

Operational programme of the modules for the curriculum of care worker

Learner on the basis of secondary education

Learner on the basis of basic education with the letter of recommendation from the employer and professional experience *Employees of Care Centre of Vändra small town, Foundation Vändra Healthcare Centre, NGO Halinga Safe House, Tootsi Care Home*

Full-time (workplace based) form of study

Level 4 vocational education, study volume: 120 ECVET

Module No	Title of Module	Volume ECVET		
1	BASICS OF CARE	11 ECVET incl. 46 contact lessons and instructing 162 hours, independent work 78 hrs		
Aim: The studies are aimed at the student to acquire knowledge, skills and attitudes to manage the dependent person, and to create them safe and supporting environment.				
Requirements for commencement of the module: None				
Teachers: Katrin Järveots, Kristi Mähar, Maarika Veigel, Marelle Grünthal-Drell, Marju Johanson, Kristi Mõistus, Mai Kuum, Merike Kravets				
Learning outcomes	Assessment criteria	Teaching methods	Assessment methods and tasks	Topics of the module
1. Describes the system of services and benefits for different target groups, requirements of the services and principles of Estonian social policy.	1. Describes main development trends of social welfare and healthcare according to the task on the basis of social policy, social legislation and demographic processes. 2. Describes the requirements for various services of social welfare and healthcare according to the	<ul style="list-style-type: none"> • Lecture • Seminar • Practical course • E-learning 	<ul style="list-style-type: none"> • Independent work • Group work • Written work • Presentation • Concept map • Discussion • Analysis 	1. Social policy/ healthcare, rehabilitation and social welfare services 1.1. Healthcare and social welfare system, and legislation 1.2. Healthcare services. E-health. Terms, content, provision conditions 1.3. Social welfare services. Terms, content, provision conditions

	<p>task, using legislation acts regulating the field.</p> <p>3. Lists and describes social services and benefits provided to different target groups by the state and a local authority with a presentation compiled according to the requirements of written papers.</p> <p>4. Gives an overview of the historical development of healthcare and social field.</p>		<ul style="list-style-type: none"> • Situation task 	<p>1.4. Conception of welfare services (principles of social policy)</p> <p>1.5. Social Welfare Act, Child Protection Act, Family Law Act, Social Benefits for Disabled Persons Act</p> <p>1.6. Rehabilitation plans, applications for rehabilitation</p> <p>1.7. Care in assisted living and in a care institution (care arrangements). Municipal regulations</p> <p>1.8. Historical development</p> <p>2. Basics of care</p> <p>2.1. Activities of daily living of a person and factors influencing them</p> <p>2.2. Care process</p> <p>2.3. Taking multiculturalism into account in assisted living, in a medical and welfare institution</p> <p>2.4. Attitudes</p> <p>2.5. Stigma</p> <p>3. Basics of public health and health promotion</p> <p>3.1. Factors having an influence on health and quality of life</p> <p>3.2. Most common health problems</p> <p>3.3. Risk behaviour causing health problems</p> <p>3.4. Prevention of health problems</p> <p>4. Basics of nutrition</p> <p>4.1. Basics of healthy nutrition</p> <p>4.2. Nutrition problems</p> <p>4.3. Nutrition in different cultures</p> <p>5. Self-development</p> <p>5.1. Factors supporting and hindering learning</p> <p>5.2. Learning and teaching (instructing) at different ages</p>
<p>2. Knows the way for creating safe and supporting environment by taking into account a human being as a whole.</p>	<p>1. Explains factors and risks caused by life style and environment, which influence a human being as a whole, according to the given task.</p> <p>2. Describes how a person's occupational performance and need for assistance are linked to their physical, mental and social coping taking into account their language and culture; according to the given task.</p>			

				<p>5.3. Learning and teaching methods 5.4. Learning attitudes and learning motivation 5.5. Overview of various concepts of learning 5.6. Self-assessment: 6. Patient education 6.1. Nature, aim and contents of patient education 6.2. Problems in teaching and instructing the patients</p>
Independent work in module	<p>Topics 1, 2, 6 Description of the needs and services of the dependent person: prepares it based on a one client, it is a descriptive work, links it with legislation and/or rehabilitation that have been demonstrated. Compares care services and benefits of two local authorities and demonstrates potential problems in a multicultural environment. Topic 3 An essay “What have I done for the benefit of my health within last year?” Formatting assessment is based on the methods developed at College. Topic 4 A report on one everyday living activity on a topic chosen by a lot (group work). Topic 5 An essay “Me as a learner”, discusses, considering various learning concepts.</p>			
Formation of the mark in the module	<p>There is a distinctive assessment in the module. Assessment methods: written work, oral presentation, solving situation assignment. Assessed assignment: a learner compiles an electronic action plan according to the given task for creating safe and supporting environment to the dependent person, for applying benefits and services based on legal acts, principles of professional ethics and based on a human being as a whole, using various sources of information.</p>			
	<p>1. Describes the system of services and benefits for different target groups, requirements of the services and principles of Estonian social policy.</p>			
	<p>Assessment criteria: non-distinctive assessment (achieving threshold criterion is the basis for positive assessment)</p>			
	<p>1. Describes main development trends of social welfare and healthcare according to the given task on the basis of social policy, social legislation and demographic processes. 2. Describes the requirements for various services of social welfare and healthcare according to the given task, using legislation acts regulating the field.</p>			

	<p>3. Lists and describes social services and benefits provided to different target groups by the state and a local authority with a presentation compiled according to the requirements of written papers.</p> <p>4. Gives an overview of the historical development of healthcare and social field.</p>			
	<p>2. Knows the ways for creating safe and supporting environment by taking into account a human being as a whole.</p>			
Assessment criteria: distinctive assessment	grade “3”	grade “4”	grade “5”	
1. Explains factors and risks caused by life style and environment, which influence a human being a whole, according to the given task.	Explains factors and risks caused by life style and environment, which influence a human being a whole, according to the given task.	Explains and gives examples of factors and risks caused by life style and environment, which influence a human being a whole, according to the given task.	Explains, gives examples of factors and risks caused by life style and environment, which influence a human being a whole and establishes links between them, according to the given task.	
2. Describes how a person’s occupational performance and need for assistance are linked to their physical, mental and social coping taking into account their language and culture; according to the given task.	Describes how a person’s occupational performance and need for assistance are linked to their physical, mental and social coping taking into account their language and culture; according to the given task.	Describes how a person’s occupational performance and need for assistance are linked to their physical, mental and social coping taking into account their language and culture and evaluates coping skills; according to the given task.	Describes how a person’s occupational performance and need for assistance are linked to their physical, mental and social coping taking into account their language and culture and makes recommendations for improving the situation; according to the given task.	
Study literature /study materials	<p>Asberg, M., Hörrak, E., Kerb, H., Kravets, M., Kuum, M., Mürsepp, E., Orasmaa, M., Rimmelgas, E., Taimalu, T., Tupits, M., Šteinmiller, J., Zeel, O. (Compiled) 2011. Lbry. Hooldus erinevate haiguste korral ja ravimiõpetuse alused: hooldustöötaja riikliku õppekava rakendamist toetav õppematerjal. Riiklik Eksami- ja Kvalifikatsioonikeskus.</p> <p>Estonian Human Development Report 2016/2017 Found at: https://inimareng.ee/</p> <p>Eesti inimvara raport (IVAR): võtmeprobleemid ja lahendused (2010). Raportöör Eesti Koostöö Kogu. Found at: http://www.kogu.ee/public/Eesti_Inimvara_Raport_IVAR.pdf</p> <p>European Social Charter website, Found at: http://coe.int</p> <p>The Constitution of the Republic of Estonia. RT I 1992, 26, 349; RT I 2011, 1.</p>			

<p>Human rights in Estonia. Found at: http://humanrights.ee/inimoigused/</p> <p>Kohaliku omavalitsuse teenused ja toetused. Found at: https://www.tootukassa.ee/content/teenused/kohaliku-omavalitsuse-teenused-ja-toetused</p> <p>Kindlustused (töötukassa). Found at: https://www.haigekassa.ee/inimesele</p> <p>Social Benefits for Disabled Persons Act. RT, 06.12.2012, 14</p> <p>Public Health Act. RT I, 05.12.2012,4</p> <p>The Estonian Lifelong Learning Strategy 2020. Found at: https://www.hm.ee/sites/default/files/strateegia2020.pdf</p> <p>Jarvis, P. 1998. Täiskasvanuharidus ja pidevõpe. Teooria ja praktika. Tõlkinud T. Märja. Tallinn: SE&JS.</p> <p>Murulaid, T., Kirikal, H. 2013. Andragoogika. Found at: http://vrkk.ee/kristiina/Heve_Kirikal/andragoogika/tiskasvanud_ppija_kui_enesearengu_subjekt.html</p> <p>Roper, N., Logan, W., Tierney, A. J. 1999. Õenduse alused.</p> <p>Slettahjell, W. A. 2007. Käsiraamat hooldusõdedele.</p>
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Module No	Title of Module	Volume ECVET		
2	CARE ACTIVITIES	20 ECVET incl. 146 contact lessons, instructing 250 and independent work 124 hrs		
Aim: The studies are aimed at the student to instruct and help the person in need in everyday living activities based on the condition of the dependent person, and plans and conducts care activities.				
Requirements for commencement of the module: None				
Teachers: Merike Kravets, Kaja Maasik, Riina Nukk, Mai Kuum, Riina-Renate Int, Kristi Mähar, Jelena Shefer, Jaanika Hain, Martin Juss, Katrin Järveots, Mai Kuum, Maire Raidvere, Heidi Naur-Sunkina				
Learning outcomes	Assessment criteria	Teaching methods	Assessment methods and tasks	Topics of the module
1. Instructs and supports the person in need in their everyday living activities	1. Evaluates according to the given task the need for care of the dependent person when performing their everyday living activities.	<ul style="list-style-type: none"> Lecture Seminar Practical course E-learning 	<ul style="list-style-type: none"> Independent work Written work Group work 	1. Activities of daily living 1.1. Wholeness of care work: a person as a biopsychosocial whole 1.2. Nature of assistance needs in different stages of life course. Comparison of theories of life

