

**REPUBLIC OF KENYA**

**COMPETENCY-BASED MODULAR CURRICULUM**

**FOR**

**COMMUNITY HEALTH**

**KNQF LEVEL 5**

**PROGRAMME ISCED CODE: 0988 454A**

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**FOREWORD**

The provision of quality education and training is fundamental to the Government’s overall strategy for social and economic development. Quality education and training contribute to the achievement of Kenya’s development blueprint and sustainable development goals.

Reforms in the education sector are necessary to achieve Kenya Vision 2030 and meet the provisions of the Constitution of Kenya 2010. The education sector had to be aligned to the Constitution, and this resulted in the formulation of the Policy Framework for Reforming Education and Training in Kenya (Sessional Paper No. 14 of 2012). A key feature of this policy is the radical change in the design and delivery of TVET training. This policy document requires that training in TVET be competency-based, curriculum development be industry-led, certification be based on demonstration of competence, and the mode of delivery allow for multiple entry and exit in TVET programmes.

These reforms demand that Industry takes a leading role in curriculum development to ensure the curriculum addresses its competence needs. It is against this background that this curriculum has been developed. For trainees to build their skills on foundational hands-on activities of the occupation, units of learning are grouped in modules. This has eliminated duplication of content and streamlined exemptions based on skills acquired as a trainee progresses in the up-skilling process, while at the same time allowing trainees to be employable in the shortest time possible through the acquisition of part qualifications.

It is my conviction that this curriculum will play a great role in developing competent human resources for the Health Sector’s growth and development.

**PRINCIPAL SECRETARY**

**STATE DEPARTMENT FOR TVET**

**MINISTRY OF EDUCATION**

**PREFACE**

Kenya Vision 2030 aims to transform Kenya into a newly industrializing middle-income country, providing high-quality life to all its citizens by the year 2030. Kenya intends to create globally competitive and adaptive human resource base to meet the requirements of a rapidly industrializing economy through lifelong education and training. TVET has a responsibility to facilitate the process of inculcating knowledge, skills, and worker behaviour necessary for catapulting the nation to a globally competitive country, hence the paradigm shift to embrace Competency-Based Education and Training (CBET).

CAP 210A and Sessional Paper No. 1 of 2019 on Reforming Education and Training in Kenya for Sustainable Development emphasized the need to reform curriculum development, assessment, and certification. This called for a shift to CBET to address the mismatch between skills acquired through training and skills needed by industry, as well as increase the global competitiveness of the Kenyan labour force.

This curriculum has been developed in adherence to the Kenya National Qualifications Framework and CBETA standards and guidelines. The curriculum is designed and organized into Units of Learning with Learning Outcomes, suggested delivery methods, learning resources, and methods of assessing the trainee’s achievement. In addition, the units of learning have been grouped in modules to concretize the skills acquisition process and streamline upskilling.

I am grateful to all expert trainers and everyone who played a role in translating the Occupational Standards into this competency-based modular curriculum.

**CHAIR OF COUNCIL**

**ACKNOWLEDGEMENT**

This curriculum has been designed for competency-based training and has independent units of learning that allow the trainee flexibility in entry and exit. In developing the curriculum, significant involvement and support were received from expert trainers, institutions and organizations.

I recognize with appreciation the role of the National Sector Skills Committee (NSSC) in ensuring that competencies required by the industry are addressed in the curriculum. I also thank all stakeholders in the Health sector for their valuable input and everyone who participated in developing this curriculum.

I am convinced that this curriculum will go a long way in ensuring that individuals aspiring to work in the Health Sector acquire competencies to perform their work more efficiently and effectively.

**COUNCIL SECRETARY/ CEO**

TABLE OF CONTENT

[TABLE OF CONTENT vi](#_Toc197091728)

[ACRONYMS vii](#_Toc197091729)

[KEY TO ISCED UNIT CODE viii](#_Toc197091730)

[CURRICULUM OVERVIEW ix](#_Toc197091731)

[MODULE ONE 13](#_Toc197091732)

[DIGITAL LITERACY 13](#_Toc197091733)

[NUTRITION IN COMMUNITY HEALTH 31](#_Toc197091734)

[COMMUNITY HEALTH INFORMATION SYSTEMS 36](#_Toc197091735)

[MATERNAL, NEWBORN AND CHILD HEALTH CARE 41](#_Toc197091736)

[MODULE TWO 49](#_Toc197091737)

[COMMUNICATION SKILLS 49](#_Toc197091738)

[CONDUCT COMMUNITY HEALTH PROMOTION SERVICES 54](#_Toc197091739)

[CONDUCT COMMUNITY HEALTH SERVICES STRATEGIES 60](#_Toc197091740)

[MICROBIOLOGY AND PARASITOLOGY IN COMMUNITY HEALTH 66](#_Toc197091741)

[MODULE THREE UNITS 71](#_Toc197091742)

[WORK ETHICS AND PRACTICES 71](#_Toc197091743)

[COMMUNITY HEALTH LINKAGES 81](#_Toc197091744)

[COMMUNITY BASED HEALTH CARE 90](#_Toc197091745)

[HUMAN ANATOMY AND PHYSIOLOGY 100](#_Toc197091746)

[MODULE FOUR UNITS 104](#_Toc197091747)

[ENTREPRENEURIAL SKILLS 104](#_Toc197091748)

[GENDER, DISABILITY AND VULNERABLE GROUPS 111](#_Toc197091749)

[COMMUNITY HEALTH DIAGNOSIS AND PARTNERSHIP 117](#_Toc197091750)

[EPIDEMIOLOGY IN COMMUNITY HEALTH 125](#_Toc197091752)

# 

# ACRONYMS

AIDS: Acquired immunodeficiency disease syndrome

ANC: Antenatal Clinic

ARV: Antiretroviral

CBET: Competency-Based Education and Training

CHIS: Community Health Information System

EMCA: Environmental Management Co-ordination Act

EMS: Environmental Management Systems

FDG: Fluorodeoxyglucose

HIS: Hospital Information System

HIV: Human immunodeficiency Virus

ICCM: Conduct integrated community case management

ICT: Information communication technology

KHIS: Kenya Health Information System

LIS: Laboratory Information System

LLITNs: Long-Lasting Insecticide Treated Nets

MPDSR: Maternal and Perinatal Death Surveillance and Response

OSH: Occupational Safety and Health

PACS: Picture Archiving and Communication System

PHIS: Public Health Information System

PNC: Postnatal Clinic

RDT: Rapid diagnostic tests

SSE: Governing policies on Small Scale Enterprises

TVET: Technical and Vocational Education and Training

UHC: Universal Health coverage

# KEY TO ISCED UNIT CODE



# CURRICULUM OVERVIEW

This Community Health Level 5 Occupational Standard consists of competencies that an individual must have to provide manage community health information system, promote maternal, newborn and child health care, conduct community health promotion services, conduct community health strategies, community health linkages, conduct community-based healthcare, monitor gender, disability and vulnerable groups and carry out community health diagnosis and partnership.

**SUMMARY OF UNITS OF COMPETENCY**

**Module One Units**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit of Competency** | **Unit code** | **Unit Title** | **Duration in**  **Hours** |
| **Basic** | **0611 451 01A** | Digital Literacy | 40 |
| **Common** | **0988 454 02A** | Nutrition in community health | 100 |
| **Core** | **0988 454 03A** | Community Health Information System | 120 |
| **Core** | **0988 454 04A** | Maternal, newborn and child health care | 120 |
| **Total** | | | **380** |

**Module Two Units**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit of Competency** | **Unit code** | **Unit Title** | **Duration in**  **Hours** |
| **Basic** | **0031 454 05A** | Communication Skills | 40 |
| **Common** | **0988 454 06A** | Microbiology and Parasitology | 120 |
| **Core** | **0988 454 07A** | Community Health Promotion Services | 120 |
| **Core** | **0988 454 08A** | Community Health Strategies | 120 |
| **Total** | | | **380** |

**Module Three Units**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit of Competency** | **Unit code** | **Unit Title** | **Duration in**  **Hours** |
| **Basic** | **0417 454 09A** | Work Ethics and Practices | 40 |
| **Common** | **0988 454 10A** | Human anatomy and physiology | 120 |
| **Core** | **0988 454 11A** | Community health linkages | 130 |
| **Core** | **0988 454 12A** | Community-based health care | 120 |
| **Total** | | | **410** |

**Module Four Units**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit of Competency** | **Unit code** | **Unit Title** | **Duration in**  **Hours** |
| **Basic** | **0413 454 13 A** | Entrepreneurship education | 40 |
| **Common** | **0988 454 14A** | Epidemiology in community | 120 |
| **Core** | **0988 454 15A** | Gender, disability, and Vulnerable Groups | 120 |
| **Core** | **0988 454 16A** | Community health Diagnosis and Partnership | 120 |
|  | Total | | **400** |

**Industrial Attachment**

|  |  |  |
| --- | --- | --- |
|  | **Unit Title** | **Duration in**  **Hours** |
|  | Industrial Training | 480 |
| **Total** | | **480** |
| **GRAND TOTAL** | | **2120** |

The total duration of the course is **2120** hours (71 Weeks at 30 hours per week).

**Entry Requirements**

An individual entering this course should have any of the following minimum requirements:

1. Kenya Certificate of Secondary Education (KCSE) mean grade D+ (plus)

**Industrial attachment**

An individual enrolled in this course will be required to undergo industrial attachment for a period of 480 hours in a Community Health Sector and any other relevant field.

**Trainer qualification**

  A trainer for any of the Units of Competency in this course must:

1. Have at least a minimum of a level 6 qualification or its equivalent in the area of specialization.
2. Be licensed by Technical and Vocational and Educational Training Authority (TVETA)

**Assessment Requirement**

The course shall be assessed formatively and summatively:

1. During formative assessment all performance criteria shall be assessed based on performance criteria weighting.
2. Number of formative assessments shall minimally be equal to the number of elements in a unit of competency.
3. During summative assessment basic and common units may be integrated in the core units or assessed as discrete units.
4. Theoretical and practical weighting for each unit of learning shall be as follows:
5. 30:70 for the units in modules I, II, III and IV.
6. Formative and summative assessments shall be weighted at 60% and 40% respectively in the overall unit of learning score

For a candidate to be declared competent in a unit of competency, the candidate must meet the following conditions:

1. Obtained at least 40% in theory assessment in formative and summative assessments.
2. Obtained at least 60% in practical assessment in formative and summative assessment where applicable.
3. Obtained at least 50% in the weighted results between formative assessment and summative assessment where the former constitutes 60% and the latter 40% of the overall score.
4. Assessment performance rating for each unit of competency shall be as follows:

|  |  |
| --- | --- |
| **MARKS** | **COMPETENCE RATING** |
| 80 -100 | Attained Mastery |
| 65 – 79 | Proficient |
| 50 – 64 | Competent |
| 49 and below | Not Yet Competent |
| Y | Assessment Malpractice/irregularities |

1. Assessment for Recognition of Prior Learning (RPL) may lead to award of part and/or full qualification.

**Certification**

A candidate will be issued with a Certificate of Competency upon demonstration of competence in a core Unit of Competency. To be issued with the **Kenya National TVET Certificate** in Community Health Level 5, the candidate must demonstrate competence in all the Units of Competency as given in the qualification pack. A Statement of Attainment certificate may be issued upon demonstration of competence in a certifiable element within a unit.

