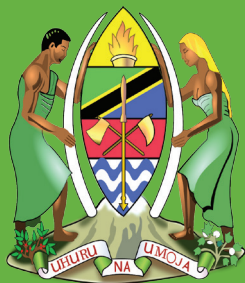# THE UNITED REPUBLIC OF TANZANIA

MINISTRY OF HEALTH, COMMUNITY DEVELOPMENT, GENDER, ELDERLY AND CHILDREN

THE GUIDE FOR TRAINING COMMUNITY HEALTH WORKERS

THE UNITED REPUBLIC OF TANZANIA

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THE GUIDE FOR TRAINING COMMUNITY HEALTH WORKERS

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TABLE OF CONTENT

FOREWORD

For many years, Community Health Care Workers (CHWs) in Tanzania and Africa in general have played significant role in community health promotion. Their specific roles have been changing from time to time. However, their key roles have over time included giving health education and dissemination of health information to communities, invariably moving on to include other services such as offering curative services and conducting community surveys. Deployment of CHWs has mainly been a response to the severe shortage of the human resource for health in most African countries due to brain drain for various reasons that include unattractive terms and conditions of employment. On the other hand the human resources for health (HRH) is a result of positive growing demand for health services, a situation confronted by inadequate supply of trained health personnel from training institutions to meet the demand.

The good job performed by CHWs notwithstanding, diversity of their scope made it difficult in programming; development of standard curriculum, appropriate training, operational standards, supervision, monitoring and evaluation of community health services. Furthermore, inadequate health professionals/technical support to these CHWs and lack of equipment and supplies left them poorly skilled to deliver effective community health services. In addition, limited recognition of CHWs from health authorities, lack or poor remuneration and opportunities for upward movement (career path and promotion), lack of policy on CHWs, inadequate provision of incentives such as training and lack of a clear scheme of service left them poorly motivated.

Recognizing the various challenges facing CHWs in Tanzania, in 2020, the MoHCDGEC reviewed the National Community Based Health Programme Policy Guidelines and the National Operational Guideline for Community-Based Health Care Services. The development of Training Guide for Community Health Workers was done as a significant step towards implementation of the policy. The policy guidelines and the training guide aim to enrich the services provided by CHWs through addressing their limited capacity in providing quality community based health care services. The operational guideline provides for CHW training, broadly defining their roles and providing for deployment and motivation mechanisms.

CHWs play a direct and immediate linking of individuals, families and community to social support services. In addition, they provide health services directly to the community and are immediate health resource at community level. For these reasons, and more others, the community entrusts them. However, their capacities need to be strengthened to enable them deliver quality services in all settings and time particularly on emergency, in inaccessible and hard to reach areas, and at odd hours. Successful implementation of policy and training guide will depend largely on the commitment of all stakeholders in provision of the right technical and professional support especially on training and coaching, support supervision, proper and sound deployment and retention mechanisms. Stakeholders should also facilitate CHWs with networks and associations for effective referrals and linkages, provision of support supervision as well as provision of equipment and supplies. All stakeholders involved in delivering community health service have to recognize the presence of CHWs and their contributions to health of the community.

The Training Package for Community Health Workers is an important tool towards development of comprehensive training packages that might include Facilitators' Guides, Participants' Manuals and On Job Training Aids to enable different actors implement standard and unified tools for refresher training. The Ministry of Health, Community Development, Gender, Elderly and Children looks forward to stakeholders using the newly formalized CHWs cadre in providing them with technical, professional and resources necessary to support the implementation of the community health policy and strategies for provision of quality community health care services.

Dr. Aifello W. Sichalwe
CHIEF MEDICAL OFFICER

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Prof. Abel N. Makubi
PERMANENT SECRETARY

ABBREVIATIONS AND ACRONYMS

AIDS	-	Acquired Immunodeficiency Syndrome
CBHP	-	Community Based Health Program
CHW	-	Community Health Care Workers
CUHAS		Catholic University of Health and Allied Sciences
FP	-	Family Planning
HIT	-	Highlands International Education and Training
HIV	-	Human Immunodeficiency Virus
HRH	-	Human Resource for Health
KCMC	-	Kilimanjaro Christian Medical Centre
MoHCDGEC	-	Ministry of Health, Community Development, Gender, Elderly and Children
MUHAS	-	Muhimbili University of Health and Allied Sciences
NCDs	-	Non-Communicable Diseases
NTC	-	Nursing Training Collage
NTDs	-	Neglected Tropical Diseases
PO-RALG	-	President's Office Regional Administrative and Local Government
RAS	-	Regional Administrative Secretary
RHMIS	-	Regional Health Management Information System
RMNCAH	-	Reproductive Maternal Newborn Child and Adolescent Health
SAMIHAS	-	St. Augustine Muheza Institute of Health and Allied Sciences
SW	-	Social Welfare
TB	-	Tuberculosis

INTROUCTION TO THE PACKAGE

1.1   Background Information

1.1.1 Historical information

Community-based health care has a long history in Tanzania, dating back to the 1967 Arusha declaration spearheaded by Mwalimu Nyerere and furthered through the Alma Atta declaration of 1978. Community health care is thus deeply rooted in Tanzania's health system. Over the years, a wide range of community-based health programmes, initiatives and activities have been carried out throughout the country, addressing critical health issues such as maternal, child and neonatal health, HIV and AIDS, nutrition, malaria, tuberculosis and adolescent sexual and reproductive health. As important as these interventions have been for the country, they have often lacked sufficient coordination and have been programme-specific, donor-dependent and/or unsustainable.

In addition, the critical shortage of human resource for health and social welfare, especially at Primary Health Care (PHC) level, increases the need to have strong community-based services provided by CHWs. A key element of the CBHCP Policy Guidelines 2014 was the introduction of a formal cadre of CHWs in the health sector that would be trained for one year and formally employed by the Government. However, first, it was not feasible for the Government to allocate adequate financial resources to recruit all trained CHWs while at the same time address the critical shortage of human resource for health needed to provide health services in facilities across the country. Second, the introduction of a formal cadre of CHW that are civil servants would negatively impact community ownership and participation in community-based health care, as it would be seen as a government service. Third, the social welfare component was not well integrated that led to parallel implementation of health and social welfare services at the community. Finally, these would undermine the sustainability of CBHC services, as it would depend mostly on external support to recruit and pay CHWs. The adaptation of the "ten building blocks" of the Uturo initiative into the CBHCP intends to address these challenges by introducing CHWs operating at kitongoji level supported by a CHW supervisor at the village level. This new approach further requires the Ministry to reorganize training of nominated CHWs who will be working at Kitongoji level.

1.1.2 Rationale for developing the training package

Noting the need for training and continued coaching to capacitate CHWs, some coming from remote hard to reach areas with limited or no immediate professional support the Ministry has developed the *Training Package for Community Health Workers.* The training package addresses competencies required of CHWs to function effectively in the provision of community-based health and social welfare services at the community level. However, training in practical skills may not be covered adequately in a classroom setting. It is imperative therefore, that CHWs bridge possible practical gaps through on-the-job and refresher training. This guide aim to pave the way for the development of standard training package and tools for further strengthening of CHWs competencies to deliver quality community based health care services.

1.1.3 Priority areas of the training package

The *Training Package for Community Health Workers* is divided into six Modules. Each Module has Sub-modules, which cover a number of teaching sessions. The first Module is about Basics of Health Promotion for Community Health Workers, the second module is about Basics of Reproductive, Maternal, New-born, Child and Adolescent Health for Community Health Workers, the third module is about Prevention and Control of Communicable Diseases. The fourth module is about Prevention and Control of Non-Communicable Diseases, the fifth module is about Prevention and Control of Malnutrition in a Community, and the sixth module is about Fundamentals of Social Welfare Practice for Community Health Workers.

The *Training Package for Community Health Workers* is primarily for use by different stakeholders including NGOs, FBOs and private sector using CHWs in their interventions. It is the hope of the Ministry of Health, Community Development, Gender, Elderly and Children that the package will enable different stakeholders develop standard training documents that might include User Manuals, Job Aids and other tools relevant for on-the-job and fresher training of CHWs.

2.0. INTENT OF THE TRAINING PACKAGE

2.1 Purpose of the Training Package
The purpose of planning and developing the *Training Package for Community Health Workers* is to produce Community Health Workers who will provide quality community based health care and eventually scale down reproductive and child health morbidity and mortality rates in Tanzania. Therefore, learners who will undergo the training will adequately cement their knowledge, skills, attitudes in preventing and controlling diseases or conditions leading to ill health, and providing immediate and rehabilitative care at the community level.

2.2 Goal of the Training Package
The goal of this *Training Package for Community Health Workers* is to build capacity to Community Health Workers on improving promotive, preventive and rehabilitative health services at community level.

2.3 Objectives of the Training Package
This *Training Package for Community Health Workers* intends to:
- Respond to identified gaps in the existing Community Health Worker training materials and modalities
- Respond to revised Policy Guideline for Community-Based Health Services and the National Operational Guideline for Community-Based Health Care Services towards improving health and social welfare services at community level across the country
- Put emphasis to basic procedures and updates related to the provision of health and social services at community level

2.4 Learning Outcomes of the Package
By the end of the course, the learner is expected to be able to:
- Provide health promotion services required at community level
- Provide reproductive maternal, new born, child and adolescent health services in a community
- Prevent and control communicable and non-communicable diseases in a community
- Prevent and control malnutrition at community level
- Provide social welfare services in a community

3.0 ORGANISATION OF THE TRAINING PACKAGE

3.1 Training Package Outline

The *Training Package for Community Health Workers* is divided into five Modules. Each Module have sub-modules covering a number of teaching sessions. The first Module is about Basics of Health Promotion for Community Health Workers. The module has six sub-modules namely; 1.1: Planning for Health Promotion at Community Level, 1.2: Familiarizing with Health Needs and Problems of a Community. 1.3: Tools Used in Communicating Community Health Information, 1.4: Promoting Social and Behaviour Change Communication at Community Level, 1.5: Promotion of School Health Interventions 1.6: Providing Good Customer Services to Clients and 1.7: Promoting Quality Assurance In Health Service Delivery.

The second module is about Basics of Reproductive, Maternal, Newborn, Child and Adolescent Health for Community Health Workers. This module has the following sub-modules, 2.1: Providing Maternal Health Services, 2.2: Provision of New Born, Child and Adolescent Health Services, 2.3: Provision of Family Planning Services and 2.4: Promoting Adolescent Reproductive Health.

Third module is about Basics of Prevention and Control of Communicable Diseases for Community Health Workers. Under this module there are seven sub-modules that includes; 3.1: Basics of Human Immunodeficiency Virus (HIV) and AIDS, 3.2: Community Based Malaria Prevention and Management, 3.3: Prevention and Control of Tuberculosis. Other units in this module include; 3.4: Prevention and Control of Leprosy, 3.5: Prevention and Control of Neglected Tropical Diseases, 3.6: Prevention and Control of Priority Notifiable Diseases, Conditions and Events and 3.7: Preventive Measures of Environmental Health, Hygiene and Sanitation.

The fourth module is about Prevention and Control of Non-Communicable Diseases. The module has four sub-modules namely; Sub-module 4.1: Prevention and Control of Eye and Oral Conditions, 4.2: Prevention and Control of Diet-Related Non-Communicable Diseases, 4.3: Prevention and Control of Physical Injuries and Trauma and 4.4: Basic Concepts of Mental Health in Prevention and Control of Mental Disorders.

The fifth module is about Prevention and Control of Malnutrition. Under this module, there are four sub-modules as follows; Sub-module 5.1: Promoting Maternal, Infant, Young Child and Adolescent Nutrition (MIYCAN), 5.2: Preventing Childhood Stunting and Reducing Maternal Anaemia, 5.3: Promoting Integrated Management of Acute Malnutrition and 5.4: Nutrition for People Subjected to Vulnerable Circumstances.

The sixth module is about Fundamentals of Social Welfare Practice for Community Health Workers. Under this module, there are ten sub-modules as follows; 6.1: Foundation of Childs Rights, Child Protection and GBV, 6.2: Roles and Responsibilities of Community Health Workers in Case Management and 6.3: Identification, Registration and Management of Case Progress. 6.4: Assessment Practices, 6.5: Developing a Care Plan, 6.6: Providing Support and Services, 6.7: Provision of Referrals and Follow-Up to the MVC, 6.8: Closure of Service Case, 6.9: Working with Adolescents and Elderly, and 6.10: Facing Challenges.

3.2 Time Allotted for the Package
Time allotted for the Training Package for Community Health Workers is 5 weeks. Each week will have 6 working days. One working day will have 8 hours and each hour will have 60 minutes. Therefore, this training package will have total contact and non-contact study time of 30 days 240 contact and non-contact study hours, and 14380 contact and non-contact study minutes. In this manner a participant will have a total study time of 14380 notion minutes, that is 240 notion hours equivalent to 24 credits (10 notion hours = 1 credit).

The participant's contact study time will cover time for library work, internet search, consultations, assignments, self-study and preparations. Non-contact study time will cover the same but will not appear in the timetable and not under guidance of facilitators.