	<p>2. Writes a care plan according to the guideline, describing actual and potential care problems of the dependent person linked to performing everyday living activities, and possibilities for instructing and supporting them.</p> <p>3. Analyses care plans compiled by co-learners based on professional ethics and activities of daily living.</p>		<ul style="list-style-type: none"> • Presentation • Concept map • Discussion • Solving assignments • Demonstration 	<p>course and life-cycle from an aspect of assessing the need for help</p> <p>1.3. Care activities</p> <p>1.4. Assisting a nurse in nursing activities</p> <p>1.5. Care of a dying person</p> <p>2. Ergonomics and assistive devices</p> <p>2.1. Main human positions, main movements and moving in various stages of life</p> <p>2.2. Concept of ergonomics, development and aim</p> <p>2.3. Using ergonomic work methods to maintain capacity for work</p> <p>2.4. Ergonomic assistance of the dependent person in various environments and activities</p> <p>2.5. Concept of assistive devices. Services related to assistive devices</p> <p>2.6. Mobility aid and their types</p> <p>2.7. Repositioning aids and assistive devices for moving</p> <p>2.8. Instructing a dependent person how to use assistive devices. Ergonomic work methods</p>
<p>2. Uses ergonomic working techniques and assistive devices by caring and instructs the patient how to use assistive devices.</p>	<p>1. Demonstrates the use of ergonomic techniques and assistive devices when moving the dependent person.</p> <p>2. Chooses appropriate assistive equipment according to the given task and instruct the dependent person how to use them.</p>			<p>3. Basics of anatomy, physiology and pathology.</p> <p>3.1. Introduction to anatomy, physiology and pathology.</p> <p>3.2. Professional terminology</p> <p>3.3. Musculoskeletal system</p> <p>3.4. Heart, blood circulation, blood</p> <p>3.5. Respiratory system</p> <p>3.6. Digestive system</p> <p>3.7. Urinary and reproductive system</p> <p>3.8. Nervous system</p>
<p>3. Cares the person in need in case of diseases of various organ systems.</p>	<p>1. Demonstrates how to perform care activities based on the nature of diseases of various organ systems and anatomy of a human being, physiology and pathology sustainably for them and the person in need.</p> <p>2. Describes according to the given task their activities when</p>			

	assisting the nurse in nursing activities.			<p>3.9. Endocrine system</p> <p>3.10. Sensory organs</p> <p>3.11. Integumentary system</p> <p>4. Care in case of child diseases</p> <p>4.1. Children´s most common health problems</p> <p>4.2. Caring for an ill child</p> <p>5. Care in case of internal diseases</p> <p>5.1. Nature of the disease, predisposing factors</p> <p>5.2. Most common diseases of respiratory system, cardiovascular system, digestive system, urinary-reproductive system, musculoskeletal system and their principles of care.</p> <p>5.3. Nutrition and dietary administration, diets</p> <p>6. Care in case of surgical diseases</p> <p>6.1. Wounds dressing and wound care equipment.</p> <p>6.2. Post-traumatic care.</p> <p>6.3. Caring for a patient with digestive and urologic surgical pathology.</p> <p>6.4. Caring for an oncological patient.</p> <p>6.5. Caring for an orthopedic patient and with an amputated limb.</p> <p>7. Care in case of neurologic diseases</p> <p>7.1. Most common neurologic diseases.</p> <p>7.2. Neuroinfections.</p> <p>7.3. Clinical signs that determine the need for care, caused by neurologic diseases.</p> <p>7.4. Care of the paralysed person.</p> <p>7.5. Assistance in case of pains.</p> <p>7.6. Options to improve life quality of a dependent person with residues of a neurologic disease.</p> <p>8. Care in case of mental and behavioural disorders</p>
4. Gives first aid in case of conditions, accidents and traumas, calls help and gives CPR in case of clinical death.	1. Demonstrates giving first aid in case of life-threatening conditions, traumas and accidents, according to the given task.			

			<p>8.1. Most common mental disorders and their symptoms.</p> <p>8.2. Caring for a dependent person with mental disorders as teamwork.</p> <p>8.3. Legislative requirements. Treatment regimens and a hospital/care institution.</p> <p>9. Care in case of communicable diseases</p> <p>9.1. Distribution, ways of spreading, symptoms and prevention of communicable diseases. Basics of hospital infection.</p> <p>9.2. Intestinal, droplet, transmissible, wound and direct infections. Helminthiases.</p> <p>9.3. Behaviour of a care worker in infected surroundings.</p> <p>10. Care in case of skin and venereal diseases</p> <p>10.1. Communicable, viral, parasitic skin and fungal infections. Skin phlegmons. Instructing a dependent person in care activities.</p> <p>10.2. Skin cancers in the elderly. Skin care.</p> <p>10.3. Prevention and care of pressure ulcers.</p> <p>11. Care in case of nose-ear-throat (ENT) and eye diseases</p> <p>11.1. Most common nose, ear and throat diseases. ENT healthcare</p> <p>11.2. Hypoacusis. Deafness. Hearing aids, their maintenance</p> <p>11.3. Most common eye diseases. Eye care. Instructing a dependent person.</p> <p>11.4. Maintenance of assistive devices for the visually impaired</p> <p>12. Basics of pharmacology</p> <p>12.1. Various forms of medications.</p>
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Independent work in module	<p>Compiling a care plan according to the given task (demonstrates care problems of the dependent person, sets goals of care activity, describes necessary care activities based on activities of daily living, taking into consideration the individuality of a dependent person and principles of ethical behaviour. Assesses achieving the set goals). Paper has been formatted according to the guidelines of written papers.</p>			
Formation of the mark in the module	<p>There is a distinctive assessment in the module.</p> <p>Assessment methods: structured written work, oral presentation, care plan, demonstration</p> <p>Assessment task:</p> <p>student demonstrates supporting the dependent person in activities of daily living in case of diseases of various organ systems according to the given assessment, performing care activities and giving first aid sustainably for them and the person in need.</p>			
	1. Learner instructs and supports the dependent person in their everyday living activities.			
	Assessment criteria:	grade “3”	grade “4”	grade “5”

	distinctive assessment			
	1. Evaluates according to the given task the need for care of the dependent person when performing their everyday living activities.	Evaluates according to the given task the need for care of the dependent person when performing their everyday living activities.	Evaluates and describes according to the given task the need for care of the dependent person when performing their everyday living activities.	Evaluates and gives reasons according to the given task, the need for care of the dependent person when performing their everyday living activities.
	2. Writes a care plan according to the guideline, describing actual and potential care problems of the dependent person linked to performing everyday living activities, and possibilities for instructing and supporting them.	Compiles a care plan according to the guideline, describing actual and potential care problems of the dependent person linked to performing everyday living activities, and possibilities for instructing and supporting them.	Compiles and formats a care plan according to the guidelines and describes actual and potential care problems and gives reasons.	Compiles and formats a care plan according to the guidelines and describes actual and potential care problems and gives reasons based on the theory of everyday living activities.
	3. Analyses care plans compiled by co-learners based on professional ethics and activities of daily living.	Analyses care plans compiled by co-learners based on professional ethics and activities of daily living.	Analyses care plans compiled by co-learners based on professional ethics and activities of daily living pointing out the fields of improvement.	Analyses care plans compiled by co-learners based on professional ethics and activities of daily living pointing out the strengths and weaknesses of the care plan, and recommends how to eliminate the weaknesses.

2. Learner uses ergonomic working techniques and assistive devices by caring and instructs the patient how to use assistive devices.			
Assessment criteria: distinctive assessment	grade “3”	grade “4”	grade “5”
1. Evaluates according to the given task the need for care of the dependent person when performing their everyday living activities.	Chooses appropriate assistive equipment according to the given task and instruct the dependent person how to use them.	Chooses appropriate assistive equipment according to the given task and describes how to use it and instructing the dependent person how to use it.	Chooses appropriate assistive equipment to the dependent person and describes how to use it and instructing the dependent person on using and maintenance.
2. Demonstrates according to the given task on a mannequin the use of ergonomic techniques and assistive devices when moving the dependent person.	Demonstrates according to the given task on a mannequin the use of ergonomic techniques and assistive devices when moving the dependent person.	Demonstrates according to the given task the use of ergonomic techniques when moving the dependent person, when they move and supporting them sustainably to learner and the dependent person.	Demonstrates and gives reasons according to the given task, the use of ergonomic techniques when moving the dependent person, when they move and supporting them sustainably to learner and the dependent person.
3. Learner cares for the person in need in case of diseases of various organ systems.			
Assessment criteria: distinctive assessment	grade “3”	grade “4”	grade “5”
1. Demonstrates how to perform care activities based on the nature of diseases of various organ systems and anatomy of a human being, physiology	Demonstrates how to perform care activities based on the nature of diseases of various organ systems and anatomy of a human being, physiology and pathology sustainably for them and the person in need.	Demonstrates how to perform care activities and instructs the dependent person based on their health condition, age-differences and religious beliefs. Also based on the nature of diseases of various organ systems and	Demonstrates and explains how to perform care activities and instructs the dependent person based on their health condition, age-differences and religious beliefs. Also based on the nature of diseases of various organ

	and pathology sustainably for them and the person in need.		anatomy of a human being, physiology and pathology.	systems and anatomy of a human being, physiology and pathology. When solving the task, follows the principles of ethical behaviour and acts without causing any harm to oneself and to the dependent person.
Assessment criteria: non-distinctive assessment (achieving threshold criterion is the basis for positive assessment)				
2. Describes according to the given task their activities when assisting the nurse in nursing activities.				
4. Learner gives first aid in case of conditions, accidents and traumas, calls help and gives CPR in case of clinical death.				
Assessment criteria: non-distinctive assessment (achieving threshold criterion is the basis for positive assessment)				
1. Demonstrates giving first aid in case of life-threatening conditions, traumas and accidents, according to the given task.				
Study literature /study materials	<p>Asberg, M., Hörrak, E., Kerb, H., Kravets, M., Kuum, M., Mürsepp, E., Orasmaa, M., Rimmelgas, E., Taimalu, T., Tupits, M., Šteinmiller, J., Zeel, O. 2011. Lbry. Hooldus erinevate haiguste korral ja ravimiõpetuse alused: hooldustöötaja riikliku õppekava rakendamist toetav õppematerjal. Riiklik Eksami- ja Kvalifikatsioonikeskus.</p> <p>Slettahjell, A. - E., W. 2007. Käsiraamat hooldusõdedele. Tallinn.</p> <p>Anttila, K., Kaila - Mattila; Kan, S. 2016. Hoitamalla hyvää oloa. Sanoma Pro Oy. Helsinki.</p> <p>Läänelaid, S; Pael, J; Varik, M. jt. 2015. Hoolides ja hoolitsedes. Õpik-käsiraamat hooldustöötajale. Argo. Tartu Tervishoiu Kõrgkool.</p> <p>Roosalu, M. 2010. Inimese anatoomia. Koolibri.</p> <p>Kingisepp, P.-H. 2006. Inimese füsioloogia. Atlex.</p> <p>Study materials compiled by lecturers in SIS and Moodle</p>			

Module No	Title of Module	Volume ECVET
3	DEVELOPMENT, INSTRUCTING AND ACTIVISATION OF THE PERSON IN NEED	16 ECVET incl. 84 contact lessons, instructing 225 and independent work 107 hrs
Aim: The studies are aimed at the student to develop, instruct and activate the person in need considering their age, health status and special need, uses various communication and instructing methods.		

Requirements for commencement of the module: Learner has completed or is completing the modules Basics Of Care and Care Activities				
Teachers: Merike Kravets, Maarika Veigel, Katrin Kivisild, Kristi Mähar, Piret Tamme, Katrin Järveots				
Learning outcomes	Assessment criteria	Teaching methods	Assessment methods and tasks	Topics of the module
1. Describes social, cognitive and physical development of a person when coping with changes in different stages of life cycle.	1. Describes social, cognitive and physical development stages of a person, and links them with change of behaviour in different stages of life cycle according to the given task.	<ul style="list-style-type: none"> • Lecture • Seminar • Practical course • E-learning • Independent work • Group work 	<ul style="list-style-type: none"> • Portfolio • Observation • Structured written work • Oral presentation • Demonstration • Presentation • Discussion • Solving assignments • Role play 	1. Developmental psychology 1.1. Main concepts of general psychology. 1.2. Developmental factors. 1.3. A person as a biopsychosocial whole. Developmental impairments. 1.4. Developmental theories. 1.5. Child development and developmental problems in childhood. 1.6. Creating conditions for child's development in childhood and its influence on a person in different stages of life-cycle. 1.7. Behavioural disorders. 1.8. Eating disorders. Sleep disorders. 1.9. Youth as a development stage. 1.10. Adulthood. 1.11. Ageing and death.
2. Plans and conducts activities suitable for the age of the person in need and feasible for their activation.	1. Plans according to the given tasks, and conducts activities supporting and activating occupational performance of a dependent person and creative activities in a way the recipient understand based on development and learning theories.			

