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**REPUBLIC OF KENYA**

**NATIONAL OCCUPATIONAL STANDARD**

**FOR**

**COMMUNITY HEALTH**

**KNQF LEVEL 6**

**PROGRAMME CODE: 0988 554A**

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# **FOREWORD**

Provision of quality education and training is fundamental to the Government’s overall strategy for socio-economic development. Quality education and training contribute to achievement focused on Kenya’s development blueprint and sustainable development goals.

Reforms in the education and training sector are necessary for the achievement of Kenya Vision 2030 and meeting the provisions the Constitution of Kenya 2010. Therefore, to align education and training to the Constitution resulted in formulation of the Policy Framework for Reforming Education and Training (Sessional Paper No. 1 of 2019). A key feature of this policy is the change in the design, delivery and assessment of TVET programs. The policy requires TVET training to be competency based, curriculum development be industry led, the mode of delivery that allows for multiple entry and exit and certification be based on demonstration of competence.

The reforms demand that Industry takes a leading role in curriculum development to ensure the curriculum addresses its competence needs.

The modularization of the Competency-Based Education and Training (CBET) curriculum is designed to break down training into short, examinable competency units that contribute to micro, partial, and full qualifications. This flexible, demand-driven approach facilitates the delivery of micro-credentials, making training programs more accessible and adaptable to the diverse needs of learners.

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

**PRINCIPAL SECRETARY**

**STATE DEPARTMENT FOR TVET**

**MINISTRY OF EDUCATION**

# **PREFACE**

Kenya Vision 2030 aims to transform the country into a newly industrialized, middle-income nation providing quality life to all its citizens by the year 2030. Kenya intends to create a globally competent, competitive and adaptive human resource base to meet the requirements of a rapidly technological changes and industry demands as well as to meet the needs of life-long learning. TVET is charged with the responsibility of facilitating the process of acquisition of the competencies and worker behaviour necessary for transforming the nation to a globally competitive country. To address the mismatch between skills acquired through training and skills needed by industry and increase the global competitiveness of Kenyan labour force achieve it was necessary to have a paradigm shift by embracing Competency Based Education and Training (CBET).

This Occupational Standard has been developed in adherence to the Kenya National Qualification Framework and CBETA standards and guidelines. The occupational standard is designed and organized into elements and performance criteria, with critical learning aspects; training/learning resources and methods of assessing the trainee’s achievement. The occupational standard is competency-based and allows multiple entry and exit to the course.

I am grateful to the Council Members, Council Secretariat, NSSC, Community Health trainers, expert workers and all those who participated in the development of this occupational standard.

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# **ACKNOWLEDGEMENTS**

This modularized occupational standard 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 occupational standard, significant involvement and support was received from industry and various organizations.

I appreciate National Sector Skills Committee who enabled the development of this curriculum. I recognize with appreciation the role of the SSC in ensuring that competencies required by the industry are addressed in this curriculum.

I also thank all stakeholders in the Health sector for their valuable input and all those who participated in the process of developing this occupational standard.

I am convinced that this occupational standard will go a long way in ensuring that workers in Health Sector will acquire competencies that will enable them to perform their work more efficiently.

# **ACRONYMS**

AIDS: Acquired immunodeficiency disease syndrome

ANC: Antenatal Clinic

ARV: Antiretroviral

CBET: Competency-Based Education and Training

CHIS: Community Health Information System

CPR: Cardiopulmonary resuscitation

DVT: Deep Vein Thrombosis

EHR: Electronic Health Record System

EMCA: Environmental Management Co-ordination Act EMS: Environmental Management Systems

FDG: Fluorodeoxyglucose

HIS: Hospital Information System

HIV: Human immunodeficiency Virus

HMIS: Health Management Information System

ICCM: Conduct integrated community case management

ICT: Information communication technology

IPC: Infection Prevention and Control

KHIS: Kenya Health Information System

LIS: Laboratory Information System

LLITNs: Long-Lasting Insecticide Treated Nets

MPDSR: Maternal and Perinatal Death Surveillance and Response

MUAC: Mid-upper arm Circumference

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

SWOT: Strength, weakness, opportunities, and threats

TVET: Technical and Vocational Education and Training

UHC: Universal Health coverage

# **KEY TO ISCED UNIT CODE**



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**OCCUPATIONAL STANDARD OVERVIEW**

The Community Health Level 6 Curriculum consist of competencies that an individual must have to manage community health information system, promote maternal, newborn and child health care, conduct community health promotion services, conduct community health services strategies, conduct community health linkages, conduct community-based healthcare, monitor gender, disability and vulnerable groups , carrying out community health diagnosis and partnership. It also includes applying health system management, applying basic statistics in community health, applying fundamentals of primary health care and coordinating geriatric care.

**SUMMARY OF UNITS OF COMPETENCY**.

|  |  |
| --- | --- |
| **Unit Code** | **Unit Title** |
| **0611 551 01A** | Apply Digital Literacy |
| **0988 554 02A** | Apply Nutrition in community health |
| **0988 554 03A** | Manage Community Health Information System |
| **0988 554 04A** | Promote Maternal, Newborn and Child Health Care |

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| **Unit Code** | **Unit Title** |
| **0031 554 05A** | Apply Communication Skills |
| **0988 554 06A** | Apply Microbiology and Parasitology |
| **0988 554 07A** | Conduct Community Health Promotion Services |
| **0988 554 08A** | Conduct Community Health Services Strategies |

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| --- | --- |
| **Unit Code** | **Unit Title** |
| **0417 554 09A** | Apply Work Ethics and Practices |
| **0988 554 10A** | Apply Human Anatomy and Physiology |
| **0988 554 11A** | Conduct Community Health linkages |
| **0988 554 12A** | Conduct Community-based Health care |

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| --- | --- |
| **Unit Code** | **Unit Title** |
| **0413 554 13A** | Apply Entrepreneurial Skills |
| **0988 554 14A** | Apply Epidemiology in Community Health |
| **0988 554 15A** | Monitor Gender, Disability, and Vulnerable Groups |
| **0988 554 16A** | Carry Out Community Health Diagnosis and Partnership |

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| --- | --- |
| **Unit Code** | **Unit Title** |
| **0988 554 17A** | Manage Common Diseases and Ailments |
| **0988 554 18A** | Provide First Aid Services |
| **0988 554 19A** | Manage Community Health Care |
| **0988 554 20A** | Apply Health System Management |
| **0988 554 21A** | Apply Basic Statistics in Community Health |

|  |  |
| --- | --- |
| **UNIT CODE** | **UNIT NAME** |
| **0988 554 22A** | Apply Community Health Research |
| **0988 554 23A** | Monitor And Evaluate Community Health programs |
| **0988 554 24A** | Manage Environmental Health |
| **0988 554 25A** | Apply Fundamentals of Primary Health Care |
| **0988 554 26A** | Coordinate Geriatric care |

**APPLY DIGITAL LITERACY**

**UNIT CODE: 0611 551 01A**

**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 cyber security skills, performing online jobs and applying job entry techniques.

**ELEMENTS AND PERFORMANCE CRITERIA**

| **ELEMENT**  These describe the key outcomes that make up workplace functions | **PERFORMANCE CRITERIA**  These are assessable statements which specify the required level of performance for each of the elements  ***(Bold and italicized terms are elaborated in the range)*** |
| --- | --- |
| 1. Operate computer devices | * 1. C***omputer device*** usage is determined as per workplace requirements.   2. ***Computer hardware*** is identified according to job requirements.   3. ***Computer software*** is identified according to workplace requirements.   4. Computer devices are turned on or off as per the correct workplace procedure.   5. ***Mouse techniques*** are applied in solving tasks as per workplace requirements.   6. Keyboardtechniques are applied in solving tasks as per workplace requirements.   7. Computer files and folders are created and managed as per workplace requirements.   8. ***Internet connection option***s are identified and applied in connecting computer devices to the Internet.   9. ***External devices*** are identified and connected to the computer devices as per the job requirement. |
| 1. Solve tasks using office suite | 1. ***Word processing concepts***are applied in solving workplace tasks as per job requirements. 2. Worksheet data is entered and prepared in accordance with work procedure. 3. Worksheet data is built and edited in accordance with workplace procedures. 4. ***Data manipulation*** on a worksheet is undertaken in accordance with work requirements. 5. Worksheets are saved and printed in accordance with job requirements. 6. ***Electronic presentation concepts***are applied in solving workplace tasks as per job requirements. |
| 1. Manage data and information | * 1. Office ***internet services*** are identified and applied in accordance with office procedures.   2. ***Internet access applications*** are determined in accordance with office operation procedures.   3. Internet search is performed as per job requirements.   4. Online digital content is downloaded in accordance with workplace requirements.   5. Digital content is identified and backed up in accordance with workplace procedures. |
| 1. Perform online communication and collaboration | * 1. Netiquette principles are observed as per work requirements.   2. Electronic mail communication is executed in accordance with work procedure.   3. Digital content copyright and licenses are identified and applied according to workplace policies and regulatory requirements.   4. ***Online*** ***collaboration tools*** are applied in accordance with workplace policies and regulatory requirements. |
| 1. Apply cybersecurity skills | * 1. ***Data protection*** and ***privacy*** is classified in accordance with workplace policies and regulatory requirements.   2. ***Internet security threats*** are identified as per workplace policies and regulatory requirements.   3. Computer threats and crimes are detected in accordance to Information Management security guideline.   4. ***Cybersecurity control measures*** are applied in accordance with workplace policies and regulatory requirements. |
| 1. Perform online jobs | * 1. ***Online job platforms*** are identified as per the job requirements.   2. Online accounts and profiles are created in accordance with the work requirements.   3. Online jobs are identified according to the bidder’s skillset.   4. Online digital identity is managed according to industry best practices.   5. Online job bidding is done as per the specific job requirements.   6. Online tasks are executed according to the job requirements.   7. Personal online payment account is managed in accordance with financial regulations. |
| 1. Apply job entry techniques | * 1. ***Job opportunities*** are sought based on competencies.   2. A winning resume/CV is developed as per job advertisement.   3. An application/cover letter is developed based on the job advertisement.   4. ***Certificates and testimonials*** are organized as per resume.   5. ***Interview skills*** are demonstrated as per job advertisement. |

**RANGE**

This section provides a work environment and conditions to which the performance criteria apply. It allows for a different work environment and situations that will affect performance.

| **Variable** | **Range** |
| --- | --- |
| 1. ***Computer devices*** may include but are not limited to: | * Desktops * Laptops * Smartphones * Tablets * Smartwatches |
| 1. ***Computer hardware*** may include but are not limited to: | * The System Unit E.g. Motherboard, CPU, casing, * Input Devices e.g. Pointing, keying, scanning, voice/speech recognition, direct data capture devices. * Output Devices e.g. hardcopy output and softcopy output * Storage Devices e.g. main memory e.g. RAM, secondary storage (Solid state devices, Hard Drives, CDs & DVDs, Memory cards, Flash drives * Computer Ports e.g. HDMI, DVI, VGA, USB type C etc. |
| 1. ***Computer software*** may include but are not limited to: | * System software e.g. Operating System (Windows, Macintosh, Linux, Android, iOS) * Application Software e.g. Word Processors, Spreadsheets, Presentations etc. * Utility Software e.g. Antivirus programs |
| 1. ***External devices*** may include but are not limited to: | * Printers * Projectors * Smart Boards * Speakers * External storage drives * Digital/Smart TVs |
| 1. ***Word processing concepts*** may include but are not limited to: | * Creating word documents * Editing word documents * Formatting word documents * Saving word documents * Printing word documents |
| 1. ***Mouse techniques*** may include but are not limited to: | * Clicking * Double-clicking * Right-clicking * Drag and drop |
| 1. ***Internet connection*** options may include but are not limited to: | * Mobile Networks/Data Plans * Wireless Hotspots * Cabled (Ethernet/Fiber) * Dial-Up * Satellite * ISDN (Integrated Services Digital Network) |
| 1. ***Data manipulation*** may include but are not limited to: | * Use of formulae * Use of functions * Sorting * Filtering * Visual representation using charts |
| 1. ***Electronic presentation concepts*** may include but are not limited to: | * Creating slides * Editing slides * Formatting slides * Applying slide effects and transitions * Creating and playing slideshows * Saving presentations * Printing slides and handouts |
| 1. ***Internet services*** may include but are not limited to: | * Communication Services * Information Retrieval Services * File Transfer * World Wide Web Services * Web Services * Directory Services * Automatic Network Address Configuration * News Group * Ecommerce |
| 1. ***Internet access applications/software*** may include but are not limited to: | * Browsers * Email Apps * eCommerce Apps |
| 1. ***Online collaboration tools*** may include but are not limited to: | * Online Storage * Online productivity applications * Online meetings, * Online learning environments, * Online calendars * Social networks |
| 1. ***Data protection and privacy*** may include but not limited to: | * Confidentiality of data/information * Integrity of data/information * Availability of data/information |
| 1. ***Internet security threats*** may include but not limited to: | * Malware attacks * Social engineering attacks * Software supply chain attacks * Advanced persistent threats (APT) * Distributed denial of service (DDoS) * Man-in-the-middle attack (MitM) * Password attacks * IoT Attacks * [Phishing Attacks](https://onlinedegrees.sandiego.edu/top-cyber-security-threats/#phishing-attacks) * [Ransomware](https://onlinedegrees.sandiego.edu/top-cyber-security-threats/#ransomware) |
| 1. ***Security threats control measures*** may include but not limited to: | * Counter measures against cyber terrorism * Physical Controls * Technical/Logical Controls * Operational Controls |
| 1. ***Online job platforms*** may include but are not limited to: | * Remotask * Data annotation.tech * Cloudworker * Upwork * Oneforma * Appen |
| 1. ***Job opportunities*** may include but not limited to: | * Self-employment * Service provision * product development * salaried employment |
| 1. ***Certificates and testimonials*** may include but not limited to: | * Academic credentials * Letters of previous employments/ services rendered * Letters of commendation * Certifications of participation * Awards |
| 1. ***Interview skills*** may include but not limited to: | * Listening skills * Grooming * Language command * Articulation of issues * Body language * Time management * Honesty * Generally knowledgeable in current affairs and technical area |

**REQUIRED KNOWLEDGE AND SKILLS**

This section describes the knowledge and skills required for this unit of competency.

**Required knowledge**

The individual needs to demonstrate knowledge of:

* Computer Hardware and Software Concepts
* Computer Security Concepts (Data security and privacy)
* Cyber security threats and control measures
* Understanding Computer Crimes
* Detection and protection against computer crimes
* Laws governing protection of ICT in Kenya
* Digital Identity Management
* Netiquette Principles
* Fundamentals of Copyright and Licenses
* Word processing;
* Functions and concepts of word processing;
* Documents and tables creation and manipulations;
* Document editing;
* Document formatting;
* Word processing utilities
* Spreadsheets;
* Meaning, types and importance of spreadsheets;
* Components of spreadsheets;
* Functions, formulae, and charts, uses and layout;
* Data formulation, manipulation and application to cells;
* Editing & formatting spreadsheets;
* Presentation Packages;
* Types of presentation Packages.
* Creating, formulating, running, editing, printing and presenting slides and handouts
* Networking and Internet;
* Internet connectivity.
* Browser and digital content management;
* Managing data, information, and digital content
* Electronic mail and World Wide Web
* Fundamentals of Online Working;
* Online Profile Management;
* e-Portfolio Management;
* Online Jobs Bidding;
* Online Payment Systems;
* Job entry techniques
* Job searching sites
* Interview preparation skills
* Interview handling

**Required skills**

The individual needs to demonstrate the following skills:

* Active listening
* Keyboard Skills
* Mouse Skills
* Analytical skills
* Creativity
* Interpretation Skills
* Communication
* Spreadsheet operations (applying fundamental operations such as addition, subtraction, division and multiplication)
* Computer Use Safety Skills
* Document Editing Skills
* Document Formatting Skills
* Document Printing Skills
* Netiquette Skills
* Internet Browsing Skills
* Problem Solving Skills
* Online Collaboration Skills
* Cybersecurity Skills
* CV writing
* grooming

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge, and skills range.

|  |  |
| --- | --- |
| 1. Critical aspects of competency | Assessment requires evidence that the candidate:   * 1. Operated computer devices as per workplace policies and regulations.   2. Solved tasks using the office suite as per workplace policies and regulations.   3. Manage data and information as per workplace policies and regulations.   4. Performed online communication and collaboration as per workplace policies and regulations.   5. Applied cybersecurity skills in accordance with workplace policies and regulations.   6. Executed online tasks according to the job requirements.   7. Searched for job opportunity based on competencies.   8. Prepared job requirement documentations based on job opportunity.   9. Demonstrated interview skills based on the job opportunity. |
| 1. Resource implications | The following resources should be provided:   * 1. Appropriately simulated environment where assessment can take place.   2. Access to relevant work environments where assessment can take place.   3. Resources relevant to the proposed activities or task. |
| 1. Methods of assessment | Competency in this unit may be assessed through:   1. Practical 2. Portfolio of Evidence 3. Written assessment 4. Oral assessment 5. Third party report |
| 1. Context of assessment | Competency may be assessed in a workplace or in a simulated workplace environment |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector and workplace job role is recommended. |

# **APPLY NUTRITION IN COMMUNITY HEALTH**

**UNIT CODE:** **0988 554 02A**

**UNIT DESCRIPTION**

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

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the key outcomes which make up workplace functions | **PERFORMANCE CRITERIA**  These are assessable statements which specify the required level of performance for each of the elements  ***(Bold and italicized terms are elaborated in the range)*** |
| 1. Carry out community nutrition assessment | * 1. Baseline data is collected on target population as standard criteria   2. Community nutrition assessment plan is developed resources are mobilized   3. Community nutrition assessment is carried out as per the standard nutrition assessment methods   4. Documentation of the assessment findings is done   5. Referral and linkages are done as per assessment findings |
| 1. Carry out community nutrition intervention | 2.1 community advocacy and social mobilization is carried out  2.2 planning is done as per available resources  2.3 ***Intervention measures*** are carried out as per the plan   * 1. Report writing and dissemination |
| 1. Conduct community nutrition monitoring and evaluation | 3.1 planning for nutrition monitoring and evaluation is done as per available resources  3.2 nutrition and evaluation are carried out in the community as per the nutrition care process  3.3 Documentation of the monitoring and evaluation is done  3.4Nutrition in human development is determined according to health standards  3.5 Vulnerable groups in nutrition are identified based on health procedures  3.6. Nutritional conditions are identified and managed according to health guidelines |
| 1. Assess food nutrition and security | * 1. Importance of food security and nutrition is identified based on health guidelines   2. Indicators and ***levels of food security*** are established according to health standards   3. ***Determinants of food security*** are identified as per health guidelines   4. ***Food security interventions*** are developed based on health needs   5. Roles of stakeholders in food security are identified according to health requirements   6. Emerging issues and trends in food and nutrition security is identified based on health procedures |
| 1. Apply nutrition in disease management | * 1. ***Nutrition related conditions*** are identified and assessed according to public health guidelines   2. Therapeutic nutrition requirements are determined, calculated and provided for based on health standard procedures   3. Stages of ***nutrition care process*** are identified based on disease management protocols   4. Nutrition management in ***chronic diseases*** is undertaken according to health standards |

**RANGE**

This section provides work environment and conditions to which the performance criteria apply. It allows for different work environment and situations that will affect performance.

|  |  |
| --- | --- |
| **Variable** | **Range** |
| 1.Human body systems may include but are not limited to: | * Circulatory system * Lymphatic/Immune * Endocrine * Urinary/Renal * Respiratory * Reproductive * Nervous * Integumentary * Skeletal * Muscular * Digestive |
| 2 ***Emerging diseases*** may include but are not limited to: | * Covid 19 * Cancer * Autoimmune diseases * Mental illness * HIV/AIDS |
| 3.***Common diseases*** may include but are not limited to: | * Communicable * Non-communicable |

**REQUIRED KNOWLEDGE AND SKILLS**

This section describes the knowledge and skills required for this unit of competency.