The certificates will be issued by the Qualification Awarding Institution

# MODULE ONE

# 

# DIGITAL LITERACY

**UNIT CODE: 0611 451 01A**

**UNIT DURATION: 40 Hours**

**Relationship with Occupational Standards**

This unit addresses the Unit of Competency: Apply Digital Literacy

**Unit Description**

This unit covers the competencies required to apply digital literacy. It involves operating computer devices, solving tasks using the office suite, managing data and information, performing online communication and collaborations, applying cybersecurity skills, performing online jobs and applying job entry techniques.

**Summary of Learning Outcomes**

1. Operate computer devices
2. Solve tasks using office suite
3. Manage data and information
4. Perform online communication and collaborations
5. Apply cybersecurity skills
6. Perform online jobs
7. Apply job entry techniques.

**Learning Outcomes, Content, and Suggested Assessment Methods**

|  |  |  |  |
| --- | --- | --- | --- |
| **Learning Outcome** | **Content** | **Duration (Hours)** | **Suggested**  **Assessment Methods** |
| * + - 1. Operate computer devices | * 1. Meaning and importance of digital literacy   2. Functions and Uses of Computers   3. Classification of computers   4. Components of a computer system   Computer Hardware   * + 1. The System Unit E.g. Motherboard, CPU, casing     2. Input Devices e.g. Pointing, keying, scanning, voice/speech recognition, direct data capture devices.     3. Output Devices e.g. hardcopy output and softcopy output     4. Storage Devices e.g. main memory e.g. RAM, secondary storage (Solid state devices, Hard Drives, CDs & DVDs, Memory cards, Flash drives     5. Computer Ports e.g. HDMI, DVI, VGA, USB type C etc.   1. Classification of computer software   2. Operating system functions   3. Procedure for turning/off a computer   4. Mouse use techniques   5. Keyboard Parts and Use Techniques   6. Desktop Customization   7. File and Files Management using an operating system   8. Computer Internet Connection Options      1. Mobile Networks/Data Plans      2. Wireless Hotspots      3. Cabled (Ethernet/Fiber)      4. Dial-Up      5. Satellite   9. Computer external devices management      1. Device connections      2. Device controls (volume controls and display properties) | **6** | * Practical * Portfolio of Evidence * Written assessment * Oral assessment * Third party report |
| * + - 1. Solve tasks using office suite | * 1. Meaning and Importance of Word Processing   2. Examples of Word Processors   3. Working with word documents      1. Open and close word processor      2. Create a new document      3. Save a document      4. Switch between open documents   4. Enhancing productivity      1. Set basic options/preferences      2. Help resources      3. Use magnification/zoom tools      4. Display, hide built-in tool bar      5. Using navigation tools   5. Typing Text   6. Document editing (copy, cut, paste commands, spelling and Grammar check)   7. Document formatting      1. Formatting text      2. Formatting paragraph      3. Formatting styles      4. Alignment      5. Creating tables      6. Formatting tables   8. Graphical objects      1. Insert object (picture, drawn object)      2. Select an object      3. Edit an object      4. Format an object   9. Document Print setup      1. Page layout,      2. Margins set up      3. Orientation.   10. Word Document Printing   11. Meaning & Importance of electronic spreadsheets   12. Components of Spreadsheets   13. Application areas of spreadsheets   14. Using spreadsheet application       1. Parts of Excel screen: ribbon, formula bar, active cell, name box, column letter, row number, Quick Access Toolbar.       2. Cell Data Types       3. Block operations       4. Arithmetic operators (formula bar (-, +, \*, /).       5. Cell Referencing   15. Data Manipulation       1. Using Functions (Sum, Average, SumIF, Count, Max, Max, IF, Rank, Product, mode etc.)       2. Using Formulae       3. Sorting data       4. Filtering data       5. Visual representation using charts   16. Worksheet printing   17. Electronic Presentations   18. Meaning and Importance of electronic presentations   19. Examples of Presentation Software   20. Using the electronic presentation application       1. Parts of the PowerPoint screen (slide navigation pane, slide pane, notes, the ribbon, quick access toolbar, and scroll bars).       2. Open and close presentations       3. Creating Slides (Insert new slides, duplicate, or reuse slides.)       4. Text Management (insert, delete, copy, cut and paste, drag and drop, format, and use spell check).       5. Use magnification/zoom tools       6. Apply or change a theme.       7. Save a presentations       8. Switch between open presentations   21. Developing a presentation       1. Presentation views       2. Slides       3. Master slide   22. Text       1. Editing text       2. Formatting       3. Tables   23. Charts       1. Using charts       2. Organization charts   24. Graphical objects       1. Insert, manipulate       2. Drawings   25. Prepare outputs       1. Applying slide effects and transitions       2. Check and deliver          1. Spell check a presentation          2. Slide orientation          3. Slide shows, navigation.          4. Print presentations (slides and handouts) | 14 | * Practical * Portfolio of Evidence * Written assessment * Oral assessment * Third party report |
| * + - 1. Manage Data and Information | * 1. Meaning of Data and information   2. Importance and Uses of data and information   3. Types of internet services      1. Communication Services      2. Information Retrieval Services      3. File Transfer      4. World Wide Web Services      5. Web Services      6. Automatic Network Address Configuration      7. News Group      8. Ecommerce   4. Types of Internet Access Applications   5. Web browsing concepts      1. Key concepts      2. Security and safety   6. Web browsing      1. Using the web browser      2. Tools and settings      3. Clearing Cache and cookies      4. URIs      5. Bookmarks      6. Web outputs   7. Web based information      1. Search      2. Critical evaluation of information      3. Copyright, data protection   8. Downloads Management   9. Performing Digital Data Backup (Online and Offline)   3.9 Emerging issues in internet | 6 | * Practical * Portfolio of Evidence * Written assessment * Oral assessment. * Third party report |
| * + - 1. Perform online communication and collaboration | * 1. Netiquette principles   2. Communication concepts      1. Online communities      2. Communication tools      3. Email concepts   3. Using email      1. Sending email      2. Receiving email      3. Tools and settings      4. Organizing email   4. Digital content copyright and licenses   5. Online collaboration tools      1. Online Storage (Google Drive)      2. Online productivity applications (Google Docs & Forms)      3. Online meetings (Google Meet/Zoom)      4. Online learning environments      5. Online calendars (Google Calendars)      6. Social networks (Facebook/Twitter - Settings & Privacy)   6. Preparation for online collaboration      1. Common setup features      2. Setup   7. Mobile collaboration      1. Key concepts      2. Using mobile devices      3. Applications Synchronization | 4 | * Practical * Portfolio of Evidence * Written assessment * Oral assessment. * Third party report |
| * + - 1. Apply cybersecurity skills | * 1. Data protection and privacy      1. Confidentiality of data/information      2. Integrity of data/information      3. Availability of data/information   2. Internet security threats      1. Malware attacks      2. Social engineering attacks      3. Distributed denial of service (DDoS)      4. Man-in-the-middle attack (MitM)      5. Password attacks      6. IoT Attacks      7. [Phishing Attacks](https://onlinedegrees.sandiego.edu/top-cyber-security-threats/#phishing-attacks)      8. [Ransomware](https://onlinedegrees.sandiego.edu/top-cyber-security-threats/#ransomware)   3. Computer threats and crimes   4. Cybersecurity control measures      1. Physical Controls      2. Technical/Logical Controls (Passwords,PINs, Biometrics)      3. Operational Controls   5. Laws governing protection of information communication technology (ICT) in Kenya      1. The Computer Misuse and Cybercrimes Act No. 5 of 2018.      2. The Data Protection Act No. 24 Of 2019 | 4 | * Practical * Portfolio of Evidence * Written assessment * Oral assessment. * Third party report |
| * + - 1. Perform online jobs | * 1. Introduction to online working   2. Types of online Jobs   3. Online job platforms      1. Remotask      2. Data annotation tech      3. Cloud worker      4. Upwork      5. Oneforma      6. Appen   4. Online account and profile management   5. Identifying online jobs/job bidding   6. Online digital identity   7. Executing online tasks   8. Management of online payment accounts. | **4** | * Practical * Portfolio of Evidence * Written assessment * Oral assessment. * Third party report |
| * + - 1. Apply job entry techniques | * 1. Types of job opportunities      1. Self-employment      2. Service provision      3. product development      4. salaried employment         1. Sources of job opportunities   2. Resume/ curriculum vitae      1. What is a CV      2. How long should a CV be      3. What to include in a CV      4. Format of CV      5. How to write a good CV      6. Don’ts of writing a CV   3. Job application letter      1. What to include      2. Addressing a cover letter      3. Signing off a cover letter   4. Portfolio of Evidence      1. Academic credentials      2. Letters of commendations      3. Certification of participations      4. Awards and decorations   5. Interview skills      1. Listening skills      2. Grooming      3. Language command      4. Articulation of issues      5. Body language      6. Time management      7. Honesty.      8. Generally knowledgeable in current affairs and technical area | 2 | * Practical * Portfolio of Evidence * Written assessment * Oral assessment. * Third party report |

**Suggested Methods Instruction**

* + Instructor-led facilitation using active learning strategies
  + Demonstration
  + Practical
  + Viewing of related videos
  + Group discussions
  + Project
  + Role play
  + Case study

**Recommended Resources for 25Trainees**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **S/No.** | **Category/Item** | **Description/Specifications** | **Quantity** | **Recommended Ratio (Item: Trainee)** |
| **A** | **Learning Materials** | | | |
|  | Installation Manuals | Detailed guides for equipment and software installation and troubleshooting | 5 pcs | 1:5 |
|  | PowerPoint Presentations | For trainer’s use, covering course content and practical applications | 1 | 1:25 |
|  | Projector | Functional projector for displaying content during presentations | 1 | 1:25 |
|  | White board | Quality whiteboard of approximately 6 ft by 3 ft for writing during theory instruction | 1 | 1:25 |
|  | Printer | An ink-jet, laser-jet or toner-cartridge printer for printing notes, instructions and working drawings | 1 | 1:25 |
|  | Templates | Templates for creating various documents e.g. CV, Cover Letter, etc. | 25 | 1:1 |
| **B** | **Learning Facilities & Infrastructure** | | | |
|  | Lecture/Theory Room  /Learning Resource  Area\* | Spacious, equipped with projectors and Seats for 25trainees, approximately 45 sqm (5 m x 9 m) | 1 | 1:25 |
|  | Computer Laboratory | Equipped with at least 25 functional computers with internet connectivity and the following software:   * + - Windows/ Linux/ Macintosh Operating System     - Microsoft Office Software     - Google Workspace Account     - Antivirus Software | 25 | 1:1 |
|  |  |  |  |  |
| **C** | **Consumable Materials** | | | |
|  | Printing Papers | A4 and A3 Printing papers suitable for the task | Enough |  |
|  | Whiteboard Marker Pens | Dry-erase markers for trainers use. Assorted colors | Enough |  |
|  | Storage devices | Any of the following storage devices:   * USB Flash Drive * USB Hard Drive * Compact Disks (CDs) * Digital Versatile Disks (DVDs) | Enough |  |

# NUTRITION IN COMMUNITY HEALTH

**UNIT CODE: 0988 454 02A**

**UNIT DURATION: 100 hours**

**Relationship to Occupational Standards**

The unit addresses the unit of competency: Apply Nutrition in Community Health

**Unit Description**

The unit equips the trainee with competencies required to apply nutrition in community health. It involves Carrying out community nutrition assessment, carrying out community nutrition intervention, conducting community nutrition monitoring and evaluation, assessing food nutrition and security and applying nutrition in disease management.

