****

**REPUBLIC OF KENYA**

**COMPETENCY BASED CURRICULUM**

**FOR**

**COMMUNITY HEALTH**

**LEVEL 4**



TVET CDACC

P.O. BOX 15745-00100

NAIROBI

First published 2019

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# FOREWORD

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

Reforms in the education sector are necessary for the achievement of Kenya Vision 2030 and meeting the provisions of the Constitution of Kenya 2010. The education sector had to be aligned to the Constitution and this resulted to the formulation of the Policy Framework for Reforming Education and Training (Sessional Paper No. 4 of 2016). 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 mode of delivery allows 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.

It is my conviction that this curriculum will play a great role towards development of competent human resource for Health sector’s growth and development.

**PRINCIPAL SECRETARY**

**VOCATIONAL AND TECHNICAL TRAINING**

**MINISTRY OF EDUCATION**

# PREFACE

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

The Technical and Vocational Education and Training Act No. 29 of 2013 and Sessional Paper No. 4 of 2016 on Reforming Education and Training in Kenya, 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 Kenyan labour force.

TVET Curriculum Development, Assessment and Certification Council (TVET CDACC) in conjunction with Community Health Sector Skills Advisory Committee (SSAC) have developed this curriculum.

This curriculum has been developed following the CBET framework policy; the CBETA Standards and guidelines provided by the TVET Authority and the Kenya National Qualification framework designed by the Kenya National Qualification Authority.

This curriculum is designed and organized with an outline of learning outcomes; suggested delivery methods, training/learning resources and methods of assessing the trainee’s achievement. The curriculum is competency-based and allows multiple entry and exit to the course.

I am grateful to the Council Members, Council Secretariat, Community Health SSAC, expert workers and all those who participated in the development of this curriculum.

**CHAIRPERSON**

**TVET CDACC**

# ACKNOWLEDGMENT

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 was received from various organizations.

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

I am convinced that this curriculum will go a long way in ensuring that workers in Health Sector acquires the competencies that will enable them to perform their work more efficiently and effectively.

**COUNCIL SECRETARY/CEO**

**TVET CDACC**

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# ABBREVIATIONS AND ACRONYMS

ACSM Advocacy, Communication and Social Mobilization

ARV Antiretroviral

BC Basic Competency

BRFSS Behavioural Risk Factor Surveillance Systems

CBET Competency-Based Education and Training

CC Common Competency

CDACC Curriculum Development, Assessment and Certification Council

CH Community Health

CHAs Community Health Assistants

CHC Community Health Committee

CHIS Community Health Information Systems

CHNA Community Health Needs Assessment

CHOs Community Health Officers

CHV Community health workers

cMPDSR Community Maternal and perinatal death surveillance and response

CR Core Competency

DDT Dichloro-Diphenyl-Trichloroethane

ELISA Enzyme-Linked Immunosorbent Assay

EMCA Environmental Management Co-ordination Act

EMS Environmental Management Systems

ENT Ear, Nose and Throat

HE Health

HIV Human Immunodeficiency Virus

ICCM Integrated Community Case Management

ICT Information communication technology

IDSR Integrated Disease Surveillance and Response

KHIS Kenya Health Information System

KMHFL Kenya Master Health Facility Listing

LLITNs Long-Lasting Insecticide Treated Nets

LSD Lysergic Acid Diethylamide

MCH Maternal and Child Health

MCUL Master Community Unit Listing

MHPSS Mental Health and Psycho-social Support

MOH Ministry of Health

NEMA National Environment Management Authority

ORS Oral Rehydration Salts

OS Occupational Standards

OSH Occupational Safety and Health

PHOs Public Health Officers

PMTCT Prevention of Mother-To-Child Transmission

PRC Post Rape Care

RDT Rapid Diagnostic Tests

SA Summary Assessment

SGBV Sexual Gender Based Violence

SOPs Standard Operating Procedures

STI’s Sexually Transmitted Diseases

TB Tuberculosis

TVET Technical and Vocational Education and Training

UHC Universal Health Coverage

UTI’s Urinary Tract Infections

WASH- Water sanitation and hygiene

WIT Work Improvement Team

# KEY TO UNIT CODE

HE/CU/CH/BC/01/4/A

Industry or sector

Curriculum

Occupational area

Type of competency

Competency number

Competency level

Control version

# COURSE OVERVIEW

Community Health Level 4 qualification consists of units of learning that a person must achieve to enable him/her to provide community health care, conduct community-based health care, maintain community health information systems and monitor gender, orphans and vulnerable groups. It also enables an individual to conduct community health service strategies and community health linkages.

The units of learning comprising Community Health level 4 qualification include the following:

**Basic Units of Learning**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit Code** | **Unit Title** | **Duration in Hours** | **Credit factor** |
| HE/CU/CH/BC/01/4/A | Communication Skills | 20 | 2 |
| HE/CU/CH/BC/02/4/A | Numeracy Skills | 25 | 2.5 |
| HE/CU/CH/BC/03/4/A | Digital Literacy | 35 | 3.5 |
| HE/CU/CH/BC/04/4/A | Entrepreneurial Skills | 60 | 6 |
| HE/CU/CH/BC/05/4/A | Employability Skills | 30 | 3 |
| HE/CU/CH/BC/06/4/A | Environmental Literacy | 20 | 2 |
| HE/CU/CH/BC/07/4/A | Occupational Safety and Health Practices | 20 | 2 |
| **Total** | | **210** | **21** |

**Common Units of Learning**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit Code** | **Unit Title** | **Duration in Hours** | **Credit factor** |
| HE/CU/CH/CC/01/4/A | Nutrition in Community Health | 50 | 5 |
| HE/CU/CH/CC/02/4/A | Epidemiology in Community Health | 50 | 5 |
| HE/CU/CH/CC/03/4/A | Human Anatomy and Physiology | 50 | 5 |
| HE/CU/CH/CC/04/4/A | Microbiology and Parasitology in Community Health | 50 | 5 |
| **Total** | | **200** | **20** |