<p>3. Helps the person in need with household, cleaning, sorting out chores in the institution and home environment of the person.</p>	<p>1. Explains according to the given tasks the principles of household technology and cleaning products when doing sorting-out tasks in an institution and at home environment of the dependent person. 2. Helps the person in need according to the given task in an institution and home environment with taking care of textiles, footwear and household.</p>		<p>2. Life-cycle of a human being 2.1. Development of a human being. 2.2. Heredity. 2.3. Prenatal life. 2.4. Childhood. 2.5. Adolescence. 2.6. Adulthood. 2.7. Elderly. 2.8. Pedagogy, andragogy, gerogogy. 3. Everyday skills 3.1. Evaluating and preserving occupational performance. 3.2. Motivating dependent person and taking into consideration his interests. 3.3. Planning and pursuing the day of dependent person based on their functional capacity, habits, interests and needs. 3.4. Beauty activities and supporting choosing the outfit. 3.5. Guiding how to express instincts (orientation, nutrition, self-defence, and sexual) and support. 3.6. Ethical issues in care work. Professional ethics. 3.7. Stress and burnout of an employee. 4. Activisation activities 4.1. Activities for creativity for people of various age and conditions. 4.2. Organising and conducting events. 4.3. Work, game and hobbies. 4.4. Activisation of the person in need as teamwork. 5. Household, cleaning and sorting out chores</p>
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Independent work in module	<p>1. Creating a portfolio for different target groups (children, children with disabilities and adults, the elderly), which contains samples of creative work, descriptions of motion games, descriptions of creative or developing activities, plan of activating and creative activities and description of a target group and samples of means of alternative communication.</p> <p>2. Written work on a given situation. Mentions household and cleaning products necessary for cleaning and describes safety requirements, a and antiseptics requirements.</p>			
Formation of the mark in the module	<p>There is a distinctive assessment in the module.</p> <p>Assessment methods: portfolio, structured written work, oral presentation, demonstration</p> <p>Assessment tasks:</p> <p>1. Plans sorting out activities, conducts it and assesses the results. Plan involves inclusion of the dependent person and description of guiding.</p> <p>2. Planning, conducting and analysis of the activation event.</p>			
	1. Learner describes social, cognitive and physical development of a person when coping with changes in different stages of life cycle.			
	Assessment criteria: distinctive assessment	grade “3”	grade “4”	grade “5”
	1. Describes social, cognitive and physical development	Describes social, cognitive and physical development stages of	Describes social, cognitive and physical development stages of	Analyses social, cognitive and physical development stages of

	stages of a person, and links them with change of behaviour in different stages of life cycle according to the given task.	a person, and links them with change of behaviour in different stages of life cycle according to the given task.	a person according to the given task; links change of behaviour and coping with different stages of life cycle; demonstrates at least one risk factor for each stage.	a person according to the given task; links change of behaviour and coping with different stages of life cycle; demonstrates risk factors and suggests ways to prevent these risks.
2. Learner plans and conducts activities suitable for the age of the person in need and feasible for their activation.				
	Assessment criteria: distinctive assessment	grade “3”	grade “4”	grade “5”
	1. Plans according to the given tasks, and conducts activities supporting and activating occupational performance of a dependent person and creative activities in a way the recipient understand based on development and learning theories.	Plans according to the given tasks, and conducts activities supporting and activating occupational performance of a dependent person and creative activities in a way the recipient understand based on development and learning theories.	Creates according to the given task a plan of activating and of creative activity, which consists of using alternative communication means and demonstrates guiding how to conduct activities to the people of different age and condition based on development and learning theories.	Creates according to the given task a plan of activating and of creative activity, which consists of using alternative communication means and demonstrates and explains need for guiding how to conduct activities and ways to the people of different age and condition based on development and learning theories.
3. Learner helps the person in need with household, cleaning and sorting out chores in the institution and home environment of the person.				
	Assessment criteria: distinctive assessment	grade “3”	grade “4”	grade “5”

	1. Explains according to the given tasks the principles of household technology and cleaning products when doing sorting-out tasks in an institution and at home environment of the dependent person.	Explains according to the given tasks the principles of household technology and cleaning products when doing sorting-out tasks in an institution and at home environment of the dependent person.	Explains according to the given tasks the principles of household technology and cleaning products when doing sorting-out tasks in an institution and at home environment of the dependent person.	Explains according to the given tasks the principles of household technology and cleaning products when doing sorting-out tasks in an institution and at home environment of the dependent person.
	2. Helps the person in need according to the given task in an institution and home environment with taking care of textiles, footwear and household.	Helps the person in need according to the given task in an institution and home environment with taking care of textiles, footwear and household.	Helps and guides the person in need according to the given task in an institution and home environment with taking care of textiles, footwear and household.	Helps, guides and motivates the person in need according to the given task in an institution and home environment with taking care of textiles, footwear and household.
Study literature /study materials	<p>Alt, H., Puusepp, K. 2010. Koristamine - see on lihtne? Riiklik Eksami- ja Kvalifikatsioonikeskus.</p> <p>Bolton, R. 2002. Igapäevaoskused. Apollo.</p> <p>Butterworth, G., Harris, M. 2002. Arengupsühholoogia alused. Apollo.</p> <p>Bachmann, T., Maruste, R. 2011. Psühholoogia alused. Tallinn. TEA Kirjastus.</p> <p>Lilleoja, L. 2012. Sissejuhatus eripedagoogikasse. Found: https://www.tlu.ee/opmat/tp/sissejuhatus.pdf</p> <p>Leuska, A. 2010. Arengupsühholoogia. Found: http://www.lvrkk.ee/kristiina/Anu_Leuska/oo/index.html</p> <p>Läänesaar, S. - L. (Toim.) 2007. Lapsehoidja käsiraamat. Tallinn. MTÜ Perekasvatuse Instituut.</p> <p>Pool, R. 2011. Treeni terviseks koos minuga. Seenioride koduvõimlemise käsiraamat. Varrak.</p> <p>Saks, K. 1998. Noorest saab vana. Tartumaa Trükikoda.</p> <p>Sletthjell, A. - E. W. 2007. Käsiraamat hooldusõdedele. TEA kirjastus.</p> <p>Tegevusjuhendaja käsiraamat 2010. Rahu, A., Otepalu, M. (Toim). National Institute for Health Development.</p>			

Module No	Title of Module			Volume ECVET
4	INSTRUCTING AND ORGANISATION OF TEAMWORK			2 ECVET incl. 8 contact lessons, instructing 36 hours and independent work 8 hours
Aim: The studies are aimed at the student to acquire knowledge and skills for organising and instructing teamwork, and attitudes for working in a team.				
Requirements for commencement of the module: Module Career Planning and Entrepreneurship has been completed or in the process of completion.				
Teachers: Katrin Kivisild				
Learning outcomes	Assessment criteria	Teaching methods	Assessment methods and tasks	Topics of the module
1. Explains the principles of teamwork according to the task.	1. Assesses according to the given tasks the conditions, resources and the needs of a dependent person in the environment and describes appropriate strategy for organising teamwork. 2. Chooses appropriate information channels and ways of communication for informing the team and to begin to work according to the given task. 3. Explains the process of instructing according to the task.	<ul style="list-style-type: none"> • Lecture • Seminar • Practical course • E-learning • Independent work 	<ul style="list-style-type: none"> • Observation • Discussion • Solving the task as teamwork • Presentation, role play 	1. Communication and organisation of teamwork 1.1. Formulation of aims. 1.2. Team members and their roles. 1.3. Different stages of group processes (4 stages). 1.4. Group processes in multicultural environment. 1.5. Methods of teamwork. 1.6. Internal and external communication. 1.7. Process of instructing.
Independent work in module	Creating a personal role card according to the given task.			
Formation of the mark in the module	There is a non-distinctive assessment in the module. Assessment methods: structured written work, presentation, situatsion task solving Assessment task:			

	<p>electronic action plan compiled as a group work for solving the given situation (description of a problem and formulation, setting a goal and distribution of roles, risk assessment and creating a plan in a team and explaining distribution of roles) and its presentation.</p> <p>1. Learner explains the principles of teamwork according to the task.</p> <p>Assessment criteria: non-distinctive assessment (achieving threshold criterion is the basis for positive assessment)</p> <ol style="list-style-type: none"> 1. Assesses according to the given tasks the conditions, resources and the needs of a dependent person in the environment and describes appropriate strategy for organising teamwork. 2. Chooses appropriate information channels and ways of communication for informing the team and to begin to work according to the given task. 3. Explains the process of instructing according to the task.
Study literature /study materials	<p>Bolton, R. 2002. Igapäevaoskused. Apollo.</p> <p>Niiberger, T. & Urva. T. 2009. Enesekehtestamine – ei või jah? Atlex.</p> <p>Rosen, B. 2010. Suhteprobleemide lahendamine: asjatundlikud lahendused igapäevastele probleemidele. Äripäeva kirjastus.</p>

Module No	Title of Module	Volume ECVET		
5	WORKING WITH FAMILIES WITH CHILDREN	4 ECVET incl. 16 contact lessons, instructing 20 hrs and independent work 68 hrs		
Aim: The studies are aimed at the student to acquire knowledge, skills and attitudes to support the coping with families with children.				
Requirements for commencement of the module: Learner has completed or is completing the modules Basics of Care, Care Activities, Career Planning and Entrepreneurship, Development, Instructing and Activation of the Person in Need.				
Teachers: Jaana Sepp, Marju Johanson				
Learning outcomes	Assessment criteria	Teaching methods	Assessment methods and tasks	Topics of the module
1. Describes the daily and economic management of the family, explains how to compile a family-budget and how to	1. Describes according to the task supporting coping with the families with children based on the family budget, considering benefits and services stemming from legislation.	<ul style="list-style-type: none"> • Lecture • Seminar • Practical course • E-learning 	<ul style="list-style-type: none"> • Role play • Solving a task • Preparing the budget • Discussion 	<p>1. Basics of family economy</p> <p>1.1. Social and economic management.</p> <p>1.2. Preparing the family budget</p> <p>1.3. Child-protection laws.</p> <p>1.4. Benefits and services for the families with children (national and local authority).</p>

follow it.			<ul style="list-style-type: none"> • Oral presentation 	2. Inclusion in society 2.1. Family values and attitudes. 2.2. Collaboration and networks (relatives, community, officialdom). 2.3. Activisation and inclusion of the network. 2.4. Domestic violence, its signs and causes. 2.5. Types of abuse. 2.6. Noticing and reacting.
2. Notices the problems of the families with children in the society and describes options for solving them.	2. Demonstrates the problems of the families with children in the society, options for noticing and solving them, according to the task.			
Independent work in module	Family budget: creates electronically a budget for one month, taking into account family social benefits and services, describing coping with and how to support it.			
Formation of the mark in the module	There is a non-distinctive assessment in the module Assessment methods: structured written work, situation task solving, presentation Assessment task: compiling electronic budget for families with children and presentation. Learner determines social and economic problems of the family and suggests options for solving them according to the task.			
	1. Learner describes the daily and economic management of the family, explains how to compile a family-budget and how to follow it.			
	Assessment criteria: non-distinctive assessment (achieving threshold criterion is the basis for positive assessment)			
	1. Describes according to the task supporting coping with the families with children based on the family budget, considering benefits and services stemming from legislation.			
	2. Learner notices the problems of the families with children in the society and describes options for solving them.			
	Assessment criteria: non-distinctive assessment (achieving threshold criterion is the basis for positive assessment)			
	1. Demonstrates the problems of the families with children in the society, options for noticing and solving them, according to the task.			
Study literature /study materials	Ajakiri Sotsiaaltöö. Found at: http://www.tai.ee/valjaanded/ajakiri-sotsiaalto Website of Republic of Estonia Ministry of Social Affairs. Found at: www.sm.ee Child Protection Act. Riigi Teataja. Found: https://www.riigiteataja.ee/akt/121122016024 Social Welfare Act. Riigi Teataja. Found: https://www.riigiteataja.ee/akt/130122015005 Family Law Act. Riigi Teataja. Found at: https://www.riigiteataja.ee/akt/13330603			

