



**REPUBLIC OF KENYA**

**COMPETENCY BASED CURRICULUM**

**FOR**

**ARTISAN IN COMMUNITY HEALTH**

**LEVEL 4**



**KISII NATIONAL POLYTECHNIC**  
**P.O. BOX 222-40200**  
**KISII**

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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, KISII NATIONAL POLYTECHNIC**

## **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.

KISII NATIONAL POLYTECHNIC in conjunction with experts in Health Science department (HSC) 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, Health Science Department, expert workers and all those who participated in the development of this curriculum.

**Mr. DAVID MWANGI,**  
**Secretary, Governing Council,**  
**KISII NATIONAL POLYTECHNIC**

## **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 Health Science Trainers in ensuring that competencies required by the industry are addressed in the curriculum. I also thank all stakeholders in Community 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 Community Health Sector acquires the competencies that will enable them to perform their work more efficiently and effectively.

**HEAD OF SECTION, COMMUNITY HEALTH**

**DANIEL N. NYAMEINO**

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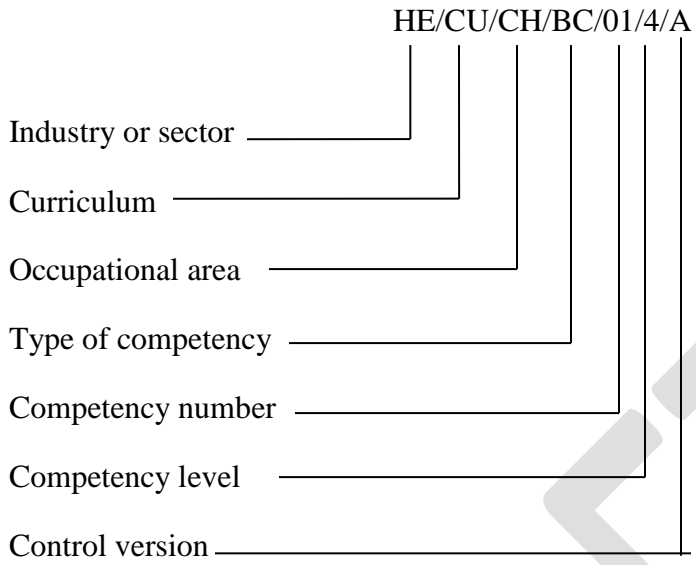
## ACRONYMS

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
HSC	Health Science
HIV:	Human Immunodeficiency Virus
ICCM:	Integrated Community Case Management
ICT:	Information communication technology

IDSR:	Integrated Disease Surveillance and Response
KHIS:	Kenya Health Information System
KNP:	Kisii National Polytechnic
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



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## COURSE OVERVIEW

The units of competency 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
<b>Total</b>		<b>210</b>	<b>21</b>

### 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 works	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
<b>Total</b>		<b>200</b>	<b>20</b>

### 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	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
<b>Total</b>		<b>780</b>	<b>78</b>
<b>Grand total</b>		<b>1190</b>	<b>119</b>

The total duration of the course for an average trainee is 1190 hours including 300 hours (10 weeks) of field attachment

### Entry Requirements

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

- a) Kenya Certificate of Secondary Education (KCSE), Minimum D Plain
- Or**
- b) Equivalent qualifications as determined by Kisii National Polytechnic (KNP)

### Field attachment

An individual enrolled in this course will undergo a field attachment for a period of 10 weeks in a Community Health Unit.

### Assessment

The course will be assessed at two levels:

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

The assessors and verifiers are accredited by TVET 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 Certificate in Community Health Certificate Level 4, an individual must demonstrate competence in all the units of competency.

These certificates will be awarded by The Kisii National Polytechnic.

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## **BASIC UNITS OF LEARNING**

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## 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 describes the competencies required to lead in the dissemination and discussion of ideas, information and issues in the workplace.

### 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 discussion
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	<ul style="list-style-type: none"><li>• Communication process</li><li>• Modes of communication</li><li>• Medium of communication</li><li>• Effective communication</li><li>• Barriers to communication</li><li>• Flow of communication</li><li>• Sources of information</li><li>• Types of questions</li><li>• Organizational policies</li><li>• Workplace etiquette</li><li>• Ethical work practices in handling communication</li></ul>	<ul style="list-style-type: none"><li>• Observation</li><li>• Interview</li><li>• Third party reports</li></ul>
2. Complete relevant work-related documents	<ul style="list-style-type: none"><li>• Types and purposes of workplace documents and forms</li><li>• Methods used in filling forms and documents</li></ul>	<ul style="list-style-type: none"><li>• Observation</li><li>• Interview</li><li>• Third party reports</li></ul>

	<ul style="list-style-type: none"> <li>• Recording workplace data</li> <li>• Process of distributing workplace forms and documents</li> <li>• Report writing</li> <li>• Types of workplace reports</li> </ul>	
3. Communicate information about workplace processes	<ul style="list-style-type: none"> <li>• Communication process</li> <li>• Modes of communication</li> <li>• Medium of communication</li> <li>• Effective communication</li> <li>• Barriers to communication</li> <li>• Flow of communication</li> <li>• Sources of information</li> <li>• Organizational policies</li> <li>• Organization requirements for written and electronic communication methods</li> <li>• Report writing</li> <li>• Effective questioning techniques (clarifying and probing)</li> <li>• Workplace etiquette</li> <li>• Ethical work practices in handling communication</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Interview</li> <li>• Portfolio</li> </ul>
4. Lead workplace discussion	<ul style="list-style-type: none"> <li>• Methods of discussion e.g. <ul style="list-style-type: none"> <li>✓ Coordination meetings</li> <li>✓ Toolbox discussion</li> <li>✓ Peer-to-peer discussion</li> </ul> </li> <li>• Solicitation of response</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Interview</li> <li>• Third party reports</li> </ul>
5. Identify and communicate issues arising in the workplace	<ul style="list-style-type: none"> <li>• Identification of problems and issues</li> <li>• Organizing information on problems and issues</li> <li>• Relating problems and issues</li> <li>• Communication barriers affecting workplace discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Interview</li> <li>• Portfolio</li> </ul>

**Suggested Delivery Methods**

- Discussion
- Role play
- Brainstorming

**Recommended Resources**

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

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## 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:** 25 hours

### **Unit Description**

This unit describes the competencies required by a worker in order to competently Identify and use whole numbers and simple fractions, decimals and percentages; Identify, measure and estimate familiar quantities for work, Read and use familiar maps, plans and diagrams for work, Identify and describe common 2D and some 3D shapes for work, construct simple tables and graphs for work using familiar data, Identify and interpret 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**