**Required knowledge**

The individual needs to demonstrate knowledge of:

* Primary health care
* Homeostasis
* Human body systems
* Disorders of human body systems

**Required skills**

The individual needs to demonstrate the following skills: :

* Communication
* Computer
* Basic research
* Critical thinking
* Monitoring
* Time management
* Coordination
* Problem solving
* Decision making
* Organization
* Analytical
* Interpersonal

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills range.

|  |  |
| --- | --- |
| 1. Critical Aspects of Competency | Assessment requires evidence that the candidate:   * 1. Categorized human body systems   2. Identified the structure and functions of the human body systems   3. Identified disorders in human body systems   4. Applied human anatomy and physiology in primary health care   5. Demonstrated understanding of human anatomy and physiology |
| 1. Resource Implications | The following resources should be provided:   * 1. Workstation   2. Reporting tools   3. Stationary   4. Finance |
| 1. Methods of Assessment | Competency in this unit may be assessed through:   * 1. Oral   2. Written   3. Observation   4. Case study   5. Third party report |
| 1. Context of Assessment | Competency may be assessed in a workplace or in a simulated workplace environment |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector and workplace job role is recommended. |

# **MANAGE COMMUNITY HEALTH INFORMATION SYSTEMS**

**UNIT CODE: 0988 554 03A**

**UNIT DESCRIPTION**

This unit specifies the competencies required to manage community health information systems**.** It involves carrying 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.

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the **key outcomes** which make up workplace function (to be stated in active) | **PERFORMANCE CRITERIA**  These are **assessable statements** which specify the required level of performance for each of the elements (to be stated in passive voice)  ***Bold and italicized terms*** ***are elaborated in the Range*** |
| 1. Carry out CHIS training | * 1. CHIS training needs are identified based on community health guidelines   2. Training materials are prepared according to community health guidelines   3. CHIS tools are identified based on community health guidelines   4. Distributed CHIS training materials based on community health guidelines   5. Community Health promoters are trained on CHIS as per the community health guidelines   6. CHIS training report is disseminated as per SOPs   7. CHIS Training impact is evaluated according to community health guidelines   8. Support supervision is carried out in accordance with community health guidelines |
| 1. Prepare Community Health Information Systems performance assessment | * 1. Existing community health information systems are obtained from ***CHIS management*** in accordance with CHIS guidelines   2. Methods of CHIS performance data collection is determined based on standard procedures and requirements bn   3. CHIS performance report is prepared according to the analysis results   4. ***Required resources*** are determined based on CHIS assessment procedures |
| 1. Carry out CHIS performance assessment | * 1. Data collection resources are distributed based on CHIS assessment requirements   2. Data on health indicators is collected, organized and analyzed according to data analysis procedures   3. CHIS assessment report is prepared and disseminated based on CHIS management procedures   4. CHIS needs are identified based on analysis report   5. CHIS improvement areas are determined according to CHIS needs |
| 1. Utilize community health information systems | * 1. CHIS data is analyzed as per CHIS guidelines   2. CHIS report is disseminated as per CHIS SOPs   3. CHIS reviews are undertaken according to CHIS standard guidelines   4. CHIS capacity building to manage health information system according to health management practices |
| 1. Generate master community unit list information | * 1. Population to be served is determined based on community health management procedures   2. Community health listing unit is linked to the health facility   3. Community health listing unit is linked to Kenya Master Facility Listing register according to standard procedures   4. Reviews and updates are undertaken according to standard guidelines |

**RANGE**

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

|  |  |
| --- | --- |
| **VARIABLE** | **RANGE** |
| ***1. CHIS management*** may include but are not limited to: | * Tools * Tablets * Mobile phones * Computer * Camera * CHIS management tools * MOH 100 * MOH 513 * MOH 514 * MOH 515 * MOH 516 Chalk board * MOH 648 * MOH 748 * Community health unit support supervision checklist * Community health treatment tracking register * Kenya Health Information System (KHIS) * Kenya Master Facility Health Listing website |
| ***2.Required resources*** may include but are not limited to: | * Finance * Materials   + Stationery   + Questionnaires * Finances * Human Resource |

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Required Skills**

The individual needs to demonstrate the following skills:

* Leadership
* ICT
* Computer
* Basic management skills
* Communication
* Basic research and analytical skills
* Coordination
* Problem solving
* Critical thinking
* Interpersonal
* Monitoring
* Evaluation
* Report writing

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* Primary health-care information
* ICT
* Health Information Management Systems
* Sources and uses of health information
* Health Information Systems
* Master Listing Unit
* Functions of Health Information System
* Data collection and analysis
* Health data management tools
* Assessment of performance
* Health facility reporting

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| 1. Critical aspects of competency | Assessment requires evidence that the candidate:   * 1. Identified CHIS training needs, tools and training materials based on community health guidelines   2. Identified the existing community health information systems obtained from CHIS management   3. Determined the methods of CHIS performance data collection based on the standard procedures and requirements   4. Categorized the various data collection resources distributed based on HIS assessment requirements   5. Analyzed data as per CHIS guidelines and disseminated a CHIS training report per CHIS SOPs   6. Determined the population to be served based on community health management procedure   7. Linked the heath facility to te community health listing unit |
| 2.Resource implication | The following resources should be provided:   * 1. Workstation   2. Reporting tools   3. Stationary   4. Finance |
| 3.Methods of assessment | Competency in this unit may be assessed through:   * 1. Oral   2. Written   3. Observation   4. Case study   5. Third party report |
| 4. Context of assessment | Competency may be assessed individually in the actual workplace or through a simulated work place setting. |
| 5. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

# **PROMOTE MATERNAL, NEWBORN AND CHILD HEALTH CARE**

**UNIT CODE: 0988 554 04A**

**UNIT DESCRIPTION**

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

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the **key outcomes** which make up workplace function (to be stated in active) | **PERFORMANCE CRITERIA**  These are **assessable statements** which specify the required level of performance for each of the elements (to be stated in passive voice)  ***Bold and italicized terms*** ***are elaborated in the Range*** |
| 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*** identified and referred according to MOH standards   4. Pregnant mothers followed up after visiting health facility   5. ***Antenatal care visits*** are monitored according MOH standards   6. Health education provided according to community health guidelines   7. ***Nutritional assessment*** conducted according to MOH standards protocols   8. ***Individual birth plan*** prepared according to set MOH standards |
| 1. Coordinate PNC services | * 1. ***Postnatal*** mothers mapped according to MOH guidelines   2. Postnatal mothers linked to the health facility as per MOH set criteria   3. ***Postnatal complications*** assessed and referred according to MOH standards   4. Postnatal mothers followed up after visiting health facility   5. ***Psychosocial support services*** provided according to MOH standards   6. Health education provided according to MOH standards   7. Postnatal ***nutritional assessment*** conducted according to MOH standards   8. ***Nurturing care*** provided according to MOH standards |
| 1. Create demand for family planning services | * 1. ***Family planning methods*** identified as per MOH guidelines   2. Family planning health education provided according to MOH set standards   3. ***Family planning misinformation*** demystified according to MOH set guidelines   4. Family planning referral done according to individual needs   5. Family planning methods provided according to MOH eligibility criteria   6. Clients followed up according to MOH set standards |
| 1. Create demand for immunization services | * 1. Children under five years mapped according to MOH standards   2. Children under five years linked to the health facility as per MOH guidelines   3. ***Child immunization schedules*** identified according to KEPI   4. ***Adverse Effects Following Immunization*** identified and referred according to MOH standards   5. Children under five years followed up after visiting health facility   6. Health education provided according to MOH set standards   7. Children under five years ***nutritional assessment and supplementation*** conducted according to MOH set standards   8. ***Growth monitoring*** done as per MOH guidelines   9. ***Child developmental milestones*** assessed according to MOH protocols |
| 1. Conduct Community MPDSR | * 1. **Community MPDSR committee** formed and trained according to MOH standards   2. ***MPDSR reporting tools*** determined according to community health guidelines   3. C***auses of maternal and perinatal*** deaths determined as per MOH standards   4. ***Maternal and perinatal death notification*** conducted according to MOH protocols   5. ***Community Verbal autopsy*** conducted according to MOH protocols   6. ***Community Verbal autopsy*** outcome documented and reported according to MOH protocols   7. Community Verbal autopsy feedback provided according to MOH protocols |

**RANGE**

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

|  |  |
| --- | --- |
| **VARIABLE** | **RANGE** |
| 1.Pregnancy danger signs services may include but are not limited to: | * Vaginal bleeding. * Convulsions/fits. * Severe headaches with blurred vision. * Fever and too weak to get out of bed. * Severe abdominal pain. * Fast or difficult breathing |
| 2.Antenatal care visits may include but are not limited to: | * The first trimester * Visit during the 6 months of pregnancy * Between seven and nine months |
| 3.Nutritional assessment may include but are not limited to: | * Protein * Iron * Folic acid * Iodine * Choline. * Calcium * Vitamin D * Potassium * Fiber. |
| 4.Individual birth plan may include but are not limited to: | * What position you want to give birth * What pain relief you prefer * Who you would like to be with you at the birth * Facility * Transport logistics * Method of delivery |
| 5.Postnatal may include but are not limited to: | * Examination and observation of the woman and her baby * Screening * Support for infant feeding * Ongoing provision of information like HIV |
| 6.Postnatal complications may include but are not limited to: | * Postpartum infections, most often in the urinary tract and uterus. * Excessive bleeding after delivery. * Postpartum depression and/or “baby blues” * Sleep deprivation. * Breast and breastfeeding problems, such as swollen breasts, mastitis or clogged milk ducts |
| 7.Psychosocial support services may include but are not limited to: | * Psycho-education * Health education * Active listening * Life and vocational skills activities * Creative activities, sports and physical activities. * Restoring family links. * Child friendly spaces. * Supporting memorials and traditional burials. * Support and self-help groups * Emotional. * Mental. * Physical * Social. |
| 8.Nurturing care may include but are not limited to: | * Good health * Adequate nutrition * Safety and security * Responsive caregiving * Opportunities for learning |
| 9.Family planning methods may include but are not limited to: | * Oral contraceptive pills * Implants * Injectables * Patches * Vaginal rings * Intra uterine devices * Condoms * Male and female sterilization * Lactational amenorrhea methods * Withdrawal * Fertility awareness-based methods |
| 10.Family planning misinformation may include but are not limited to: | * Obesity * Weight loss * Increasing susceptibility in falling sick * When you do family planning and at a point you stop and want to have a child it becomes impossible |
| 11.Child immunization schedules may include but are not limited to: | * Birth * weeks * 10 weeks * 14Weeks * Months * Months * 12 Months * 12 – 15 Months * 15 Months * 16 – 18 Months * 18 – 19 Months * – 6 years * 10 – 12 Years * 2nd, 3rd, 4th and 5th Year |
| 12.Adverse Effects Following Immunization may include but are not limited to: | * Injections site pain * Redness or swelling * Systemic reactions include * Fever * Headache * Body aches * Fatigue |
| 13.nutritional assessment and supplementation may include but are not limited to: | * Levels of B vitamins * Thiamine * Riboflavin * Niacin * Pyridoxine * Folic acid * B12 * Vitamins A, C, D, E, and K * Iron * Zinc * Selenium * Homocysteine |
| 1. Growth monitoring | * + Measuring a child's weight and length or height   + Comparing these measurements to growth standards   + Determinants of growth and development   + Assessment of nutritional status   + Uses of growth chart   + Weight   + Mid upper arm circumference   + Body fat   + Head and chest circumference   + Behavioral development |
| 1. Child developmental milestones | * + Social/Emotional   + Language/Communication   + Cognitive   + Movement/Physical |
| 16.Community MPDSR committee | * + Phcs   + Community committee |
| 17.MPDSR reporting tools | * The health workers support only MDSR * The health workers support only PDSR * The health workers support MDSR and PDSR |
| 18.Causes of maternal and perinatal deaths | * Hemorrhage, mostly postpartum hemorrhage * Hypertensive disorders, including preeclampsia * Abortion, including induced abortion, miscarriage, and ectopic pregnancy * Complications of delivery * Obstructed labor * Sepsis * Pulmonary embolism * Preexisting medical conditions |
| 17.Maternal and perinatal death notification | * Identifying a maternal death * Report through the MDSR system. * Verbal autopsy done. * To review the information * Make recommendations * Enacts those recommendations. * Monitor the effect of the response |
| 18.Community Verbal autopsy | * Section 1: Details for Respondent and Deceased * Section 2: Neonatal Death * Section 3: Written narrative in local language |

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Required Skills**

The individual needs to demonstrate the following skills:

* Leadership
* Counselling
* Interviewing
* Computer
* Observation
* Stress management
* Diagnostic
* Analytical
* Communication
* Report writing
* Advocacy
* Training
* Critical thinking
* Problem solving
* Monitoring
* Evaluation

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* nutrition
* family planning
* maternal child health
* immunization and vaccination
* KEPHI packages
* ANC services
* PNC services
* Causes of maternal and perinatal deaths
* HIV Testing and counselling
* Community Verbal autopsy
* MPDSR reporting tools
* Growth monitoring
* Impact of HIV and AIDS on the pregnant mother and child
* Management of opportunistic diseases
* Mental health and psychosocial support management
* Maternal and perinatal death notification
* Referrals and procedures
* Pregnancy danger signs
* Psychosocial support services
* Monitoring and control procedures

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| 1. Critical Aspects of Competency | Assessment requires evidence that the candidate:   * 1. Mapped Pregnant mothers and linked them to health facility according to MOH standards   2. Identified and referred Pregnancy danger signs according to MOH standards and made a follow-up after visiting health facility   3. Monitored Antenatal care visits according MOH standards   4. Conducted Nutritional assessment according to MOH standards protocols   5. Prepared Individual birth plan according to set MOH standards Initiated and implemented disease control programs   6. Coordinated PNC services   7. Created demand for immunization services   8. Conducted Community MPDSR |
| 1. Resource Implications | The following resources should be provided:   * 1. A functional and active community-based health care unit   2. Stationery   3. Computer   4. Training manuals |
| 1. Methods of Assessment | Competency in this unit may be assessed through:   * 1. Oral   2. Written tests   3. Observation   4. Case study   5. Third party report |
| 1. Context of Assessment | Competency may be assessed on the job, off the job or a combination of these. Off the job assessment must be undertaken in a closely simulated workplace environment. |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

# **APPLY COMMUNICATION SKILLS**

**UNIT CODE: 0031 551 05A**

**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.

**ELEMENTS AND PERFORMANCE CRITERIA**

| **ELEMENT**  These describe the key outcomes that make up workplace function | **PERFORMANCE CRITERIA**  These are assessable statements that specify the required level of performance for each of the elements.  ***Bold and italicized terms are elaborated in the Range*** |
| --- | --- |
| 1. Apply communication channels | 1. Specific communication channels are identified and applied based on workplace requirements. 2. Challenges are identified and addressed as per organization’s operational standards. 3. Communication channels are evaluated to meet workplace needs. |
| 1. Apply written communication skills | * 1. Types of written communication are identified and applied according to the workplace requirements.   2. Written communication needs are identified and implemented according to workplace procedures.   3. Written communication guideline. are analyzed, evaluated, and revised based on workplace needs. |
| 1. Apply non-verbal communication skills | 3.1 Existing non-verbal communication techniques are identified and applied based on organization policy.  3.2 Non-verbal communication techniques are articulated and modeled to enhance inclusivity according to workplace requirements. |
| 1. Apply oral communication skills | 4.1 Types of oral communication are identified and established as per organization policy.  4.2 Pathways of oral communication are identified and established as per organization policy.  4.3 Pathways of oral communication are reviewed according to organization procedures.  4.4 Pathways of oral communication are maintained according to the organization standards. |
| 1. Apply group communication skills | 1. Group communication strategies are appliedbased on the workplace needs. 2. Groups are organized in accordance with workplace procedures. 3. Effective questioning, listening and non-verbal communication techniques are used as per needs.   5.4 Group communication challenges are identified and addressed according to the workplace needs. |

**RANGE**

This section provides the work environment and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

| **Variable** | **Range** |
| --- | --- |
| 1. ***Communication strategies*** may include but are not limited to: | * Language switch * Comprehension check * Repetition * Asking confirmation * Paraphrasing * Clarification request * Translation * Restructuring * Generalization |
| 1. ***Effective group interaction*** may include but not limited to: | * Identifying and evaluating what is occurring within an interaction in a non-judgmental way. * Using active listening. * Making decision about appropriate words, behavior. * Putting together response which is culturally appropriate. * Expressing an individual perspective. * Expressing own philosophy, ideology and background and exploring impact with relevance to communication |
| 1. ***Situations*** may include but are not limited to: | * Establishing rapport * Eliciting facts and information * Facilitating resolution of issues * Developing action plans |

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* Communication process
* Dynamics of groups
* Styles of group leadership
* Key elements of communications strategy
* Principles of effective communication
* Turn-taking techniques
* Conflict resolution techniques
* Work planning
* Work organization
* Company policies
* Company operations and procedure standards
* Fundamental rights at the workplace
* Personal hygiene
* Accountability
* Workplace problems and how to deal with them

**Required Skills**

The individual needs to demonstrate the following skills:

* Active listening
* Interpretation
* Negotiation
* Writing
* Oral skills
* Creative thinking
* Critical thinking
* Decision making
* Analytical
* Innovation
* Conflict skills
* Leadership
* Problem solving skills
* Management
* Organizational
* Teamwork

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills, knowledge, and range.

|  |  |
| --- | --- |
| 1. Critical aspects of Competency. | Assessment requires evidence that the candidate:   * 1. Identified and applied specific communication channels based on workplace requirements.   2. Identified and applied specific written communication correspondence according to the workplace requirements.   3. Applied and developed non-verbal strategies to communicate in all areas of the workplace requirements.   4. Established pathways of oral communication as per work procedure.   5. Applied group communication strategies based on workplace needs. |
| 1. Resource Implications | The following resources should be provided:   1. Access to relevant workplace where assessment can take place. 2. Appropriately simulated environment where assessment can take place. 3. Resources relevant to the proposed activity or tasks. |
| 1. Methods of Assessment | Competency in this unit may be assessed through:   1. Practical 2. Portfolio of Evidence 3. Written assessment 4. Oral assessment 5. Third party report |
| 1. Context of Assessment | Competency may be assessed in a workplace or in a simulated workplace environment |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

# **APPLY** **MICROBIOLOGY AND PARASITOLOGY**

**UNIT CODE: 0988 554 06A**

**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, identifying microbes and parasite life cycle stages, identifying microbial and parasitic diseases and applying parasitology and microbiology in disease prevention and control.