**Summary of Learning Outcomes**

|  |  |  |
| --- | --- | --- |
|  | **Learning Outcomes** | **Duration in hours** |
| **1.** | Carry out community nutrition assessment | **19** |
| **2.** | Carry out community nutrition intervention | **21** |
| **3.** | Conduct community nutrition monitoring and evaluation | **20** |
| **4.** | Assess food nutrition and security | **20** |
| **5.** | Apply nutrition in disease management | **20** |
|  | **TOTAL** | **100hours** |

**Learning Outcomes, Content and Suggested Assessment Methods:**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1.Carry out community nutrition assessment | * 1. Collection of baseline data on target population   2. Development of community nutrition assessment plan   3. Resource mobilization   4. Standard nutrition assessment methods      1. Anthropometric assessment      2. Biochemical assessment      3. Clinical assessment      4. Dietary assessment   5. Documentation of the assessment findings   6. Referral and linkages | * Written tests * Oral questioning * Assignments * Practical   Supervised exercises |
| 2.Carry out community nutrition intervention | 2.1 Carrying out community advocacy and social mobilization   * + 1. Planning   1. Intervention measures      1. nutrition education and counseling      2. Supplementation]      3. Social protection programs.      4. Food programs      5. Hospitalization | * Written tests * Oral questioning * Assignments * Practical   Supervised exercises |
| 3. Conduct community nutrition monitoring and evaluation | * 1. Planning for nutrition monitoring and evaluation   2. Carrying out nutrition and evaluation based on nutrition care process      1. Documentation of the monitoring and evaluation      2. *Nutrition in human development*         1. Pregnancy         2. Lactation         3. Children         4. Adolescent         5. Geriatric   3. Identification of vulnerable groups in nutrition   4. Identification of Nutrition related conditions      1. Diabetes      2. Hypertension      3. Obesity      4. Malnutrition      5. Renal disease      6. Weight management | * Written tests * Oral questioning * Assignments * Practical   Supervised exercises |
| 4.. Assess food nutrition and security | * 1. Importance of food security and nutrition   2. Indicators and levels of food security      1. Individual      2. Household      3. National   3. Identification of Determinants of food security      1. Socio-economic      2. Cultural and religious      3. Political      4. Environmental   4. Developing Food security interventions      1. Food preservation      2. Food storage      3. Government policies   5. Roles of stakeholders in food security   6. Emerging issues and trends in food and nutrition security | * Written tests * Oral questioning * Assignments * Practical * Supervised exercises |
| 5.Apply nutrition in disease management | * 1. Identification of Nutrition related conditions      1. Diabetes      2. Hypertension      3. Obesity      4. Malnutrition      5. Renal disease      6. Weight management   2. Determination of therapeutic nutrition requirements   3. Stages of *nutrition care process*      1. Nutrition Assessment      2. Nutrition Diagnosis      3. Nutrition Intervention      4. Nutrition Monitoring/Evaluation   4. Nutrition management in *chronic diseases*      1. Cancer      2. Cardiovascular      3. Diabetes      4. Trauma      5. HIV      6. High blood pressure | * Written tests * Oral questioning * Assignments * Practical Supervised exercises |

**Suggested Methods of Delivery**

* + Direct instruction
  + Project
  + Case studies
  + Field trips/site visits
  + Group discussions
  + Demonstration
  + Practical
  + Computer aided learning

**Recommended Resources for 25 trainees.**

* 13 Documented data on nutrition
* 25 Computers and internet connectivity
* Stationery
* Presentation charts
* Flip charts
* Standard manuals
* 25 Food plates
* 25 Food basket
* 25 Anthropometric measurements

# COMMUNITY HEALTH INFORMATION SYSTEMS

**UNIT CODE: 0988 454 03A**

**UNIT DURATION: 120 hours**

**Relationship to Occupational Standards**

The unit addresses the Unit of Competency: Manage Community Health Information Systems

**Unit Description**

This unit specifies the competencies required to maintain community health information systems**.** It involves preparing to carry out CHIS training, preparing Community Health Information Systems performance assessment, carrying out CHIS performance assessment, utilizing community health information systems and generating master community unit list information.

**Summary of Learning Outcomes**

|  |  |  |
| --- | --- | --- |
|  | **Learning Outcomes** | **Duration in hours** |
| **1.** | Carry out CHIS training | **20** |
| **2.** | Prepare Community Health Information Systems performance assessment | **30** |
| **3.** | Carry out CHIS performance assessment | **30** |
| **4.** | Utilize community health information systems | **20** |
| **5.** | Generate master community unit list information | **20** |
|  | **TOTAL** | **120 hours** |

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| * + - 1. Carry out CHIS training | * 1. Identifying CHIS training needs   2. Preparing Training materials   3. Identifying CHIS tools   4. Distributing CHIS training materials   5. Training Community Health promoters   6. Disseminating CHIS training   7. Evaluating CHIS Training impact   8. Carrying out Support supervision | * Observation * Case studies * Oral questions * Third party report |
| * + - 1. Prepare Community Health Information Systems performance assessment | * 1. Obtaining Existing community health information systems from CHIS management tools      1. MOH 100      2. MOH 513      3. MOH 514      4. MOH 515      5. MOH 516 Chalk board      6. MOH 648      7. MOH 748      8. Community health unit support supervision checklist      9. Community health treatment tracking register      10. Kenya Health Information System (KHIS)      11. Kenya Master Facility Health Listing website   2. Methods of health data collection   3. Preparing CHIS performance   4. Determining required resources are determined      1. Tools      2. Tablets      3. Mobile phones      4. Computer      5. Camera      6. CHIS tools      7. MOH 516 Chalk board      8. MOH 100      9. CHIS Kenya Health Information System      10. Kenya Master Facility Health Listing website   5. Materials      1. Stationery      2. Questionnaires      3. Finances      4. Human Resource | * Observation * Case studies * Oral questions * Third party report |
| * + - 1. Carry out CHIS   Performance Assessment | * 1. Distributing data collection   Resources   * 1. Analysis of data on health indicators   2. Preparing and disseminating of CHIS assessment report   3. Identifying CHIS needs   Determining CHIS improvement areas | * Written tests * Observation * Oral questioning * Third party report |
| * + - 1. Utilize community health information system | * 1. Analyzing of community health data   2. Preparing and disseminating community health report      1. Community dialogue      2. Review meetings   3. Undertaking reviews and updates   4. Capacity building to improve   5. health information | * Written tests * Observation * Oral questions * Third party report |
| * + - 1. Generate master community unit list information | * 1. Determining Population to be served   2. Linking Community health listing unit   3. Linking Community health listing unit to Kenya Master Facility Listing register   4. Undertaking Reviews and updates community health listing unit | * Written tests * Observation * Oral questions * Third party report |

**Suggested Methods of Delivery:**

* + Direct instruction
  + Project
  + Case studies
  + Field trips/ site visit
  + Computer aided learning
  + Group discussions
  + Demonstration by trainer
  + Practice by the trainee
  + Relevant video shows

**List of Recommended Resources for 25 trainees**

* + 5 Computers
  + Relevant software
  + Standard manuals
  + Stationaries
  + Workstation
  + Flip charts
  + Journals
  + Surveying tools
  + 4 G Internet
  + MOH (all) reporting tools
  + Data quality audit tools

# MATERNAL, NEWBORN AND CHILD HEALTH CARE

**UNIT CODE: 0988 454 04A**

**UNIT DURATION: 120 hours**

**Relationship to Occupational Standards**

The unit addresses the Unit of Competency: Promote Maternal, Newborn and Child Health Care

**UNIT DESCRIPTION**

The unit contains competencies required to promote maternal, newborn and child health care. It involves coordinating ANC services, coordinating PNC services, creating demand for family planning services and creating demand for immunization services. It also includes conducting community MPDSR

**Summary of Learning Outcomes**

|  |  |  |
| --- | --- | --- |
|  | **Learning Outcomes** | **Duration in hours** |
| **1.** | Coordinate ANC services | **20** |
| **2.** | Coordinate PNC services | **30** |
| **3.** | Create demand for family planning services | **20** |
| **4.** | Create demand for immunization services | **25** |
| **5.** | Conduct Community MPDSR | **25** |
|  | **TOTAL** | **120hours** |

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1.Coordinate ANC services | * 1. Pregnant mothers are mapped according to MOH standards   2. Pregnant mothers linked to the health facility   3. Pregnancy danger signs      1. Vaginal bleeding      2. Increase and decrease in foetal movement      3. Pitting oedema      4. Severe abdominal pain      5. Draining of liquor      6. Convulsions      7. Headache   4. Pregnant mothers followed up after visiting health facility   5. Antenatal care visits      1. First trimester      2. Second trimester      3. Third trimester   6. Health education provided according to guidelines   7. Nutritional assessment      1. Weight and height monitoring      2. MUAC      3. Head to toe examination   8. Individual birth plan      1. Birth companion      2. Place of birth      3. Resources      4. Transport      5. Other supplies required | * Written tests * Observation * Oral questioning |
| 1. Coordinate PNC services | * 1. Postnatal mapping   2. Postnatal mothers linked to the health facility   3. Postnatal complications      1. Excessive vaginal bleeding      2. Post natal mental Disorder      3. Infections in postnatal      4. DVT   4. Follow up on chronic illnesses   5. Postnatal mothers followed up after visiting health facility   6. Psychosocial support services      1. Poverty      2. Drug and substance abuse      3. Post-partum psychological distress      4. Health education   7. Postnatal nutritional assessment      1. Maternal assessment      2. Newborn Assessment      3. Counselling and Support      4. Health Conditions Impacting Nutrition   8. Nurturing care      1. Exclusive breastfeeding      2. safety and security      3. Responsive care giving      4. Adequate nutrition | * Written tests * Observation * Oral questioning |
| 1. Create demand for family planning services | * 1. Family planning methods      1. Natural methods      2. Artificial methods      3. Eligibility criteria      4. Side effects   2. Family planning health education   3. Family planning misinformation      1. Cold water as a FP      2. IUCD can move to the heart      3. Implants can disappear      4. Pills accumulate in the abdomen      5. sterilization makes men impotent   4. Family planning referral done according to individual needs   5. Family planning methods provided according to eligibility criteria   6. Clients followed up according to set standards | * Written tests * Observation * Oral questioning |
| 1. Create demand for immunization services | * 1. Children under five years mapped according to standards   2. Children under five years linked to the health facility as per set criteria   3. Child immunization schedules identified according to KEPI      1. Childhood Immunizable diseases   4. Adverse Effects Following Immunization identified and referred according to MOH standards      1. Mild      2. Moderate      3. Severe and rare   5. Children under five years followed up after visiting health facility   6. Health education provision * Children under five years   1. Nutritional assessment and supplementation      1. Growth monitoring      2. developmental milestones      3. Vit A supplementations      4. Deworming   2. Growth monitoring      1. Weight      2. Height      3. Head Circumference      4. BMI   3. Assessing Child developmental milestones      1. Newborn to 3 months      2. 5-6 months      3. 7- 12 months      4. 1-2 yrs      5. 2-3 yrs | * Written tests * Observation * Oral questioning |
| 1. Conduct Community Maternal and Perinatal Death Surveillance and Response | 5.1. Forming and training Community Maternal and Perinatal Death Surveillance and Response (MPDSR) committee   * + 1. Area assistant chief     2. ACHO/CHA/CHO     3. CHP from the village where the death has occurred     4. Clinician from the health facility     5. Member of the civil society   1. Determining MPDSR reporting tools      1. Perinatal and maternal Notification form      2. MOH 519      3. Verbal autopsy form   2. Causes of maternal and perinatal deaths determined      1. Infections      2. Anemia      3. Child birth complications      4. Comorbidities   3. Conducting Maternal and perinatal death notification   4. Conducting Community Verbal autopsy   5. Documenting and reporting Community Verbal autopsy outcome   6. Providing Community Verbal autopsy feedback | * Written tests * Observation * Oral questioning |