Module No	Title of Module		Volume ECVET	
6	WORKING WITH THE ELDERLY		5 ECVET incl. 20 contact lessons, instructing 96 hrs and independent work 14 hrs	
Aim: The studies are aimed at the student to acquire knowledge about the basics of gerontology and geriatrics and skills and attitudes for working with the elderly.				
Requirements for commencement of the module: Modules Career Planning and Entrepreneurship, Basics of Care, Care Activities have been completed or in the process of completion.				
Teachers: Merike Kravets				
Learning outcomes	Assessment criteria	Teaching methods	Assessment methods and tasks	Topics of the module
1. Describes according to the task the coping with life problems related to aging, and development of need for help, based on the basic knowledge of gerontology and geriatrics.	1. Describes according to the task influence of changes related to aging on coping with of the elderly, based on the basics of gerontology and geriatrics. 2. Describes according to the task assisting and instructing of the elderly in occurrence of management problems using the principles of geriatric assessment.	<ul style="list-style-type: none"> • Lecture • Seminar • Practical course • E-learning • Independent work 	<ul style="list-style-type: none"> • Group work • Discussion • Case analysis • Situation task 	1. Basics of gerontology 1.1. Location of Estonians on a value map (life span). 1.2. Generational disparities. 1.3. Ageing population. 1.4. Active ageing. 1.5. Changes in a body related to aging (biopsychosocial ageing). 1.6. Helping and instructing the elderly based on management problems.
2. Assesses the health problems and coping with life of the elderly patient according to their tasks and instructs how to find solutions for coping with life every day, based on the basic	1. Assesses age-related health issues, is able to distinguish normal and pathological ageing. 2. Describes the health problems and coping with life difficulties of the elderly, based on the principles of assessment in gerontology and geriatrics, helps			2. Basics of geriatrics 2.1. Normal and pathological ageing. 2.2. Management problems derived from health issues of the elderly. 2.3. Assessment of functional capacity of physical and mental health of the elderly person, coping with everyday life, social support network, living conditions, and applying activities.

knowledge of gerontology and geriatrics.	and instructs how to find solutions.			2.4. Helping the elderly with dementia and memory disorders. 2.5. Principles of politics for the elderly and legislation. 2.6. Benefits and services.
3. Explains the person in need and their close relatives the processes of organising services and benefits in the network using an understandable way of explanation.	1. Explains the person in need and their close relatives the processes of organising services and benefits using an understandable way of explanation, based on the task.			
Independent work in module	1. Solves the task based on given criteria (RAI-KO eg.): describes need of help for the elderly in their living environment caused by problems of health and coping with. Proposes possible solutions. 2. According to the task plans activities and services supporting coping with of the elderly person by using Internet, finding necessary solutions of the person and directing the person towards the services.			
Formation of the mark in the module	There is a distinctive assessment in the module. Assessment methods: independent work, problem situation task solving, presentation, structured written work Assessment task: a test based on materials of basics of gerontology. Geriatric assessment of the elderly person using determined structured metrics. Compiles it according to the task guidelines for supporting the elderly person, their relatives and for directing towards the services.			
	1. Learner describes according to the task the coping with life problems related to aging and development of need for help, based on the basic knowledge of gerontology and geriatrics.			
	Assessment criteria: non-distinctive assessment (achieving threshold criterion is the basis for positive assessment)			
	1. Describes according to the task influence of changes related to aging on coping with of the elderly, based on the basics of gerontology and geriatrics. 2. Describes according to the task assisting and instructing of the elderly in occurrence of management problems using the principles of geriatric assessment.			
	2. Learner assesses the health problems and coping with life of the elderly according to their tasks and helps and instructs how to find solutions for coping with life every day, based on the basics of gerontology and geriatrics.			
	Assessment criteria: distinctive assessment	grade “3”	grade “4”	grade “5”

	1. Assesses age-related health issues, is able to distinguish normal and pathological ageing.	Assesses age-related health issues, is able to distinguish normal and pathological ageing.	Assesses and describes age-related health issues and coping with issues based on principles of geriatric assessment.	Assesses and explains age-related health issues and coping with issues based on principles of geriatric assessment.
	2. Describes the health problems and coping with life difficulties of the elderly, based on the principles of assessment in gerontology and geriatrics, helps and instructs how to find solutions.	Describes the health problems and coping with life difficulties of the elderly, based on the principles of assessment in geriatrics, points out how to find solutions.	Is able to distinguish normal and pathological ageing, points out options for help and instructs how to find solutions.	Is able to distinguish normal and pathological ageing, points out options for help, instructs how to find solutions and how to preserve/ restore occupational performance.
	3. Learner explains the person in need and their close relatives the processes of organising services and benefits in the network using an understandable way of explanation.			
	Assessment criteria: non-distinctive assessment (achieving threshold criterion is the basis for positive assessment)			
	1. Explains the person in need and their close relatives the processes of organising services and benefits using an understandable way of explanation, based on the task.			
Study literature /study materials	<p>Asberg, M., Hörrak, E., Kerb, H., Kravets, M., Kuum, M., Mürsepp, E., Orasmaa, M., Rimmelgas, E., Taimalu, T., Tupits, M., Šteinmiller, J., Zeel, O. 2011. Lbry. Hooldus erinevate haiguste korral ja ravimiõpetuse alused: hooldustöötaja riikliku õppekava rakendamist toetav õppematerjal. Riiklik Eksami- ja Kvalifikatsioonikeskus.</p> <p>Caughey, A. 2017. Elu dementsusega. Petrone Print OÜ.</p> <p>Kauber, M. 2011. Eaka heaks: eakate toimetuleku ja heaolu toetamine läbi hooldustöö. Tallinna Pedagoogiline Seminar.</p> <p>Linnamägi, Ü. 2008. Käsiraamat dementsete haigete hooldajale. Eesti Alzheimeri Tõve Ühing.</p> <p>Paavel, V. 2009. Hooliva hooldaja käsiraamat. Republic of Estonia Ministry of Social Affairs. http://www.sm.ee/sites/default/files/content-editors/eesmargid_ja_tegevused/Sotsiaalhoolekanne/Puudega_inimetele/Hooldajamaaramine/hooldaja_kasiraamat.pdf</p> <p>Tilvis, R. & Sourander, L. 1996. Geriaatria. AS Medicina.</p> <p>Saks, K. jt. 2016. Gerontoloogia : õpik kõrgkoolidele. Tartu Ülikooli Kirjastus.</p>			

Follestad, A. 2016. Loomulik vananemine ja dementsus. Käsiraamat õdedele ja hooldustöötajatele. Lovisenberg Diakonale Sykehus. Diakonova. SA EELK Tallinna Diakooniahaigla.

Slettahjell, A.-E., W. 2007. Käsiraamat hooldusõdedele. Tallinn.

Anttila, K., Kaila - Mattila; Kan, S. 2016. Hoitamalla hyvää oloa. Sanoma Pro Oy. Helsinki.

Läänelaid, S.; Pael, J.; Varik, M. jt. 2015. Hoolides ja hoolitsedes. Õpik-käsiraamat hooldustöötajale. Argo.Tartu Tervishoiu Kõrgkool.

Module No	Title of Module	Volume ECVET		
7	WORKING WITH PEOPLE WITH SPECIAL NEEDS	6 ECVET incl. 26 contact lessons, instructing 90 hrs and independent work 40 hrs		
Aim: The studies are aimed at the student to acquire knowledge about types of special needs and difficulty levels, case management and knowledge and attitudes for working with people with special needs of different age.				
Requirements for commencement of the module: Modules Basics of Care, Care Activities, Development, Instructing and Activisation of The Person in Need, Instructing and Organisation of Teamwork have been completed or in the process of completion.				
Teachers: Katrin Järveots, Karmela Tennemaa				
Learning outcomes	Assessment criteria	Teaching methods	Assessment methods and tasks	Topics of the module
1. Assists, instructs and supports the person in need based on their special needs.	1. Evaluates according to the task the need for services and benefits of the dependent person and suitability with his special need based on legal acts. 2. Plans based on special need of the dependent person activities and means supporting their coping with, ways of instructing taking into account the principles of health promotion, ergonomics.	<ul style="list-style-type: none"> • Lecture • Seminar • Practical course • E-learning • Independent work 	<ul style="list-style-type: none"> • Group work • Discussion • Case analysis • Situation task 	1. Person with special needs, types of special needs 1.1. Consideration and approach methods of disabilities, conceptual basics, forming attitudes 1.2. Proportionality of a norm. Normalization principle. 1.3. Classification of disabilities, their nature (multiple disability, reduction in mobility, mental special needs: intellectual disability and mental illness, sensory special needs)

<p>2. Supports and guides the person with special needs and their network in solving the problems of coping with independent living.</p>	<p>1. Describes according to the task social network, services and benefits of a person with special needs to provide management with everyday independent living based on principles of case management.</p> <p>2. Plans according to the given tasks activities developing, activating and health promoting activities for the dependent person, instructing understandable for the person and including their network, based on occupational performance of the person.</p>		<p>1.4. Principles of welfare services of people with special needs in Estonian and in neighbouring countries</p> <p>1.5. Social benefits and services</p> <p>1.6. Organisation of special welfare, services</p> <p>1.7. Rehabilitation, plan and services. Client's action plan</p> <p>1.8. Occupational performance, supporting it at home, at work, in free time. Adjustment of environment. Assistive devices, instructing how to use</p> <p>1.9. Ergonomic, health promoting methods sustainable for the helper when instructing and helping the client</p> <p>1.10. Methods of effective instructing: modelling, testing, role play, phased approach, motivating, recognition</p> <p>1.11. Alternative communication (hints, pictograms, various communication systems, sign language)</p> <p>1.12. Coping with problem behaviour (aggressiveness, self-destructing behaviour, self-disclosure etc.). Risk assessment, saving oneself.</p> <p>2. Basics of case management</p> <p>2.1. General, vocational and higher education. Learning options for people with special needs, transitions, physical and social accessibility</p> <p>2.2. Labour market and social services, benefits and perks supporting working and learning. Physical and social accessibility. Concept and nature of social casework</p> <p>2.3. Collaboration with a client. Network: partners, mutual collaboration</p>
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				2.4. Taking into account individuality and needs-based situation when instructing every day skills, learning and working activities 2.5. Teamwork and network when supporting a person with special needs. Role of a care worker in a network.
Independent work in module	<p>Creating an electronic information sheet according to the task about possible services and benefits to a certain person in need. Creating a plan of instructing in phases based on client's action plan (if possible) in accordance to their special needs and occupational performance using learnt methods. Creating an ecocard (environment card/ network card).</p>			
Formation of the mark in the module	<p>There is a distinctive assessment in the module. Assessment methods: situation task, group work, presentation Assessment tasks: 1.evaluation of ability to cope with life based on a given case; 2.forming a comparison of services and learning options of several local authorities by using different sources of information; 3.forming a guideline for the dependent person to apply for services and to use them based on principles of case management.</p>			
	1. Learner assists, instructs and supports the person in need based on their special needs.			
	Assessment criteria: distinctive assessment	grade "3"	grade "4"	grade "5"
	1. Evaluates according to the task the need for services and benefits of the dependent person and suitability with his special need based on legal acts.	Evaluates according to the task the need for services and benefits of the dependent person and suitability with his special need based on legal acts.	Evaluates according to the task the need for services and benefits of the dependent person and suitability for preserving their occupational performance based on his special needs and in accordance to legal acts.	Evaluates according to the task the need for services and benefits of the dependent person and suitability for preserving their occupational performance, explains the opinion with examples and finds connections based on special needs and taking into account legal acts.

