

**REPUBLIC OF KENYA**

**COMPETENCY-BASED MODULAR CURRICULUM**

**FOR**

**COMMUNITY HEALTH**

**LEVEL 6**

**PROGRAMME ISCED CODE: 0988 554A**

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**FOREWORD**

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

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

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

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

**PRINCIPAL SECRETARY**

**STATE DEPARTMENT FOR TVET**

**MINISTRY OF EDUCATION**

**PREFACE**

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

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

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

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

**CHAIR OF COUNCIL**

**ACKNOWLEDGEMENT**

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

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

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

**COUNCIL SECRETARY/ CEO**

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# **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**



# **CURRICULUM 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**

## **MODULE ONE UNITS**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit of Competency** | **Unit code** | **Unit Title** | **Duration in**  **Hours** |
| **Basic** | **0611 551 01A** | Digital Literacy | 40 |
| **Common** | **0988 554 02A** | Nutrition in Community Health | 100 |
| **Core** | **0031 551 03A** | Community Health Information System | 120 |
| **Core** | **0988 554 04A** | Maternal, Newborn and Child Health care | 120 |
| **Total** | | | **380** |

## **MODULE TWO UNITS**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit of Competency** | **Unit code** | **Unit Title** | **Duration in**  **Hours** |
| **Basic** | **0031 554 05A** | Communication Skills | 40 |
| **Common** | **0988554 06A** | Microbiology and Parasitology | 120 |
| **Core** | **0988 554 07A** | Community Health Promotion Services | 120 |
| **Core** | **0988 554 08A** | Community Health Strategies | 120 |
|  |  | Total | **400** |

## **MODULE THREE UNITS**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit of Competency** | **Unit code** | **Unit Title** | **Duration in**  **Hours** |
| **Basic** | **0417 554 09A** | Work Ethics and Practices | 40 |
| **Common** | **0988 554 10A** | Human Anatomy and Physiology | 120 |
| **Core** | **0988 554 11A** | Community Health Linkages | 130 |
| **Core** | **0988 554 12A** | Community-based Health Care | 120 |
| **Total** | | | **410** |

## **MODULE FOUR UNITS**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit of Competency** | **Unit code** | **Unit Title** | **Duration in**  **Hours** |
| **Basic** | **0413 554 13A** | Entrepreneurial Skills | 40 |
| **Common** | **0988 554 14A** | Epidemiology in Community | 120 |
| **Core** | **0988 554 15A** | Gender, Disability, and Vulnerable Groups | 120 |
| **Core** | **0988 554 16A** | Community Health Diagnosis and Partnership | 120 |
| **Total** | | | **400** |

**INDUSTRIAL TRAINING I**

|  |  |  |
| --- | --- | --- |
|  | **Unit Title** | **HOURS** |
|  | Industrial Training I | 480 |
| **Total** | | **480** |

## **MODULE FIVE UNITS**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit of Competency** | **UNIT CODE** | **UNIT NAME** | **HOURS** |
| **Common** | **0988 554 17A** | Manage Common Diseases and Ailments | **80** |
| **Common** | **0988 554 18A** | First Aid Services | **80** |
| **Core** | **0988 554 19A** | Community Health Care | **80** |
| **Core** | **0988 554 20A** | Health System Management | **80** |
| **Core** | **0988 554 21A** | Apply Basic Statistics in Community Health | **60** |
|  | **TOTAL** | | **380** |

## **MODULE SIX UNITS**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit of Competency** | **UNIT CODE** | **UNIT NAME** | **HOURS** |
| **Core** | **0988 554 22A** | Community Health Research | **120** |
| **Common** | **0988 554 23A** | Community Health Programs Monitoring and Evaluation | **80** |
| **Core** | **0988 554 24A** | Environmental Health | **80** |
| **Core** | **0988 554 25A** | Fundamentals of Primary Health Care | **60** |
| **Core** | **0988 554 26A** | Geriatric care | **80** |
|  | **TOTAL** | | **420** |

**INDUSTRIAL TRAINING II**

|  |  |  |
| --- | --- | --- |
|  | **Unit Title** | **HOURS** |
|  | **Industrial Training II** | 480 |
| **Total** | | **480** |
| **GRAND TOTAL** | | **3350** |

The total duration of the course is **3350** hours (112 weeks at 30 hours per week).

**Entry Requirements**

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

1. Kenya Certificate of Secondary Education (KCSE) mean grade C- (minus)

Cluster subjects: English/Kiswahili C Minus, Biology/Biological science D+, Mathematics/ Chemistry/ Physics /Home science D

or

1. Level 5 qualification in Community Health

or

1. Any other qualification equivalent to that of Community Health Level 5 as determined by TVET regulators and any other relevant professional bodies.

**Industrial attachment**

An individual enrolled in this course will be required to undergo 2 industrial attachments for a minimum period of 960 hours (each 480 hours) in a Community Health Sector and any other relevant health field.

**Trainer qualifications**

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

1. Have at least a minimum of a level 7 qualification or its equivalent in the area of specialization.
2. Be licensed by Technical and Vocational and Educational Training Authority (TVETA)

**Assessment Requirements**

The course shall be assessed formatively and summatively:

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

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

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

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

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

**Certification**

A candidate will be issued with a Certificate of Competency upon demonstration of competence in a core Unit of Competency. To be issued with the **Kenya National TVET Certificate** in Community Health Level 6, the candidate must demonstrate competence in all the Units of Competency as given in the qualification pack. A Statement of Attainment certificate may be issued upon demonstration of competence in a certifiable element within a unit.