3.3 Training Package Mapping

Module Number	Module Title	Study Time		
		Minutes	Hours	Credits
1.0	Basics of Health Promotion for Community Health Workers	2460	41	4.1
2.0	Basics of Reproductive, Maternal, New-born, Child and Adolescent Health for Community Health Workers	2100	35	3.5
3.0	Basics of Prevention and Control of Communicable Diseases for Community Health Workers	3960	66	6.6
4.0	Prevention and Control of Non-Communicable Diseases	1200	20	2.0
5.0	Prevention and Control of Malnutrition in a Community	2940	49	4.9
6.0	Fundamentals of Social Welfare Practice for Community Health Workers	1720	29	2.9
Total		14380	240	24
Grand Total Minutes		**14380**		
Grand Total Hours		**240**		
Grand Total Credits		**24**		

4.0 METHODS OF TRAINING

4.1 Teaching and Learning Methods
The various teaching and learning interactive methods will be applied and will not be limited to lecture discussions, group discussions, case study, solving approaches and simulations. Other teaching methods will include demonstration, brainstorming, role play, presentation and assignments

4.2 Instructional Materials
The institution will have to use various teaching and learning materials. These facilities/materials include both software and hardware that are used in teaching and learning processes such as computer, the content on DVDs VCD, VCR, DVD players, video recorders, LCD projectors Power Point slides. Others will instructional materials will include charts and models, textbooks, boards, flip charts, markers, models, manikins, facilitator's guide (FG) and participants manual (SM).

4.3 Assessment and Evaluation Processes

4.3.1 Assessment Modalities
The assessment modalities in measuring learners' performance will base on Written Pre and Post Tests, in each module or unit where applicable. A learner will be eligible for the post-test of each module if she/he attended 75% of the time allocated for the module. A learner who attains an average of 50% of post-tests from all modules or units will be deemed to have qualified for certification.

4.3.2 Grading system and scoring range

Score	Grade	Definition
80 -100	A	Excellent
65 - 79	B	Good
50 - 64	C	Pass
40 - 49	D	Poor
0 - 39	F	Fail

This grading system will be used to determine effectiveness of the teaching from which grounds of planning and re-planning further trainings will be determined. However, the grading system will not be used to dispose participants in the community health working system.

5.0 SELECTION CRITERIA FOR LEARNERS

Selection criteria for learners eligible to undergo the course will include:
- Nominated as per the requirements stipulated in the National Operational Guideline for Community-Based Health Care Services of 2020.

6.0 MODULE DESCRIPTION

MODULE 1.0: BASICS OF HEALTH PROMOTION FOR COMMUNITY HEALTH WORKERS

INTRODUCTION
This module is about basic considerations of community health promotion. It provides a guide for community health workers planning health promotion strategies at community level, selecting appropriate tools for communicating health information and monitoring and evaluating delivery of health service at community level.

LEARNING OUTCOMES
At the end of this module the learner will be able to:
- Plan for health promotion services at community level
- Familiarize with health needs and problems of a community
- Select appropriate tools for communicating community health information
- Provide school health services at community level
- Apply concepts of monitoring and evaluation in carrying out community health services

MODULE MAPPING

SUBMODULE NUMBER	SUBMODULE TITLE	MINUTES	HOURS	CREDIT
SUBMODULE 1.1	Planning for Health Promotion at Community Level	635	11	1.1
SUBMODULE 1.2	Familiarizing with Health Needs and Problems of a Community	420	7	0.7
SUBMODULE 1.3	Tools Used In Communicating Community Health Information	400	7	0.7
SUBMODULE 1.4	Promoting Social and Behaviour Change Communication at Community Level	300	5	0.5
SUBMODULE 1.5	Promotion of School Health Interventions	460	7	0.7
SUBMODULE 1.6	Providing Good Customer Services to Clients	180	3	0.3
SUBMODULE 1.7	Promoting Quality Assurance in Health Service Delivery	510	9	0.9
TOTAL MINUTES		2845		
TOTAL HOURS			47	
TOTAL CREDITS				4.7

MODULE CONTENT

SUBMODULE 1.1: PLANNING FOR HEALTH PROMOTION AT COMMUNITY LEVEL
1.1.1 Concepts of health promotion
1.1.2 Concept of community based health services
1.1.3 Community involvement in health development
1.1.4 Conducting community needs assessment for health promotion.
1.1.5 Conducting community catchment area census
1.1.6 Mapping community catchment area census

SUBMODULE 1.2: FAMILIARIZING WITH HEALTH NEEDS AND PROBLEMS OF A COMMUNITY
1.2.1 Concept of community entry
1.2.2 Conducting community meetings
1.2.3 Conducting counselling session

SUBMODULE 1.3: TOOLS USED IN COMMUNICATING COMMUNITY HEALTH INFORMATION
1.3.1 The standard referral forms used at community level
1.3.2 The standard register book used for keeping health information at community level
1.3.3 Health management information system (MTUHA book 3)
1.3.4 Monitor implementation of community health services

SUBMODULE 1.4: PROMOTING SOCIAL AND BEHAVIOUR CHANGE COMMUNICATION AT COMMUNITY LEVEL
1.4.1 Changing behaviours of communities for health and development
1.4.2 Concepts of best practice in community based health promotion

SUBMODULE 1.5: PROMOTION OF SCHOOL HEALTH INTERVENTIONS
1.5.1 Introduction to school health programme
1.5.2 Promotion of skill based health education for school children, adolescent and youth
1.5.3 Promoting school health services
1.5.4 Promotion of school adolescent health
1.5.5 Promote healthy and safety school environment
1.5.6 Preventing communicable and non-communicable diseases in school children

1.5.7 Promotion of child protection and gender based violence
1.5.8 Promote counselling and psychosocial support for school children, adolescent and youth

SUBMODULE 1.6: PROVIDING GOOD CUSTOMER SERVICES TO CLIENTS

1.6.1 Introduction to good customer care
1.6.2 Providing customer services that meet client satisfaction

SUBMODULE 1.7: PROMOTING QUALITY ASSURANCE IN HEALTH SERVICE DELIVERY

1.7.1 Concept of quality assurance in health service delivery
1.7.2 Using standards in improving delivery of health services
1.7.3 Implementing quality assurance in health service delivery
1.7.4 Monitoring quality improvement of services
1.7.5 Measuring quality improvement of health care

TEACHING/LEARNING METHODS

Instructions will be delivered through lecture discussions, group discussions, case study, demonstration and brainstorming, role play, presentation, field visit, and assignments.

METHODS OF ASSESSMENT AND EVALUATIONS

The methods of assessment and evaluations will include pre and post-test, assignment reports, daily evaluation report and observation of skills during community field practice.

KEY REFERENCES

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MODULE 2.0: REPRODUCTIVE, MATERNAL, NEWBORN, CHILD AND ADOLESCENT HEALTH

INTRODUCTION
This module is about Reproductive, Maternal, Newborn, Child and Adolescent Health. The module provides an overview of a range of skills in providing reproductive, maternal, newborn, child and adolescent health services that are basically required by the respective community.

LEARNING OUTCOMES
At the end of this module, the learner will be able to:
- Apply concepts of reproductive and maternal health, in providing health services in the community
- Apply concepts of new born, child and adolescents health in providing health services
- Provide family planning services in a community
- Assist adolescents with reproductive health needs and problems

CONTACT HOURS AND CREDIT DISTRIBUTION

SUBMODULE NUMBER	SUBMODULE TITLE	MINUTES	HOURS	CREDIT
SUBMODULE 2.1	Providing Maternal Health Services	675	11	1.1
SUBMODULE 2.2	Provision of New Born, Child and Adolescent Health Services	415	7	0.7
SUBMODULE 2.3	Provision of Family Planning Services	480	8	0.8
SUBMODULE 2.4	Promoting Adolescent Reproductive Health	210	4	0.4
TOTAL MINUTES		**1780**		
TOTAL HOURS			**30**	
TOTAL CREDITS				**3**

MODULE CONTENT

SUBMODULE 2.1 PROVIDING MATERNAL HEALTH SERVICES
2.1.1 Provision of ANC services in the community
2.1.2 Care of the mother during the postpartum period
2.1.3 Prevention of reproductive cancers

2.1.4 Gender concerns and its relation in maternal health, new born and children below five years of age in the society

2.1.5 Gender division of labour embedded in culture and traditions and their impact to health

2.1.6 Strategies to engage men in reproductive, maternal, new-born and under five child' health

2.1.7 Gender based violence, violence against children and provision of referrals for violence victims.

SUBMODULE   2.2   PROVISION OF NEW BORN, CHILD AND ADOLESCENT HEALTH

2.2.1 Promoting safety for a new-born baby

2.2.2 Pre referral management of the sick new-born with acute conditions

2.2.3 Promoting safety for the under five children

2.2.4 Conduct pre-referral management of the under-five sick child with Acute Respiratory Infection (ARI)

2.2.5 Conduct pre-referral management of the under-five sick child with diarrhoea

2.2.6 Monitoring immunization status of the under-fives in the community

SUBMODULE 2.3 PROVISION OF FAMILY PLANNING SERVICES

2.3.1 Creating Demand for Family Planning Services

2.3.2 Providing selected family planning contraceptives

2.3.3 Conducting follow up visits for family planning services

SUBMODULE   2.4   PROMOTING ADOLENSCENT REPRODUCTIVE HEALTH

2.4.1 Introduction to adolescent and reproductive health

2.4.2 Participating in the provision of reproductive health support to adolescents

TEACHING/LEARNING METHODS

Instructions will be delivered through lecture discussions, group discussions, case study, demonstration and brainstorming, role-play, presentation, field visit, and assignments.

METHODS OF ASSESSMENT AND EVALUATIONS

The methods of assessment and evaluations will include pre and post-test, assignment reports, daily evaluation report and observation of skills during community field practice

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MODULE 3.0: BASICS OF PREVENTION AND CONTROL OF COMMUNICABLE DISEASES FOR COMMUNITY HEALTH WORKERS

INTRODUCTION
This module provides foundation skills to a community health worker (CHW) in assisting individuals on prevention and control of communicable diseases in the community. It addresses key concepts of Human Immunodeficiency Virus (HIV), Malaria, Tuberculosis and Leprosy, Neglected Tropical diseases and Principles of Environmental Health, Hygiene and Sanitation.

LEARNING OUTCOMES
At the end of this module, the learner will be able to:
- Apply concepts of Human Immunodeficiency Virus (HIV) in preventing and controlling HIV and AIDS in a community
- Apply concepts of malaria control and elimination in a community
- Demonstrate skills of tuberculosis prevention and control in a community
- Demonstrate skills of leprosy prevention and control in a community
- Prevent and control neglected tropical diseases in a community
- Prevent and control of priority notifiable communicable diseases
- Apply preventive measures of environmental health, hygiene and sanitation in prevention and control of communicable diseases

CONTACT HOURS AND CREDIT DISTRIBUTION

SUBMODULE NUMBER	SUBMODULE TITLE	MINUTES	HOURS	CREDIT
SUBMODULE 3.1	Basics of Human Immunodeficiency Virus (HIV) and AIDS Prevention and Control	330	5	0.5
SUBMODULE 3.2	Community Malaria Prevention and Management	715	12	1.2
SUBMODULE 3.3	Prevention and Control of Tuberculosis	570	10	1.0
SUBMODULE 3.4	Prevention and Control of Leprosy	330	5	0.5
SUBMODULE 3.5	Prevention and Control of Neglected Tropical Diseases	540	9	0.9
SUBMODULE 3.6	Prevention and Control of Priority Notifiable Diseases, Conditions and Events	665	11	1.1
SUBMODULE 3.7	Preventive Measures of Environmental Health, Hygiene and Sanitation	780	13	1.3
TOTAL MINUTES		**3930**		
TOTAL HOURS			**65**	
TOTAL CREDITS				**6.5**

MODULE CONTENT

SUBMODULE 3.1 BASICS OF HUMAN IMMUNODEFICIENCY VIRUS (HIV) AND AIDS

3.1.1 Fundamental concepts of HIV and AIDS
3.1.2 Prevention and control measures of human immunodeficiency virus and AIDS
3.1.3 Supporting services for .People Living With HIV (PLHIV)

SUBMODULE 3.2 COMMUNITY BASED MALARIA PREVENTION AND MANAGEMENT

3.2.1 Concept of community based malaria prevention and management
3.2.2 Pre referral management of patient with malaria

SUBMODULE 3.3 PREVENTION AND CONTROL OF TUBERCULOSIS

3.3.1 Introduction to tuberculosis prevention and control
3.3.2 Intensified TB case finding at family and community level
3.3.3 Prevention and control of multi-drug resistance tuberculosis
3.3.4 Supporting a patient with tuberculosis

SUBMODULE 3.4 PREVENTION AND CONTROL OF LEPROSY

3.4.1 Introduction to leprosy prevention and control
3.4.2 Conducting household screening for leprosy
3.4.3 Managing patient with leprosy reactions

SUBMODULE 3.5 PREVENTION AND CONTROL OF NEGLECTED TROPICAL DISEASES

3.5.1 Overview of Neglected Tropical Diseases (NTDS)
3.5.2 Prevention and elimination of onchocerciasis
3.5.3 Prevention and elimination of lymphatic filariasis
3.5.4 Prevention and control of schistosomiasis
3.5.5 Prevention and control of soil transmitted helminthiasis
3.5.6 Prevention and elimination of trachoma

SUBMODULE 3.6 PREVENTION AND CONTROL OF PRIORITY NOTIFIABLE DISEASES, CONDITIONS AND EVENTS

3.6.1 Introduction to prevention and control of priority notifiable diseases, conditions and events
3.6.2 Detecting notifiable diseases, conditions and events
3.6.3 Reporting of notifiable diseases, conditions and events
3.6.4 Participate in outbreak investigation and response
3.6.5 Basic concepts of emergency preparedness and response in the community
3.6.6 Mobilize the community during emergencies

SUBMODULE 3.7 PREVENTIVE MEASURES OF ENVIRONMENTAL HEALTH, HYGIENE AND SANITATION

3.7.1 Introduction to environmental health, sanitation and hygiene
3.7.2 Promoting waste management in a community
3.7.3 Promoting use of improved latrine
3.7.4 Promoting good housing
3.7.5 Promoting food safety
3.7.6 Promoting clean and safe water
3.7.7 Promoting menstrual hygiene management

TEACHING/LEARNING METHODS

Instructions will be delivered through lecture discussions, group discussions, case study, demonstration, brainstorming, role play, presentation, field visit, and assignments

METHODS OF ASSESSMENT AND EVALUATIONS

The methods of assessment and evaluations will include pre and post-test, assignment reports, daily evaluation report, observation of skills during community field practice

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MODULE 4.0: PREVENTION AND CONTROL OF NONCOMMUNICABLE DISEASES

INTRODUCTION
This module provides foundation skills to a community health worker in preventing and controlling non-communicable diseases in a community. It addresses key concepts of eye and oral conditions, mental disorders, hypertension, diabetes, obesity, physical injury and trauma in a community.