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the key outcomes which make up workplace functions | **PERFORMANCE CRITERIA**  These are assessable statements which specify the required level of performance for each of the elements  ***(Bold and italicized terms are elaborated in the range)*** |
| 1. Identify common parasites and microbes | * 1. ***Parasites and microbe’s*** ***hosts*** are identified according to their unique characteristics   2. Microbes and parasites are examined as per the laboratory SOPs   3. Microbes and parasites are differentiated as per ***morphological features***   4. ***Parasites and microbes*** are classified based on morphological features   5. Observable morphological features are recorded as per laboratory SOPs |
| 1. Identify microbes and parasites life cycle stages | * 1. Sites of parasites and microbes are identified based on host characteristics   2. ***Conditions of microbial growth*** are determined according to type of microbes   3. Phases of microbial and parasitic growth are identified as per the type of parasites and microbes |
| 1. Identify microbial and parasitic diseases | * 1. Signs and symptoms of communicable diseases are identified according to the type of microbes and parasites   2. Disease-causing organisms are identified according to signs and symptoms   3. ***Mode of disease transmission*** are identified according to the type of microbes and parasites   4. Risk factors of ***disease*** transmission are identified according to the type of microbes and parasites |
| 1. Apply parasitology and microbiology in disease prevention and control | * 1. ***Disease types*** are identified as per the signs and symptoms   2. ***Disease prevention and control measures*** are applied based on health standards   3. Prevalence of parasitic and microbial diseases are monitored as per the health standard requirements   4. Monitoring and regulation of parasitic and microbial diseases |

**RANGE**

This section provides work environment and conditions to which the performance criteria apply. It allows for different work environment and situations that will affect performance.

|  |  |
| --- | --- |
| **Variable** | **Range** |
| 1. ***Common*** parasites and microbes may include but are not limited to: | * Microbes * Bacteria * Fungi (Yeast and Moulds) * Viruses * Spirochaetes * Algae * Parasites   Endoparasites   * Helminths * Cestodes * Protozoa * Ectoparasites |
| 2. ***Parasites and microbe’s*** ***hosts*** may include but are not limited to: | * Human * Plants * Animals/Insect * Water * Food |
| 3.Conditions of microbial growth may include but are not limited to: | * Temperature * Water * Moistures * Nutrient * Light |
| 4.Factors influencing parasitic infestation may include but are not limited to: | * Nutrition * Host immune system |
| 5.Morphological features may include but are not limited to: | * Shape * Size * Structure * Pattern * Color |
| 6.Mode of disease transmission may include but are not limited to: | * Fecal oral * Air * Vector * Fluid contact * Contaminated food and water |
| 7.Diseases may include but are not limited to: | * + Amoeba   + TB   + STIs   + Malaria   + Cholera   + Typhoid   + Measles   + Polio   + Flu   + Malaria |
| 8.Disease prevention and control measures may include but are not limited to: | * + Deworming   + Proper personal hygiene practices   + Handwashing   + Proper food handling and storage   + Treated water   + Vaccination   + Proper fecal disposal   + Spraying |

**REQUIRED KNOWLEDGE AND SKILLS**

This section describes the knowledge and skills required for this unit of competency.

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* Human anatomy and physiology
* Primary health care
* Essential drugs and supplies
* Microbiology
* Parasitology
* Communicable disease
* Immunization programmes
* Epidemiology
* Human nutrition

**Required Skills**

The individual needs to demonstrate the following skills:

* Communication
* Report writing
* Computer
* Basic research
* Critical thinking
* Monitoring
* Time management
* Problem solving
* Decision making

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills range.

|  |  |
| --- | --- |
| 1. Critical Aspects of Competency | Assessment requires evidence that the candidate:   * 1. Identified different types of microbes and parasites   2. Determined life cycle of microbes and parasites   3. Determined microbial and parasitic diseases   4. Applied parasitology and microbiology in disease prevention and control   5. Demonstrated understanding of parasitology and microbiology |
| 1. Resource Implications | The following resources should be provided:   * 1. Workstation   2. Stationary   3. Finance |
| 1. Methods of Assessment | Competency in this unit may be assessed through:   * 1. Oral   2. Written   3. Observation   4. Case study   5. Third party report |
| 1. Context of Assessment | Competency may be assessed in a workplace or in a simulated workplace environment |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

# **CONDUCT COMMUNITY HEALTH PROMOTION SERVICES**

**UNIT CODE: 0988 554 07A**

**UNIT DESCRIPTION**

This unit specifies the competencies required to conduct community health promotion services**.** It involves carrying out community health advocacy, conducting social mobilization and social behavior change, utilizing information education communication materials. It also includes conducting health education sessions and assessing causality.

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the **key outcomes** which make up workplace function (to be stated in active) | **PERFORMANCE CRITERIA**  These are **assessable statements** which specify the required level of performance for each of the elements (to be stated in passive voice)  ***Bold and italicized terms*** ***are elaborated in the Range*** |
| * + - 1. Carry out Community Health Advocacy | * 1. Community health assessment is carried out based on community health requirements   2. ***Community health needs*** are identified based on community health needs assessment report   3. Community Health advocacy plan is developed as per MOH set standards.   4. Relevant stakeholders are notified as per set community health communication procedures.   5. ***Health advocacy strategies*** are identified based on target population.   6. Health advocacy is conducted in accordance with set MOH criteria***.***   7. Health advocacy report is developed and utilized as per set MOH standards |
| * + - 1. Conduct Social Mobilization | * 1. Areas of social mobilization are identified as per set standards.   2. ***Objectives of social mobilization*** are determined as per set MOH standards.   3. Relevant ***social mobilization resources*** are mobilized as per the Community Health work plan.   4. ***Social mobilization strategies*** are utilized as per social mobilization objectives.   5. Social mobilization activities are conducted in accordance to set community health work guidelines   6. Social mobilization is evaluated as per set community health work standards.   7. Social mobilization report is developed and disseminated as per the set community health work protocol |
| * + - 1. Conduct Social Behavior Change Communication | * 1. Social Behaviour Change and Communication planning activity carried out as per SMOH standards   2. Relevant tools and materials are identified and prepared   3. Social Behaviour Change Communication activities are conducted as per set standards   4. Report is generated as per set standards. |
| * + - 1. Utilize Information Education Communication Materials | * 1. Information Education and Communication (IEC) Materials identified as per the work plan.   2. **IEC resources** for health education and promotion are mobilized as per the work procedures.   3. IEC materials designed as per the work standards   4. ***Relevant Personnel*** are trained on proper use as per set work criteria |
| * + - 1. Conduct Health Education Sessions | * 1. Schedules are shared based on planned community health education   2. Training materials are distributed according to the training needs   3. Community health ***education*** is conducted according to MOH standards.   4. Training report is prepared according to MOH training procedures. |
| * + - 1. Assess Casualty | * 1. ***Scene size up*** conducted as per the nature of incident   2. ***Emergencies identified*** as per set guidelines   3. Scene cordoned as per the nature of the incident   4. Casualty secured as per ***first Aid principles***   5. Nature of incident determined as per first Aid principle   6. Casualty condition managed as per the nature of incident   7. Emergency services conducted as per first Aid principle.   8. ***Tools, equipment, and supplies*** identified and gathered as per first Aid principle |

**RANGE**

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

|  |  |
| --- | --- |
| **VARIABLE** | **RANGE** |
| Community health needs may include but are not limited to: | * Care for pregnant * Manage non-communicable chronic diseases * Selected childhood diseases * Counselling * Manage communicable diseases * Malnutrition * Newborn conditions * Pneumonia * Diarrhea * Malaria * HIV/AIDS |
| 1. Health advocacy strategies may include but are not limited to: | * + Posters   + Radio * Barazas |
| 1. Objectives of social mobilization may include but are not limited to: | * Behavior change * Attitude change * Empowering individuals * Empowering communities * Community needs, * Community rights, * Community their responsibilities, * Community change their ideas and beliefs and * Community organize the human, material, financial * Community resources required for socioeconomic development. |
| 1. Relevant Personnel may include but are not limited to: | * + - public health     - NGOS     - Nurses     - Laboratories     - Community health assistants     - Counsellors     - CHAs     - CHOs     - Psychologist     - Psychiatrists     - Psychiatric nurse |
| 1. IEC resources may include but are not limited to: | * + posters,   + brochures,   + flyers,   + Billboards |
| 1. Education | * + Creating a welcoming environment   + Making use of printed information   + Using basic language   + Speaking at a measured pace   + Asking questions   + Encouraging questions |
| 1. Scene size up may include but are not limited to: | * Scene safety * Mechanism of injury MOI * Nature of injury * Number of victims * Resources |
| 1. Emergencies identified may include but are not limited to: | * + Severe Weather (Tornadoes, Thunderstorms, Hail) ...   + Fire   + Hazardous Materials Accidents. ...   + Chemical/Biological/Radiological (CBR) Emergencies.   + Aircraft Crashes   + National Emergency (War, Terrorism)   + Civil Disorder   + Active Shooter. |

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Required Skills**

The individual needs to demonstrate the following skills:

* Leadership
* Counselling
* Interviewing
* Computer
* Observation
* Stress management
* Diagnostic
* Analytical
* Communication
* Report writing
* Advocacy
* Training
* Critical thinking
* Problem solving
* Monitoring
* Evaluation

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* Health education and promotion
* Palliative care provision
* General microbiology and parasitology
* Communicable and Non-communicable diseases
* Prevention and control of diseases
* Health advocacy strategies
* social mobilization strategies
* designingIEC resources
* social behaviour change
* communication

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| 1. Critical Aspects of Competency | Assessment requires evidence that the candidate:   * 1. Carried out Community health assessment   2. Identified Community health needs based on health needs assessment report   3. Developed Community Health advocacy plan as per set standards.   4. Identified and conducted Health advocacy strategies based on target population.   5. Determined Objectives of social mobilization are per set standards.   6. Identified and prepared Relevant tools and materials   7. IEC resources for health education and promotion as per the work procedures.   8. Designed IEC materials per the work standards   9. Trained Relevant Personnel on proper use as per set work criteria   10. Conducted community health education according to MOH standards.   11. Prepared Training report according to MOH training procedures |
| 1. Resource Implications | The following resources should be provided:  2.0 A functional and active conduct community health promotion services   * 1. Stationery   2. Computer   3. Training manuals |
| 1. Methods of Assessment | Competency in this unit may be assessed through:   * 1. Oral   2. Written tests   3. Observation   4. Case study   5. Third party report |
| 1. Context of Assessment | Competency may be assessed on the job, off the job or a combination of these. Off the job assessment must be undertaken in a closely simulated workplace environment. |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

# **CONDUCT COMMUNITY HEALTH SERVICES STRATEGIES**

**UNIT CODE: 0988 554 08A**

**UNIT DESCRIPTION**

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

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the **key outcomes** which make up workplace function (to be stated in active) | **PERFORMANCE CRITERIA**  These are **assessable statements** which specify the required level of performance for each of the elements (to be stated in passive voice)  ***Bold and italicized terms*** ***are elaborated in the Range*** |
| 1. Establish community health units | * 1. ***Community health units’ services*** are determined according to national health guidelines   2. Community units’ boundaries are determined based on target population   3. Community Health Promoters are selected in a community baraza based on national community health guidelines   4. Community Health Committees are selected in a community baraza based on community health guidelines   5. ***Roles and responsibilities of Community Health Promoters and committee*** are defined based on community health guidelines |
| 1. Carry out community health promoters and CHC training | * 1. ***Training of CHPs*** is planned according to training needs   2. Training need is prepared based on community health needs   3. ***Training materials*** are gathered based on training requirements   4. Training of Community Health Promoters is conducted based on community health needs   5. Updates are relayed according to the community health guidelines   6. ***Health messages*** are obtained based on Kenya Essential Packages for Health (KEPH) |
| 1. Develop Community Health Unit Annual Work plan | * 1. Community health annual work plan is established as per standard community health requirements   2. Community Health Promoters and CHCs database is filled and updated according to community health guidelines   3. Facilitation of CHPs is done according to community health guidelines   -MOH Community health implementation guideline  -Community health 2025 Strategy   * 1. CHPs performance is evaluated and reported according to community health guidelines |
| 1. Supervise community health promoters | * 1. Appraisal of CHPs is conducted based on general performance   2. Outstanding performance is identified and rewarded based on the set goals and objectives   3. Areas of improvement are identified based on community health assessment   4. Corrective action is undertaken on areas identified for improvement |

**RANGE**

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

|  |  |
| --- | --- |
| **VARIABLE** | **RANGE** |
| * + - 1. Community health units’ services may include but are not limited to: | * Water and sanitation hygiene * Advice on maternal and child health * Provision of Family planning * Growth monitoring for children under 5 years * Deworming of children * Provision of Long-Lasting Insecticide Treated Nets (LLITNs) * Management of diarrhea, injuries, wounds, jiggers and other minor illnesses * Provision of Information, Education & Communication (IEC) materials * Defaulter tracing/ drug interrupters (ART, TB and Immunization) * Referrals to health facilities * First Aid Services |
| * + - 1. Training of CHVs and CHCs may include but are not limited to: | * Basic   + Communication   + Leadership   + Community health and development   + Resource Mobilization,   + Proposal Writing   + Financial Management * Technical   + Nutrition   + WASH   + HIV   + Malaria |
| * + - 1. Training materials may include but are not limited to: | * Training manuals * Stationery * Flip charts * Projector * Computer |
| * + - 1. Roles and responsibilities of Health Promoters and committee may include but are not limited to: | * Community mobilization * Conducting home visits * Provide referral services * Collection of health data * Conduct community health training and education * Perform defaulter tracing * Provide essential drugs and supplies * Manage non-communicable diseases * Provide palliative care * Provide psychosocial support * Documentation |
| * + - 1. Health messages may include but are not limited to: | * Nutrition * Immunization and vaccination * Food production safety and hygiene * Family planning * HIV and Sexually Transmitted Infections (STI’s) * Deworming * WASH |
| * + - 1. Community health problems may include but are not limited to: | * Alcohol-related harms * Food safety and hygiene * Healthcare-associated infections * Communicable and non-communicable disease * Injuries/Accidents * Nutrition and lifestyle diseases * Teen pregnancies * Disabilities * Drug and substance abuse |
| * + - 1. Social mobilization and advocacy strategiesmay include but are not limited to: | * Door to door * Awareness walks * Media * Posters * Community barazas and gatherings |

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Required Skills**

The individual needs to demonstrate the following skills:

* Leadership
* Problem-solving
* Creativity and innovation
* Basic management
  + Planning
  + Coordination
  + Monitoring
  + Evaluation
* Communication
* Interpersonal
* Report writing
* Analytical
* Advocacy
* Training

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* Primary health care
* Basic management
* Food production safety and hygiene
* Principles of microbiology and parasitology
* Principles of biochemistry
* Performance appraisal
* Community health strategies
* Training of community health Promoters
* Monitoring and evaluation
* Community health unit services
* Community health problems
* Roles and responsibilities of Health Promoters and committee
* Partnership and inter-sectoral collaborations
* Advocacy and social mobilization

**EVIDENCE GUIDE**

|  |  |
| --- | --- |
| Critical Aspect of Competency | Assessment requires evidence that the candidate:   * 1. Determined Community health units’ services according to national health guidelines   2. Determined Community units’ boundaries based on target population   3. Selected Community Health Promoters in a community baraza based on national community health guidelines   4. Selected Community Health Committees are selected in a community baraza based on community health guidelines   5. Defined Roles and responsibilities of Community Health Promoters and committee based on community health guidelines   6. Training of CHPs is planned according to training needs   7. Training need is prepared based on community health needs   8. Conducted Training of Community Health Promoters is based on community health needs   9. Obtained Health messages based on Kenya Essential Packages for Health (KEPH)   10. Community health annual work plan is established as per standard community health requirements   11. Evaluated and reported CHPs performance according to community health guidelines   12. Conducted Appraisal of CHPs based on general performance   13. Identified Corrective action undertaken on areas identified for improvement |
| Resource Implications | 2.1 The following resources should be provided:   * 1. Access to relevant workplace where assessment can take place   2. Appropriately simulated environment where assessment can take place |
| Methods of Assessment | Competency in this unit may be assessed through:   * 1. Oral   2. Written tests   3. Observation   4. Case study   5. Third party report |
| 1. Context of Assessment | Competency may be assessed on the job, off the job or a combination of these. Off the job assessment must be undertaken in a closely simulated workplace environment. |
| 5.Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

# **APPLY WORK ETHICS AND PRACTICES**

**UNIT CODE:** **0417 551 09A**

**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.

**ELEMENTS AND PERFORMANCE CRITERIA**

| **ELEMENT**  These describe the key outcomes which make up workplace function. | **PERFORMANCE CRITERIA**  These are assessable statements which specify the required level of performance for each of the elements.  ***Bold and italicized terms are elaborated in Range*** |
| --- | --- |
| 1. Apply self-management skills | 1. Personal vision, mission and goals are formulated based on potential and concerning organization objectives and strategic plan 2. Self-esteem and a positive self-image are developed and maintained based on value 3. Emotional intelligence and stress management are demonstrated as per workplace requirements. 4. Assertiveness is developed and maintained based on the requirements of the job. 5. Accountability and responsibility for one's actions are demonstrated based on workplace instructions. 6. Time management, attendance and punctuality are observed as per the organization’s policy. 7. Personal goals are managed as per the organization’s objective 8. Self-strengths and weaknesses are identified based on personal objectives 9. Motivation, initiative and proactivity are utilized as per the organization policy 10. Individual performance is evaluated and monitored according to the agreed targets. |
| 1. Promote ethical work practices and values | 1. Integrity is demonstrated as per acceptable norms 2. Codes of conduct is applied as per the workplace requirements 3. Policies and guideline. are observed as per the workplace requirements 4. Professionalism is exercised in line with organizational policies |
| 1. Promote team work | 3.1 ***Teams*** are formed to enhance productivity based on organization’s objectives  3.2 Duties are assigned to teams under the organization policy.  3.3 Team activities are managed and coordinated as per set objectives.  3.4 Team performance is evaluated based on set targets as per work procedure.  3.5 ***Conflicts*** are resolved between team members in line with organization policy.  3.6 Gender and diversity-related issues are identified and mainstreamed in accordance with work procedure.  3.7 Healthy ***relationships*** are developed and maintained in line with the workplace.  3.8 Adaptability and flexibility are applied in dealing with team members as per workplace policies |
| 1. Maintain professional and personal development | 4.1 ***Personal growth and development*** needs are identified and assessed in line with the requirements of the job.  ***4.2 Training and career opportunities*** are identified and utilized based on job requirements.  4.3 ***Resources*** for training are mobilized and allocated based on organizations and individual skills needs.  4.4 Licenses and certifications relevant to the job and career are obtained and renewed as per policy.  4.5 Recognitions are sought as proof of career advancement in line with professional requirements.  4.6 Work priorities and personal commitments are balanced and managed based on the requirements of the job and personal objectives.  4.7 Dynamism and on-the-job learning are embraced in line with the organization’s goals and objectives. |
| 1. Apply problem solving skills | 5.1 ***Creative, innovative*** and practical solutions are developed based on the problem  5.2 Independence and initiative in identifying and solving problems are demonstrated based on the requirements of the job.  5.3 Team problems are solved as per the workplace guideline.  5.4 Problem-solving strategies are applied as per the workplace guideline.  5.5 Problems are analyzed and assumptions tested as per the context of data and circumstances |
| 1. Promote customer care | 6.1 Customers' needs are identified based on their characteristics  6.2 Customer ***feedback*** is allowed and facilitated in line with organization policies.  6.3 Customer concerns and complaints are analyzed and resolved in line with the set organizational culture.  6.4 Proactive customer outreach programs are implemented as per organizational policies  6.5 Customer retention strategies are developed and implemented in line with the organizational policy |

**RANGE**

This section provides work environment and conditions to which the performance criteria apply. It allows for different work environment and situations that will affect performance.