The certificates will be issued by the Qualification Awarding Institution

# **MODULE ONE**

## **DIGITAL LITERACY**

**UNIT CODE: 0611 551 01A**

**UNIT DURATION: 40 HOURS**

**Relationship with Occupational Standards**

The unit addresses the Unit of Competency: Apply Digital Literacy

**Unit Description**

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

**Summary of Learning Outcomes**

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

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

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

**Suggested Methods Instruction**

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

**Recommended Resources for 25Trainees**

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

## **NUTRITION IN COMMUNITY HEALTH**

**UNIT CODE: 0988 554 02A**

**UNIT DURATION: 100 HOURS**

**Relationship to Occupational Standards**

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

**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.

**Summary of Learning Outcomes**

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

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

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

**Suggested Methods of Delivery**

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

**Recommended Resources for 25 trainees.**

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

## **COMMUNITY HEALTH INFORMATION SYSTEMS**

**UNIT CODE: 0988 554 03A**

**UNIT DURATION: 120 HOURS**

**Relationship to Occupational Standards**

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

**Unit Description**

This unit specifies the competencies required to 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

**Summary of Learning Outcomes**

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

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

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

**Suggested Methods of Delivery:**

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

**List of Recommended Resources for 25 trainees**

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

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

**UNIT CODE: 0988 554 04A**

**UNIT DURATION: 150 HOURS**

**Relationship to Occupational Standards**

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

**Unit Description**

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

**Summary of Learning Outcomes**

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

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

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

**Suggested Methods of Delivery:**

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

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

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

# **MODULE TWO**

## **COMMUNICATION SKILLS**

**UNIT CODE: 0031 551 05 A**

**UNIT DURATION: 40 Hours**

**Relationship with Occupational Standards**

This unit addresses the Unit of Competency: Apply Communication Skills

**Unit Description**

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

**Summary of Learning Outcomes**

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

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

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

**Suggested Methods of Instruction**

* Discussion
* Roleplaying
* Simulation
* Direct instruction
* Demonstration
* Field trips

**Recommended Resources for 25trainees**

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

## **MICROBIOLOGY AND PARASITOLOGY IN COMMUNITY HEALTH**

**UNIT CODE: 0988 554 06A**

**UNIT DURATION: 120 HOURS**

**Relationship to Occupational Standards**

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

**Unit Description**

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

**Summary of Learning Outcomes**

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

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

|  |  |  |
| --- | --- | --- |
| Learning Outcome | Content | Suggested Assessment Methods |
| 1 Identify common parasites and microbes | * 1. Definition of terms      1. Parasites      2. Micro biology      3. Types of human parasites         1. Bacteria         2. Fungi (Yeast and Molds)         3. Viruses         4. Spirochaetes         5. Algae   2. Identification of parasites and microbe’s hosts      1. Human      2. Plants      3. Animals/Insect      4. Water      5. Food   3. Examination of microbes and parasites   4. Interpretation and recording of microbes and parasites   5. Classification of parasites and   microbes   * + 1. Endoparasites     2. Helminths     3. Cestodes     4. Protozon     5. Ectoparasites   1.6 Observable morphological features are recorded | * Written tests * Oral * Practical tests/Project * Case study * Demonstration * Observation |
| 2 Identify microbes and parasites life cycle stage | * 1. Definition of terms   2. Identification of sites of hosts for parasites and microbes | * Written tests * Oral * Practical |

|  |  |  |
| --- | --- | --- |
|  | * 1. Determination of conditions of microbial growth      1. Temperature      2. Water      3. Moistures      4. Nutrient      5. Light   2. Identification of phases of   microbial and parasitic growth | tests/Project |
| 3 Identify microbial and parasitic diseases | * 1. Common types of microbial and parasitic diseases   Amoeba   * + 1. TB     2. STIs     3. Malaria   1. Cholera   2. Typhoid   3. Measles   4. Polio   5. Flu   6. Malaria   7. Determination of signs and symptoms of microbial and parasitic diseases   8. Identification of disease-causing organisms   9. Modes of disease transmission      1. Fecal oral      2. Air      3. Vector      4. Fluid contact      5. Contaminated food and water   10. Risk factors in disease transmission are identified | * Written tests * Oral * Practical tests * Project |
| 4 Apply parasitology and microbiology in disease prevention and control | * 1. Identification of disease types   2. Disease prevention and control measures applied      1. Deworming   3. Proper personal hygiene practices      1. Handwashing   4. Proper food handling and storage      1. Treated water      2. Vaccination      3. Proper fecal disposal      4. Spraying   5. Determination of disease incidence and prevalence   6. Monitoring and regulation of parasitic and microbial diseases | * Written tests * Oral * Practical tests * Project |

**Suggested Delivery Methods**

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

**Recommended Resources for 25 trainees.**

* + 5Computers
  + Laboratory testing apparatus and equipment
  + Laboratory facility
  + Stationery
  + PPE
    - 25 Safety boots
    - 25 Goggles
    - 25 Dust coats
    - 25 Overalls