LEARNING OUTCOME
At the end of this module the learner will be able to:
- Apply fundamental concepts of prevention and control of eye, oral and dental conditions in a community
- Apply fundamental concepts of prevention and control of diet related non communicable diseases in a community
- Apply fundamental concepts of prevention and control of physical injuries and trauma in a community

CONTACT HOURS AND CREDIT DISTRIBUTION

SUBMODULE NUMBER	SUBMODULE TITLE	MINUTES	HOURS	CREDITS
SUBMODULE 4.1	Prevention and Control of Eye and Oral Conditions	270	5	0.5
SUBMODULE 4.2	Prevention and Control of Diet-Related Non-Communicable Diseases	210	3	0.3
SUBMODULE 4.3	Prevention and Control of Physical Injuries and Trauma	270	5	0.5
SUBMODULE 4.4	Basic Concepts of Mental Health in Prevention and Control of Mental Disorders	445	7	0.7
TOTAL MINUTES		**1195**		
TOTAL HOURS			**20**	
TOTAL CREDITS				**2**

MODULE CONTENT

SUBMODULE 4.1 PREVENTION AND CONTROL OF EYE AND ORAL CONDITIONS
4.1.1 Prevention of blindness and visual impairment due to eye diseases
4.1.2 Fundamental concepts of oral health

SUBMODULE 4.2: PREVENTION AND CONTROL OF DIET-RELATED NON-COMMUNICABLE DISEASES

4.2.1 Overview of prevention and control of diet related non-communicable diseases

4.2.2 Prevention and control of hypertension

4.2.3 Prevention and control of diabetes mellitus

4.2.4 Prevention and control of overweight and obesity

SUBMODULE 4.3: PREVENTION AND CONTROL OF PHYSICAL INJURIES AND TRAUMA

4.3.1 Provision of first aid with physical injuries

4.3.2 Prevention and control of home-based (domestic) accident

4.3.3 Prevention and control of road traffic accidents

SUBMODULE 4.4: BASIC CONCEPTS OF MENTAL HEALTH IN PREVENTION AND CONTROL OF MENTAL DISORDERS

4.4.1 Causes of mental illnesses

4.4.2 Mental health promotion and advocacy (prevention of mental illness)

4.4.3 Providing support to patients with epilepsy

4.4.4 Managing aggressive mentally ill patient

4.4.5 Provision of support to substance users

TEACHING/LEARNING METHODS

Instructions will be delivered through lecture discussions, group discussions, case study, demonstration, brainstorming, role play, presentation, field visit, and assignments.

METHODS OF ASSESSMENT AND EVALUATIONS

The methods of assessment and evaluations will include pre and post-test, assignment reports, daily evaluation report, observation of skills during field visit.

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MODULE 5: PREVENTION AND CONTROL OF MALNUTRITION IN A COMMUNITY

INTRODUCTION

This module provides basic competences of preventing and controlling malnutrition in the community. It addresses key concepts of maternal infant young child and adolescent nutrition, community management of acute malnutrition and nutrition to people subjected to vulnerable circumstances in the prevention and control of malnutrition in a community.

LEARNING OUTCOMES

At the end of this module, the learner will be able to:
- Promote maternal infant young child and adolescent nutrition in a community
- Use of 1000 Days Kit in Preventing Childhood Stunting and Reducing Maternal Anaemia
- Apply concepts of Integrated Management of Acute Malnutrition in managing acute malnutrition in a community
- Promote nutrition to people subjected to vulnerable circumstances

CONTACT HOURS AND CREDIT DISTRIBUTION

SUBMODULE NUMBER	SUBMODULE TITLE	MINUTES	HOURS	CREDITS
SUBMODULE 5.1	Promoting Maternal, Infant, Young Child and Adolescent Nutrition (MIYCAN)	690	12	1.2
SUBMODULE 5.2	Preventing Childhood Stunting and Reducing Maternal Anaemia	1590	26	2.6
SUBMODULE 5.3	Promoting Integrated Management of Acute Malnutrition	335	6	0.6
SUBMODULE 5.4	Nutrition for People Subjected to Vulnerable Circumstances	290	5	0.5
TOTAL MINUTES		**2905**		
TOTAL HOURS			**49**	
TOTAL CREDITS				**4.9**

MODULE CONTENT

SUBMODULE 5.1: PROMOTING MATERNAL, INFANT, YOUNG CHILD AND ADOLESCENT NUTRITION (MIYCAN)

5.1.1 Promoting healthy family
5.1.2 Promoting nutrition in adolescents (10-19 years) and women of reproductive age (15-49 years)
5.1.3 Promoting nutrition to pregnant and lactating women
5.1.4 Promoting infant and young child nutrition (0- 5 years)
5.1.5 Nutrition in school age children (5 – 9 years)

SUBMODULE 5.2: PREVENTING CHILDHOOD STUNTING AND REDUCING MATERNAL ANAEMIA

5.2.1 Overview to adolescent and maternal nutrition
5.2.2 Preventing and controlling maternal anaemia
5.2.3 Preventing stunting in children
5.2.4 Concept of 1000 days in relation to child growth and development
5.2.5 Introduction of 1000 days kit
5.2.6 Facilitate implementation of the concept of 1000 days kit in the community

SUBMODULE 5.3: PROMOTING INTEGRATED MANAGEMENT OF ACUTE MALNUTRITION

5.3.1 Introduction to acute malnutrition
5.3.2 Identifying clients with acute malnutrition
5.3.3 Management of moderate acute malnutrition
5.3.4 Prevention of micronutrient deficiencies at community level

SUBMODULE 5.4: NUTRITION FOR PEOPLE SUBJECTED TO VULNERABLE CIRCUMSTANCES

5.4.1 Nutrition for tuberculosis patients
5.4.2 Nutrition for People Living With Human Immune Deficiency Virus (PLHIV)
5.4.3 Nutrition in disasters and emergencies
5.4.4 Nutrition for low birth weight babies
5.4.5 Nutrition for children with congenital anomalies

TEACHING/LEARNING METHODS

Instructions will be delivered through lecture discussions, group discussions, case study, demonstration, brainstorming, role play, field visit, presentation and assignments.

METHODS OF ASSESSMENT AND EVALUATIONS

The methods of assessment and evaluations will include pre and post-test, assignment reports, field visit report and daily evaluation report.

KEY REFERENCES

ECSA training manual
Integrated Management of acute malnutrition training manual
CCD job aid

Mkoba wa siku 1000 training manual/MIYCAN Package

MODULE 6: FUNDAMENTALS OF SOCIAL WELFARE PRACTICE FOR COMMUNITY HEALTH WORKERS

INTRODUCTION

This module provides foundation skills to a community health worker (CHW) in assisting individuals on social welfare services in the community. It addresses key concepts of national integrated case management system, child's rights, protection, gender-based violence and adolescent-friendly health services in the provision of social welfare services in the community.

LEARNING OUTCOMES

At the end of this module, the learner will be able to:

- Explain concepts of Childs rights, protection and Gender Based Violence
- Describe the national integrated case management system
- Manage gender based violence
- Conduct assessment to children with needs
- Provide care and support to identified cases
- Provide Adolescent-friendly health services
- Recognize and overcome challenges that might face CHWs

CONTACT HOURS AND CREDIT DISTRIBUTION

SUBMODULE NUMBER	SUBMODULE TITLE	MINUTES	HOURS	CREDITS
SUBMODULE 6.1	Foundation of Childs Rights, Child Protection and GBV	235	4	0.4
SUBMODULE 6.2	Roles and Responsibilities of Community Health Workers in Case Management	135	2	0.2
SUBMODULE 6.3	Identification, Registration and Management of Case Progress	225	4	0.4
SUBMODULE 6.4	Assessment Practices	160	3	0.3
SUBMODULE 6.5	Developing a Care Plan	120	2	0.2
SUBMODULE 6.6	Providing Support and Services	200	3	0.3
SUBMODULE 6.7	Provision of Referrals and Follow-Up to the MVC	305	5	0.5
SUBMODULE 6.8	Closure of Service Case	75	1	0.1
SUBMODULE 6.9	Working with Adolescents and Elderly	175	3	0.3
SUBMODULE 6.10	Facing Challenges	95	2	0.2
TOTAL MINUTES		1725		
TOTAL HOURS			29	
TOTAL CREDITS				2.9

MODULE CONTENT

SUBMODULE 6.1: FOUNDATION OF CHILDS RIGHTS, CHILD PROTECTION AND GBV

6.1.1 Fundamentals of child's rights
6.1.2 Child protection
6.1.3 Gender based violence

SUBMODULE 6.2: ROLES AND RESPONSIBILITIES OF COMMUNITY HEALTH WORKERS IN CASE MANAGEMENT

6.2.1 Case management cycle
6.2.2 The National Integrated Case Management System (NICMS)

SUBMODULE 6.3: IDENTIFICATION, REGISTRATION AND MANAGEMENT OF CASE PROGRESS

6.3.1 The concept of case management -identification, intake and registration
6.3.2 Managing cases that require immediate action
6.3.3 Assessing current practice in gathering information

SUBMODULE 6.4: ASSESSMENT PRACTICES

6.4.1 Assessment and interviews skills
6.4.2 Practice skills and analysis of assessment result

SUBMODULE 6.5: DEVELOPING A CARE PLAN

6.5.1 Developing care plan
6.5.2 Sharing the care plan with the family

SUBMODULE 6.6: PROVIDING SUPPORT AND SERVICES

6.6.1 Community health worker in building resilience
6.6.2 Negotiating and advocating on behalf of MVC

SUBMODULE 6.7: PROVISION OF REFERRALS AND FOLLOW-UP TO THE MVC

6.7.1 The concepts of referral and follow up to MVC
6.7.2 Making referrals
6.7.3 Community case review sessions

SUBMODULE 6.8: CLOSURE OF SERVICE CASE

6.8.1 Steps and practicing of case closure

SUBMODULE 6.9: WORKING WITH ADOLESCENTS AND ELDERLY

6.9.1 Providing adolescent-friendly health services and managing cases
6.9.2 CHW working with elderly

SUBMODULE 6.10: FACING CHALLENGES

6.10.1   Managing Challenges and Self Care

TEACHING/LEARNING METHODS
Instructions will be delivered through lecture discussions, group discussions, case study, demonstration, brainstorming, role play, field visit, presentation and assignments.

METHODS OF ASSESSMENT AND EVALUATIONS
The methods of assessment and evaluations will include pre and post-test, assignment reports, field visit report and daily evaluation report.

