

NATIONAL BOARD FOR TECHNICAL EDUCATION



CURRICULUM AND COURSE SPECIFICATION FOR NATIONAL DIPLOMA IN NURSING PROGRAMME

**DEVELOPED IN COLLABORATION WITH
NURSING AND MIDWIFERY COUNCIL OF NIGERIA (N&MCN), ABUJA.**

SEPTEMBER, 2018.

GENERAL INFORMATION

1.0 PROGRAMME NOMENCLATURE

National Diploma in General Nursing

2.0 PROGRAMME DESCRIPTION

The goal of Nursing over the years has been to contribute to the health of individuals, families and the society. Initially, nursing concentrated on the care and comfort of the ill and injured. However, as a result of recent advances in behavioural, biological, technological and physical sciences as well as changes in disease pattern, health perception and management; strenuous demands are placed on all forms of education thus, necessitating a re-examination of the relevance of the existing curriculum to a rapidly changing society.

Nursing Education takes cognizance of the National Policy on Education (NPE) in developing sound educational principles, essential to the preparation of nurses who will function as members of the multidisciplinary health team in health institutions and in the primary health care settings with the intersectoral collaborators in health.

The National Diploma (ND) in Nursing is geared towards meeting the learning needs of student nurses, societal needs, philosophy of nursing, learning theories and professional standards. The programme forms the basis for the practice of nursing and continuing education in the discipline of nursing. Furthermore, it is designed to develop the cognitive, affective and psychomotor skills of students in problem solving.

Active participation in both hospital and community-based clinical services is essential for students' acquisition of sound academic and clinical knowledge, attitudes and skills/practice.

3.0 PHILOSOPHY OF THE PROGRAMME

This curriculum is based on the philosophy that the essential purpose of Nursing is to achieve optimum health for individuals, families and the community. It takes cognizance of the importance of preservation of human dignity, integrity and individuality.

The philosophy is based on the following premises, that:

1. Man is a biological, spiritual, social and psychological being, whose needs are an inherent part of his nature and therefore is affected by factors within his environment.
2. Health is a changing bio-psycho-social and spiritual level of wellness, which the client/patient is assisted to maintain through the utilization of the nursing process.
3. Health care with emphasis on Primary Health Care is fundamentally related to the availability, accessibility and affordability of both health and socio-economic resources.
4. The client is capable of reasoning and possesses basic ideas, beliefs and values which guide his/her actions. He/she is an active partner in the nursing care process and participates in decision-making regarding his care and environment.
5. The Nurse as a human being exists and shares the same nature and basic human needs as the client/patient and requires nursing knowledge, skills, attitudes and ethics to provide safe and effective health care.

4.0 PROGRAMME GOAL

This programme is designed to produce competent, polyvalent nurse practitioners/versatile nurses capable of using problem-solving skills in providing safe, acceptable, effective, affordable and qualitative health services to meet the health needs of individuals, families and communities at all levels of health care.

5.0 OBJECTIVES OF THE PROGRAMME

At the end of the ND General Nursing education programme, the nurses should be able to:

1. Apply the knowledge of biological, behavioural, technological and nursing sciences in assessing, diagnosing, planning, implementing and evaluating nursing care.
2. Utilize the nursing process as a framework for providing comprehensive nursing care to individuals and families in all health care settings.
3. Establish positive working relationship with the individual, family and the community and motivate them towards self-reliance in matters of health protection, promotion, maintenance and rehabilitation.
4. Assist in the application of the principles of primary health care, in providing comprehensive, continuous and holistic care in the community.
5. Display ethical behaviour in client/community care and amongst other health team members.
6. Assist in the maintenance of accurate patient records, reports and information systems in health institutions/ facilities and the community.
7. Apply knowledge and skills of first aid in the care of patients with emergency health conditions.

6.0 ENTRY REQUIREMENT

The minimum entry requirements into the ND General Nursing programme are five (5) credit passes in WASC, SSCE, NECO, or GCE “O” Level, at not more than two (2) sittings.

The subject combination must include: Mathematics, English Language, Physics, Chemistry and Biology.

7.0 STRUCTURE/DURATION OF THE PROGRAMME

1. The ND General Nursing programme is non-terminal and shall last for two (2) years. It consists of four (4) semesters of classroom, clinical and laboratory activities in accredited institutions.
2. It also includes 4 months of Supervised Clinical Work Experience Scheme (SCWES), which shall take place at the end of the second semester of the first year.
3. Each semester shall be of 17 weeks duration made up as follows:
 - 15 contact weeks of teaching (i.e. Lectures, Tutorial, Practical sessions, etc.) and
 - Two (2) weeks for examinations.

8.0 CURRICULUM

The curriculum of the ND General Nursing programme consists of four main components. These are:

- General Studies/Education.
- Foundation Courses.
- Professional courses.
- Supervised Clinical Work Experience Scheme (SCWES).

The first three components form the theoretical aspect of the curriculum

9.0 SUPERVISED CLINICAL WORK EXPERIENCE SCHEME (SCWES)

The period of the SCWES would be in two parts of eight weeks each. The first part would be at the end of ND I, while the other part would be at the end of ND II.

Clinical experience during the semesters shall continue as deemed necessary.

9.1 Evaluation of Students during the SCWES

In the evaluation of the students during SCWES, the following should be considered:

- a) Attendance
- b) Punctuality
- c) Competencies as a potential nurse practitioner
- d) General attitude to work
- e) Respect for authority
- f) Interest in the field

9.2 Grading of SCWES

To ensure uniformity of grading scales, the institution should ensure that the Unified Grading System is applied.

9.3 Monitoring of Students

Institution should ensure that students on Clinical postings are closely monitored by the Clinical Instructors and Lecturers.

9.4 Stipend for Students in SCWES

The rate of stipend payable shall be determined from time to time by the Federal Government after due consultation with the Federal Ministry of Education, the Industrial Training Fund (ITF) and the National Board for Technical Education (NBTE).

9.5 SCWES as a component of the Curriculum

The completion of SCWES is important in the final determination of whether the student is successful in the programme or not. The SCWES shall be graded on a fail or pass basis. Where a student has satisfied all other requirements of the programme but failed SCWES, he/she may only be allowed to repeat another four months SCWES at his own expense.

