="radio"/> Provide positive encouragement when patient is using the inhalator</li> <li><input type="radio"/> Teach patient to remove the canister and wash the inhalator and mouth</li> <li><input type="radio"/> Provide education on the avoidance of asthma triggers</li> <li><input type="radio"/> Ask patient about his plan about the part time work at the pet shop</li> <li><input type="radio"/> Advise patient on the modifications in the household environment</li> <li><input type="radio"/> Wash or disinfect the hands</li> </ul>
E3	Zone3: Team 5, TP 11a Poster Dementia	<ul style="list-style-type: none"> <li><input type="radio"/> Document of the respiration</li> <li><input type="radio"/> Introduce her/himself to the client.</li> <li><input type="radio"/> Establishment of rapport with the client</li> <li><input type="radio"/> Asks for permission before performing activities to the patient</li> <li><input type="radio"/> Assess the needs of the patient including verbal and non-verbal communication</li> <li><input type="radio"/> Assess the patient's experiences with the COPD</li> <li><input type="radio"/> Assess the patient's knowledge of inhaler and how to use it</li> <li><input type="radio"/> Explanation about the importance of inhaler for COPD control</li> <li><input type="radio"/> Check the right dosis and explain it to patient</li> <li><input type="radio"/> Explanation how to use the inhaler</li> <li><input type="radio"/> Explanation about cleaning of the inhalator</li> <li><input type="radio"/> Let the patient do the inhalation by himself and educate him/her accordingly</li> <li><input type="radio"/> Provide self-management information on COPD: Gives information on</li> <li><input type="radio"/> Gives information about self-care and exercise for COPD</li> <li><input type="radio"/> Finds out if patient knows how to deal with emergency situation and</li> <li><input type="radio"/> Plan care of the next days with the patient</li> <li><input type="radio"/> Select, use effectively/efficiently and store materials safely</li> </ul> <ul style="list-style-type: none"> <li><input type="radio"/> the writing is big enough so it can be seen 2m away</li> <li><input type="radio"/> in all parts of the paper there is some design or writing</li> <li><input type="radio"/> at least different colours are used</li> <li><input type="radio"/> there are more elements which are drawn than written</li> </ul>

E4 Zone 4: Team 5, TP 15a:Diab.Type II

- The writing is short - and easy to understand
- the most important topics are shown
- The poster is telling what is important about the care of the patient
- the poster shows what kind of effect the interventions can have on the patient
- Appropriate communication
- Provide health education using simple words (every day language)
- Establishment of rapport with the client
- Professional ethics
- Ask the patient about their emotional state e.g.. questions: How do you feel about your condition?
- Documents the blood sugar level
- Check the knowledge of normal levels of blood glucose for diabetes
- Provide education on diabetes according to the situation of the patient
- Check the patient's prior knowledge regarding glucose monitoring
- Provide education on what to do if blood sugar is too high.
- Advise on what to do if blood sugar is low.
- Teach and demonstrate on glucose monitoring.
- Encourage the patient to participate in the glucose monitoring.
- Provide education on appropriate diet.
- Check and assess the wound on the toe.
- Use gloves when appropriate
- Disinfect before (OR washing at the start in the end is ok), during and after the procedure
- Ask if the patient has any questions before leaving
- Perform correct waste disposal

Extra Aspect Description (Obj or Subj) OR Judgement Score Description (Judg only)	Requirement or Nominal Size (Obj Only)	WSSS Section	Max Mark
Minimum: tasks named in the TP	Yes	4	0.40
	Yes	4	0.25
What does the competitor wants to achieve?	Yes	4	0.50
At least 50 % of the goals	Yes	4	0.25
	Yes	4	0.10
Full Name and profession	Yes	2	0.25
Asks the full name and check the wrist bandage	Yes	1	0.20
	Yes	5	0.25
e.g. Sit down on the floor and lean against the wall, sit on	Yes	5	0.25
BP, respiration, pulse and fever. Position Blood pressure of	Yes	5	0.50
e.g. Walk back from toilet, pain, hot / cold drinks, shower in	Yes	2	0.25
Example: Drink enough water, be active and do deep breathe	Yes	4	0.25

Criterion  
A

Total  
Mark 20.00

Show deep breathing exercise to the patient	Yes	5	0.50
Also: ensure the affected arm is supported during the procedure	Yes	5	0.25
Remove the dressing from top to down or sideways, clean	Yes	5	0.50
Example: " do you have pain?"	Yes	2	0.25
Check by shaking the arm after competitor is out of the room	Yes	5	0.25
	Yes	2	0.25
Explains when to take the medication according to the prescription	Yes	3	0.50
why she should take pain medication	Yes	3	0.25
	Yes	1	0.10
excluded: side rails (difficult)	Yes	1	0.10
At once (before they starts any procedure)	Yes	1	0.10
Remove the gloves correctly according to the technique (Wash hands)	Yes	1	0.25
Documents how the wound looks like	Yes	6	0.50
Vital signs are documented	Yes	6	0.50
	Yes	2	0.25
ask for permission to give care, one time	Yes	2	0.25
Full Name and profession	Yes	2	0.25
Don't ignore any questions	Yes	2	0.50
Asks patient if she has pain, using VAS/NRS Scale	Yes	2	0.50
Use Medication 6 rights: 6 Rights of Medication Administration	Yes	5	0.50
Competitor tells her how she should take the medication and why	Yes	2	0.25
Sign administered medication off, on the documentation of medication	Yes	5	0.25
The patient does the exercise	Yes	5	0.25
	Yes	5	0.25
Information including that it's important to do the exercise	Yes	5	0.25
Minimum: two reasons why the patient shall go on with the exercise	Yes	5	0.25
For example: by telling the patient that the competitor understands	Yes	2	0.50
	Yes	1	0.15
The competitor has the ability to talk socially with patient and family	Yes	2	0.50
for example: "call your doctor when you have a question"	Yes	3	0.25
for example: "at the national cancer association there is a support group"	Yes	3	0.50
No jewellery, hair tied up, covered shoes	Yes	2	0.25
	Yes	1	0.10
WHO standards	Yes	1	0.25
	Yes	6	0.50
Says his/her name and job title completely	Yes	2	0.25
Checks what they can do themselves, Asks for permission to perform	Yes	2	0.25
Step by Step information about care provided	Yes	2	0.25