| **Variable** | **Range** |
| --- | --- |
| 1. ***Feedback*** may include but not limited to: | * Verbal * Written * Informal * Formal |
| 1. ***Conflicts*** may include but are not limited to: | * Interpersonal Conflict. * Intrapersonal Conflict. * Intergroup Conflict. * Intragroup Conflict. |
| 1. ***Relationships*** may include but not limited to: | * Man/Woman * Trainer/trainee * Employee/employer * Client/service provider * Husband/wife * Boy/girl * Parent/child * Sibling relationships |
| 1. ***Team*** may include but not limited to: | * Small work group * Staff in a section/department * Inter-agency group * Virtual teams |
| 1. ***Personal growth*** may include but not limited to: | * Growth in the job * Career mobility * Gains and exposure the job gives * Net workings * Benefits that accrue to the individual as a result of noteworthy performance |
| 1. ***Personal objectives*** may include but not limited to: | * Long term * Short term * Broad * Specific |
| 1. ***Trainings and career opportunities*** may include but not limited to | * Participation in training programs * Serving as Resource Persons in conferences and workshops * Capacity building |
| 1. ***Resource*** may include may but not limited to: | * Human * Financial * Technology |
| 1. ***Creative and innovative*** may include but not limited to: | * New ideas * Original ideas * Different ideas * Methods/procedures * Processes * New tools |
| 1. ***Emerging issues*** may include but not limited to: | * Artificial Intelligence * Data confidentiality * National cohesion * Open offices |

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* Work values and ethics
* Company policies and procedures
* Company operations, procedures and standards
* Flexibility and adaptability
* Concept of time and leisure time
* Decision making
* Work planning
* Organizing work
* Monitoring and evaluation
* Record keeping
* Gender and diversity mainstreaming
* Drug and substance abuse
* Professional growth and development
* creativity
* Innovation
* problem solving
* customer care
* mentoring and coaching.
* Emerging issues

**Required Skills**

The individual needs to demonstrate the following skills:

* Active listening
* Critical thinking
* Organizational
* Negotiation
* Monitoring
* Evaluation
* Problem solving
* Decision Making
* Leadership
* Creative/innovative thinking
* Adaptability
* Conflict management
* Emotional intelligence
* Teamwork

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| 1. Critical aspects of Competency | Assessment require evidence that the candidate:   * 1. Applied self-management skills as per organizational procedures.   2. Promoted ethical practices and values as per organizational procedures.   3. Promoted Teamwork as per workplace assignments.   4. Maintained professional and personal development as per organizational procedures.   5. Applied Problem-solving skills based on work requirements.   6. Identified customer needs based on their characteristics.   7. Gave back Customer feedback in line with organization policies. |
| 1. Resource Implications | The following resources should be provided:   1. Access to relevant workplace where assessment can take place 2. Appropriately simulated environment where assessment can take place. 3. Resources relevant to the proposed activity or tasks. |
| 1. Methods of Assessment | Competency in this unit may be assessed through:   1. Practical 2. Portfolio of Evidence 3. Written assessment 4. Oral assessment 5. Third party report |
| 1. Context of Assessment | Competency may be assessed on the job, off the job or a combination of these. Off the job assessment must be undertaken in a closely simulated workplace environment. |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

# **APPLY** **HUMAN ANATOMY AND PHYSIOLOGY**

**UNIT CODE: 0912 554 10A**

**UNIT DESCRIPTION**

This unit equips trainees with competencies required to apply human anatomy and physiology in community health works. It involves classifying human body systems, determining common disorders of human body systems and applying human anatomy in primary health care

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the key outcomes which make up workplace functions | **PERFORMANCE CRITERIA**  These are assessable statements which specify the required level of performance for each of the elements  ***(Bold and italicized terms are elaborated in the range)*** |
| 1. Interpret human body | * 1. human histology identified according to human anatomy and physiology   2. Structure of and functions   3. Human histology identified as per principles of human anatomy and physiology   4. Behaviour and functions of human anatomy and physiology identified   5. Behaviour and functions interpreted as per principles of human anatomy and physiology   6. Disorders associated with human anatomy and physiology determined as per standard procedures |
| 1. Categorize human body system | * 1. Human body systems identified as per their functions   2. Structure of human body systems identified based on principles of human anatomy   3. Functions of human body systems identified as per principles of human physiology |
| 3. Determine common disorders in human system | * 1. Human body system identified   2. Common disorders identified and categorized as per human body systems   3. ***Emerging issues*** are identified and recorded as per work procedures |
| 4. Apply human anatomy in primary health care | * 1. **Common diseases** identified according to MOH guidelines   2. Human body systems and health guidelines   3. Referrals made based on identified common Diseases |

**RANGE**

This section provides work environment and conditions to which the performance criteria apply. It allows for different work environment and situations that will affect performance.

|  |  |
| --- | --- |
| **Variable** | **Range** |
| 1.Human body systems may include but are not limited to: | 1.1 Circulatory system   * 1. Lymphatic/Immune   2. Endocrine   3. Urinary/Renal   4. Respiratory   5. Reproductive   6. Nervous   7. Integumentary   8. Skeletal   9. Muscular   10. Digestive |
| 2 ***Emerging diseases*** may include but are not limited to: | 2.1Covid 19  2.2 Cancer  2.3Autoimmune diseases  2.4Mental illness  2.5HIV/AIDS |
| 3.***Common diseases*** may include but are not limited to: | 3.1 Communicable  3.2 Non-communicable |

**REQUIRED KNOWLEDGE AND SKILLS**

This section describes the knowledge and skills required for this unit of competency.

**Required knowledge**

The individual needs to demonstrate knowledge of:

* Primary health care
* Homeostasis
* Human body systems
* Disorders of human body systems

**Required skills**

The individual needs to demonstrate the following skills: :

* Communication
* Computer
* Basic research
* Critical thinking
* Monitoring
* Time management
* Coordination
* Problem solving
* Decision making
* Organization
* Analytical
* Interpersonal

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills range.

|  |  |
| --- | --- |
| 1. Critical Aspects of Competency | Assessment requires evidence that the candidate:   * 1. Categorized human body systems   2. Identified the structure and functions of the human body systems   3. Identified disorders in human body systems   4. Applied human anatomy and physiology in primary health care   5. Demonstrated understanding of human anatomy and physiology |
| 1. Resource Implications | The following resources should be provided:   * 1. Workstation   2. Reporting tools   3. Stationary   4. Finance |
| 1. Methods of Assessment | Competency in this unit may be assessed through:   * 1. Oral   2. Written   3. Observation   4. Case study   5. Third party report |
| 1. Context of Assessment | Competency may be assessed on the job, off the job or a combination of these. Off the job assessment must be undertaken in a closely simulated workplace environment. |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

# **CONDUCT COMMUNITY HEALTH LINKAGES**

**UNIT CODE: 0988 554 11A**

**UNIT DESCRIPTION**

This unit specifies the competencies required to conduct community health linkages. It involves coordinating community access to health services, conducting integrated outreach programs, establishing community health partnerships and inter-agency collaborations and managing enrolment into universal health coverage.

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the **key outcomes** which make up workplace function (to be stated in active) | **PERFORMANCE CRITERIA**  These are **assessable statements** which specify the required level of performance for each of the elements (to be stated in passive voice)  ***Bold and italicized terms*** ***are elaborated in the Range*** |
| 1. Coordinate community access to health services | * 1. Community health needs are identified according to public health requirements   2. ***Target population*** is identified based on community health activities   3. Nature of ***health service programs*** are identified according to health needs   4. Community mobilization is conducted as per health needs   5. Community health defaulter tracing system is identified and checked according to health needs   6. Defaulters are identified and ***reasons for defaults*** are determined and addressed according to health protocols   7. Health access linkages are put in place based on health guidelines   8. Defaulter tracing registers are routinely updated and reviewed based on health guidelines   9. Referral cases are conducted, coordinated and records maintained based on health status of individual and health guidelines |
| 1. Carry out community health integrated outreaches | * 1. ***Community-outreach site*** and geographical areas are identified and prepared according to health guidelines   2. ***Legal requirements*** are obtained based on outreach program requirements   3. Community health promoters are identified and assigned according to target population and geographical locations   4. Required ***outreach resources*** are assembled, prepared and distributed according to outreach program requirements   5. Community mobilization is conducted as per the outreach guidelines   6. Integrated community health outreach programs are conducted according to set standard procedures and schedules   7. Community health outreach program impact assessment is carried out according to health standard procedures |
| 1. Establish Community Health stakeholder partnership collaboration | * 1. Community health care needs are identified, determined and categorized based on health management procedures   2. Community health partners are identified as per community health needs   3. ***Determinants of health*** are addressed as per the community health needs.   4. Monitoring and evaluation of collaborative activities is carried out based on community health targets.   5. Partnership evaluation report is shared according to established agreements. |
| 1. Coordinate enrollment into Universal Health Coverage | * 1. The community is mobilized into existing health insurance scheme based on health insurance policies and procedures   2. Community is linked into existing Health Insurance Scheme based on health insurance policies and procedures   3. Enrolment rates are determined according to existing ***CHIS tools*** |

**RANGE**

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

|  |  |
| --- | --- |
| **VARIABLE** | **RANGE** |
| * + - 1. ***Target population*** may include but are not limited to: | * Children and elderly * Women of reproductive age * Addicts * Persons with disabilities |
| * + - 1. ***Health service programs*** may include but are not limited to: | * PMTCT Health Services * Vaccination and immunization services * Nutrition e.g. unhealthy diet * Basic health screenings * Family planning awareness programs * WASH programme * Rehabilitation |
| 1. ***Reasons for defaults*** may include but are not limited to: | * Ignorance * Distance from health facilities * Socio-economic issues * Lack of adequate information * Poor health campaigns * Religious and cultural beliefs |
| 1. ***Community-outreach site*** may include but are not limited to: | * Schools * Local pharmacies * Community event centers * Food pantries * Church venues * Supermarkets * Open air markets * Health centers * Community libraries |
| 1. ***Legal requirements*** may include but are not limited to: | * Identification badges * Authorization by local authorities * Professional body membership * Public health certification/notification |
| 1. ***Outreach resources*** may include but are not limited to: | * Finance * Human * Displays * Posters * Computers * Stationary * Flip charts |
| 1. ***Determinants of health*** may include but are not limited to: | * Socio-economic * Cultural and * Religious beliefs |
| 1. ***CHIS tools*** may include but are not limited to: | * CHIS tools * MOH 516 Chalk board * MOH 100 * MOH 513 * MOH 514 * MOH 515 * Kenya Health Information System (KHIS) |

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Required Skills**

The individual needs to demonstrate the following skills:

* Leadership
* Advocacy
* Counselling
* Communication
* Report writing
* Analytical
* Interpersonal
* Computer
* Problem-solving
* Creativity
* Innovation
* Motivational

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* Primary health care
* Community health programs
* Community health insurance schemes
* Community health defaulter tracing systems
* Essential community health services
* Integrated community health outreach programs
* Legal and statutory requirements
* Community partnership and inter-agency collaborations
* Social mobilization and participation
* Cultural and religious beliefs and practices
* Social and economic development
* Data collection and analysis
* Need based planning

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| * + - 1. Coordinate community access to health services | Assessment requires evidence that the candidate:   * 1. Identified community health needs according to public health requirements   2. Identified target population based on community health activities   3. Identified nature of health service programs according to health needs   4. Conducted community mobilization as per health needs   5. Identified and checked community health defaulter tracing system according to health needs   6. Identified defaulter and addressed reasons for defaults according to health protocols   7. Placed health access linkages based on health guidelines   8. Updated and routinely reviewed defaulter tracing registers based on health guidelines   9. Conducted and coordinated referral cases and maintained records based on health status of individual and health guidelines |
| * + - 1. Research implications | The following resources should be provided:  2.1 Workstation  2.2 Reporting tools  2.3 Stationary  2.4 Finance |
| * + - 1. Methods of assessment | Competency in this unit may be assessed through:   1. Oral 2. Written 3. Observation 4. Case study 5. Third party report |
| * + - 1. Context of assessment | Competency may be assessed on the job, off the job or a combination of these. Off the job assessment must be undertaken in a closely simulated workplace environment. |
| * + - 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

# **CONDUCT COMMUNITY-BASED HEALTH CARE**

**UNIT CODE: 0988 554 12A**

**UNIT DESCRIPTION**

This unit specifies the competencies required to conduct community-based health care**.** It involves performing community based-health care, managing HIV and TB prevalence and providing mental health and psychosocial support. It also includes childcare ICCM and management of malaria and zoonotic diseases and managing essential drugs and supplies for CHP kits.

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the **key outcomes** which make up workplace function (to be stated in active) | **PERFORMANCE CRITERIA**  These are **assessable statements** which specify the required level of performance for each of the elements (to be stated in passive voice)  ***Bold and italicized terms*** ***are elaborated in the Range*** |
| 1. Conduct Community-Based Health Care | * 1. Community-based health care schedule and work plan is prepared based on health needs assessment.   2. Community health service providers are identified based on their expertise and experience   3. Material and resources for community health care service are assembled   4. Community-based health care services are determined according to community health needs assessment.   5. Community-based health care services are conducted based on the laid down community-based healthcare standard procedures   6. Community disaster preparedness is assessed according to disaster preparedness standard requirements   7. ***Non-manageable conditions*** are organized for referrals according to disease conditions   8. Linkage to health care services is strengthened according to community health standards   9. ***Palliative care needs*** are provided according to set MOH standards |
| 1. Manage HIV/AIDS and TB | * 1. ***HIV and TB*** ***risk assessment*** is carried out based on disease management practices   2. HIV and TB diagnosis is carried out based on disease management practices   3. Counselling of infected and affected patients is provided according to counselling procedures   4. Coinfected patients with active TB are managed according to disease management procedures   5. TB treatment is carried out based on the severity of the disease and ***treatment phase***   6. Adherence to TB treatment and HIV treatment is monitored as per the disease management protocols   7. ***ARV and TB drug interactions*** is monitored based on treatment protocols   8. HIV and TB cases are monitored based on health procedures   9. HIV and TB defaulters mapped and referred according to MOH protocols |
| 1. Provide mental health and psychosocial support | * 1. Assessment of patients with ***mental disorders*** is conducted according to community health standard procedures   2. Emotional and psychosocial support is provided based on assessment outcome and status of the patient   3. Monitoring framework for Psychosocial Support (MHPSS) is developed according to mental health management procedures   4. ***Mental Health support systems*** are integrated based on available resources   5. Building on available resources and capacity is carried out according to community health needs   6. ***Mental patients’ rights*** are addressed according to community health management procedures   7. Referral for patients with mental health is provided according to mental health specialists guidance and procedures   8. Mental health reports are prepared and disseminated to the relevant stakeholders |
| 1. Conduct integrated community case management (ICCM) | * 1. Child care Integrated Community Case Management (ICCM) strategy is prepared according to case management procedures   2. ICCM implementation support tools are identified according to community health strategy requirements   3. ***Causes of childhood illnesses*** and mortality are identified and categorized based on MOH standard procedures   4. ***Treatment options*** are identified and provided for according to the MOH requirements   5. ***Monitoring and evaluation procedures*** for ICCM is prepared and implemented according to strategic requirements |
| 1. Manage malaria and zoonotic diseases | * 1. Malaria and zoonotic disease prevalence rates are identified using the MOH reports   2. ***Malaria disease control procedures*** are developed according to prevailing conditions   3. Health management practices on zoonotic diseases are carried out according to prevention strategies   4. ***Rapid diagnostic tests (RDT)*** are carried out as per manufacturer’s instructions   5. RDT results interpreted as per manufacturer’s instructions   6. ***Emergency measures*** are constituted based on severity of disease conditions   7. ***Malaria disease prevention procedures*** are developed according to prevailing conditions   8. ***Disease control programs*** are implemented according to health requirements |
| 1. Conduct psychoactive drug reduction | * 1. Psycho-active drugs need assessment is carried out as per health guidelines   2. ***Psycho-active drugs*** are identified based on needs assessment report   3. Relevant ***Psycho-active drugs demand*** ***reduction strategies*** are implemented according to health guidelines   4. Monitoring of psycho-active drugs use is carried out according to health standard requirements   5. Monitoring report is prepared and disseminated according to standard health procedures |
| 1. Manage minor ailments | * 1. Patients with ***common ailments and minor injuries*** are determined   2. Patients’ location identified according to disease management procedures   3. Home visitation is carried out according to community health standard Procedures   4. Clinical assessment of patients is performed according to standard requirements   5. ***Causes of common ailments and injuries*** are determined based on assessment report   6. Appropriate medication is provided according to disease management requirements   7. ***A range of psychosocial and cultural factors*** on the management of the patient are identified and remedies proposed as required   8. ***Methods for management of minor injuries and illnesses*** are developed according to prevalence of diseases and injury levels   9. Patients’ referrals are done according to the health needs |

**RANGE**

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

|  |  |
| --- | --- |
| **VARIABLE** | **RANGE** |
| ***Non-manageable conditions*** may include but are not limited to: | * + Severe Trauma or Emergency Cases   + Advanced Cancer   + Complex Psychiatric Disorders   + Organ Failure   + Congenital or Genetic Disorders Requiring Specialized Care   + High-Risk Pregnancies   + Chronic Conditions Beyond Local Resources |
| ***Palliative care needs*** may include but are not limited to: | * + Physical Needs   + Emotional and Psychological Needs   + Emotional and Psychological Needs   + Spiritual Needs   + Advance Care Planning   + Educational Needs   + Communication Needs   + Bereavement Support |
| ***HIV and TB*** ***risk assessment*** may include but are not limited to: | * + History of exposure     - Individual     - Household   + History of possibly related symptoms   + Respiratory symptoms   + Coexisting risk factors and vulnerability-increasing factors     - Injecting drug use     - Alcohol abuse     - Incarceration   + HIV/AIDS |
| ***Treatment phase*** may include but are not limited to: | * + Initiation Phase   + Treatment Phase |
| ***ARV and TB drug interactions*** may include but are not limited to: | * + ***Rifampin Interactions***   + Rifabutin Interactions   + Isoniazid Interractions |
| 1. Mental health specialists may include but are not limited to: | * + Psychologist   + Psychiatrist   + Psychiatric nurse |
| 1. Causes of childhood illnesses and mortality may include but are not limited to: | * + Malnutrition   + Newborn conditions   + Pneumonia   + Diarrhea   + Malaria   + HIV/AIDS |
| 1. ICCM checklist and personnel may include but are not limited to: | * + Community Health Assistants   + Counsellors   + Medicines   + ICCM tools and equipment   + Provision of adequate access to treatment   + CHAs   + CHOs |
| 1. Disease prevention and control procedures may include but are not limited to: | * + Disease control agents   + Biological control   + Chemical spraying     - DDT     - DEET   + Environmental management strategy |
| 1. Diagnostic tests may include but are not limited to: | * + Clinical diagnosis   + Parasitological   + Hematological   + Biochemical |
| 1. Disease control programs may include but are not limited to: | * + Conducting civic education   + Issuance of treated mosquito nets   + Environmental management   + Bush clearances   + Providing drainage systems   + Vaccination programs |
| 1. Psycho-active drugs may include but are not limited to: | * + Stimulants   + Nicotine   + Cocaine   + Depressants     - Benzodiazepines     - Alcohol   + Narcotics     - Morphine     - Heroin     - Codeine   + Hallucinogens     - LSD     - Mescaline   + Ecstasy |
| 1. Psycho-active drugs demand reduction strategies may include but are not limited to: | * + Prevention strategies     - Reaching high-risk groups     - Reaching youth outside school     - Building family bonds     - Empowering communities   + Treatment strategies     - Provision of family-based treatments     - Rehabilitating criminal offenders     - Assessing and treating adolescents   + Law enforcement     - Reducing drug availability     - Introducing community policing     - Problem-oriented policing |
| 1. common ailments and minor injuries may include but are not limited to: | * + Scald   + Animal bites   + Head injury   + Cuts and grazes   + Sprains and Strains   + Headaches   + Back pain   + Common cold   + Cough |
| 1. A range of psychosocial and cultural factors may include but are not limited to: | * + Occupational stress   + Social support or isolation   + Sleep quality   + Mental health |
| 1. Methods for management of minor injuries and illnesses may include but are not limited to: | * + Rest   + Ice   + Compression   + Elevation |

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Required Skills**

The individual needs to demonstrate the following skills:

* Leadership
* Counselling
* Interviewing
* Computer
* Observation
* Stress management
* Diagnostic
* Analytical
* Communication
* Report writing
* Advocacy
* Training
* Critical thinking
* Problem solving
* Monitoring
* Evaluation

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* Community-based health care
* Palliative care provision
* General microbiology and parasitology
* Communicable and Non-communicable diseases
* Prevention and control of diseases
* HIV and TB risk assessment
* TB and HIV clinical assessment
* HIV Testing and counselling
* HIV and TB management
* Impact of HIV and AIDS on the society
* Management of opportunistic diseases
* Mental health and psychosocial support management
* Disease surveillance, prevention and control procedures
* Child care ICCM Management
* Monitoring and control procedures

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| * + - 1. Critical Aspects of Competency | * 1. Assessment requires evidence that the candidate:   2. Assessed emergency preparedness and prepared a report   3. Organized referrals for non-manageable conditions in the community-based health care systems   4. Provided palliative care needs as required   5. Carried out HIV and TB risk assessment and screening and prepared a report   6. Identified, counselled and managed coinfected patients with active TB   7. Monitored adherence to TB treatment and HIV treatment   8. Monitored and regulated HIV and TB incidences in the community   9. Conducted assessment of patients with mental disorders and provided mental health and psychosocial support   10. Managed child care ICCM   11. Developed Malaria and zoonotic disease prevention and control procedures   12. Initiated and implemented disease control programs   13. Demonstrated understanding of community-based health care   14. Carried psycho-active drugs needs assessment and identified psycho-active drugs   15. Executed and carried out psycho-active drugs demand reduction strategies   16. Monitored use of psycho-active drugs and prepared a report |
| * + - 1. Resource Implications | The following resources should be provided:   * 1. A functional and active community-based health care unit   2. Stationery   3. Computer   4. Training manuals |
| * + - 1. Methods of Assessment | Competency in this unit may be assessed through:   * 1. Oral   2. Written tests   3. Observation   4. Case study   5. Third party report |
| * + - 1. Context of Assessment | Competency may be assessed on the job, off the job or a combination of these. Off the job assessment must be undertaken in a closely simulated workplace environment. |
| * + - 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

# **APPLY ENTREPRENEURIAL SKILLS**

**UNIT CODE: 0413 554 13A**

**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, developing business innovative strategies and developing business plans.