**Suggested Methods of Delivery:**

* + Demonstration
  + Practical
  + Demonstration videos
  + Projects
  + Group discussions

**List of Recommended Resources for 25 trainees:**

* + - Research resources
      * + Research tools and equipment
        + Research manuals
    - 5 Computers
    - 2 Projectors
    - Flip charts
    - Internet
    - Relevant videos
    - Analysis software
    - Skills lab
    - MOH tools

# MODULE TWO

# COMMUNICATION SKILLS

**UNIT CODE:** **0031 454 05A**

**UNIT DURATION: 40 Hours**

**Relationship with Occupational Standards**

This unit addresses the Unit of Competency: Apply Communication Skills

**Unit Description**

This unit covers the competencies required to apply communication skills. It involves applying communication channels, applying written communication, applying non-verbal skills, oral communication and group communication skills.

**Summary of Learning Outcomes**

1. Apply communication channels.
2. Apply written communication skills.
3. Apply non-verbal skills.
4. Apply oral communication skills.
5. Apply group communication skills.

**Learning Outcomes, Content, and Suggested Assessment Methods**

| **Learning Outcome** | **Content** | **Duration**  **(Hours)** | **Suggested Assessment Methods** |
| --- | --- | --- | --- |
| 1. Apply communication channels | * 1. Communication process   2. Principles of effective communication   3. Channels/medium/modes of communication   4. Factors to consider when selecting a channel of communication   5. Barriers to effective communication   6. Flow/patterns of communication   7. Sources of information   8. Organizational policies | 10 | * Practical * Portfolio of Evidence * Written assessment * Oral assessment * Third party report |
| 1. Apply written communication skills | * 1. Types of written communication   2. Elements of communication   3. Organization requirements for written communication | 12 | * Practical * Portfolio of Evidence * Written assessment * Oral assessment * Third party report |
| 1. Apply non-verbal communication skills | * 1. Utilize body language and gestures   2. Apply body posture   3. Apply workplace dressing code | 4 | * Practical * Portfolio of Evidence * Written assessment * Oral assessment * Third party report |
| 1. Apply oral communication skills | * 1. Types of oral communication pathways   2. Effective questioning techniques   3. Workplace etiquette   4. Active listening | 4 | * Practical * Portfolio of Evidence * Written assessment * Oral assessment * Third party report |
| 1. Apply group discussion skills | * 1. Establishing rapport      1. Facilitating resolution of issues      2. Developing action plans      3. Group organization techniques      4. Turn-taking techniques      5. Conflict resolution techniques      6. Team-work | 10 | * Practical * Portfolio of Evidence * Written assessment * Oral assessment * Third party report |

**Suggested Methods of Instruction**

1. Discussion
2. Roleplaying
3. Simulation
4. Direct instruction
5. Demonstration
6. Field trips

**Recommended Resources for 25trainees**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **S/No.** | **Category/Item** | **Description/Specifications** | **Quantity** | **Recommended Ratio (Item: Trainee)** |
| **A** | **Learning Materials** | | | |
|  | Internet connection | Internet connection to aid communication between trainees | - | - |
|  | PowerPoint Presentations | For trainer’s use, covering course content and practical applications | 1 | 1:25 |
|  | Projector | Functional projector for displaying content during presentations | 1 | 1:25 |
|  | White board | Quality whiteboard of approximately 6 feet by 3 feet for writing during theory instruction | 1 | 1:25 |
|  | Printer | An ink-jet, laser-jet or toner-cartridge printer for printing notes, instructions and working drawings | 1 | 1:25 |
| **B** | **Learning Facilities & Infrastructure** | | | |
|  | Lecture/Theory Room  /Learning Resource  Area\* | Spacious, equipped with projectors and Seats for 25trainees, approximately 45 sqm (5 m x 9 m) | 1 | 1:25 |
|  | Computer Laboratory | Equipped with at least 25 functional computers with internet connectivity and the following software:   * + - Windows/ Linux/ Macintosh Operating System     - Microsoft Office Software     - Google Workspace Account     - Antivirus Software | 25 | 1:1 |
|  |  |  |  |  |
| **C** | **Consumable Materials** | | | |
|  | Printing Papers | A4 and A3 Printing papers suitable for the task | Enough |  |
|  | Flashcards | For carrying out various activities by trainees | Enough |  |
|  | Flipcharts | Sufficient for group work activities and displaying | Enough |  |
|  | Whiteboard Marker Pens | Dry-erase markers for trainer’s use. Assorted colours | Enough |  |

# CONDUCT COMMUNITY HEALTH PROMOTION SERVICES

**UNIT CODE:** **0988 454 07A**

**UNIT DURATION: 120 hours**

**Relationship to Occupational Standards**

The unit addresses the Unit of Competency: Provide Health Education and Promotion

**UNIT DESCRIPTION**

The unit standard specifies the competencies required to provide health education and promotion. It involves carrying out health education and promotion need assessment, planning for health education and promotion, promoting environmental safety and education, Designing IEC material for health education and promotion Conducting health education sessions and managing health campaigns.

**Summary of Learning Outcomes**

|  |  |  |
| --- | --- | --- |
|  | **Learning Outcomes** | **Duration in hours** |
| **1.** | Carry out Community Health Advocacy | **15** |
| **2.** | Conduct social mobilization | **25** |
| **3.** | Conduct Social Behavior Change Communication | **25** |
| **4.** | Utilize Information Education Communication Materials | **20** |
| **5.** | Conduct Health Education Sessions | **20** |
| **6.** | Assess casualty | **15** |
|  | **TOTAL** | **120 hours** |

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning outcome** | **Content** | **Suggested Assessment Methods** |
| * 1. Carry out health education and promotion need assessment | * 1. Carrying out Community health assessment   2. Identifying Community health needs      1. Care for pregnant      2. Manage non-communicable chronic diseases      3. Selected childhood diseases      4. Counselling   3. Manage communicable diseases      1. Malnutrition      2. Newborn conditions      3. Pneumonia      4. Diarrhea      5. Malaria      6. HIV/AIDS   4. Developing Community Health advocacy plan.   5. Notifying Relevant stakeholders.   6. Identifying Health advocacy strategies.      1. Posters      2. Radio      3. Barazas   7. Conducting Health advocacy**.**   8. Developing and utilizing Health advocacy report | * Written tests * Observation * Oral questions * Third party report |
| * 1. Conduct social mobilization | * 1. Identifying Areas of social mobilization.   2. Determining Objectives of social mobilization      1. Behavior change      2. Attitude change      3. Empowering individuals      4. Empowering communities      5. Community needs,      6. Community rights,      7. Community their responsibilities,      8. Community change their ideas and beliefs and      9. Community organize the human, material, financial      10. Community resources required for socioeconomic development.   3. Mobilizing Relevant social mobilization resources   4. Utilizing Social mobilization strategies      1. public health      2. NGOS      3. Nurses      4. Laboratories      5. Community health assistants      6. Counsellors      7. CHAs      8. CHOs      9. Psychologist      10. Psychiatrists      11. Psychiatric nurse   5. Conducting Social mobilization activities   6. Evaluating Social mobilization   7. Developing and dissemination social mobilization | * Written tests * Observation * Oral questions * Third party report |
| * 1. Conduct Social Behavior Change Communication | * 1. Carrying out Social Behaviour Change and Communication planning activity   2. Identifying and preparing Relevant tools and materials   3. Conducting Social Behaviour Change Communication activities   4. Generating Report | * Written tests * Observation * Oral questions * Third party report |
| * 1. Utilize Information Education Communication Materials | * 1. Identifying Information Education and Communication (IEC) Materials identified   2. Mobilizing IEC resources for health education and promotion      1. Posters      2. Brochures      3. Flyers      4. Billboards   3. Designing IEC materials   4.4 Training Relevant Personnel | * Written tests * Observation * Oral questions * Third party report |
| * 1. Conduct health education sessions | 5.1 Sharing Schedules on planned community health education   * 1. Distributing Training materials   5.3 Conducting Community health education.   * 1. Creating a welcoming environment   2. Making use of printed information   3. Using basic language   4. Speaking at a measured pace   5. Asking questions   6. Encouraging questions   7. Preparing Training report. | * Written tests * Observation * Oral questions * Third party report |
| 1. Assess casualty | * 1. Conducting Scene size up  1. Scene safety 2. Mechanism of injury MOI 3. Nature of injury 4. Number of victims 5. Resources    1. Identifying Emergencies       1. Severe Weather (Tornadoes, Thunderstorms, Hail)       2. Fire       3. Hazardous Materials Accidents.       4. Chemical/Biological/Radiological (CBR) Emergencies.       5. Aircraft Crashes       6. National Emergency (War, Terrorism)       7. Civil Disorder       8. Active Shooter.    2. Cordoning the Scene    3. Securing Casualty    4. Determining Nature of incident    5. Managing Casualty condition    6. Conducting Emergency services    7. Identifying and gathering Tools, equipment, and supplies       1. Gauze Pads       2. Scissors       3. Adhesive tape       4. Tweezers       5. Elastic bandage       6. CPR Face Shield       7. Emergency Blanket       8. First Aid Manual       9. Medical glove | * Written tests * Observation * Oral question * Third party report |

**Suggested Methods of Delivery:**

* + Direct instruction
  + Project
  + Case studies
  + Field trips/site visits
  + Group discussions
  + Demonstration by trainer
  + Practice by the trainee
  + Exercises

**List of Recommended Resources for 25 trainees**

* + - 13 Computers
    - Training resources
    - 2 Projectors
    - 5 Flip charts
    - 5 Charts with presentations of data
    - 4G Internet connectivity
    - Relevant videos