For Example: Where is your pain, What does it feel like? (Yes	Yes	4	0.25
How strong is the pain? VAS (visual rating scale) or NRS (Yes	Yes	5	0.25
What pain medications have you taken in the past? Discuss	Yes	5	0.25
Uses 6 Rights of Medication Administration (medication, route	Yes	5	0.50
Cough and deep breath, shows deep breathing exercise, (Yes	Yes	3	0.50
Help the patient move from the bed to a chair, Lower bed	Yes	5	0.50
for example: Ask the patient if she feels comfortable	Yes	6	0.50
Clean wound from top to bottom or in two parts from inside	Yes	5	0.50
Tells her about the signs of infection: redness, pain, swelling	Yes	2	0.25
Explain why the patient has to wear compression stockings	Yes	5	0.50
	Yes	1	0.20
Stands close enough (50 cm) towards the patient while moving	Yes	5	0.25
	Yes	1	0.20
Competitor wash hand and disinfection appropriate WHO, Add: Brazil Waste disposal	Yes	1	0.20
	Yes	1	0.15

Extra Aspect Description (Obj or Subj) OR Judgement Score Description (Judg only)	Requirement or Nominal Size (Obj Only)	WSSS Section	Max Mark
Minimum tasks named in the TP	Yes	4	0.40
	Yes	4	0.25
what does the competitor wants to achieve?	Yes	4	0.50
at least 50 % of the goals	Yes	4	0.25
	Yes	4	0.10
Competitor do not rearrange environment during familiarisation	Yes	1	0.10
Introduces him/herself to the patient (professional title full name)	Yes	2	0.25
Competitors will be expected to dress professionally	Yes	1	0.15
	Yes	5	0.50
e.g.. praise her when she is doing things independently	Yes	5	0.25
Active listening, short sentences	Yes	2	0.50
	Yes	5	0.50
for example: "what kind of soap do you want to take, lipstick, perfume"	Yes	6	0.50
Let patient do what she can do, only helps if she doesn't ask	Yes	5	0.25
e.g.. Give patient a drink when she says she is thirsty	Yes	2	0.25

Criterion B Total Mark 20.00

Respect if she refuses something	Yes	4	0.25
	Yes	3	0.25
e.g.. Answering, this is an interesting nice book or similar	Yes	2	0.50
	Yes	5	0.50
for example " that there is maybe something wrong with th	Yes	3	0.50
	Yes	5	0.50
Prepare everything before starting care	Yes	1	0.10
	Yes	1	0.15
	Yes	6	0.25
First name, last name and job title, says hello, says goodbye	Yes	2	0.25
For example: "how are you today" " do you have any actual	Yes	2	0.25
	Yes	2	0.25
For Example says: "it is great that you try to do everything	Yes	3	0.25
Talk to patient about unsafe furniture or objects in the hou	Yes	2	0.50
Tells 2 advices: e.g.: wear good shoes, fix loose carpets o	Yes	2	0.50
tells more than 2 advices: example: see above	Yes	2	0.25
Show her ways to do it, for example: don` t rush, go on all f	Yes	5	0.75
Use Resources of the patient	Yes	3	0.25
For example: Ask the patient if she has questions, unders	Yes	2	0.25
	Yes	2	0.25
Neat corners, ask patient how she wants it	Yes	5	0.50
	Yes	5	0.50
	Yes	3	0.25
Technique current World Health Organization. Five mome	Yes	1	0.35
	Yes	1	0.15
example: remove small carpets which are not safe, trip ha	Yes	5	0.25
	Yes	2	0.25
For example: Educate and demonstrate on stoma care. E	Yes	2	0.25
Example: How is his mental condition, is he afraid of some	Yes	2	0.50
E.g. : pain, fatigue, toileting needs	Yes	3	0.15
Does he want to change the stoma	Yes	6	0.25
Use simple words, step by step	Yes	3	0.10
Customer in comfortable position, remove the bag from th	Yes	5	0.25
visually checks the contents of the bag (looks inside, for e	Yes	5	0.40
Using circular movements, dab dry the area, stoma is clea	Yes	5	0.50
the competitor checks the skin around the stoma visually	Yes	5	0.25
	Yes	5	0.25

For example says: "do you have any questions left?" "did y	Yes	5	0.35
Give feedback encouraging positive behaviours and corre	Yes	2	0.25
Asks: For example: "do you have any additional help requi	Yes	4	0.25
Mentions the following: From the local stoma association o	Yes	3	0.25
Example : Avoid heavy digestible food (if stoma is new) an	Yes	5	0.50
Criteria: A: Colour and conditions of the stoma, condition o	Yes	6	0.50
His mental condition (worries) is he willing to start doing th	Yes	6	0.50
WHO Principles, 5 moments of hand hygiene, : apron used	Yes	1	0.35
Brazil waste disposal, tells patient to discard the bag not w	Yes	1	0.40

Extra Aspect Description (Obj or Subj) OR Judgement Score Description (Judg only)	Requirement or Nominal Size (Obj Only)	WSSS Section	Max Mark
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Criterion C Total Mark 20.00

Minimum tasks named in the TP	Yes	4	0.40
	Yes	4	0.25
What does the competitor wants to achieve?	Yes	4	0.50
at least 50 % of the goals	Yes	4	0.25
	Yes	4	0.10
	Yes	6	0.50
	Yes	4	0.25
	Yes	2	0.25
	Yes	2	0.25
gentle soothing words	Yes	2	0.25
Asks the patient if she want`s to get a massage, massage	Yes	5	0.50
Use patients own resources (what can she do by herself).	Yes	5	0.50
Answer the patients' questions, and make the patient feel	Yes	2	0.25
For example: "ask if she is comfortable", if not changes po	Yes	6	0.50
Visually checks the heels	Yes	5	0.50
Position promotes breathing, Sacrum is free, heels are fre	Yes	5	0.50
	Yes	5	0.25
	Yes	5	0.25
Disinfect hands before and after care, before handle food	Yes	1	0.10
	Yes	1	0.15
	Yes	3	0.25