**COMMUNITY HEALTH PROMOTION SERVICES**

**UNIT CODE:** **0988 554 07A**

**UNIT DURATION: 120 HOURS**

**Relationship to Occupational Standards**

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

**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.

**Summary of Learning Outcomes**

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

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

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

**Suggested Methods of Delivery:**

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

**List of Recommended Resources for 25 trainees**

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

## **CONDUCT COMMUNITY HEALTH SERVICES STRATEGIES**

**UNIT CODE: 0988 554 08A**

**UNIT DURATION: 120 HOURS**

**Relationship to Occupational Standards**

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

**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.

**Summary of Learning Outcomes**

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

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Establish community health units | * 1. Determining Community health units’ services      1. Water and sanitation hygiene      2. Advice on maternal and child health      3. Provision of Family planning      4. Growth monitoring for children under 5 years      5. Deworming of children      6. Provision of Long-Lasting Insecticide Treated Nets (LLITNs)      7. Management of diarrhea, injuries, wounds, jiggers and other minor illnesses      8. Provision of Information, Education & Communication (IEC) materials      9. Defaulter tracing/ drug interrupters (ART, TB and Immunization)      10. Referrals to health facilities      11. First Aid Services   2. Determining Community units’ boundaries   3. Community Health Promoters are selected in a community baraza   4. Selecting Community Health Committees   5. Defining Roles and responsibilities of Community Health Promoters and committee      1. Water and sanitation hygiene      2. Advice on maternal and child health      3. Provision of Family planning      4. Growth monitoring for children under 5 years      5. Deworming of children      6. Provision of Long-Lasting Insecticide Treated Nets (LLITNs)      7. Management of diarrhea, injuries, wounds, jiggers and other minor illnesses      8. Provision of Information, Education & Communication (IEC) materials      9. Defaulter tracing/ drug interrupters (ART, TB and Immunization)      10. Referrals to health facilities      11. First Aid Services | * Observation * Case studies * Oral * Third party report |
| 2. Carry out community health promoters and CHC training | 1. PlanningTraining of CHPs    * 1. Basic         1. Communication         2. Leadership         3. Community health and development         4. Resource Mobilization,         5. Report Writing         6. Financial Management      2. Technical         1. Nutrition         2. WASH         3. HIV         4. Malaria    1. Preparing Training need    2. Gathering Training materials       1. Training manuals       2. Stationery       3. Flip charts       4. Projector       5. Computer    3. Conducting Training of Community Health Promoters    4. Relaying Updates    5. Obtaining Health messages in Kenya Essential Packages for Health (KEPH)       1. Nutrition       2. Immunization and vaccination       3. Food production safety and hygiene       4. Family planning       5. HIV and Sexually Transmitted Infections (STI’s)       6. Deworming       7. WASH | * Written tests * Observation * Oral questioning * Third party report |
| 3. Develop Community Health Unit Annual Work plan | * 1. Establishing Community health annual work plan   2. Filling and updating Community Health Promoters and CHCs database   3. Facilitating of CHPs   -MOH Community health implementation guideline  -Community health 2025 Strategy  3.4 Evaluating and reporting CHPs performance is evaluated and reported | * Written tests * Observation * Oral questions * Third party report |
| 4. Supervise community health promoters | * 1. Conducting Appraisal of CHPs   2. Identifying and rewarding Outstanding performance   3. Identifying Areas of improvement   4. Identifying Corrective action is undertaken | * Written tests * Observation * Oral questions * Third party report |

**Suggested Methods of Delivery:**

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

**List of Recommended Resources for 25 trainees**

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

# **MODULE THREE**

## **WORK ETHICS AND PRACTICES**

**UNIT CODE: 0417 551 09A**

**UNIT DURATION: 40 HOURS**

**Relationship with Occupational Standards**

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

**Unit Description**

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

**Summary of Learning Outcomes**

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

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

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

**Suggested Methods of Instruction**

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

**Recommended Resources for 25Trainees**

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

## **HUMAN ANATOMY AND PHYSIOLOGY**

**UNIT CODE: 0988 554 10A**

**UNIT DURATION: 120 HOURS**

**Relationship to Occupational Standards**

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

**Unit Description**

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

**Summary of Learning Outcomes**

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

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

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

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

**Suggested Delivery Methods**

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

**Recommended Resources for 25 trainees**

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

## **COMMUNITY HEALTH LINKAGES**

**UNIT CODE: 0988 554 11A**

**Relationship to Occupational Standards**

**Duration of Unit: 130 hours**

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

**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.

**Summary of Learning Outcomes**

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

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

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

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

**Suggested Methods of Delivery:**

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

**List of Recommended Resources for 25 trainees**

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

## **COMMUNITY BASED HEALTH CARE**

**UNIT CODE: 0988 554 12A**

**UNIT DURATION: 120 HOURS**

**Relationship to Occupational Standards**

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

**Unit Description**

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

**Summary of Learning Outcomes**

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

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1 Plan community based-health care | 1. Definition of terms and key concepts in community-based health care    * 1. Define Planning      2. Define community-based health care      3. Importances      4. Planning for community-based health care    1. Determination of community- based health care schedule and work plan    2. Community health service providers       1. Community Health promoters       2. Public health officers       3. Health Assistants /officers       4. Accredited Social Health Activists       5. CHAs/ CHOs       6. Nurses    3. Material and resources for community health care service    4. Community-based health care services.       1. Provision of palliative care needs       2. Access to health care services       3. Community referrals    5. Community-based health care services conduction in community health needs assessment    6. Community disaster preparedness assessment    7. Non-manageable conditions Progressive Diseases       1. Advanced Cancer       2. End-Stage Renal Disease       3. Severe, Untreated Mental Health Disorders       4. Strengthening Linkage to health care services    8. Palliative care needs provision       1. Finance support       2. Psychosocial support | * Observation * Case studies * Oral * Third party report |
|  |  |

|  |  |  |
| --- | --- | --- |
| 2 **Manage HIVAIDS and TB** | 1. Concepts of HIV    * 1. Definition of HIV/AIDS      2. Transmission of HIV      3. Myths and misconceptions    1. HIV and TB risk assessment Community Prevention with (PW)    2. HIV and TB diagnosis    3. Counselling of infected and affected patients    4. Management of Coinfected patients with active TB    5. TB treatment and its phases    6. Adherence to TB treatment    7. ARV and TB drug interactions    8. HIV and TB cases monitoring    9. HIV and TB defaulters mapping and referring | * Written tests * Observation * Oral   questioning   * Third party report |
| 3 **Manage mental health.** | 1. Introduction    * 1. Definition of terms      2. Mental health disorders      3. Mental health policies    1. Monitoring framework for Psychosocial Support    2. Assessment of patients with mental illness       1. Physical assessment       2. Behavioral       3. Perception       4. memory    3. Provision of emotional and psychosocial support    4. Integration of mental support systems    5. Referral for patients with mental health    6. Building on available resources and capacity on mental health    7. Protection and provision of mental patients’ rights and equity       1. Privacy       2. Confidentiality       3. Quality health care       4. Right to correct information | * Written tests * Observation * Oral questions * Third party report |

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

**Suggested Methods of Delivery:**

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

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

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

# **MODULE FOUR**

## **ENTREPRENEURIAL SKILLS**

**UNIT CODE: 0413 551 13A**

**UNIT DURATION: 40HOURS**

**Relationship with occupational standards**

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

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

**Summary of Learning Outcomes**

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

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

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

**Suggested Methods of Instruction**

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

**Recommended Resources for 25Trainees**

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

## **EPIDEMIOLOGY IN COMMUNITY HEALTH**

**UNIT CODE: 0988 554 14A**

**UNIT DURATION: 120 HOURS**

**Relationship to Occupational Standards**

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

**Unit Description**

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

**Summary of Learning Outcomes**

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

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| * + - 1. Conduct disease surveillance | 1. introduction    * 1. Definition of terms      2. Epidemiology      3. Disease surveillance      4. Frequency measures      5. Mortality      6. Epidemic      7. Endemic    1. Planning disease surveillance systems    2. Identification of data collection | * Written tests * Oral * Practical/Projects |