KEY REFERENCES
ECSA training manual
Integrated Management of acute malnutrition training manual
CCD job aid

Mkoba wa siku 1000 training manual/MIYCAN Package

7.0 SUB-MODULES OUTLINE

S/N	Session Title	Learning Outcomes	Sub-Session Title
1.1.1	Concepts of health promotion	a) Define key terms in relation to Health Promotion	1. Definition of Health Promotion
		b) Explain the importance of Health Promotion	2. The Importance of Health Promotion
		c) Explain Health Promotion Strategies	3. Health Promotion Strategies
		d) Explain the pillars of health promotion	4. The Pillars of Health Promotion
1.1.2	Concept of community based health services	a) Describe concept of Community Based Health Services	1. Concept of Community Based Health Services
		b) Explain the goal of Community Based Health services	2. The goal of Community Based Health services
		c) Explain the advantage of CBHS	3. The advantage of CBHS
		d) Identify key actors of CBHS	4. Identifying key actors of CBHS
1.1.3	Community involvement in health development	a) Define Community involvement.	1. Definition of Community involvement.
		b) Explain the goal of Community involvement.	2. The goal of Community involvement.
		c) Explain the objectives of Community involvement.	3. The objectives of Community involvement.
		d) Explain the indicators of Community involvement.	4. The indicators of Community involvement.
1.1.4	Conducting community needs assessment for health promotion	a) Define the term need assessment	1. Define the term need assessment
		b) Explain the goals for conducting need assessment	2. The goals for conducting need assessment
		c) Explain community assessment techniques	3. Community assessment techniques
		d) Conduct need assessment	4. Conducting need assessment
		e) Explain the concept of problem analysis	5. The concept of problem analysis
		f) Identify community problem	6. Identifying community problem

1.1.5	Conducting Community Catchment Area Census	a) Define census and a catchment area	1. Definition of census and a catchment area
		b) Explain the importance of community catchment area census	2. The importance of community catchment area census
		c) Explain the process of conducting catchment area census and data to be collected	3. The process of conducting catchment area census and data to be collected
		d) Demonstrate appropriate recording of data in a census form/ Counter book	4. Demonstrating appropriate recording of data in a census form/ Counter book
		e) Demonstrate how to enter data in a census summary form	5. Demonstrating how to enter data in a census summary form
1.1.6	Mapping Community Catchment Area Census	a) Define a Map	1. Definition of a Map
		b) Explain the importance of Map of a catchment area	2. The importance of Map of a catchment area
		c) Explain the steps of drawing a Community catchment area map	3. The steps of drawing a Community catchment area map
		d) Draw a community catchment area map on a flip chart	4. Drawing a community catchment area map on a flip chart
1.2.1	Concept of community entry	a) Define Community entry	1. Definition of Community entry
		b) Mention points of consideration in community entry	2. Points of consideration in community
		c) Explain on how to build trust and confidence of communities	3. Building trust and confidence of communities
1.2.2	Conducting community meetings	a) Explain techniques of organizing meetings	1. Techniques of organizing meetings
		b) To explain the format for writing minutes of the meeting	2. The format for writing minutes of the meeting
		c) To explain how to prepare a report	3. Preparing a report
1.2.3	Conducting counselling session	a) Define counselling	1. Definition of counselling
		b) Mention aims of counselling	2. Aims of counselling
		c) Identify qualities of a counsellor	3. Identifying qualities of a counsellor

		d) Explain steps of counselling	4. Steps of counselling
1.3.1	The standard referral forms used at community level	a) Describe the standard referral form from community health worker to health facility	1. The standard referral form from community health worker to health facility
		b) Describe the standard feedback form from health facility to community health worker	2. The standard feedback form from health facility to community health worker
		c) Describe the standard transfer form from health facility to community health worker	3. The standard transfer form from health facility to community health worker
		d) Explain the process of entering information into the standard referral forms	4. The process of entering information into the standard referral forms
1.3.2	The standard register book used for keeping health information at community level	a) Define register book used at the community level	1. Definition of Register book used at the community level
		b) Identify sections of register book for community health worker	2. Identifying sections of register book for community health worker
		c) Identify instructions of using register book	3. Identifying instructions of using register book
		d) Enter information into referral forms	4. Entering information into referral forms
		e) Interpret information entered into register book	5. Interpreting information entered into register book
1.3.3	Health management information system (MTUHA book 3)	a) Define health management information system (MTUHA Book 3)	1. Definition of Health Management Information System (MTUHA Book 3)
		b) Explain the importance of using health management information system (MTUHA Book 3)	2. Importance of Using Health Management Information System (MTUHA Book 3)
		c) Explain how to prepare MTUHA Book 3 Summary forms	3. Prepare MTUHA Book 3 Summary forms
		d) Explain the procedures for checking the quality of MTUHA book 3	4. The procedures for checking the quality of MTUHA book 3

		e) Enter information into MTUHA Book 3	5. Entering Data into Health Management Information System (MTUHA Book 3)
		f) Analyse, Interpret and present data in HMIS book 3	6. Analysing, Interpreting and presenting data in HMIS book 3
1.3.4	Monitor implementation of community health services	a) Define Community Health monitoring	1. Definition of Community Health monitoring
		b) Explain types of Community Health monitoring	2. Types of Community Health monitoring
		c) Prepare Community Health monitoring plan	3. Preparing Community Health monitoring plan
		d) Implement Community Health monitoring plan	4. Implementing Community Health monitoring plan
		e) Disseminate data on Community Health monitoring	5. Disseminating data on Community Health monitoring
1.4.1	Changing behaviours of communities for health and development	a) Definition of terms	1. Definition of terms
		b) Explain the importance of SBCC	2. The importance of SBCC
		c) Explain stages to Behaviour Change	3. Stages to Behaviour Change
		d) Outline Barriers to Behaviour Change	4. Barriers to Behaviour Change
		e) Apply Principles of Communication for Development (C4D)	5. Principles of Communication for Development (C4D)
		f) Identify Tools in SBCC Process using C4D approach	6. Tools in SBCC Process using C4D approach
		g) Perform SBCC process towards health and development	7. Performing SBCC process towards health and development
1.4.2	Concepts of best practice in community based health promotion	a) Define best practice	1. Definition of best practice
		b) Outline qualities of best practice	2. Qualities of best practice
		c) Describe best practice model (Uturo Model)	3. Best practice model (Uturo Model)
		d) Share lesson learnt information in best practice	4. Sharing of lesson learnt information in best practice

1.5.1	Introduction to school health programme	a) Define school health	1. Definition of school health
		b) Explain aim and objectives of school health	2. The aim and objectives of school health
		c) Outline guiding principles of School health programmes	3. The guiding principles of School health programmes
		d) List school based health interventions	4. List of school based health interventions
1.5.2	Promotion of skill based health education for school children, adolescent and youth	a) Define skill based health education	1. Definition of skill based health education
		b) Identify components of skill based health education	2. Components of skill based health education
		c) Explain strategies for skill based health education	3. Strategies for skill based health education
1.5.3	Promoting school health services	a) Explain aim and objectives of school health services	1. The aim and objectives of school health services
		b) Identify the components of school health services	2. Components of school health services
		c) Identify school health screening	3. School health screening
1.5.4	Promotion of school adolescent health	a) Explain menstrual hygiene management	1. Menstrual hygiene management
		b) Explain comprehensive sexuality education	2. Comprehensive sexuality education
1.5.5	Promote healthy and safety school environment	a) Explain aim and objectives of healthy and safe school environment	1. The aim and objectives of healthy and safe school environment
		b) Enumerate component of healthy and safe school environment	2. Component of healthy and safe school environment
		c) Enumerate strategies of healthy and safe school environment	3. Strategies of healthy and safe school environment
1.5.6	Preventing communicable and non-communicable diseases in school children	a) Define communicable diseases and non-communicable diseases in school children	1. Communicable diseases and non-communicable diseases in school children
		b) Enumerate school based key measures to communicable diseases in school children	2. School based key measures to communicable diseases in school children
		c) Explain key preventive measures for non-	3. Key preventive measures for non-

		communicable diseases in school children	communicable diseases in school children
1.5.7	Promotion of child protection and gender based violence	a) Explain the aim and objectives of child protection	1. The aim and objectives of child protection
		b) Enumerate component of child protection and gender based violence	2. Component of child protection and gender based violence
		c) Explain strategies for child protection and gender based violence	3. Strategies for child protection and gender based violence
1.5.8	Promote counselling and psychosocial support for school children, adolescent and youth	a) Explain the term school based counselling	1. The term school based counselling
		b) Enumerate component for counselling and psychosocial support for school children, adolescent and youth	2. Component for counselling and psychosocial support for school children, adolescent and youth
		c) Explain strategies for counselling and psychosocial support for school children, adolescent, and youth	3. Strategies for counselling and psychosocial support for school children, adolescent, and youth
1.6.1	Introduction to good customer care	a) Define the term customer services	1. Definition of the term customer services
		b) Explain qualities of good customer services	2. Qualities of good customer services
		c) Explain the benefits of customer services	3. The benefits of customer services
		d) Explain the key players of customer services	4. The key players of customer services
1.6.2	Providing customer services that meet client satisfaction	a) Explain techniques of producing the desired level of customer satisfaction	1. Techniques of producing the desired level of customer satisfaction
		b) Explain actors influencing creation of good customer services	2. Actors influencing creation of good customer services
		c) Explain Ten Major Do's and Don'ts of Customer Service	3. Ten Major Do's and Don'ts of Customer Service
		d) Explain tips that a health provider can	4. Tips that a health provider can use in

		use in Providing Good Customer Services	Providing Good Customer Services
		e) Explain responsibilities of a health provider in communicating with unsatisfied customer	5. Responsibilities of a health provider in communicating with unsatisfied customer
		f) Explain the methods used by a health provider in solving the customer's problems	6. The methods used by a health provider in solving the customer's problems
		g) Explain customer service traits that a health provider can copy	7. Customer service traits that a health provider can copy
1.7.1	Concept of quality assurance in health service delivery	a) Define the term quality, quality of care and term quality assurance	1. The term quality, quality of care and term quality assurance
		b) Explain components of quality health services	2. Components of quality health services
		c) Identify perspectives of health care providers towards quality	3. Perspectives of health care providers towards quality
		d) Explain the principles of quality assurance	4. The principles of quality assurance
		e) Explain the benefits of quality assurance	5. The benefits of quality assurance
		f) Explain outcomes of poor quality health services	6. Outcomes of poor quality health services
1.7.2	Using standards in improving delivery of health services	a) Define standards	1. Definition of standards
		b) Explain types of standards used in health facilities	2. Types of standards used in health facilities
		c) Explain the uses of standards in improve quality of health care delivery	3. The uses of standards in improve quality of health care delivery
1.7.3	Implementing quality assurance in health service delivery	a) Describe the steps involved in implementing quality assurance in health services delivery	1. The steps involved in implementing quality assurance in health services delivery
		b) Explain the role of the health care provider in implementing quality assurance in health services delivery	2. The role of the health care provider in implementing quality assurance in health services delivery

		c) Explain the role of community in implementing quality assurance	3. The role of community in implementing quality assurance
1.7.4	Monitoring quality improvement of services	a) Define monitoring in quality assurance	1. Definition of monitoring in quality assurance
		b) Explain the importance of monitoring in quality assurance	2. The importance of monitoring in quality assurance
		c) Describe some methods used for monitoring quality	3. Methods used for monitoring quality
		d) Describe the methods of conducting community satisfaction survey	4. Methods of conducting community satisfaction survey
		e) Describe the tools for collecting data and use of information	5. Tools for collecting data and use of information
1.7.5	Measuring quality improvement of health care	a) Describe components used in measuring quality health care	1. Components used in measuring quality health care
		b) Explain performance indicators and means of verification	2. Performance indicators and means of verification
		c) Explain people responsible in measuring quality of care	3. People responsible in measuring quality of care
		d) Explain methods of measuring quality of health care	4. Methods of measuring quality of health care
2.1.1	Provision of ANC services in the community	a) Explain importance of early accessing healthcare during pregnancy	1. Importance of early accessing healthcare during pregnancy
		b) Identify danger signs during pregnancy	2. Identifying danger signs during pregnancy
		c) Explain individual birth preparedness plan and complication preparedness	3. Individual birth preparedness plan and complication preparedness
		d) Explain measures of preventing and controlling malaria, Syphilis, HIV/AIDS, and anaemia during pregnancy	4. Measures of preventing and controlling malaria, Syphilis, HIV/AIDS, and anaemia during pregnancy

		e) Identify social, cultural and nutritional factors affecting pregnant women	5. Identifying social, cultural and nutritional factors affecting pregnant women
		f) Refer pregnant women to health facility	6. Referring pregnant women to health facility
		g) Conduct home visiting to pregnant women according to schedule.	7. Conducting home visiting to pregnant women according to schedule.
		h) Counsel pregnant women on the danger signs during pregnancy	8. Counselling pregnant women on the danger signs during pregnancy
2.1.2	Care of the mother during the postpartum period	a) Explain normal changes during postpartum period	1. Normal changes during postpartum period
		b) Identify danger signs during postpartum period	2. Identifying danger signs and refer if necessary
		c) Conduct home visits according to schedule	3. Conducting home visits according to schedule
2.1.3	Prevention of reproductive cancers	a) Identify risk factors for the development of breast cancer	1. Identifying risk factors for the development of breast cancer
		b) Identify risk factors for the development of cervical cancer	2. Identifying risk factors for the development of cervical cancer
		c) Explain signs and symptoms of early reproductive cancers	3. Signs and symptoms of early reproductive cancers
		d) Explain preventive measures against development of cervical cancer in a community	4. Preventive measures against development of cervical cancer in a community
		e) Sensitize community on screening on common reproductive cancers	5. Sensitizing community on screening on common reproductive cancers
		f) Explain the Procedure of Early Diagnosis of Breast Cancer	6. The Procedure of Early Diagnosis of Breast Cancer