<b>Learning Outcome</b>	<b>Content</b>	<b>Suggested Assessment Methods</b>
1. Identify and use whole numbers and simple fractions, decimals and percentages for work	<ul style="list-style-type: none"><li>• Whole numbers</li><li>• Simple fractions</li><li>• Decimals</li><li>• Percentages</li><li>• Sizes</li><li>• Problem solving methods</li><li>• calculations using the 4 operations</li></ul>	<ul style="list-style-type: none"><li>• Oral</li><li>• Written</li><li>• Practical test</li><li>• Observation</li></ul>

	<ul style="list-style-type: none"> <li>Recording and communicating numerical information</li> </ul>	
2. Identify, measure and estimate familiar quantities for work	<ul style="list-style-type: none"> <li>Measurement information</li> <li>Units of measurement</li> <li>Estimate familiar and simple amounts</li> <li>Selection of appropriate measuring equipment</li> <li>Calculate using familiar units of measurement</li> <li>Check measurements and results against estimates</li> <li>Using informal and some formal mathematical and general language</li> <li>Record or report results</li> </ul>	<ul style="list-style-type: none"> <li>Oral</li> <li>Written</li> <li>Practical test</li> <li>Observation</li> </ul>
3. Read and use familiar maps, plans and diagrams for work	<ul style="list-style-type: none"> <li>Maps, plans and diagrams</li> <li>Locate items and places in familiar maps, plans and diagrams</li> <li>Recognize common symbols and keys in familiar maps, plans and diagrams</li> <li>Direction and location of objects, or route or places</li> <li>Use of informal and some formal oral mathematical language and symbols</li> </ul>	<ul style="list-style-type: none"> <li>Oral</li> <li>Written</li> <li>Practical test</li> <li>Observation</li> </ul>
4. Identify and describe common 2D and some 3D shapes for work	<ul style="list-style-type: none"> <li>Common 2D shapes and 3D shapes</li> <li>Classification of common 2D shapes and designs</li> <li>Description of Use informal and some formal language to describe common two-dimensional</li> </ul>	<ul style="list-style-type: none"> <li>Oral</li> <li>Written</li> <li>Practical test</li> <li>Observation</li> </ul>

	<p>shapes and some common three-dimensional shapes</p> <ul style="list-style-type: none"> <li>• Construction of common 2D shapes</li> <li>• Match common 3D shapes to their 2D sketches or nets</li> </ul>	
5. Construct simple tables and graphs for work using familiar data	<ul style="list-style-type: none"> <li>• Types of graphs</li> <li>• Determination of data to be collected</li> <li>• Selection of data collection method</li> <li>• Collection of data</li> <li>• Determination of variables from the data collected</li> <li>• Order and collate data</li> <li>• Construct a table and enter data</li> <li>• Construct a graph using data from table</li> <li>• Check results</li> <li>• Report or discuss graph information related to work using informal and some formal mathematical and general language</li> </ul>	<ul style="list-style-type: none"> <li>• Oral</li> <li>• Written</li> <li>• Practical test</li> <li>• Observation</li> </ul>
6. Identify and interpret information in familiar tables, graphs and charts for work	<ul style="list-style-type: none"> <li>• Tables construction and labeling</li> <li>• i.e. title, headings, rows and columns</li> <li>• Interpreting information and data in simple tables</li> <li>• Relaying information of relevant workplace tasks on/in a table</li> <li>• Identify familiar graphs and charts in familiar texts and contexts</li> <li>• Locate title, labels, axes, scale and key from familiar graphs and charts</li> </ul>	<ul style="list-style-type: none"> <li>• Oral</li> <li>• Written</li> <li>• Practical test</li> <li>• Observation</li> </ul>

	<ul style="list-style-type: none"><li>• Identify and interpret information and data in familiar graphs and charts</li><li>• Relate information to relevant workplace tasks</li></ul>	
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**Suggested Delivery Methods**

- 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**

- Standard operating and/or other workplace procedures manuals
- Specific job procedures manuals
- 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 effectively demonstrate digital literacy in a working environment. It entails identifying and using digital devices such as smartphones, tablets, laptops and desktop PCs for purposes of communication and performing work related tasks at the work place.

## Summary of Learning Outcomes

1. Identify computer hardware and software
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	<ul style="list-style-type: none"><li>• Meaning of a computer</li><li>• Functions of a computer</li><li>• Components of a computer</li><li>• Classification of computers</li></ul>	<ul style="list-style-type: none"><li>• Written</li><li>• Oral</li><li>• Observation</li></ul>
2. Apply security measures to data, hardware and software	<ul style="list-style-type: none"><li>• Data security and control</li><li>• Security threats and control measures</li><li>• Types of computer crimes</li><li>• Detection and protection against computer crimes</li></ul>	<ul style="list-style-type: none"><li>• Written tests</li><li>• Oral presentation</li><li>• Observation</li><li>• Projects</li></ul>
3. Apply computer software in solving tasks	<ul style="list-style-type: none"><li>• Operating system</li><li>• Word processing</li><li>• Spread sheets</li><li>• Data base</li></ul>	<ul style="list-style-type: none"><li>• Oral questioning</li><li>• Observation</li><li>• Project</li></ul>

4. Apply internet and email in communication at workplace	<ul style="list-style-type: none"><li>• Computer networks</li><li>• Uses of internet</li><li>• Electronic mail (e-mail) concept</li></ul>	<ul style="list-style-type: none"><li>• Oral questioning</li><li>• Observation</li><li>• Oral presentation</li><li>• Written report</li></ul>
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#### **Suggested Delivery Methods**

- Instructor led facilitation of theory
- Demonstration by trainer
- Practical work by trainee
- Viewing of related videos
- Project
- Group discussions

#### **Recommended Resources**

- Desk top 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 describes the competencies critical to demonstration of entrepreneurial skills. It includes creating and maintaining small scale business, establishing small scale business customer base, managing and growing a small 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**

<b>Learning Outcome</b>	<b>Content</b>	<b>Suggested Assessment Methods</b>
1. Create and maintain small scale business	<ul style="list-style-type: none"><li>• History, development and importance of entrepreneurship</li><li>• Common terminologies in entrepreneurship</li><li>• Myths associated with entrepreneurship</li><li>• Entrepreneurial culture</li><li>• Theories of entrepreneurship</li><li>• Types, characteristics, qualities &amp; role of entrepreneurs</li><li>• Starting a small business</li><li>• Legal regulatory requirements in starting a small business</li></ul>	<ul style="list-style-type: none"><li>• Observation</li><li>• Case studies</li><li>• Individual/group assignments</li><li>• projects</li><li>• Written</li><li>• Oral</li></ul>