	2. Plans, based on special need of the dependent person, activities and means supporting their coping with, ways of instructing taking into account the principles of health promotion and ergonomics.	Plans, based on special need of the dependent person, activities and means supporting their coping with, ways of instructing taking into account the principles of health promotion, ergonomics.	Plans, based on special need of the dependent person, activities supporting their coping with preserving occupational performance, taking into account the principles of health promotion, ergonomics.	Plans, based on special need of the dependent person, activities supporting their coping with, and preserving and improving occupational performance, ways of instructing taking into account the principles of health promotion, ergonomics.
2. Learner supports and guides the person with special needs and their network in solving the problems of coping with daily life.				
	Assessment criteria: distinctive assessment	grade “3”	grade “4”	grade “5”
	1. Describes according to the task social network, services and benefits of a person with special needs to provide management with everyday independent living based on principles of case management.	Describes according to the task social network, services and benefits of a person with special needs to provide management with everyday independent living based on principles of case management.	Describes according to the task social network, options for learning and/or working, services and benefits of a person with special needs to provide management with everyday independent living based on principles of case management.	Describes according to the task based on examples the social network, options for learning and/or working, services and benefits of a person with special needs to provide management with everyday independent living linking it with case management.

	2. Plans according to the given tasks activities developing, activating and health promoting activities for the dependent person, instructing understandable for the person and including their network, based on occupational performance of the person.	Plans and conducts developing, activating and health promoting sample activities for the dependent person, understandable for the person and including their network, based on occupational performance of the person.	Plans and conducts developing, activating and health promoting sample activities for the dependent person, understandable for the person and including their network, based on occupational performance of the person.	Plans and conducts developing, activating and health promoting sample activities for the dependent person, understandable for the person and including their network, based on occupational performance of the person.
Study literature /study materials	<p>Erihoolekandeteenused, 2012. Republic of Estonia Ministry of Social Affairs. Found: http://www.sotsiaalkindlustusamet.ee/erihoolekanne/</p> <p>Pedak, K. Erivajaduste liigid. Found: https://www.tlu.ee/opmat/ts/TST7006/6_erivajaduste_liigid.html</p> <p>Tegevusjuhendaja käsiraamat 2010. Rahu, A., Otepalu, M.(Toim). National Institute for Health Development.</p> <p>Puudega inimesele, 2017. Republic of Estonia Ministry of Social Affairs. Found: https://www.sm.ee/et/puudega-inimesele-0</p>			

Module No	Title of Module	Volume ECVET		
8	CAREER PLANNING AND ENTREPRENEURSHIP	6 ECVET incl. 16 contact lessons, instructing 84 hrs and independent work 56 hrs		
Aim: The studies are aimed at the student to manage their career planning in a modern economic, business and working environment, based on principles of lifelong learning.				
Requirements for commencement of the module: None				
Teachers: Piret Tamme, Jaanika Talts, Irma Nahkor				
Learning outcomes	Assessment criteria	Teaching methods	Assessment methods and tasks	Topics of the module
1. Understands their responsibility on	1. Discusses independently the strengths and weaknesses of their character.	<ul style="list-style-type: none"> Lecture 	<ul style="list-style-type: none"> Role play 	1. Career planning 1.1. Knowing oneself on career planning

<p>making informed decisions in life-long process of career planning.</p>	<p>2. Assesses their vocational, professional and job-related preparation and the possibilities to implement them at the labour market. 3. Finds information about the labour market, specialties and learning possibilities, independently. 4. Is able to write electronic application document independently based on good practice of formatting the documents. CV, a letter of motivation, a request. 5. Prepares for example job interview independently and participates in it. 6. Compiles their own short-term and a long-term career plan alone.</p>	<ul style="list-style-type: none"> • Seminar • E-learning • Independent work 	<ul style="list-style-type: none"> • Solving situation tasks • Preparing the business plan 	<p>1.2. Knowing learning possibilities and labour market on career planning 1.3. Planning and making career-related decisions 2. Economy and entrepreneurship 2.1. Me and economy 2.2. Limited resources and unlimited needs 2.3. Supply and demand 2.4. Taxes 2.5. Financial institutions in Estonia. 2.6. Entrepreneurship in Estonia and in home region 2.7. Entrepreneur and employee 2.8. Business environment 2.9. Business idea and its implementation 3. Occupational health and safety and employment laws 3.1. Introduction to working environment 3.2. Organisation of working environment-related work 3.3. Risk factors of working environment 3.4. Information about working environment 3.5. Accidents at work 3.6. Fire safety 4. Legal basis for working 4.1. Contractual relations when working 4.2. Organisation of work 4.3. Remuneration and social guarantees</p>
<p>2. Understands the nature of economy and functioning of economic environment.</p>	<p>1. Understands one's economic needs, based on limitation of resources; 2. Explains how market economy works, independently, taking into account demand, supply and market balance in the field of studies. 3. Mentions direct and indirect taxes valid in Estonia as a teamwork and explains their influence on business environment in the field of study. 4. Completes sample self-employed person's tax return form based on given data, incl. by electronic means. 5. Uses national information system e-riik independently to navigate in economic environment.</p>			

<p>3. Rethinks their role in the business environment.</p>	<ol style="list-style-type: none"> 1. Interprets the business environment in the field of care in Estonia as a teamwork based on a guideline and demonstrates their options for entering the labour market as an employee and as an entrepreneur. 2. Describes functioning of responsible entrepreneurship principles based on a guideline. 3. Explains as teamwork economic activity of a certain company and the business environment having an influence on it, and the influence of cultural differences on economic activity of the company. 4. Describes and explains the business idea of the company on an example care field and writes an electronic business plan based on a guideline. 			<p>5. Records management and document management</p> <ol style="list-style-type: none"> 5.1. Records management and document management in an organisation 5.2. Creating documents 5.3. Storage of documents, incl. digital documents <p>6. Basics of Communication</p> <ol style="list-style-type: none"> 6.1. Communication 6.2. Acting in communication situations 6.3. Customer service
<p>4. Understands their rights and responsibilities when functioning in work environment.</p>	<ol style="list-style-type: none"> 1. Counts and explains independently main trends in occupational health and safety based on national strategies. 2. Counts and explains independently main rights of an employer and the employees and their responsibilities to provide a safe working environment, and explains the nature of risk analysis. 3. Distinguishes and describes as teamwork general physical, chemical, biological, psychosocial and physiological risk factors of working environment and measures how to reduce them. 4. Recognises an occupational accident and counts independently rights and 			

	<p>responsibilities of the employee related to occupational accident based on legislation.</p> <p>5. Describes as teamwork options for preventing fire and their activity in case of fire in working environment.</p> <p>6. Discusses based on a case as teamwork information collected from various sources about occupational health and occupational safety.</p> <p>7. Uses independently electronic Employment Contracts Act when signing an employment contract, organising working hours and holidays.</p> <p>8. Explains independently main differences of an employment contract, a contracting agreement and an authorisation agreement from the point of view of the employee and the entrepreneur.</p> <p>9. Introduces as teamwork the documents in the organisation about the rights, duties and responsibility of an employee.</p> <p>10. Calculates independently gross and net wages paid based on work at time rates, piece rates and economic results and temporary incapacity benefit.</p> <p>11. Describes independently the importance of records management and document management in the organisation.</p> <p>12. Writes and formats independently an electronic first letter and the response letter and an e-mail, incl. uses digital signature.</p>			
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	13. Describes independently the need for storage of documentary records in the organisation and links it with restoring personal documents.			
5. Behaves in the way supporting mutual communication (learning outcome is achieved within the instructing process).	<ol style="list-style-type: none"> 1. Uses appropriate ways of communication, different means of communication, incl. follows good practice of communication by phone and on the Internet, in difficult and unexpected communication situations. 2. Follows generally recognised behavioural habits and evaluates behaviour of oneself and of group members considering cultural differences. 3. Leads a small team based on guidelines purposefully on solving work-related problems using creativity. 4. Assesses service culture of oneself and others, service attitudes and skills based on guidelines. 5. Solves independently various, incl. changing service situations based on principles of client-centered services. 			
Independent work in module	<ol style="list-style-type: none"> 1. Writes CV and a letter of motivation to apply for a position of a care worker based on guidelines. 2. Writes a business plan as teamwork based on guidelines and submits it. 4. Writes written risk analysis for one of the jobs of one's choice. 5. Calculates an employee's monthly salary, holiday pay and incapacity benefit based on an example in the task. 6. Writes and formats an electronic first letter and the response letter based on guidelines, and uses a digital signature on them. 7. Analyses in a written form one of the problem situations from reality, demonstrating possible cultural and other differences. 			
Formation of the mark in the module	<p>There is a non-distinctive assessment in the module based on a written report "My career preferences".</p> <p>Assessment methods: writing and presenting a report, situation task solving, a structured written work</p> <p>Assessment task:</p>			

<p>a learner finds information about labour market, specialties and learning possibilities using ICT tools and writes a short-term and a long-term career plan for oneself based on them assessing their suitability in the chosen field.</p>
<p>1. Learner understands their responsibility on making informed decisions in life-long process of career planning.</p>
<p>Assessment criteria: non-distinctive assessment (achieving threshold criterion is the basis for positive assessment)</p>
<ol style="list-style-type: none"> 1. Discusses independently the strengths and weaknesses of their character. 2. Assesses their vocational, professional and job-related preparation and the possibilities to implement them at the labour market. 3. Finds information about the labour market, specialties and learning possibilities, independently. 4. Is able to write electronic application document independently based on good practice of formatting the documents. CV, a letter of motivation, a request. 5. Prepares for an example job interview independently and participates in it. 6. Compiles their own short-term and a long-term career plan alone.
<p>2. Learner understands the nature of economy and functioning of economic environment.</p>
<p>Assessment criteria: non-distinctive assessment (achieving threshold criterion is the basis for positive assessment)</p>
<ol style="list-style-type: none"> 1. Understands one's economic needs, based on limitation of resources. 2. Explains how market economy works, independently, taking into account demand, supply and market balance in the field of studies. 3. Mentions direct and indirect taxes valid in Estonia as a teamwork and explains their influence on business environment in the field of study. 4. Completes sample self-employed person's tax return form based on given data, incl. by electronic means. 5. Uses national information system e-riik independently to navigate in economic environment.
<p>3. Learner rethinks their role in the business environment.</p>
<p>Assessment criteria: non-distinctive assessment (achieving threshold criterion is the basis for positive assessment)</p>
<ol style="list-style-type: none"> 1. Interprets the business environment in the field of care in Estonia as a teamwork based on a guideline and demonstrates their options for entering the labour market as an employee and as an entrepreneur. 2. Describes functioning of responsible entrepreneurship principles based on a guideline. 3. Explains as teamwork economic activity of a certain company and the business environment having an influence on it, and the influence of cultural differences on economic activity of the company. 4. Describes and explains the business idea of the company on an example care field and writes an electronic business plan based on a guideline.