	Yes	1	0.25
Work near Mrs Joao when positioning and turning	Yes	1	0.25
	Yes	3	0.50
	Yes	1	0.10
address client by name	Yes	2	0.25
	Yes	2	0.25
Dressed professionally, No jewellery, hair tied up	Yes	1	0.10
	Yes	2	0.50
Example: calm patient	Yes	5	0.50
Try to distract patient so he stays in the room (for example	Yes	5	0.50
Show and tell date and day (calendar)	Yes	2	0.50
Use clients visual aids in the room (biography) when talk a	Yes	2	0.50
Uses family pictures to stimulate biography triggers	Yes	2	0.50
Validates the feelings and emotions of the client, by telling	Yes	3	0.50
	Yes	3	0.25
Short sentence, no questions, no lying	Yes	2	0.50
for example: Carpet small , cable	Yes	5	0.50
Clothes and hair	Yes	1	0.10
	Yes	1	0.10
	Yes	1	0.10
	Yes	5	0.25
Competitor do not rearrange environment during familiaris	Yes	4	0.25
Competitor introduces himself, says hello and goodbye po	Yes	2	0.25
Talks to her from the left side, integrates left side when he	Yes	5	0.50
Don't promise patient that the patient will be healthy but of	Yes	3	0.25
It maintains the motivation for the person for their progres	Yes	2	0.25
for example: asks what kind of clothes she wants to wear	Yes	5	0.50
Respects if the patient refuses a task.	Yes	2	0.25
It allows the person to make care for herself and attend or	Yes	2	0.25
Shows the patient how he can do it, if he struggles	Yes	3	0.25
He/she takes into account the preference of the person, e	Yes	5	0.50
Prepare the bed open, gives instructions to the person. Mo	Yes	5	0.50
General: horizontal Bed. Head resting comfortably on the	Yes	5	0.75
Technique according to World Health Organization. Before	Yes	1	0.25
Place bed at safe level for the person, before leaving (if a	Yes	1	0.25
Asks for additional needs, which are important for the well	Yes	6	0.50
	Yes	1	0.25



	Yes	6	0.50
Extra Aspect Description (Obj or Subj) OR Judgement Score Description (Judg only)	Requirement or Nominal Size (Obj Only)	WSSS Section	Max Mark
Minimum tasks named in the TP	Yes	4	0.40
	Yes	4	0.25
What does the competitor wants to achieve?	Yes	4	0.50
At least 50 % of the goals	Yes	4	0.25
	Yes	4	0.10
States name and ask what he likes to be called	Yes	2	0.25
What do you want to do today, what are your problems?	Yes	4	0.25
Talks to him around what he can do and what he needs he	Yes	6	0.25
Writes down bullet points for each task to complete, Ensue	Yes	6	0.50
Demonstrates active listening skills through paraphrasing,	Yes	2	0.50
For example: don` t do too long steps	Yes	5	0.50
Tells him that it is a good way to avoid falls	Yes	2	0.50
Non slip footwear worn	Yes	5	0.50
At the side - slightly back to ensure safety	Yes	5	0.50
Shows a variety of aids to help independence (everything	Yes	5	0.25
Motivates him to try	Yes	5	0.50
Is seen to demonstrate aids - cooking utensils	Yes	3	0.50
For example uses words: yes very good, try again	Yes	5	0.25
Competitor discusses problem, about getting to work and	Yes	3	0.25
	Yes	6	0.25
Clears away obstacles/obstructions	Yes	1	0.50
Puts away all the technology, before leaving the room	Yes	1	0.25
Ask the patient about their emotional state for example qu	Yes	2	0.25
For example: What can she/he do to improve his situation	Yes	2	0.50
Interpretation of insulin scheme. Technique for administra	Yes	3	0.50
Improving (correct) all wrong concepts or activities	Yes	5	0.50
The words should be easy to understand. For example.: H	Yes	2	0.25
Explain the reason for the rotation.	Yes	2	0.25

Criterion D Total Mark 20.00

Minimum 3 major problems: example: eyeproblem, kidney	Yes	2	0.25
3 signs or symptoms of hypo and hyperglycaemia	Yes	2	0.50
American Diabetes Association. 2013: 5 to 7 mmol/L (70-	Yes	5	0.25
The units of insulin to be administered are correct according	Yes	2	0.25
Ask Patient if he knows what a normal level is?	Yes	2	0.25
Storage: Place : room temperature. Check the date of exp	Yes	2	0.50
The competitor perform and teaches: Make skin antisepti	Yes	5	0.50
Prime the Pen with right dose according to schema, Ori	Yes	5	0.50
Asks him if he wants to try himself, let him do it and correc	Yes	3	0.25
Do not touch the needle, or other while making the instruct	Yes	1	0.20
Technique current World Health Organization. Five mome	Yes	1	0.20
Use needle container.Brazil waste disposal	Yes	1	0.10
Name, profession	Yes	2	0.10
For example: asks how she is doing? How she feels, talks	Yes	2	0.50
For example: if Patient is out of breath, asks her if she is a	Yes	3	0.50
Asks her: "did you understand?"	Yes	6	0.25
Asks the patient how she how the weighing was conducted	Yes	5	0.50
Checks the record and says what the difference is	Yes	5	0.50
Checks if needle is at zero. Place the patient's arm at hea	Yes	5	0.50
For example: "Medication helps getting the water out of th	Yes	2	0.40
Measure at the biggest part of the calf, with measuring de	Yes	4	0.25
Does it in a good way: double the stocking so it easier to g	Yes	5	0.50
Applies pressure on the foot, look if there is a dent on the	Yes	6	0.50
Asks the patient if she has taken the medication	Yes	5	0.50
asks if she/he can have a look at the medication booklet a	Yes	6	0.25
hair tied, shoes closed, no jewellery, see skill specific rule	Yes	1	0.75
<b>Extra Aspect Description (Obj or Subj) OR Judgement Score Description (Judg only)</b>	<b>Requirement or Nominal Size (Obj Only)</b>	<b>WSSS Section</b>	<b>Max Mark</b>
Introduces him/herself to the patient, asks how are you do	Yes	2	0.50
Maintain eye contact, sits at the same height as the patien	Yes	2	0.50
Obtain consent before implementing any intervention for p	Yes	4	0.25
Competitor to be dressed professionallyNo jewellery, hair	Yes	1	0.10