10.0 ASSESSMENT CRITERIA

1. Continuous Assessment (CA)	-	40
2. Semester Examination (Theory and Practical)	-	60
Total	-	100

11.0 CONDITIONS FOR THE AWARD OF ND (NURSING) CERTIFICATE

Accredited Nursing Institutions will award the National Diploma (Nursing) certificate to candidates who successfully completed and passed the prescribed continuous assessment, examinations, client care study and the Supervised Clinical Work Experience. Such candidates should have completed a minimum of between 72 to 80 semester credit units/hours.

However, the ND certificate shall not be awarded to the student until the successful completion of the HND Nursing programme when the two certificates shall be awarded together. Diploma shall be awarded based on the following classification:

• Distinction	-	CGPA	3.50 - 4.00
• Upper Credit	-	CGPA	3.00 - 3.49
• Lower Credit	-	CGPA	2.50 - 2.99
• Pass	-	CGPA	2.00 - 2.49

UNIFIED GRADING SYSTEM

% Score Range	Letter Grade
70-100	A
60-69	B
50-59	C
40-49	D
0-39	F

12.0 ACCREDITATION OF PROGRAMME

- a. The National Diploma in Nursing Programme shall be accredited by the NBTE in conjunction with Nursing and Midwifery Council of Nigeria, before the Diplomates can be awarded any certificate.
- b. Details about the process of accrediting a programme are available from the Executive Secretary, National Board for Technical Education, Plot B, Bida Road, P.M.B. 2239, Kaduna, Nigeria or www.nbte.gov.ng and the Secretary-General/Registrar Nursing and Midwifery Council of Nigeria, Plot 713, Cadastral Zone, Life Camp, Gwarimpa, Abuja. www.nmcn.gov.ng
- c. Professional accreditation of the programme should be done by the Nursing and Midwifery Council of Nigeria prior to commencement of the programme.

13.0 METHODS OF EVALUATION

A. Student

- A minimum of 75% attendance for each course and clinical practice per semester.

- Active class participation
- Continuous Assessment
- End of semester examination

B. Programme

- Course Evaluation
- Teacher Evaluation

14.0 GUIDANCE NOTES FOR TEACHING IN THE PROGRAMME

The new curriculum is drawn in unit courses. This is in keeping with the provisions of the National Policy on Education which stresses the need to introduce the semester credit units which will enable a student who so wishes to transfer the units already completed to an institution of similar standard from which he/she is transferring.

The success of the credit unit system depends on the articulation of programmes between the institutions and industries; the curriculum content has been written in behavioral objectives, so that it is clear to all, the expected performance of the student who successfully completed some of the courses of the programme.

It is a deliberate attempt to further involve the staff of the department teaching the Programme to write their own curriculum stating the conditions existing in the institution under which the performance can take place and to follow that with the criteria for determining an acceptable level of performance. Departmental submission on the final curriculum may be vetted by the Academic Board of the institution.

The aim is to continue to enhance a solid internal evaluation system in each institution for ensuring minimum standard and quality of education in the programmes offered throughout the system.

The teaching of the theory and practical work should, as much as possible be integrated. Practical exercises especially those in professional courses and laboratory work should not be taught in isolation of the theory. For each course, there should be a balance of theory to practice in the ratio of 50:50.

15.0 STAFFING/HEADSHIP OF THE GENERAL NURSING PROGRAMME

15.1 Headship of the College

The College would be headed by a Provost who shall be a nurse with a minimum of first Degree in Nursing and Masters Degree.

15.2 Academic Staff

a Headship of the programme or Head of Department:

- The Head of Department shall be a nurse with a minimum of first Degree in Nursing and Masters Degree.
- He/she must be registered and licensed with the Nursing and Midwifery Council of Nigeria.
- He/she must have 10-12 years of teaching experience.

b. Core Teaching Staff (Lecturers and Instructors)

Lecturers

- The Department must have a minimum of five (5) core lecturers for the ND (Nursing) programme including the Head.
- Lecturers must have a minimum of first degree in Nursing with teaching qualification.
- Other lecturers in the School shall also possess a minimum of first degree in their areas of specialization.

Instructors

- Instructors must have minimum qualification of Diploma in Nursing or Midwifery Education

NOTE

- The ratio of Registered Educators to students shall be 1:10.

c. Service Courses

The service courses such as English, Computer science, Physics, Chemistry, Psychology, Sociology, Microbiology, etc., shall be taught by lecturers who possess a minimum of first degree in those courses.

d. Clinical/Technical staff

For each practical facility, there must be a complement of clinical/technical staff which shall include: Clinical Instructors, Nurse Clinicians, Technologists and Technicians.

e. Part Time Lecturers

Where part time lecturers are required to teach a course, they should be paired with full-time lecturers.

f. Administrative Support Staff

- Secretary
- Administrative Officers
- Clerical Staff
- Office Assistants
- Cleaners

16.0 Term Paper/ Client Care study

Before sitting for the ND II Second semester examination, the student shall be required to have written and submitted one (1) Client Care study (hospital or community-based).

17.0 Basic Science Laboratory

There shall be Basic Science Laboratories (physics, chemistry, and biology) for practicals.

PROGRAMME: GENERAL NURSING

LEVEL: NATIONAL DIPLOMA 1

SEMESTER: FIRST

COURSE CODE	COURSE TITLE	L	T	P	CU	CH	TOTAL HOURS / SEMES.	PRE-REQUI-SITE
GNS 102	Communication In English I	2	-	-	2	2	30	-
NUS 111	Applied Chemistry	1	-	1	2	2	30	-
NUS 112	Applied Physics	1	-	1	2	2	30	-
NUS 113	Human Anatomy I	2	-	2	4	4	60	-
NUS 114	Human Physiology I	1	-	1	2	2	30	-
NUR 111	Foundations Of Nursing/ Emergency Care I	2	-	2	4	4	60	-
NUS 115	Introduction To Sociology	2	-	-	2	2	30	-
NUS 116	Use Of Computer	1	-	1	2	2	30	-
NUS117	Medical Microbiology	2	-	1	3	3	45	-
GNS 111	Citizenship Education I	2	-	-	2	2	30	-
	TOTAL	16	-	9	25	25	375	-

KEY: L – Lecture/Week, T- Tutorial hour, P- Practical hour, CU - Credit Unit, CH - Contact Hours

NUR - Core Nursing Courses NUS – Required courses specific to nursing programme.