	<ul style="list-style-type: none"> <li>• Generation and evaluation of business ideas</li> <li>• Matching competencies with business opportunities</li> <li>• Forms of business ownership</li> <li>• Location of a small business</li> <li>• Legal and regulatory requirement</li> <li>• Resources required to start a small business</li> <li>• Entrepreneurship in national development</li> <li>• Self-employment</li> <li>• Formal and informal employment</li> <li>• Quality assurance for small businesses</li> <li>• Policies and procedures on occupational safety and health and environmental concerns</li> <li>• SWOT/ PESTEL analysis</li> <li>• Conducting market/industry survey</li> </ul>	
<p>2. Establish small scale business customer base</p>	<ul style="list-style-type: none"> <li>• Good staff/workers and customer relations</li> <li>• Marketing strategy</li> <li>• Identifying and maintain new customers and markets</li> <li>• Product/ service promotions</li> <li>• Products / services diversification</li> <li>• SWOT / PESTEL analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Case studies</li> <li>• Individual/group assignments</li> <li>• projects</li> <li>• Written</li> <li>• Oral</li> </ul>



	<ul style="list-style-type: none"> <li>• Conducting a business survey</li> <li>• Generating Business ideas</li> <li>• Business opportunities</li> </ul>	
3. Manage small scale business	<ul style="list-style-type: none"> <li>• Organization of a small business</li> <li>• Small business' business plan</li> <li>• Marketing for small businesses</li> <li>• Managing finances for small business</li> <li>• Production/ operation process for goods/services</li> <li>• Small business records management</li> <li>• Book keeping and auditing for small businesses</li> <li>• Business support services</li> <li>• Small business resources mobilization and utilization</li> <li>• Basic business social responsibility</li> <li>• Management of small business</li> <li>• Word processing concepts in small business management</li> <li>• Computer application software</li> <li>• Monitoring and controlling business operations</li> </ul>	<ul style="list-style-type: none"> <li>• Oral</li> <li>• Observation</li> <li>• Case studies</li> <li>• Individual/group assignments</li> <li>• projects</li> <li>• Written</li> </ul>
4. Grow/expand small scale business	<ul style="list-style-type: none"> <li>• Methods of growing small business</li> <li>• Resources for growing small business</li> <li>• Small business growth plan</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Case studies</li> <li>• Individual/group assignments</li> <li>• projects</li> <li>• Written</li> </ul>

	<ul style="list-style-type: none"><li>• Computer software in business development</li><li>• ICT and business growth</li></ul>	
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**Suggested Delivery Methods**

- 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

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## 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	<ul style="list-style-type: none"><li>• Self-awareness</li><li>• Formulating personal vision, mission and goals</li><li>• Strategies for overcoming life challenges</li><li>• Emotional intelligence</li><li>• Assertiveness</li><li>• Expressing personal thoughts, feelings and beliefs</li><li>• Developing and maintaining high self-esteem</li><li>• Developing and maintaining positive self-image</li><li>• Articulating ideas and aspirations</li><li>• Accountability and responsibility</li><li>• Good work habits</li><li>• Self-awareness</li></ul>	<ul style="list-style-type: none"><li>• Observation</li><li>• Written</li><li>• Oral interview</li><li>• Third party report</li></ul>

	<ul style="list-style-type: none"> <li>• Self-development</li> <li>• Financial literacy</li> <li>• Healthy lifestyle practices</li> </ul>	
2. Demonstrate critical safe work habits	<ul style="list-style-type: none"> <li>• Stress and stress management</li> <li>• Punctuality and time consciousness</li> <li>• Interpersonal communication</li> <li>• Sharing information</li> <li>• Leisure</li> <li>• Integrating personal objectives into organizational objectives</li> <li>• Resources utilization</li> <li>• Setting work priorities</li> <li>• HIV and AIDS</li> <li>• Drug and substance abuse</li> <li>• Handling emerging issues</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Written</li> <li>• Oral interview</li> <li>• Third party report</li> </ul>
3. Demonstrate workplace learning	<ul style="list-style-type: none"> <li>• Personal training needs identification and assessment</li> <li>• Managing own learning</li> <li>• Contributing to the learning community at the workplace</li> <li>• Cultural aspects of work</li> <li>• Variety of learning context</li> <li>• Application of learning</li> <li>• Safe use of technology</li> <li>• Identifying opportunities</li> <li>• Workplace innovation</li> <li>• Performance improvement</li> <li>• Handling emerging issues</li> <li>• Future trends and concerns in learning</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Oral interview</li> <li>• Written</li> <li>• Third party report</li> </ul>
4. Demonstrate workplace ethics	<ul style="list-style-type: none"> <li>• Meaning of ethics</li> <li>• Ethical perspectives</li> <li>• Principles of ethics</li> <li>• Values and beliefs</li> <li>• Ethical standards</li> <li>• Organization code of ethics</li> <li>• Common ethical dilemmas</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Oral interview</li> <li>• Written</li> <li>• Third party report</li> </ul>

	<ul style="list-style-type: none"> <li>• Organization culture</li> <li>• Corruption, bribery and conflict of interest</li> <li>• Privacy and data protection</li> <li>• Diversity, harassment and mutual respect</li> <li>• Financial responsibility/accountability</li> <li>• Etiquette</li> <li>• Personal and professional integrity</li> <li>• Commitment to jurisdictional laws</li> <li>• Emerging issues in ethics</li> </ul>	
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**Suggested Methods of Delivery**

- Instructor lead facilitation of theory
- Demonstrations
- Simulation/Role play
- Group Discussion
- Presentations
- Projects
- 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:** 20 hours

## Unit Description

This unit describes the competencies required to control environmental hazard, control environmental pollution, comply with workplace sustainable resource use and evaluate current practices in relation to resource usage.

## Summary of Learning Outcomes

1. Control environmental hazard
2. Control environmental Pollution
3. Demonstrate sustainable resource use
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	<ul style="list-style-type: none"><li>• Purposes and content of Environmental Management and Coordination Act 1999</li><li>• Purposes and content of Solid Waste Act</li><li>• Storage methods for environmentally hazardous materials</li><li>• Disposal methods of hazardous wastes</li><li>• Types and uses of PPE in line with environmental regulations</li><li>• Occupational Safety and Health Standards (OSHS)</li></ul>	<ul style="list-style-type: none"><li>• Written questions</li><li>• Oral questions</li><li>• Observation of work procedures</li></ul>
2. Control environmental Pollutionssss	<ul style="list-style-type: none"><li>• Types of pollution</li><li>• Environmental pollution control measures</li><li>• Types of solid wastes</li><li>• Procedures for solid waste management</li></ul>	<ul style="list-style-type: none"><li>• Written questions</li><li>• Oral questions</li></ul>