**Criterion E**      **Total Mark**      **20.00**

	Yes	6	0.25
Minimum one open question. E.g.. ask: what do you know	Yes	4	0.25
Minimum 1 open question to history, Example: Did you ha	Yes	3	0.15
Minimum one open question related risk factors and allerg	Yes	3	0.10
Minimum 1 open question. E.G. ask: Do you know how to	Yes	2	0.50
Educates about: What is asthma. Minimum 2 aspects. Exa	Yes	5	0.25
Minimum 1 explanation. Example: Bronchodilator makes t	Yes	5	0.20
Check drug name, dosage, route & time of administration	Yes	5	0.25
Check patient's identity at least 2 identifiers (e.g.. name, d	Yes	5	0.50
Minimum one Encouragement Example: says to patient th	Yes	5	0.50
	Yes	2	0.25
Wash inhaler and mouthpiece cover , warm water or soap	Yes	1	0.25
Minimum 3 triggers.	Yes	2	0.25
	Yes	3	0.25
3 aspects at least: for example: smoking, environment, ca	Yes	5	0.50
Technique current World Health Organization. Five mome	Yes	1	0.20
minimum: breathing pattern	Yes	6	0.25
The competitor needs to state his/her full names and job t	Yes	1	0.25
Maintain eye contact, sits at the same height as the patien	Yes	2	0.50
	Yes	4	0.25
Lets the patient speak freely without interrupting, finds out	Yes	4	0.25
Effect: He/she tells his/her signs and symptoms and what	Yes	3	0.25
Understanding how often did the patient use his/her inhale	Yes	5	0.50
Explain why he/she has to use it (Example: "opens up the	Yes	2	0.25
Check the prescribed dosage on the doctors prescription.	Yes	5	0.25
verbally explains what he has to do: Fill the Inhalation cha	Yes	5	0.50
Take all the pieces which are detachable apart, rinse with	Yes	5	0.25
Evaluating the correct use of inhaler of the patient	Yes	2	0.50
Minimum 3 risk factors mentioned. Example: Smoking, du	Yes	5	0.50
Explain COPD self-care minimum 2 topics: effective cough	Yes	3	0.25
Asking for example: "do you know what to do if you are sh	Yes	5	0.50
Discuss with the patient when he is doing the inhalation in	Yes	6	0.50
Discuss an appropriate place and way for keeping the inha	Yes	1	0.25
Text: min. 1.50 cm high		1	0.15
A frame of 10 cm is allowed, and some gaps in between e		1	0.10
4 colours or more: 0.25. 3 colours: 0.25 % less, 2 coulours	4 or more	3	0.25
At least three drawn elements	Yes	3	0.25

Not whole sentences but only max three words- per statement	Yes	4	0.20
max mark for 4 Topics and more: 0.40, 3 Topics: 0.30, 2 Topics: 0.20	Yes	5	0.40
not only general for Dementia care, but individual themes	Yes	4	0.25
max mark for 4 Effects and more: 0.40, 3 Effects: 0.30, 2 Effects: 0.20	Yes	5	0.40
Introduces him/herself to the patient, Address patient by name	Yes	6	0.50
short sentences, E.g.: High blood sugar, body fat, low blood pressure	Yes	2	0.25
Maintain eye contact, sits at the same height as the patient	Yes	2	0.25
Obtain consent before implementing any intervention for patient	Yes	2	0.25
Says it least once	Yes	3	0.25
	Yes	6	0.25
American Diabetes Association 2013: 5 to 7 mmol/L (70-130 mg/dL)	Yes	3	0.25
Consider the situation and give according information	Yes	5	0.50
Asks for example: how is it going with the glucose metering	Yes	4	0.25
Advise patient to check if he has taken his diabetic medication	Yes	5	0.50
Advise to take dextrose, orange juice and also dark bread	Yes	5	0.50
Wash the hands (or disinfect) before testing. Start the glucose meter	Yes	5	0.50
Correct the patient if he does a mistake, show the right way	Yes	2	0.50
Explain on choice of healthy food e.g. Fruits, vegetables, vitamins	Yes	5	0.25
Advise on wound care.	Yes	4	0.25
If handling blood of the patient (sticks, tissues etc.)	Yes	1	0.10
Technique current World Health Organization. Five moments	Yes	1	0.15
	Yes	2	0.25
Waste disposal correct to Brazil	Yes	1	0.25

Competition Total Mark 100.00

# TEST PROJECT HEALTH AND SOCIAL CARE

WSC2015\_TP41\_M01\_CH\_hospital\_actual

Submitted by:

Name: Sabina Decurtins

Member country/region: Switzerland

Health and Social Care





## PLANNING HOSPITAL

### CONTENTS

This Test Project only consists of this document.

### INTRODUCTION

The Test Project takes place in hospital.

### DESCRIPTION OF PROJECT AND TASKS

It is in the morning. There are four patients you have to care for today. You have 45 minutes to plan your work.

#### YOUR TASKS:

- Create a written plan of the tasks you have to do today, do it for **TP2 Pneumonia and TP4 Hip Replacement**.
- Put some timeframe to the tasks.
- Put the tasks of each testproject in logical order.
- Write down important goals – next to each task.

### THE GOALS ARE MOSTLY PATIENT CENTRED INSTRUCTIONS TO THE COMPETITOR

#### TIME:

- 45 minutes

#### STRUCTURAL REMARKS

- Plan each Test Project of the day on one paper.
- Note your full Name and Country on the paper.

### MARKING SCHEME

Criteria are:

- Work organization and management
- Communication and interpersonal skills
- Problem solving, innovation and creativity
- Assessing needs and planning client care
- Managing and delivering client care
- Evaluating client care

# TEST PROJECT – HEALTH AND SOCIAL CARE

WSC2015\_TP41\_M02\_NO\_hospital\_actual

Submitted by:

Name: Yvonne Soggemoen

Member country/region: Norway

Health and Social Care





# **PNEUMONIA**

## **CONTENTS**

This Test Project only consists of this document.

## **INTRODUCTION**

The Test Project takes place in the home of the patient. Room: Hospital

## **DESCRIPTION OF PROJECT AND TASKS**

Mrs. Da Silva, aged 73, is fairly independent and lives at home by herself. She had a viral infection and fever of 38 C last weekend. Last night, she fell whilst going to the bathroom as she felt giddy and weak.

She was not able to get up by herself and was found by her daughter in the morning when she came to see why her mother was not answering her phone. Mrs Da Silva sustained several bruises and an abrasion on the lateral side of her lower right arm.