GNS: - NBTE Adapted Courses

PROGRAMME: GENERAL NURSING

LEVEL: NATIONAL DIPLOMA 1

SEMESTER: SECOND

COURSE CODE	COURSE TITLE	L	T	P	CU	CH	TOTAL HOURS / SEMES.	PRE-REQUISITE
NUS 121	Human Anatomy II	2	-	2	4	4	60	Anat. I
NUS 122	Human Physiology II	2	-	-	2	2	30	Physio. I
NUS 123	Developmental Psychology	2	-	-	2	2	30	-
NUS 124	Human Nutrition	2	-	1	3	3	45	-
NUS 125	Pharmacology I	2	-	1	3	3	45	-
NUR 121	Foundations Of Nursing II	2	-	2	4	4	60	FON. I
NUR 122	Primary Health Care (PHC) I	2	-	1	3	3	45	-
EEd 126	Intro. To Entrepreneurship	1	-	1	2	2	30	-
	Total	15	-	8	23	23	345	-

KEY: L – Lecture / Week, T- Tutorial, P- Practical, CU - Credit Unit, CH - Contact Hours *NBTE Adopted

Hospital and Community based postings – 8 weeks (SCWEs)

Supervised Clinical Work Experience (SCWEs) 12 to 16 weeks

PROGRAMME: GENERAL NURSING
LEVEL: NATIONAL DIPLOMA 11

SEMESTER: FIRST

COURSE CODE	COURSE TITLE	L	T	P	CU	CH	TOTAL HOURS / SEMES.	PRE-REQUISITE
NUS 211	Human Anatomy III	2	-	2	4	4	60	Anat. I & II
NUS 212	Human Physiology III	1	-	-	1	1	15	Physio. I & II
NUR 211	Foundations Of Nursing III	2	-	1	3	3	45	FON. I & II
NUS 213	Pharmacology II	2	-	-	2	2	30	Intro.to Pharm. I
NUR 212	Primary Health Care(PHC) II	2	-	1	3	3	45	PHC I
NUS 214	Dietetics	1	-	1	2	2	30	Human Nutrition
NUR 213	Medical- Surgical Nursing I	2	-	2	4	4	60	FON. I & II
NUS 215	Biostatistics	2	-	-	2	2	30	-
NUR 214	Research Methodology I	2	-	-	2	2	30	-
*GNS 211	Communication In English II	2	-	-	2	2	30	English I
	Total	18	-	7	25	25	375	

KEY: L –Lecture / Week, T- Tutorial, P- Practical, CU - Credit Unit, CH – Contact Hours

GNS: - NBTE Adopted Courses

PROGRAMME: GENERAL NURSING**LEVEL: NATIONAL DIPLOMA II****SEMESTER: SECOND**

COURSE CODE	COURSE TITLE	L	T	P	CU	CH	TOTAL HOURS / SEMES.	PRE-REQUISITE
NUS 221	Human Anatomy IV	2	-	2	4	4	60	Anat. I,II,III
NUS 222	Human Physiology IV	2	-	-	2	2	30	Physio. I,II,III
NUR 221	Foundations Of Nursing IV	2	-	2	4	4	60	FON. I,II,III
NUR 222	Medical-Surgical Nursing II	2	-	2	4	4	60	Med/Surg . I
NUR 223	Reproductive Health I	2	-	2	4	4	60	Anat. & Physio.
NUR 224	Mental Health / Psychiatric Nursing	2	-	1	3	3	45	Psycho. & Socio.
EEd 216	Practice Of Entrepreneurship	1	-	2	3	3	45	Intro. to Entre
NUR 225	Research Methodology II	-	-	2	2	2	30	Res. Method. I
NUR 226	Seminar In Nursing	1	-	-	1	1	15	-
NUR 227	Client Case/Care Study	1	-	1	2	2	30	-
NUR 228	Community Based Clinical Practice	-	-	-	-	-	-	-
NUR 229	Hospital Based Clinical Practice	-	-	-	-	-	-	-
	TOTAL	15	-	14	29	29	435	

KEY: L –Lecture/Week, T- Tutorial, P- Practical, CU - Credit Unit, CH - Contact Hours

Clinical practice – Hospital and Community Based postings – 8 Weeks (SCWEs)

***NBTE Adopted**

PROGRAMME: GENERAL

LEVEL: NATIONAL DIPLOMA I

SEMESTER: FIRST

PROGRAMME: GENERAL NURSING				
COURSE: Communication in English I				
COURSE CODE: GNS 102				
DURATION (Hours/weeks)	Lecture: 2hrs	Tutorial: 0	Practical: 0	Total Contact Hours: 30 hours
CREDIT UNITS: 2				
GOAL: This course is designed to enable students acquire the necessary communication skills, know the techniques of correspondence and comprehend written materials				
GENERAL OBJECTIVES: At the end of the course, the student should be able to:				
1.0 Understand the concept of Communication				
2.0 Know how to make oral presentations				
3.0 Know the essential elements of correspondence				
4.0 Know the rules of comprehension and interpretation				
5.0 Understand the meaning and scope of a library				
6.0 Know how to use a library				

PROGRAMME: ND NURSING						
COURSE TITLE: Communication in English I			Course Code: GNS 102		Total Contact Hours: 30 Hours	
COURSE SPECIFICATION: Theory						
GENERAL OBJECTIVE 1.0: Understand the concept of communication						
Specific Learning Objectives (Theory)	Teacher’s Activities	Resources	Specific Learning Objectives (Practical)	Teacher’s Activities	Resources	Evaluation
1.1 Define Communication. 1.2 Analyze the purpose and process of communication. 1.3 Explain the relationship between communication and language. 1.4 Explain the impact of interference on communication at various levels, e.g. phonological, syntactic etc. 1.5 Explain code-mixing, code-switching and dissonance in communication.	<ul style="list-style-type: none">• Lecture• Discussion	<ul style="list-style-type: none">• White Board/Marker• Text Books• Multimedia projector/Lap tops				Assessment Text Examination
General Objective 2.0: Know how to make oral presentations						
Specific Learning Objectives (Theory)	Teacher’s Activities	Resources	Specific Learning Objectives (Practical)	Teacher’s Activities	Resources	Evaluation