4. Learner understands their rights and responsibilities when functioning in work environment.

Assessment criteria: non-distinctive assessment (achieving threshold criterion is the basis for positive assessment)

1. Counts and explains independently main trends in occupational health and safety based on national strategies.
2. Counts and explains independently main rights of an employer and the employees and their responsibilities to provide a safe working environment, and explains the nature of risk analysis.
3. Distinguishes and describes as teamwork general physical, chemical, biological, psychosocial and physiological risk factors of working environment and measures how to reduce them.
4. Recognises an occupational accident and counts independently rights and responsibilities of the employee related to occupational accident based on legislation.
5. Describes as teamwork options for preventing fire and their activity in case of fire in working environment.
6. Discusses based on a case as teamwork information collected from various sources about occupational health and occupational safety.
7. Uses independently electronic Employment Contracts Act when signing an employment contract, organising working hours and holidays.
8. Explains independently main differences of an employment contract, a contracting agreement and an authorisation agreement from the point of view of the employee and the entrepreneur.
9. Introduces as teamwork the documents in the organisation about the rights, duties and responsibility of an employee.
10. Calculates independently gross and net wages paid based on work at time rates, piece rates and economic results and temporary incapacity benefit.
11. Describes independently the importance of records management and document management in the organisation.
12. Writes and formats independently an electronic first letter and the response letter and an e-mail, incl. uses digital signature.
13. Describes independently the need for storage of documentary records in the organisation and links it with restoring personal documents.

5. Learner behaves in the way supporting mutual communication.

Assessment criteria: non-distinctive assessment (achieving threshold criterion is the basis for positive assessment)

1. Uses appropriate ways of communication, different means of communication, incl. follows good practice of communication by phone and on the Internet, in difficult and unexpected communication situations.
2. Follows generally recognised behavioural habits and evaluates behaviour of oneself and of group members considering cultural differences.
3. Leads a small team based on guidelines purposefully on solving work-related problems using creativity.

	<p>4. Assesses service culture of oneself and others, service attitudes and skills based on guidelines.</p> <p>5. Solves independently various, incl. changing service situations based on principles of client-centered services.</p>
Study literature /study materials	<p>Randma, T. 2008. Ettevõtluse alused. OÜ Infotrükk.</p> <p>Pramann Salu, M. 2005. Ettevõtluse alused. Kirjastus Ilo.</p> <p>Tolk, Ü. Turundusuuringu koostamine küsitluse teel. Found at: http://e-ope.khk.ee/oo/evoti/kysitus/</p> <p>Zeiger, P. 2013. Ettevõtlus. Found: https://ettevotlusope.weebly.com/2-ettevotildetlus.html</p> <p>Zeiger, P. 2013. SWOT-analüüs. Found at: https://ettevotlusope.weebly.com/9110-swot-analuumluumls.html</p>

Module No	Title of Module	Volume ECVET		
9	PRACTICAL TRAINING	30 ECVET		
<p>Aim: Practical training module is aimed at the learner to develop, improve and implement the knowledge and skills acquired in theoretical studies in practical working environment, develop social skills, personality traits and attitudes, which improve the learner's readiness for future career.</p>				
<p>Requirements for commencement of the module: Modules Basics of Care, Care Activities, Development, Instructing and Activisation of The Person in Need, Instructing and Organisation of Teamwork, Working With Families with Children, Working with The Elderly, Working with People with Special Needs have been completed or in the process of completion</p>				
<p>Teachers: Maarika Veigel, Karin Kütt, Silje Lang</p>				
Learning outcomes	Assessment criteria	Teaching methods	Assessment methods and tasks	Topics of the module
1. Analyses their readiness for the future work-life.	1. Compiles self-analysis assessing requirements for the care worker based on vocational standard, professional ethics and legislation (Social Welfare Act etc.).	<ul style="list-style-type: none"> • Seminar • Practical training in working environment 	<ul style="list-style-type: none"> • Discussion • Preparing the practical training map • Defending practical training 	<p>1. Practical training in healthcare institutions</p> <p>1.1. Self-assessment: planning activities of practical training, documentation of practical training and analysis of performance</p>
2. Implements the principles of creating safe and supporting	1. Observes safety of a dependent person in case of problems derived from physical, mental and social conditions.			

environment.	2. Organises safe environment for the dependent person based on their needs.			
3. Instructs and supports the person in need in their everyday living activities following the professional ethics.	1. Assesses living activities of the dependent person and compiles a supporting care plan based on them. 2. Implement a care plan based on care need of the dependent person. 3. Instructs, motivates and activates the dependent person to cope with everyday activities independently.			1.2. Supporting physical, mental and social safety of a dependent person: assessing health status of the dependent person using various methods and instruments, providing safety, planning care activities in a team and performing them 1.3. Supporting and instructing a dependent person in everyday living activities: eating, clothing, hygiene, care of a dying person, caring for the dead person 1.4. Observing health status of a dependent person and care in case of various diseases: measuring vital signs (body temperature, pulse, breathing rate, arterial blood pressure and blood sugar etc) and observation of health status, observing skin situation and its care, assisting a nurse on performing nursing activities 1.5. Ergonomics and assistive devices: Use of work methods and protective methods sustainable for oneself and the dependent person, instructing a dependent person how to use assistive devices 1.6. Communication with the dependent person and their network: use of suitable way of
4. Observes the condition of the person in need and cares the person in need in case of diseases of various organ systems by sparing the person in need and oneself.	1. Measures, assesses and protocols vital signs (pulse, blood pressure, body temperature, respiratory rate etc) independently by using suitable methods and instruments. 2. Cares for the dependent person based on the nature of diseases of various organ systems and anatomy of a human being, physiology and pathology when performing a care activity. 3. Instructs, observes and helps the dependent person on administering medications, if necessary, administers them according to the given guidelines. 4. Assists a nurse in nursing activities in accordance with instructions. 5. Follows appropriate food labels in accordance to different conditions.			
5. Uses ergonomic working techniques and assistive devices	1. Uses ergonomic working techniques when moving the dependent person and instructing how to move oneself.			

by caring and instructs the patient how to use assistive devices.	2. Instructs the dependent person on using appropriate assistive devices and on their maintenance.			communication and methods, noticing problems, prevention and working on them
6. Plans and conducts activities suitable for the age of the person in need and feasible for their activation.	1. Plans activation and creative activities supporting the occupational performance of the dependent person. 2. Conducts suitable creative activities and activation for people of various age and conditions.			1.7. Participation in teamwork: active participation in teamwork considering special features of organisation for practical training, needs of dependent people; supporting colleagues with alleviating job-related problems using skills of active listening
7. Instructs the person in need how to organise the living place and in household chores, if necessary performs the tasks himself/herself.	1. Instructs, motivates and activates the dependent person to cope with cleaning the home and household chores. 2. If necessary, cleans the home and organises household chores by implementing requirements of safety technology.			1.8. Ethical behaviour: one's activity is based on principles of general and professional ethics, respects national, cultural and religious beliefs of the dependent person
8. Instructs and supports the person in need with applications for services and if necessary organizes the applications themselves.	1. Instructs and supports the person in need to use necessary services based on a care plan. 2. If necessary, organises services in collaboration with a local authority or other institution.			2. Practical training in a social welfare institution 2.1. Self-assessment: planning activities of practical training, documentation of practical training and analysis of performance 2.2. Supporting physical, mental and social safety of a dependent person: assessing health status of the dependent person, coping with and the environment by using various methods and instruments, providing safety, following requirements for healthy nutrition, food hygiene and
9. Communicates with the dependent person, colleagues and network with respect.	1. Communicates with the dependent person and instructs them and their network in an understandable way. 2. Uses modern ways of communication. 3. Notices and prevents a conflict situation, in case of occurring conflict finds a suitable solution strategy.			

<p>10. Participates in teamwork.</p>	<p>1. Participates in the everyday work of their unit as an active and a responsible team member. 2. Acquires methods of individual and group work. 3. Behaves in a way allowing mutual communication in a team.</p>			<p>health protection; planning care activities in a team and performing them 2.3. Supporting and instructing a dependent person in everyday living activities: eating, clothing, sexuality, hygiene and beauty activities, care of a dying person and supporting the close ones, caring for the dead person 2.4. Observing health status of a dependent person and care: measuring vital signs (body temperature, pulse, breathing rate, arterial blood pressure and blood sugar etc) and observation of health status in case of diseases of various organ systems, observing skin situation and its care, assisting a nurse on performing nursing activities, documentation of activities in accordance with requirements 2.5. Ergonomics and assistive devices: use of work methods and protective methods sustainable for oneself and the dependent person, instructing a dependent person how to use assistive devices 2.6. Activation activities: planning activation and creative activities and conducting them based on the</p>
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				<p>need and interest of the person in need</p> <p>2.7. Communication with the dependent person and their network: use of suitable way of communication and methods, noticing problems, prevention and working on them</p> <p>2.8. Participation in teamwork: active participation in teamwork considering special features of organisation for practical training, needs of dependent people; supporting colleagues with alleviating job-related problems using skills of active listening</p> <p>2.9. Ethical behaviour: one's activity is based on principles of general and professional ethics, respects national, cultural and religious beliefs of the dependent person</p> <p>3. Practical training in assisted living</p> <p>3.1. Self-assessment: planning activities of practical training, documentation of practical training and analysis of performance</p> <p>3.2. Supporting physical, mental and social safety of a dependent person: assessing health status of the dependent person, coping with and the environment by using various</p>
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			<p>methods and instruments, providing safety, following requirements for healthy nutrition, food hygiene and health protection; planning care activities in a team and performing them</p> <p>3.3. Supporting and instructing a dependent person in everyday living activities: eating, clothing, sexuality, hygiene and beauty activities, care of a dying person and supporting the close ones</p> <p>3.4. Observing health status of a dependent person and care: measuring vital signs (body temperature, pulse, breathing rate, arterial blood pressure and blood sugar etc) and observation of health status in case of diseases of various organ systems, observing skin situation and its care, assisting a nurse on performing nursing activities, documentation of activities in accordance with requirements</p> <p>3.5. Ergonomics and assistive devices: use of work methods and protective methods sustainable for oneself and the dependent person, instructing a dependent person how to use assistive devices</p>
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			<p>3.6. Communication with the dependent person and their network: use of suitable way of communication and methods, noticing problems, prevention and working on them</p> <p>3.7. Cleaning and sorting out the home, organising household chores: observing requirements of safety techniques and ergonomic principles when organising household, cleaning and sorting-out chores and performing them and on inclusion of the dependent person</p> <p>3.8. Organisation of services: organising rehabilitation, social and healthcare services supporting coping with life in accordance to mentioned list of services (incl. care or rehabilitation plan), performing services in collaboration with the network</p> <p>3.9. Participation in teamwork: active participation in teamwork considering special features of organisation for practical training, needs of dependent people; supporting colleagues with alleviating job-related problems using skills of active listening</p> <p>3.10. Ethical behaviour: one's activity is based on principles of</p>
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				general and professional ethics, respects national, cultural and religious beliefs of the dependent person.
Independent work in module	<p>Writing and formatting practical training documents:</p> <ol style="list-style-type: none"> 1. writing an individual practical training plan, incl. self-assessment before the beginning of practical training; 2. completing practical training diary; 3. writing a practical training report; 4. analysis of environment, self-analysis, and achieving aims of practical training written after completion of practical training. 			
Formation of the mark in the module	<p>There is a non-distinctive assessment in the module. Module is considered as passed after completion of practical training, submission of required documents of practical training to the college and the defence of practical training report in the final seminar of practical training.</p>			
	1. Learner analyses their readiness for the future work-life.			
	Assessment criteria: non-distinctive assessment (achieving threshold criterion is the basis for positive assessment)			
	<ol style="list-style-type: none"> 1. Compiles self-analysis assessing requirements for the care worker based on vocational standard, professional ethics and legislation (Social Welfare Act etc.). 			
	2. Learner implements the principles of creating safe and supporting environment.			
	Assessment criteria: non-distinctive assessment (achieving threshold criterion is the basis for positive assessment)			
	<ol style="list-style-type: none"> 1. Observes safety of a dependent person in case of problems derived from physical, mental and social conditions. 2. Organises safe environment for the dependent person based on their needs. 			
	3. Learner instructs and supports the person in need in their everyday living activities following the professional ethics.			
	Assessment criteria: non-distinctive assessment (achieving threshold criterion is the basis for positive assessment)			
	<ol style="list-style-type: none"> 1. Assesses living activities of the dependent person and compiles a supporting care plan based on them. 2. Implements a care plan based on care need of the dependent person. 3. Instructs, motivates and activates the dependent person to cope with everyday activities independently. 			
4. Learner observes the condition of the person in need and cares the person in need in case of diseases of various organ systems by sparing the person in need and oneself.				
Assessment criteria: non-distinctive assessment (achieving threshold criterion is the basis for positive assessment)				