On admission to the hospital, she is diagnosed with pneumonia. She is prescribed antibiotics, 4-hourly monitoring, dressing for her abrasion and a sling for her arm for support as it is painful.

### **YOUR TASKS:**

- Monitor vital signs
- Educate in deep- breathing exercises
- Dress her wound
- put a sling on the arm

## **INSTRUCTIONS TO THE COMPETITOR**

### **TIME:**

- 5 minutes look at the environment.
- 40 minutes accomplish the given tasks.

## **MARKING SCHEME**

Criteria are:

- Work organization and management
- Communication and interpersonal skills
- Problem solving, innovation and creativity
- Assessing needs and planning client care
- Managing and delivering client care
- Evaluating client care



# TEST PROJECT HEALTH AND SOCIAL CARE

WSC2015\_TP41\_M03a\_KW\_hospital\_actual

Submitted by:

Name: Noura Aladwani

Member country/region: Kuwait

Health and Social Care





# BREASTCANCER

## CONTENTS

This Test Project only consists of this document.

## INTRODUCTION

The Test Project takes place in the home of the patient. Room: hospital

## DESCRIPTION OF PROJECT AND TASKS

Amanda de Lima is 35 years old, married with two children (three years and seven years) and she works as teacher in primary school. Amanda diagnosed of breast cancer in the left side and today it is the third postoperative day after mastectomy, she has been seen by the surgeon. She is almost ready to discharge.

### YOUR TASKS:

- Administer prescribed medication according to medical order and record
- Show and demonstrate arm and shoulder exercise
- Educate the Patient before leaving the hospital (Information about recovering at home)

## INSTRUCTIONS TO THE COMPETITOR

### TIME:

- 5 minutes look at the environment.
- 20 minutes accomplish the given task.

## MARKING SCHEME

Criteria are:

- Work organization and management
- Communication and interpersonal skills
- Problem solving, innovation and creativity
- Assessing needs and planning client care
- Managing and delivering client care
- Evaluating client care

# TEST PROJECT HEALTH AND SOCIAL CARE

WSC2015\_TP41\_M03b\_SG\_hospital\_actual

Submitted by:  
Name: Nguk Lan Chee  
Member country/region: Singapore  
Health and Social Care





# ASTHMA

## CONTENTS

This Test Project only consists of this document.

## INTRODUCTION

The Test Project takes place in the home of the patient. Room: hospital

## DESCRIPTION OF PROJECT AND TASKS

Adriana, a 20-year-old student is active in sports and has recently found a part time job in a pet shop.

Since she started work at the pet shop he has been experiencing difficulties in breathing with flu-like symptoms. She is diagnosed with asthma and has been admitted to the ward for a week. Adriana is due for discharge today.

Adriana stays with her parents. Her father is a smoker and the family has a pet dog.

### YOUR TASKS:

- Assist and guide Adriana on the techniques of the use of metered dose inhaler.
- Educate Adriana on the avoidance of asthma triggers.

## INSTRUCTIONS TO THE COMPETITOR

### TIME:

- 5 minutes look at the environment.
- 20 minutes accomplish the given task.

## MARKING SCHEME

Criteria are:

- Work organization and management
- Communication and interpersonal skills
- Problem solving, innovation and creativity
- Assessing needs and planning client care
- Managing and delivering client care
- Evaluating client care

# TEST PROJECT HEALTH AND SOCIAL CARE

WSC2015\_TP41\_M04\_AE\_hospital\_actual

Submitted by:

Name: Asma Almesmari

Member country/region: United Arab Emirates  
Health and Social Care





# HIP REPLACEMENT

## CONTENTS

This Test Project only consists of this document.

## INTRODUCTION

The Test Project takes place in the home of the patient. Room: hospital

## DESCRIPTION OF PROJECT AND TASKS

Maria Ferreira is a 75-year-old woman, she presented to emergency room with increasing pain in her right hip, which prevents her to do her daily activities. She had tried many different pain medications with minimal benefit. Mrs. Ferreira diagnosed of osteoarthritis, which required total hip replacement. Post operation: Mrs. Ferreira reported severe pain in operated site refuses to ambulate and to change dressing, which reported by previous nurse. Post-operatively surgical wound became infected with leg swelling. The wound dressing is done yesterday.

### YOUR TASKS:

- Pain assessment and pain management
- Encourage patient to ambulate and perform deep vein thrombosis prophylaxis
- Instruct the patient how to prevent pneumonia
- Do the dressing of the wound.

## INSTRUCTIONS TO THE COMPETITOR

### TIME:

- 5 minutes look at the environment.
- 40 minutes accomplish the given task.

## MARKING SCHEME

Criteria are:

- Work organization and management
- Communication and interpersonal skills
- Problem solving, innovation and creativity
- Assessing needs and planning client care
- Managing and delivering client care
- Evaluating client care

# TEST PROJECT HEALTH AND SOCIAL CARE

WSC2015\_TP41\_M05\_CH\_homecare\_actual

Submitted by:

Name: Sabina Decurtins

Member country/region: Switzerland

Health and Social Care





## PLANNING HOME CARE

### CONTENTS

This Test Project only consists of this document.

### INTRODUCTION

The Test Project takes place in Home Care.

### DESCRIPTION OF PROJECT AND TASKS

It is in the morning. There are four patients you have to care for today. You have 45 minutes to plan your work.

#### YOUR TASKS:

Create a written plan of the tasks you have to do today. Write it for TP6 Mild cognitive impairment and TP8 Stoma Care.

- Put some timeframe to the tasks.
- Put the tasks of each Test Project in logical order.
- Write down important goals – next to each task.
- The goals are mostly patient centred.

### INSTRUCTIONS TO THE COMPETITOR

#### TIME:

- 45 minutes.

### MARKING SCHEME

Criteria are:

- Work organization and management
- Communication and interpersonal skills
- Problem solving, innovation and creativity
- Assessing needs and planning client care
- Managing and delivering client care
- Evaluating client care



# TEST PROJECT – HEALTH AND SOCIAL CARE

WSC2015\_TP41\_M06\_ITUK\_homecare\_actual

Submitted by:

Name: Christoph Vigil, Ann Bailey

Member country/region: Italy, United Kingdom

Health and Social Care





# MILD COGNITIVE IMPAIRMENT

## CONTENTS

This Test Project only consists of this document.