# CONDUCT COMMUNITY HEALTH SERVICES STRATEGIES

**UNIT CODE: 0988 454 08A**

**DURATION OF UNIT: 120 HOURS**

**Relationship to Occupational Standard**

The unit addresses the Unit of Competency: Conduct Community Health Strategy

**Unit Description**

This unit specifies the competencies required to conduct community health service strategies**.** It involves establishing community health units, carrying out health promoters and community health committee training, developing community health unit annual work plan and supervising community health promoters

**Summary of Learning Outcomes**

|  |  |  |
| --- | --- | --- |
|  | **Learning Outcomes** | **Duration in hours** |
| **1.** | Establish community health units | **35** |
| **2.** | Carry out community health promoters and CHC training | **35** |
| **3.** | Develop Community Health Unit Annual Work plan | **30** |
| **4.** | Supervise community health promoters | **20** |
|  | **TOTAL** | **120 hours** |

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Establish community health units | * 1. Determining Community health units’ services      1. Water and sanitation hygiene      2. Advice on maternal and child health      3. Provision of Family planning      4. Growth monitoring for children under 5 years      5. Deworming of children      6. Provision of Long-Lasting Insecticide Treated Nets (LLITNs)      7. Management of diarrhea, injuries, wounds, jiggers and other minor illnesses      8. Provision of Information, Education & Communication (IEC) materials      9. Defaulter tracing/ drug interrupters (ART, TB and Immunization)      10. Referrals to health facilities      11. First Aid Services   2. Determining Community units’ boundaries   3. Community Health Promoters are selected in a community baraza   4. Selecting Community Health Committees   5. Defining Roles and responsibilities of Community Health Promoters and committee      1. Water and sanitation hygiene      2. Advice on maternal and child health      3. Provision of Family planning      4. Growth monitoring for children under 5 years      5. Deworming of children      6. Provision of Long-Lasting Insecticide Treated Nets (LLITNs)      7. Management of diarrhea, injuries, wounds, jiggers and other minor illnesses      8. Provision of Information, Education & Communication (IEC) materials      9. Defaulter tracing/ drug interrupters (ART, TB and Immunization)      10. Referrals to health facilities      11. First Aid Services | * Observation * Case studies * Oral * Third party report |
| 2. Carry out community health promoters and CHC training | * 1. PlanningTraining of CHPs      1. Basic         1. Communication         2. Leadership         3. Community health and development         4. Resource Mobilization,         5. Report Writing         6. Financial Management      2. Technical         1. Nutrition         2. WASH         3. HIV         4. Malaria   2. Preparing Training need   3. Gathering Training materials      1. Training manuals      2. Stationery      3. Flip charts      4. Projector      5. Computer   4. Conducting Training of Community Health Promoters   5. Relaying Updates   6. Obtaining Health messages in Kenya Essential Packages for Health (KEPH)      1. Nutrition      2. Immunization and vaccination      3. Food production safety and hygiene      4. Family planning      5. HIV and Sexually Transmitted Infections (STI’s)      6. Deworming      7. WASH | * Written tests * Observation * Oral questioning * Third party report |
| 3. Develop Community Health Unit Annual Work plan | * 1. Establishing Community health annual work plan   2. Filling and updating Community Health Promoters and CHCs database   3. Facilitating of CHPs   4. Evaluating and reporting CHPs performance is evaluated and reported | * Written tests * Observation * Oral questions * Third party report |
| 4. Supervise community health promoters | * 1. Conducting Appraisal of CHPs   2. Identifying and rewarding Outstanding performance   3. Identifying Areas of improvement   4. Identifying Corrective action is undertaken | * Written tests * Observation * Oral questions * Third party report |

**Suggested Methods of Delivery:**

* Direct instruction
* Project
* Case studies
* Field trips/site visits
* Group discussions
* Demonstration by trainer
* Practice by the trainee
* Exercises

**List of Recommended Resources for 25 trainees**

* + - 13 Computers
    - Workshop resources
    - Training manuals
    - 1Projectors
    - Flip charts
    - Charts with presentations of data
    - Internet
    - Relevant videos
    - CHIS tools
    - Supportive supervision checklists

# MICROBIOLOGY AND PARASITOLOGY IN COMMUNITY HEALTH

**UNIT CODE: 0988 454 06A**

**UNIT DURATION: 120 Hours**

**Relationship to Occupational Standards**

The unit addresses the unit of competency: Apply Microbiology and Parasitology in community health

**Unit Description**

This unit equips the trainees with competencies required to apply microbiology and parasitology in community health. It involves identifying common parasites and microbes, identify life cycle of microbes and parasites and identify microbial and parasitic diseases. It also includes applying parasitology and microbiology in disease prevention and control.

**Summary of Learning Outcomes**

|  |  |  |
| --- | --- | --- |
|  | **Learning Outcomes** | **Duration in hours** |
| **1.** | Identify common parasites and microbes | **25** |
| **2.** | Identify microbes and parasite life cycle stages | **40** |
| **3.** | Identify microbial and parasitic diseases | **35** |
| **4.** | Apply parasitology and microbiology in disease prevention and control | **20** |
|  | **TOTAL** | **120 hours** |

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| Learning Outcome | Content | Suggested Assessment Methods |
| 1 Identify common parasites and microbes | 1. Definition of terms    * 1. Parasites      2. Micro biology      3. Types of human parasites    1. Identification of parasites and microbe’s hosts       1. Human       2. Plants       3. Animals/Insect       4. Water       5. Food    2. Examination of microbes and parasites    3. Interpretation and recording of microbes and parasites    4. Classification of parasites and   microbes   * + 1. Endoparasites     2. Helminths     3. Cestodes     4. Protozoan     5. Ectoparasites   1. Observable morphological features are recorded | * Written tests * Oral * Practical tests/Project * Case study * Demonstration * Observation |
| 2 Identify microbes and parasites life cycle stage | * 1. Definition of terms   2. Identification of sites of hosts for parasites and microbes | * Written tests * Oral * Practical |
|  | * 1. Determination of conditions of microbial growth      1. Temperature      2. Water      3. Moistures      4. Nutrient      5. Light   2. Identification of phases of   microbial and parasitic growth | * Tests/Project |
| 3 Identify microbial and parasitic diseases | 3.0 Common types of microbial and parasitic diseases   * + 1. Amoeba     2. TB     3. STIs     4. Malaria     5. Cholera     6. Typhoid     7. Measles     8. Polio     9. Flu     10. Malaria   1. Determination of signs and symptoms of microbial and parasitic diseases   2. Identification of disease-causing organisms   3. Modes of disease transmission      1. Fecal oral      2. Air      3. Vector      4. Fluid contact      5. Contaminated food and water   4. Risk factors in disease transmission are identified | * Written tests * Oral * Practical tests/Project |
| 4 Apply parasitology and microbiology in disease prevention and control | * 1. Identification of disease types   2. Disease prevention and control measures applied      1. Deworming      2. Proper personal hygiene practices      3. Handwashing      4. Proper food handling and storage      5. Treated water      6. Vaccination      7. Proper fecal disposal      8. Spraying   3. Determination of disease incidence and prevalence   4. Monitoring and regulation of parasitic and microbial diseases | * Written tests * Oral * Practical tests/Project |

**Suggested Delivery Methods**

* + Demonstration
  + Practical
  + Demonstration videos
  + Projects
  + Group discussions

**Recommended Resources for 25 trainees.**

* + 13 Computers
  + Laboratory testing apparatus and equipment
  + Laboratory facility
  + Stationery
  + PPE
    - 25 Safety boots
    - 25 Goggles
    - 25 Dust coats
    - 25 Overalls

# MODULE THREE UNITS

# WORK ETHICS AND PRACTICES

**UNIT CODE:** **0417 454 09 A**

**UNIT DURATION: 40 Hours**

**Relationship with Occupational Standards**

This unit addresses the Unit of Competency: Apply Work Ethics and Practices.

**Unit Description**

This unit covers competencies required to effectively apply work ethics and practices. It involves the ability to conduct self-management, promote ethical work practices and values, promote teamwork, maintain professional and personal development, apply problem-solving skills and promote customer care.

**Summary of Learning Outcomes**

1. Apply self-management skills
2. Promote ethical practices and values
3. Promote Teamwork
4. Maintain professional and personal development
5. Apply Problem-solving skills
6. Promote Customer care.

**Learning Outcomes, Content, and Suggested Assessment Methods**

| **Learning Outcome** | **Content** | **Duration**  **(Hours)** | **Suggested Assessment Methods** |
| --- | --- | --- | --- |
| 1. Apply self-management skills | * 1. Self-awareness   2. Formulating personal vision, mission, and goals   3. Healthy lifestyle practices   4. Strategies for overcoming work challenges   5. Emotional intelligence   6. Coping with Work Stress.   7. Assertiveness versus aggressiveness and passiveness      1. Developing and maintaining high self-esteem      2. Developing and maintaining positive self-image      3. Time management      4. Setting performance targets      5. Monitoring and evaluating performance targets | 10 | * Practical * Portfolio of Evidence * Written assessment * Oral assessment * Third party report |
| 1. Promote ethical work practices and values | * 1. Integrity   2. Core Values, ethics and beliefs   3. Patriotism   4. Professionalism   5. Organizational codes of conduct   6. Industry policies and procedures | 4 | * Practical * Portfolio of Evidence * Written assessment * Oral assessment * Third party report |
| 1. Promote teamwork | * 1. Types of teams   2. Team building      1. Individual responsibilities in a team      2. Determination of team roles and objectives      3. Team parameters and relationships      4. Benefits of teamwork      5. Qualities of a team player      6. Leading a team      7. Team performance and evaluation   3. Conflicts and conflict resolution   4. Gender and diversity mainstreaming   5. Developing Healthy workplace relationships   6. Adaptability and flexibility   7. Coaching and mentoring skills | 10 | * Practical * Portfolio of Evidence * Written assessment * Oral assessment * Third party report |
| 1. Maintain professional and personal development | * 1. Personal vs professional development and growth   2. Avenues for professional growth   3. Recognizing career advancement   4. Training and career opportunities      1. Assessing training needs      2. Mobilizing training resources   5. Licenses and certifications for professional growth and development   6. Pursuing personal and organizational goals   7. Managing work priorities and commitments   8. Dynamism and on-the-job learning | 10 | * Practical * Portfolio of Evidence * Written assessment * Oral assessment * Third party report |
| 1. Apply problem-solving skills | * 1. Causes of problems   2. Methods of solving problems   3. Problem-solving process   4. Decision making   5. Creative thinking and critical thinking process in development of innovative and practical solutions | 4 | * Practical * Portfolio of Evidence * Written assessment * Oral assessment * Third party report |
| 1. Promote customer care | * 1. Identifying customer needs   2. Qualities of good customer service   3. Customer feedback methods   4. Resolving customer concerns   5. Customer outreach programs   6. Customer retention | 2 | * Practical * Portfolio of Evidence * Written assessment * Oral assessment * Third party report |

**Suggested Methods of Instruction**

* Instructor lead facilitation of theory using active learning strategies.
* Demonstrations
* Simulation/Role play
* Group Discussion
* Presentations
* Projects
* Case studies
* Assignments