<ol style="list-style-type: none"> 1. Measures, assesses and protocols vital signs (pulse, blood pressure, body temperature, respiratory rate etc) independently by using suitable methods and instruments. 2. Cares for the dependent person based on the nature of diseases of various organ systems and anatomy of a human being, physiology and pathology when performing a care activity. 3. Instructs, observes and helps the dependent person on administering medications, if necessary, administers them according to the given guidelines. 4. Assists a nurse in nursing activities in accordance with instructions. 5. Follows appropriate food labels in accordance to different conditions.
5. Learner uses ergonomic working techniques and assistive devices by caring and instructs the patient how to use assistive devices.
Assessment criteria: non-distinctive assessment (achieving threshold criterion is the basis for positive assessment)
<ol style="list-style-type: none"> 1. Uses ergonomic working techniques when moving the dependent person and instructing how to move oneself. 2. Instructs the dependent person on using appropriate assistive devices and on their maintenance.
6. Learner plans and conducts activities suitable for the age of the person in need and feasible for their activation.
Assessment criteria: non-distinctive assessment (achieving threshold criterion is the basis for positive assessment)
<ol style="list-style-type: none"> 1. Plans activation and creative activities supporting the occupational performance of the dependent person. 2. Conducts suitable creative activities and activation for people of various age and conditions.
7. Learner instructs the person in need how to organise the living place and in household chores, if necessary performs the tasks himself/herself.
Assessment criteria: non-distinctive assessment (achieving threshold criterion is the basis for positive assessment)
<ol style="list-style-type: none"> 1. Instructs, motivates and activates the dependent person to cope with cleaning the home and household chores. 2. If necessary, cleans the home and organises household chores by implementing requirements of safety technology.
8. Learner instructs and supports the person in need with applications for services and if necessary organizes the applications themselves.
Assessment criteria: non-distinctive assessment (achieving threshold criterion is the basis for positive assessment)
<ol style="list-style-type: none"> 1. Instructs and supports the person in need to use necessary services based on a care plan. 2. If necessary, organises services in collaboration with a local authority or other institution.
9. Learner communicates with the dependent person, colleagues and network with respect.

	Assessment criteria: non-distinctive assessment (achieving threshold criterion is the basis for positive assessment)
	<ol style="list-style-type: none"> 1. Communicates with the dependent person and instructs them and their network in an understandable way. 2. Uses modern ways of communication. 3. Notices and prevents a conflict situation, in case of occurring conflict finds a suitable solution strategy.
	10. Learner participates in teamwork.
	Assessment criteria: non-distinctive assessment (achieving threshold criterion is the basis for positive assessment)
	<ol style="list-style-type: none"> 1. Participates in the everyday work of their unit as an active and a responsible team member. 2. Acquires methods of individual and group work. 3. Behaves in a way allowing mutual communication in a team.

ELECTIVE MODULES

Module No	Title of Module	Volume ECVET		
1	ESTONIAN/RUSSIAN	5 ECVET incl. 20 contact lessons, instructing 40 hrs and independent work 70 hrs		
Aim: The studies are aimed at the student to acquire: 1. Basic oral communication and listening skills 2. Understanding of written texts and writing them 3. Is able to communicate in daily situations in a simple way.				
Requirements for commencement of the module: None				
Teachers: Ene Kotkas, Karina Ivanova				
Learning outcomes	Assessment criteria	Teaching methods	Assessment methods and tasks	Topics of the module
1. Has basic communication skills on everyday topics, implements main principles of pronunciation and knows main grammar rules.	1. Uses basic vocabulary when communicating on everyday topics, implements main principles of pronunciation and main grammar rules.	<ul style="list-style-type: none"> • Seminar • E-learning • Independent work 	<ul style="list-style-type: none"> • Dialogue • Listening • Solving situation tasks 	<ol style="list-style-type: none"> 1. Pronunciation rules 2. Grammar rules 3. Everyday vocabulary 4. Professional vocabulary

2. Communicates with the dependent person and their families on a basic level by using professional vocabulary, implementing the principles of pronunciation and simple grammar rules.	1. Uses basic professional vocabulary when communicating with the dependent person and their network, implements main principles of pronunciation and main grammar rules.	• Listening	• Writing	5. Working with texts (reading and writing them)
3. Understands and writes texts of a beginner's level considering main grammar rules	1. Understands simple written texts. 2. Writes simple associated texts on topics acquired by using learnt vocabulary.			
Independent work in module	Preparation of introducing oneself orally (me, family, work, hobbies..). Translating professional vocabulary and using it in example sentences. Reading, translating the text, and writing a summary.			
Formation of the mark in the module	There is a non-distinctive assessment in the module. Achieving the criteria of threshold is basis for a grade passed.			
	1.Situation task: oral dialogue on a topic randomly picked about care work			
	2.Written assignment about the listening task			
	1. Learner has basic communication skills on everyday topics, implements main principles of pronunciation and main grammar rules.			
	Assessment criteria: non-distinctive assessment (achieving threshold criterion is the basis for positive assessment)			
	1. Uses basic vocabulary when communicating on everyday topics, implements main principles of pronunciation and main grammar rules.			
	2. Learner communicates with the dependent person and their families on a basic level by using professional vocabulary, implementing the principles of pronunciation and simple grammar rules.			
Assessment criteria: non-distinctive assessment (achieving threshold criterion is the basis for positive assessment)				
1. Uses basic professional vocabulary when communicating with the dependent person and their network, implements main principles of pronunciation and main grammar rules.				
3. Learner understands and writes texts of a beginner's level considering main grammar rules.				

	Assessment criteria: non-distinctive assessment (achieving threshold criterion is the basis for positive assessment)
	1. Understands simple written texts. 2. Writes simple associated texts on topics acquired by using learnt vocabulary.
Study literature /study materials	Kotkas, E.; Piirsalu, S. ; Salumets, K. 2012. Erialase eesti keele õppematerjal hooldustöötajatele/Tallinna Tervishoiu Kõrgkool, Integratsiooni ja Migratsiooni Sihtasutus Meie Inimesed. Kotkas, E. jt. 2010. Erialase eesti keele õppematerjal tervishoiutöötajatele: Õpetajaraamat/Eesti Vabariigi Haridus- ja Teadusministeerium, Tallinna Tervishoiu Kõrgkool, Integratsiooni ja Migratsiooni Sihtasutus Meie Inimesed. Kotkas, E. 2008.Vene keele õppematerjal õenduse õppetooli üliõpilastele. Tallinna Tervishoiu Kõrgkool. Valmis, A.; Valmis, L. 2001. Lihtne eesti keele grammatika harjutuste ja võtmega. TEA Kirjastus. Tallinn. Eslon, P. 2003. Lihtne vene keele grammatika harjutuste ja võtmega. TEA Kirjastus. Tallinn.

Module No	Title of Module	Volume ECVET		
2	BASICS OF MASSAGE	5 ECVET incl. 20 contact lessons, instructing 80 hrs and independent work 30 hrs		
Aim: The studies are aimed at the student to acquire skills to reduce emotional and muscle tension with simple massage techniques within care activities.				
Requirements for commencement of the module: None				
Teachers: Mare Allak				
Learning outcomes	Assessment criteria	Teaching methods	Assessment methods and tasks	Topics of the module
1. Uses simple massage techniques for reducing emotional and muscle tensions following rules of hygiene and main methods of ergonomics.	1. Describes therapeutic indications and contraindications for massage considering the condition of the client. 2. Demonstrates simple massage techniques following rules of hygiene and main methods of ergonomics.	<ul style="list-style-type: none"> • Lecture • Practical course • E-learning 	<ul style="list-style-type: none"> • Written work • Presentation • Demonstration 	1. Short overview of anatomy-physiology 2. Influence of massage on a body 3. Observing client's condition (incl. therapeutic indications and contraindications for massage)

2. Combines care activities with massage techniques.	1. Describes according to the task massage tools based on care activities. 2. Demonstrates the use of massage techniques when performing care activities.			4. Conducting massage 4.1. Hygiene rules of the procedure 4.2. Easier techniques: shaping, pushing, rolling, stroking. 4.3. Tools and ergonomics 5. Combining care activities with massage techniques (washing, applying lotions) 6. Using breathing as a relaxation technique.
Independent work in module	Compiles a written paper about the anatomy and physiology of an organ system randomly chosen and presents it.			
Formation of the mark in the module	There is a non-distinctive assessment in the module. Achieving the criteria of threshold is basis for a grade passed. Demonstration task: prepares and conducts simple massage session using suitable tools and following rules of hygiene and principles of ergonomics.			
	1. Learner uses simple massage techniques for reducing emotional and muscle tensions following rules of hygiene and main methods of ergonomics.			
	Assessment criteria: non-distinctive assessment (achieving threshold criterion is the basis for positive assessment)			
	1. Describes therapeutic indications and contraindications for massage considering the condition of the client. 2. Demonstrates simple massage techniques following rules of hygiene and main methods of ergonomics.			
	2. Learner combines care activities and massage techniques.			
	Assessment criteria: non-distinctive assessment (achieving threshold criterion is the basis for positive assessment)			
	1. Describes according to the task massage tools based on care activities. 2. Demonstrates the use of massage techniques when performing care activities.			
Study literature /study materials	Estonian Association of Occupational Therapists website materials. Found: http://www.tegevusteraapia.ee/index.php/materjalid Case - Smith, J. 2010. Occupational Therapy for Children. The Ohio State University Columbus, Ohio Study material compiled by a teacher „Klassikalise massaaži põialused“.			