**ELEMENTS AND PERFORMANCE CRITERIA**

| **ELEMENT**  These describe the key outcomes that make up workplace function. | **PERFORMANCE CRITERIA**  These are assessable statements that specify the required level of performance for each of the elements.  ***Bold and italicized terms are elaborated in Range*** |
| --- | --- |
| 1. Apply Financial Literacy Skills | 1. **Sources of personal and business** ***funds*** are identified as per financial procedures and standards 2. Personal finances are managed as per financial procedures and standards 3. Savings are managed as per financial procedures and standards 4. Debts are managed as per financial procedures and standards 5. Investments are undertaken as per financial procedures and standards 6. Insurance services are procured as per financial procedures and standards |
| 1. Apply entrepreneurial concept | 1. Entrepreneurs and Business persons are distinguished as per principles of entrepreneurship 2. ***Types of entrepreneurs*** are identified as per principles of entrepreneurship 3. Ways of becoming an entrepreneur are identified as per principles of Entrepreneurship 4. ***Characteristics of Entrepreneurs*** are identified as per principles of Entrepreneurship 5. Salaried employment and self-employment are distinguished as per principles of entrepreneurship 6. ***Requirements for entry into self-employment*** are identified according to business procedures and standards 7. Roles of an Entrepreneur in an enterprise are determined according to business procedures and standards 8. **Contributions of entrepreneurship** to National development are identified as per business procedures and standards |
| 1. Identify entrepreneurial opportunities | 1. Business ideas are identified as per business procedures and standards 2. Factors to consider when evaluating business opportunity viability are explored based on business procedure and standards 3. Entrepreneurial opportunities are evaluated as per business procedures and standards 4. Business ideas and opportunities are generated as per business procedures and standards 5. Business life cycle is analysed as per business procedures and standards |
| 1. Apply business legal aspects | 1. ***Forms of business ownership*** are identified as per legal procedures and practices 2. Business Registration and Licensing processes are identified as per legal procedures and practices 3. Types of Contracts and Agreements are analysed as per legal procedures and practices 4. Employment Laws are identified as per legal procedures and practices 5. Taxation laws are identified as per legal procedures and practices |
| 1. Innovate Business strategies | 1. Business innovation strategies are determined by the organization standards 2. Creativity in business development is demonstrated in accordance with business standards 3. ***Innovative business standards***  are developed as per business principles 4. Linkages with other entrepreneurs are created as per best practice 5. ICT is incorporated in business growth and development as per best practice |
| 1. Develop Business Plan | 1. Business idea is described as per business procedures and standards 2. Business description is developed as per business plan format 3. Marketing plan is developed as per business plan format 4. Organizational/Management plan is prepared in accordance with business plan format 5. Production/operation plan is prepared in accordance with business plan format 6. Financial plan is prepared in accordance with the business plan format 7. Executive summary is prepared in accordance with business plan format 8. Business plan is presented as per best practice 9. Business ideas are incubated as per institutional policy. |

**RANGE**

This section provides work environment and conditions to which the performance criteria apply. It allows for different work environment and situations that will affect performance.

| **Variable** | **Range** |
| --- | --- |
| 1. ***Sources of personal funds*** mayinclude but not limited to: | * Salary/Wages * Investments * Savings * Inheritance * Government Benefits |
| 1. ***Sources of business finance*** mayinclude but not limited to: | * Equity Financing * Debt Financing, * Personal Savings/Investment * Retained Earnings * Grants and Subsidies * Crowdfunding * supplier Credit: * Leasing and Asset Financing: |
| 1. ***Types of entrepreneurs*** may include but not limited to: | * Innovators * Imitators * Craft * Opportunistic * Speculators |
| 1. ***Characteristics of Entrepreneurs*** may include but not limited to: | * Creative * Innovative * Planner * Risk taker * Networker * Confident * Flexible * Persistent * Patient * Independent * Future oriented * Goal oriented |
| 1. ***Requirements for entry into self-employment*** may include but not limited to | * Technical skills * Management skills * Entrepreneurial skills * Resources * Infrastructure |
| 1. ***Forms of businesses ownership*** may include but not limited to: | * Sole proprietorship * Partnership * Limited companies * Cooperatives |
| 1. ***Innovative business standards*** may include but not limited to: | * New products * New methods of production * New markets * New sources of supplies * Change in industrialization |

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* Decision making
* Business communication
* Change management
* Competition
* Risk
* Net working
* Time management
* Leadership
* Factors affecting entrepreneurship development
* Principles of Entrepreneurship
* Features and benefits of common operational practices, e. g., continuous improvement (kaizen), waste elimination,
* Conflict resolution
* Health, safety and environment (HSE) principles and requirements
* Customer care standards
* Basic financial management
* Business strategic planning
* Impact of change on individuals, groups and industries
* Government and regulatory processes
* Local and international market trends
* Product promotion standards
* Market and feasibility studies
* Government and regulatory processes
* Local and international business environment
* Relevant developments in other industries
* Regional/ County business expansion standards

**Required Skills**

The individual needs to demonstrate the following skills:

* Analytical
* Management
* Problem-solving
* Root-cause analysis
* Communication

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| 1. Critical Aspects of Competency | Assessment requires evidence that the candidate:   1. Identified Sources of personal and business finance as per financial procedures and standards 2. Managed Personal finances as per financial procedures and standards 3. Made Investment decisions as per financial procedures and standards 4. GeneratedBusiness ideas and opportunities based on business procedure and standards 5. Analysed business life cycle based on business procedure and standards 6. Determined business innovative standards as per business principles 7. Developed and presented a business plan as per regulatory framework. |
| 1. Resource Implications | The following resources should be provided:   1. Access to relevant workplace where assessment can take place 2. Appropriately simulated environment where assessment can take place |
| 1. Methods of Assessment | Competency may be assessed through:   1. Practical 2. Portfolio of Evidence 3. Written assessment 4. Oral assessment 5. Third party report |
| 1. Context of Assessment | Competency may be assessed on the job, off the job or a combination of these. Off the job assessment must be undertaken in a closely simulated workplace environment. |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

# **APPLY EPIDEMIOLOGY IN COMMUNITY HEALTH**

**UNIT CODE: 0988 554 14A**

**UNIT DESCRIPTION**

This unit contains 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.

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the key outcomes which make up workplace functions | **PERFORMANCE CRITERIA**  These are assessable statements which specify the required level of performance for each of the elements  ***(Bold and italicized terms are elaborated in the range)*** |
| Conduct disease surveillance | * 1. Disease surveillance is planned as per disease surveillance procedures   2. ***Methods of data*** collection are identified according to health protocols   3. Population screening is carried out in accordance with screening plan   4. Disease surveillance data is analyzed according to disease surveillance requirements.   5. Disease surveillance report is submitted according to disease surveillance requirements |
| Carry out population  Screening | * 1. Population screening needs assessment is carried out in accordance with disease management procedures   2. Population screening plan is developed according to screening needs   3. Population screening is carried out in accordance with screening plan   4. Screening report is prepared and disseminated in accordance with disease management procedures |
| Monitor disease  occurrence | * 1. Disease progression is identified according to disease management requirements   2. Occurrence of disease is notified based on disease management requirements   3. Planning for disease surveillance is determined according to standard procedures   4. Field surveillance is planned based on the magnitude of disease occurrence |
| Carry out community disease surveillance | * 1. Areas of health interest are determined according to health procedures.   2. ***Objectives of surveillance***systems are determined based on health importance   3. Implementation of surveillance systems are prepared according to disease surveillance objectives   4. ***Disease surveillance resources*** are prepared based on public health requirements.   5. Health information providers are determined according to health management requirements.   6. Disease surveillance report is disseminated based on laid down protocols and standards.   7. WHO Protocol on surveillance diseases report dessimination   8. Need of interventions is determined according to disease surveillance report   9. Health status and behavior is determined based on survey findings. |
| Interpret measures of risk | * 1. Risks factors   2. Measures of association   3. Relative risk and odds ratios   4. Statistical data is analysed   5. Report dissemination |
| Apply epidemiologic  study research | * 1. Identification of epidemiological research   2. Determination of different study designs and their usefulness   3. Application of analytical study designs in epidemiology research guidelines   4. Application of observational study designs   5. Identification of samples and collection of exposure status and outcome   6. Determination of diseases causes and their effects in human populations |
| 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 |
| Utilize epidemiology data | * 1. Community health diagnosis   2. Prescription of appropriate treatment   3. Community diseases are determined and controlled based on epidemiological data analysis outcomes   4. Acceptable health interventions are determined and applied in accordance with epidemiological data findings |

**RANGE**

This section provides work environment and conditions to which the performance criteria apply. It allows for different work environment and situations that will affect performance.

|  |  |
| --- | --- |
| **Variable** | **Range** |
| ***data collection methods*** may include but are not limited to: | * + Observations   + Interviews   + Questionnaires   + FDGs   + MOH 505 IDSR Weekly Epidemic monitoring form   + Transect walk   + Key informants |
| ***Notifiable diseases***may include but are not limited to: | * + Anthrax   + Cholera   + Yellow fever   + Measles   + Malaria   + Kala-azar   + Dengue fever   + Ebola   + TB   + COVID 19 |

**REQUIRED KNOWLEDGE AND SKILLS**

This section describes the knowledge and skills required for this unit of competency.

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* Community health research
* Disease development and control management
* Disease surveillance systems
* Human and animal populations
* Disease determinants
* Data management and analysis

**Required Skills**

The individual needs to demonstrate the following skills:

* Communication
* Report writing
* Computer
* Research
* Advocacy
* Statistical
* Critical thinking
* Monitoring
* Time management
* Coordination
* Quality control
* Problem solving
* Analytical
* Decision making
* Leadership

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills range.

|  |  |
| --- | --- |
| * + - 1. Critical Aspects of Competency | Assessment requires evidence that the candidate:   * 1. Planned and carried out disease surveillance and prepared report   2. Carried out population screening needs assessment   3. Conducted population screening and prepared a report   4. Identified notifiable disease occurrences   5. Interpreted epidemiological data   6. Utilized epidemiology knowledge in implementation of health interventions   7. Determined health status of a community and identified risk factors   8. Demonstrated the ability to analyze health status of the population living in an environment   9. Demonstrated understanding of epidemiological triangle in outbreak and disease control |
| * + - 1. Resource Implications | The following resources should be provided:   * 1. Computer   2. Stationary   3. PPE   4. IEC Materials |
| * + - 1. Methods of Assessment | Competency in this unit may be assessed through:   * 1. Oral   2. Written   3. Observation   4. Case study   5. Third party report |
| * + - 1. Context of Assessment | Competency may be assessed at:   * 1. work place   2. simulated work place |
| * + - 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

# **MONITOR GENDER, DISABILTY AND VULNERABLE GROUPS**

**UNIT CODE: 0988 554 15A**

**UNIT DESCRIPTION**

This unit specifies the competencies required to monitor gender, disability and vulnerable groups**.** It involves identifying vulnerable groups, conducting health needs assessments, carrying out civic education, providing health care and social services linkages and monitoring support groups.

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the **key outcomes** which make up workplace function (to be stated in active) | **PERFORMANCE CRITERIA**  These are **assessable statements** which specify the required level of performance for each of the elements (to be stated in passive voice)  ***Bold and italicized terms*** ***are elaborated in the Range*** |
| 1. Identify the Gender, PADs and Vulnerable groups | * 1. ***Vulnerable groups*** in the community are identified, recorded and quantified based on prevailing situation and disasters   2. ***GBV cases*** are identified and referred based on standard procedure   3. ***Vulnerability contributing factors*** are determined based on community support programme   4. ***Interventions*** are made based on health needs and available resources.   5. Stakeholders and partners are involved based on identified health needs. |
| 2.Conduct health needs assessment | * 1. Health needs are identified in the community as per set MOH guidelines.   2. Health needs are prioritized based on the level of severity according to MOH standards   3. Relevant partners serving vulnerable groups are identified based on health needs   4. Community populations and areas that may need targeting are determined based on hazard approach procedures   5. Action on felt needs is implemented based on available resources   6. ***Needs of vulnerable populations*** are integrated into all aspects of planning and plan development according to severity of situations |
| 3.Provide health care and social service linkages | * 1. Health awareness is created based on situational analysis.   2. Community linkage structures formed based on scope of any existing structures and existing population   3. Social protection interventions are provided according to needs assessment   4. Dialogue and health action days are planned according to health status and community health needs   5. Social assistance programs are initiated according to needs assessment outcome   6. Services access barriers are identified and addressed in accordance with service delivery procedures   7. ***Integrated social protection systems*** are expanded according to the linkages created and service requirements |
| 4.Conduct civic education | * 1. ***Issues of interest in the community*** are identified according to the community needs   2. Target audience are identified based on needs assessment outcome   3. Civic education activity is designed according to the gaps identified   4. Cohort is selected based on health message delivery approach and community structure   5. Civic education materials are prepared and disseminated   6. Civic educators are trained   7. Pilot test conducted in accordance with needs identified   8. Civic education is carried out according to community health needs |

**RANGE**

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

|  |  |
| --- | --- |
| **VARIABLE**  Vulnerable groups may include but are not limited to: | **RANGE**   * + Children elderly people   + Pregnant women   + Addicts   + Malnourished people   + Persons with disability   + Ill people/immunocompromised   + Patients in need of dialysis   + Migrant populations   + Specialty care populations e.g. radiation/oncology clinics, methadone clinics |
| 1. GBV cases may include but are not limited to: | * + Physical Violence   + Psychological or Emotional Violence   + Economic or Financial Abuse   + Harmful Traditional Practices   + Human Trafficking   + Digital or Online GBV   + Structural or Institutional GBV   + LGBTQ+ Specific GBV   + Femicide   + Violence Against Marginalized Groups |
| 1. Vulnerability contributing factors may include but are not limited to: | * + Socio-economic     - Poverty     - Malnutrition     - Homelessness     - Poor housing   + Destitution   + Religious and cultural beliefs   + Political instability   + Ignorance |
| 1. Interventions | * + Psychosocial support   + Counselling   + Referral   + Human rights advocacy   + Education   + Social protection   + empowerment |
| 1. Needs of vulnerable populations may include but are not limited to: | * + Basic/primary needs     - Food     - Shelter/housing     - Clothing   + Health   + Water and sanitary facilities   + Education   + Access to information |
| 1. Issues of interest in the community may include but are not limited to: | * + Early pregnancies   + Communicable and non-communicable diseases   + Environmental Health     - Solid waste management     - Liquid waste management     - Air pollution     - Water and sanitation     - Vectors, rodents and vermin control |
| 1. Integrated social protection systems may include but are not limited to: | * + Local administration   + Learning institutions   + Child protection centers   + Health facilities |

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Required Skills**

The individual needs to demonstrate the following skills:

* Leadership
* Basic management
* Counselling
* Observation
* Basic research
* Communication
* Networking
* Analytical
* Report writing
* Interpersonal
* Advocacy
* Problem solving
* Critical thinking

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* Primary health care
* Community needs assessment
* Sexual and reproductive health (SRH)
* Environmental Health
* Environmental health and safety laws and regulations (EMCA)
* Vulnerable groups in the community
* Health care and social services linkages
* Civic education
* Provision of social services
* Community development
* Societal support groups
* Health-threatening issues

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| * + - 1. Critical Aspects of Competency | Assessment requires evidence that the candidate:   * 1. Established vulnerable groups in the society   2. Identified and referred GBV cases      1. Identified health problems      2. Conducted situational analysis and identified issues of interest in the community      3. Designed civic education activity and develop modules and materials   3. Trained Civic educators and conducted civic education   4. Provided health care and social services linkages   5. Managed support groups |
| 1. Resource Implications | The following resources should be provided:   * 1. Existing project on management of vulnerable groups   2. Workstation   3. Computer   4. Stationery   5. Training Manuals   6. Post Rape Care (PRC) Form   7. MOH 364 Sexual Gender Based Violence Summary Form |
| 1. Methods of Assessment | Competency in this unit may be assessed through:   * 1. Oral   2. Written   3. Observation   4. Case study   5. Third party report |
| 1. Context of Assessment | Competency may be assessed on the job, off the job or a combination of these. Off the job assessment must be undertaken in a closely simulated workplace environment. |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