		g) Explain myths and misconceptions on reproductive cancers	7. Myths and misconceptions on reproductive cancers
2.1.4	Gender concerns and its relation in maternal health, new born and children below five years of age in the society	a) Distinguish between gender and sex	1. Distinguishing between gender and sex
		b) Distinguish between gender equity and gender equality	2. Distinguishing between gender equity and gender equality
		c) Explain the concepts of gender and their relationship to maternal health and children	3. Concepts of gender and their relationship to maternal health and children
2.1.5	Gender division of labour embedded in culture and traditions and their impact to health	a) Reflect on the working hours in the day for both men and women and think about ways they can support each other in different roles that men and women engage.	1. Reflecting on the working hours in the day for both men and women and think about ways they can support each other in different roles that men and women engage.
		b) Explain how burden of social roles assigned to women affect their accessibility and utilization of RMNCAH services	2. Burden of social roles assigned to women affect their accessibility and utilization of RMNCAH services
2.1.6	Strategies to engage men in reproductive, maternal, new-born and under five child' health	a) Explain the meaning of engaging men in RMNCAH	1. The meaning of engaging men in RMNCAH
		b) Explain what we mean by engaging men in maternal and child heath	2. What we mean by engaging men in maternal and child heath
		c) Create a list of male behaviours that could support maternal and new-born practices	3. Creating a list of male behaviours that could support maternal and new-born practices
2.1.7	Gender based violence, violence against children and provision of referrals for violence victims	a) Identify different gender based violence acts that men, women and children face.	1. Identifying different gender based violence acts that men, women and children face.
		b) Identify strategies that will help reduce/eliminate violence in the	2. Identifying strategies that will help reduce/eliminate violence in the

		community and provision of referrals	community and provision of referrals
2.2.1	Promoting safety for a new-born baby	a) Define safety for a new-born baby	1. Definition of safety for a new-born baby
		b) Identify essential service for new-born baby	2. Identifying essential service for new-born baby
		c) Explain harmful cultural practice in caring the new-born baby in a community	3. Harmful cultural practice in caring the new-born baby in a community
2.2.2	Pre referral management of the sick new born with acute conditions	a) Define the term sick new-born and acute conditions	1. Definition of the term sick new-born and acute conditions
		b) Explain signs and symptoms of acute conditions	2. Signs and symptoms of acute conditions
		c) Identify sick new-born	3. Identifying sick new-born
		d) Refer sick new-born to health facility	4. Referring sick new-born to health facility
2.2.3	Promoting safety for a under five children	a) Define under five children	1. Definition of under five children
		b) Sensitize family and community on essential services for under five children	2. Sensitizing family and community on essential services for under five children
		c) Support family and community to Identify harmful cultural practice in caring under five children	3. Supporting family and community to Identify harmful cultural practice in caring under five children
2.2.4	Conduct pre-referral management of the under-five sick child with Acute Respiratory Infection (ARI)	a) Define pre-referral management	1. Definition of pre-referral management
		b) Identify under five children with Acute Respiratory Infection	2. Identifying under five children with Acute Respiratory Infection
		c) Identify danger signs of acute respiratory infection in under five children	3. Identifying danger signs of acute respiratory infection in under five children
		d) Conduct pre-referral management of the under-five sick child with acute respiratory infection (ARI)	4. Conducting pre-referral management of the under-five sick child with acute respiratory infection (ARI)
2.2.5	Conduct pre-referral	a) Define diarrhoea in children	1. Definition of diarrhoea in children

	management of the under-five sick child with diarrhoea	b) Explain causes of diarrhoea in under five children	2. Causes of diarrhoea in under five children
		c) Explain signs and symptoms of diarrhoea in under five children	3. Signs and symptoms of diarrhoea in under five children
		d) Provide oral rehydration solution (ORS) and zinc to children with diarrhoea and refer severe cases effectively	4. Provision of oral rehydration solution (ORS) and zinc to children with diarrhoea and refer severe cases effectively
2.2.6	Monitoring immunization status of the under-fives in the community	a) Define Immunization, Antigen, Herd immunity	1. Definition of immunization, Antigen, Herd immunity
		b) Describe immunization schedule used in Tanzania	2. Immunization schedule used in Tanzania
		c) Identify vaccine preventable diseases	3. Identifying vaccine preventable diseases
		d) Explain basic information required in assessing immunization status in a community	4. Basic information required in assessing immunization status in a community
		e) Explain the roles of Community Health Workers in immunization services	5. The roles of Community Health Workers in immunization services
2.3.1	Creating Demand for Family Planning Services	a) Define family planning	1. Definition of family planning
		b) State the modern family planning methods available in Tanzania	2. Modern family planning methods available in Tanzania
		c) Educate the community on family planning services	3. Educating the community on family planning services
		d) Counsel client in need of family planning services	4. Counselling client in need of family planning services
		e) Record family planning services delivered	5. Recording family planning services delivered
2.3.2	Providing selected family	a) Define emergency contraceptive	1. Definition of emergency contraceptive

	planning contraceptives	b) Provide pills, condoms, cycle beads and emergency contraceptives	2. Provision of pills, condoms, cycle beads and emergency contraceptives
		c) Instruct client on use of condom	3. Instructing client on use of condom
2.3.3	Conducting follow up visits for family planning services	a) Define follow up visits	1. Definition of follow up visits
		b) Identify side effects of condom, pills and emergency contraceptives	2. Identifying side effects of condom, pills and emergency contraceptives
		c) Identify complications of family planning methods	3. Identifying complications of family planning methods
		d) Identify reasons for referring client to the health facilities by CHWs	4. Identifying reasons for referring client to the health facilities by CHWs
2.4.1	Introduction to adolescent and reproductive health	a) Define adolescent and reproductive health	1. Definition of adolescent and reproductive health
		b) Outline rights of an adolescent in relation to reproductive health	2. Rights of an adolescent in relation to reproductive health
		c) Recognize reproductive health problems faced by adolescents	3. Reproductive health problems faced by adolescents
2.4.2	Participating in the provision of reproductive health support to adolescents	a) Recognize adolescent youth friendly services available in the catchment area	1. Adolescent youth friendly services available in the catchment area
		b) Link adolescents with reproductive health problems to support services	2. Linking adolescents with reproductive health problems to support services
		c) Refer adolescent with reproductive health problems to health facility	3. Referring adolescent with reproductive health problems to health facility
3.1.1	Fundamental concepts of HIV and AIDS	a) Define the terms HIV and AIDS	1. Definition of the terms HIV and AIDS
		b) Explain modes of HIV transmission of HIV	2. Modes of HIV transmission of HIV

		c) Explain risk factors for transmission of HIV	3. Risk factors for transmission of HIV
		d) Explain methods of decreasing risk of HIV transmission	4. Methods of decreasing risk of HIV transmission
		e) Outline general signs and symptoms of HIV and AIDS	5. General signs and symptoms of HIV and AIDS
		f) Explain myths and misconceptions of HIV and AIDS	6. Myths and misconceptions of HIV and AIDS
3.1.2	Prevention and control measures of human immunodeficiency virus and AIDS	a) Explain combination prevention interventions of HIV	1. Combination prevention interventions of HIV
		b) Explain drivers of HIV transmission which need to be addressed in HIV combination prevention	2. Drivers of HIV transmission which need to be addressed in HIV combination prevention
		c) Explain antiretroviral therapy (ART) as a Control Measure of HIV	3. Antiretroviral therapy (ART) as a Control Measure of HIV
		d) Explain strategies to end HIV endemic in Tanzania	4. Strategies to end HIV endemic in Tanzania
		e) Explain Roles of CHW towards ART refill outreach services	5. Roles of CHW towards ART refill outreach services
3.1.3	Supporting services for People Living With HIV (PLHIV)	a) Explain concept of positive health dignity and prevention in relation to HIV and AIDS (PHDP)	1. Concept of positive health dignity and prevention in relation to HIV and AIDS (PHDP)
		b) Explain adherence support for PLHIV	2. Adherence support for PLHIV
		c) Explain mechanism for retaining of PLHIV in Care Treatment Clinic	3. Mechanism for retaining of PLHIV in Care Treatment Clinic
		d) Educate on nutrition and personal hygiene	4. Education on nutrition and personal hygiene
		e) Link PLHV to other support services	5. Linking PLHV to other support services
3.2.1	Concept of community malaria	a) Define malaria	1. Definition of malaria
		b) Describe how to prevent malaria	2. How to prevent malaria

	prevention and management	c) Describe key messages on Integrated malaria vector control	3. Key messages on Integrated malaria vector control
		d) Describe community case management of malaria	4. Community case management of malaria
		e) Describe why manage malaria at community level?	5. Why manage malaria at community level?
		f) Describe the role of CHWs in community case management of malaria	6. The role of CHWs in community case management of malaria
		g) Conduct knowledge assessment	7. Knowledge assessment
3.2.2	Pre referral management of patient with malaria	a) Define the term Pre referral management of malaria	1. Definition of the term Pre referral management of malaria
		b) Describe how to perform and interpret malaria RDT for malaria parasites	2. How to perform and interpret malaria RDT for malaria parasites
		c) Describe how to transport and keep RDTs in good conditions	3. How to transport and keep RDTs in good conditions
		d) Perform, read and interpret RDT results (Practicum)	4. Performing, reading and interpreting RDT results (Practicum)
		e) Describe signs and symptoms of uncomplicated malaria	5. Signs and symptoms of uncomplicated malaria
		f) Describe the recommended treatment of uncomplicated malaria	6. The recommended treatment of uncomplicated malaria
		g) Counsel patients/caretakers on adherence to treatment instructions	7. Counselling patients/caretakers on adherence to treatment instructions
		h) Describe signs and symptoms of severe malaria	8. Signs and symptoms of severe malaria
		i) Demonstrate appreciation of the need for prompt referral of severe malaria	9. Demonstrating appreciation of the need for prompt referral of severe malaria

		j) Explain the process of referring Malaria cases to health facility	10. The process of referring Malaria cases to health facility
		k) Explain the process of conducting follow up for finalization of treatment of Malaria	11. The process of conducting follow up for finalization of treatment of Malaria
3.3.1	Introduction to tuberculosis prevention and control	a) Define Tuberculosis	1. Definition of Tuberculosis
		b) Explain two types of Tuberculosis	2. Two types of Tuberculosis
		c) Explain the cause of Tuberculosis	3. The cause of Tuberculosis
		d) Explain the mode of transmission of Tuberculosis	4. The mode of transmission of Tuberculosis
		e) Explain important signs and symptoms of Tuberculosis	5. Important signs and symptoms of Tuberculosis
		f) Explain regimen of Tuberculosis treatment	6. Regimen of Tuberculosis treatment
		g) Explain myths, misconceptions and truth about Tuberculosis (10 minutes)	7. Myths, misconceptions and truth about Tuberculosis (10 minutes)
		h) Explain preventive measure and control measure	8. Preventive measure and control measure
3.3.2	Intensified TB case finding at family and community level	a) Define the term intensified TB case finding	1. Definition of the term intensified TB case finding
		b) Explain steps in screening for tuberculosis to children and adults	2. Steps in screening for tuberculosis to children and adults
		c) Conduct TB contact investigations	3. Conducting TB contact investigations
		d) Explain Tuberculosis Tools used at Community Level	4. Tuberculosis Tools used at Community Level
		e) Perform collection and transportation of sputum	5. Performing collection and transportation of sputum
		f) Conduct Follow Ups of TB Patients on Treatment	6. Conducting Follow Ups of TB Patients on Treatment

3.3.3	Prevention and control of multi-drug resistance tuberculosis	a) Define terms used in classifying Drug Resistant Tuberculosis	1. Definition of terms used in classifying Drug Resistant Tuberculosis
		b) Explain types of Drug resistant Tuberculosis	2. Types of Drug resistant Tuberculosis
		c) Explain causes of Drug Resistant Tuberculosis	3. Causes of Drug Resistant Tuberculosis
		d) Describe risk factors for drug resistant Tuberculosis and their interventions	4. Risk factors for drug resistant Tuberculosis and their interventions
		e) Describe people at high risk to get drug resistant tuberculosis	5. People at high risk to get drug resistant tuberculosis
		f) Explain signs and symptoms of Drug Resistant Tuberculosis	6. Signs and symptoms of Drug Resistant Tuberculosis
		g) Explain treatment of multi-drug resistance tuberculosis	7. Treatment of multi-drug resistance tuberculosis
		h) Explain preventive and control measures of multi-drug resistance tuberculosis	8. Preventive and control measures of multi-drug resistance tuberculosis
3.3.4	Supporting a patient with tuberculosis	a) Define follow up visits on treatment adherence	1. Definition of follow up visits on treatment adherence
		b) Explain counselling and nutrition support	2. Counselling and nutrition support
		c) Describe the creation of awareness on supporting client with TB to families and community	3. The creation of awareness on supporting client with TB to families and community
		d) Explain the linkage of TB patients to social support groups and services	4. The linkage of TB patients to social support groups and services
3.4.1	Introduction to leprosy prevention and control	a) Define leprosy	1. Definition of leprosy
		b) Outline two types of leprosy	2. Two types of leprosy
		c) Explain the cause of leprosy	3. Cause of leprosy
		d) Explain the mode of transmission of leprosy	4. Mode of transmission of leprosy

		e) Explain signs and symptoms of leprosy	5. Signs and symptoms of leprosy
		f) List two regimes of leprosy treatment	6. Two regimes of leprosy treatment
		g) Explain misconceptions on leprosy	7. Misconceptions on leprosy
		h) Outline three levels of prevention of disability due to leprosy	8. Three levels of prevention of disability due to leprosy
		i) Outline two types of reaction in leprosy	9. Two types of reaction in leprosy
3.4.2	Conducting household screening for leprosy	a) Define the term household screening for leprosy	1. Definition of the term household screening for leprosy
		b) Explain steps for leprosy screening	2. Steps for leprosy screening
		c) Explain the steps of referring presumptive leprosy cases to health facility	3. Steps of referring presumptive leprosy cases to health facility
		d) Explain the community referral tools for leprosy	4. The community referral tools for leprosy
		e) Explain the steps of conducting follow up to leprosy patients	5. The steps of conducting follow up to leprosy patients
3.4.3	Managing patient with leprosy reactions	a) Explain features to observe before, during and after treatment leprosy reaction follow ups	1. Features to observe before, during and after treatment leprosy reaction follow ups
		b) Explain self–care group management of a person affected by leprosy impairments)	2. Self–care group management of a person affected by leprosy impairments)
		c) Explain information provided to patients with leprosy and their families on treatment adherence	3. Information provided to patients with leprosy and their families on treatment adherence
		d) Create awareness to families and community on supporting client with leprosy	4. Creating awareness to families and community on supporting client with leprosy
		e) Provide referral in case of reaction	5. Providing referral in case of reaction