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

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

**Suggested Delivery Methods**

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

**Recommended Resources for 25 trainees**

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

## **GENDER, DISABILITY AND VULNERABLE GROUPS**

**UNIT CODE: 0988 554 15A**

**UNIT DURATION: 120 HOURS**

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

**Unit Description**:

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

**Summary of Learning Outcomes**

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

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

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

**Suggested Methods of Delivery:**

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

**List of Recommended Resources for 25 trainees**

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

## **COMMUNITY HEALTH DIAGNOSIS AND PARTNERSHIP**

**UNIT CODE: 0988 554 16A**

**UNIT DURATION: 120 HOURS**

**Relationship to Occupational Standards**

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

**Unit Description**

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

**Summary of Learning Outcomes**

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

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

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

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

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

**Suggested Methods of Delivery:**

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

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

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

# **MODULE FIVE**

## **MANAGE** **COMMON DISEASES AND AILMENTS**

**UNIT CODE: 0988 554 17A**

**UNIT DURATION: 80 HOURS**

**Relationship to Occupational Standards**

This unit addresses the unit of competency: Manage common diseases and ailments

**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

**Summary of Learning Outcomes**

|  |  |  |
| --- | --- | --- |
|  | **Learning Outcomes** | **Duration in hours** |
| 1. | Manage common diseases and ailments | **20** |
| 2. | Carry out case management | **30** |
| 3. | Conduct health talks | **30** |
|  | **TOTAL** | **80 hours** |

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

|  |  |  |
| --- | --- | --- |
| **Learning outcome** | **Content** | **Suggested Assessment Methods** |
| 1.Manage common diseases and ailments | |  | | --- | | * 1. Identification of Common diseases and ailments      1. Non-communicable diseases         1. Cancers         2. Auto-immune diseases         3. Arthritis/Asthma      2. Communicable diseases         1. TB         2. Malaria         3. HIV and AIDs         4. Pneumonia         5. Syphilis         6. Gonorrhoea         7. STIs         8. Malaria         9. Cholera         10. Typhoid         11. Measles         12. Polio   2. Patients’ assessment for common diseases and ailments   3. Provision of Appropriate medication   4. Carrying out home visitation and follow up   5. Patients’ referrals   6. Psychosocial factors on the management of the patients | | * 1. Cultural factors affecting management of the patients | |  | |  | | * Written tests * Oral questioning * Assignments * Supervised exercises |
| 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 | * Written tests * Oral questioning * Assignments * Supervised exercises |
| 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. | * Written tests * Oral questioning * Assignments * Supervised exercises |  |

**Suggested Delivery Methods**

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

**Recommended Resources for 25 trainees**

* + Monitoring and evaluation tools
    - Stationary
    - Questionnaires
    - Relevant software
    - Observation checklist
  + Charts with presentations of data
  + Previous surveys/Documented data records

## 

## **FIRST AID SERVICES**

**UNIT CODE: 0988 554 18A**

**UNIT DURATION: 80 HOURS**

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Conduct first aid services

**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

**Summary of Learning Outcomes**

|  |  |  |
| --- | --- | --- |
|  | **Learning Outcomes** | **Duration in hours** |
| 1. | Promote community safety and health | **5** |
| 2. | Assess community hazards and risk prevention | **10** |
| 3. | Assessing causality | **10** |
| 4. | perform first aid | **30** |
| 5. | Monitor casualty | **5** |
| 6. | Wind-up first aid | **10** |
| 7. | Provide Psychological First Aid | **10** |
|  | **TOTAL** | **80 hours** |

**Elements and Performance Criteria**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Method** |
| 1.Promote community safety and health | * 1. Orientations on OSH requirements/regulations of tasks.      1. Building code      2. Permit to Operate   2. Feedback on health, safety, and security concerns are provided to appropriate personnel.   3. Workplace procedures for reporting hazards, incidents, injuries and sickness   4. OSH requirements/ regulations and workplace safety and hazard control procedures are reviewed, and compliance reporting   5. OSH-related trainings      1. Safety Orientations relevant to tasks      2. Safe and Correct Operation of Tools and Equipment      3. Health Orientations/trainings      4. Prevention and Control of OSH Hazards in the workplace      5. Chemical Handling      6. Safety Trainings   6. Prevention and Control of Work-related Injuries and Illness   7. Basic First-aid Trainings   8. Emergency Response Trainings   9. Trainings on use of fire-extinguisher | * Written tests * Observation * Oral questioning |
| 2.Assess community hazards and risk prevention | * 1. Arrangement of work area and items   2. Work standards and procedures   3. Prevention and control measures.      1. Eliminate the hazard      2. Isolate the hazard      3. Substitute the hazard      4. Administrative controls      5. Engineering controls      6. Personal protective equipment   4. Standards and procedures for incidents and emergencies,      1. Chemical spills      2. Equipment/vehicle accidents      3. Explosion      4. Fire      5. Gas leak      6. Injury to personnel      7. Structural collapse      8. Toxic and/or flammable vapours emission   5. Hazards and Risks are identification      1. Hazards         1. Fire hazards         2. Chemical exposure         3. Falls and falling objects         4. Electrical hazards         5. Environmental hazards   6. Hazards and risk prevention. | * Written tests * Observation * Oral questioning |
| 1. Assessing causality | * 1. Scene size up conduction      1. Scene safety      2. Personal safety      3. Mechanism of injury      4. Nature of illnesses   2. Emergencies identification      1. Fractures      2. Snake bite      3. Choking      4. Burns and scalds      5. Trauma      6. Nose bleeding      7. Cuts      8. Drowning      9. Poisoning      10. Assisting patients with medical conditions   3. Scene cordoning   4. Casualty securing      1. Preserve life      2. Prevent further injuries      3. Promote recovery   5. Determination of nature of incident   6. Management of Casualty condition   7. Emergency services Contacting.   8. Tools, equipment, materials and supplies identification      1. Trolley      2. Stretcher      3. Gloves      4. Spine board      5. Sheets      6. Splints      7. Mask      8. Goggles      9. Apron/Gown/coverall/jump suit      10. Air ways/ adjuncts      11. Ambu-bag      12. First Aid kit | * Written tests * Observation * Oral questioning |
| 4.perform first aid | * 1. First Aid measures identification      1. Performing cardio- pulmonary resuscitation.      2. Managing -choking, burns, scalds, trauma, nose bleeding, cuts, fractures, drowning, poisoning and snake bites   2. First Aid measures conducting   3. Casualty’s condition monitoring   4. Casualty condition conveying | * Written tests * Observation * Oral questioning |
| 1. Monitor casualty | * 1. Casualty condition Monitoring   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 | * Written tests * Observation * Oral questioning |
| 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. Material disposal   4. Infection Prevention and control procedures   6.4.1 Thorough hand wash   * + 1. Wear glove     2. Cover cuts and graces     3. Dispose waste safely   1. Reusable materials stored as per work requirement | * Written tests * Observation * Oral questioning |
| 1. Provide Psychological First Aid | * 1. Psychological First Aid skills demonstrated as per psychological first aid guidelines.      1. Calmness      2. Building trust      3. Sence of self and community      4. Efficasy      5. Connectedness      6. Reassuaring      7. Safety   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. | * Written tests * Observation * Oral questioning |