<p>2.1 Label a diagram of the organs of speech.</p> <p>2.2 Describe the functions of the organs in 2.1 above in speech production.</p> <p>2.3 List the phoneme of English.</p> <p>2.4 Explain the principles of effective speaking e.g. correct use of stress, rhythm and intonation patterns.</p>	<ul style="list-style-type: none"> • Lecture • Discussion 	<ul style="list-style-type: none"> • White Board/Marker • Text Books • Multimedia projector/Lap tops 	<p>2.3 Produce correctly each of the phoneme listed in 2.3 above.</p> <p>2.3 Produce correctly by making distinctions between the different sound contrasts in the consonantal and vowel systems of English read fluently</p>	<ul style="list-style-type: none"> • Teacher demonstrates production of phoneme vowel, sounds • Teacher observe student reading 	<ul style="list-style-type: none"> • Reading materials • Sample of charts • Multimedia Projector/ Laptops 	<p>Assignment Test Examination</p>
General Objective 3.0: Know the essential elements of correspondence						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
<p>3.1 List the various types of correspondence, e.g. letter, memo, circular, etc.</p> <p>3.2 Explain the various parts of a letter.</p> <p>3.3 Differentiate between formal and informal letter formats.</p>	<ul style="list-style-type: none"> • Lecture • Discussion 	<ul style="list-style-type: none"> • White Board/Marker • Text Books • Multimedia projector/Lap tops 	<p>Write a formal letter and informal letter</p>	<p>Demonstration</p>	<p>Samples of letters written</p>	<p>Assignment Test Examination</p>

3.4 Explain the characteristics of styles suitable for formal and informal letters.						
3.5 Explain the functions of the first, middle and last paragraphs.						
General Objective 4.0 Know the rules of comprehension and interpretation						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
4.1 Identify and differentiate the main ideas from the details in a passage						
4.2 Identify relationship patterns of ideas in a passage						
4.3 Explain how affixes modify meanings						
General Objective 5.0: Understand the meaning and scope of a library						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
5.1 Describe a Library	<ul style="list-style-type: none"> Lecture Discussion 	<ul style="list-style-type: none"> White Board/Mar ker Text Books Multimedia projector/Laptops 				
5.2 Explain the role of a library in teaching, learning and research						
5.3 State the various kinds of library stock						
5.4 Identify the different sections of a typical library						
5.5 Explain the different types of libraries						

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General Objectives, 6.0: Know how to use a Library						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific learning objective (Practical)	Teacher's Activities	Resources	Evaluation
6.1 Explain the different types of classification schemes. e.g. Dewey Decimal Classification (DDC) and Library Congress (LC) 6.2 Identify reference sources 6.3 Identify types of serials. 6.3 Explain indexing and Abstracting 6.4 Describe the use of card catalogues 6.5 Explain back to back Indexes 6.6 Describe how the library is used for research purpose.	<ul style="list-style-type: none"> Lecture Discussion 	<ul style="list-style-type: none"> White Board/Marker Text Books Multimedia projector/Laptops 	Use Library for reading and research purposes	Demonstrate	Visit the Library	Assignment Test Examination

LEVEL: NATIONAL DIPLOMA I

SEMESTER: FIRST

PROGRAMME: ND NURSING I				
COURSE TITLE: APPLIED CHEMISTRY				
COURSE CODE: NUS 111				
DURATION (Hours/Week):	Lecture: 1hr	Tutorial: 0	Practical: 1hr	Total Contact Hours: 2 (30hrs)
CREDIT UNIT: 2				
GOAL: This course is designed to provide the students with basic knowledge of chemistry and its application in Nursing Practice				
GENERAL OBJECTIVES: At the end of the course, the student should be able to:				
1.0 Understand the concepts and the principles of Chemistry and its importance to Nursing practice.				
2.0 Understand the nature of matter.				
3.0 Know acids, bases, salts and their characteristics.				
4.0 Understand electrolytes/electrolysis.				
5.0 Understand the application of knowledge of carbon and hydrocarbon compounds to nursing practice.				
6.0 Know the classification and structure of organic and inorganic compounds and their implication on nursing practice.				
7.0 Understand atomic structure and nuclear energy.				

PROGRAMME: ND GENERAL NURSING I						
COURSE TITLE : Applied Chemistry		COURSE CODE: NUS 111		TOTAL CONTACT HOUR: 2 (30 Hours)		
COURSE SPECIFICATION: Theory and Practical						
GENERAL OBJECTIVE: 1.0: Understand the concepts, principles of chemistry and its importance to Nursing practice						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
1.1 Define Science, Chemistry 1.2 List branches of chemistry and their relevance to Nursing practice 1.3 Explain the nature and importance of chemistry to Nursing practice.	<ul style="list-style-type: none">• Lecture• Discussion	<ul style="list-style-type: none">• Text books• White Board/Marker• Multimedia projector/Laptops				Assignment Test Examination
General Objective 2.0: Understand Nature of Matter						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation

<p>2.1 Describe Physical and chemical properties of matter</p> <p>2.2 Describe physical and chemical changes in the body.</p> <p>2.3 Explain the chemical symbols of elements.</p> <p>2.4 Describe classification of elements, compounds and mixtures.</p> <p>2.5 Discuss particulate nature of matter:</p> <ul style="list-style-type: none"> - Atoms - Molecules - Ions <p>2.6 Explain structure and chemical combinations</p>	<ul style="list-style-type: none"> • Lecture • Discussion 	<ul style="list-style-type: none"> • Charts • White Board/Marker • Packages containing materials on nature of matter • Textbooks • Multimedia projectors • Computers 	<p>2.1 Demonstrate Physical and chemical change using substances like water and air</p> <p>2.4 Demonstrate separation of mixtures e.g. blood, air and their application</p> <p>2.5 Use simple formulae and equations</p> <p>2.6 Apply symbols, formulae of elements and components</p>	<p>Demonstrate and assist students perform activities on 2.1, 2.4 2.5 2.6</p>	<ul style="list-style-type: none"> • Water • Bunsen burner • Flask • Whole blood • Air • Spinning machine • Test tube • Centrifuge • Acid compound • Base compound • Litmus papers 	<p>Assignment Test Examination</p>
General Objective 3.0: Know acids, bases, salts and their characteristics						
Specific Learning Objectives	Teacher's Activities	Resources	Specific learning objective (practical)	Teacher's Activities	Resources	Evaluation
3.1 Define the following: acids,	<ul style="list-style-type: none"> • Lecture 	<ul style="list-style-type: none"> • Samples 		<ul style="list-style-type: none"> • Demonstrate and 		Assignment Test

