REPUBLIC OF KENYA

COMPETENCY BASED CURRICULUM

FOR

ARTISAN IN COMMUNITY HEALTH

LEVEL 4

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

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

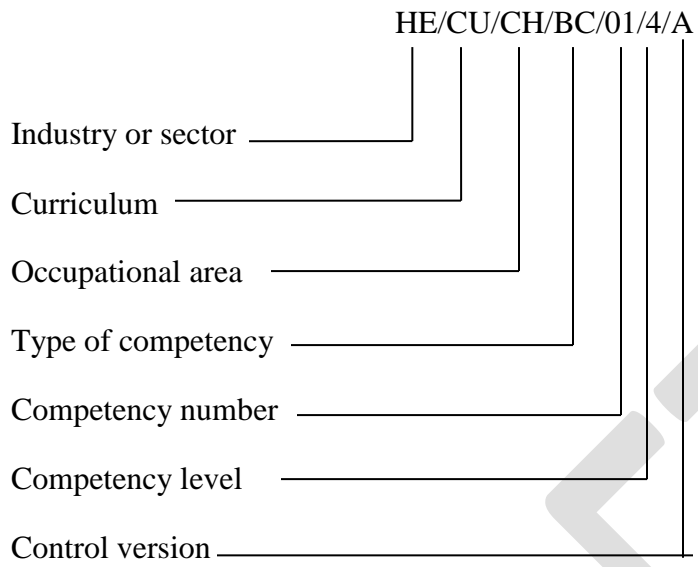**DANIEL N. NYAMEINO**

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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

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

Industry or sector

Curriculum

Occupational area

Type of competency

Competency number

Competency level

Control version

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
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 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
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	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**

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.

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 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	- 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	- Observation - Interview - Third party reports
2. Complete relevant work-related documents	- Types and purposes of workplace documents and forms - Methods used in filling forms and documents	- Observation - Interview - Third party reports

	• Recording workplace data • Process of distributing workplace forms and documents • Report writing • Types of workplace reports	
3. 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	• Observation • Interview • Portfolio

4. Lead workplace discussion	• Methods of discussion e.g.
	  ✓ Coordination meetings
	  ✓ Toolbox discussion
	  ✓ Peer-to-peer discussion
	• Solicitation of response
		• Observation
		• Interview
		• Third party reports

5. 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	• Observation • Interview • Portfolio

Suggested Delivery Methods

- 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: 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

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	- Oral - Written - Practical test - Observation

	• Recording and communicating numerical information	
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	• Oral • Written • Practical test • Observation
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	• Oral • Written • Practical test • Observation
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	• Oral • Written • Practical test • Observation

	shapes and some common three-dimensional shapes • Construction of common 2D shapes • Match common 3D shapes to their 2D sketches or nets	
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	• Oral • Written • Practical test • Observation
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	• Oral • Written • Practical test • Observation

	- Identify and interpret information and data in familiar graphs and charts - Relate information to relevant workplace tasks	

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	- Meaning of a computer - Functions of a computer - Components of a computer - Classification of computers	- Written - Oral - Observation
2. 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
3. Apply computer software in solving tasks	- Operating system - Word processing - Spread sheets - Data base	- Oral questioning - Observation - Project

4. 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 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

Learning Outcome	Content	Suggested Assessment Methods
1. Create and maintain small scale business	- History, development and importance of entrepreneurship - Common terminologies in entrepreneurship - Myths associated with entrepreneurship - Entrepreneurial culture - Theories of entrepreneurship - Types, characteristics, qualities & role of entrepreneurs - Starting a small business - Legal regulatory requirements in starting a small business	- Observation - Case studies - Individual/group assignments - projects - Written - Oral

	• 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 • Entrepreneurship in national development • Self-employment • Formal and informal employment • Quality assurance for small businesses • Policies and procedures on occupational safety and health and environmental concerns • SWOT/ PESTEL analysis • Conducting market/industry survey	
2. 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	• Observation • Case studies • Individual/group assignments • projects • Written • Oral

	• Conducting a business survey • Generating Business ideas • Business opportunities	
3. 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 • Observation • Case studies • Individual/group assignments • projects • Written
4. Grow/expand small scale business	• Methods of growing small business • Resources for growing small business • Small business growth plan	• Observation • Case studies • Individual/group assignments • projects • Written