# **CARRY OUT COMMUNITY HEALTH DIAGNOSIS AND PARTNERSHIP**

**UNIT CODE: 0988 554 16A**

**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.

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the **key outcomes** which make up workplace function (to be stated in active) | **PERFORMANCE CRITERIA**  These are **assessable statements** which specify the required level of performance for each of the elements (to be stated in passive voice)  ***Bold and italicized terms*** ***are elaborated in the Range*** |
| 1. Conduct Community Health Needs Assessment | * 1. ***Community health needs assessment*** (CHNA) partners are identified based on their roles and Responsibilities   2. Roles and responsibilities are assigned in accordance with health assessment needs   3. Community health needs assessment methodology and process is designed according to available resources and target population   4. Preliminary ***Health Needs Identification*** Tools are prepared according to set criteria   5. Community health needs assessment is carried out according to the design and schedule requirements   6. Identification, interpretation, and analysis of set of ***primary and secondary data*** is carried out according to standard procedures   7. Community health needs are identified and selected based on set pre-determined criteria   8. Community health needs are prioritized based on identified needs and impact on community health   9. Implementation strategies are developed according to health priorities |
| 2.Advocate for individual and community health needs | * 1. ***Community Health needs*** assessment report is obtained and analyzed according to standard procedures   2. ***Advocacy resources*** are identified according to priority health needs   3. ***Advocacy strategies*** are determined according to priority health needs   4. Locally available resources are identified as per the priority health needs   5. ***Health advocacy*** plan is prepared based on identified priority health needs Relevant stakeholders and partners are identified based on community health needs requirements   6. Health needs advocacy is carried out as per the advocacy plan   7. ***Improvement strategies*** are developed and implemented according to health needs requirement |
| 3. Carry out community action plan | * 1. Community health goals, objectives and vision are developed based on health status of the community   2. ***Community-based initiatives*** are developed according to the community health needs   3. ***Required resources*** are determined based on availability and preference   4. Roles and responsibilities are defined based on individual and community capabilities   5. Timelines are determined according to community health strategic plan   6. Methods of monitoring and evaluation are identified based on community health needs   7. Action plan is reviewed based on community health requirements |
| 4.Conduct community health research | * 1. Target population is determined in accordance with research problem and research protocols   2. ***Sampling techniques*** are determined in accordance with sample population and research protocols   3. ***Sample population*** is determined based on the research protocols   4. ***Research instruments*** are identified based on target population and research protocols   5. Data collection is undertaken in accordance with research protocols |
| 5.Develop Inter sectoral collaboration | * 1. Inter-sectoral collaboration partners are identified based on available networks and sector requirements   2. Terms of reference and commissioning case studies are developed based on inter-sectoral agreements   3. Partnership dialogue is carried out based on collaboration requirements   4. Partnership network to amplify, consolidate and sustain work in the sector is developed based on health sector requirement   5. Resource is mobilized according to inter-sectoral agreements and health requirements   6. Strategies of tackling ***health inequities*** are developed according to inter-sectoral approaches   7. Community health report on social determinants of health is prepared in accordance with health needs   8. Incorporation of inter-sectoral action is defined according to community-based health care strategy |

**RANGE**

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

|  |  |
| --- | --- |
| **VARIABLE** | **RANGE** |
| * + - 1. Community Health needs include but are not limited to: | * + Care for pregnant   + Manage non-communicable chronic diseases   + Selected childhood diseases   + Counselling   + Manage communicable diseases |
| * + - 1. ***Advocacy resources*** may include but are not limited to: | * + Posters   + barazas |
| * + - 1. ***Relevant stakeholders and partners*** may include but are not limited to: | * + NGOS   + CBOS   + Nurses   + MOH |
| * + - 1. ***Improvement strategies*** may include but are not limited to: | * + Time management   + Communication   + Continuous improvement   + Efficiency   + Give feedback   + Leadership   + Organizational skills   + Think tank   + Training |
| * + - 1. ***Community-based initiatives*** may include but are not limited to: | * + Eliminating health inequities,   + Working on organizational trauma,   + Taking a healing approach to racial equity,   + Funding the community-led development of the community health improvement plan,   + Developing a culturally specific public health strategy,   + Staging a health equity initiative community forum |
| * + - 1. ***Required resources*** may include but are not limited to: | * + Finances   + Human resources   + Material resources |
| * + - 1. ***Sampling techniques*** include but are not limited to: | * + Stratified sampling   + Simple random sampling   + Systematic sampling   + Convenience sampling   + Snowball sampling   + Purposive sampling   + Quota sampling   + Homogeneous sampling   + Probability sampling |
| * + - 1. ***Research instruments*** may include but are not limited to: | * + Interviews   + Questionnaires   + Online surveys   + Checklists. |

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Required Skills**

The individual needs to demonstrate the following skills:

* Leadership
* Counselling
* Interviewing
* Computer
* Observation
* Stress management
* Diagnostic
* Analytical
* Communication
* Report writing
* Advocacy
* Training
* Critical thinking
* Problem solving
* Monitoring
* Evaluation

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* Community health needs assessment
* Palliative care provision
* Research
* epidemiology
* Prevention and control of diseases
* Communicable diseases
* Sampling techniques
* Advocacy
* Inter sectoral collaboration
* Data collection methods
* Data analysis methods
* Data interpretation methods
* Networking
* Designing and using different rubrics
* Data dissemination methods
* Dialogue criteria

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| Critical Aspects of Competency | Assessment requires evidence that the candidate:   * 1. Assessment Community health needs (CHNA) and partners identified based on their roles and Responsibilities, prioritized and implemented and report done carried out identification, interpretation, and analysis of set of primary and secondary data in according to standard procedures   2. Identified and determined Advocacy resources   3. identified Locally available resources as per the priority health needs   4. prepared Health advocacy plan and executed   5. developed Community health goals, objectives and vision based on health status of the community   6. Community-based initiatives are developed according to the community health needs   7. identified Methods of monitoring and evaluation a   based on community health needs   * 1. reviewed Action plan is based on community health requirements   2. determined Target population in accordance with research problem and research protocols   3. determined Sampling techniques in accordance with sample population and research protocols   4. determined Sample population based on the research protocols   5. identified Research instruments based on target population and research protocols   6. analyzed, Data and report disseminated in accordance with set standards   7. identified Inter-sectoral collaboration partners based on available networks and sector requirements   8. developed Terms of reference and commissioning case studies based on inter-sectoral agreements   9. carried out Partnership dialogue based on collaboration requirements   10. developed Partnership network to amplify, consolidate and sustain work in the sector based on health sector requirement   11. mobilized Resource in according to inter-sectoral agreements and health requirements   12. developed Strategies of tackling health inequities according to inter-sectoral approaches   13. prepared Community health report on social determinants of health in accordance with health needs   14. defined Incorporation of inter-sectoral action according to community-based health care strategy |
| 1. Resource Implications | The following resources should be provided:   * 1. A functional and active carry out community health diagnosis and partnership unit   2. Stationery   3. Computer   4. Training manuals |
| 1. Methods of Assessment | Competency in this unit may be assessed through:   * 1. Oral   2. Written tests   3. Projects   4. Observation   5. Case study   6. Third party report |
| 1. Context of Assessment | Competency may be assessed on the job, off the job or a combination of these. Off the job assessment must be undertaken in a closely simulated workplace environment. |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

# **MANAGE COMMON DISEASES AND AILMENTS**

**UNIT CODE:** **0988 554 17A**

**UNIT DESCRIPTION**

This unit contains competencies required to manage common diseases and ailments, it includes managing common disease and ailments, carrying out case management and conducting health talks

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the key outcomes which make up workplace functions | **PERFORMANCE CRITERIA**  These are assessable statements which specify the required level of performance for each of the elements  ***(Bold and italicized terms are elaborated in the range)*** |
| 1. Manage common diseases and ailments | |  | | --- | | * 1. ***Common diseases and ailments*** identified as per   standard case definitions   * 1. Patients assessed for common diseases and ailments according   to disease management procedure.   * 1. ***Appropriate medication*** is provided according to disease   management requirements   * 1. Home visitation and follow up carried out according to standard   procedure   * 1. Patients’ referrals done according to the health need.   2. ***Psychosocial factor***s on the management of the patients   are identified and counselling done according to set standards | | * 1. ***Cultural factors*** affecting management of the patients are   Identified and addressed | |  | |  | |
| 2.Carry out case management | 2.1 Clinical assessment of the patients performed according to standard  requirements  2.2 ***Causes of common diseases*** determined based on assessment report  2.3 ***Methods for management*** of common diseases developed  according to standard operating procedures  2.4 ***Appropriate prevention and control*** ***measures*** provided  as per set standard.  2.5 Patients counselling and follow up provided as per laid down  procedures  2.6 Referral are determined as per the patient’s needs.  2.***7 Myths and misconceptions*** demystified |
| 3.Conduct health talks | 3.1 Training needs assessment is conducted as per the health  assessment outcome  3.2 ***Target population*** is identified as per the health needs assessment  3.3 ***Training materials*** are prepared as per the standards.  3.4 Health talks are conducted as per health standard requirement. |

**RANGE**

This section provides work environment and conditions to which the performance criteria apply. It allows for different work environment and situations that will affect performance.

|  |  |
| --- | --- |
| **Variable** | **Range** |
| 1. Common diseases and ailments are included but not limited to: | * + Non-communicable diseases     - Cancers     - Auto-immune diseases     - Arthritis     - Asthma |
| 2. Common diseases may include but are not limited to: | * + Communicable diseases     - TB     - Malaria     - HIV and AIDs     - Pneumonia     - Syphilis     - Gonorrhoea     - STIs     - Malaria     - Cholera     - Typhoid     - Measles     - Polio |
| 3. Appropriate medication may include but are not limited to | * Antibiotics * Antiparasitic * Analgesic * Zinc and ORS * Antimalarial |
| 1. Psychosocial factor may include but are not limited to | * + Mental health   + Education   + Poverty   + Substance abuse   + Gender based violence |
| 1. Cultural factors may include but are not limited to | * + Religion norms   + Social classes   + Ethnicity   + Races   + Gender roles |
| 1. Causes of common diseases and ailments may include but are not limited to | * + Microorganisms   + Lifestyle   + genetical factors   + chemical factors   + Pollution   + population density |
| 1. Methods of managements factor may include but are not limited to | * + Food   + Medication   + Exercises |
| 1. Disease prevention and control measures may include but are not limited to: | * + Clearing of bushes   + Drainage of stagnant water   + Hand, personal, food hygiene   + Use of long-lasting treated mosquito nets   + Vaccination   + Lifestyle modification   + Use of PPEs |
| 1. Myths and misconceptions factor may include but are not limited to | * + Diseases are curses   + Being rained on   + Witchcraft |
| 1. Targets populations factor may include but are not limited to | * + The youth   + Elderly   + Adolescent   + WCBA   + Children |
| 1. Training materials may include but are not limited to | * + Posters   + White board   + Manuals   + Markar pens   + writing materials |

**REQUIRED KNOWLEDGE AND SKILLS**

This section describes the knowledge and skills required for this unit of competency.

**Required knowledge**

The individual needs to demonstrate knowledge of:

Examples:

* Anatomy and physiology
* Basic pharmacology
* Epidemiology
* Microbiology and parasitology
* Nutrition
* Communication

**Required skills**

The individual needs to demonstrate the following skills:

Examples:

* Active listening
* Reflecting
* Paraphrasing
* Clarifying
* Questioning
* Basic ICT
* Critical thinking
* Writing
* Problem solving
* Analytical

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills range.

|  |  |
| --- | --- |
| 1. Critical aspects of competency | Assessment requires evidence that the candidate:  Examples:   * 1. Identifies common ailments and diseases   2. Assesses psychosocial factors affecting   3. Identifies the causes of common diseases and ailments   4. Knows the methods of management of minor diseases and ailment   5. Health education on myths and misconceptions   6. Knows how to identify target population for health education |
| 1. Resource implications | The following resources should be provided:  Example:   * 1. Appropriately simulated environment where assessment can take place   2. Access to relevant work environment   3. Resources relevant to the proposed activities or tasks |
| 1. Methods of assessment | Competency in this unit may be assessed through:  Example:   * 1. Observation   2. Oral questioning   3. Portfolio of evidence   4. Interviews   5. Third party report   6. Written tests |
| 1. Context of assessment | Competency may be assessed on the job, during industrial attachment or a combination of these. Off the job assessment must be undertaken in a closely simulated workplace environment. |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended |

**PROVIDE FIRST AID SERVICES**

**UNIT CODE:** **0988 554 18A**

**UNIT DESCRIPTION**

This unit specifies the competencies required to provide first aid. It involves Promoting community safety and health, assessing community hazards and risk prevention, assessing causality, performing first aid, monitoring causality, winding up first aid and Providing Psychological First Aid

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **Elements**  These describe the **key outcomes** which make up workplace function. | **Performance Criteria**  These are **assessable** statements which **specify** the required **level of performance** for each of the elements. |
| 1.Promote community safety and health | * 1. Orientations on ***OSH requirements/regulations*** of tasks are carried out as per OSH guidelines.   2. Feedback on health, safety, and security concerns are provided to appropriate personnel as required in a sufficiently detailed manner.   3. Workplace procedures for reporting hazards, incidents, injuries and sickness are practiced as per MOH protocols.   4. OSH requirements/ regulations and workplace safety and hazard control procedures are reviewed, and compliance reported to appropriate personnel, as needed.   5. Needed ***OSH-related trainings*** are identified and proposed to appropriate personnel as per OSH guidelines. |
| 2.Assess community hazards and risk prevention | * 1. Arrangement of work area and items in accordance with Company housekeeping procedures is followed.   2. Work standards and procedures are followed as per set standards.   3. ***Prevention and control measures****,* including use of ***safety gears/PPE*** are applied as per MOH guidelines.   4. Standards and procedures for ***incidents and emergencies*** are studied and applied, as per set standards and protocol.   5. ***Hazards*** are identified as per work standards and OSH protocols.   6. ***Risk*** prevention guidelines are outlined as per work standards and OSH protocols   7. Hazards and risk prevention assessment report is generated in accordance to set standards. |
| 1. Assessing causality | * 1. ***Scene size up*** conducted as per the nature of incident   2. ***Emergencies identified*** as per set guidelines   3. Scene cordoned as per the nature of the incident   4. Casualty secured as per ***first*** ***Aid principle***   5. Nature of incident determined as per first Aid principle   6. Casualty condition managed as per the nature of incident   7. Emergency services contacted as per first Aid principle.   8. ***Tools, equipment, materials and supplies*** identified and gathered as per first Aid principle |
| 4.Perform first aid | * 1. ***First Aid measures*** identified as per first Aid principles   2. First Aid measures conducted as per first Aid principles   3. Casualty’s condition monitored as per first Aid principles   4. Casualty condition conveyed to emergency services as per first Aid principles |
| 1. Monitor casualty | * 1. Casualty condition is Monitored as per first aid principle   2. Casualty condition is documented as per first Aid principle   3. casualty is handed over to the emergency and medical personnel as per first Aid principle |
| 1. Wind-up first aid | * 1. First aid activities documented as per first aid principle   2. First aid area cleared as per first aid principles.   3. Materials used disposed as per work requirement   4. ***Infection Prevention and control procedures*** implanted as per set standard   5. Reusable materials stored as per work requirement |
| 1. Provide Psychological First Aid | * 1. ***Psychological First Aid skills*** demonstrated as per psychological first aid guidelines.   2. Psychological first aid Assessment tools obtained as per PFA Health guidelines.   3. PFA client is identified as per psychological first aid guidelines.   4. Psychological First Aid is provided as per Psychological first aid guidelines.   5. Linkage for appropriate services is conducted as per work requirement   6. Appropriate Services reported as per PFA health guidelines.   7. Difficult news is delivered as per PFA health guidelines.   8. Debriefing first aid provider is conducted as per PFA guidelines. |

**RANGE**

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

|  |  |
| --- | --- |
| **Variable** | **Range** |
| 1.OSH requirements / regulations may include but are not limited to: | * + Building code   + Permit to Operate |
| 2.OSH-related trainings may include but not limited to | * + Safety Orientations relevant to tasks   + Safe and Correct Operation of Tools and Equipment   + Health Orientations/trainings (Healthy Lifestyle, Prevention of drug/alcohol dependence, violence in the workplace, work-stress)   + Prevention and Control of OSH Hazards in the workplace   + Chemical Handling   + Safety Trainings (Fire Safety, Construction Safety, Confined Space)   + Prevention and Control of Work-related Injuries and Illness   + Basic First-aid Trainings   + Emergency Response Trainings   + Trainings on use of fire-extinguisher |
| ***3.***Prevention and control measures may include but are not limited to: | * + Eliminate the hazard (i.e., get rid of the dangerous machine   + Isolate the hazard (i.e. keep the machine in a closed room and operate it remotely; barricade an unsafe area off)   + Substitute the hazard with a safer alternative (i.e., replace the machine with a safer one)   + Use administrative controls to reduce the risk (i.e. give   + trainings on how to use equipment safely; OSH-related   + topics, issue warning signages, rotation/shifting work   + schedule)   + Use engineering controls to reduce the risk (i.e. use safety guards to machine)   + Use personal protective equipment   + Safety, Health and Work Environment Evaluation   + Periodic and/or special medical examinations of workers |
| 1. Safety gears /PPE (Personal Protective Equipment’s) may include but are not limited to: | * + Arm/Hand guard, gloves   + Eye protection (goggles, shield)   + Hearing protection (ear muffs, ear plugs   + Hair Net/cap/bonnet   + Hard hat   + Face protection (mask, shield)   + Apron/Gown/coverall/jump suit   + Anti-static suits   + High-visibility reflective vest |
| 1. Incidents and emergencies may include but are not limited to: | * + Chemical spills   + Equipment/vehicle accidents   + Explosion   + Fire   + Gas leak   + Injury to personnel   + Structural collapse   + Toxic and/or flammable vapours emission |
| 1. Hazards and risks may include but not limited to; | * + Fire hazards   + Chemical exposure   + Falls and falling objects   + Electrical hazards   + Environmental hazards |
| 1. Scene size up may include but not limited to: | * + Scene safety   + Personal safety   + Mechanism of injury   + Nature of illnesses |
| 1. Emergencies identified may include but not limited to: | * + Fractures   + Snake bite   + Choking   + Burns and scalds   + Trauma   + Nose bleeding   + Cuts   + Drowning   + Poisoning   + Assisting patients with medical conditions such as:     - Asthma     - Epilepsy     - Diabetes     - Heart attack     - Fainting     - Stroke     - Fever     - Emergency child birth |
| 1. First Aid Principles may include but not limited to: | * + Preserve life   + Prevent further injuries   + Promote recovery |
| 1. Tools, equipment, materials and supplies may include but not limited to: | * Trolley * Stretcher * Gloves * Spine board * Sheets * Splints * Mask * Goggles * Apron/Gown/coverall/jump suit * Air ways/ adjuncts * Ambu-bag * First Aid kit |
| 1. First aid measures may include but not limited to: | * Performing cardio- pulmonary resuscitation; * Managing -choking, burns, scalds, trauma, nose bleeding, cuts, fractures, drowning, poisoning and snake bites. |
| 1. Infection Prevention and control, procedures may include but not limited to: | * Thorough hand wash * Wear glove * Cover cuts and graces * Dispose waste safely |
| 1. Psychological First Aid Skills may include but not limited to: | * Calmness * Building trust * Sence of self and community Efficasy * Connectedness * Reassuaring * Safety |

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Required Skills**

The individual needs to demonstrate the following skills:

* Communication skills
* Interpersonal skills
* Organizing skills
* Basic nursing skills
* Performing cardio- pulmonary resuscitation;

**Required Knowledge:**

The individual needs to demonstrate knowledge of:

* Hazards/risks identification and control
* Principles of first aid
* Scene size up
* Assessment of nature and extent of injury and /or illness
* Sourcing for emergency services
* OSH procedures and practices and regulations
* HIV/AIDS
* Decision making-triaging
* Effective communication on casualty’s condition
* Handing over casualty tomedical personnel
* Monitoring Casualty’s condition
* Evaluating response of the casualty to the intervention
* Evaluating first aider’s response to the situation
* Documentation
* Waste management
* Report writing
* Requirements for first aid

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range statement.

|  |  |
| --- | --- |
| 1. Critical Aspects of Competency | Assessment requires evidence that the candidate:   * 1. Assessed the personal, casualty and environment safety.   2. Assessed the nature and extent of injury and /or illness   3. Called for assistance from emergency services   4. Gave the first aid measures   5. Conveyed information on the casualty condition   6. Continuously monitored Casualty’s condition   7. Referred the casualty to medical services   8. Stored recyclable materials in the kit after providing first aid   9. Disposed off waste materials |
| 1. Resource Implications | The following resources must be provided:   * 1. Workplace or assessment location   2. PPEs   3. Student file   4. Student logbook |
| 1. Methods of Assessment | Competency may be assessed through:   * 1. Observation   2. Portfolio Assessment   3. Interview   4. Case Study   5. Written test   6. Third party report |
| 1. Context of Assessment | Competency may be assessed on the job, off the job or a combination of these. Off the job assessment must be undertaken in a closely simulated workplace environment. |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

# **MANAGE COMMUNITY HEALTH CARE**

**UNIT CODE:** **0988 554 19A**

**UNIT DESCRIPTION**

This unit specifies the competencies required to manage community health care**.** It involves planning for community health education, conducting community health education, carrying out community disease surveillance and managing essential drugs and supplies for CHV kits.