**Suggested Methods of Delivery:**

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

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

* Research resources
* Research tools and equipment
* Research manuals
* Computers
* Projectors
* Flip charts
* Internet and Analysis software
* Relevant video

## **COMMUNITY HEALTH CARE**

**UNIT CODE: 0988 554 19A**

**UNIT DURATION: 80 HOURS**

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: manage community health care

**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.

**Summary of Learning Outcomes**

|  |  |  |
| --- | --- | --- |
|  | **Learning Outcomes** | **Duration in hours** |
| 1. | Plan for community health education | **10** |
| 2. | Conduct community health education | **25** |
| 3. | Carry out community disease surveillance | **25** |
| 4. | Manage essential drugs and supplies for CHV kits | **20** |
|  | **TOTAL** | **80 hours** |

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Learning Outcome** | | **Content** | **Suggested Assessment Methods** |
| 1 Plan for community health education | | * 1. Concepts and principles of primary health care      1. Definitions      2. Community entry process      3. Identification of geographical area   2. Stakeholders are sensitized based on legal health requirements | * Written tests * Observation * Case study * Oral questions * Third party report * Teach back methods |
|  | | * 1. Community health needs assessments carried out   2. Identification and documentation of training needs      1. Home visitation      2. Exclusive breast feeding      3. Immunization programmers      4. Communicable and infectious disease      5. Non-communicable diseases      6. Nutrition assessment      7. WASH   3. Identification of target population and geographical area      1. Children      2. Elderly      3. Adolescents      4. Mothers      5. Vulnerable groups      6. Breast feeding      7. Pregnant   4. Identification and preparation of training tools and materials      1. Training manuals      2. Stationery      3. Name tags      4. Flip chart and/or white board      5. Computer      6. Projector   5. Identification and training of TOTs   6. Participatory methods and facilitation skills in community health      1. Ad hoc learning      2. Facilitation methods and skills      3. Managing a facilitation      4. Session |  |
| 2 Conduct community health education | | * 1. Determination and sharing of community health education objectives   2. Training material are distributed according to the training needs   3. Conducting community health training and education   4. Preparation and sharing of   training and education report | * Written tests * Observation * Oral questions * Third party report |
| 3 | Carry out community disease  Surveillance | * 1. Determination of areas of interest in health sector      1. Nutrition      2. Dietary assessment      3. Surveillance      4. Anthropometric assessment      5. WASH  1. Communicable and non-communicable disease    1. Determination of surveillance systems objectives    2. Design and implementation of surveillance systems    3. Disease surveillance resources    4. Health information providers    5. Collection and analysis of health data    6. Preparation and dissemination of disease surveillance report    7. Determination of health status   and behavior   * 1. Need of interventions is determined according to disease surveillance report | * Written tests * Observation |
|  |  | * Oral questions |
|  |  | * Third party report |
| 4. | Manage essential drugs and supplies  for CHV kits | * 1. CHV Kits      1. Essential drugs      2. Forecasting   2. Determination and approximation of drugs and supplies for CHVs   3. Preparation and maintenance of database of essential drugs and supplies   4. Identification and provision of essential drugs and supplies   5. Utilization of essential drugs and | * Written tests * Observation |
|  |  | * Oral questions |
|  |  | * Third party report |

|  |  |  |
| --- | --- | --- |
|  | Supplies   * + 1. Type of drugs     2. When, where and how to use drugs   1. Maintenance of stock of essential drugs and supplies      1. Storage and safe disposal of essential   drugs |  |

**Suggested Methods of Delivery:**

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

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

* 13 Computers
* Standard manuals/SOPs

**HEALTH SYSTEM MANAGEMENT**

**UNIT CODE: 0988 554 20A**

**UNIT DURATION: 80 HOURS**

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Apply Health Systems Management

**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

**Summary of Learning Outcomes**

|  |  |  |
| --- | --- | --- |
|  | **Learning Outcomes** | **Duration in hours** |
| 1. | Apply the concepts and principles of leadership and management in healthcare services. | **10** |
| 2. | Demonstrate the roles and functions of leadership and management in health care services. | **10** |
| 3. | Demonstrate understanding on the and Organization of health care services | **20** |
| 4. | Demonstrate understanding of the six health systems building blocks. | **20** |
| 5. | Demonstrate effective public relations skills | **20** |
|  | **TOTAL** | **80 hours** |