	<ul style="list-style-type: none"> <li>• Different types of noise pollution</li> <li>• Methods for minimizing noise pollution</li> </ul>	<ul style="list-style-type: none"> <li>• Observation of work procedures</li> <li>• Role play</li> </ul>
3. Demonstrate sustainable resource use	<ul style="list-style-type: none"> <li>• Types of resources</li> <li>• Techniques in measuring current usage of resources</li> <li>• Calculating current usage of resources</li> <li>• Methods for minimizing wastage</li> <li>• Waste management procedures</li> <li>• Principles of 3Rs (Reduce, Reuse, Recycle)</li> <li>• Methods for economizing or reducing resource consumption</li> </ul>	<ul style="list-style-type: none"> <li>• Written questions</li> <li>• Oral questions</li> <li>• Observation of work procedures</li> <li>• Role play</li> </ul>
4. Evaluate current practices in relation to resource usage	<ul style="list-style-type: none"> <li>• Collection of information on environmental and resource efficiency systems and procedures,</li> <li>• Measurement and recording of current resource usage</li> <li>• Analysis and recording of current purchasing strategies.</li> <li>• Analysis of current work processes to access information and data</li> <li>• Identification of areas for improvement</li> </ul>	<ul style="list-style-type: none"> <li>• Written questions</li> <li>• Oral questions</li> <li>• Observation of work procedures</li> <li>• Role play</li> </ul>
5. Identify Environmental legislations/conventions for environmental concerns	<ul style="list-style-type: none"> <li>• Environmental issues/concerns</li> <li>• Environmental legislations /conventions and local ordinances</li> <li>• Industrial standard /environmental practices</li> <li>• International Environmental Protocols (Montreal, Kyoto)</li> <li>• Features of an environmental strategy</li> </ul>	<ul style="list-style-type: none"> <li>• Written questions</li> <li>• Oral questions</li> <li>• Observation of work procedures</li> </ul>

### **Suggested Delivery Methods**

- 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**

- Standard operating and/or other workplace procedures manuals
- Specific job procedures manuals
- Solid Waste Act
- Environmental Management and Coordination Act 1999
- 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 Safety and Health Practices

**Duration of Unit:** 20 hours

## Unit Description

This unit describes the competencies required to practice safety and health and comply with OSH requirements relevant to work.

## Summary of Learning Outcomes

1. Observe 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. Observe workplace procedures for hazards and risk prevention	<ul style="list-style-type: none"><li>• Arrangement of work area and items in accordance with Company housekeeping procedures</li><li>• Adherence to work standards and procedures</li><li>• Application of preventive and control measures, including use of safety gears/PPE</li><li>• Study and apply standards and procedures for incidents and emergencies.</li></ul>	<ul style="list-style-type: none"><li>• Oral questions</li><li>• Written questions</li><li>• Observation of work procedures</li></ul>
2. Participate in arrangements for workplace safety and health maintenance	<ul style="list-style-type: none"><li>• Participating in orientations on OSH requirements/regulations of tasks</li><li>• Providing feedback on health, safety, and security concerns to appropriate personnel as required in a sufficiently detailed manner</li></ul>	<ul style="list-style-type: none"><li>• Oral questions</li><li>• Written tests</li><li>• Practical test</li><li>• Observation of practical work by trainees</li></ul>

	<ul style="list-style-type: none"> <li>• Practice workplace procedures for reporting hazards, incidents, injuries and sickness</li> <li>• OSH requirements/ regulations and workplace safety and hazard control procedures are reviewed, and compliance reported to appropriate personnel</li> <li>• Identification of needed OSH-related trainings are proposed to appropriate personnel</li> </ul>	
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### **Suggested Delivery Methods**

- 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**

- 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 boots
  - 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**

DRAFT

# 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 assessment, screening and referrals.

## Summary of Learning Outcomes

1. Assess food nutrition and security
2. Apply nutrition in Human development
3. Apply nutrition assessment, screening and referrals

## Learning Outcomes, Content and Suggested Assessment Methods:

Learning Outcome	Content	Suggested Methods	Assessment
1 Assess food nutrition and security	<ul style="list-style-type: none"><li><input type="checkbox"/> Definition of terms and importance of food security and nutrition</li><li><input type="checkbox"/> Indicators and levels of food security</li><li><input type="checkbox"/> Determinants of food security</li><li><input type="checkbox"/> Food security interventions<ul style="list-style-type: none"><li>○ Localization of food nutrients</li><li>○ Food fortification</li></ul></li><li><input type="checkbox"/> Roles of stakeholders in food security</li><li><input type="checkbox"/> Emerging issues and trends in food and nutrition security</li><li><input type="checkbox"/> Policies</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Observation</li><li><input type="checkbox"/> Oral questioning</li><li><input type="checkbox"/> Written tests</li><li><input type="checkbox"/></li></ul>	
2 Apply nutrition in	<ul style="list-style-type: none"><li><input type="checkbox"/> Definition of terms</li><li><input type="checkbox"/> Determination of nutrition in human development</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Oral questioning</li><li><input type="checkbox"/> Practical tests</li><li><input type="checkbox"/> Observation</li></ul>	

Human development	<input type="checkbox"/> Factors affecting human nutritional needs <input type="checkbox"/> Identification of vulnerable groups in food nutrition <ul style="list-style-type: none"> <li>○ Children</li> <li>○ Pregnant women</li> <li>○ Lactating mothers</li> <li>○ Geriatrics</li> <li>○ Adolescents</li> <li>○ High Impact Nutrition Intervention</li> <li>○ Integrated management of acute malnutrition</li> <li>○ Maternal Infant Young Child Nutrition</li> </ul>	
3 Apply nutrition in disease management	<input type="checkbox"/> Definition of terms <input type="checkbox"/> Identification and assessment of nutrition related conditions <ul style="list-style-type: none"> <li>○ Anthropometric measures</li> <li>○ Weighing scale</li> <li>○ Mid Upper Arm Circumference tape</li> <li>○ Height board</li> </ul> <input type="checkbox"/> Determination of therapeutic nutrition requirements <ul style="list-style-type: none"> <li>○ Supplements</li> </ul> <input type="checkbox"/> Identification of nutrition care stages <input type="checkbox"/> Nutrition management in chronic diseases	<input type="checkbox"/> Observation <input type="checkbox"/> Practical tests <input type="checkbox"/> Oral questioning