## INTRODUCTION

The Test Project takes place in the home. Room: kitchen

## DESCRIPTION OF PROJECT AND TASKS

Francesca Selva lives at home. She likes to talk about the past. She often looks at books with a lot of pictures. She has mild cognitive impairment. Today is Thursday and Ms. Selva keeps telling you that she is thirsty and you have also noticed that she is urinating more frequently and that her cuts and wounds are slowly to heal.

### YOUR TASKS:

- Support Mrs. Selva to wash herself
- Help Mrs. Selva to get dressed
- Prepare breakfast

## INSTRUCTIONS TO THE COMPETITOR

### TIME:

- 5 minutes look at the environment.
- 40 minutes accomplish the given tasks.

## MARKING SCHEME

Criteria are:

- Work organization and management
- Communication and interpersonal skills
- Problem solving, innovation and creativity
- Assessing needs and planning client care
- Managing and delivering client care
- Evaluating client care

# TEST PROJECT HEALTH AND SOCIAL CARE

WSC2015\_M07a\_TP41\_FI\_homecare\_actual

Submitted by:

Name: Kirsi Coco

Member country/region: Finland

Health and Social Care





# MULTIPLE SCLEROSIS (MS)

## CONTENTS

This Test Project only consists of this document.

## INTRODUCTION

The Test Project takes place in the home of the patient. Room: bedroom.

## DESCRIPTION OF PROJECT AND TASKS

You visit Mrs. Trentino once a week at home.

She is 50 years old and single. She suffered from multiple sclerosis since 6 years and her left leg is disabled; so she uses a zimmerframe for walking.

She needs some help for dailys activities. She lives alone and hasn't a lot of friends, so she is in low spirits.

It is 8 o'clock when you visit and she is laying on the floor when you come to her house.

### YOUR TASKS:

- Teach how to get up safely after falling down
- Give advice to avoid falls and accidents at home
- Make the bed

## INSTRUCTIONS TO THE COMPETITOR

### TIME:

- 5 minutes look at the environment.
- 20 minutes accomplish the given tasks.

## MARKING SCHEME

Criteria are:

- Work organization and management
- Communication and interpersonal skills
- Problem solving, innovation and creativity
- Assessing needs and planning client care
- Managing and delivering client care
- Evaluating client care

# TEST PROJECT HEALTH AND SOCIAL CARE

WSC2015\_TP41\_M07b\_TW\_homecare\_actual

Submitted by:  
Name: Shu-Yuan Chao  
Member country/region: Taiwan  
Health and Social Care





## **COPD**

### **CONTENTS**

This Test Project only consists of this document.

### **INTRODUCTION**

The Test Project takes place in the home of the patient. Room: kitchen.

### **DESCRIPTION OF PROJECT AND TASKS**

Mr. Rodrigues is a 65 years old man with obesity, chronic obstructive pulmonary disease and chronic venous insufficiency. He lives with his daughter who is 26 years old and divorced. He also had a venous ulcer since two months ago at the lateral side of the right calf near the middle. The lesion has a recurrent history, having a prior episode 15 months ago. He had already tried treatment with many different dressings. The ulcer had a size of 5 x 4 cm<sup>2</sup>, has healed now, with a fragile and scaly surrounding skin.

He has a history of drinking great amounts of alcohol, smoking and consuming sweet and fatty foods. Although he has problems with breathing, he does not know how to use the inhalator that he needs.

#### **YOUR TASKS:**

- Orient patient on the usage of the inhalator.
- COPD health education

### **INSTRUCTIONS TO THE COMPETITOR**

#### **TIME:**

- 5 minutes look at the environment.
- 20 minutes accomplish the given tasks.

### **MARKING SCHEME**

Criteria are:

- Work organization and management
- Communication and interpersonal skills
- Problem solving, innovation and creativity
- Assessing needs and planning client care
- Managing and delivering client care
- Evaluating client care

# TEST PROJECT HEALTH AND SOCIAL CARE

WSC2015\_TP41\_M08\_NO\_homecare\_actual

Submitted by:

Name: Yvonne Soggemoen

Member country/region: Norway

Health and Social Care





# STOMACARE

## CONTENTS

This Test Project only consists of this document.

## INTRODUCTION

The Test Project takes place in the home of the patient. Room: bedroom

## DESCRIPTION OF PROJECT AND TASKS

Mr Santos aged 64 was diagnosed with stage two colorectal cancer five weeks ago. He had a resection of his colon and he has been discharged home. He lives in a small apartment with his wife Dora. He works as chief officer, and he is afraid to go back to his work.

The stoma nurse taught Mr. Santos stoma care, however he verbalised that his wife would do a better job. You are the practical nurse visiting Mr Santos 3 days after his discharge. You noticed that the bag is  $\frac{3}{4}$  full and filled with air. However, he verbalised that his wife would do a better job.

### YOUR TASKS:

- Teach Mr Santos stoma care and how to deal with the colostomy.
- Demonstrate cleaning and changing the stoma bag and the stoma base.
- Educate Mr Santos on the appropriate food to take.

## INSTRUCTIONS TO THE COMPETITOR

### TIME:

- 5 minutes look at the environment.
- 40 minutes accomplish the given tasks.

## MARKING SCHEME

Criteria are:

- Work organization and management
- Communication and interpersonal skills
- Problem solving, innovation and creativity
- Assessing needs and planning client care
- Managing and delivering client care
- Evaluating client care



# TEST PROJECT – HEALTH AND SOCIAL CARE

WSC2015\_TP41\_M09\_CH\_community\_residential\_actual

Submitted by:

Name: Sabina Decurtins

Member country/region: Switzerland

Health and Social Care





# PLANNING RESIDENTIAL CARE

## CONTENTS

This Test Project only consists of this document.

## INTRODUCTION

The Test Project takes place in Community and Residential Care.

## DESCRIPTION OF PROJECT AND TASKS

It is in the morning. There are three patients you have to care for today. You have 45 minutes to plan your work.

### YOUR TASKS:

- Create a written plan of the tasks you have to do today.  
Write the plan for TP10 Palliative care and TP12 Hemiplegia.
- Put some timeframe to the tasks.
- Put the tasks of each Test Project in logical order.
- Write down important goals – next to each task.
- The goals are mostly patient centred

## INSTRUCTIONS TO THE COMPETITOR

### TIME:

- 45 minutes.

