



The European Credit System for Vocational Education and Training  
ECVET

**Senior Service Social Worker**

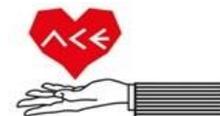
2014-1-CZ01-KA202-002058

**Qualification Field:****Social Services for the Elderly****EQF Level****5****Learning Outcome Unit:****Concepts of senior service work in home and community based settings**

Learning Outcomes	Learning Outcomes Evaluation Criteria and Procedures
Knowledge of concepts of social work in the senior service sector.	
Knowledge of ageing issues	Define the characteristics of age; Enumerate senior age categories; Explain population developments and social risks of the aging population; Explain the current trends, priorities and methods of maintaining quality of life in old age.
Orientation in the principles of community-based social work in the senior service sector	Explain the concepts of "social space" and "social capital"; State the principles and characteristics of community work; Define the principles of care approach to the elderly in home and community based settings; Explain the concept and objectives of "social work", name its main activities and its working methods;
Command of social work quality standards	Define the concept of quality standards in social services; Give account of EU requirements on regulation of social services; Categorize the social service standards; Enumerate the various quality standards and the basic recommended national standards of quality in social services for the elderly.
Command of ethical standards in social work	Define the notions of human rights and dignity; Formulate ethical code of social work; Identify potential ethical problems, characterize ways of their recognition and prevention.
Promotion of elderly client independence	Give account of basic forms of social services for seniors and characterize their aims; Enumerate the rights and duties of care workers providing care for seniors and explain the principles of partner attitude to clients; Formulate the concept of "need" and name the basic human needs, focusing on the specific needs of seniors; Explain possible differences between anticipated and actual needs of clients and their family members; Enumerate the options of promoting self-sufficiency of clients.
Prevention of abuse and violence against seniors	Formulate the concept of "mistreatment of the elderly" - EAN and identify five main types of EAN; Name the EAN risk factors and describe ways of preventing EAN; Enumerate the basic intervention and emergency services; Characterize senior groups at risk of being victims of psychological and physical violence; Explain the basics of prevention of violence against seniors; Describe and demonstrate the steps leading to nonviolent communication with the client in a challenging situation.
Orientation in the institutional framework for senior service work	Give an overview of various types of social care for the elderly in the EU countries; Enumerate the available social and health services of the social system on the national, regional and local scale.

**Qualification Field:****Social Services for the Elderly****EQF Level****5****Learning Outcome Unit:****Core tasks of senior service social work in home and community based settings**

Learning Outcomes	Learning Outcomes Evaluation Criteria and Procedures
Core skills and competences of social work in the senior service sector.	
Assessing health condition of clients and evaluating their self-sufficiency.	Describe the most common health problems and physiological changes in old age and characterize their manifestations; Explain how to evaluate the patient's level of self-sufficiency.
Exercising independence/self-care training with clients and supporting them in day-structuring measures.	Name the types and degrees of physical disability; Describe functions of the basic assistive devices; Explain the importance of client activation; Describe the principles and the methods of activating the elderly.
Assisting clients with routine daily tasks, such as dressing, hygiene, walks, etc.	Name the basic home care services for the elderly who are not self-sufficient; Demonstrate client support in routine daily tasks of personal hygiene, dressing and undressing; Demonstrate use of the most common mobility aids used for seniors and demonstrate client support in walking/transfer.
Assessing social support needs of the elderly, promoting and fostering their social contacts and community participation	Formulate the term "social inclusion," and describe how to prevent exclusion of older people; Name the components of an activation program; Characterize various goals of activation programs and name requirements they need to follow; Create a simple sample plan for an activation program.
Assisting clients with information access and evaluation	Give an account how one can use new assistive technologies in homes of seniors; Demonstrate electronic data retrieval from the Internet sources relevant for social participation of a senior client; Perform retrieved Internet data evaluation and discard junk data.
Knowledge of the crisis intervention concept	Explain the concept of crisis and crisis intervention; Characterize the most common crises symptoms crisis and state the main principles of dealing with a crisis; Name the typical causes of crises of the elderly; Describe the basic stages of crisis intervention.
Managing the steps of crisis intervention	Demonstrate ability to navigate through the network of crisis intervention services and available follow up psycho-social support; Devise and present a solution to a model situation of crisis intervention.
Dealing with behavioural problems of senior clients	Describe the principles of prevention of health threatening situations; Demonstrate conduct of considerate self-defence in a model situation.