**Core** **Units of Learning**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit Code** | **Unit Title** | **Duration in Hours** | **Credit factor** |
| HE/CU/CH/CR/01/4/A | Community Health Care | 80 | 8 |
| HE/CU/CH/CR/02/4/A | Community-Based Health Care | 80 | 8 |
| HE/CU/CH/CR/03/4/A | Maintenance of Community Health Information Systems | 80 | 8 |
| HE/CU/CH/CR/04/4/A | Community Health Linkages | 80 | 8 |
| HE/CU/CH/CR/05/4/A | Community Health Services Strategies | 80 | 8 |
| HE/CU/CH/CR/06/4/A | Gender, Disability and Vulnerable Groups | 80 | 8 |
|  | Industrial Attachment | 300 | 30 |
| **Total** | | **780** | **78** |
| **Grand total** | | **1190** | **119** |

**Entry Requirements**

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

1. Kenya Certificate of Secondary Education (KCSE)

**Or**

1. Equivalent qualifications as determined by Kenya National Qualifications Authority (KNQA)

**Industrial attachment**

An individual enrolled in this course will undergo a field attachment in a Community Health Unit.

**Trainer qualification**

A trainer for this course should have a higher qualification than the level 4.

**Assessment**

The course will be assessed at two levels:

1. **Internal assessment**: conducted continuously by the trainer (internal assessor) who is monitored by an accredited internal verifier.
2. **External assessment:** conducted by an accredited external assessor who is monitored by an accredited external verifier.

The assessors and verifiers are accredited by TVET CDACC which also coordinates external assessment.

**Certification**

An individual will be awarded a Certificate of Competency on demonstration of competence in a Unit of Competency. To be awarded a National Certificate in Community Health Certificate Level 4, an individual must demonstrate competence in all the units of competency.

These certificates will be awarded by TVET CDACC in conjunction with the training provider.

# BASIC UNITS OF LEARNING

# COMMUNICATION SKILLS

**UNIT CODE:** HE/CU/CH/BC/01/4/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Communication Skills

**Duration of Unit:** 20 Hours

**Unit Description**

This unit covers the competencies required demonstrate communication skills. It involves obtaining and conveying workplace information, completing relevant work-related documents, communicating information about workplace processes, leading workplace discussion and communicating workplace issues.

**Summary of Learning Outcomes**

1. Obtain and convey workplace information
2. Complete relevant work-related documents
3. Communicate information about workplace processes
4. Lead workplace discussions
5. Identify and communicate issues arising in the workplace

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Obtain and convey workplace information | * Communication process * Modes of communication * Medium of communication * Effective communication * Barriers to communication * Flow of communication * Sources of information * Types of questions * Organizational policies * Workplace etiquette * Ethical work practices in handling communication | * Interview * Third party reports |
| 1. Complete relevant work-related documents | * Types and purposes of workplace documents and forms * Methods used in filling forms and documents * Recording workplace data * Process of distributing workplace forms and documents * Report writing * Types of workplace reports | * Interview * Third party reports |
| 1. Communicate information about workplace processes | * Communication process * Modes of communication * Medium of communication * Effective communication * Barriers to communication * Flow of communication * Sources of information * Organizational policies * Organization requirements for written and electronic communication methods * Report writing * Effective questioning techniques (clarifying and probing) * Workplace etiquette * Ethical work practices in handling communication | * Interview * Portfolio |
| 1. Lead workplace discussion | * Methods of discussion e.g.   + Coordination meetings   + Toolbox discussion   + Peer-to-peer discussion * Solicitation of response | * Interview * Third party reports |
| 1. Identify and communicate issues arising in the workplace | * Identification of problems and issues * Organizing information on problems and issues * Relating problems and issues * Communication barriers affecting workplace discussions | * Interview * Portfolio |

**Suggested Methods of Instructions**

* Direct instruction
* Demonstration
* Practice assignment
* Discussion
* Role play
* Brainstorming

**Recommended Resources**

* Desktop computers/laptops
* Internet connection
* Projectors
* Telephone
* Report writing templates

# NUMERACY SKILLS

**UNIT CODE:** HE/CU/CH/BC/02/4/A

**Relationship to Occupational Standards:**

This unit addresses the Unit of Competency: Demonstrate Numeracy Skills

**Duration of Unit:** 25hours

**Unit Description**

This unit covers the competencies required to demonstrate numeracy skills. It involves identifying and using whole numbers and simple fractions, decimals and percentages for work, identifying, measuring and estimating familiar quantities for work, reading and using familiar maps, plans and diagrams for work, identifying and describing common 2D and some 3D shapes for work, constructing simple tables and graphs for work using familiar data and identifying and interpreting information in familiar tables, graphs and charts for work.

**Summary of Learning Outcomes**

1. Identify and use whole numbers and simple fractions, decimals and percentages for work
2. Identify, measure and estimate familiar quantities for work
3. Read and use familiar maps, plans and diagrams for work
4. Identify and describe common 2D and some 3D shapes for work
5. Construct simple tables and graphs for work using familiar data
6. Identify and interpret information in familiar tables, graphs and charts for work