### Suggested Methods of Delivery

- 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

DRAFT

# 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	<ul style="list-style-type: none"><li><input type="checkbox"/> Concepts of disease surveillance<ul style="list-style-type: none"><li>○ Epidemiology</li><li>○ Disease surveillance</li><li>○ Frequency measures</li><li>○ Mortality</li><li>○ Epidemic</li><li>○ Endemic</li></ul></li><li><input type="checkbox"/> Planning disease surveillance system</li><li><input type="checkbox"/> Identification of data collection methods</li><li><input type="checkbox"/> Carrying out disease surveillance<ul style="list-style-type: none"><li>○ Disease surveillance systems in Kenya</li></ul></li><li><input type="checkbox"/> Preparation and dissemination of disease surveillance report</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Written tests</li><li><input type="checkbox"/> Oral</li><li><input type="checkbox"/> Practical/Projects</li></ul>
2 Monitor disease occurrence	<ul style="list-style-type: none"><li><input type="checkbox"/> Notification of disease occurrences</li><li><input type="checkbox"/> Planning for disease surveillance</li><li><input type="checkbox"/> Notifiable diseases in Kenya</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Written tests</li><li><input type="checkbox"/> Oral</li><li><input type="checkbox"/> Practical/Projects</li></ul>

	<input type="checkbox"/> Reporting and referral of cases	
3 Utilize epidemiology data	<input type="checkbox"/> Community health diagnosis <ul style="list-style-type: none"> <li>○ Steps in community health diagnosis</li> </ul> <input type="checkbox"/> Determination and control of community diseases <input type="checkbox"/> Determination of acceptable health interventions	<input type="checkbox"/> Written tests <input type="checkbox"/> Oral <input type="checkbox"/> Practical/Projects

### Suggested Delivery Methods

- 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 Epidemic 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	<ul style="list-style-type: none"><li><input type="checkbox"/> Definition of terms</li><li><input type="checkbox"/> Identification of human body systems</li><li><input type="checkbox"/> Structure of human body systems</li><li><input type="checkbox"/> Functions of human body systems</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Written tests</li><li><input type="checkbox"/> Oral</li><li><input type="checkbox"/> Practical tests/Project</li></ul>
2. Determine common disorders of human body systems	<ul style="list-style-type: none"><li><input type="checkbox"/> Definition of terms</li><li><input type="checkbox"/> Identification and categorization of human disorders</li><li><input type="checkbox"/> Identification of emerging issues</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Written tests</li><li><input type="checkbox"/> Oral</li><li><input type="checkbox"/> Practical tests/Project</li></ul>
3. Apply human anatomy in primary health care	<ul style="list-style-type: none"><li><input type="checkbox"/> Definition of terms</li><li><input type="checkbox"/> Identification of common diseases</li><li><input type="checkbox"/> Making referrals</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Written tests</li><li><input type="checkbox"/> Oral</li><li><input type="checkbox"/> Practical tests/Project</li></ul>

	○ Referral structure	
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### **Suggested Delivery Methods**

- 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	<ul style="list-style-type: none"><li><input type="checkbox"/> Definition of terms</li><li><input type="checkbox"/> Types of human parasites</li><li><input type="checkbox"/> Identification of parasites and microbe's hosts</li><li><input type="checkbox"/> Classification of parasites and microbes</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Written tests</li><li><input type="checkbox"/> Oral</li><li><input type="checkbox"/> Practical tests/Project</li></ul>
2 Determine life cycle of microbes and parasites	<ul style="list-style-type: none"><li><input type="checkbox"/> Definition of terms</li><li><input type="checkbox"/> Identification of sites of hosts for parasites and microbes</li><li><input type="checkbox"/> Determination of conditions of microbial growth</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Written tests</li><li><input type="checkbox"/> Oral</li><li><input type="checkbox"/> Practical tests/Project</li></ul>

3 Determine microbial and parasitic diseases	<input type="checkbox"/> Common types of microbial and parasitic diseases <input type="checkbox"/> Determination of signs and symptoms of microbial and parasitic diseases <input type="checkbox"/> Identification of disease-causing organisms <input type="checkbox"/> Modes of disease transmission <input type="checkbox"/> Risk factors in disease transmission	<input type="checkbox"/> Written tests <input type="checkbox"/> Oral <input type="checkbox"/> Practical tests/Project
4 Apply parasitology and microbiology in disease prevention and control findings	<input type="checkbox"/> Disease prevention and control measures <input type="checkbox"/> Determination of disease incidence and prevalence	<input type="checkbox"/> Written tests <input type="checkbox"/> Oral <input type="checkbox"/> Practical tests/Project

### Suggested Delivery Methods

- 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

**CORE UNITS OF LEARNING**

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## COMMUNITY HEALTH CARE

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

### Relationship to Occupational Standards

This unit addresses the Unit of Competency: monitor 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 for 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	<ul style="list-style-type: none"><li>○ Concepts and principles of primary health care<ul style="list-style-type: none"><li>○ Definitions</li><li>○ Community entry process</li><li>○ Identification of geographical area</li></ul></li><li>○ Community entry<ul style="list-style-type: none"><li>○ Identification and briefing of local authorities, health management and providers</li></ul></li><li>○ Household health needs assessment</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Written tests</li><li><input type="checkbox"/> Observation</li><li><input type="checkbox"/> Case study</li><li><input type="checkbox"/> Oral questions</li><li><input type="checkbox"/> Third party report</li><li><input type="checkbox"/> Teach back methods</li></ul>

	<ul style="list-style-type: none"> <li>○ Identification and documentation of training needs</li> <li>○ Identification of target population and geographical area</li> <li>○ Identification and preparation of training tools and materials</li> </ul>	
2 Conduct community health education	<ul style="list-style-type: none"> <li>○ Determination and sharing of community health education objectives</li> <li>○ Identification and assigning of roles and responsibilities <ul style="list-style-type: none"> <li>○ Distribution of training materials and tools</li> </ul> </li> <li>○ Conducting community health education</li> <li>○ Preparation and sharing of health education report</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Written tests</li> <li><input type="checkbox"/> Observation</li> <li><input type="checkbox"/> Oral questions</li> <li><input type="checkbox"/> Third party report</li> </ul>
3 Manage common ailments and minor injuries	<ul style="list-style-type: none"> <li><input type="checkbox"/> Determination and location of patients with common ailments and minor injuries</li> <li><input type="checkbox"/> Conducting home visits <ul style="list-style-type: none"> <li>○ Interpersonal communication</li> </ul> </li> <li><input type="checkbox"/> Screening of clients</li> <li><input type="checkbox"/> Causes of common ailments and injuries</li> <li><input type="checkbox"/> Disease management</li> <li><input type="checkbox"/> Client referral</li> <li><input type="checkbox"/> Management methods of minor injuries and illnesses <ul style="list-style-type: none"> <li>▪ Psychosocial and cultural factors</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Written tests</li> <li><input type="checkbox"/> Observation</li> <li><input type="checkbox"/> Oral questioning</li> <li><input type="checkbox"/> Third party report</li> </ul>
4 Carry out community disease surveillance	<ul style="list-style-type: none"> <li><input type="checkbox"/> Determination of areas of interest in health sector <ul style="list-style-type: none"> <li>○ Notifiable diseases in Kenya</li> </ul> </li> <li><input type="checkbox"/> Determination of surveillance systems objectives</li> <li><input type="checkbox"/> Implementation of surveillance systems</li> <li><input type="checkbox"/> Disease surveillance resources</li> <li><input type="checkbox"/> Health information providers</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Written tests</li> <li><input type="checkbox"/> Observation</li> <li><input type="checkbox"/> Oral questions</li> <li><input type="checkbox"/> Third party report</li> </ul>