**Qualification Field:****Social Services for the Elderly****EQF Level****5****Learning Outcome Unit:****Health care and nursing in home and community based settings**

Learning Outcomes	Learning Outcomes Evaluation Criteria and Procedures
Cognitive and practical skills to deal with tasks in the main areas of health care related services for the elderly.	
Command of the issues associated with ageing and health	Formulate the idea of "healthy ageing"; Give account of the main issues involved in population healthy aging; Describe WHO's global strategy for dealing with ageing population; Explain how health systems development can meet the needs of the elderly population.
Knowledge of the concept of community health nursing	Define the concept of community health nursing for the elderly; Describe the community health nursing process; Characterize the process of community health assessment; Name the main elements of health promotion and health prevention in a community;
Assessing requirements and needs in home and community based settings	Explain the nursing model concept; Describe the nursing process; Formulate the concept of nursing standards and characterize various scopes of the standards; Identify specific ill health risk factors of the elderly.
Knowledge of the institutional framework and health care related service systems	Give an overview of health care related services for the elderly; Give an overview of public/community financing of health care and social services.
Acting in the health care service field and cooperating with professionals and volunteers in the field.	Name the main task areas for the senior social service worker in health care and health prevention. Formulate the goals of the social service worker in health care for the elderly; Describe the issues associated with the social service worker acting in health care for the elderly.

**Qualification Field:****Social Services for the Elderly****EQF Level****5****Learning Outcome Unit:****Care for people with dementia in home and community based settings**

Learning Outcomes	Learning Outcomes Evaluation Criteria and Procedures
Cognitive and practical skills to perform care for people suffering from dementia.	
Fundamental knowledge of the common mental disorders and disabilities of the elderly	Explain the concept of psychopathology; Name the most common mental disorders of the elderly, their causes and manifestations; Explain the relationship between physical illness and personality psychic; Name the most frequent types of behavior disorders of the elderly.
Basic knowledge of dementia patterns and manifestations of the disease.	Define dementia and characterize its variations; Describe manifestations of dementia and the disease pattern; Describe the stages of Alzheimer's dementia;
Skills required to interact and care for people suffering from dementia	Describe the principles of caring for people with dementia; Formulate the concept of person centred approach to client care; Explain the impact of communication between dementia patient and carer on quality of care; Define the concept of validation and explain its application in caring for people with dementia; Give account of ethical issues associated with caring for people suffering from dementia.
Caring for a person with dementia	Case study: Demonstrate practical competences in caring for an elderly suffering from dementia including: <ul style="list-style-type: none"> <li>- respecting ethical principles of conduct and quality standards;</li> <li>- applying proper communication skills;</li> <li>- employing validating attitude;</li> <li>- providing consulting, support and advice to families caring for an elder member who is suffering from dementia;</li> <li>- recognition of boundaries of own work competences.</li> </ul>

**Qualification Field:****Social Services for the Elderly****EQF Level****5****Learning Outcome Unit:****Housekeeping, living environment and mobility services in home and community based settings**

Learning Outcomes	Learning Outcomes Evaluation Criteria and Procedures
Assessing requirements and needs of housekeeping, domestic help and mobility services for the elderly.	
Skills in organizing food storage and meal preparation.	State the main rules for storage of food and beverages; Formulate the guidelines for preparation of meals and drinks; Give account of the principles of balanced diet in accordance with the needs of older persons;
Skills in organizing cleaning and care for rooms and laundry.	Describe the main aspects of organizing living space of a senior person; State guidelines for monitoring and management of a senior's living environment; Describe the basic requirements for laundry organization; State recommendations for a washing machine maintenance; Devise and present a solution to a model situation regarding organization and management of a living space for an elderly person.
Skills in ensuring compliance with the standards of hygiene, health and safety protection.	List recommendations to encourage the elderly to exercise independent regular body maintenance; Identify the health and hygiene standards to be observed within a household; Identify the safety standards to be observed within a household.
Skills in planning and assistance with mobility and transportation needs of clients.	Describe the main obstacles of mobility in later stages of life; Identify the main risk factors related to movement, physical barriers, and trauma prevention within the living environment of an elderly person.
Developing solutions to issues related to housekeeping and mobility of the elderly.	Formulate the main determining factors of the quality of long-term elderly care; List the basic principles of organization of physical and leisure activities in elderly care; Explain the concept of quality assistance in organizing physical and leisure activities for elderly.
Utilizing institutional support for housekeeping and mobility services for the elderly.	Summarize basic skills required in networking and resource mobilization within a community; List the most commonly used tools for mobilization of resources; Identify the ways of public resource utilization with regard to acquisition of discounted or free services.