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Identify and use whole numbers and simple fractions, decimals and percentages for work | * Whole numbers * Simple fractions * Decimals * Percentages * Sizes * Problem solving methods * Calculations using the 4 operations * Recording and communicating numerical information | * Written * Practice assignments |
| 2. Identify, measure and estimate familiar quantities for work | * Measurement information * Units of measurement * Estimate familiar and simple amounts * Selection of appropriate measuring equipment * Calculate using familiar units of measurement * Check measurements and results against estimates * Using informal and some formal mathematical and general language * Record or report results | * Written * Practice assignments |
| 3. Read and use familiar maps, plans and diagrams for work | * Maps, plans and diagrams * Locate items and places in familiar maps, plans and diagrams * Recognize common symbols and keys in familiar maps, plans and diagrams * Direction and location of objects, or route or places * Use of informal and some formal oral mathematical language and symbols | * Practical test * Written |
| 4. Identify and describe common 2D and some 3D shapes for work | * Common 2D shapes and 3D shapes * Classification of common 2D shapes and designs * Description of Use informal and some formal language to describe common two-dimensional shapes and some common three-dimensional shapes * Construction of common 2D shapes * Match common 3D shapes to their 2D sketches or nets | * Written * Practical test |
| 5. Construct simple tables and graphs for work using familiar data | * Types of graphs * Determination of data to be collected * Selection of data collection method * Collection of data * Determination of variables from the data collected * Order and collate data * Construct a table and enter data * Construct a graph using data from table * Check results * Report or discuss graph information related to work using informal and some formal mathematical and general language | * Written * Practical test |
| 6. Identify and interpret information in familiar tables, graphs and charts for work | * Tables construction and labeling * i.e. title, headings, rows and columns * Interpreting information and data in simple tables * Relaying information of relevant workplace tasks on/in a table * Identify familiar graphs and charts in familiar texts and contexts * Locate title, labels, axes, scale and key from familiar graphs and charts * Identify and interpret information and data in familiar graphs and charts * Relate information to relevant workplace tasks | * Written * Practical test |

**Suggested Methods of Instructions**

* Instructor led facilitation of theory
* Practical demonstration of tasks by trainer
* Practice by trainees/ role play
* Discussion
* Observations and comments and corrections by trainers

**Recommended Resources**

* Computers
* Stationery
* Charts
* Video clips
* Audio tapes
* LCD projectors
* Standard operating and/or other workplace procedures manuals
* Specific job procedures manuals
* Projectors
* Writing boards
* Mathematical tables

# DIGITAL LITERACY

**UNIT CODE:** HE/CU/CH/BC/03/4/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Digital Literacy

**Duration of Unit:** 35 hours

**Unit Description**

This unit covers the competencies required to demonstrate digital literacy in a working environment. It entails identifying computer software and hardware, applying security measures to data, hardware, software, applying computer software in solving task sand applying internet and email in communication at workplace.

**Summary of Learning Outcomes**

1. Identify computer software and hardware
2. Apply security measures to data, hardware and software
3. Apply computer software in solving tasks
4. Apply internet and email in communication at workplace

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Identify computer hardware and software | * Meaning of a computer * Functions of a computer * Components of a computer * Classification of computers | * Written tests * Oral * Observation |
| 1. Apply security measures to data, hardware and software | * Data security and control * Security threats and control measures * Types of computer crimes * Detection and protection against computer crimes | * Written tests * Oral presentation * Observation * Projects |
| 1. Apply computer software in solving tasks | * Operating system * Word processing * Spread sheets * Data base | * Oral questioning * Observation * Project |
| 1. Apply internet and email in communication at workplace | * Computer networks * Uses of internet * Electronic mail (e-mail) concept | * Oral questioning * Observation * Oral presentation * Written report |

**Suggested Methods of Instructions**

* Instructor led facilitation of theory
* Demonstration by trainer
* Practical assignment
* Viewing of related videos
* Project
* Group discussions

**Recommended Resources**

* Desktop computers
* Laptop computers
* Other digital devices
* Printers
* Storage devices
* Internet access
* Computer software

# ENTREPRENEURIAL SKILLS

**UNIT CODE:** HE/CU/CH/BC/04/4/A

**Relationship to occupational standards**

This unit addresses the Unit of Competency: Demonstrate Entrepreneurial Skills

**Duration of unit:** 60 hours

**Unit description**

This unit covers the competencies required for creating and maintaining small scale business, establishing small business customer base, managing and growing a micro/small-scale business.

**Summary of Learning Outcomes**

1. Create and maintain small scale business
2. Establish small scale business customer base
3. Manage small scale business
4. Grow/expand small scale business

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Create and maintain small scale business | * Starting a small business * Legal regulatory requirements in starting a small business * SWOT/ PESTEL analysis * Conducting market/industry survey * Generation and evaluation of business ideas * Matching competencies with business opportunities * Forms of business ownership * Location of a small business * Legal and regulatory requirement * Resources required to start a small business * Common terminologies in entrepreneurship * Entrepreneurship in national development * Self-employment * Formal and informal employment * Entrepreneurial culture * Myths associated with entrepreneurship * Types, characteristics, qualities & role of entrepreneurs * History, development and importance of entrepreneurship * Theories of entrepreneurship * Quality assurance for small businesses * Policies and procedures on occupational safety and health and environmental concerns | * Individual/group assignments * projects * Written * Oral |
| 1. Establish small scale business customer base | * Good staff/workers and customer relations * Marketing strategy * Identifying and maintain new customers and markets * Product/ service promotions * Products / services diversification * SWOT / PESTEL analysis * Conducting a business survey * Generating Business ideas * Business opportunities | * Individual/group assignments * projects * Written * Oral |
| 1. Manage small scale business | * Organization of a small business * Small business’ business plan * Marketing for small businesses * Managing finances for small business * Production/ operation process for goods/services * Small business records management * Book keeping and auditing for small businesses * Business support services * Small business resources mobilization and utilization * Basic business social responsibility * Management of small business * Word processing concepts in small business management * Computer application software * Monitoring and controlling business operations | * Oral * Individual/group assignments * projects * Written |
| 1. Grow/expand small scale business | * Methods of growing small business * Resources for growing small business * Small business growth plan * Computer software in business development * ICT and business growth | * Individual/group assignments * projects * Written |

**Suggested Methods of Instructions**

* Instructor led facilitation of theory
* Demonstration by trainer
* Practice by trainee
* Role play
* Case study

**Recommended Resources**

* Case studies for small businesses
* Business plan templates
* Lap top/ desk top computer
* Internet
* Telephone
* Writing materials

# EMPLOYABILITY SKILLS

**UNIT CODE:** HE/CU/CH/BC/05/4/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Employability Skills

**Duration of Unit:** 30 hours

**Unit Description**

This unit covers competencies required to demonstrate employability skills. It involves conducting self-management, demonstrating critical safe work habits, demonstrating workplace learning and workplace ethics.