	<ul style="list-style-type: none"> <li><input type="checkbox"/> Collection and analysis of health data</li> <li><input type="checkbox"/> Preparation and dissemination of disease surveillance report</li> <li><input type="checkbox"/> Determination of health status and behaviour</li> </ul>	
5 Manage essential drugs and supplies for CHW kits	<ul style="list-style-type: none"> <li><input type="checkbox"/> CHW Kits <ul style="list-style-type: none"> <li>○ Essential drugs</li> </ul> </li> <li><input type="checkbox"/> Forecasting <ul style="list-style-type: none"> <li>○ Determination and approximation of drugs and supplies for CHWs</li> </ul> </li> <li><input type="checkbox"/> Preparation and maintenance of database of essential drugs and supplies</li> <li><input type="checkbox"/> Identification and provision of essential drugs and supplies</li> <li><input type="checkbox"/> Utilization of essential drugs and supplies <ul style="list-style-type: none"> <li>○ Type of drugs</li> <li>○ When, where and how to use drugs</li> </ul> </li> <li><input type="checkbox"/> Maintenance of stock of essential drugs and supplies <ul style="list-style-type: none"> <li>○ Storage and safe disposal of essential drugs</li> </ul> </li> <li><input type="checkbox"/> Community infection prevention and control</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Written tests</li> <li><input type="checkbox"/> Observation</li> <li><input type="checkbox"/> Oral questions</li> <li><input type="checkbox"/> Third party report</li> </ul>
6 Manage maternal, new born, child and adolescent health	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identification of maternal, new born, child and adolescent's issues <ul style="list-style-type: none"> <li>○ Community Antenatal Care</li> <li>○ Skilled delivery</li> <li>○ Immunization</li> <li>○ Nutrition</li> <li>○ Family planning</li> <li>○ Youth friendly services</li> </ul> </li> <li><input type="checkbox"/> Identification and assessment of mother and child handbook</li> <li><input type="checkbox"/> Determination of necessary health actions</li> <li><input type="checkbox"/> Identification of areas for improvement in maternal, new born, child and adolescent health</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Written tests</li> <li><input type="checkbox"/> Observation</li> <li><input type="checkbox"/> Oral questions</li> <li><input type="checkbox"/> Third party report</li> </ul>



	<ul style="list-style-type: none"> <li>○ Nurturing Care</li> <li>○ Kangaroo Mother Care</li> <li>❑ Community Maternal and perinatal death surveillance and response (CMPDSR) <ul style="list-style-type: none"> <li>○ Identification and Notification of maternal and perinatal deaths</li> </ul> </li> </ul>	
7 Monitor Water Sanitation and Hygiene (WASH) practices	<ul style="list-style-type: none"> <li>❑ Definition of terms</li> <li>❑ Water safety <ul style="list-style-type: none"> <li>○ Importance of water for health</li> <li>○ Improving water quality in the community</li> <li>○ Causes of water contamination</li> <li>○ Health problems caused by unsafe water</li> <li>○ Water treatment methods at household level</li> <li>○ Safe water storage</li> </ul> </li> <li>❑ Sanitation <ul style="list-style-type: none"> <li>○ Components of sanitation</li> <li>○ Sanitation ladder</li> <li>○ Community led total sanitation</li> <li>○ Health problems caused by poor sanitation</li> <li>○ Environmental sanitation</li> </ul> </li> <li>❑ Hygiene <ul style="list-style-type: none"> <li>○ Types of hygiene</li> <li>○ Personal hygiene</li> <li>○ Handwashing</li> <li>○ Home hygiene</li> <li>○ Food safety</li> <li>○ Menstrual management and hygiene</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>❑ Written tests</li> <li>❑ Observation</li> <li>❑ Oral questions</li> <li>❑ Third party report</li> </ul>

**Suggested Methods of Delivery:**

- Direct instruction

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

**List of 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 prevalence 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 prevalence
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	<ul style="list-style-type: none"><li><input type="checkbox"/> Definition of terms and key concepts in community-based health care</li><li><input type="checkbox"/> Planning for community-based health care</li><li><input type="checkbox"/> Determination of community-based health care services<ul style="list-style-type: none"><li>○ Community health service providers</li><li>○ Provision of palliative care needs</li><li>○ Access to health care services</li><li>○ Community referrals</li></ul></li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Observation</li><li><input type="checkbox"/> Case studies</li><li><input type="checkbox"/> Oral</li><li><input type="checkbox"/> Third party report</li></ul>

	<input type="checkbox"/> Community disaster preparedness and management	
2 Manage HIV and TB	<input type="checkbox"/> Concepts of HIV <ul style="list-style-type: none"> <li>○ Definition of HIV/AIDS</li> <li>○ Transmission of HIV</li> <li>○ Myths and misconceptions</li> </ul> <input type="checkbox"/> Assessment of HIV risk <ul style="list-style-type: none"> <li>○ Community Prevention with Positives (PwP)</li> </ul> <input type="checkbox"/> Provision of HIV testing and counselling services for communities <input type="checkbox"/> Care, treatment and support <ul style="list-style-type: none"> <li>○ Community prevention of mother to child transmission</li> <li>○ Adherence to ARV treatment <ul style="list-style-type: none"> <li>▪ ARV defaulter tracing</li> </ul> </li> <li>○ Monitoring ARV interactions</li> <li>○ Support groups</li> </ul> <input type="checkbox"/> Positive living <input type="checkbox"/> Home based care <input type="checkbox"/> Key populations in HIV <input type="checkbox"/> Situational analysis of HIV <input type="checkbox"/> Introduction to TB <input type="checkbox"/> Risk factors for tuberculosis <input type="checkbox"/> Mode of TB transmission <input type="checkbox"/> Diagnosis of TB <input type="checkbox"/> Treatment of TB <input type="checkbox"/> Adherence to TB treatment <ul style="list-style-type: none"> <li>○ TB drug interrupters</li> </ul> <input type="checkbox"/> Drug resistant tuberculosis <input type="checkbox"/> Community based TB care	<input type="checkbox"/> Written tests <input type="checkbox"/> Observation <input type="checkbox"/> Oral questioning <input type="checkbox"/> Third party report