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Methods of Assessment** |
| 1. Apply the concepts and principles of leadership and management in healthcare services | * 1. Definition of terms   2. Theories of management   3. Functions of health system   4. Human resource management   5. Functions of management      1. Organizing      2. Controlling      3. Planning      4. Leading      5. Decision making      6. Motivation      7. Decision making      8. Delegation | * Written Assessments * Observation * Case study * Third party report |
| 1. Demonstrate effective public relations skills | * 1. Public relations definitions   2. public relations principles   3. public relations strategies   4. public relations effectiveness and efficiency   5. Customer Care; Customer care definition, concepts, building client confidence, relationship;   6. Factors in customer satisfaction,   7. Measures of customer care,   8. Types of customers, Customer characteristics | * Written Assessments * Observation * Case study * Third party report |
| 1. Demonstrate understanding of Structure and Organization of Health Services | * 1. Historical background of health care system   2. components of a health system   3. organization of the health care system,   4. organizational charts and structures; purposes of organizational structures, principles of organizational chart development, common types of organizational charts, health sector reforms   5. Kenya health care delivery system, UHC   6. levels of health care services and functions of each   1.7 service delivery charters, relevant regulations in health service, Constitution of Kenya, (relevant sections), vision 2030, and related Sustainable Development Goals | * Written Assessments * Observation * Third party report * Written Assessments |
| 1. Demonstrate understanding of financial resource management | * 1. Definition of terms   2. Public finance   3. Budgeting; purpose, types, steps, constraints, advantages and disadvantages   4. Health economics; economic indices, healthcare financing | * Written Assessments * Observation * Third party report * Written Assessments |
| 1. Demonstrate understanding of group and group dynamics | * 1. Definition, personalities,   2. purpose of group development,   3. stages of group development by Bruce Tuckman, typical behaviors and leader’s implications in each group,   4. group dynamics; types of groups, typical behaviors of members in a group, group properties (cohesiveness,   5. roles, norms, status and size), Group decision techniques (didactic interaction,   6. brainstorming, nominal group techniques, Delphi group techniques, devil’s advocacy, electronic meetings, fish bowling and interacting group | * Written Assessments * Observation * Third party report * Written Assessments |
| 1. Deliver healthcare service | * 1. Definition of terms   2. Actors in healthcare delivery   3. Challenges facing healthcare delivery   4. Types of healthcare services      1. Promotive      2. Preventive      3. Curative      4. Rehabilitative   5. Components of a health care system   6. Basic and comprehensive package of Health including maternal, child, and reproductive health services, quality and frequency of the services | * Written Assessments * Observation * Third party report * Written Assessments |
| 1. Plan healthcare policy | * 1. policy development and analysis;   2. Strategic planning in healthcare;   3. Health sector reform and its impact on health systems;   4. Regulatory frameworks and compliance Patient safety and risk management | * Written Assessments * Observation * Third party report |

**Suggested Methods of Instruction:**

* Direct instruction
* Project
* Case studies
* Group discussions
* Field trips /site visits
* Demonstration by trainer
* Practice by the trainees
* Industrial attachment
* Viewing of related videos

**Recommended Resources for 25 Trainees**

* 2 Projectors
* Flip charts
* 25 of each PPEs
* Training manuals
* Charts with presentations of data
* Internet
* Relevant videos
* 2 Printers
* Drug supplies and materials for CHVs
* Mother and child booklet
* Community health information system tools

## 

## **BASIC STATISTICS IN COMMUNITY HEALTH**

**UNIT CODE: 0988 554 21A**

**UNIT DURATION: 60 HOURS**

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Apply Health Statistics

**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

**Summary of Learning Outcomes**

|  |  |  |
| --- | --- | --- |
|  | **Learning Outcomes** | **Duration in hours** |
| 1. | Apply the concept of health statistics | **10** |
| 2. | Apply vital statistics | **5** |
| 3. | Compute measures of central tendency and dispersion | **10** |
| 4. | Apply Health care administrative statistics in diverse settings | **10** |
|  | Process, analyze, interpret, present and disseminate health care data | **15** |
|  | Apply inferential statistics to make conclusion in health care delivery | **10** |
|  | **TOTAL** | **60 hours** |

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Methods of Assessment** |
| 1. 1. 1. 1. Apply the concept of health statistics | 1. Introduction to health statistics;    * 1. Descriptive      2. Predictive      3. Inferential      4. Correlational    1. Sources of health data, types of data and scales of measurements: | * Written Assessments * Observation * Case study * Third party report |
| 2. Apply vital statistics | * 1. **Identification of Vital statistics**       1. Birth      2. Death      3. Marriages      4. Divorce      5. Migration   2. Identification of Vital statistics sources   3. Analyzing and interpretation of Vital statistics | * Written Assessments * Observation * Case study * Third party report |
| 3. Process, analyze, interpret, present and disseminate of health care data | * 1. Conduction of Data analysis   2. **Data presentation**      1. Graphical      2. Tabular      3. Textual | * Written Assessments * Observation * Case study * Third party report |
| 1. Apply Health care administrative statistics in diverse settings | * 1. Identification of Computation of hospital administrative statistics      1. Occupied Bed days      2. Inpatient days      3. Turnover interval      4. Bed turnover      5. Length of stay      6. Percentage occupancy | * Written Assessments * Observation * Case study * Third party report |
| 1. Demonstrate understanding of probability and normal distribution | * 1. Calculation of Probability   2. Determination of Population mean and proportions | * Written Assessments * Observation * Case study * Third party report |

**Suggested Methods of Instruction:**

* Direct instruction
* Project
* Case studies
* Group discussions
* Field trips /site visits
* Demonstration by trainer
* Practice by the trainees
* Industrial attachment
* Viewing of related videos

**Recommended Resources for 25 Trainees**

* 2 Projectors
* Flip charts
* 25 of each PPEs
* Training manuals
* Charts with presentations of data
* Internet
* Relevant videos
* 2 Printers
* Drug supplies and materials for CHVs
* Mother and child booklet
* Community health information system tools

# **MODULE SIX**

## **COMMUNITY HEALTH RESEARCH**

**UNIT CODE: 0988 554 22A**

**UNIT DURATION: 150 HOURS**

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Conduct Community Health Research

**Unit description:**

This unit contains competencies required to demonstrate knowledge on community health research. It involves preparing for community health research, carrying out community health research, analyzing the community health research findings, documenting the community health research process and findings, disseminating the community health research and developing research proposal.