**Summary of Learning Outcomes**

1. Conduct self-management
2. Demonstrate critical safe work habits
3. Demonstrate workplace learning
4. Demonstrate workplace ethics

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Conduct self-management | * Self-awareness * Formulating personal vision, mission and goals * Strategies for overcoming life challenges * Emotional intelligence * Assertiveness * Expressing personal thoughts, feelings and beliefs * Developing and maintaining high self-esteem * Developing and maintaining positive self-image * Articulating ideas and aspirations * Accountability and responsibility * Good work habits * Self-awareness * Self-development * Financial literacy * Healthy lifestyle practices | * Written tests * Oral questioning * Portfolio of evidence * Third party report |
| 1. Demonstrate critical safe work habits | * Stress and stress management * Punctuality and time consciousness * Interpersonal communication * Sharing information * Leisure * Integratingpersonal objectives into organizational objectives * Resources utilization * Setting work priorities * HIV and AIDS * Drug and substance abuse * Handling emerging issues | * Written tests * Oral questioning * Portfolio of evidence * Third party report |
| 1. Demonstrate workplace learning | * Personal training needs identification and assessment * Managing own learning * Contributing to the learning community at the workplace * Cultural aspects of work * Variety of learning context * Application of learning * Safe use of technology * Identifying opportunities * Workplace innovation * Performance improvement * Handling emerging issues * Future trends and concerns in learning | * Written tests * Oral questioning * Portfolio of evidence * Third party report |
| 1. Demonstrate workplace ethics | * Meaning of ethics * Ethical perspectives * Principles of ethics * Values and beliefs * Ethical standards * Organization code of ethics * Common ethical dilemmas * Organization culture * Corruption, bribery and conflict of interest * Privacy and data protection * Diversity, harassment and mutual respect * Financial responsibility/accountability * Etiquette * Personal and professional integrity * Commitment to jurisdictional laws * Emerging issues in ethics | * Written tests * Oral questioning * Portfolio of evidence * Third party report |

**Suggested Methods of Instructions**

* Simulation/Role play
* Group Discussion
* Presentations
* Q&A
* Case studies
* Assignments

**Recommended Resources**

* Computers
* Stationery
* Charts
* Video clips
* Audio tapes
* Radio sets
* TV sets
* LCD projectors

# ENVIRONMENTAL LITERACY

**UNIT CODE:** HE/CU/CH/BC/06/4/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Environmental Literacy

**Duration of Unit:** 20hours

**Unit Description**

This unit specifies the competencies required to demonstrate environmental literacy. It involves controlling environmental hazard, controlling environmental pollution, demonstrating sustainable resource use and evaluating current practices in relation to resource usage.

**Summary of Learning Outcomes**

1. Control environmental hazard
2. Control environmental pollution
3. Demonstrate sustainable use of resources
4. Evaluate current practices in relation to resource usage

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Control environmental hazard | * Purposes and content of Environmental Management and Coordination Act 1999 * Purposes and content of Solid Waste Act * Storage methods for environmentally hazardous materials * Disposal methods of hazardous wastes * Types and uses of PPE in line with environmental regulations * Occupational Safety and Health Standards (OSHS) | * Written tests * Oral questions * Observation of work procedures |
| 1. Control environmental Pollution | * Types of pollution * Environmental pollution control measures * Types of solid wastes * Procedures for solid waste management * Different types of noise pollution * Methods for minimizing noise pollution | * Written tests * Oral questions * Observation of work procedures * Role play |
| 1. Demonstrate sustainable resource use | * Types of resources * Techniques in measuring current usage of resources * Calculating current usage of resources * Methods for minimizing wastage * Waste management procedures * Principles of 3Rs (Reduce, Reuse, Recycle) * Methods for economizing or reducing resource consumption | * Written tests * Oral questions * Observation of work procedures |
| 1. Evaluate current practices in relation to resource usage | * Collection of information on environmental and resource efficiency systems and procedures, * Measurement and recording of current resource usage * Analysis and recording of current purchasing strategies. * Analysis of current work processes to access information and data * Identification of areas for improvement | * Written tests * Oral questions * Observation of work procedures |
| 1. Identify Environmental legislations/conventions for environmental concerns | * Environmental issues/concerns * Environmental legislations /conventions and local ordinances * Industrial standard /environmental practices * International Environmental Protocols (Montreal, Kyoto) * Features of an environmental strategy | * Written tests * Oral questions * Observation of work procedures |

**Suggested Methods of Instructions**

* Instructor led facilitation of theory
* Practical demonstration of tasks by trainer
* Practice by trainees/ role play
* Discussion
* Observations and comments and corrections by trainers

**Recommended Resources**

* Computers
* Stationery
* Charts
* Video clips
* Audio tapes
* Radio sets
* TV sets
* LCD projectors
* Standard operating and/or other workplace procedures manuals
* Specific job procedures manuals
* Machine/equipment manufacturer’s specifications and instructions
* Personal Protective Equipment (PPE)

# OCCUPATIONAL SAFETY AND HEALTH PRACTICES

**UNIT CODE:** HE/CU/CH/BC/07/4/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Occupational Safety and Health Practices

**Duration of Unit:** 20 hours

**Unit Description**

This unit specifies the competencies required to practice safety and health and comply with OSH requirements relevant to work. It involves adhering to workplace procedures for hazards and risk prevention and participating in arrangements for workplace safety and health maintenance.