**Recommended Resources for 25Trainees**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **S/No.** | **Category/Item** | **Description/Specifications** | **Quantity** | **Recommended Ratio (Item: Trainee)** |
| **A** | **Learning Materials** | | | |
|  | PowerPoint Presentations | For trainer’s use, covering course content and practical applications | 1 | 1:25 |
|  | Projector | Functional projector for displaying content during presentations | 1 | 1:25 |
|  | Media Resources | This include but are not limited to:   * Video Clips * Audio Clips * TV Sets * Radio Sets |  |  |
|  | White board | Quality whiteboard of approximately 6 ft by 3 ft for writing during theory instruction | 1 | 1:25 |
| **B** | **Learning Facilities & Infrastructure** | | | |
|  | Lecture/Theory Room  /Learning Resource  Area\* | Spacious, equipped with projectors and Seats for 25trainees, approximately 45 sqm (5 m x 9 m) | 1 | 1:25 |
|  | Computer Laboratory | Equipped with at least 25 functional computers with internet connectivity and the following software:   * + - Windows/ Linux/ Macintosh Operating System     - Microsoft Office Software     - Google Workspace Account     - Antivirus Software | 25 | 1:1 |
|  |  |  |  |  |
| **C** | **Consumable Materials** | | |  |
|  | Printing Papers | A4 and A3 Printing papers suitable for the task | Enough |  |
|  | Flashcards | For carrying out various activities by trainees | Enough |  |
|  | Charts | Sufficient for group work activities and displaying | Enough |  |
|  | Whiteboard Marker Pens | Dry-erase markers for trainer’s use. Assorted colors | Enough |  |

# COMMUNITY HEALTH LINKAGES

**UNIT CODE: 0988 454 10A**

**Relationship to Occupational Standards**

**UNIT DURATION: 130 hours**

The unit addresses the Unit of Competency: Conduct Community Health Linkages

**Unit Description**

The unit will equip trainees with competencies to conduct community health linkages**.** It involves coordinating community access to health services, carrying out community health integrated outreach programs, establishing community health stakeholder collaboration and managing enrollment into universal health coverage.

**Summary of Learning Outcomes**

|  |  |  |
| --- | --- | --- |
|  | **Learning Outcomes** | **Duration in hours** |
| **1.** | Coordinate community access to health services | **30** |
| **2.** | Conduct integrated outreach programs | **40** |
| **3.** | Establish community health partnerships and inter-agency collaboration | **35** |
| **4.** | Manage enrolment in to Universal Health Coverage | **30** |
|  | **TOTAL** | **130 hours** |

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1 Coordinate community access to health services | 1. Introduction to community health linkages  * Definition of terms   1.1Identifying community health needs   * + 1. Nutrition     2. Sanitation     3. Family planning     4. Reduce teenage pregnancy     5. Immunization   1. Identifying target population      1. Children and elderly      2. Women of reproductive age      3. Addicts      4. Persons with disabilities   2. Identification of nature of health service programs      1. PMTCT Health Services      2. Vaccination and immunization services      3. Nutrition e.g. unhealthy diet      4. Basic health screenings      5. Family planning awareness programs      6. WASH programme      7. Rehabilitation   3. Community mobilization   4. Identification and analysis of community health defaulter tracing system      1. Routine updating and review of defaulter tracing registers | * Observation * Case studies * Oral * Third party report |

|  |  |  |  |
| --- | --- | --- | --- |
|  | | * + 1. Identification and interpretation of defaulters   1. Health access linkages   2. Reasons for defaulting are identified according to health protocols      1. Ignorance      2. Distance from health facilities      3. Socio-economic issues      4. Lack of adequate information      5. Poor health campaigns      6. Religious and cultural beliefs   3. Defaulter tracing registers are routinely updated based on health guidelines.   4. Coordination and maintenance of referral cases |  |
| 2 | Conduct integrated  community outreach programs | * 1. Development of integrated community health outreach plan      1. Schools      2. Local pharmacies      3. Community event centers      4. Food pantries      5. Church venues      6. Supermarkets      7. Open air markets      8. Health centers      9. Community libraries   2. Acquisition of legal requirements      1. Identification badges      2. Authorization by local authorities      3. Professional body membership      4. Public health certification/notification   3. Identification of health outreach teams and community health volunteers   4. Assembling, preparation and distribution of required outreach resources      1. Finance      2. Human      3. Displays      4. Posters      5. Computers      6. Stationary      7. Flip charts   5. Conducting integrated community health outreach programs   6. Preparation and dissemination of outreach report   7. Carrying out Community health outreach program impact assessment | * Written tests * Observation |
|  |  | * Oral questioning |
|  |  | * Third party report |
| 3 | Establish community health partnerships and inter-agency collaboration | * 1. Identification, determination and categorization of community health care needs      1. Nutrition      2. Sanitation      3. Family planning      4. Reduce teenage pregnancy      5. Immunization   2. Identification of community health partners   3. Initiation of partnerships and inter-agency collaboration policy framework and agreements   4. Formation of collaborative relationships with the community and health agencies   5. Preparation and sharing of | * Written tests * Observation * Oral questions |
|  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
|  | | partnership planning, implementation, and evaluation process   * 1. Handling of wider determinants of health      1. Socio-economic      2. Cultural beliefs      3. Religious beliefs   2. Monitoring and evaluation of   partnership and collaborative activities |  |
| 4 | Manage enrolment  into Universal Health Coverage | * 1. Introduction to Universal Health Coverage   2. Development of enrolment strategies into Universal Health Coverage (UHC) program   3. Determination of enrolment rates   4. Benefits of UHC schemes   5. Linkage between UHC programs and national UHC   6. Enrolment into UHC | * Written tests * Observation |
|  |  | * Oral questions |
|  |  | * Third party report |

**Suggested Methods of Delivery:**

* + Direct instruction
  + Project
  + Case studies
  + Field trips/site visits
  + Group discussions
  + Demonstration
  + Practical
  + Computer aided learning
  + Industrial attachment

**List of Recommended Resources for 25 trainees**

* + 5 Computers
  + Monitoring and evaluation tools
  + Internet connectivity
  + Workshop
  + Stationery
  + Flip charts

# COMMUNITY BASED HEALTH CARE

**UNIT CODE: 0988 454 12A**

**UNIT DURATION: 120 Hours**

**Relationship to Occupational Standards**

The unit addresses the Unit of Competency: Conduct Community Based Health Care

**Unit Description**

The unit will equip trainees with competencies to conduct community-based health care**.** It involves planning community-based health care, managing HIV and TB prevalence and providing mental health and psychosocial support. It also includes management of malaria and zoonotic diseases and managing essential drugs and supplies for CHP kits

**Summary of Learning Outcomes**

|  |  |  |
| --- | --- | --- |
|  | **Learning Outcomes** | **Duration in hours** |
| 1. | Plan community-based health care | **15** |
| 2. | Manage HIVAIDS and TB | **15** |
| 3. | Manage mental health | **20** |
| 4. | Conduct integrated community case management (ICCM) | **20** |
| 5. | Manage malaria and zoonotic diseases | **15** |
| 6. | Conduct psycho-active drugs reduction | **15** |
| 7. | Manage minor ailments | **20** |
|  | **TOTAL** | **120 hours** |

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1 Plan community based-health care | 1. Definition of terms and key concepts in community-based health care    * 1. Define Planning      2. Define community-based health care      3. Importances      4. Planning for community-based health care    1. Determination of community- based health care schedule and work plan    2. Community health service providers       1. Community Health promoters       2. Public health officers       3. Health Assistants /officers       4. Accredited Social Health Activists       5. CHAs/ CHOs       6. Nurses    3. Material and resources for community health care service    4. Community-based health care services.       1. Provision of palliative care needs       2. Access to health care services       3. Community referrals    5. Community-based health care services conduction in community health needs assessment    6. Community disaster preparedness assessment    7. Non-manageable conditions Progressive Diseases       1. Advanced Cancer       2. End-Stage Renal Disease       3. Severe, Untreated Mental Health Disorders       4. Strengthening Linkage to health care services    8. Palliative care needs provision       1. Finance support       2. Psychosocial support | * Observation * Case studies * Oral * Third party report |
|  |  |
| 2 Manage HIVAIDS and TB | 1. Concepts of HIV    * 1. Definition of HIV/AIDS      2. Transmission of HIV      3. Myths and misconceptions    1. HIV and TB risk assessment Community Prevention with (PW)    2. HIV and TB diagnosis    3. Counselling of infected and affected patients    4. Management of Coinfected patients with active ***TB***    5. TB treatment and its phases    6. Adherence to TB treatment    7. ARV and TB drug interactions    8. HIV and TB cases monitoring    9. HIV and TB defaulters mapping and referring | * Written tests * Observation * Oral   questioning   * Third party report |
| 3 Manage mental health. | 1. Introduction    * 1. Definition of terms      2. Mental health disorders      3. Mental health policies    1. Monitoring framework for Psychosocial Support    2. Assessment of patients with mental illness       1. Physical assessment       2. Behavioral       3. Perception       4. memory    3. Provision of emotional and psychosocial support    4. Integration of mental support systems    5. Referral for patients with mental health    6. Building on available resources and capacity on mental health    7. Protection and provision of mental patients’ rights and equity       1. Privacy       2. Confidentiality       3. Quality health care       4. Right to correct information | * Written tests * Observation * Oral questions * Third party report |

|  |  |  |
| --- | --- | --- |
| 4 Conduct integrated community case management (ICCM) | 1. Introduction    * 1. Child care concepts in ICCM    1. ICCM implementation support tools and personnel    2. ICCM implementation support tools and personnel designing and developing    3. Causes of childhood illnesses and mortality       1. Cough       2. Fever       3. Diarrhoea       4. Convulsion       5. Vomiting       6. Difficulty feeding or drinking    4. Treatment options       1. Signs of child illness          1. Fast breathing          2. Chest indrawing          3. Unusually sleepy child          4. Severe malnutrition       2. Referral and treatment   4.5 Monitoring and evaluation procedures for ICCM | * Written tests * Observation * Oral questions * Third party report |
| 5 Malaria and zoonotic diseases | * 1. Introduction   2. Malaria and zoonotic disease prevalence rates   3. Malaria disease prevention   4. Malaria disease control   5. Health management practices on zoonotic diseases   6. Rapid diagnostic tests (RDT)   7. Emergency measures are constituted based on severity of disease conditions   8. Disease control programs      1. Prevent transmission      2. Early detection      3. Control and containment      4. Education and awareness      5. Collaboration and coordination | * Written tests * Observation * Oral questions * Third party report |
| 6 Conduct psycho- active drugs reduction | 1. Introduction    1. Psycho-active drugs       1. Caffeine       2. nicotine       3. cocaine       4. Alcohol    2. Identification of psycho-active drugs    3. Psycho-active drugs demand reduction strategies       1. Prevention Programs       2. Early Intervention and Screening       3. Treatment and Rehabilitation Programs       4. Harm Reduction Strategies       5. Policy and Legal Measures       6. Social and Environmental Interventions    4. Monitoring psycho-active drugs use    5. Preparation and dissemination of   monitoring report | * Written tests * Observation * Oral questions * Third party report |
|  |
| 7.Manage minor ailments | * 1. Determination and identification of patients with common ailments and minor injuries      1. Lifestyle diseases      2. Malnutrition      3. Obesity      4. Genetics (genetic/environmental interaction)      5. Prematurity or birth trauma      6. Exposures such as toxic chemicals or certain allergens   2. Home visitation   3. Clinical assessment of patients   4. Causes of common ailments and injuries      1. Lifestyle diseases      2. Malnutrition      3. Obesity      4. Genetics (genetic/environmental interaction)      5. Prematurity or birth trauma      6. Exposures such as toxic chemicals or certain allergens   5. Appropriate medication   6. Patients’ referrals   7. Identification of a range of psychosocial and cultural factors on the management of the patient and remedies   8. Development of methods for management of minor injuries and illnesses |  |