**Summary of Learning Outcomes**

|  |  |  |
| --- | --- | --- |
|  | **Learning Outcomes** | **Duration in hours** |
| 1. | Prepare for community health research | **10** |
| 2. | Carry out community health research | **10** |
| 3. | Analyze the community health research findings | **28** |
| 4. | Document the community health research process and findings | **28** |
|  | Disseminate the community health research | **24** |
|  | Develop research proposal | **20** |
|  | **TOTAL** | **120 hours** |

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

|  |  |  |
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| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1 Prepare for community health research | * 1. Identifying ethics in research   2. Identification of health research problem   3. Determination and design of research questions   4. Development of research objectives   5. Development of research conceptual framework      1. Analytical tool A diagram that shows causes and effects of a problem      2. A diagram that shows causes and effects of a problem      3. Diagram that shows connection of variables   6. Development of research theoretical framework      1. Structure that can hold or support a theory of a research study.      2. Introduces and describes the theory      3. Identification of theories that relate to a research problem      4. Context for explaining a problem | * Written tests * Observation * Oral questioning |

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| 1. Carry out community health research | * 1. Determination of target population      1. Elderly      2. Women of reproductive stage      3. Children      4. Adolescents      5. Scholars      6. Community health workers      7. Vulnerable groups   2. Determination of sampling techniques      1. Probability      2. Non-probability   3. Determination of sample population   4. Identification and formulation of research instruments   2,5 Undertaking data collection | * Written tests * Observation * Oral questions |
| 1. Analyse the community health research data | 3.1 Determination of validity and reliability of research findings   * 1. Determination of data analysis techniques   2. Discussion of research findings | * Written tests * Observation * Oral questioning |
| 1. Document the community health research findings | * 1. Documentation of research finding   2. Recommendations of research Study   3. Compilation of research report | * Written tests * Observation * Oral questioning |
| 1. Disseminate the community health findings | 5.1 Determination of stakeholders in community health research   * 1. Determination of appropriate methods for dissemination      1. Organizational procedures      2. Principles of dissemination      3. Ethical considerations in dissemination | * Written tests * Observation * Oral questioning |
| 6.0 Develop a written research proposal. | * 1. Research proposal structure:      1. cover page      2. Abstract      3. Table of contents      4. Introduction      5. Background information      6. Statement of the problem      7. Justification      8. Objective: Broad and specific      9. Research questions      10. Hypothesis (where applicable)      11. Theoretical Framework      12. Literature review      13. Research design and methodology      14. Ethical consideration      15. References’      16. Work plan      17. Budget      18. Appendices | * Written tests * Observation * Oral questioning |

**Suggested Methods of Delivery:**

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

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

* + - Research resources
      * Research tools and equipment
      * Research manuals
    - 13 Computers
    - 2 Projectors
    - Flip charts
    - Internet
    - Relevant videos
    - Analysis software

## **COMMUNITY HEALTH PROGRAMMES MONITORING AND EVALUATION**

**UNIT CODE: 0988 554 23A**

**UNIT DURATION: 80 HOURS**

**Relationship to Occupational Standards**

This unit addresses the unit of competency: Monitor Community Health Program

**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

**Summary of Learning Outcomes**

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|  | **Learning Outcomes** | **Duration in hours** |
| 1. | Prepare for project monitoring and evaluation | **10** |
| 2. | Carry out project monitoring and evaluation | **25** |
| 3. | Document project monitoring and evaluation findings | **25** |
|  | **TOTAL** | **60 hours** |

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

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| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Prepare for project monitoring and evaluation | * 1. Definition of terms   2. Developing monitoring and evaluation plan   3. Preparing of schedules   4. Undertaking familiarizing with project activities   5. Determining of expected outcomes   6. Determining of monitoring and evaluation tools      1. Stationary      2. Computer      3. Questionnaires      4. Relevant software      5. Tablets/phones      6. Observation checklist   7. Determining of M&E methods      1. Theory based Evaluation      2. Participatory Methods      3. Impact evaluation   8. Formal Surveys   Performance Indicators | * Written tests * Oral questioning * Assignments * Practical * Supervised exercises |
| 2. Carry out project monitoring and evaluation | 1. Definition of terms    1. Allocating of M&E resources       1. Finance       2. Human       3. Physical       4. Technological    2. Assembling and distributing of monitoring and evaluation tools    3. Collecting project data   Analyzing of collected data | * Written tests * Oral questioning * Assignments * Supervised exercises |
| 3. Document project monitoring and evaluation findings | * 1. Comparing expected project outcomes with findings      1. Short Term      2. Intermediate      3. Long Term   2. Preparing of project monitoring and evaluation report   3. Sharing M&E report findings | * Assignments * Oral questioning * Supervised exercises * Written tests |

**Suggested Delivery Methods**

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

**Recommended Resources for 25 Trainees**

* 13 Computers
* 2 Projectors
* Flip charts
* Internet
* Relevant videos
* Analysis software
* Lecture/theory room

## **FUNDAMENTALS OF PRIMARY HEALTH CARE**

**UNIT CODE: 0988 554 24A**

**UNIT DURATION: 60 HOURS**

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Apply fundamental of primary health care

**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.

**Summary of Learning Outcomes**

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|  | **Learning Outcomes** | **Duration in hours** |
| 1. | Understand the historical background and concept of PHC | **20** |
| 2. | Demonstrate the principles, pillars and elements of PHC | **20** |
| 3. | Apply implementation strategies of PHC, achievements, challenges and mitigation measures for effective PHC. | **20** |
|  | **TOTAL** | **60 hours** |