**Qualification Field:****Social Services for the Elderly****EQF Level****5****Learning Outcome Unit:****Assistive technologies in home care and community based settings for the elderly**

Learning Outcomes	Learning Outcomes Evaluation Criteria and Procedures
Knowledge of the range of assistive technology services and products.	Characterize the types of assistive products/technologies (AT); Describe decision making mechanism involved in selecting an AT device; Demonstrate ability to assign ISO classification to AT devices;
General skills in financing, acquiring and maintaining assistive technology systems.	Name features of AT devices that should be considered for a proper selection of AT device; Describe the AT device prescription process; Identify the main steps in AT device maintenance and repair.
Providing support with assistive products for personal mobility.	Describe the approach to applying orthopaedic shoes, prosthesis etc.; Describe functions of walking sticks, crutches, frames and rollators; Give an overview of various types and functional abilities of wheelchairs and mopeds; Explain different objectives in choosing a wheelchair for the elderly, according to needed wheelchair features;
Providing support with assistive products for personal transfer.	Describe the objectives and basic function features of devices for assisted moving and transfer; Clarify the importance of use of the clients' own powers and abilities; Describe the aims and basic forms of hoists; State the precautions needed to operate the devices;
Providing support with assistive devices for self-sufficiency.	Give account of the basic operating rules for household assistance devices; Enumerate the precautions concerning eating and feeding of clients; Give the objectives of working with elderly in such situations as dressing/undressing; Explain ways of addressing health concerns, watching for symptoms of illness;
Providing support with assistive devices for washing and bathing.	Demonstrate proper help while assisting with washing, bathing and toileting; Explain the rationale for regularity of assistance in this area; Explain the need for special care and attention in this area; Explain ways of recognizing health issues;
Providing support with tools assisting everyday activities.	Give an account of existing possibilities; Explain the mechanism for choosing the right device for a given task;
Providing support with body-worn assistive tools for body protection.	Describe the objectives in choosing a device according to the condition of a body part;
Providing support with beds and bed accessories.	Explain the considerations when choosing a bed for a client and related health issues; List the main reasons for developing decubites; State the precautions that can be done to prevent decubites; Demonstrate proficiency in using provided bed accessory samples;
Providing support with furnishings and dwelling adaptations.	Explain the goals in choosing proper devices for the given condition of the body part; Demonstrate ability to choose the proper device in a model situation.
Providing support with built-in raising techniques.	Explain the objectives for a device selection in the specific situations; Explain how health conditions are taken into consideration when lifting clients.
Providing support with utilizing ICT and other smart assistive devices.	Provide characteristics of ICT usage by seniors; Explain the "digital barrier" notion with regard to the elderly; Describe the objectives, trends and developments in putting ICT assistive devices into use by seniors; Give an overview of the currently existing possibilities in using ICT and other smart assistive devices;

**Qualification Field:****Social Services for the Elderly****EQF Level****5****Learning Outcome Unit:****Networking in community based settings for the elderly**

Learning Outcomes	Learning Outcomes Evaluation Criteria and Procedures
Cognitive and practical skills for getting engaged in social space analysis and networking facilitation.	
Network facilitation in community based settings for the elderly	Explain the impact of networking on quality of life of the elderly; Describe the methods suitable for moderating communication with large groups in community based settings for the elderly;  Case study: Demonstrate practical competences to carry out network communication and the basic tasks of managing networks in community based settings for the elderly including: <ul style="list-style-type: none"> <li>- observing the general rules of network facilitation;</li> <li>- observing network structure while engaged in communication with network members;</li> <li>- employing the principles of proper networking communication;</li> <li>- selecting a suitable moderation method for a given large group;</li> <li>- applying proper techniques of large group moderation.</li> </ul>
Performing social space analysis in community based settings for the elderly	Define the concept of social space; Describe the most suitable methods of social space analysis in community based settings for the elderly;  Case study: Demonstrate practical competences to carry out social space analysis in community based settings for the elderly including: <ul style="list-style-type: none"> <li>- observing the general procedures and methods of social space analysis;</li> <li>- employing proper communication style and techniques when engaged in data collection for social space analysis;</li> <li>- selecting a suitable method for social space analysis in a given community setting;</li> <li>- applying proper techniques of social space analysis in community based settings.</li> </ul>

**Qualification Field:****Social Services for the Elderly****EQF Level****5****Learning Outcome Unit:****Ambient assisted living services in home care and community based settings for the elderly**