## MARKING SCHEME

Criteria are:

- Work organization and management
- Communication and interpersonal skills
- Problem solving, innovation and creativity
- Assessing needs and planning client care
- Managing and delivering client care
- Evaluating client care

# TEST PROJECT HEALTH AND SOCIAL CARE

WSC2015\_TP41\_M10\_SECO\_community\_residential\_actual

Submitted by:

Name: Annelie Medling, Marcela Meza

Member country/region: Sweden, Colombia

Health and Social Care





# PALLIATIVE CARE

## CONTENTS

This Test Project only consists of this document.

## INTRODUCTION

The Test Project takes place in the residential care. Room: bedroom (electric bed).

## DESCRIPTION OF PROJECT AND TASKS

Mrs. Breno Nones is 55 years old and has been living in residential home care nursing for one year. He has a history of lung cancer, currently pursuing a picture of pneumonia. He feels weak and has dyspnea of small efforts, because it is difficult to self-care and requires oxygen delivery by nasal cannula. His prolonged stay in bed generates risk of developing pressure ulcers/decubitus. For this reason, he has to be positioned regularly. He does not drink plenty of fluids and have a dry mouth.

## YOUR TASKS

- Do mouth care
- Conduct a simple breathing exercise to prevent pneumonia.
- Position him to prevent decubitus/pressure ulcer
- Help him to relax

## INSTRUCTIONS TO THE COMPETITOR

### TIME:

- 5 minutes look at the environment.
- 40 minutes accomplish the given tasks.

## MARKING SCHEME

Criteria are:

- Work organization and management
- Communication and interpersonal skills
- Problem solving, innovation and creativity
- Assessing needs and planning client care
- Managing and delivering client care
- Evaluating client care

# TEST PROJECT HEALTH AND SOCIAL CARE

WSC2015\_TP41\_M11a\_SEIT\_community\_residential\_actual

Submitted by:

Name: Annelie Medling, Christoph Vigl

Member country/region: Sweden, Italy

Health and Social Care





# DEMENTIA

## CONTENTS

This Test Project only consists of this document.

## INTRODUCTION

The Test Project takes place in the residential care. Room: bedroom.

## DESCRIPTION OF PROJECT AND TASKS

Mrs Pedro Jesus da Silva is 59 years old. He was diagnosed Lewy Body dementia disease one year ago and has been in this nursing home for 6 month. Pedro has problems with hallucination's, small men are in his room and stealing from her all the time. He is often worried and says that he must go and meet her daughter Marta at school, so she don't have to go alone.

Pedro was married to Maria for 29 years. He is a widow now. They have two daughters, Marta 25 and Laura 26. Marta and Laura come every week. Pedro has been working in their farm and like the animals very much. Sometimes he gets calm when he listens to music.

### YOUR TASKS:

- Reminiscence therapy
- Reality orientation
- Use validation method

## INSTRUCTIONS TO THE COMPETITOR

### TIME:

- 5 minutes look around.
- 20 minutes accomplish the given tasks.

## MARKING SCHEME

Criteria are:

- Work organization and management
- Communication and interpersonal skills
- Problem solving, innovation and creativity
- Assessing needs and planning client care
- Managing and delivering client care
- Evaluating client care

# TEST PROJECT HEALTH AND SOCIAL CARE

WSC2015\_TP41\_M11b\_SG\_community\_residential\_actual

Submitted by:  
Name: Nguk Lan Chee  
Member country/region: Singapore  
Health and Social Care





## CONTENTS

This Test Project only consists of this document.

## INTRODUCTION

The Test Project takes place in the home of the patient. Room: bedroom (electric bed).

## DESCRIPTION OF PROJECT AND TASKS

You are preparing a team education.

### YOUR TASKS:

- Draw a poster for your team colleagues on how to care for Pedro Jesus da Silva.

## INSTRUCTIONS TO THE COMPETITOR

### TIME:

- 20 minutes to accomplish the given tasks.

## MARKING SCHEME

Criteria are:

- Work organization and management
- Communication and interpersonal skills
- Problem solving, innovation and creativity
- Assessing needs and planning client care
- Managing and delivering client care
- Evaluating client care



# TEST PROJECT HEALTH AND SOCIAL CARE

WSC2015\_TP41\_M12\_COSEFI\_residentialcare\_actual

Submitted by:

Name: Marcela Meza, Annelie Medling, Kirsi Coco

Member country/region: Colombia, Sweden, Finland

Health and Social Care





## **HEMIPLEGIA**

### **CONTENTS**

This Test Project only consists of this document.

### **INTRODUCTION**

The Test Project takes place in the residential care. Room: clinical bed, bedroom.

### **DESCRIPTION OF PROJECT AND TASKS**

Mr. Bruno Alzate 48 years old, is at the residential care home for three weeks after a Cerebrovascular event and a hospital stay. He has a left hemiplegia. Bruno has worked as a waiter. This makes him depressed because of his physical disabilities. He feels his life has no meaning and he can't go back to work. In the rehabilitation he made good progress until now.

### **YOUR TASKS:**

- Assist Bruno to wash herself and get dressed
- Support Bruno to lay in bed on the weak side

### **INSTRUCTIONS TO THE COMPETITOR**

#### **TIME:**

- 5 min look at the environment.
- 40 min. accomplish the given tasks.

### **MARKING SCHEME**

Criteria are:

- Work organization and management
- Communication and interpersonal skills
- Problem solving, innovation and creativity
- Assessing needs and planning client care
- Managing and delivering client care
- Evaluating client care

# TEST PROJECT HEALTH AND SOCIAL CARE

WSC2015\_TP41\_M13\_CH\_daycare\_actual

Submitted by:

Name: Sabina Decurtins

Member country/region: Switzerland

Health and Social Care





## **PLANNING DAYCARE**

### **CONTENTS**

This Test Project only consists of this document.

### **INTRODUCTION**

The Test Project takes place in Day Care.

### **DESCRIPTION OF PROJECT AND TASKS**

It is in the morning. There are 4 patients you have to care for today. You have 45 minutes to plan your work.