3.5.1	Overview of Neglected Tropical Diseases (NTDS)	a) Define Neglected Tropical Diseases	1. Definition of Neglected Tropical Diseases
		b) Explain general Neglected Tropical Diseases	2. General Neglected Tropical Diseases
		c) Explain Neglected Tropical Diseases of public health importance	3. Neglected Tropical Diseases of public health importance
3.5.2	Prevention and elimination of onchocerciasis	a) Define Onchocerciasis	1. Definition of Onchocerciasis
		b) Explain cause of Onchocerciasis	2. Cause of Onchocerciasis
		c) Explain mode of transmission of Onchocerciasis	3. Mode of Transmission of Onchocerciasis
		d) Explain risk factors of Onchocerciasis	4. Risk Factors of Onchocerciasis
		e) Explain signs and symptoms of a patient with Onchocerciasis	5. Signs and Symptoms of a Patient with Onchocerciasis
		f) Explain preventive and elimination measures of Onchocerciasis	6. Preventive and Elimination Measures of Onchocerciasis
		g) Conduct sensitization in community on accessing medicines for onchocerciasis	7. Conducting sensitization in community on accessing medicines for onchocerciasis
		h) Identify and monitor side effects of drugs and report	8. Identifying and monitoring side effects of drugs and report
		i) Explain the process of referring Onchocerciasis cases to health facility	9. Process of Referring Patients with Onchocerciasis to Health Facility
3.5.3	Prevention and elimination of lymphatic filariasis	a) Define Lymphatic Filariasis	1. Definition of Lymphatic Filariasis
		b) Explain causes of Lymhatic Filariasis	2. Causes of Lymphatic Filariasis
		c) Explain the mode of transmission of Lymphatic Filariasis	3. The mode of transmission of Lymphatic Filariasis
		d) Explain risk factors of Lymphatic Filariasis	4. Risk Factors of Lymphatic Filariasis
		e) Explain signs and symptoms of Lymphatic Filariasis	5. Signs and Symptoms of Lymphatic Filariasis

		f) Explain misconceptions on lymphatic filariasis	6. Misconceptions of Lymphatic Filariasis
		g) Explain preventive and elimination measures for Lymphatic Flariasis	7. Preventive and Elimination Measures of Lymphatic Filariasis
		h) Conduct sensitization in community on accessing medicines for lymphatic filariasis	8. Sensitization in Community on Accessing Medicines for Lymphatic Filariasis
		i) Explain the management of side effects of drugs for Filariasis	9. Side Effects of Drug on Lymphatic Filariasis
		j) Explain the process of referring Lymphatic Filariasis cases to health facility	10. Referral of Patient with Lymphatic Lymphatic Filariasis
3.5.4	Prevention and control of Schistosomiasis	a) Define Schistosomiasis	1. Definition of Schistosomiasis
		b) Explain causes of Schistosomiasis	2. Causes of Schistosomiasis
		c) Explain the mode of transmission of Schistosomiasis	3. Mode of transmission of Schistosomiasis
		d) Explain risk factors of Schistosomiasis	4. Risk Factors of Schistosomiasis
		e) Explain signs and symptoms of Schistosomiasis	5. Signs and Symptoms of Schistosomiasis
		f) Explain misconceptions on schistosomiasis	6. Misconceptions on Schistosomiasis
		g) Expalin preventive and elimination measures of Schistosomiasis	7. Preventive and elimination Measures af Schistosomiasis
		h) Conduct sensitization in community on accessing medicines for Schistosomiasis	8. Sensitization Community on Accessing Medicines for Schistosomiasis
		i) Identify and monitor side effects of drugs and report	9. Identifying and monitoring side effects of drugs and report
		k) Explain the process of referring patient with Lymphatic Filariasis to health facility	10. Referral of Patient with Lymphatic Lymphatic Filariasis to Health Facility

3.5.5	Prevention and control of soil transmitted helminthiasis	a) Define Soil Transmitted Helminthiasis (STH)	1. Definition of Soil Transmitted Helminthiasis (STH)
		b) Explain causes of STH	2. Causes of STH
		c) Explain the mode of transmission of STH	3. The mode of transmission of STH
		d) Explain risk factors of STH	4. Risk factors of STH
		e) Explain signs and symptoms of STH	5. Signs and symptoms of STH
		f) Explain misconceptions on STH	6. Misconceptions on STH
		g) Explain preventive and elimination measures of STH	7. Preventive and elimination measures of STH
		h) Conduct sensitization in community on accessing medicines for STH	8. Conducting sensitization in community on accessing medicines for STH
		i) Identify and monitor side effects of drugs and report	9. Identifying and monitoring side effects of drugs and report
		j) Explain the process of referring STH cases to health facility	10. Process of referring STH cases to health facility
3.5.6	Prevention and elimination of trachoma	a) Define Trachoma	1. Definition of Trachoma
		b) Explain causes of Trachoma	2. Causes of Trachoma
		c) Explain the mode of transmission of Trachoma	3. Mode of transmission of Trachoma
		d) Explain risk factors of Trachoma	4. Risk factors of Trachoma
		e) Explain signs and symptoms of Trachoma	5. Signs and symptoms of Trachoma
		f) Explain misconceptions on Trachoma	6. Misconceptions on Trachoma
		g) Explain preventive and elimination measures of Trachoma	7. Preventive and elimination measures of Trachoma
		h) Conduct sensitization in community on accessing medicines for Trachoma	8. Conducting sensitization in community on

			accessing medicines for Trachoma
		i) Identify and monitor side effects of drugs and report	9. Identifying and monitoring side effects of drugs and report
		j) Explain the process of referring Trachoma Trichiasis cases to health facility	10. Process of referring Trachoma Trichiasis cases to health facility
3.6.1	Introduction to prevention and control of priority notifiable diseases, conditions and events	a) Define the term priority notifiable diseases	1. Definition of the term priority notifiable diseases
		b) Outline the categories of priority notifiable diseases, conditions and events of public health importance	2. The categories of priority notifiable diseases, conditions and events of public health importance
		c) Explain the concepts of disease surveillance	3. The concepts of disease surveillance
		d) Outline the roles and responsibilities of CHW's in disease surveillance	4. The roles and responsibilities of CHW's in disease surveillance
3.6.2	Detecting notifiable diseases, conditions and events	a) Utilize community case definition to identify notifiable diseases, conditions and events	1. Community case definition to identify notifiable diseases, conditions and events
		b) Identify the Sources of information of notifiable diseases, conditions and events	2. Identifying the Sources of information of notifiable diseases, conditions and events
		c) Explain the process of Managing rumour on notifiable diseases, conditions and events	3. The process of Managing rumour on notifiable diseases, conditions and events
3.6.3	Reporting of notifiable diseases, conditions and events	a) Record notifiable diseases, conditions and events using surveillance tools(rumours logbook, register book, Form A, referral form)	1. Recording notifiable diseases, conditions and events using surveillance tools(rumours logbook, register book, Form A, referral form)
		b) Submit reports of notifiable diseases, condition and events to next level	2. Submitting reports of notifiable diseases, condition and events to next level

		(immediate and weekly)	(immediate and weekly)
		c) Perform interpretation of data	3. Performing interpretation of data
3.6.4	Participate in outbreak investigation and response	a) Outline how to participate in outbreak investigation of suspected disease, condition or event of public health importance	1. Participating in outbreak investigation of suspected disease, condition or event of public health importance
		b) Outline how to participate in responding to disease outbreak	2. Participating in responding to disease outbreak
		c) Explain how to provide feedback to the community	3. Providing feedback to the community
		d) Explain how to refer patients to health facility	4. Referring patients to health facility
3.6.5	Basic concepts of emergency preparedness and response in the community	a) Define terms, used in emergency, preparedness and response	1. Definition of terms, used in emergency, preparedness and response
		b) Identify types of emergencies in the community	2. Identifying types of emergencies in the community
		c) Explain the principles of emergency preparedness and response	3. The principles of emergency preparedness and response
		d) Explain steps of emergency management	4. Steps of emergency management
3.6.6	Mobilize the community during emergencies	a) Define Community mobilization	1. Definition of Community mobilization
		b) Solicit resources for emergency preparedness with the committee and the community	2. Soliciting resources for emergency preparedness with the committee and the community
		c) Plan with the committee and community for emergency response activities	3. Planning with the committee and community for emergency response activities
		d) Work with the existing emergency	4. Working with the existing emergency

			preparedness committees to respond to emergencies	preparedness committees to respond to emergencies
		e) Monitor and evaluate emergency preparedness and response with the committee and community	5. Monitoring and evaluating emergency preparedness and response with the committee and community
3.7.1	Introduction to Environmental Health, Hygiene and Sanitation	a) Define the terms environmental health, hygiene and sanitation	1. Definition of the terms environmental health, hygiene and sanitation
		b) Explain the importance of environmental health, hygiene and sanitation	2. The importance of environmental health, hygiene and sanitation
		c) Explain approaches for sanitation and hygiene promotion in National Sanitation Campaign	3. Approaches for sanitation and hygiene promotion in National Sanitation Campaign
		d) Explain the use of Household Sanitation and hygiene register	4. The use of Household Sanitation and hygiene register
		e) Explain the overview of national sanitation campaigns	5. The overview of national sanitation campaigns
3.7.2	Promoting waste management in a community	a) Define waste and waste management	1. Definition of waste and waste management
		b) Explain the types of waste	2. Types of waste
		c) Identify sources for waste generation	3. Identifying sources for waste generation
		d) Explain proper collection and storage of different types of waste	4. Proper collection and storage of different types of waste
		e) Explain different types of transportation of waste	5. Different types of transportation of waste
		f) Explain proper methods for disposal of solid wastes	6. Proper methods for disposal of solid wastes
3.7.3	Promoting use of improved latrine	a) Define Improved Latrine	1. Definition of improved Latrine
		b) Explain types of improved latrines	2. Types of improved latrines

		c) Differentiate Improved and Unimproved latrine	3. Differences between Improved and Unimproved latrine
		d) Explain quality of improved latrines	4. Quality of improved latrines
		e) Explain the importance of improved latrine	5. The importance of improved latrine
		f) Explain the Importance of regular maintenance of improved latrine	6. The importance of regular maintenance of improved latrine
3.7.4	Promoting good housing	a) Define good housing	1. Definition of good housing
		b) Explain the qualities of a good housing	2. The qualities of a good housing
		c) Explain the importance of living in a good housing	3. The importance of living in a good housing
		d) Explain the importance of maintaining good housing	4. The importance of maintaining good housing
3.7.5	Promoting food safety	a) Define food safety	1. Definition of food safety
		b) Explain methods for preserving food	2. Methods for preserving food
		c) Explain golden rules involved in Food preparation	3. Golden rules involved in Food preparation
		d) Explain food safety measures and their importance	4. Food safety measures and their importance
3.7.6	Promoting clean and safe water	a) Define clean and safe water	1. Definition of clean and safe water
		b) Explain prevention measures of water contamination	2. Prevention measures of water contamination
		c) Identify indicators for household drinking water treatment and safe storage	3. Identifying indicators for household drinking water treatment and safe storage
		d) Explain methods for treating water	4. Methods for treating water
		e) Explain the importance of drinking safe water	5. The importance of drinking safe water
3.7.7	Promoting menstrual hygiene management	a) Define menstrual hygiene management	1. Definition of menstrual hygiene management
		b) Identify the roles of individuals, family and community in	2. Identifying the roles of individuals, family and community in

		promoting menstrual hygiene	promoting menstrual hygiene
		c) Identify sanitary Pads Options their advantages and disadvantages	3. Identifying sanitary Pads Options their advantages and disadvantages
		d) Explain the Safe use of sanitary pads	4. The Safe use of sanitary pads
		e) Explain proper disposal of menstrual materials	5. Proper disposal of menstrual materials
		f) Identify Myths, beliefs and taboos behind Menstrual Hygiene Management	6. Identifying Myths, beliefs and taboos behind Menstrual Hygiene Management
4.1.1	Prevention of blindness and visual impairment due to eye diseases	a) Define the terms Eye and Eye diseases	1. Definition of the terms Eye and Eye diseases
		b) Outline structures of a normal eye	2. Structures of a normal eye
		c) Identify common eye diseases	3. Identifying common eye diseases
		d) Outline clinical features of eye diseases	4. Clinical features of eye diseases
		e) Explain Treatment of eye diseases	5. Treatment of eye diseases
		f) Refer a patient with eye diseases	6. Referring a patient with eye diseases
		g) Explain preventive measures of Blindness and Visual Impairment due to Eye Diseases	7. Preventive measures of Blindness and Visual Impairment due to Eye Diseases
4.1.2	Fundamental concepts of oral health	a) Define oral health	1. Definition of oral health
		b) Outline normal oral cavity and associated structures (jaws, teeth, tongue, cheeks, salivary glands); the role of different structures in the oral cavity: tongue, cheeks, salivary glands	2. Normal oral cavity and associated structures (jaws, teeth, tongue, cheeks, salivary glands); the role of different structures in the oral cavity: tongue, cheeks, salivary glands
		c) Outline sets of teeth - primary and secondary dentition, arrangement (alignment) in the arches, types and numbers, functions of teeth	3. Sets of teeth - primary and secondary dentition, arrangement (alignment) in the arches, types and