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the **key outcomes** which make up workplace function (to be stated in active) | **PERFORMANCE CRITERIA**  These are **assessable statements** which specify the required level of performance for each of the elements (to be stated in passive voice)  ***Bold and italicized terms*** ***are elaborated in the Range*** |
| 1.Plan for communityhealth education | 1.1 Stakeholders are sensitized based on legal health requirements   * 1. Community health assessment is carried out in accordance with health requirements   2. ***Training needs*** are identified and documented based on community health assessment outcomes   3. ***Target population*** and geographical area is identified based on health education needs and disease Prevalence   4. ***Training tools and materials*** are identified and prepared according to community health training needs, target disease and intervention delivery   5. ToTs are identified and briefed as per the training Programs   6. Responsibilities are assigned based on training expertise. |
| 2. Conduct community health education | 2.1 Schedules are shared based on planned community health education.  2.2 Training material are distributed according  to the training needs  2.3 Community health training and education is  conducted according to standard health requirements  2.4 Training report is prepared according  to training procedure |
| 3.Carry out community disease surveillance | 3.1 ***Areas of health interest*** are determined according to health procedures.   * 1. Objectives of surveillance systems are determined based on health importance.   2. Implementation of surveillance systems are prepared according to disease surveillance objectives   3. Disease surveillance resources are prepared based on public health requirements.   4. Health information providers are determined according to health management requirements.   5. Health data is analysed based on standard procedures.   6. Disease surveillance report is disseminated based on laid down protocols and standards.   7. Health status and behaviour is determined based on survey findings   8. Need of interventions is determined according to disease surveillance report |
| 4 Manage essential drugs and supplies for community health promoters | * 1. CHPs are trained on essential drugs as per health guidelines   2. Approximate drugs and supplies for CHPs is determined according to prevalence of diseases and population size   3. Database of essential drugs and supplies is updated according to health management needs   4. Essential drugs and supplies are supplied based on community health management needs   5. Utilization of essential drugs and supplies is regulated according to community health needs and management procedures   6. Stock of essential drugs and supplies is maintained as per the health requirements |

**RANGE**

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

|  |  |
| --- | --- |
| **RANGE** | **VARIABLE** |
| Training needs may include but are not limited to: | * + Home visitation   + Exclusive breast feeding   + Immunization programmers   + Communicable and infectious diseases   + Non-communicable diseases   + Nutrition assessment   + WASH |
| * + - 1. Target population may include but are not limited to: | * + Children     - Elderly     - Adolescents     - Mothers   + Vulnerable groups   + Breast feeding   + Pregnant |
| * + - 1. Training tools and materials may include but are not limited to: | * + Training manuals plant sources of food   + Stationery   + Name tags   + Flip chart and/or white board   + Computer   + Projector |
| * + - 1. Areas of health interest   may include but are not  limited to: | * + Nutrition     - Dietary assessment     - Surveillance     - Anthropometric assessment   + WASH   + Communicable and Non-communicable disease |
| * + - 1. Levels of food security may include but are not limited to: | * + Individual   + Household   + National |

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Required Skills**

The individual needs to demonstrate the following skills:

* Communication
* Decision making
* Critical thinking
* Coordination
* Assessment
* Management
* Judgemental
* Observation
* Food preparation
* Training
* Monitoring
* Counselling
* First Aid
* Facilitation
* Flexibility
* Analytical

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* Primary health care
* Community diagnosis
* Essential drugs and supplies
* Maternal, child and adolescent health
* Immunization programme
* Training tools and materials
* Principles of community health and nutrition
* Human Anatomy and Physiology
* Common ailments and minor injuries
* Youth friendly services
* Disease prevention
* Community level activities and interventions
* Community cultural beliefs and practices
* Epidemiology
* Statistics

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| 1. Critical Aspects of Competency | Assessment requires evidence that the candidate:   * 1. Carried out community health assessment and prepared a Report   2. Planned and conducted community health training and education and prepared a report   3. Carried out home visitation and managed common   ailments and minor injuries   * 1. Carry out community disease surveillance and prepared health surveillance report   2. Identified, classified and monitored utilization of essential drugs and supplies   3. Maintained stock of essential drugs and supplies   4. Managed maternal, new born and child health |
| 1. Resource Implications | The following resources should be provided:   * 1. Workstation   2. Stationery   3. Computers   4. Training manuals   5. Essential drugs and supplies   6. First aid kits   7. Projector |
| 1. Methods of Assessment | Competency in this unit may be assessed through:   * 1. Oral   2. interviews   3. Observation   4. Case study   5. Written assessment |
| 1. Context of Assessment | Competency may be assessed on the job, off the job or a combination of these. Off the job assessment must be undertaken in a closely simulated workplace environment. |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

# **APPLY HEALTH SYSTEM MANAGEMENT**

**UNIT CODE: 0988 554 20A**

**UNIT DESCRIPTION**

This unit standard specifies the competencies required to apply health systems management. It involves applying the concept and principles of leadership and management in healthcare services, demonstrate the roles and functions of leadership and management in healthcare services, demonstrate understanding of the six health systems building blocks , demonstrate understanding of the six health systems building blocks and demonstrate effective public relations skills .

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the **key outcomes** which make up workplace function (to be stated in active) | **PERFORMANCE CRITERIA**  These are **assessable statements** which specify the required level of performance for each of the elements (to be stated in passive voice)  ***Bold and italicized terms*** ***are elaborated in the Range*** |
| Apply the concepts and principles of leadership and management in healthcare services. | * 1. Types of leadership are classified as per their functions   2. Principles of management are determined as per the SOPs |
| 1. Demonstrate effective public relations skills | * 1. Public relation strategies are set as per the SOPs   2. Customer care services are identified as per the SOPs |
| 1. Demonstrate understanding of Structure and Organization of Health Services | * 1. ***Health system components*** are categorized as per the SOPs   2. ***Health system in Kenya*** is categorized as per the SOPs |
| 1. Demonstrate understanding of financial resource management | * 1. Health financing is done as per the SOPs   2. Budgeting is done as per SOPs.   3. Health economics is done as per SOPs. |
| 5.Demonstrate understanding of group and group dynamics | * 1. Group dynamics are influenced as per the set standards   2. Group roles are determined as per the set guideline |
| 1. Deliver healthcare | * 1. Principles of effective health system is determined as per the SOPs |
| 1. Plan healthcare policy | * 1. Health policies are developed as per the SOPs   2. Healthcare reforms are initiated as per the SOPs |

**RANGE**

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

|  |  |
| --- | --- |
| **VARIABLE** | **RANGE** |
| Health system may include but are not limited to: | * + Human   + Infrastructures   + Finance   + Health information |
| * + - 1. Health system categorization are based on but are not limited to: | * + Levels   + Types of services offered   + Cohorts served |

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Required Skills**

The individual needs to demonstrate the following skills:

* Communication
* Computer
* Basic research
* Critical thinking
* Monitoring
* Time management
* Coordination
* Problem solving
* Decision making
* Organization
* Analytical
* Interpersonal

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* Primary health care
* Homeostasis
* Human body systems
* Disorders of human body systems

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| 1. Critical Aspects of Competency | Assessment requires evidence that the candidate:   * 1. Demonstrate leadership skills   2. Manage human resource   3. Apply customer care skills   4. Demonstrate understanding of organizational structures   5. Apply health financing   6. Deliver healthcare services   7. Plan health policy |
| 1. Resource implications | The following resources should be provided:   * 1. Appropriately simulated environment where assessment can take place.   2. Access to relevant work environments where assessment can take place.   3. Resources relevant to the proposed activities or task. |
| 1. Methods of Assessment | Competency in this unit may be assessed through:   * 1. Oral   2. Written   3. Observation   4. Case study   5. Third party report |
| 1. Context of Assessment | Competency may be assessed on the job, during industrial attachment or a combination of these. Off the job assessment must be undertaken in a closely simulated workplace environment. |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended |

# **APPLY BASIC STATISTICS IN COMMUNITY HEALTH**

**UNIT CODE 0988 554 21A**

**UNIT DESCRIPTION**

This unit standard specifies the competencies required to apply Health Statistics. to equip the learner with the knowledge, skills, and attitudes to effectively This unit is designed to equip the learners with the knowledge, skills and attitude necessary to enable them collect, compute, analyze, interpret and disseminate data for efficient and effective healthcare service delivery.

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the **key outcomes** which make up workplace function (to be stated in active) | **PERFORMANCE CRITERIA**  These are **assessable statements** which specify the required level of performance for each of the elements (to be stated in passive voice)  ***Bold and italicized terms*** ***are elaborated in the Range*** |
| 1. Apply the concept of health statistics | * 1. ***Health statistics*** is classified as per their functions   2. Sources of data are determined as per the SOPs |
| Apply vital statistics | * 1. **Vital statistics** are identified as per the SOPs   2. Vital statistics sources are identified and categorized as per body   3. Vital statistics are analyzed and interpreted as per the SOPs |
| Process, analyze, interpret, present and disseminate of health care data | * 1. Data analysis is conducted as per the SOPs   2. ***Data presentation*** is done as per the SOPs |
| Apply Health care administrative statistics in diverse settings | * 1. Computation of ***hospital administrative statistics*** is done are identified according to the set guidelines |
| Demonstrate understanding of probability and normal distribution | * 1. Probability is calculated based on laws and rules   2. Population mean and proportions are determined based on SOPs |

**RANGE**

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

|  |  |
| --- | --- |
| **VARIABLE** | **RANGE** |
| Health statistics may include but are not limited to: | * Descriptive * Predictive * Inferential * Correlational |
| Vital statisticsmay include but are not limited to: | * Birth * Death * Marriages * Divorce * Migration |
| * + - 1. Data presentation may include but are not limited to: | * Graphical * Tabular * Textual |
| * + - 1. **Hos**pital administrative statistics include | * Occupied Bed days * Inpatient days * Turnover interval * Bed turnover * Length of stay * Percentage occupancy |

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Required Skills**

The individual needs to demonstrate the following skills:

* Communication
* Computer
* Basic research
* Critical thinking
* Monitoring
* Time management
* Coordination
* Problem solving
* Decision making
* Organization
* Analytical
* Interpersonal

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* Primary health care
* Homeostasis
* Human body systems
* Disorders of human body systems

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| Critical Aspects of Competency | Assessment requires evidence that the candidate:   * 1. Apply the concept of health statistics   2. Apply vital statistics   3. process, analyze, interpret, present and disseminate of health care data   4. Apply Health care administrative statistics in diverse settings   5. Demonstrate understanding of probability and normal distribution   6. Apply inferential statistics to make conclusion in health care delivery |
| Resource implications | The following resources should be provided:   * 1. Appropriately simulated environment where assessment can take place.   2. Access to relevant work environments where assessment can take place.   3. Resources relevant to the proposed activities or task. |
| Methods of Assessment | Competency in this unit may be assessed through:   * 1. Oral   2. Written   3. Observation   4. Case study   5. Third party report |
| 1. Context of Assessment | Competency may be assessed on the job, during industrial attachment or a combination of these. Off the job assessment must be undertaken in a closely simulated workplace environment. |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended |

# **APPLY COMMUNITY HEALTH RESEARCH**

**UNIT CODE: 0988 554 22A**

**UNIT DESCRIPTION**

This unit contains competencies required to demonstrate knowledge on community health research. It involves applying knowledge on community health research and research designs.

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the key outcomes which make up workplace functions | **PERFORMANCE CRITERIA**  These are assessable statements which specify the required level of performance for each of the elements  ***(Bold and italicized terms are elaborated in the range)*** |
| 1. Prepare for community health research | * 1. Introduction to research, definition of research is understood and t***ypes of research*** are determined according to research protocols.   2. Identification of health research problem according to health benefits of the research   3. Determination and design of research questions according to health benefits of the research   4. ***Research objectives*** are identified according to health needs.   5. Conceptual framework is developed according to research variables.   6. Development of research theoretical framework according to research variables. |
| 1. Carry out community health research | * 1. ***Target population*** is determined in accordance with research problem   2. ***Sampling techniques*** are determined in accordance with sample population   3. Sample population is determined based on the research protocols   4. Identification and formulation of research instruments in accordance with sample population   5. Undertaking data collection in accordance with sample population |
| 1. Analyse the community health research data | * 1. ***Data analysis methods*** are determined in accordance with data collected.   2. Validity and reliability of research findings in accordance to research protocols   3. Research findings discussion in accordance to research protocols |
| 1. Document the community health research findings | * 1. Research finding documentation in accordance to research protocols   2. Research Study recommending in accordance to research protocols   3. Compilation of research report in accordance to research protocols |
| 1. Disseminate the community health findings | * 1. Determination of stakeholders in community health research in accordance to research protocols   2. Determination of appropriate methods for dissemination in accordance to research protocols   3. Ethical considerations in dissemination in accordance to research protocols |
| 1. Develop a written research proposal. | * 1. Research ***proposal structure*** according to geographical scope of research   2. Research references are identified according to research sources   3. Appendicesis developed according to research needs |

**RANGE**

This section provides work environment and conditions to which the performance criteria apply. It allows for different work environment and situations that will affect performance.

|  |  |
| --- | --- |
| **Variable** | **Range** |
| Types of research may include but are not limited to | * 1. Qualitative research   2. Quantitative research   3. Exploratory Research   4. Descriptive Research   5. Diagnostic Research   6. Evaluative Research |
| Research objectives may include but are not limited to | * 1. General or broad objective   2. Specific objectives |
| Types of research designs may include but not limited to | * 1. Experimental designs   2. Observational designs |
| Target population may include but are not limited to | * 1. Children   2. Adolescents   3. Women of reproductive health   4. Adults   5. Elderly   6. Addicts |
| Sampling techniques may include but are not limited to | * 1. Probability      1. Simple random sampling      2. Systematic sampling      3. Stratified sampling      4. Cluster sampling      5. Multi stage sampling   2. Non-probability      1. Purposive sampling      2. Convenience sampling      3. Quota sampling      4. Snow balling |
| * + - 1. Data collection methods may include but are not limited to | * 1. Questionnaire   2. Objectively structured interviews   3. Focused group discussions |
| * + - 1. Data analysis methods may include but are not limited to | * 1. Excel   2. SPSS   3. R programming |
| * + - 1. Data presentation methods may include but are not limited to | * 1. Pie charts   2. Bar graphs   3. Histograms   4. Frequency polygons |
| * + - 1. Appendices may include but are not limited to | * 1. Consent forms for data collection   2. Work plan   3. Budget |

**REQUIRED KNOWLEDGE AND SKILLS**

This section describes the knowledge and skills required for this unit of competency.

**Required knowledge**

The individual needs to demonstrate knowledge of:

* Introduction to research
* Types of research
* Purposes of research
* Basic terms in research
* Problem identification
* Literature review
* Research design
* Data collection and analysis
* Research instruments

**Required skills**

The individual needs to demonstrate the following skills:

* Analytical
* Communication
* Computer
* Creativity
* Critical
* Decision making
* Dissemination
* Observation
* Patience
* Probing
* Problem identification
* Problem solving
* Report writing
* Social
* Statistical

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills range.

|  |  |
| --- | --- |
| Critical aspects of competency | Assessment requires evidence that the candidate:   * 1. Demonstrated knowledge on types of research   2. Demonstrated knowledge on the purpose, nature and scope of research   3. Identified research problem   4. Determined the objectives of the research   5. Demonstrated knowledge on literature review   6. Demonstrated research designs   7. Determined the target population   8. Determined sampling technique   9. Identified data collection, analysis and presentation methods   10. Identified components of the appendices. |
| Resource implications | The following resources should be provided:   * 1. Workstation   2. Reporting tools   3. Stationery   4. Data analysis tools   5. computer |
| Methods of assessment | Competency in this unit may be assessed through   * 1. Oral   2. Observation   3. Written   4. Third party report   5. Case study |
| Context of assessment | Competency may be assessed on the job and off the job |
| Guidance information for assessment | Holistic assessment with other units relevant to the industry sector and workplace job role is recommended. |

# **MONITOR AND EVALUATE COMMUNITY HEALTH PROGRAMMES**

**UNIT CODE: 0988 554 23A**

**UNIT DESCRIPTION**

This unit specifies the competencies required to monitor and evaluate community health program. It includes preparing for and carrying out project monitoring and evaluation activities. It also entails documenting project monitoring and evaluation findings.

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | **ELEMENT** | | **PERFORMANCE CRITERIA** | |  |
|  |  | These describe the **key** | | These are **assessable statements** which specify the | |  |
|  |  | **outcomes** which make up | | required level of performance for each of the elements | |  |
|  |  | workplace function (to be | | (to be stated in passive voice) | |  |
|  |  | stated in active) | | ***Bold and italicized terms are elaborated in the Range*** | |  |
|  | |  |  |  |  |  |
|  | | 1. | Prepare for project | 1.1 | Monitoring and evaluation plan developed |  |
|  |  |  | monitoring and |  | according to monitoring and evaluation procedures |  |
|  |  |  | Evaluation | 1.2 | Schedules prepared based on project |  |
|  |  |  |  |  | requirements |  |
|  |  |  |  | 1.3 | Familiarization with project activities undertaken |  |
|  |  |  |  |  | as per monitoring and evaluation requirements |  |
|  |  |  |  | 1.4 | Expected project outcomes determined based on |  |
|  |  |  |  |  | health project activities |  |
|  |  |  |  | 1.5 | ***Monitoring and evaluation tools*** determined and |  |
|  |  |  |  |  | developed as per monitoring and evaluation procedures |  |
|  |  |  |  | 1.6 | ***M&E methods*** determined in accordance with |  |
|  |  |  |  |  | M&E procedures |  |
|  | |  |  |  |  |  |
|  | | 2. | Carry out project | 2.1 | ***M&E resources*** allocated according to M&E |  |
|  |  |  | monitoring and |  | Procedures |  |
|  |  |  | Evaluation activities | 2.2 | Monitoring and evaluation tools assembled and |  |
|  |  |  |  |  | distributed according to M&E plan and requirements |  |
|  |  |  |  | 2.3 | Project data collected according to M&E |  |
|  |  |  |  |  | procedures and schedules |  |
|  |  |  |  | 2.4 | Collected data collated and analyzed based on data |  |
|  |  |  |  |  | analysis standard procedures |  |
|  | |  |  |  |  |  |
|  | | 3. | Document project | 3.1 | Expected ***project outcomes*** compared with project |  |
|  |  |  | monitoring and |  | monitoring and evaluation findings based on M&E |  |
|  |  |  | evaluation findings |  | Procedures |  |
|  |  |  |  | 3.2 | Project monitoring and evaluation report prepared |  |
|  |  |  |  |  | based on M&E findings  3.3 M&E report findings shared based on Monitoring and evaluation procedures |  |
|  |  |  | |  |  |  |

**RANGE**

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

|  |  |  |
| --- | --- | --- |
| **VARIABLE** | **RANGE** | |
|  |  |  |
| * + - 1. Monitoring and evaluation tools |  | Stationary |
| may include but are not limited |  | Computer |
| to: |  | Questionnaires |
|  |  | Relevant software |
|  |  | Tablets/phones |
|  |  | Observation checklist |
|  |  |  |
| * + - 1. M&E methods may include but | * • | Theory-based evaluation |
| are not limited to: | * • | Participatory methods |
|  | * • | Impact evaluation |
|  | * • | Formal surveys |
|  | * • | Performance indicators |
|  |  |  |
| * + - 1. M&E resources may include but |  | Finance |
| are not limited to: |  | Human |
|  |  | Physical |
|  |  | Technological |
|  |  |  |
| * + - 1. Project outcomes may include |  | * Short term |
| but are not limited to: |  | * Intermediate |
|  | • | * Long term |
|  |  |  |

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Required Skills**

The individual needs to apply the following skills:

* Leadership
* Interviewing
* Interpersonal
* Communication
* Statistical
* Computer
* Decision making
* Critical thinking
* Problem solving
* Networking
* Analytical
* Monitoring
* Evaluation

**Required Knowledge**

The individual needs to apply knowledge of:

* Primary health care
* Community health program
* Project assessment
* Project monitoring and evaluation
* Community project research
* Community health needs
* Community project partnerships and collaborations
* Community health action plan

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| Critical aspects of competency | Assessment requires evidence that the candidate:   * 1. Developed M & E Plan   2. Identified and developed M & E tools   3. Demonstrated understanding of M & E methods   4. Carried out project monitoring and evaluation   5. Prepared and disseminated M & E report accordingly   6. Carried out project monitoring and evaluation as required |
| Resource implications | The following resources should be provided:   * 1. Workstation   2. Reporting tools   3. Stationery   4. Data analysis tools   5. Computer |
| Methods of assessment | Competency in this unit may be assessed through   * 1. Oral   2. Observation   3. Written   4. Third party report   5. Case study |
| Context of assessment | Competency may be assessed on the job, during industrial attachment or a combination of these. Off the job assessment must be undertaken in a closely simulated workplace environment. |
| Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended |

# **MANAGE ENVIRONMENTAL HEALTH**

**UNIT CODE: 0988 554 24A**

**UNIT DESCRIPTION**

This unit specifies the competencies required to apply environmental health in the community health. It involves management of water, sanitation and hygiene practices, management of waste, complying with workplace sustainable waste use, environmental pollution control and demonstrating food safety and hygiene practices.