Module No	Title of Module	Volume ECVET		
3	COMPUTING EDUCATION FOR BEGINNERS	5 ECVET incl. 12 contact lessons, instructing 40 hrs and independent work 78 hrs		
Aim: The studies are aimed at the student to acquire: 1.Basic knowledge about word processing (compiling, editing) and about printing. 2.Basic knowledge about spreadsheeting (compiling a table, inserting formulae). 3. Basic knowledge about compiling powerpoint presentations. 4. Skills to look for information online (using a browser, internet security). 5. Skills to use e-mails.				
Requirements for commencement of the module: None				
Teachers: Kevin Lee				
Learning outcomes	Assessment criteria	Teaching methods	Assessment methods and tasks	Topics of the module
1. Uses a text processing programme when compiling written papers	1. Saves texts on a computer according to the task, compiled in Word programme and following guidelines of forming College's written papers. 2. Creates a data table in Word programme	<ul style="list-style-type: none"> • Computer work • E-learning 	<ul style="list-style-type: none"> • Presentation 	1.Logging in the computer, changing a password 2.Word processing programme Word 3.Spreadsheet programme Excel 4.Slide presentation programme Power Point 5.Internet browsers and search engines 6. Using e-mails
2. Uses a spreadsheet programme MS Excel when compiling a budget	1. Compiles according to the task a week a personal costs-income table in a spreadsheet programme Excel. 2.Enters formulae into cost-income table for calculating sum and interim. 3. Compiles two different schemes based on table data.			
3. Uses a slide programme MS Power Point for compiling a presentation	1. Compiles according to the task a presentation of five slides about special needs in Power Point programme.			
4. Uses an Internet browser to find information on the Internet	1. Finds according to the task information on one of Estonian websites and on one foreign one by			

	<p>using at least two different search engines.</p> <p>2. Copies part of the text found on an Internet website and a picture into the file of word processing programme Word.</p>			
5. Uses at least two different options for sending an e-mail and reading.	<p>1. Creates a new e-mail account.</p> <p>2. Compiles and sends and replies to an e-mail on the Internet.</p>			
Independent work in module	<p>1. Compiles according to the guideline text in a programme Word, copies a picture there from the Internet, designs a table and formats the task based on guidelines for written papers. Send the file to the teacher electronically.</p> <p>2. Compiles a presentation of five slides about special needs and presents it.</p>			
Formation of the mark in the module	Non-distinctive assessment. The mark forms based on positive results on independent work and self-examination test. Electronic tasks, self-examination test.			
	1. Learner uses a text processing programme when compiling written papers.			
	Assessment criteria: non-distinctive assessment (achieving threshold criterion is the basis for positive assessment)			
	<p>1. Saves texts on a computer according to the task, compiled in Word programme and following guidelines of forming College's written papers.</p> <p>2. Creates a data table in Word programme</p>			
	2. Learner uses a spreadsheet programme MS Excel when compiling a budget.			
	Assessment criteria: non-distinctive assessment (achieving threshold criterion is the basis for positive assessment)			
	<p>1. Compiles according to the task a weekly personal costs-income table in a spreadsheet programme Excel.</p> <p>2. Enters formulae into cost-income table for calculating sum and interim.</p> <p>3. Compiles two different schemes based on table data.</p>			
	3. Learner uses a slide programme MS Power Point for compiling a presentation.			
	Assessment criteria: non-distinctive assessment (achieving threshold criterion is the basis for positive assessment)			
	1. Compiles according to the task a presentation of five slides about special needs in Power Point programme.			
4. Learner uses an Internet browser to find information on the Internet.				

	Assessment criteria: non-distinctive assessment (achieving threshold criterion is the basis for positive assessment)
	1. Finds according to the task information on one of Estonian websites and on one foreign one by using at least two different search engines. 2. Copies part of the text found on an Internet website and a picture into the file of word processing programme Word.
	5. Learner uses at least two different options for sending an e-mail and reading.
	Assessment criteria: non-distinctive assessment (achieving threshold criterion is the basis for positive assessment)
	1. Creates a new e-mail account. 2. Compiles and sends and replies to an e-mail on the Internet.
Study literature /study materials	Orumaa, R. 2011. Arvutustabelite koostamine ja arvandmete statistiline analüüs MS Excel keskkonnas (MS Excel 2010 baasil). Õppematerjal. Tallinna Tervishoiu Kõrgkool. Orumaa, R. 2010. Esitluse koostamine ja esitlusgraafikaprogrammi PowerPoint kasutamine (MS PP 2007 baasil). Õppematerjal. Tallinna Tervishoiu Kõrgkool. Orumaa, R. 2012. Üliõpilastööde koostamine ja vormistamine arvutil (Microsoft Office Word 2010 baasil). Õppematerjal. Tallinna Tervishoiu Kõrgkool.

Module No	Title of Module	Volume ECVET		
4	ALTERNATIVE COMMUNICATION	5 ECVET incl. 20 contact lessons, instructing 90 hrs and independent work 20 hrs		
Aim: The studies are aimed at the student to acquire principles of basics of alternative communication and can link them successfully to the future profession.				
Requirements for commencement of the module: Prior completed Professional Ethics, Basics of Communication and Customer Service and Basics of Psychology of Communication and Pedagogy.				
Teachers: Katrin Järveots, Marju Johanson				
Learning outcomes	Assessment criteria	Teaching methods	Assessment methods and tasks	Topics of the module
1. Understands the main terms of alternative communication.	1. Counts according to the task the main terms of alternative communication.	<ul style="list-style-type: none"> • E-learning • Lecture 	<ul style="list-style-type: none"> • Presentation • Discussion 	1. Communication. Alternative communication

2. Uses methods of alternative communication.	1. Demonstrates according to the task the use of methods of alternative communication.	<ul style="list-style-type: none"> • Practical practising • Educational videos • Group works 	<ul style="list-style-type: none"> • Observation • Seminar 	2. Development of communication skills. 3. Methods of alternative communication. 4. Communication aids.
Independent work in module	Compiles a description of various systems of alternative communication (means) and a target group, demonstrates samples and special characteristics of means of alternative communication. Presentation takes place in a form of a group work.			
Formation of the mark in the module	There is a non-distinctive assessment in the module. Achieving the criteria of threshold is basis for a grade passed.			
	1. Understands the main terms of alternative communication.			
	Assessment criteria: non-distinctive assessment (achieving threshold criterion is the basis for positive assessment)			
	1. Counts according to the task the main terms of alternative communication.			
	2. Uses methods of alternative communication.			
	Assessment criteria: non-distinctive assessment (achieving threshold criterion is the basis for positive assessment)			
Study literature /study materials	1. Demonstrates according to the task the use of methods of alternative communication. Parker, S. 2002. Suhtlemisvahendid: nüüd ja tulevikus. Koolibri.Tallinn. Koorits, M. 1995. Blisskeel suhtlemisvahendina. TÜ Sotsiaalteaduskond, Eripedagoogika osakond. Erivajadustega laste hoolekande- ja rehabiliteerimisvajaduste hindamine ja kulg. 1999. Tartu. Melsas, M. 2008. Kommunikatsioonivõimalused. Õppemetoodiline materjal pedagoogidele ja sotsiaalse tugivõrgustiku spetsialistidele hooldusõppes põhihariduse omandanud õppijate kaasamiseks kutseõppesse.			

Module No	Title of Module	Volume ECVET		
5	BASICS OF NUTRITION COUNSELLING	5 ECVET incl. 20 contact lessons, instructing 90 hrs and independent work 20 hrs		
<p>Aim: studies are aimed at the student to acquire:</p> <ol style="list-style-type: none"> 1. knowledge and skills for suitable balanced nutrition for the dependent person; 2. knowledge and skills about food safety; 3. knowledge and skills about nutrition in case of diseases and special needs. 				
Requirements for commencement of the module: none				
Teacher: Külli Holsting				
Learning outcomes	Assessment criteria	Teaching methods	Assessment methods and tasks	Topics of the module
1. Compiles a suitable balanced menu for the dependent person considering their age and special needs.	<ol style="list-style-type: none"> 1. Describes and explains according to the task principles of balanced nutrition based on the age of the dependent person. 2. Compiles and explains according to the task a suitable menu for the dependent person for two weeks considering the principles of balanced nutrition and the age, health status and special needs of a dependent person. 	<ul style="list-style-type: none"> • Lecture • Practical practising • E-learning • Video • Written work 	<ul style="list-style-type: none"> • Presentation • Independent work • Discussion • Observation • Seminar 	<p>1.Principles of balanced nutrition</p> <ol style="list-style-type: none"> 1.1.Energy need and nutrition needs of the dependent person 1.2.Compiling a menu for the dependent person <p>2.Food safety</p> <ol style="list-style-type: none"> 2.1. Food hygiene (avoiding contamination of food when preparing, storing and serving food)

<p>2. Understands the principles of food hygiene in different phases of food processing.</p>	<p>1. Understands and explains according to the task the principles of food hygiene in different phases of food processing (cooking, storing, serving). 2. Mentions and explains according to the task sources of food contamination and consequences in different phases of food processing.</p>			<p>2.2. Diseases transmissible through food 2.3. Additives in food (preservatives and other substances) 3. Nutrition suggestions in case of diseases and special needs 3.1. Gluten and casein intolerance, diabetes, allergies, cardiovascular diseases etc 3.2. Autism spectrum disorders, ADHD etc 3.3. Eating disorders 4. Nutrition in special cases (swallowing disorders, stoma, post-operative cases etc), incl. artificial feeding.</p>
<p>Independent work in module</p>	<p>1. Compiles a written paper about principles of balanced nutrition of the dependent person. 2. Compiles topic cards on food safety. 3. Compiles a presentation about the food recommendation topic chosen randomly.</p>			
<p>Formation of the mark in the module</p>	<p>There is a non-distinctive assessment in the module. Achieving the criteria of threshold is basis for a grade passed.</p>			
<p>1. Compiles a suitable balanced menu for the dependent person considering their age and special needs.</p>				
<p>Assessment criteria: non-distinctive assessment (achieving threshold criterion is the basis for positive assessment)</p>				
<p>1. Describes and explains according to the task principles of balanced nutrition based on the age of the dependent person. 2. Compiles and explains according to the task a suitable menu for the dependent person for two weeks considering the principles of balanced nutrition and the age, health status and special needs of a dependent person.</p>				
<p>2. Understands the principles of food hygiene in different phases of food processing.</p>				
<p>Assessment criteria: non-distinctive assessment (achieving threshold criterion is the basis for positive assessment)</p>				

	<ol style="list-style-type: none"> 1. Understands and explains according to the task the principles of food hygiene in different phases of food processing (cooking, storing, serving). 2. Mentions and explains according to the task sources of food contamination and consequences in different phases of food processing.
Study literature /study materials	<p>Tervislik toitumine. National Institute for Health Development. Found: http://www.toitumine.ee/ https://www.agri.ee/et/eesmargid-tegevused/toiduohutus</p> <p>Grünthal-Drell, M. (2010) Found: http://www.tlu.ee/opmat/tp/terviseopetus/toit/index.html</p> <p>Rahvastiku Tervise Arengukava 2009–2020. Available https://sm.ee/sites/default/files/content-editors/eesmargid_ja_tegevused/Tervis/2012_rta_pohitekst_ok_5.pdf</p> <p>Teesalu, S. 2006. Toitumine tõhusalt ja individuaalselt igas eas. Tartu. Kirjastus OÜ Telit.</p> <p>Simson, M., Oja, E. 2010. Toidu mõju lapse ajule, arengule ja käitumisele. Kirjastus Stella Borealis.</p> <p>Vokk, R. 2009. Toitumine ja kehaline aktiivsus. Millist kütust kehale valida? Liikumine ja sport. Sport kõigile. EOK, lk.51. Found: https://issuu.com/eestimaaliigub/docs/liikumine_sport2009_ii</p> <p>Kuidas tervislikult toituda? National Institute for Health Development. Found: http://toitumine.ee/kuidas-tervislikult-toituda</p>