**Summary of Learning Outcomes**

1. Adhere to workplace procedures for hazards and risk prevention
2. Participate in arrangements for workplace safety and health maintenance

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment**  **Methods** |
| 1. Adhere to workplace procedures for hazards and risk prevention | * Arrangement of work area and items in accordance with Company housekeeping procedures * Adherence to work standards and procedures * Application of preventive and control measures, including use of safety gears/PPE * Study and apply standards and procedures for incidents and emergencies. | * Oral questions * Written tests * Portfolio of evidence * Third party report |
| 1. Participate in arrangements for workplace safety and health maintenance | * Participating in orientations on OSH requirements/regulations of tasks * Providing feedback on health, safety, and security concerns to appropriate personnel as required in a sufficiently detailed manner * Practice workplace procedures for reporting hazards, incidents, injuries and sickness * OSH requirements/ regulations and workplace safety and hazard control procedures are reviewed, and compliance reported to appropriate personnel * Identification of needed OSH-related trainings are proposed to appropriate personnel | * Oral questions * Written tests * Portfolio of evidence * Third party report |

**Suggested Methods of Instructions**

* Assigments
* Discussion
* Q&A
* Role play
* Viewing of related videos

**Recommended Resources**

* Computers
* Stationery
* Charts
* Video clips
* Audio tapes
* Radio sets
* TV sets
* LCD projectors
* Standard operating and/or other workplace procedures manuals
* Specific job procedures manuals
* Machine/equipment manufacturer’s specifications and instructions
* Personal Protective Equipment (PPE) e.g.
* Mask
* Face mask/shield
* Safety bootsn
* Safety harness
* Arm/Hand guard, gloves
* Eye protection (goggles, shield)
* Hearing protection (ear muffs, ear plugs)
* Hair Net/cap/bonnet
* Hard hat
* Face protection (mask, shield)
* Apron/Gown/coverall/jump suit
* Anti-static suits
* High-visibility reflective vest

# COMMON UNITS OF LEARNING

# 

# NUTRITION IN COMMUNITY HEALTH

**UNIT CODE:** HE/CU/CH/CC/01/4/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Apply Nutrition in Community Health

**Duration of Unit:** 50 hours

**Unit Description**

This unit specifies the competencies required to apply nutrition in community health. It involves assessing food nutrition and security, applying nutrition in human development and applying nutrition in disease management.

**Summary of Learning Outcomes**

1. Assess food nutrition and security
2. Apply nutrition in human development
3. Apply nutrition in disease management

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

| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| --- | --- | --- |
| 1. Assess food nutrition and security | * Definition of terms and importance of food security and nutrition * Indicators and levels of food security * Determinants of food security * Food security interventions   + Localization of food nutrients   + Food fortification * Roles of stakeholders in food security * Emerging issues and trends in food and nutrition security * Policies | * Observation * Oral questioning * Written tests |
| 1. Apply nutrition in human development | * Definition of terms * Determination of nutrition in human development * Factors affecting human nutritional needs * Identification of vulnerable groups in food nutrition   + Children   + Pregnant women   + Lactating mothers   + Geriatrics   + Adolescents   + High Impact Nutrition Intervention   + Integrated management of acute malnutrition   + Maternal Infant Young Child Nutrition | * Oral questioning * Practical tests * Observation |
| 1. Apply nutrition in disease management | * Definition of terms * Identification and assessment of nutrition related conditions   + Anthropometric measures   + Weighing scale   + Mid Upper Arm Circumference tape   + Height board * Determination of therapeutic nutrition requirements   + Supplements * Identification of nutrition care stages * Nutrition management in chronic diseases | * Observation * Practical tests * Oral questioning |

**Suggested Methods of Instruction**

* Demonstration by trainer
* Field work
* Relevant video shows
* Group discussions
* Projects

**Recommended Resources**

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

# EPIDEMIOLOGY IN COMMUNITY HEALTH

**UNIT CODE:** HE/CU/CH/CC/02/4/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Apply Epidemiology in Community Health

**Duration of Unit:** 50 hours

**Unit Description**

This unit specifies the competencies required to apply epidemiology in community health. It involves conducting disease surveillance, monitoring disease occurrence and utilizing epidemiology data.

**Summary of Learning Outcomes**

1. Conduct disease surveillance
2. Monitor disease occurrence
3. Utilize epidemiology data

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Conduct disease surveillance | * Concepts of disease surveillance   + Epidemiology   + Disease surveillance   + Frequency measures   + Mortality   + Epidemic   + Endemic * Planning disease surveillance system * Identification of data collection methods * Carrying out disease surveillance   + Disease surveillance systems in Kenya * Preparation and dissemination of disease surveillance report | * Written tests * Oral * Practical/Projects |
| 1. Monitor disease occurrence | * Notification of disease occurrences * Planning for disease surveillance * Notifiable diseases in Kenya * Reporting and referral of cases | * Written tests * Oral * Practical/Projects |
| 1. Utilize epidemiology data | * Community health diagnosis   + Steps in community health diagnosis * Determination and control of community diseases * Determination of acceptable health interventions | * Written tests * Oral * Practical/Projects |

**Suggested Methods of Instruction**

* Demonstration by trainer
* Practical work by trainee
* Demonstration videos
* Projects
* Group discussions

**Recommended Resources**

* Computers
* Flip charts
* Relevant manuals
* MOH Reporting tools (MOH 505 IDSR Weekly Epindemic Monitoring form).
* Past publications on epidemiology
* Analysis software

# HUMAN ANATOMY AND PHYSIOLOGY

**UNIT CODE:** HE/CU/CH/CC/03/4/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Apply Human Anatomy and Physiology in Community Health Works

**Duration of Unit:** 50 Hours

**Unit Description**

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

**Summary of Learning Outcomes**

1. Categorize human body systems
2. Determine common disorders of human body systems
3. Apply human anatomy in primary health care

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Categorize human body systems | * Definition of terms * Identification of human body systems * Structure of human body systems * Functions of human body systems | * Written tests * Oral * Practical tests/Project |
| 1. Determine common disorders of human body systems | * Definition of terms * Identification and categorization of human disorders * Identification of emerging issues | * Written tests * Oral * Practical tests/Project |
| 1. Apply human anatomy in primary health care | * Definition of terms * Identification of common diseases * Making referrals   + Referral structure | * Written tests * Oral * Practical tests/Project |

**Suggested Methods of Instruction**

* Demonstration by trainer
* Practical work by trainee
* Demonstration videos
* Projects
* Trainee group discussions