bases and salts 3.2 Discuss properties and uses of acids, bases and salts. 3.3 Discuss types of salts and their uses. 3.4 Describe:- efflorescent, deliquescent 3.5 List examples of properties of metals and non-metals. 3.6 Discuss hydrolysis of salts. 3.7 Discuss titration acid and base 3.8 Discuss simple volumetric analysis	<ul style="list-style-type: none"> Discussion 	of compounds i.e. Acids, Base, Salts etc. <ul style="list-style-type: none"> Acid Base Pipettes/ Beakers 	3.2 Measure the acidity and alkalinity of acid and base compounds. 3.6 Demonstrate hydrolysis of salts. 3.7 Titrate acid and base 3.8 Perform simple volumetric analysis	assist students perform activity on 3.6 <ul style="list-style-type: none"> Demonstrate and assist students perform activity on 3.7, 3.8 and 3.9. Demonstration	<ul style="list-style-type: none"> Water Bunsen burner Flask Acid compound Base compound Litmus papers Water Bunsen burner Flask Acid compound Base compound Litmus papers 	Examination
General Objective 4.0: Understand Electrolysis /Electrolytes						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practice)	Teacher's Activities	Resources	Evaluation
4.1 Define the following <ul style="list-style-type: none"> Electrolytes Non-electrolytes Electrolysis 	<ul style="list-style-type: none"> Lecture Discussion Demonstrate electrolysis and guide 	<ul style="list-style-type: none"> Multimedia projector//Laptops 				Quiz Test

4.2 Describe ionic theory and ionization	student to do return demonstration					Examination
4.3 Describe electrolytes/non-electrolytes						
4.4 Explain Electrolysis						
4.5 Enumerate the composition of air						
4.6 Explain air pollution and purification						
4.7 Explain water pollution and purification						
General Objective 5.0: Understand the application of knowledge of carbon and hydrocarbon compounds to nursing practice						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
5.1 Define Carbons 5.2. List the properties of elements 5.3. Describe hydrocarbons (saturated and unsaturated) 5.4. Discuss the following	<ul style="list-style-type: none">LectureDiscussion	Sample of : <ul style="list-style-type: none">AlcoholAminoCarbonAcidsMultimedia projector				Quiz Test Examination

functional group chemistry - Alcohol - Amines - Carbonyls - Carboxylic acid etc						
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General Objective 6.0: Know the classification and structure of organic and inorganic compounds and their impact on nursing science.						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
6.1 Define and classify the following: - Organic compounds - Inorganic compounds 6.2 Enumerate examples of oxidation products of alcohol. 6.3. State examples and uses of aldehydes in nursing practice	<ul style="list-style-type: none"> • Lecture • Discussion • Sketch out examples of the structures for the students to observe. 	<ul style="list-style-type: none"> • White board/Marker • Textbooks • Charts • Multimedia Projector /Laptops • Card board paper • Card board paper • Multimedia 				Quiz Test Examination

6.4. Describe the Chemical compounds of the following:- <ul style="list-style-type: none"> - Carbohydrates - Proteins - Fatty acids - Lipids 		projector <ul style="list-style-type: none"> • Markers 				
6.5. State the biological importance of some organic and inorganic substances.						
6.6 Draw the biochemical structures of organic and in-organic compounds and list examples.						
General Objective 7.0: Understand atomic structure and nuclear energy						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
7.1. Discuss natural and artificial radio-activity 7.2. List radioactive elements 7.3 Discuss types of radiations from radioactive elements e.g. alpha, beta, and	<ul style="list-style-type: none"> • Lecture • Discussion 	<ul style="list-style-type: none"> • Sample of substance with radio-active elements • Multimedia projector/Laptops 				Quiz Test Examination

<p>gamma.</p> <p>7.4 Explain nuclear structure and radioactive decay</p> <p>7.5 Explain the following:-</p> <ul style="list-style-type: none"> - Radio-isotopes - nuclear reaction - nuclear energy e.g. nuclear fusion <p>7.7 Identify health hazards from radioactive substance</p> <p>7.8 State precautionary measures taken against biochemical and radioactive substances used in the Health care System.</p>						
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LEVEL: NATIONAL DIPLOMA I

SEMESTER: FIRST

PROGRAMME: ND NURSING I				
COURSE TITLE: APPLIED PHYSICS				
COURSE CODE: NUS 112				
DURATION: (Hours/Week)	Lecture:1hr	Tutorial: -	Practical:1 hr	Total Contact Hours: 2 (30 hrs.)
CREDIT UNIT: 2				
GOAL: This course is designed to provide students with basic knowledge of physics applicable to Nursing				
GENERAL OBJECTIVES: On completion of this course, the student should be able to:				
<p>1.0 Understand the concepts and principles of physics and their applications to nursing</p> <p>2.0 Understand molecular phenomena and their applications to Nursing</p> <p>3.0 Understand specific principles of heat energy in health care interventions</p> <p>4.0 Understand the nature of radioactivity in relation to x-ray, radiological procedures and radiotherapy</p> <p>5.0 Understand principles of optics and light waves in application to health care</p> <p>6. 0 Know the various measurements and units relevant to nursing practice</p> <p>7.0 Understand the concepts and principles of elasticity and their application to Nursing</p> <p>8.0 Know basic machines used in healthcare practice</p> <p>9.0 Know the principles of force(s) and their applications to nursing practice</p>				

PROGRAMME: ND NURSING I						
COURSE TITLE: APPLIED PHYSICS		Course Code: NUS 112		Total Contact Hours: 15 Hours		
COURSE SPECIFICATION: THEORY AND PRACTICAL						
GENERAL OBJECTIVE 1.0: Understand the concepts and principles of physics and their applications to Nursing.						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
1.1 Define the following terms - Science - Physics 1.2 Enumerate the branches of science and their relevance to nursing practice 1.3 List the branches of physics and their relevance to nursing practice.	<ul style="list-style-type: none">LectureDiscussion	<ul style="list-style-type: none">Text booksWhite board / MarkersChartsMultimedia projector/ Laptops				