	<ul style="list-style-type: none"> <li>○ Community direct observation treatment</li> <li><input type="checkbox"/> TB HIV co-infection</li> <li><input type="checkbox"/> Discrimination and stigmatization in HIV and TB patients</li> <li><input type="checkbox"/> Community referral</li> </ul>	
3 Provide mental health and psychosocial support	<ul style="list-style-type: none"> <li><input type="checkbox"/> Definition of terms</li> <li><input type="checkbox"/> Mental health policies</li> <li><input type="checkbox"/> Assessment of patients with mental illness</li> <li><input type="checkbox"/> Provision of emotional and psychosocial support</li> <li><input type="checkbox"/> Integration of mental support systems</li> <li><input type="checkbox"/> Referral for patients with mental health</li> <li><input type="checkbox"/> Protection and provision of mental patients' rights and equity</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Written tests</li> <li><input type="checkbox"/> Observation</li> <li><input type="checkbox"/> Oral questions</li> <li><input type="checkbox"/> Third party report</li> </ul>
4 Conduct integrated community case management (ICCM)	<ul style="list-style-type: none"> <li><input type="checkbox"/> Key concepts in ICCM</li> <li><input type="checkbox"/> Care seeking and communication skills in the community</li> <li><input type="checkbox"/> Identification of child illnesses and mortality <ul style="list-style-type: none"> <li>○ Cough</li> <li>○ Fever</li> <li>○ Diarrhoea</li> <li>○ Convulsion</li> <li>○ Vomiting</li> <li>○ Difficulty feeding or drinking</li> </ul> </li> <li><input type="checkbox"/> Signs of child illness <ul style="list-style-type: none"> <li>○ Fast breathing</li> <li>○ Chest indrawing</li> <li>○ Unusually sleepy child</li> <li>○ Severe malnutrition</li> </ul> </li> <li><input type="checkbox"/> Referral and treatment of children</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Written tests</li> <li><input type="checkbox"/> Observation</li> <li><input type="checkbox"/> Oral questions</li> <li><input type="checkbox"/> Third party report</li> </ul>
5 Manage malaria and zoonotic diseases	<ul style="list-style-type: none"> <li><input type="checkbox"/> Introduction to malaria</li> <li><input type="checkbox"/> Uncomplicated malaria</li> <li><input type="checkbox"/> Severe malaria</li> <li><input type="checkbox"/> Testing for malaria</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Written tests</li> <li><input type="checkbox"/> Observation</li> <li><input type="checkbox"/> Oral questions</li> </ul>

	<input type="checkbox"/> Malaria in pregnancy <input type="checkbox"/> Keeping rapid diagnostics tests and AL Safe <input type="checkbox"/> Prevention and control of malaria <input type="checkbox"/> Introduction to zoonotic diseases <input type="checkbox"/> Prevention and control of zoonotic diseases	<input type="checkbox"/> Third party report
6 Execute psycho-active drugs demand reduction strategies	<input type="checkbox"/> Introduction to psycho-active drugs <input type="checkbox"/> Identification of psycho-active drugs <input type="checkbox"/> Psycho-active drugs need assessment <input type="checkbox"/> Implementation of psycho-active drugs demand reduction strategies <input type="checkbox"/> Monitoring psycho-active drugs use <input type="checkbox"/> Preparation and dissemination of monitoring report	<input type="checkbox"/> Written tests <input type="checkbox"/> Observation <input type="checkbox"/> Oral questions <input type="checkbox"/> Third party report
7 Manage non-communicable diseases	<input type="checkbox"/> Definition of terms <input type="checkbox"/> Identification of non-communicable diseases <input type="checkbox"/> Classification of non-communicable diseases <input type="checkbox"/> Identification of signs and symptoms <input type="checkbox"/> Risk factors of NCDs <input type="checkbox"/> Prevention and control <input type="checkbox"/> Referral of NCD clients <input type="checkbox"/> Identification of common complications <input type="checkbox"/> Psycho-social support <input type="checkbox"/> Palliative care <input type="checkbox"/> Health information on NCDs	<input type="checkbox"/> Written tests <input type="checkbox"/> Observation <input type="checkbox"/> Oral questions <input type="checkbox"/> Third party report

### Suggested Methods of Delivery:

- Direct instruction
- Project
- Case studies
- Field trips/site visits
- Discussions
- Demonstration by trainer, and return demonstration

- Practice by the trainee

**List of 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	<ul style="list-style-type: none"><li><input type="checkbox"/> Identification of CHIS training needs</li><li><input type="checkbox"/> Carrying out of CHIS training</li><li><input type="checkbox"/> Assessment of existing community health information systems</li><li><input type="checkbox"/> Preparation of CHIS report</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Observation</li><li><input type="checkbox"/> Case studies</li><li><input type="checkbox"/> Oral</li><li><input type="checkbox"/> Third party report</li></ul>
2 Carry out CHIS performance assessment	<ul style="list-style-type: none"><li><input type="checkbox"/> Preparation of CHIS assessment report</li><li><input type="checkbox"/> Determination of CHIS improvement areas<ul style="list-style-type: none"><li>○ Work improvement teams (WIT)</li></ul></li><li><input type="checkbox"/> Performance appraisal</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Written tests</li><li><input type="checkbox"/> Observation</li><li><input type="checkbox"/> Oral questioning</li><li><input type="checkbox"/> Third party report</li></ul>
3 Utilize community health information system	<ul style="list-style-type: none"><li><input type="checkbox"/> Identification of CHIS tools</li><li><input type="checkbox"/> Analysis of community health data</li><li><input type="checkbox"/> Preparation of community health report<ul style="list-style-type: none"><li>○ Community dialogue</li></ul></li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Written tests</li><li><input type="checkbox"/> Observation</li><li><input type="checkbox"/> Oral questions</li></ul>



	<input type="checkbox"/> Undertaking of reviews and updates	<input type="checkbox"/> Review meetings <input type="checkbox"/> Third party report
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### **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**

- 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	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identification of community health needs</li> <li><input type="checkbox"/> Identification of target population</li> <li><input type="checkbox"/> Community mobilization</li> <li><input type="checkbox"/> Identification and analysis of community health defaulter tracing system                             <ul style="list-style-type: none"> <li>○ Routine updating and review of defaulter tracing registers</li> <li>○ Identification and interpretation of defaulters</li> </ul> </li> <li><input type="checkbox"/> Health access linkages</li> <li><input type="checkbox"/> Coordination and maintenance of referral cases</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Observation</li> <li><input type="checkbox"/> Case studies</li> <li><input type="checkbox"/> Oral</li> <li><input type="checkbox"/> Third party report</li> </ul>
2 Carry out social mobilization and participation	<ul style="list-style-type: none"> <li><input type="checkbox"/> Collection and analysis of socio-economic health status data of a community</li> <li><input type="checkbox"/> Report preparation</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Written tests</li> <li><input type="checkbox"/> Observation</li> <li><input type="checkbox"/> Oral questions</li> </ul>