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Understand the historical background and concepts of PHC | 1. Definition of terms    * 1. PHC      2. Intersectoral collaboration      3. Primary care      4. Primary health care network      5. UHC 2. Historical background of PHC 3. The Alma Ata Declaration of 1978    * 1. Concept of PHC      2. Accessibility      3. Acceptability      4. Affordability      5. Availability      6. Appropriate technology 4. Relevance of PHC to community health    * 1. Improve health outcome      2. Reduce health inequalities      3. Cost effective      4. Community empowerment      5. Crisis resilience 5. Levels of implementation of PHC | * Observation * Oral questioning * Portfolio of evidence * Interviews * Third party report * Written tests |
| 1. Demonstrate the principles, pillars and elements of primary health care | * 1. Principles of PHC      1. Equity      2. Inter-sectoral or multi sectoral approach      3. Community participation      4. Appropriate technology      5. Health promotion and disease prevention   2. Decentralization      1. Pillars of PHC      2. Community participation      3. Intersectoral collaboration      4. Appropriate technology      5. Support mechanism made available for sustainability   3. Elements of PHC      1. Health education      2. Control of endemic diseases      3. Expanded program of immunization      4. Maternal, child health care and family planning      5. Essential drugs supply      6. Nutrition and adequate food supply      7. Treatment and prevention of minor ailments and injuries      8. Safe water supply and good sanitation   4. Additional PHC elements in Kenya      1. Dental care      2. Mental health      3. Eye care      4. Community Based rehabilitation      5. STI and HIV /AIDs prevention and control      6. Malaria control | * Observation * Oral questioning * Portfolio of evidence * Interviews * Third party report * Written tests |
| 1. Apply implementation strategies of PHC, achievements, challenges and mitigation measures for effective PHC | * 1. PHC implementation Strategies      1. Community participation      2. Intersectoral collaboration      3. Use of appropriate technology      4. Re-orientation of health services to accommodate PHC approach      5. Greater emphasis on disease prevention and health promotion      6. Mobilization of political and administrative support for PHC      7. Decentralization of health services   2. Financing for PHC networks      1. Government financing      2. Resource mobilization      3. Pooling      4. Purchasing      5. Private sector engagement   3. Achievements of PHC      1. Improved access      2. Better health outcome      3. Elimination of social cultural barriers      4. Early intervention      5. Stronger health systems      6. Reduced cost of health care      7. Improved maternal and infant health   4. Challenges of PHC      1. Poor planning staffing and shortage of health personnel      2. Lack of community participation      3. Poverty level      4. Lack of adequate funding      5. Social cultural barriers      6. Concentrated focus on curative health services rather than preventive and Promotive health care services      7. Inadequate technology and equipment   5. Mitigation measures for effective PHC | * Observation * Oral questioning * Portfolio of evidence * Interviews * Third party report * Written tests |

**Suggested Delivery Methods**

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

**Recommended Resources for 25 Trainees**

* 13 Computers
* 2 Projectors
* Flip charts
* Internet
* Relevant videos
* Analysis software
* Lecture/theory room

## **GERIATRIC CARE**

**UNIT CODE: 0988 554 26A**

**UNIT DURATION: 80 HOURS**

**Relationship to Occupational Standards**

This unit addresses the unit of competency: Coordinate Geriatric care

**Unit Description**

The course provides knowledge in the field of geriatrics and identifies problems of elderly individuals care. The course covers definition and classification of age, assessment of elderly individual and physiological changes in old age, nutrition, pain and dementia / Alzheimer in old age, occurring accidents and ways of protection, psychosocial problems, quality of life and home care, elder abuse, geriatric care issues, determining the effect of Polypharmacy and assessing the Geriatrics Syndromes.

**Learning Outcome**

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| --- | --- | --- |
|  | **Learning Outcomes** | **Duration in hours** |
| 1. | Determine Healthy ageing, well-being of older persons | **15** |
| 2. | Carry out Screening and managing declines in intrinsic capacity | **15** |
| 3. | Assess Physical inactivity in elderly population | **15** |
| 4. | Provide Mental Health (MH) services for older persons | **10** |
| 5. | Assess Common Geriatric Syndromes | **15** |
| 6. | Assess Polypharmacy in geriatric population | **10** |
| 7 | Protect Older Persons in Emergencies and Disasters |  |
|  | **TOTAL** | **80 hours** |

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Determine Healthy ageing, well-being of older persons | * 1. Determination of Specific pillars of healthy living   2. Identify specific stages of human development   3. Identify specific components of well-being of older person   4. Determination of Pillars of healthy living   5. Determination Challenges facing elderly population | * Observation * Oral questioning * Portfolio of evidence * Interviews * Case studies * Third party report * Written tests |
| 1. Carryout Screening and managing declines in intrinsic capacity | * 1. Carry out Screening needs assessment is carried out   2. Identification of Geriatric screening tools   3. Determination of Criteria for screening | * Interviews * Case studies * Third party report   Written tests |
| 3. Assess Physical inactivity in elderly population | * 1. Identification of 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 | * Observation * Oral questioning * Portfolio of evidence * Interviews * Case studies * Third party report   Written tests |
| 1. Provide Mental Health (MH) services for older persons | * 1. Determination of Available mental health services for older population   2. Material and resources for mental health care service are assembled   3. Integration of Mental support systems   4. Establish criteria for mental health service provision   5. Provision of Referral for older patient with mental health and psychosocial support | * Observation * Oral questioning * Portfolio of evidence * Interviews * Case studies * Third party report   Written tests |
| 1. Assess Common Geriatric Syndromes | * 1. Assemble Material and resources for assessing common Geriatric Syndromes   2. Determination of Effects of geriatric syndrome   3. Determination of Methods for assessing geriatric syndrome | * Observation * Oral questioning * Portfolio of evidence * Interviews * Case studies * Third party report   Written tests |
| 1. Assess Polypharmacy in geriatric population | * 1. Evaluate factors contributing to polypharmacy for older population   2. Determination of Effect of polypharmacy among older population   3. Determination of Adherence and compliance management of polypharmacy among older persons | * Observation * Oral questioning * Portfolio of evidence * Interviews * Case studies * Third party report   Written tests   * Observation * Oral questioning |
| 1. Assess Polypharmacy in geriatric population | * 1. Evaluate factors contributing to polypharmacy for older population as per SOPs.   2. Determination of Effect of polypharmacy among older population   3. Determination of Adherence and compliance management of polypharmacy among older persons | * Observation * Oral questioning * Portfolio of evidence * Interviews * Case studies * Third party report * Written tests |
| 1. Protect Older Persons in Emergencies and Disasters | * 1. Define disasters and emergencies   2. Causes of disasters and emergencies   3. Describe the types of disasters and emergencies   4. Older persons’ vulnerability in relation to disasters and emergencies   5. Preparedness and response to disasters and emergencies | * Observation * Oral questioning * Portfolio of evidence * Interviews * Case studies * Third party report * Written tests |

**Suggested Methods of Delivery:**

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

**Recommended Resources for 25 Trainees**

* Fully equipped Community Health Worker Tool Kit
* Digital Health Tools for Community Health Worker Programs
* MoH tools for Community based health care
* Stationaries