GENERAL OBJECTIVE 2.0: Understand molecular phenomena and their applications to Nursing practice.						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
2.1 Define the following: - Atom - Molecule - Matter 2.2 State common examples of molecular phenomenon	<ul style="list-style-type: none"> Lecture Discussion 	<ul style="list-style-type: none"> Chart, Films White board/ Markers Multimedia projector/ Laptops 	2.5 Demonstrate the application of the following to nursing practice: Surface tension Osmosis Active transport Capillarity Diffusion	<ul style="list-style-type: none"> Demonstrate and Assist students to carry out the activity 	<ul style="list-style-type: none"> Beaker (glass) Water and soap Mercury Capillary tube 	Assignment Test Examination

2.3 Describe the states of matter 2.4 Explain the concept of the following: - Surface tension - Osmosis - Capillarity - Active Transport - Diffusion 2.5 Discuss the application of the following to nursing - Surface tension - Osmosis - Capillarity - Active Transport - Diffusion				in 2.5		
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General Objective 3.0: Understand specific principles of heat energy in health care interventions						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning objective (Practical)	Teacher's Activities	Resources	Evaluation
3.1 Define heat and energy 3.2 Enumerate the sources of Heat Energy 3.3 Explain the various methods of providing heat for the body 3.4 Define Temperature	<ul style="list-style-type: none"> Lecture Discussion 	<ul style="list-style-type: none"> Thermometer Charts Films Books White board / Markers 	3.3 Demonstrate the various methods in providing heat for the body 3.4 Demonstrate measurement of temperature of Human body, fluid and Air	<ul style="list-style-type: none"> Demonstration and return demonstration Demonstrate and assist students to measure the temperature of human body, fluid, air	<ul style="list-style-type: none"> Hot water bottle Thermometer Hydrometer Barometer 	Assignment Test Examination

3.5 List types of thermometer and their uses						
3.6 Describe heat conversion						
3.7 Define calories						
3.8 State the caloric values of the following: <ul style="list-style-type: none"> - Adult food - Baby food - Vegetarian diet 						

General Objective 4.0: Understand the nature of radio-activity in relation to x-ray, radiological procedures and Radiotherapy						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objective (Practical)	Teacher's Activities	Resources	Evaluation
4.1 Define the following terms: <ul style="list-style-type: none"> - Electricity - Magnetism 4.2 Explain the basic principles of the following: <ul style="list-style-type: none"> - Electricity - Magnetism 4.3 State the properties of magnet 4.4 Explain	<ul style="list-style-type: none"> • Lecture • Discussion 	<ul style="list-style-type: none"> • Charts • Films • Text Books • White board/ Marker • Multimedia projector/ Screen 	4.4 Demonstrate magnetism and its application to health 4.6 Demonstrate application of the following radiological instruments: <ul style="list-style-type: none"> - Computed Tomography 	<ul style="list-style-type: none"> • Demonstrate and assist students perform magnetism process Demonstrate and assist students with	<ul style="list-style-type: none"> • Magnetic metals • Non-magnetic substances <ul style="list-style-type: none"> • C.T Scan • MRI • Ultrasound 	Assignment Test Examination

Electromagnetism 4.5 Discuss x-ray under the following: - Prediction - Properties and nature (in healthcare) 4.6 State the precautionary measures in radiological procedures			(CT) Scan - Ultrasound - Magnetic Resonance Imaging (MRI)	activities in 4.6		
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General Objective 5.0: Understand principles of optics and light waves in application to health care

Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objective (Practical)	Teacher's Activities	Resources	Evaluation
5.1 Define the following: - Optics - Waves 5.2 List types of Waves 5.3 Explain the basic principles in the propagation of sound waves 5.4 Define light energy 5.5 Discuss properties of light 5.6 List sources of light energy	<ul style="list-style-type: none"> Lecture Discussion 	<ul style="list-style-type: none"> Books Samples of Lenses etc. Multimedia projector/ Laptops 		<ul style="list-style-type: none"> Demonstrate and assist students apply light as in 5.9 Organize visit to X-ray or 	<ul style="list-style-type: none"> Sources of light e.g. 	Assignment Test Examination

5.7 Explain the following: <ul style="list-style-type: none"> - Propagation of light - Transmission of light - Reflection of light - Dispersion of light 5.8 Discuss lenses 5.9 Explain reflection of light through lenses 5.10 Explain light application on - <ul style="list-style-type: none"> - Simple lenses - Human eye - Microscope - Common eye defect - Corrective mechanism 			<ul style="list-style-type: none"> • 5.0 Demonstrate light application on Simple lenses • Human eye • Microscope • Common eye defect 	Medical Imaging Depart. <ul style="list-style-type: none"> • Carry out visit to eye clinic 	Torch light <ul style="list-style-type: none"> • Microscope • Eye clinics 	
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General Objective 6.0: Know the various measurements and units relevant to nursing practice.

Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
6.1 Enumerate types of measurement commonly carried out by nurses 6.2 Explain Standard International Unit (SI Unit) 6.3 Identify the various SI Units and their	<ul style="list-style-type: none"> • Lecture • Discussion 	<ul style="list-style-type: none"> • Text Books • Measuring Instrument s i.e. sphygmomanometer, urinometer, fluid 	6.5 Demonstrate the following: <ul style="list-style-type: none"> - pressure measurement - use of urinometer - use of hydrometer 	<ul style="list-style-type: none"> • Demonstrate and assist students to: - Measure pressure - Use urinometer - Use hydrometer 	<ul style="list-style-type: none"> • Barometer • Sphygmomanometer • Urinometer • Urine • Water • Hydrometer • Test tube, 	Assignment Test Examination

<p>related English unit conversions</p> <p>6.4 Explain the conversion of the unit(s) identified in 6.3</p> <p>6.5 Explain the following measuring instruments and their uses:</p> <ul style="list-style-type: none"> - Barometer - Sphygmomanometer - Hydrometer - Urinometer - Fluid hydrometer <p>6.6 Explain the following:</p> <ul style="list-style-type: none"> - Characteristics of pressure in fluid - Specific gravity <p>6.7 Discuss the following and their applications to Nursing</p> <ul style="list-style-type: none"> - Pascal's law - Boyle's law - Buoyancy and Archimede's principles - Viscosity 		<p>hydrometer ,barometer.</p> <ul style="list-style-type: none"> • White board/ marker 	<p>6.7 Demonstrate application of the following:</p> <ul style="list-style-type: none"> - Pascal's Law - in a water mattress - Boyle's law in a sterilizer - Buoyancy and Archimedes law in cerebrospinal fluid (CSF), Amniotic fluid etc. - Viscosity of Fluid, Blood in the capillary tubes 	<ul style="list-style-type: none"> • Demonstrate and assist students in carrying out activities. 	<p>mattress</p> <ul style="list-style-type: none"> • Water • Sterilizer • Cerebro Spinal Fluid (CSF) • Amniotic fluid • Blood specimen • Capillary tubes 	
General Objective 7.0: Understand the concepts and principles of elasticity and their application to Nursing						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives	Teacher's Activities	Resources	Evaluation