	• Computer software in business development • ICT and business growth	

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

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	- Observation - Written - Oral interview - Third party report

	• Self-development • Financial literacy • Healthy lifestyle practices	
2. Demonstrate critical safe work habits	• Stress and stress management • Punctuality and time consciousness • Interpersonal communication • Sharing information • Leisure • Integrating personal objectives into organizational objectives • Resources utilization • Setting work priorities • HIV and AIDS • Drug and substance abuse • Handling emerging issues	• Observation • Written • Oral interview • Third party report
3. 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	• Observation • Oral interview • Written • Third party report
4. Demonstrate workplace ethics	• Meaning of ethics • Ethical perspectives • Principles of ethics • Values and beliefs • Ethical standards • Organization code of ethics • Common ethical dilemmas	• Observation • Oral interview • Written • Third party report

	• 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	

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	- 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 questions - Oral questions - Observation of work procedures
2. Control environmental Pollutionssss	- Types of pollution - Environmental pollution control measures - Types of solid wastes - Procedures for solid waste management	- Written questions - Oral questions

	• Different types of noise pollution • Methods for minimizing noise pollution	• Observation of work procedures • Role play
3. 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 questions • Oral questions • Observation of work procedures • Role play
4. 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 questions • Oral questions • Observation of work procedures • Role play
5. 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 questions • Oral questions • Observation of work procedures

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	• 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 questions • Observation of work procedures
2. 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	• Oral questions • Written tests • Practical test • Observation of practical work by trainees

	• 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	

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 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 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 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
	  o Localization of food nutrients
	  o Food fortification
	❑ Roles of stakeholders in food security
	❑ Emerging issues and trends in food and nutrition security
	❑ Policies
		❑ Observation
		❑ Oral questioning
		❑ Written tests
		❑

2 Apply nutrition in	❑ Definition of terms ❑ Determination of nutrition in human development	❑ Oral questioning ❑ Practical tests ❑ Observation

	Human development	❑ Factors affecting human nutritional needs
		❑ Identification of vulnerable groups in food nutrition
		  o Children
		  o Pregnant women
		  o Lactating mothers
		  o Geriatrics
		  o Adolescents
		  o High Impact Nutrition Intervention
		  o Integrated management of acute malnutrition
		  o Maternal Infant Young Child Nutrition	

3	Apply nutrition in disease management	❑ Definition of terms
		❑ Identification and assessment of nutrition related conditions
		  o Anthropometric measures
		  o Weighing scale
		  o Mid Upper Arm Circumference tape
		  o Height board
		❑ Determination of therapeutic nutrition requirements
		  o Supplements
		❑ Identification of nutrition care stages
		❑ Nutrition management in chronic diseases
			❑ Observation
			❑ Practical tests
			❑ 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

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
	  o Epidemiology
	  o Disease surveillance
	  o Frequency measures
	  o Mortality
	  o Epidemic
	  o Endemic
	❑ Planning disease surveillance system
	❑ Identification of data collection methods
	❑ Carrying out disease surveillance
	  o Disease surveillance systems in Kenya
	❑ Preparation and dissemination of disease surveillance report
		❑ Written tests
		❑ Oral
		❑ Practical/Projects

2 Monitor disease occurrence	❑ Notification of disease occurrences ❑ Planning for disease surveillance ❑ Notifiable diseases in Kenya	❑ Written tests ❑ Oral ❑ Practical/Projects

		❑ Reporting and referral of cases	
3	Utilize epidemiology data	❑ Community health diagnosis o Steps in community health diagnosis ❑ Determination and control of community diseases ❑ Determination of acceptable health interventions	❑ Written tests ❑ Oral ❑ 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 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
2. 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
3. Apply human anatomy in primary health care	❑ Definition of terms ❑ Identification of common diseases ❑ Making referrals	❑ Written tests ❑ Oral ❑ Practical tests/Project

	o Referral structure	

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	❑ 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
2. 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

3	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 disease transmission	❑ Written tests ❑ Oral ❑ Practical tests/Project
4	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 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