**Recommended Resources**

* Computer
* Laboratory equipment and apparatus
* Laboratory facility
* Dummies/ cadavers
* Stationery
* First aid kit
* Overalls
* Flip charts
* Internet connectivity
* Referral tools
* Gloves

# MICROBIOLOGY AND PARASITOLOGY IN COMMUNITY HEALTH

**UNIT CODE:** HE/CU/CH/CC/04/4/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Apply Microbiology and Parasitology in Community Health

**Duration of Unit:** 50 Hours

**Unit Description**

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

**Summary of Learning Outcomes**

1. Identify common parasites and microbes
2. Determine life cycle of microbes and parasites
3. Determine microbial and parasitic diseases
4. Apply parasitology and microbiology in disease prevention and control

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Identify common parasites and microbes | * Definition of terms * Types of human parasites * Identification of parasites and microbe’s hosts * Classification of parasites and microbes | * Written tests * Oral * Practical tests/Project |
| 1. Determine life cycle of microbes and parasites | * Definition of terms * Identification of sites of hosts for parasites and microbes * Determination of conditions of microbial growth | * Written tests * Oral * Practical tests/Project |
| 1. Determine microbial and parasitic diseases | * Common types of microbial and parasitic diseases * Determination of signs and symptoms of microbial and parasitic diseases * Identification of disease-causing organisms * Modes of disease transmission * Risk factors in diseasetransmission | * Written tests * Oral * Practical tests/Project |
| 1. Apply parasitology and microbiology in disease prevention and control findings | * Disease prevention and control measures * Determination of disease incidence and prevalence | * Written tests * Oral * Practical tests/Project |

**Suggested Methods of Instruction**

* Demonstration by trainer
* Practical work by trainee
* Demonstration videos
* Projects
* Trainee group discussions

**Recommended Resources**

* Computer
* Laboratory testing apparatus and equipment
* Laboratory facility
* Stationery
* PPE
  + Safety boots
  + Goggles
  + Dust coats
  + First aid kit
  + Overalls

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# CORE UNITS OF LEARNING

# **COMMUNITY HEALTH CARE**

**UNIT CODE:** HE/CU/CH/CR/01/4/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Provide Community Health Care

**Duration of Unit:** 80 Hours

**Unit Description**

This unit specifies the competencies required to provide community health care**.** It involves planning for community health education, conducting community health education, managing common ailments and minor injuries, carrying out community disease surveillance and managing essential drugs and supplies for CHW kits. It also entails managing maternal, new born, child health and adolescent health and monitoring Water, Sanitation and Hygiene (WASH) practices.

**Summary of Learning Outcomes**

1. Plan community health education
2. Conduct community health education
3. Manage common ailments and minor injuries
4. Carry out community disease surveillance
5. Manage essential drugs and supplies for CHW kits
6. Manage maternal, new born, child and adolescent health
7. Monitor Water, Sanitation and Hygiene (WASH) practices

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Plan for community health education | * + Concepts and principles of primary health care     - Definitions     - Community entry process     - Identification of geographical area   + Community entry     - Identification and briefing of local authorities, health management and providers   + Household health needs assessment     - Identification and documentation of training needs     - Identification of target population and geographical area     - Identification and preparation of training tools and materials | * Written tests * Observation * Oral questions * Third party report * Teach back methods |
| 1. Conduct community health education | * + Determination and sharing of community health education objectives   + Identification and assigning of roles and responsibilities     - Distribution of training materials and tools   + Conducting community health education   + Preparation and sharing of health education report | * Written tests * Observation * Oral questions * Third party report |
| 1. Manage common ailments and minor injuries | * Determination and location of patients with common ailments and minor injuries * Conducting home visits   + Interpersonal communication * Screening of clients * Causes of common ailments and injuries * Disease management * Client referral * Management methods of minor injuries and illnesses   + - Psychosocial and cultural factors | * Written tests * Observation * Oral questioning * Third party report |
| 1. Carry out community disease surveillance | * Determination of areas of interest in health sector   + Notifiable diseases in Kenya * Determination of surveillance systems objectives * Implementation of surveillance systems * Disease surveillance resources * Health information providers * Collection and analysis of health data * Preparation and dissemination of disease surveillance report * Determination of health status and behaviour | * Written tests * Observation * Oral questions * Third party report |
| 1. Manage essential drugs and supplies for CHW kits | * CHW Kits * Essential drugs * Forecasting * Determination and approximation of drugs and supplies for CHWs * Preparation and maintenance of database of essential drugs and supplies * Identification and provision of essential drugs and supplies * Utilization of essential drugs and supplies * Type of drugs * When, where and how to use drugs * Maintenance of stock of essential drugs and supplies * Storage and safe disposal of essential drugs * Community infection prevention and control | * Written tests * Observation * Oral questions * Third party report |
| 1. Manage maternal, new born, child and adolescent health | * Identification of maternal, new born, child and adolescent’s issues * Community Antenatal Care * Skilled delivery * Immunization * Nutrition * Family planning * Youth friendly services * Identification and assessment of mother and child handbook * Determination of necessary health actions * Identification of areas for improvement in maternal, new born, child and adolescent health   + Nurturing Care   + Kangaroo Mother Care * Community Maternal and perinatal death surveillance and response (CMPDSR) * Identification and Notification of maternal and perinatal deaths | * Written tests * Observation * Oral questions * Third party report |
| 1. Monitor Water Sanitation and Hygiene (WASH) practices | * Definition of terms * Water safety   + Importance of water for health   + Improving water quality in the community   + Causes of water contamination   + Health problems caused by unsafe water   + Water treatment methods at household level   + Safe water storage * Sanitation   + Components of sanitation   + Sanitation ladder   + Community led total sanitation   + Health problems caused by poor sanitation   + Environmental sanitation * Hygiene   + Types of hygiene   + Personal hygiene   + Handwashing   + Home hygiene   + Food safety   + Menstrual management and hygiene | * Written tests * Observation * Oral questions * 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:**

* Computers
* Standard manuals/SOPs
* Projectors
* Flip charts
* PPEs
* Training manuals
* Charts with presentations of data
* Internet
* Relevant videos
* Printers
* Drug supplies and materials for CHWs
* Mother and child booklet
* Maternal and Perinatal death notification forms
* MOH 519 (Community Verbal Autopsy form)
* Community health information system tools

# COMMUNITY-BASED HEALTH CARE

**UNIT CODE:** HE/CU/CH/CR/02/4/A

**Relationship to Occupational Standards**

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

**Duration of Unit:** 80 hours

**Unit Description**

This unit specifies the competencies required to conduct community-based health care**.** It involves performing community based-health care, managing HIV and TB and providing mental health and psychosocial support. It also includes childcare ICCM, management of malaria and zoonotic diseases, executing psycho-active drugs demand reduction strategies and managing non-communicable diseases.