			(Practical)			
7.1 Define elasticity 7.2 Explain stress and strain 7.3 Enumerate and discuss types of stress 7.4 Define the following: - Hook's law - Young's modulus - Bulk's modulus - Shear's modulus 7.5 Describe the applications of 7.4 in the following: • Blood vessels • Spring balance • Shearing force in decubitus ulcer	<ul style="list-style-type: none"> • Lecture • Discussion • Multimedia presentation 	<ul style="list-style-type: none"> • Books • Anatomical models i.e. blood vessels, arteries, veins etc. • Multimedia projector/ Laptops 				Assignment Test Examination
General Objective 8.0: Know the basic machines used in health care practice						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation

8.1 Define machine	• Lecture	• Books	8.2 Classify and Give examples of - Levers - Pulleys	• Demonstrate classification of levers / pulleys	• Levers • Pulleys • sand bags	Assignment Test Examination
8.2 Enumerate types of machine used in health care	• Discussion	• Charts	8.3 Demonstrate the application of levers and pulleys			
8.3 Explain the applications of lever and pulleys in Nursing practice.		• Samples of Pulleys and Levers				
General Objective 9.0: Know the principles of force(s) and their application to nursing practice.						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
9.1 Define the following: - Force - Work - Energy - Power 9.2 Explain the principles and relevance of the following to nursing practice: - Force - Work - Energy - Power	• Lecture • Discussion	• Text books • White Board/ Marker • Multimedia projector/ Laptops				Assignment Test Examination

LEVEL: NATIONAL DIPLOMA 1

SEMESTER: FIRST

PROGRAMME: ND NURSING I				
COURSE: HUMAN ANATOMY I				
COURSE CODE: NUS 113				
DURATION: (Hours/Week)	Lecture: 2hrs	Tutorial: 0	Practical: 2hrs	Total Contact Hours: 4 (60hrs)
CREDIT UNIT: 4				
GOAL: This course is designed to provide students with the basic knowledge of the structures of selected human systems.				
GENERAL OBJECTIVES: At the end of this course, the student should be able to:				
1.0 Understand the structure and organization of the human cells/body.				
2.0 Understand the structure of the Musculo-Skeletal system.				
3.0 Understand the structure of Blood and Cardiovascular system.				
4.0 Understand the structure of the Respiratory system.				

PROGRAMME: ND NURSING I						
COURSE TITLE: HUMAN ANATOMY I		Course Code: NUS 113		Contact Hours Total: 4 (60 Hrs.)		
COURSE SPECIFICATION: Theory and Practical						
GENERAL OBJECTIVE 1.0: Understand the structure and organization of the human cell/ body.						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
1.1 Define the following Anatomical terms:- - Positions i.e. Anterior, Posterior, lateral etc. - Plane/ Axis 1.2 Describe the basic unit of the human body i.e. cell, tissues etc. 1.3 Outline the Cell Theory. 1.4 Describe cell division i.e. meiosis and mitosis 1.5 List the various tissues and membranes of the human body 1.6 Describe the characteristics of the various tissues	<ul style="list-style-type: none">• Lecture• Discussion• Use models of various body parts for description	<ul style="list-style-type: none">• Models e.g. skull,• Bony skeletons, pelvis, tibia, fibula etc.• Microscope /Slides• Textbooks• Poster/Chart of cell, cell division and tissues• White board/Marker	1.2 Draw and label the microscopic structure of the human cell. 1.4 Draw and label the stages of meiosis and mitosis	<ul style="list-style-type: none">• Draw the microscopic structure of cells for students to see.• Guide students to draw and label the stages of meiosis and mitosis	<ul style="list-style-type: none">• Microscope /Slides• Charts/ Posters• Cardboard paper• Multimedia projector/Laptops	Assignment Test Examination

<p>and membranes of the human body listed in 1.5 above</p> <p>1.7 Explain the processes of embryological development and human genetics.</p> <p>1.8 Describe the body regions and cavities.</p> <p>1.9 Identify various systems of the body e.g. Nervous system Cardio-vascular system Musculo-Skeletal system Digestive system etc.</p>						
General Objective 2.0: Understand the structure of the musculo-skeletal system						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation

<p>2.1 Describe the development, structure and composition of bones</p> <p>2.2 Explain the development and structure of compact and cancellous bone tissues</p> <p>2.3 Explain the following anatomical terms relating to musculoskeletal system. Proximal, distal, lateral etc</p> <p>2.4 Describe the bones of the human body (skull, pelvis, vertebrae, ribs, femur, tibia, humerus etc)</p> <p>2.5 List types of muscles in the human body.</p> <p>2.6 Explain the different types of muscles and tissues listed in 2.5 above</p> <p>2.7 Describe the characteristics and composition of the muscles listed in 2.6 above.</p>	<ul style="list-style-type: none"> • Lecture • Discussion • Multimedia presentation 	<ul style="list-style-type: none"> • Slides, microscope • White board / marker • Multimedia projector • Charts / posters of different human bones • Textbooks/ journals • Models of musculo-skeletal system • Full human skeleton 	<p>2.4 Identify the bones of the body, draw and label the bones identified in 2.3 in the theory</p> <p>2.5 Draw and label the different types of muscle tissues in the body and the articulations in the skeletal system</p>	<ul style="list-style-type: none"> • Draw from mounted human skeleton. • Draw from models • Draw from textbooks or preserved tissue specimen • Use mounted human skeleton, charts and models to explain • Guide students in drawing and labeling of the joints 	<ul style="list-style-type: none"> • Non-articulated Human skeleton • Muscular tissue models • Full human skeleton. • Models of trachea, lungs, thorax etc. • Charts/ posters 	<p>Assignment Test Examination</p>
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General Objective 3.0: Understand the structure of blood & cardiovascular system.						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
3.1 Describe the stem cell 3.2 Explain the formation of blood 3.3 Describe the structure of the blood cells e.g. erythrocytes,	<ul style="list-style-type: none"> • Discussion • Lectures 	<ul style="list-style-type: none"> • Models of heart, blood vessels & lymphatic system and drainage. 	3.3 Draw and label blood cells i.e. White Blood Cell, Red Blood Cell, Platelets. 3.5 Draw and label the heart, blood	<ul style="list-style-type: none"> • Guide the students to carry out the activities listed in 3.3, 3.4 	<ul style="list-style-type: none"> • Charts/ Posters • Models • Slides/ Microscope 	Assignment Test Examination