#### **YOUR TASKS:**

- Create a written plan of the tasks you have to do today. Write the Plan for TP 14 cerebral palsy and TP 16 Heart condition.
- Put some timeframe to the tasks.
- Put the tasks of each Test Project in logical order.
- Write down important goals – next to each task.
- The goals are mostly patient centred.

### **INSTRUCTIONS TO THE COMPETITOR**

#### **TIME:**

- 45 minutes

### **MARKING SCHEME**

Criteria are:

- Work organization and management
- Communication and interpersonal skills
- Problem solving, innovation and creativity
- Assessing needs and planning client care
- Managing and delivering client care
- Evaluating client care

# TEST PROJECT – HEALTH AND SOCIAL CARE

WSC2015\_TP41\_M14\_UK\_daycare\_actual

Submitted by:

Name: Ann Bailey

Member country/region: United Kingdom  
Health and Social Care





# CEREBRAL PALSY

## CONTENTS

This Test Project only consists of this document.

## INTRODUCTION

The Test Project takes place in the day care. Room: community room. You are on early shift.

## DESCRIPTION OF PROJECT AND TASKS

Ramon Peres has cerebral palsy since birth. He is aged 22 Ramon Peres is becoming less mobile and is constantly tripping and falling. He wants to maintain his independence and has become depressed as he is struggling to get out of the house and meet some friends. He is working each day (half day) in a workplace for disabled people; they produce things that are sold over the internet, like cards, playing things, purses etc. He likes his job. He lives in a home with other people with the same problem. They are organized in groups and cook together twice a week.

### YOUR TASKS:

- Write down and discuss the plan for the tasks of this session with the patient
- Demonstrate how to use the zimmer frame safely
- Enable Ramon to walk independently across the room
- Show Ramon how he can use some aids for more independence in the home

## INSTRUCTIONS TO THE COMPETITOR

### TIME:

- 5 minutes look at the environment.
- 40 minutes accomplish the given tasks.

## MARKING SCHEME

Criteria are:

- Work organization and management
- Communication and interpersonal skills
- Problem solving, innovation and creativity
- Assessing needs and planning client care
- Managing and delivering client care
- Evaluating client care

# TEST PROJECT HEALTH AND SOCIAL CARE

WSC2015\_TP41\_M15a\_UKCH\_daycare\_actual

Submitted by:

Name: Ann Bailey, Sabina Decurtins

Member country/region: UK, CH

Health and Social Care





## DIABETES TYP II

### CONTENTS

This Test Project only consists of this document.

### INTRODUCTION

The Test Project takes place in the day-care centre. Room: treatment room. You are on early shift

### DESCRIPTION OF PROJECT AND TASKS

Communication TP

Mr. Leon Moreira 60 years old. He is a sales agent travels a lot all around the world. He recently had a lot of thirst and didn't feel good. He had a wound on his toe which was not healing well. He went to the doctor two weeks ago. He went to the doctor two weeks ago. The doctor has sent him to the hospital. He was diagnosed with diabetes Type II and the wound was treated with i.v. antibiotics and has healed pretty well. The skin is very dry on the feet. He comes in the morning. He is still is insecure how to measure the blood sugar levels.

#### YOUR TASKS:

- He already has been Instructed for blood sugar measuring but needs some more teaching for blood sugar measuring.
- Advise him on a good diet
- Check the wound on the toe

### INSTRUCTIONS TO THE COMPETITOR

#### TIME:

- 5 minutes look at the environment
- 20 minutes accomplish the given tasks.

### MARKING SCHEME

Criteria are:

- Work organization and management
- Communication and interpersonal skills
- Problem solving, innovation and creativity
- Assessing needs and planning client care
- Managing and delivering client care
- Evaluating client care



# TEST PROJECT – HEALTH AND SOCIAL CARE

WSC2015\_TP41\_M15b\_BR\_daycare\_actual

Submitted by:

Name: Elisangela Almeida

Member country/region: Brazil

Health and Social Care





# DIABETES TYP I

## CONTENTS

This Test Project only consists of this document.

## INTRODUCTION

The Test Project takes place in the home of the patient. Room: treatment room. You are on early shift.

## DESCRIPTION OF PROJECT AND TASKS

Carla Alves, is 19 years old was hospitalized for three days with diabetic ketoacidosis. She was diagnosed type one diabetes two years ago and does not accept the disease.

She goes to the salon every week to have a manicure.

Administering insulin using syringe and from now on will use the insulin pen, has no knowledge of how to use the pen.

### YOUR TASKS:

- Teach how to use the insulin pen
- Teach on complications of diabetes

## INSTRUCTIONS TO THE COMPETITOR

### TIME:

- 5 minutes look at the environment.
- 20 minutes accomplish the given tasks.

## MARKING SCHEME

Criteria are:

- Work organization and management
- Communication and interpersonal skills
- Problem solving, innovation and creativity
- Assessing needs and planning client care
- Managing and delivering client care
- Evaluating client care

# TEST PROJECT HEALTH AND SOCIAL CARE

WSC2015\_TP41\_M16\_CHBR\_daycare\_actual

Submitted by:

Name: Sabina Decurtins, Elisangela Almeida

Member country/region: Switzerland, Brazil

Health and Social Care





# HEART CONDITION

## CONTENTS

This Test Project only consists of this document.

## INTRODUCTION

The Test Project takes place in the day care centre. Room: treatment room. You are on early shift.

## DESCRIPTION OF PROJECT AND TASKS

Mr. Salvador 67, lives with his daughter Luana 32, he attends the day centre twice a week. Mr. Salvador has parkinsons disease and a heart disease since last year, diuretica and heart medication. He has a hearing impairment he was a young adult, he can talk. He reads the lips. He gets out of breath when he walks. He takes his heart medication at home by himself but sometimes gets confused. He had edema on the feet the last time he was here.

### YOUR TASKS:

- Weigh Mr. Salvador
- Measure blood pressure
- Find out if the patient has taken the medication
- Administer new compression stockings
- Check the Edemas on the Feet

## INSTRUCTIONS TO THE COMPETITOR

Time:

- 5 minutes look at the environment.
- 40 minutes accomplish the given tasks.

## MARKING SCHEME

Criteria are:

- Work organization and management
- Communication and interpersonal skills
- Problem solving, innovation and creativity
- Assessing needs and planning client care
- Managing and delivering client care
- Evaluating client care