**Suggested Methods of Delivery:**

* + Direct instruction
  + Project
  + Case studies
  + Field trips/site visits
  + Group discussions
  + Demonstration
  + Practical
  + Computer aided learning

**List of Recommended Resources for 25 trainees:**

* + Diagnostic tools and equipment
  + 13 Computers
  + SOPs
  + 2 Projectors
  + Flip charts
  + Stationary
  + Relevant charts
  + Internet connectivity
  + Relevant videos
  + 5 Thermometer
  + 5 Mid upper arm circumference tape
  + 5 Weighing scale
  + 10 Referral tools
  + 5 Community referral form
  + Sick child recording form
  + RDT Kit
  + Drugs
  + ORS, Zinc
  + 500 ml container

# HUMAN ANATOMY AND PHYSIOLOGY

**UNIT CODE: 0988 454 10A**

**UNIT DURATION: 120 Hours**

**Relationship to Occupational Standards**

The unit addresses the unit of competency: Apply Human Anatomy and Physiology in community health works

**Unit Description**

The unit specifies the competencies required to apply human anatomy and physiology in community health works. It involves interpreting human histology, categorizing human body systems, determining common disorders of human body systems and applying human anatomy in primary health care

**Summary of Learning Outcomes**

|  |  |  |
| --- | --- | --- |
|  | **Learning Outcomes** | **Duration in hours** |
| 1. | Interpret human histology | **30** |
| 2. | Categorize human body systems | **35** |
| 3. | Determine common disorders of human body systems | **30** |
| 4. | Apply human anatomy in primary health care | **25** |
|  | **TOTAL** | **120 hours** |

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Interpret human histology | * 1. Definition of terms   2. Identification of human histology      1. Cells      2. Tissues      3. Organs      4. Membranes   3. Structure of human histology   4. Behavior and functions of human histology   5. Disorders associated with human histology | * Written tests * Oral * Practical tests/Project |
| 2. Categorize human body systems | * 1. Definition of terms   2. Identification of human body systems      1. Skeletal      2. Muscular      3. Digestive      4. Circulatory/Cardiovascular      5. Lymphatic/immune      6. Endocrine      7. Urinary/renal      8. Respiratory      9. Reproductive      10. Nervous      11. Integumentary   3. Structure of human body systems   2.3 Functions of human body systems | * Written tests * Oral * Practical tests/Project |

|  |  |  |
| --- | --- | --- |
| 3. Determine common disorders of human body systems | * 1. Definition of terms   2. Human anatomy systems   3.2 Identification and categorization of human disorders   * 1. Identification of emerging issues      1. Cancers      2. Auto- immune diseases | * Written tests * Oral * Practical tests/Project |
| 4. Apply human anatomy in primary health care | * 1. Definition of terms   2. Identification of common diseases      1. Communicable diseases      2. Non- communicable diseases   3. Making referrals and Referral structure | * Written tests * Oral * Practical tests/Project |

**Suggested Delivery Methods**

* + Direct instruction
  + Project
  + Field trips/site visits
  + Group discussions
  + Demonstration
  + Practical
  + Computer aided learning

**Recommended Resources for 25 trainees**

* + 13 Computers
  + Laboratory equipment and apparatus
  + Laboratory facility
  + Dummies/ cadavers
  + Stationery
  + First aid kit
  + 25 Overalls
  + 5 Flip charts
  + Internet connectivity
  + Referral tools
  + 25 Gloves

# MODULE FOUR UNITS

# ENTREPRENEURIAL SKILLS

**UNIT CODE: 0413 454 13A**

**UNIT DUARTION: 40 Hours**

**Relationship with occupational standards**

This unit addresses the unit of competency: Apply Entrepreneurial Skills.

**Unit Description:**

This unit covers the competencies required to demonstrate an understanding of entrepreneurship. It involves demonstrating an understanding of financial literacy, applying entrepreneurial concepts identifying entrepreneurship opportunities, applying business legal aspects, and developing business innovative strategies and business plans.

**Summary of Learning Outcomes**

1. Apply financial literacy
2. Apply the entrepreneurial concept
3. Identify entrepreneurship opportunities
4. Apply business legal aspects
5. Innovate Business Strategies
6. Develop business plan

**Learning Outcomes, Content and Suggested Assessment Methods**

| **Learning Outcome** | **Content** | **Duration**  **(Hours)** | **Suggested Assessment Methods** |
| --- | --- | --- | --- |
| 1. Apply financial literacy | * 1. Personal finance management   2. Balancing between needs and wants   3. Budget Preparation   4. Saving management   5. Factors to consider when deciding where to save   6. Debt management   7. Factors to consider before taking a loan   8. Investment decisions   9. Types of investments   10. Factors to consider when investing money   11. Insurance services   12. insurance products available in the market   13. Insurable risks | 6 | * Practical * Portfolio of Evidence * Written assessment * Oral assessment * Third party report |
| 1. Apply entrepreneurial concept | * 1. Difference between Entrepreneurs and Business persons   2. Types of entrepreneurs   3. Ways of becoming an entrepreneur   4. Characteristics of Entrepreneurs   5. salaried employment and self-employment   6. Requirements for entry into self-employment   7. Roles of an Entrepreneur in an enterprise   8. Contributions of Entrepreneurship | 4 | * Practical * Portfolio of Evidence * Written assessment * Oral assessment * Third party report |
| 1. Identify entrepreneurship opportunities | * 1. Sources of business ideas   2. Factors to consider when evaluating business opportunity   3. Business life cycle | 6 | * Practical * Portfolio of Evidence * Written assessment * Oral assessment * Third party report |
| 1. Apply business legal aspects | * 1. Forms of business ownership   2. Business registration and licensing processing   3. Types of contracts and agreements   4. Employment laws   5. Taxation laws | 6 | * Practical * Portfolio of Evidence * Written assessment * Oral assessment * Third party report |
| 1. Innovate business Strategies | * 1. Creativity in business   2. Innovative business strategies   3. Entrepreneurial Linkages   4. ICT in business growth and development | 6 | * Practical * Portfolio of Evidence * Written assessment * Oral assessment * Third party report |
| 1. Develop Business Plan | * 1. Business description   2. Marketing plan   3. Organizational/Management   4. plan   5. Production/operation plan   6. Financial plan   7. Executive summary   8. Business plan presentation   9. Business idea incubation | 12 | * Practical * Portfolio of Evidence * Written assessment * Oral assessment * Third party report |

**Suggested Methods of Instruction**

* Direct instruction with active learning strategies
* Project (Business plan)
* Case studies
* Field trips
* Group Discussions
* Demonstration
* Question and answer
* Problem solving
* Experiential
* Team training
* Guest speakers

**Recommended Resources for 25Trainees**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **S/No.** | **Category/Item** | **Description/Specifications** | **Quantity** | **Recommended Ratio (Item: Trainee)** |
| **A** | **Learning Materials** |  |  |  |
|  | PowerPoint Presentations | For trainer’s use, covering course content and practical applications | 1 | 1:25 |
|  | Projector | Functional projector for displaying content during presentations | 1 | 1:25 |
|  | Media Resources | These include but are not limited to:   * Video Clips * Audio Clips * TV Sets * Radio Sets * Newspapers * Business Journals * Case studies |  |  |
|  | White board | Quality whiteboard of approximately 6 ft by 3 ft for writing during theory instruction | 1 | 1:25 |
| **B** | **Learning Facilities & Infrastructure** |  |  |  |
|  | Lecture/Theory Room  /Learning Resource  Area\* | Spacious, equipped with projectors and Seats for 25trainees, approximately 45 sqm (5 m x 9 m) | 1 | 1:25 |
|  | Computer Laboratory | Equipped with at least 15 functional computers with internet connectivity and the following software:   * + - Windows/ Linux/ Macintosh Operating System     - Microsoft Office Software     - Google Workspace Account     - Antivirus Software | 1 | 1:1 |
|  |  |  |  |  |
| **C** | **Consumable Materials** |  |  |  |
|  | Writing Materials | Writing materials for note taking | Enough |  |
|  | Flashcards | For carrying out various activities by trainees | Enough |  |
|  | Charts | Sufficient for group work activities and displaying | Enough |  |
|  | Whiteboard Marker Pens | Dry-erase markers for trainer’s use. Assorted colours | Enough |  |

# GENDER, DISABILITY AND VULNERABLE GROUPS

**UNIT CODE: 0988 454 15A**

**UNIT DURATION: 120 Hours**

The unit addresses the Unit of Competency: Manage Gender, Disability and Vulnerable Groups

**U****nit Description**

The unit will equip trainees with competencies to manage gender, disability and vulnerable groups, provide health care and social services linkages and carry out civic education, gender disability and vulnerable groups.

**Summary of Learning Outcomes**

|  |  |  |
| --- | --- | --- |
|  | **Learning Outcomes** | **Duration in hours** |
| 1. | Identify the Gender, PADs and Vulnerable groups | **10** |
| 2. | Conduct health needs assessments | **40** |
| 3. | Carry out civic education | **35** |
| 4. | Provide health care and social services linkages | **35** |
|  | **TOTAL** | **120 hours** |

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1 Identify vulnerable groups | 1.0 Demographic information   * 1. Basic concepts of disability, gender and vulnerable groups      1. PWD      2. PWHIV      3. Elderly      4. OVCs      5. Youth   2. Identification of GBV cases      1. Physical Violence      2. Psychological or Emotional Violence      3. Economic or Financial Abuse      4. Harmful Traditional Practices      5. Human Trafficking      6. Digital or Online GBV      7. Structural or Institutional GBV      8. LGBTQ+ Specific GBV      9. Femicide      10. Violence Against Marginalized Groups   3. Determination of Vulnerability factor**s**      1. Culture      2. Poverty      3. Alcohol and substance use      4. Media      5. Conflicts      6. Religion      7. Specialty care populations e.g. radiation/oncology clinics, methadone clinics   4. Interventions and strategies to disability, gender and vulnerable groups mainstreaming and integration   5. Stakeholders’ involvement and identification of health need of vulnerable | * + Observation   + Case studies   + Oral   + Third party report |
| 1. Conduct health needs assessment | * 1. Identification of Health needs   2. Prioritization of health needs   3. Partners serving vulnerable populations   4. Determination of Community populations and areas that may need targeting   5. Implementation of Action on felt needs   6. Needs of vulnerable populations      1. Basic needs      2. Food      3. Shelter/housing      4. Clothing      5. Health      6. Water and sanitary facilities      7. Education      8. Access to information |  |
| 1. Provide health care and social services linkages | * 1. Creation of Health awareness   2. Formation of Community linkage structures   3. Provision of social protection interventions   4. Conduction of Dialogue   5. Initiation of social assistance programs   6. Address Service access barriers   7. Expansion of integrated social protection systems      1. Local administration      2. Learning institutions      3. Child protection centers      4. Health facilities | * Written tests * Observation * Oral questioning * Third party report |
| 4 Conduct civic education | * 1. Identification of Issues of interest      1. Early pregnancies      2. Communicable and non-communicable diseases      3. Environmental Health         1. Solid waste management         2. Liquid waste management         3. Air pollution         4. Water and sanitation         5. Vectors, rodents and vermin control   2. Identification of Target audience on needs assessment outcome   3. Design Civic education activity   4. Cohort selection.   5. Train and induct Civic educators   6. Train Civic educators   7. Conduction of Pilot test   8. Carry out Civic education | * Written tests * Observation * Oral questions * Third party report |