			numbers, functions of teeth
		d) Identify Common oral diseases	4. Common oral diseases
		e) Outline symptoms of common oral diseases	5. Symptoms of common oral diseases
		f) Explain teething (tooth eruption) and nylon teeth myths	6. Teething (tooth eruption) and nylon teeth myths
		g) Know the effective tooth brushing steps	7. Effective tooth brushing steps
		h) Explain the prevention of oral diseases (effective tooth brushing; use of fluoridated toothpaste	8. Prevention of oral diseases (effective tooth brushing; use of fluoridated toothpaste
		i) Explain Preventive and control measures for oral diseases in the community	9. Preventive and control measures for oral diseases in the community
4.2.1	Overview of prevention and control of diet-related non-communicable diseases	a) Define diet-related non-communicable diseases	1. Definition of diet-related non-communicable diseases
		b) Explain Common diet-related non-communicable diseases	2. Common diet-related non-communicable diseases
		c) Explain General preventive and control measures of diet-related non-communicable diseases	3. General preventive and control measures of diet-related non-communicable diseases
		d) Explain Initiation of campaign on preventive measures of diet-related non-communicable diseases	4. Initiation of campaign on preventive measures of diet-related non-communicable diseases
4.2.2	Prevention and control of hypertension	a) Define of hypertension	1. Definition of hypertension
		b) Explain causes of hypertension	2. Causes of hypertension
		c) Describe Signs and symptoms of hypertension	3. Signs and symptoms of hypertension

		d) Explain Preventive and control measures of hypertension	4. Preventive and control measures of hypertension
		e) Explain Referrals of patient with hypertension	5. Referrals of patient with hypertension
4.2.3	Prevention and control of diabetes mellitus	a) Define diabetic mellitus	1. Definition of diabetic mellitus
		b) Explain Causes of diabetic mellitus	2. Causes of diabetic mellitus
		c) Describe Signs and symptoms of diabetic mellitus	3. Signs and symptoms of diabetic mellitus
		d) Explain Preventive and control measures of diabetic mellitus	4. Preventive and control measures of diabetic mellitus
		e) Explain Referrals of patient with diabetic mellitus	5. Referrals of patient with diabetic mellitus
4.2.4	Prevention and control of overweight and obesity	a) Define overweight and obesity	1. Definition of overweight and obesity
		b) Explain causes of overweight and obesity	2. Causes of overweight and obesity
		c) Describe Signs and symptoms of overweight and obesity	3. Signs and symptoms of overweight and obesity
		d) Explain Anthropometric measurements' of nutrition status of clients	4. Anthropometric measurements' of nutrition status of clients
		e) Explain Preventive and control measures of overweight and obesity	5. Preventive and control measures of overweight and obesity
		f) Explain Referral of patient with overweight and obesity	6. Referral of patient with overweight and obesity
4.3.1	Provision of first aid with physical injuries	a) Define first aid	1. Definition of first aid
		b) Explain the principles of first aid	2. The principles of first aid
		c) Provide first aid to persons with physical injuries	3. Providing first aid to persons with physical injuries

		d) Refer persons with physical injuries to health facility	4. Referring persons with physical injuries to health facility
4.3.2	Prevention and control of home-based (domestic) accidents	a) Define the term domestic accident	1. Definition of the term domestic accident
		b) Explain common types of domestic accidents of adults and children	2. Common types of domestic accidents of adults and children
		c) Describe preventive methods of domestic accidents	3. Preventive methods of domestic accidents
		d) Educate individual, family and community members on how to prevent common domestic accidents	4. Educating individual, family and community members on how to prevent common domestic accidents
4.3.3	Prevention and control of road traffic accidents	a) Define road traffic accidents	1. Definition of road traffic accidents
		b) Explain the causes of road traffic accidents	2. The causes of road traffic accidents
		c) Explain factors associated with traffic accidents	3. Factors associated with traffic accidents
		d) Explain prevention and control measures of road traffic accidents	4. Prevention and control measures of road traffic accidents
		e) Refer victim of road traffic accidents to health facility	5. Referring victim of road traffic accidents to health facility
4.4.1	Causes of mental illnesses	a) Define mental health and mental illness	1. Definition of mental health and mental illness
		b) Explain physical, social and psychological causes of mental illness	2. Physical, social and psychological causes of mental illness
		c) Describe features of a person with mental illness	3. Features of a person with mental illness
4.4.2	Mental health promotion and advocacy (prevention of mental illness)	a) Explain support groups for mental health	1. Supporting groups for mental health
		b) Describe the prevention of mental retardation	2. The prevention of mental retardation
		c) Describe strategies for mental health promotion in schools	3. Strategies for mental health promotion in schools

		d) Identify early signs of mental illness	4. Identifying early signs of mental illness
		e) Promote the rights of people with mental illness in the community	5. Promoting the rights of people with mental illness in the community
4.4.3	Providing support to patients with epilepsy	a) Define epilepsy	1. Definition of epilepsy
		b) List signs and symptoms of epilepsy	2. Signs and symptoms of epilepsy
		c) Identify client with epilepsy	3. Identifying client with epilepsy
		d) Provide care to client who fits	4. Providing care to client who fits
		e) Provide health education and advice to the person with epilepsy, family and community	5. Providing health education and advice to the person with epilepsy, family and community
		f) Refer person with epilepsy to health care facility	6. Referring person with epilepsy to health care facility
4.4.4	Managing aggressive mentally ill patient	a) Define aggressive behaviour	1. Definition of aggressive behaviour
		b) Explain the use of verbal de-escalation	2. The use of verbal de-escalation
		c) Describe the use of physical restrain	3. The use of physical restrain
4.4.5	Provision of support to substance users	a) Define common terms related to substance use	1. Common terms related to substance use
		b) Explain causes of substance use	2. Causes of substance use
		c) List the four main categories (classes) of psychoactive substances and several substances within each	3. Four main categories (classes) of psychoactive substances and several substances within each
		d) List the methods of administering psychoactive substances	4. Methods of administering psychoactive substances
		e) Explain the effects of psychoactive substances	5. The effects of psychoactive substances
		f) Provide health education to the patient with substance use, family	6. Providing health education to the patient with substance use, family

		g)	Refer person with substance use problem to the heath facility	7.	Referring person with substance use problem to the heath facility
		h)	Link the person with substance use problem with stakeholders who provide recovery support	8.	Linking the person with substance use problem with stakeholders who provide recovery support
5.1.1	Promoting healthy family	a)	Explain concept of a health family	1.	Concept of a health family
		b)	Explain considerations for a health family	2.	Considerations for a health family
		c)	Explain the roles and responsibility of family members in building a health family	3.	The roles and responsibility of family members in building a health family
		d)	Explain the contributions of poor customs and culture in destroying a health family	4.	The contributions of poor customs and culture in destroying a health family
5.1.2	Promoting nutrition in adolescents (10-19 years) and women of reproductive age (15-49 years)	a)	Define adolescents	1.	Definition of adolescents
		b)	Explain the adolescents' nutrition and its importance to maternal health	2.	The adolescents' nutrition and its importance to maternal health
		c)	Identify associated risk factors that affect adolescents' health	3.	Identifying associated risk factors that affect adolescents' health
		d)	Explain detrimental effects of unhealthy diets on adolescent health	4.	Detrimental effects of unhealthy diets on adolescent health
		e)	Explain Nutrition in Adolescent Girls	5.	Nutrition in Adolescent Girls
		f)	Explain the importance of nutrition for women of reproductive age	6.	The importance of nutrition for women of reproductive age
5.1.3	Promoting nutrition to pregnant and lactating women	a)	Define maternal nutrition	1.	Definition of maternal nutrition
		b)	Explain importance of good nutrition for pregnant and lactating women	2.	Importance of good nutrition for pregnant and lactating women

		c) Explain important considerations during pregnancy	3. Important considerations during pregnancy
		d) Explain meal planning for pregnant and lactating women	4. Meal planning for pregnant and lactating women
		e) Explain Micronutrient supplementation recommendations for pregnant and lactating women	5. Micronutrient supplementation recommendations for pregnant and lactating women
		f) Explain pregnant related traditions, customs and beliefs affecting maternal	6. Pregnant related traditions, customs and beliefs affecting maternal
		g) Explain male involvement in care of pregnant and lactating women	7. Male involvement in care of pregnant and lactating women
5.1.4	Promoting infant and young child nutrition (0- 5 years)	a) Define infant and young child nutrition	1. Definition of infant and young child nutrition
		b) Explain Principles for optimal Breastfeeding	2. Principles for optimal Breastfeeding
		c) Explain importance of early initiation of breastfeeding after birth	3. Importance of early initiation of breastfeeding after birth
		d) Explain importance of breast milk in the first 6 months of child's life	4. Importance of breast milk in the first 6 months of child's life
		e) Describe attachment and positioning during breastfeeding	5. Attachment and positioning during breastfeeding
		f) Explain misconceptions and challenges in breast feeding	6. Misconceptions and challenges in breast feeding
		g) Explain principles of optimal Complementary Feeding	7. Principles of optimal Complementary Feeding
		h) Explain minimum dietary diversity (Minimum acceptable diet)	8. Minimum dietary diversity (Minimum acceptable diet)
		i) Explain Nutrition care for a sick child	9. Nutrition care for a sick child
		j) Explain child growth monitoring	10. Child growth monitoring

		k) Explain concepts of Early Childhood Care and Development	11. Concepts of Early Childhood Care and Development
		l) Explain Child Protection	12. Child Protection
5.1.5	Nutrition in school age children (5 – 9 years)	a) Define of school age children	1. Definition of school age children
		b) Explain nutritional challenges in school age children	2. Nutritional challenges in school age children
		c) Explain Micronutrients requirement for school age children	3. Micronutrients requirement for school age children
5.2.1	Overview to adolescent and maternal nutrition	a) Define adolescent nutrition	1. Definition of adolescent nutrition
		b) Explain the importance of adolescent nutrition	2. The importance of adolescent nutrition
		c) Define maternal nutrition	3. Definition of maternal nutrition
		d) Explain the importance of maternal nutrition	4. The importance of maternal nutrition
5.2.2	Preventing and controlling maternal anaemia	a) Define maternal anaemia	1. Definition of maternal anaemia
		b) Explain causes of maternal anaemia	2. Causes of maternal anaemia
		c) Explain consequences of maternal anaemia	3. Consequences of maternal anaemia
		d) Explain priority interventions to reduce maternal anaemia	4. Priority interventions to reduce maternal anaemia
5.2.3	Preventing stunting in children	a) Define childhood stunting	1. Definition of childhood stunting
		b) Explain causes of childhood stunting	2. Causes of childhood stunting
		c) Explain consequences of childhood stunting	3. Consequences of childhood stunting
		d) Explain priority interventions to reduce childhood stunting	4. Priority interventions to reduce childhood stunting
5.2.4	Concept of a1000 days in relation to child growth and development	a) Explain Key behaviours addressed in each stage of child growth and Development	1. Key behaviours addressed in each stage of child growth and Development
		b) Explain the practice of exclusive breast feeding to children	2. The practice of exclusive breast feeding to children

		c) Explain the practice of complementary feeding to children	3. The practice of complementary feeding to children
5.2.5	Introduction of 1000 days kit	a) Explain the concept of the first 1000 days of child's life	1. The concept of the first 1000 days of child's life
		b) Describe the first 1000 days of life using sunflower creative concept	2. The first 1000 days of life using sunflower creative concept
		c) Explain the 6 compartments of the 1000 Days kit	3. The 6 compartments of the 1000 Days kit
		d) Identify SBCC materials available in 1000 Days kit	4. Identifying SBCC materials available in 1000 Days kit
		e) Understand the roles of virtual and Community health workers.	5. Understanding the roles of virtual and Community health workers.
		f) Demonstrate on how to use 1000 Days kit	6. Demonstrating on how to use 1000 Days kit
5.2.6	Facilitate implementation of the concept of 1000 days kit in the community	a) Explain members of peer support groups	1. Members of peer support groups
		b) Explain the formation of peer support groups	2. The formation of peer support groups
		c) Explain Management of peer support groups in the community	3. Management of peer support groups in the community
		d) Conduct Field trip on Management of peer support meetings in the community	4. Field trip on Management of peer support meetings in the community
5.3.1	Introduction to acute malnutrition	a) Define acute malnutrition	1. Definition of acute malnutrition
		b) Explain causes of acute malnutrition	2. Causes of acute malnutrition
		c) Identify types of acute malnutrition	3. Identifying types of acute malnutrition
		d) Explain preventive measures of acute malnutrition	4. Preventive measures of acute malnutrition
		e) Explain consequences acute malnutrition	5. Consequences acute malnutrition
5.3.2	Identifying clients with acute malnutrition	a) Define nutrition assessment	1. Definition of nutrition assessment
		b) Explain signs and symptoms of acute malnutrition	2. Signs and symptoms of acute malnutrition