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	o Concepts and principles of primary health care
	   o Definitions
	   o Community entry process
	   o Identification of geographical area
	 o Community entry
	   o Identification and briefing of local authorities, health management and providers
	 o Household health needs assessment
		❑ Written tests
		
		 ❑ Observation
		
		 ❑ Case study
		
		 ❑ Oral questions
		
		 ❑ Third party report
		
		 ❑ Teach back methods

		o Identification and documentation of training needs o Identification of target population and geographical area o Identification and preparation of training tools and materials	
2	Conduct community health education	o Determination and sharing of community health education objectives o Identification and assigning of roles and responsibilities o Distribution of training materials and tools o Conducting community health education o Preparation and sharing of health education report	❑ Written tests ❑ Observation ❑ Oral questions ❑ Third party report
3	Manage common ailments and minor injuries	❑ Determination and location of patients with common ailments and minor injuries ❑ Conducting home visits o 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
4	Carry out community disease surveillance	❑ Determination of areas of interest in health sector o Notifiable diseases in Kenya ❑ Determination of surveillance systems objectives ❑ Implementation of surveillance systems ❑ Disease surveillance resources ❑ Health information providers	❑ Written tests ❑ Observation ❑ Oral questions ❑ Third party report

		❑ Collection and analysis of health data	
		❑ Preparation and dissemination of disease surveillance report	
		❑ Determination of health status and behaviour	

5	Manage essential drugs and supplies for CHW kits	❑ CHW Kits
		    o Essential drugs
		❑ Forecasting
		    o 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
		    o Type of drugs
		    o When, where and how to use drugs
		❑ Maintenance of stock of essential drugs and supplies
		    o Storage and safe disposal of essential drugs
		❑ Community infection prevention and control
			❑ Written tests
			
			❑ Observation
			
			❑ Oral questions
			
			❑ Third party report

6	Manage maternal, new born, child and adolescent health	❑ Identification of maternal, new born, child and adolescent's issues
		    o Community Antenatal Care
		    o Skilled delivery
		    o Immunization
		    o Nutrition
		    o Family planning
		    o 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
			❑ Written tests
			
			❑ Observation
			
			❑ Oral questions
			
			❑ Third party report

		o Nurturing Care o Kangaroo Mother Care ❑ Community Maternal and perinatal death surveillance and response (CMPDSR) o Identification and Notification of maternal and perinatal deaths	

7	Monitor Water Sanitation and Hygiene (WASH) practices	❑ Definition of terms
		❑ Water safety
		    o Importance of water for health
		    o Improving water quality in the community
		    o Causes of water contamination
		    o Health problems caused by unsafe water
		    o Water treatment methods at household level
		    o Safe water storage
		❑ Sanitation
		    o Components of sanitation
		    o Sanitation ladder
		    o Community led total sanitation
		    o Health problems caused by poor sanitation
		    o Environmental sanitation
		❑ Hygiene
		    o Types of hygiene
		    o Personal hygiene
		    o Handwashing
		    o Home hygiene
		    o Food safety
		    o Menstrual management and hygiene
			❑ Written tests
			
			❑ Observation
			
			❑ Oral questions
			
			❑ Third party report

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	❑ Definition of terms and key concepts in community-based health care
	 ❑ Planning for community-based health care
	 ❑ Determination of community-based health care services
	     o Community health service providers
	     o Provision of palliative care needs
	     o Access to health care services
	     o Community referrals
		❑ Observation
		 ❑ Case studies
		 ❑ Oral
		 ❑ Third party report

		❑ Community disaster preparedness and management	

2	Manage HIV and TB	❑ Concepts of HIV
		   o Definition of HIV/AIDS
		   o Transmission of HIV
		   o Myths and misconceptions
		❑ Assessment of HIV risk
		   o Community Prevention with Positives (PwP)
		❑ Provision of HIV testing and counselling services for communities
		❑ Care, treatment and support
		   o Community prevention of mother to child transmission
		   o Adherence to ARV treatment
		         ▪ ARV defaulter tracing
		   o Monitoring ARV interactions
		   o 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
		   o TB drug interrupters
		❑ Drug resistant tuberculosis
		❑ Community based TB care
			❑ Written tests
			