**Summary of Learning Outcomes**

1. Perform community based-health care
2. Manage HIV and TB
3. Provide mental health and psychosocial support
4. Conduct integrated community case management (ICCM)
5. Manage malaria and zoonotic diseases
6. Execute psycho-active drugs demand reduction strategies
7. Manage non-communicable diseases

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Perform community based-health care | * + Definition of terms and key concepts in community-based health care   + Planning for community-based health care   + Determination of community-based health care services     - Community health service providers     - Provision of palliative care needs     - Access to health care services     - Community referrals   + Community disaster preparedness and management | * Observation * Case studies * Oral * Third party report |
| 1. Manage HIV and TB | * + Concepts of HIV     - Definition of HIV/AIDS     - Transmission of HIV     - Myths and misconceptions   + Assessment of HIV risk     - Community Prevention with Positives (PwP)   + Provision of HIV testing and counselling services for communities   + Care, treatment and support     - Community prevention of mother to child transmission     - Adherence to ARV treatment       * ARV defaulter tracing     - Monitoring ARV interactions     - Support groups   + Positive living   + Home based care   + Key populations in HIV   + Situational analysis of HIV   + Introduction to TB   + Risk factors for tuberculosis   + Mode of TB transmission   + Diagnosis of TB   + Treatment of TB   + Adherence to TB treatment     - TB drug interrupters   + Drug resistant tuberculosis   + Community based TB care     - Community direct observation treatment   + TB HIV co-infection   + Discrimination and stigmatization in HIV and TB patients   + Community referral | * Written tests * Observation * Oral questioning * Third party report |
| 1. Provide mental health and psychosocial support | * + Definition of terms   + Mental health policies   + Assessment of patients with mental illness   + Provision of emotional and psychosocial support   + Integration of mental support systems   + Referral for patients with mental health   + Protection and provision of mental patients’ rights and equity | * Written tests * Observation * Oral questions * Third party report |
| 1. Conduct integrated community case management (ICCM) | * + Key concepts in ICCM   + Care seeking and communication skills in the community   + Identification of child illnesses and mortality     - Cough     - Fever     - Diarrhoea     - Convulsion     - Vomiting     - Difficulty feeding or drinking   + Signs of child illness     - Fast breathing     - Chest indrawing     - Unusually sleepy child     - Severe malnutrition   + Referral and treatment of children | * Written tests * Observation * Oral questions * Third party report |
| 1. Manage malaria and zoonotic diseases | * + Introduction to malaria   + Uncomplicated malaria   + Severe malaria   + Testing for malaria   + Malaria in pregnancy   + Keeping rapid diagnostics tests and AL Safe   + Prevention and control of malaria   + Introduction to zoonotic diseases   + Prevention and control of zoonotic diseases | * Written tests * Observation * Oral questions * Third party report |
| 1. Execute psycho-active drugs demand reduction strategies | * + Introduction to psycho-active drugs   + Identification of psycho-active drugs   + Psycho-active drugs need assessment   + Implementation of psycho-active drugs demand reduction strategies   + Monitoring psycho-active drugs use   + Preparation and dissemination of monitoring report | * Written tests * Observation * Oral questions * Third party report |
| 1. Manage non-communicable diseases | * + Definition of terms   + Identification of non-communicable diseases   + Classification of non-communicable diseases   + Identification of signs and symptoms   + Risk factors of NCDs   + Prevention and control   + Referral of NCD clients   + Identification of common complications   + Psycho-social support   + Palliative care   + Health information on NCDs | * Written tests * Observation * Oral questions * Third party report |

**Suggested Methods of Instruction**

* Direct instruction
* Project
* Case studies
* Field trips/site visits
* Discussions
* Demonstration by trainer, and return demonstration
* Practice by the trainee

**Recommended Resources:**

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

# MAINTAINANCE OF COMMUNITY HEALTH INFORMATION SYSTEMS

**UNIT CODE:** HE/CU/CH/CR/03/4/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Maintain Community Health Information Systems

**Duration of Unit:** 80 hours

**Unit Description**

This unit specifies the competencies required to maintain community health information systems**.** It involves preparing for CHIS performance assessment, carrying out CHIS performance assessment and utilizing community health information systems

**Summary of Learning Outcomes**

1. Prepare for CHIS performance assessment
2. Carry out CHIS performance assessment
3. Utilize community health information system

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Prepare for CHIS performance assessment | * Identification of CHIS training needs * Carrying out of CHIS training * Assessment of existing community health information systems * Preparation of CHIS report | * Observation * Case studies * Oral * Third party report |
| 1. Carry out CHIS performance assessment | * Preparation of CHIS assessment report * Determination of CHIS improvement areas   + Work improvement teams (WIT) * Performance appraisal | * Written tests * Observation * Oral questioning * Third party report |
| 1. Utilize community health information system | * Identification of CHIS tools * Analysis of community health data * Preparation of community health report   + Community dialogue   + Review meetings * Undertaking of reviews and updates | * Written tests * Observation * Oral questions * Third party report |

**Suggested Methods of Instruction**

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

**Recommended Resources**

* Computer
* Relevant software
* Standard manuals
* Stationaries
* Workstation
* Flip charts
* Journals
* Surveying tools
* Internet
* MOH reporting tools

# COMMUNITY HEALTH LINKAGES

**UNIT CODE:** HE/CU/CH/CR/04/4/A

**Relationship to Occupational Standards**

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

**Duration of Unit:** 80 hours

**Unit Description**

This unit specifies the competencies required to conduct community health linkages**.** It involves coordinating community access to health services, carrying out social mobilization and participation. It also includes advocating enrolment into health insurance scheme.