		c) Identify anthropometric measurements used in assessing acute nutritional status	3. Identifying anthropometric measurements used in assessing acute nutritional status
5.3.3	Management of moderate acute malnutrition	a) Explain counselling messages on Water Sanitation and Hygiene (WASH)	1. Counselling messages on Water Sanitation and Hygiene (WASH)
		b) Explain counselling messages on Early Childhood Development (ECD)	2. Counselling messages on Early Childhood Development (ECD)
		c) Explain Supplementary Feeding in MAM	3. Supplementary Feeding in MAM
		d) Explain referral of clients with Severe Acute Malnutrition (SAM) and Moderate Acute Malnutrition (MAM) to health facilities, food security livelihood and economic strengthening services	4. Referral of clients with Severe Acute Malnutrition (SAM) and Moderate Acute Malnutrition (MAM) to health facilities, food security livelihood and economic strengthening services
		e) Explain outpatient management of clients with SAM and MAM	5. Outpatient management of clients with SAM and MAM
		f) Explain nutrition education and food preparation messages	6. Nutrition education and food preparation messages
		g) Describe nutrition education and counselling messages on acute malnutrition	7. Nutrition education and counselling messages on acute malnutrition
5.3.4	Prevention of micronutrient deficiencies at community level	a) Define Iron and Folic Acid Deficiency	1. Iron and Folic Acid Deficiency
		b) Define Vitamin A Deficiency	2. Definition of Vitamin A Deficiency
		c) Define Iodine Deficiency	3. Definition of Iodine Deficiency
		d) Explain the importance of food fortification in preventing micronutrient deficiencies and associated disorders	4. The importance of food fortification in preventing micronutrient deficiencies and associated disorders

		e) Explain the role of bio-fortified food crops in addressing both macro and micronutrient deficiencies	5. The role of bio-fortified food crops in addressing both macro and micronutrient deficiencies
		f) Explain the role of bio fortification crops in addressing both macro and micronutrient deficiencies	6. The role of bio fortification crops in addressing both macro and micronutrient deficiencies
		g) Explain prevention and control measures of overweight and obesity in infants and children	7. Prevention and control measures of overweight and obesity in infants and children
		h) Explain dietary regimen for overweight and obesity people in the community	8. Dietary regimen for overweight and obesity people in the community
5.4.1	Nutrition for tuberculosis patients	a) Explain relationship of nutrition and TB	1. Relationship of nutrition and TB
		b) Explain principles of nutrition management in tuberculosis	2. Principles of nutrition management in tuberculosis
		c) Explain management of Severe Acute Malnutrition (SAM) and Moderate Acute Malnutrition (MAM) for MDR-TB patients	3. Management of Severe Acute Malnutrition (SAM) and Moderate Acute Malnutrition (MAM) for MDR-TB patients
		d) Explain micronutrients supplementation in TB	4. Micronutrients supplementation in TB
5.4.2	Nutrition for People Living with Human Immune Deficiency Virus (PLHIV)	a) Explain relationship of nutrition and HIV	1. Relationship of nutrition and HIV
		b) Explain Food safety in HIV	2. Food safety in HIV
		c) Explain methods of improving food intake in HIV	3. Methods of improving food intake in HIV
		d) Explain Infant and young child feeding in in context of HIV	4. Infant and young child feeding in in context of HIV
		e) Explain management of Severe Acute Malnutrition (SAM) and Moderate Acute	5. Management of Severe Acute Malnutrition (SAM) and Moderate Acute

			Malnutrition (MAM) in HIV	Malnutrition (MAM) in HIV
		f)	Explain dietary management for clients with common conditions	6. Dietary management for clients with common conditions
5.4.3	Nutrition in disasters and emergencies	a)	Explain disasters and emergencies	1. Disasters and emergencies
		b)	Explain impact of disasters and emergencies on nutrition	2. Impact of disasters and emergencies on nutrition
		c)	Explain Food security in disasters and emergencies	3. Food security in disasters and emergencies
		d)	Identify nutrition interventions in disasters and emergencies	4. Identifying nutrition interventions in disasters and emergencies
		e)	Identify nutrition support services available at catchment area	5. Identifying nutrition support services available at catchment area
5.4.4	Nutrition for low birth weight babies	a)	Define low birth weight babies	1. Definition of Low Birth Weight Babies
		b)	Explain principles of feeding of low birth weight infants	2. Principles of Feeding of Low Birth Weight Infant
5.4.5	Nutrition for children with congenital anomalies	a)	Define congenital anomalies	1. Definition of Congenital Anomalies
		b)	Explain challenges in feeding children with congenital anomalies	2. Challenges in Feeding Children with Congenital Anomalies
		c)	Identify Important interventions for feeding children with congenital anomalies	3. Important Interventions for Feeding Children with Congenital Anomalies
		d)	Explain priorities in feeding for children with congenital anomalies	4. Priorities in Feeding for Children with Congenital Anomalies
6.1.1	Fundamentals of child's rights	a)	Define terms related to child	1. Definition of terms related to child
		b)	Explain child rights and the laws governing	2. Child rights and the laws governing
		c)	Describe the characteristics of Most Vulnerable Children in Tanzania	3. Characteristics of Most Vulnerable Children in Tanzania

6.1.2	Child protection	a) Define child protection	1. Definition of child protection
		b) Describe the different types of violence against children	2. Different types of violence against children
		c) Explain the role of the CHW in Child Protection	3. Role of the CHW in Child Protection
		d) List the community structures that support children at the community level	4. Community structures that support children at the community level
		e) Explain how the CHW works with the VAWC Committees at the community level	5. How the CHW works with the VAWC Committees at the community level
6.1.3	Gender based violence	a) Define common terms related to gender based violence (GBV)	1. Definition of common terms related to gender based violence (GBV)
		b) Explain the concepts of GBV	2. Concepts of GBV
		c) Explain effects of gender based violence	3. Effects of gender based violence
		d) Explain the roles of CHW in managing cases of GBV	4. Roles of CHW in managing cases of GBV
6.2.1	Case management cycle	a) Define terms Case management, case management cycle and Current practice in Case management cycle	1. Definition of terms Case management, case management cycle and Current practice in Case management cycle
		b) Explain the key steps and their meaning in case management cycle	2. Key steps and their meaning in case management cycle
		c) Explain importance of case management cycle for child wellbeing	3. Importance of case management cycle for child wellbeing
6.2.2	The National Integrated Case Management System (NICMS)	a) Explain principles of case management system applied to the work of the CHWs	1. Principles of case management system applied to the work of the CHWs
		b) Describe National Integrated Case Management System	2. National Integrated Case Management System

		c) Explain Important of National Integrated Case Management System	3. Important of National Integrated Case Management System
		d) Explain Expectations of Community Health Workers in Case Management	4. Expectations of Community Health Workers in Case Management
6.3.1	The concept of case management - identification, intake and registration	a) Define the common terms utilized in case identification, registration and intake	1. Definition of the common terms utilized in case identification, registration and intake
		b) Identify the criteria for opening a case	2. Criteria for opening a case
		c) Demonstrate how to fill the intake form	3. How to fill the intake form
6.3.2	Managing cases that require immediate action	a) Identify cases that require immediate action Identify levels of risks that can occur in children	1. Cases that require immediate action Identify levels of risks that can occur in children
		b) Apply case management criteria to open a case	2. Case management criteria to open a case
		c) Manage cases that require immediate action according to their levels of risk	3. Cases that require immediate action according to their levels of risk
6.3.3	Assessing current practice in gathering information	a) Identify assessment skills and experience they possess	1. Assessment skills and experience they possess
		b) Define assessment and its purpose	2. Definition of assessment and its purpose
		c) Identify two major components of assessment (home visits and community interviews)	3. Two major components of assessment (home visits and community interviews)
6.4.1	Assessment and interviews skills	a) Outline best practices in entering the community	1. Best practices in entering the community
		b) Explain the importance of assessing the child's and family's situation	2. Importance of assessing the child's and family's situation
		c) Identify family and community strengths and resources	3. Family and community strengths and resources

		d) Identify appropriate interview questions to ask during an assessment	4. Appropriate interview questions to ask during an assessment
		e) Identify multiple methods of gathering information during an assessment	5. Multiple methods of gathering information during an assessment
6.4.2	Practice skills and analysis of assessment result	a) Identify techniques for preventing and dealing with resistance and misunderstandings	1. Techniques for preventing and dealing with resistance and misunderstandings
		b) Apply a range of child-friendly interview techniques when conducting an assessment	2. Range of child-friendly interview techniques when conducting an assessment
		c) Analyse the in-depth cause(s) of the problems/issues affecting MVC	3. In-depth cause(s) of the problems/issues affecting MVC
		d) Identify the key changes that happen at each stage in a child's development	4. Key changes that happen at each stage in a child's development
		e) State how the stages of development affects how a child responds	5. How the stages of development affects how a child responds
6.5.1	Developing care plan	a) Develop an appropriate care plan for a variety of situations based on the prior assessment	1. Appropriate care plan for a variety of situations based on the prior assessment
		b) Explain how the plan can supports MVC affected by HIV and AIDS	2. How the plan can supports MVC affected by HIV and AIDS
		c) Complete the Individual Care Plan Form appropriately	3. Individual Care Plan Form appropriately
6.5.2	Sharing the care plan with the family	a) Involve the family in developing the care plan	1. Involving the family in developing the care plan
6.6.1	Community health worker in building resilience	a) Define resilience and why is it important	1. Definition of resilience and why is it important
		b) Explain the case management step of implementing the case plan	2. Case management step of implementing the case plan

		c) Demonstrate techniques to provide basic psychosocial and bereavement support	3. Techniques to provide basic psychosocial and bereavement support
		d) Demonstrate techniques to provide basic psychosocial and bereavement support to child and/or family affected by HIV and AIDS	4. Techniques to provide basic psychosocial and bereavement support to child and/or family affected by HIV and AIDS
6.6.2	Negotiating and advocating on behalf of MVC	a) Explain Concepts of Negations and advocate	1. Concepts of Negations and advocate
		b) Outline the Purpose of Negations and Advocate	2. Purpose of Negations and Advocate
		c) Determine Client for Negations	3. Determining Client for Negations
		d) Advocate for Most Vulnerable Children (MVC)	4. Advocating for Most Vulnerable Children (MVC)
6.7.1	The concepts of referral and follow up to MVC	a) Outline 2 stages of referral	1. The 2 stages of referral
		b) Explain the importance of referrals	2. Importance of referrals
		c) Demonstrate how to fill the referral forms	3. How to fill the referral forms
6.7.2	Making referrals	a) Explain how to make appropriate referrals	1. How to make appropriate referrals
		b) Explain how they would refer MVC for HIV testing and counselling and/or treatment	2. How they would refer MVC for HIV testing and counselling and/or treatment
		c) Use referral forms to make referrals	3. Referral forms to make referrals
		d) Identify challenges they may face in making referrals and generate solutions to those challenges	4. Challenges they may face in making referrals and generate solutions to those challenges
6.7.3	Community case review sessions	a) Explain the concept of a community case review session	1. Concept of a community case review session
		b) List the participants of the community case review session	2. Participants of the community case review session

		c) List the types of issues discussed at a community case review session	3. Types of issues discussed at a community case review session
		d) Explain the importance of community case review sessions	4. Importance of community case review sessions
6.8.1	Steps and practicing of case closure	a) Explain conditions considered during closed or transferred case	1. Conditions considered during closed or transferred case
		b) Outline the steps to take in case closure	2. Steps to take in case closure
		c) Explain Importance of communication at case closure	3. Importance of communication at case closure
		d) Demonstrate communication skills while interacting with parents/caretakers and other stakeholders about case closure	4. Communication skills while interacting with parents/caretakers and other stakeholders about case closure
6.9.1	Providing adolescent-friendly health services and managing cases	a) Define Adolescence	1. Definition of Adolescence
		b) Identify At-Risk Adolescents groups	2. The At-Risk Adolescents groups
		c) Explain the role of CHWs in Adolescent-friendly Case Management	3. Role of CHWs in Adolescent-friendly Case Management
		d) Describe the characteristics of Adolescent-friendly Health Facilities	4. Characteristics of Adolescent-friendly Health Facilities
6.9.2	CHW working with elderly	a) Define elderly and its Rights	1. Definition of elderly and its Rights
		b) Describe Vulnerable elderly person	2. Vulnerable elderly person
		c) Services associated with elderly	3. Services associated with elderly
6.10.1	Managing Challenges and Self Care	a) Identify challenges that they might face as CHWs	1. Challenges that they might face as CHWs
		b) Identify practical steps for overcoming those challenges	2. Practical steps for overcoming those challenges

		c) Outline causes of stress and signs of stress	3. Causes of stress and signs of stress
		d) Explain three simple strategies for managing and avoid extreme stress	4. The three simple strategies for managing and avoid extreme stress