			❑ Observation
			
			❑ Oral questioning
			
			❑ Third party report

		o Community direct observation treatment ❑ TB HIV co-infection ❑ Discrimination and stigmatization in HIV and TB patients ❑ Community referral	
3	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

4	Conduct integrated community case management (ICCM)	❑ Key concepts in ICCM
		❑ Care seeking and communication skills in the community
		❑ Identification of child illnesses and mortality
		    o Cough
		    o Fever
		    o Diarrhoea
		    o Convulsion
		    o Vomiting
		    o Difficulty feeding or drinking
		❑ Signs of child illness
		    o Fast breathing
		    o Chest indrawing
		    o Unusually sleepy child
		    o Severe malnutrition
		❑ Referral and treatment of children
			❑ Written tests
			❑ Observation
			❑ Oral questions
			❑ Third party report

5	Manage malaria and zoonotic diseases	❑ Introduction to malaria ❑ Uncomplicated malaria ❑ Severe malaria ❑ Testing for malaria	❑ Written tests ❑ Observation ❑ Oral questions

		❑ 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	❑ Third party report
6	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
7	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 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	❑ 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
2 Carry out CHIS performance assessment	❑ Preparation of CHIS assessment report ❑ Determination of CHIS improvement areas 　o Work improvement teams (WIT) ❑ Performance appraisal	❑ Written tests ❑ Observation ❑ Oral questioning ❑ Third party report
3 Utilize community health information system	❑ Identification of CHIS tools ❑ Analysis of community health data ❑ Preparation of community health report 　o Community dialogue	❑ Written tests ❑ Observation ❑ Oral questions

	o Review meetings ❑ Undertaking of reviews and updates	❑ Third party report

Suggested Methods of Delivery:

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

List of Recommended Resources

- 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
	   o Routine updating and review of defaulter tracing registers
	   o Identification and interpretation of defaulters
	❑ Health access linkages
	❑ Coordination and maintenance of referral cases
		❑ Observation
		❑ Case studies
		❑ Oral
		❑ Third party report

2 Carry out social mobilization and participation	❑ Collection and analysis of socio-economic health status data of a community ❑ Report preparation	❑ Written tests ❑ Observation ❑ Oral questions

		❑ Determination of community needs ❑ Identification of areas of community participation and mobilization ❑ Development of strategies for community participation and mobilization	❑ Third party report

3	Advocate enrolment into Health Insurance Scheme	❑ Introduction to Universal Health Coverage
		❑ Roles and responsibilities of community health workers in UHC
		    o Community health education
		    o Door to door services
		    o Screening for non-communicable diseases (NCDs)
		❑ Enrolment strategies into Universal Health Coverage (UHC) program
		    o Monitoring of enrolment into UHC
		❑ Types and benefits of health insurance schemes
			❑ Written tests
			❑ Observation
			❑ Oral questions
			❑ Third party report

Suggested Methods of Delivery:

- Direct instruction
- Project
- Case studies
- Field trips/site visits
- Group discussions
- Demonstration by trainer
- 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

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	❑ Introduction to community health strategy ❑ Community entry process ❑ Determination of community units' boundaries ❑ Selection of Community Health Committees o Training of CHCs ❑ Selection of Community health workers o Training of CHWs ❑ Household mapping and registration o Allocation of households to CHWs ❑ Determination of Community health units' services ❑ Monitoring of community health units ❑ Sustainability of community health units	❑ Observation ❑ Case studies ❑ Oral ❑ Third party report

		o Income generating activities ❑ Reporting of community health data	

2 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
	    o Community dialogue
	    o Community action days
	    o Community conversation
	❑ Implementation and evaluation of health campaign strategies
		❑ Written tests
		❑ Observation
		❑ Oral questions
		❑ Third party report	

Suggested Methods of Delivery:

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

List of Recommended Resources

- 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)	❑ Observation ❑ Case studies ❑ Oral ❑ Third party report

		○ 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	
2	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
3	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
4	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	❑ Written tests ❑ Observation ❑ Oral questions ❑ Third party report

		❑ Initiation of social assistance programs ❑ Identification and mitigation of services access barriers	
5	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 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