Learning Outcomes	Learning Outcomes Evaluation Criteria and Procedures
Cognitive and practical skills for getting engaged in social space analysis and networking facilitation.	
Orientation in basic concepts of ambient assisted living services.	Explain the benefits of ambient assisted living (AAL) solutions for the elderly and give examples; Define the categories of assistive technologies and services; Characterize categories of assistive technologies and give examples for each category; Explain decision making process involved in selecting a suitable assistive technology solution.
Knowledge of characteristics of end-users of ambient assisted living solutions.	Specify the target groups of AAL solutions, give an overview of their characteristics and formulate their needs with regard to AAL solutions; Give examples of the most common AAL solutions for the elderly, state their objectives and explain solution selection criteria; Describe the principles of the life stage model and review relations to AAL solutions with regard to the primary end-user group; Explain the differences between various types of care givers with regard to AAL solutions and formulate the objectives of choosing professional care givers; Explain the role of the tertiary end-user target group;
Orientation in online health and well-being services	Describe the aims and basic forms of telemedicine and telecare services for the elderly; Specify the differences between successive generations of devices used in telemedicine; Describe tele-health and mHealth services and give basic parameters of these remote care solutions; Name the challenges to widespread adoption of telemedicine and telecare; Explain the role and influence of social media in providing online health and well-being services; Formulate the concepts of eHealth;
Orientation in smart home technology solutions	Formulate the concept of smart home environment and home network; Specify the main elements of smart home technology solutions and state their function; Give examples of smart home appliances and formulate their aims and benefits; Characterize the main issues concerning wider acceptance of smart home solutions for the elderly.

**Qualification Field:****Social Services for the Elderly****EQF Level****5****Learning Outcome Unit:****Managing volunteering engagement in community based settings for the elderly**

Learning Outcomes	Learning Outcomes Evaluation Criteria and Procedures
Cognitive and practical skills for getting engaged in volunteering administration.	
Ability to assist in developing efficient volunteering programmes.	Name networking methods especially useful in the field of volunteering, both locally and internationally; Enumerate major EU volunteering networks; Demonstrate ability to assist in developing a volunteering project through a case study.  Case study: Design a volunteering project, focusing on the following elements of project preparation: <ul style="list-style-type: none"> <li>- planning the main steps of volunteer engagement strategy;</li> <li>- assessing the readiness of the host organisation;</li> <li>- defining quantitative and qualitative metrics and indicators;</li> <li>- engaging in effective communication with volunteers and stakeholders</li> </ul>
Ability to perform effective supervision, evaluation and quality control of volunteering programmes.	Demonstrate ability to perform effective supervision and evaluation of a volunteering project through a case study.  Case study: <ul style="list-style-type: none"> <li>- generating infrastructure around initiatives identified in strategic planning documents;</li> <li>- evaluating productivity of volunteer placement;</li> <li>- planning volunteer work activities on the basis of impact area and working conditions;</li> <li>- managing volunteer engagement and volunteer retention</li> </ul>

**Qualification Field:****Social Services for the Elderly****EQF Level****5****Learning Outcome Unit:****Guiding and advising the elderly in home and community based settings**

Learning Outcomes	Learning Outcomes Evaluation Criteria and Procedures
Practical skills and competences to provide guiding and advising to the elderly.	
Practical skills and competences required to provide guidance and advising related to health care services	Formulate the principles of person-centred approach to advising; Give an overview of health care related services and their financing in community based settings;  Case study/model situations: Demonstrate practical competences to carry out advising on health care related services to seniors including: - respecting ethical principles of conduct and quality standards; - applying proper communication skills; - acceptance of clients' right for self-determination and autonomy; - providing consulting, support and advice to caring families/relatives; - recognition of boundaries of own work competences
Practical skills and competences required to provide guidance and advising on home requirements, mobility and housekeeping.	Case study/model situations: Demonstrate practical competences to carry out advising on home furnishing, mobility and housekeeping issues to seniors including: - respecting ethical principles of conduct and quality standards; - applying proper communication skills; - acceptance of clients' right for self-determination and autonomy; - providing consulting, support and advice to caring families/relatives; - recognition of boundaries of own work competences.
Practical skills and competences required to provide guidance and advising on using assistive technologies.	Case study/model situations: Demonstrate practical competences to carry out advising on application of assistive devices, mobility and healthy living to seniors including: - respecting ethical principles of conduct and quality standards; - applying proper communication skills; - acceptance of clients' right for self-determination and autonomy; - providing consulting, support and advice to caring families/relatives; - recognition of boundaries of own work competences.
Optional:	
Practical skills and competences required to provide guidance and advising on using AAL solutions; Cognitive skills to deal effectively with objections against using AAL services.	Case study/model situations: Demonstrate practical competences to carry out advising on AAL solutions and services to seniors including: - respecting ethical principles of conduct and quality standards; - applying proper communication skills; - acceptance of clients' right for self-determination and autonomy; - providing consulting, support and advice to caring families/relatives; - recognition of boundaries of own work competences.