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the key outcomes which make up workplace function. | **PERFORMANCE CRITERIA**  These are assessable statements which specify the required level of performance for each of the elements.  ***Bold and italicized terms are elaborated in the Range*** |
| 1. Manage Water, Sanitation and Hygiene Practices | * 1. ***Water sources*** are identified according to SOPs   2. ***Water quality*** is identified according to SOPs   3. ***Diseases associated to water*** are classified according to health standards   4. ***Water safety*** ***measures*** are identified according to health standards   5. Sanitation methods are identified and carried out at the household level according to health standards   6. Community Led Total Sanitation phases are identified according to health standards   7. ***Hygiene practices*** are identified and carried out at the household level according to health standards |
| 1. Manage Waste | * 1. ***Waste is classified*** as per standard practices   2. Waste categorization is done according to source, composition and type   3. ***Methods of managing solid waste*** are identified and carried out according to SOPs   4. ***Methods of segregating solid waste*** are identified and carried out according to NEMA   5. ***Liquid waste management practices*** are identified and carried out according to health standards   6. ***Diseases transmitted by liquid waste*** are identified according to health standards   7. ***Actors of waste management*** are identified according to health standards |
| 1. Demonstrate sustainable waste use | * 1. Methods for minimizing wastage are complied with.   2. Waste management procedures are employed following principles of 3Rs (Reduce, Reuse, Recycle)   3. Methods for economizing or reducing resource consumption are practiced. |
| 1. Control environmental pollution | * 1. ***Pollution is classified*** according to SOPs   2. ***Health effects of pollution*** are identified according to health standards   3. Environmental pollution ***control measures*** are compiled following standard protocol.   4. Methods for minimizing pollution complied following environmental regulations |
| 1. Demonstrate food safety and hygiene practices | * 1. ***Types of food contaminations*** are identified according to SOPs   2. ***Causes of food contaminations*** are identified according to SOPs   3. ***Principles of food safety*** are employed following 4 Cs principle***.***   4. ***Prevention of food contaminations*** are identified according to health standards |

**RANGE**

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

|  |  |
| --- | --- |
| **Variable** | **Range** |
| Water sources may include but are not limited to | * 1. Rain water   2. Surface water   3. Underground water   4. Sea water |
| Characteristics of potable water may include but not limited to | * 1. Free from disease causing- organism   2. Should be free from harmful chemical substances   3. Should be pleasant to taste/ tasteless   4. Should be usable for domestic purposes   5. Colorless and odorless |
| Diseases associated to water may include but not limited to | * 1. Water borne diseases   2. Water washed diseases   3. Water based diseases   4. Water related vector diseases |
| Water safety measures may include but not limited to | * 1. Small scale water treatment practices      1. Chlorination      2. Boiling      3. Solar disinfection (SO-DIS)   2. Filtration   Large scale water treatment process   * + 1. Water harvesting from the source     2. Aeration     3. Coagulation and flocculation     4. Sedimentation     5. Filtration     6. Chlorination     7. Storage     8. Water quality control |
| * + - 1. Hygiene practices may include but not limited to | * 1. Handwashing   2. Home and food safety |
| 1. Waste classification may include but not limited to | * 1. Solid waste   2. Liquid waste   3. Gaseous waste |
| 1. Methods of solid waste management may include but not limited to | * 1. Recycling   2. Compositing   3. Incineration   4. Landfilling   5. Open dumping   6. Burying   7. Burning |
| 1. Solid waste segregation may include but not limited to | Waste bin system   * 1. Black bin- General waste   2. Blue bin- Recyclable waste   3. Green bin- Organic waste |
| 1. Liquid waste management may include but not limited to | * 1. Septic tanks   2. Soak pits   3. Sewage treatment      1. Preliminary stage      2. Primary treatment      3. Secondary treatment      4. Tertiary treatment |
| 1. Diseases transmitted by liquid waste may include but not limited to | * 1. Typhoid fever   2. Cholera   3. Intestinal worms   4. Poliomyelitis   5. Infective hepatitis A   6. Bacillary and amoebic dysentery |
| 1. Actors of waste management may include but not limited | * 1. Health department   2. Municipal   3. Community   4. Community health committee |
| 1. Types of pollution may include but not limited to | * 1. Air pollution   2. Noise pollution   3. Water pollution   4. Soil pollution |
| 1. Health effects of pollution may include but not limited to | Increased risk of   * 1. Cancer   2. Cardiovascular diseases   3. Respiratory diseases |
| 1. Environmental pollution control measures may include but are not limited to: | * 1. Methods for minimizing or stopping spread and ingestion of airborne particles   2. Methods for minimizing or stopping spread and ingestion of gases and fumes   3. Methods for minimizing or stopping spread and ingestion of liquid wastes |
| 1. Types of food contamination may include but not limited to | * 1. Physical contamination   2. Chemical contamination   3. Biological contamination |
| 1. Causes of food contamination may include but not limited to | * 1. Cross contamination   2. Poor personal hygiene   3. Improper clean and sanitation   4. Time and temperature abuse |
| 1. 4 Cs food safety management principles may include but not limited to | * 1. Clean   2. Cross-contamination   3. Cook   4. Chill |
| 1. Prevention of food contamination may include but not limited to | * 1. Prevent cross contamination   2. Proper personal hygiene   3. Storing of cook food   4. Storing food   5. Pest control |

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Required Skills**

The individual needs to demonstrate the following skills:

* Water sources
* Water quality
* Diseases of associated to water
* Water safety
* Sanitation
* Hygiene
* Waste management
* OSHS
* Food safety and hygiene

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* WASH
* OSHS
* Types of environmental pollution
* Environmental pollution control measures
* Waste management
* Environmental pollution control
* Waste management procedures
* Principle of 3Rs
* Sustainable waste use
* Food safety and hygiene

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| 1. Critical Aspects of Competency | Assessment requires evidence that the candidate:   * 1. Demonstrated understanding of water, sanitation and hygiene practices   2. Managed waste   3. Demonstrated sustainable waste use   4. Controlled environmental pollution   5. Demonstrated understanding on food safety and hygiene |
| 1. Resource Implications | The following resources should be provided:   * 1. Workplace with storage facilities   2. Tools, materials and equipment relevant to the tasks (e.g. Cleaning tools, cleaning materials, trash bags)   3. PPE, manuals and references   4. Legislation, policies, procedures, protocols and local ordinances relating to environmental protection   5. Case studies/scenarios relating to environmental Protection |
| 1. Methods of Assessment | Competency in this unit may be assessed through:   * 1. Demonstration   2. Oral questioning   3. Written examination   4. Interview/Third Party Reports   5. Portfolio (citations/awards from GOs and NGOs, certificate of training – local and abroad)   6. Simulations and role-play |
| 1. Context of Assessment | Competency may be assessed on the job, off the job or a combination of these. Off the job assessment must be undertaken in a closely simulated workplace environment. |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

# **APPLY FUNDAMENTALS OF PRIMARY HEALTH CARE**

**UNIT CODE: 0988 554 24A**

**UNIT DESCRIPTION**

This unit specifies the competencies required to apply fundamentals of primary health care. It involves understanding the historical background and concept of PHC, demonstrating the principles of PHC and applying implementation strategies of PHC.

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the key outcomes which make up workplace function. | **PERFORMANCE CRITERIA**  These are assessable statements which specify the required level of performance for each of the elements.  ***Bold and italicized terms are elaborated in the Range*** |
| 1. Understand the historical background and concepts of PHC | * 1. ***The historical background of PHC*** identified according to SOPs   2. ***Concept of PHC*** is identified according to SOPs   3. ***Relevance of PHC is identified*** according to health standards   4. The levels of implementation of PHC are identified per set standards |
| 1. Demonstrate the principles, pillars and elements of PHC | * 1. ***Principles of PHC are identified*** as per health standard   2. ***Pillars of PHC*** are identified as per health standards   3. ***Elements of PHC*** are identified as per health standards   4. ***Addition elements of PHC*** in Kenya are identified as per health standards. |
| 1. Apply implementation strategies of PHC, achievements, challenges and mitigation measures of effective PHC | * 1. ***Implementation strategies of PHC*** are identifies according to SOPs   2. ***Financing of PHC networks*** is done per standard procedures   3. ***Achievements of PHC*** are identified as per standard procedures   4. ***Challenges of PHC*** are identified according to SOPs   5. Mitigation measures for effective PHC are identified according to SOPs |

**RANGE**

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

|  |  |
| --- | --- |
| **Variable** | **Range** |
| Concept of PHC may include but are not limited to: | * Accessibility * Acceptability * Affordability * Availability * Appropriate technology |
| Relevance of PHC may include but not limited to: | * Improve health outcome * Reduce health inequalities * Cost effective * Community empowerment * Crisis resilience |
| Principles of PHC may include but not limited to: | * Equity * Inter-sectoral or multi sectoral approach * Community participation * Appropriate technology * Health promotion and disease prevention * Decentralization |
| Pillars of PHC may include but not limited to: | * Community participation * Intersectoral collaboration * Appropriate technology * Support mechanism made available for sustainability |
| Elements of PHC may include but not limited to: | * Health education * Control of endemic diseases * Expanded program of immunization * Maternal, child health care and family planning * Essential drugs supply * Nutrition and adequate food supply * Treatment and prevention of minor ailments and injuries * Safe water supply and good sanitation |
| * + - 1. Additional elements of PHC in Kenya may include but not limited to: | * Dental care * Mental health * Eye care * Community Based rehabilitation * STI and HIV /AIDs prevention and control * Malaria control |
| * + - 1. PHC implementation strategies may include but not limited to: | * Community participation * Intersectoral collaboration * Use of appropriate technology * Re-orientation of health services to accommodate PHC approach * Greater emphasis on disease prevention and health promotion * Mobilization of political and administrative support for PHC * Decentralization of health services |
| * + - 1. Financing of PHC networks may include but not limited to: | * Government financing * Resource mobilization * Pooling * Purchasing * Private sector engagement |
| * + - 1. Achievements of PHC may include but not limited to: | * Improved access * Better health outcome * Elimination of social cultural barriers * Early intervention * Stronger health systems * Reduced cost of health care * Improved maternal and infant health |
| * + - 1. Challenges of PHC may include but not limited to: | * Poor planning staffing and shortage of health personnel * Lack of community participation * Poverty level * Lack of adequate funding * Social cultural barriers * Concentrated focus on curative health services rather than preventive and Promotive health care services * Inadequate technology and equipment |

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Required Skills**

The individual needs to demonstrate the following skills:

* Primary Health Care

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* Alma Ata declaration
* Characteristics of PHC
* Principles of PHC
* Pillars of PHC
* Elements of PHC
* Implementation strategies of PHC
* PHC financing
* Achievements of PHC
* Challenges facing PHC implementation
* Mitigation measures for effective PHC

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| Critical Aspects of Competency | Assessment requires evidence that the candidate:   * 1. Demonstrated understanding of historical background of PHC and concepts of PHC   2. Demonstrated understanding of the principles, pillars and elements of PHC   3. Applied implementation strategies of PHC, achievements, challenges and mitigation measures for effective PHC |
| Resource Implications | The following resources should be provided:   * 1. Tools, materials and equipment relevant to the tasks   2. PHC manuals and references   3. Legislation, policies, procedures, protocols and local ordinances relating to Primary Health Care |
| Methods of Assessment | Competency in this unit may be assessed through:   * 1. Demonstration   2. Oral questioning   3. Written examination   4. Interview/Third Party Reports   5. Portfolio (citations/awards from GOs and NGOs, certificate of training – local and abroad)   6. Simulations and role-play |
| Context of Assessment | Competency may be assessed on the job, off the job or a combination of these. Off the job assessment must be undertaken in a closely simulated workplace environment. |
| Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

# **COORDINATE GERIATRIC CARE**

**UNIT CODE:** **0988 554 26A**

**UNIT DESCRIPTION**

This unit specifies the competencies required to coordinate geriatric care. It involves, determining healthy ageing and well being of the elderly, carrying out screening and managing declines in intrinsic capacity, assessing physical inactivity in elderly population, providing mental health services for older persons, assessing common geriatric syndromes, assessing polypharmacy in geriatric population and protecting older persons in emergencies and disasters.

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the key outcomes which make up workplace function | **PERFORMANCE CRITERIA**  These are assessable statements which specify the required level of performance for each of the elements  **(Bold and italicized terms are elaborated in the range)** |
| Determine Healthy ageing, well-being of older persons | * 1. Specific pillars of healthy living are determined as per the Standard operating procedure   2. Identify specific stages of human development   3. Identify specific components of well-being of older person   4. Pillars of healthy living is determined as the MoH guidelines   5. Challenges facing elderly population are determined as per the existing reports |
| 1. Carryout Screening and managing declines in intrinsic capacity | * 1. Screening needs assessment is carried out in accordance with disease management procedures   2. Geriatric screening tools are identified as per the standard operating procedures   3. Criteria for screening is determined as the SOP |
| 1. Assess Physical inactivity in elderly population | * 1. Identify the myth and misconception on physical inactivity among the older population   2. Use appropriate tool to assess physical inactivity among the elderly population   3. Identify the effects of sedentary life style among the elderly population |
| 1. Provide Mental Health (MH) services for older persons | * 1. Available mental health services for older population are determined as per the available resources   2. Material and resources for mental health care service are assembled   3. Mental support systems are integrated based on available resources   4. Establish criteria for mental health service provision   5. Referral for older patient with mental health and psychosocial support is provide according to mental health specialists guidance and procedures |
| 1. Assess Common Geriatric Syndromes | * 1. Material and resources for assessing common Geriatric Syndromes are assembled   2. Effects of geriatric syndrome is determined as per the standard assessment tools   3. Methods for assessing geriatric syndrome is determined as the standard operating procedure |
| 1. Assess Polypharmacy in geriatric population | * 1. Evaluate factors contributing to polypharmacy for older population as per SOPs.   2. Effect of polypharmacy among older population is determined as per the standard procedure   3. Adherence and compliance management of polypharmacy among older persons is determined as per the disease management procedures |
| 1. Protect Older Persons in Emergencies and Disasters | * 1. Causes of disasters and emergences is determined as per the available resources   2. Types of disaster and emergencies are determined as the standard available resources   3. Vulnerability of older person to disaster is determined as per the SOPs.   4. Dialogue and health action days for elder population are identified according to health status and community health needs   5. Determine preparedness and responses to disaster and emergencies for older population |

**RANGE**

This section provides work environment and conditions to which the performance criteria apply. It allows for different work environment and situations that will affect performance

|  |  |
| --- | --- |
| Variable | Range |
| Factors leading to elderly vulnerability may include but are not limited to: | * 1. Physical vulnerability   2. Cognitive vulnerability   3. Social vulnerability |
| Needs of the elderly population may include but are not limited to: | Basic/primary needs   * 1. Food   2. Shelter/housing   3. Clothing   4. Health   5. Water and sanitary facilities   6. Education   7. Access to information |
| Integrated social protection systems may include but are not limited to: | * 1. Local administration   2. Learning institutions   3. Child protection centers   4. Health facilities |
| Screening tools may include but not limited to | * 1. Mini-Mental State Examination (MMSE)   2. Clock Drawing Test   3. Montreal Cognitive Assessment (MoCA)   4. Geriatric Depression Scale (GDS)   5. Anxiety screening tools   6. Cornell Scale for Depression in Dementia (CSDD)   7. Activities of Daily Living (ADL)   8. Frailty screening |
| Tools for assessing physical inactivity | * 1. Physical Activity Scale for the Elderly (PASE)   2. Get Up and Go" Test   3. Chair stand test   4. Gait speed   5. Comprehensive Geriatric Assessment (CGA) |
| Emergencies and Disasters may include but not limited | * 1. Natural   2. Man-made   3. Technology |
| Tools for assessing polypharmacy | * 1. Medstoppe   2. Beers Criteria   3. STOPP/START Criteria   4. Anticholinergic Burden Scale |

**REQUIRED** **KNOWLEDGE AND SKILLS**

This section describes the knowledge and skills required for this unit of competency.

* Primary health care
* Community needs assessment
* Sexual and reproductive health (SRH)
* Environmental Health
* Environmental health and safety laws and regulations (EMCA)
* Vulnerable groups in the community
* Health care and social services linkages
* Civic education
* Provision of social services
* Community development
* Societal support groups
* Health-threatening issues

**Required skills**

The individual needs to demonstrate the following skills:

* Leadership
* Basic management
* Counselling
* Observation
* Basic research
* Communication
* Networking
* Analytical
* Report writing
* Interpersonal
* Advocacy
* Problem solving
* Critical thinking

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills range.

|  |  |
| --- | --- |
| 1. Critical aspects of competency | Assessment requires evidence that the candidate:   * 1. Determined Healthy ageing and well-being of older persons   2. Carryout Screening and managing declines in intrinsic capacity   3. Provided Mental Health (MH) services for older persons   4. Assessed Physical inactivity in elderly population   5. Assessed Common Geriatric Syndromes   6. Assessed Polypharmacy in geriatric population   7. Determined Emergencies and Disasters preparedness for older population   8. Provided health care and social services linkages for older population |
| 1. Resource implications | The following resources should be provided:   * 1. Existing project on management of older population groups   2. Workstation   3. Computer   4. Stationery |
| 1. Methods of assessment | Competency in this unit may be assessed through:   1. Direct Observation 2. Oral Questioning 3. Written tests |
| 1. Context of assessment | Competency may be assessed individually in the actual workplace or through a simulated work place setting |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector and workplace job role is recommended. |