**Suggested Methods of Delivery:**

* + Direct instruction
  + Project
  + Case studies
  + Field trips/site visits
  + Group discussions
  + Demonstration
  + Practical
  + Computer aided learning
  + Industrial attachment

**List of Recommended Resources for 25 trainees**

* + - 5 Computers
    - Training resources
    - 2 Projectors
    - 5 Flip charts
    - 5 Charts with presentations of data
    - 4G Internet connectivity
    - Relevant videos

# COMMUNITY HEALTH DIAGNOSIS AND PARTNERSHIP

# UNIT CODE: 0988 454 16A

**UNIT DURATION: 120 Hours**

Relationship to Occupational Standards

The unit addresses the Unit of Competency: Carry Out Community Health Diagnosis and Partnership

**Unit Description**

The unit will equip trainees with competencies to carry out community health diagnosis and partnership involves conducting community health needs assessment, advocating for individual and community health needs, carrying out community action plan, developing inter-sectorial collaboration and documenting community health information.

**Summary of Learning Outcomes**

|  |  |  |
| --- | --- | --- |
|  | **Learning Outcomes** | **Duration in hours** |
| 1. | Conduct community health needs assessment | **10** |
| 2. | Advocate for individual and community health needs | **25** |
| 3. | Carry out community action plan | **30** |
| 4. | Develop inter-sectoral collaboration | **25** |
| 5. | Document community health information | **30** |
|  | **TOTAL** | **120 hours** |

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Conduct Community Health Needs Assessment | * 1. Definition of terms   2. Identifying Community health needs partners      1. Administration      2. NGOs      3. FBOs      4. Community   3. Assigning Roles and responsibilities   4. Design of community health needs assessment methodology and process      1. Establish the assessment team      2. Identify and secure resources      3. Identify and engage community partners      4. Collect, analyze, and present data      5. Set health priorities      6. Clarify the issue      7. Set goals and measure progress      8. Choose the strategy      9. Develop the community health assessment document      10. Manage and sustain the process   5. Preparation of preliminary Health Needs Identification Tools   6. Identifying Community health needs      1. Obesity      2. Domestic/gender-based violence      3. Heart disease and stroke      4. Adolescent substance abuse      5. Unwanted pregnancies      6. Child immunization      7. Breast feeding      8. Child abuse and neglect      9. Chronic diseases prevalence      10. Roles and responsibilities   7. Identification, interpretation, and analysis of set of primary and secondary data | * Written tests * Observation * Oral   questioning   * Third party report |

|  |  |  |
| --- | --- | --- |
|  | * 1. Identification and selection of community health need pre-determined criteria   2. Prioritization of community health needs   3. Developing Implementation strategies |  |
| 2.Advocate for individual and community health needs | * 1. Analyzing health needs assessment report   2. Identification of advocacy resources      1. Human      2. Posters      3. Displays      4. Coalition team      5. Finance      6. Foundations   3. Advocacy strategies      1. Face to face meetings      2. Appointments with officials      3. Advocacy days      4. Writing campaigns      5. Petition      6. Media coverage      7. Door to door campaigns   4. Determination of existing facilities and resources   5. Preparing Health advocacy plan is prepared based on identified priority health needs Relevant stakeholdersand partners      1. Health organizations      2. Social Service      3. Government organizations      4. Community-based organization (CBOs)      5. Non-governmental organizations (NGOs)      6. Faith-based organization      7. Established support groups   6. Carrying out health advocacy plan   7. Develop and implement of improvement strategies      1. Provide parent education and support      2. Establish mentoring programs      3. Trainings for peers      4. Parenting classes      5. Insurance outreach and enrollment | * Written tests * Observation * Oral questions * Third party report |
| 3.Establish community action plan | * 1. Development of community health goals, objectives and vision   2. Development of community-based initiatives      1. Forming community health volunteer      2. Trainings on health issues      3. Caring for the sick      4. WASH Program      5. Forming community-based health champions   3. Determination of required resources      1. Finance      2. Human      3. Medicines      4. Medical equipment      5. Water      6. Soap      7. Brooms      8. Scrubs      9. SWOT Analysis   4. Definition of roles and responsibilities   5. Determination of timelines   6. Development of methods of monitoring and evaluation   7. Review of action plan | * Written tests * Observation * Oral questions * Third party report |
| 4.Develop inter-sectoral collaboration | * 1. Identification of inter-sectoral collaboration partners   2. Development of terms of reference and commissioning case studies   3. Partnership dialogue   4. Development of partnership network   5. Mobilization of resources   6. Development of strategies of | * Written tests * Observation * Oral questions * Third party report |

|  |  |  |
| --- | --- | --- |
|  | tackling health inequities   * 1. Preparation of community health report   2. Incorporation of inter-sectoral action |  |
| 5.Document community health information | * 1. Analysis of health data   2. Developing Systems of information storage and retrieval   3. Sharing and maintenance of health information      1. Electronic Health Record (EHR) System      2. Hospital Information System (HIS)      3. Laboratory Information System (LIS)      4. Picture Archiving and Communication System (PACS)      5. Public Health Information System      6. Health Management Information System (HMIS):   5.4 Undertaking corrective action plan | * Written tests * Observation * Oral questions * Third party report |

**Suggested Methods of Delivery:**

* Direct instruction
* Project
* Case studies
* Field trips/site visits
* Group discussions
* Demonstration
* Practical
* Computer aided learning

**List of Recommended Resources for 25 trainees:**

* + Research tools and equipment
  + 5 Computers
  + Stationery
  + Standard Operating Procedures (SOPs)
  + 2 Projectors
  + 5 Flip charts
  + Charts with presentations of data
  + Internet
  + Relevant videos

# EPIDEMIOLOGY IN COMMUNITY HEALTH

**UNIT CODE: 0988 454 14A**

**UNIT DURATION: 120 Hours**

**Relationship to Occupational Standards**

The unit addresses the unit of competency: Epidemiology in community health.

**Unit Description**

The unit specifies the competencies required to apply epidemiology in community health. It involves conducting disease surveillance, carrying out population screening, monitoring disease occurrence and interpreting measures of risk. It also includes applying epidemiologic study designs, interpreting epidemiologic data analysis and utilizing epidemiology in community health.

**Summary of Learning Outcomes**

|  |  |  |
| --- | --- | --- |
|  | **Learning Outcomes** | **Duration in hours** |
| 1. | Conduct disease surveillance | **10** |
| 2. | Carry out population screening | **17** |
| 3. | Monitor disease occurrence | **18** |
| 4. | Interpret measures of risk | **17** |
| 5. | Apply epidemiologic study designs | **16** |
| 6. | Interpret epidemiologic data analysis | **18** |
| 7. | Utilize epidemiology data | **15** |
|  | **TOTAL** | **120 hours** |

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| * + - 1. Conduct disease surveillance | 1.0 introduction  Definition of terms   * + 1. Epidemiology     2. Disease surveillance     3. Frequency measures     4. Mortality     5. Epidemic     6. Endemic   1.1 Planning disease surveillance systems   * 1. Identification of data collection | * Written tests * Oral * Practical/Projects |

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| --- | --- | --- | --- | --- | --- | --- |
|  | Methods   |  | | --- | | * + 1. Observations | | * + 1. Interviews | | * + 1. Questionnaires | | * + 1. FDGs |  * 1. Carrying out disease surveillance   2. Preparing and disseminating of   disease surveillance report |  |
| * + - 1. Carry out population screening | * 1. Carrying out population screening needs assessment   2. Development of population screening plan   3. Carrying out population screening   4. Preparation and dissemination of population screening report | * Written tests * Oral * Practical/Projects |
| * + - 1. Monitor disease occurrence | * 1. Identification of disease progression   2. Notification of disease occurrences   3. Planning for disease surveillance   4. Planning Field surveillance | * Written tests * Oral * Practical/Projects |
| 4.Community disease surveillance | * 1. Determination of areas of health interest   2. Determination of Objectives of surveillancesystems   3. Preparation of Implementation of surveillance systems   4. Preparation of Disease surveillance resources.   5. Determination of Health information providers are determined   6. Dissemination of Disease surveillance report is disseminated   7. Dissemination of surveillance diseases report   8. Determination of Need of interventions   9. Determination of Health status and behaviour. | * Written tests * Oral * Practical/Projects |
| 5 Interpret measures of risk | * 1. Identifying risks factors      1. Behavioral Risk Factors      2. Environmental Risk Factors      3. Genetic and Biological Risk Factors      4. Social and Economic Risk Factors      5. Psychosocial and Mental Health Risk Factors   2. Determining measures of association      1. Relative risk ratio      2. Rate ratio      3. Odds ratio      4. Proportionate mortality ratio   3. Interpretation of relative risk and odds ratios   4. Determination of measures of association and performing calculations   5. Analysis and interpretation of statistical data   6. Preparation and dissemination   of reports | * Written tests * Oral * Practical/Projects |
| 6 Apply epidemiologic study designs | * 1. Identification of epidemiological research   2. Determination of different study designs and their usefulness      1. Experimental      2. Observational      3. Analytical      4. Descriptive   3. Application of analytical study designs in epidemiology research guidelines   4. Application of observational study designs   5. Identification of samples and | * Written tests * Oral * Practical/Projects |

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|  | collection of exposure status and outcome   * 1. Determination of diseases causes and their effects in human      1. Populations      2. Infectious Diseases      3. NCDs      4. Environmental and Occupational Diseases      5. Nutritional and Metabolic Disorders      6. Mental Health Disorders |  |
| 7 Interpret epidemiologic data analysis | * 1. Estimation of population parameters   2. Formulation and testing of data hypothesis   3. Data comparison and matching   4. Preparation and dissemination of data analysis report | * Written tests * Oral * Practical/Projects |
| 8 Utilize epidemiology data | * 1. Community health diagnosis   8.1.1 Steps in community health diagnosis   * 1. Prescription of appropriate treatment   2. Determination and control of community diseases   3. Determination of acceptable health   Interventions | * Written tests * Oral * Practical/Projects |

**Suggested Delivery Methods**

* + Direct instruction
  + Project
  + Case studies
  + Field trips/site visits
  + Group discussions
  + Demonstration
  + Practical
  + Computer aided learning

**Recommended Resources for 25 trainees**

* + 13 Computers
  + 5 Flip charts
  + Relevant manuals
  + Past publications on epidemiology
  + Analysis software