**Summary of Learning Outcomes**

1. Coordinate community access to health services
2. Carry out social mobilization and participation
3. Advocate enrolment to health insurance scheme

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Coordinate community access to health services | * Identification of community health needs * Identification of target population * Community mobilization * Identification and analysis of community health defaulter tracing system   + Routine updating and review of defaulter tracing registers   + Identification and interpretation of defaulters * Health access linkages * Coordination and maintenance of referral cases | * Observation * Case studies * Oral * Third party report |
| 1. Carry out social mobilization and participation | * Collection and analysis of socio-economic health status data of a community * Report preparation * Determination of community needs * Identification of areas of community participation and mobilization * Development of strategies for community participation and mobilization | * Written tests * Observation * Oral questions * Third party report |
| 1. Advocate enrolment into Health Insurance Scheme | * Introduction to Universal Health Coverage * Roles and responsibilities of community health workers in UHC   + Community health education   + Door to door services   + Screening for non-communicable diseases (NCDs) * Enrolment strategies into Universal Health Coverage (UHC) program   + Monitoring of enrolment into UHC * Types and benefits of health insurance schemes | * Written tests * Observation * Oral questions * Third party report |

**Suggested Methods of Instruction**

* Direct instruction
* Project
* Case studies
* Field trips/site visits
* Group discussions
* Demonstration by trainer
* Computer Aided Learning (CAL)
* Practice by the trainee
* Relevant video shows

**Recommended Resources**

* Computer
* Monitoring and evaluation tools
* Internet connectivity
* Workshop
* Stationery
* Flip charts

# COMMUNITY HEALTH SERVICE STRATEGIES

**UNIT CODE:** HE/CU/CH/CR/05/4/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Conduct Community Health Service Strategies.

**Duration of Unit:** 80 hours

**Unit Description**

This unit specifies the competencies required to conduct community health service strategies**.** It involves establishing community health units and conducting advocacy, communication and social mobilization.

**Summary of Learning Outcomes**

1. Establish community health units
2. Conduct Advocacy, Communication and Social Mobilization (ACSM)

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Establish community health units | * + Introduction to community health strategy   + Community entry process   + Determination of community units’ boundaries   + Selection of Community Health Committees     - Training of CHCs   + Selection of Community health workers     - Training of CHWs   + Household mapping and registration     - Allocation of households to CHWs   + Determination of Community health units’ services   + Monitoring of community health units   + Sustainability of community health units     - Income generating activities   + Reporting of community health data | * Observation * Case studies * Oral * Third party report |
| 1. Conduct Advocacy, Communication and Social Mobilization (ACSM) | * Implementation of advocacy resources and strategies * Preparation of health advocacy plan * Identification of relevant stakeholders and partners * Identification of community health needs * Carrying out health needs advocacy * Effective Communication * Basic Counselling skills * Identification of social mobilization strategies   + Community dialogue   + Community action days   + Community conversation * Implementation and evaluation of health campaign strategies | * Written tests * Observation * Oral questions * Third party report |

**Suggested Methods of Instruction**

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

**Recommended Resources**

* Computers
* Workshop resources
* Training manuals
* Projectors
* Flip charts
* Charts with presentations of data
* Internet
* Relevant videos
* CHIS tools

# GENDER, DISABILITY AND VULNERABLE GROUPS

**UNIT CODE:** HE/CU/CH/CR/06/4/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Monitor Gender, Disability and Vulnerable Groups.

**Duration of Unit:** 80 hours

**Unit Description**

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

**Summary of Learning Outcomes**

1. Identify vulnerable groups and GBV cases
2. Conduct health needs assessments
3. Carry out civic education
4. Provide health care and social services linkages
5. Establish support groups

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Identify vulnerable groups and GBV cases | * Basic concepts of disability, gender and vulnerable groups * Disability, gender and vulnerable groups awareness, lobbying and advocacy * Approaches and strategies to disability, gender and vulnerable groups mainstreaming and integration * Determination of vulnerable groups * Determination of vulnerability contributing factors * Involvement of stakeholders and partners   + Gender based violence (GBV) * Basic understanding of GBV * Care for GBV survivors * Psychosocial support for GBV survivors * Referral and follow up for GBV survivors * Role of Community health workers in GBV * GBV in humanitarian context * GBV awareness at community level * Monitoring and evaluation | * Observation * Case studies * Oral * Third party report |
| 1. Conduct health needs assessments | * Introduction to health needs assessment * Identification of health needs   + Prioritization of health needs   + Determination of target vulnerable populations and areas   + Implementation of action on felt needs   + Integration of needs of vulnerable populations * Identification and strengthening of partnerships | * Written tests * Observation * Oral questioning * Third party report |
| 1. Carry out civic education | * Introduction to civic education * Identification of issues of interest in the community * Identification of target audience * Civic education activities * Cohort selection | * Written tests * Observation * Oral questions * Third party report |
| 1. Provide health care and social services linkages | * Definition of terms * Creation of health awareness * Formation of community linkage structures * Provision of social protection interventions * Identification of dialogue and health action days * Initiation of social assistance programs * Identification and mitigation of services access barriers | * Written tests * Observation * Oral questions * Third party report |
| 1. Establish support groups | * Definition of terms * Integration of support groups * Identification of support group training needs * Monitoring of service provision * Development of support group strategies | * Written tests * Observation * Oral questions * Third party report |

**Suggested Methods of Instruction**

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

**Recommended Resources**

* Computers
* Training resources
* Projectors
* Flip charts
* Charts with presentations of data
* Internet connectivity
* Relevant videos
* CHIS Tools
* PRC Forms
* MOH 364 Sexual Gender Based Violence Summary Form