	<input type="checkbox"/> Determination of community needs <input type="checkbox"/> Identification of areas of community participation and mobilization <input type="checkbox"/> Development of strategies for community participation and mobilization	<input type="checkbox"/> Third party report
3 Advocate enrolment into Health Insurance Scheme	<input type="checkbox"/> Introduction to Universal Health Coverage <input type="checkbox"/> Roles and responsibilities of community health workers in UHC <ul style="list-style-type: none"> <li>○ Community health education</li> <li>○ Door to door services</li> <li>○ Screening for non-communicable diseases (NCDs)</li> </ul> <input type="checkbox"/> Enrolment strategies into Universal Health Coverage (UHC) program <ul style="list-style-type: none"> <li>○ Monitoring of enrolment into UHC</li> </ul> <input type="checkbox"/> Types and benefits of health insurance schemes	<input type="checkbox"/> Written tests <input type="checkbox"/> Observation <input type="checkbox"/> Oral questions <input type="checkbox"/> Third party report

**Suggested Methods of Delivery:**

- 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

**List of Recommended Resources**

- Computer
- Monitoring and evaluation tools
- Internet connectivity
- Workshop

- Stationery
- Flip charts

DRAFT

## 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

### Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1 Establish community health units	<ul style="list-style-type: none"><li><input type="checkbox"/> Introduction to community health strategy</li><li><input type="checkbox"/> Community entry process</li><li><input type="checkbox"/> Determination of community units' boundaries</li><li><input type="checkbox"/> Selection of Community Health Committees<ul style="list-style-type: none"><li>○ Training of CHCs</li></ul></li><li><input type="checkbox"/> Selection of Community health workers<ul style="list-style-type: none"><li>○ Training of CHWs</li></ul></li><li><input type="checkbox"/> Household mapping and registration<ul style="list-style-type: none"><li>○ Allocation of households to CHWs</li></ul></li><li><input type="checkbox"/> Determination of Community health units' services</li><li><input type="checkbox"/> Monitoring of community health units</li><li><input type="checkbox"/> Sustainability of community health units</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Observation</li><li><input type="checkbox"/> Case studies</li><li><input type="checkbox"/> Oral</li><li><input type="checkbox"/> Third party report</li></ul>

	<ul style="list-style-type: none"> <li>○ Income generating activities</li> <li>❑ Reporting of community health data</li> </ul>	
2 Conduct Advocacy, Communication and Social mobilization (ACSM)	<ul style="list-style-type: none"> <li>❑ Implementation of advocacy resources and strategies</li> <li>❑ Preparation of health advocacy plan</li> <li>❑ Identification of relevant stakeholders and partners</li> <li>❑ Identification of community health needs</li> <li>❑ Carrying out health needs advocacy</li> <li>❑ Effective Communication</li> <li>❑ Basic Counselling skills</li> <li>❑ Identification of social mobilization strategies <ul style="list-style-type: none"> <li>○ Community dialogue</li> <li>○ Community action days</li> <li>○ Community conversation</li> </ul> </li> <li>❑ Implementation and evaluation of health campaign strategies</li> </ul>	<ul style="list-style-type: none"> <li>❑ Written tests</li> <li>❑ Observation</li> <li>❑ Oral questions</li> <li>❑ Third party report</li> </ul>

### 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

- Computers
- Workshop resources
- Training manuals
- Projectors
- Flip charts

- Charts with presentations of data
- Internet
- Relevant videos
- CHIS tools

DRAFT

## 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	<ul style="list-style-type: none"><li><input type="checkbox"/> Basic concepts of disability, gender and vulnerable groups</li><li><input type="checkbox"/> Disability, gender and vulnerable groups awareness, lobbying and advocacy</li><li><input type="checkbox"/> Approaches and strategies to disability, gender and vulnerable groups mainstreaming and integration</li><li><input type="checkbox"/> Determination of vulnerable groups</li><li><input type="checkbox"/> Determination of vulnerability contributing factors</li><li><input type="checkbox"/> Involvement of stakeholders and partners</li><li><input type="checkbox"/> Gender based violence (GBV)</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Observation</li><li><input type="checkbox"/> Case studies</li><li><input type="checkbox"/> Oral</li><li><input type="checkbox"/> Third party report</li></ul>



	<ul style="list-style-type: none"> <li>○ Basic understanding of GBV</li> <li>○ Care for GBV survivors</li> <li>○ Psychosocial support for GBV survivors</li> <li>○ Referral and follow up for GBV survivors</li> <li>○ Role of Community health workers in GBV</li> <li>○ GBV in humanitarian context</li> <li>○ GBV awareness at community level</li> </ul> <input type="checkbox"/> Monitoring and evaluation	
2 Conduct health needs assessments	<input type="checkbox"/> Introduction to health needs assessment <input type="checkbox"/> Identification of health needs <ul style="list-style-type: none"> <li>○ Prioritization of health needs</li> <li>○ Determination of target vulnerable populations and areas</li> <li>○ Implementation of action on felt needs</li> <li>○ Integration of needs of vulnerable populations</li> </ul> <input type="checkbox"/> Identification and strengthening of partnerships	<input type="checkbox"/> Written tests <input type="checkbox"/> Observation <input type="checkbox"/> Oral questioning <input type="checkbox"/> Third party report
3 Carry out civic education	<input type="checkbox"/> Introduction to civic education <input type="checkbox"/> Identification of issues of interest in the community <input type="checkbox"/> Identification of target audience <input type="checkbox"/> Civic education activities <input type="checkbox"/> Cohort selection	<input type="checkbox"/> Written tests <input type="checkbox"/> Observation <input type="checkbox"/> Oral questions <input type="checkbox"/> Third party report
4 Provide health care and social services linkages	<input type="checkbox"/> Definition of terms <input type="checkbox"/> Creation of health awareness <input type="checkbox"/> Formation of community linkage structures <input type="checkbox"/> Provision of social protection interventions <input type="checkbox"/> Identification of dialogue and health action days	<input type="checkbox"/> Written tests <input type="checkbox"/> Observation <input type="checkbox"/> Oral questions <input type="checkbox"/> Third party report

	<input type="checkbox"/> Initiation of social assistance programs <input type="checkbox"/> Identification and mitigation of services access barriers	
5 Establish support groups	<input type="checkbox"/> Definition of terms <input type="checkbox"/> Integration of support groups <input type="checkbox"/> Identification of support group training needs <input type="checkbox"/> Monitoring of service provision <input type="checkbox"/> Development of support group strategies	<input type="checkbox"/> Written tests <input type="checkbox"/> Observation <input type="checkbox"/> Oral questions <input type="checkbox"/> 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**

- 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