thrombocytes and platelets. 3.4 Describe the development and the structure of the heart and the blood vessels. 3.5 Describe blood flow through the heart. 3.6 Describe the general circulation of blood through the body, pulmonary, portal, etc. 3.7 Describe the structure of the lymphatic system. 3.8 Explain the circulation/ drainage of lymph fluid in the lymphatic system.		<ul style="list-style-type: none"> Charts/ Posters showing circulation of blood through the heart and body. Visual aid of systemic Blood flow White board/ Markers Multimedia projector/Laptops. 	vessels and blood flow through the heart. 3.8 Draw and label the lymphatic system and its drainage.	and 3.8.	<ul style="list-style-type: none"> Sample of blood types Nursing Laboratory 	
GENERAL OBJECTIVE 4.0: Understand the structure of the Respiratory system.						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation

LEVEL: NATIONAL DIPLOMA 1

SEMESTER: FIRST

PROGRAMME: ND NURSING I				
COURSE TITLE: HUMAN PHYSIOLOGY 1				
COURSE CODE: NUS 114				
DURATION: (Hours/Week)	Lecture: 1hr	Tutorial: 0	Practical: 1hr	Total Contact Hours: 2 (30 hrs)
CREDIT UNITS: 2				
GOAL: This course is designed to provide students with the basic knowledge of physiological functions of human body.				
GENERAL OBJECTIVES: At the end of the course, the student should be able to:				
1.0	Understand the basic physiological processes and functions of the human cell/body			
2.0	Know the functions of the musculo-skeletal system			
3.0	Know the functions of blood and the cardiovascular system.			
4.0	Know the functions of the respiratory system.			

Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
<p>2.1 Describe the functions, development and composition of cardiac, smooth and skeletal muscles</p> <p>2.2 Describe the types, characteristics and composition of the musculo-skeletal system.</p> <p>2.3 Describe the structure and functions of the joints</p> <p>2.4 List the types of articulations of the skeletal system e.g. fibrous joints, cartilagenous joints, synovial joints etc.</p>	<ul style="list-style-type: none"> • Lecture • Discussion 	<ul style="list-style-type: none"> • White board/ marker • Bones/ full skeleton • Charts/ posters • Multimedia projector/Lapt ops 				<p>Assignment</p> <p>Test</p> <p>Examination</p>

2.5 Explain the physiology of muscle contraction.						
General Objective 3.0: Know the functions of blood and the cardio- vascular system						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
3.1 Describe the formation, composition and functions of blood and plasma. 3.2 State the functions of Red Blood Cells, White Blood Cells, platelets, plasma 3.4 Explain blood grouping (ABO), Rhesus factor and Genotype. 3.5 Explain blood compatibility and incompatibility 3.6 Describe the conducting system of the	<ul style="list-style-type: none"> • Lecture • Discussion 	<ul style="list-style-type: none"> • Anatomical Models. • Slides /Microscopes • Multimedia projector/Lap tops • White board / marker • Drawings 	3.8 Identify ECG Machine parts and assist in the application of ECG Machine 3.9 Take blood pressure of the patient	<ul style="list-style-type: none"> • Assist Students in identification of ECG Machine parts • Demonstrate the use of ECG Machine Demonstrate the use of stethoscope and Sphygmomanometer for blood pressure reading.	ECG Machine and Graph papers for ECG reading Sphygmomanometer Stethoscopes	Assignment Test Examination

heart.						
3.7 Outline blood flow through the heart (cardiac cycle)						
3.8 Describe the general circulation of blood through the body (upper and lower limbs, heart, pulmonary, portal etc.)						
3.9 Describe the blood pressure, pulse and apex beat.						
3.10 Describe the Electro-cardiography (ECG) machines						
3.11 List the functions of the lymphatic system						
3.12 Outline the flow of fluid in the						

lymphatic system.						
General Objective 4.0: Know the functions of the Respiratory system.						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
<p>4.1 Explain the functions of organs of the respiratory system.</p> <p>4.2 Define the physiological terms used in respiration e.g. inhalation, expiration, Tidal volume etc.</p> <p>4.3 Explain the mechanism of respiration: oxygen transportation, carbon-dioxide, oxygen, other gaseous exchange, internal & external respiration.</p> <p>4.4 Explain the buffer system (acid, alkaline, bases, alkalosis, acidosis)</p> <p>4.5 Explain the nervous and chemical control of respiration.</p>	<ul style="list-style-type: none"> • Lecture • Discussion 	<ul style="list-style-type: none"> • Anatomical model of Respiratory system /organs • Multimedia projector/laptops • White board/ marker 	<p>4.3 Practice breathing process i.e. inspiration, expiration, internal and external respiration</p>	<ul style="list-style-type: none"> • Demonstrate for students to see 	<ul style="list-style-type: none"> • Life human being • Models • Multi-media 	<p>Assignment Test Examination</p>

LEVEL: NATIONAL DIPLOMA I

SEMESTER: FIRST

PROGRAMME TITLE: ND NURSING I				
COURSE: FOUNDATIONS OF NURSING AND EMERGENCY CARE I				
COURSE CODE: NUR 111				
DURATION: (Hours/Week)	Lecture: 2hrs	Tutorial: 0	Practical: 2hrs	Total Contact Hours:4 (60 hrs)
CREDIT UNIT: 4				
GOAL: This course is designed to provide the students with basic knowledge of the principles and skills relevant to Nursing Practice.				
GENERAL OBJECTIVES: At the end of this course, the student should be able to:				
1.0 Know the history, ethics and trends in Nursing				
2.0 Know the structure and functions of health care institutions and agencies				
3.0 Understand the ethico-legal issues in nursing practice				
4.0 Know the tools relevant to nursing practice and their uses				
5.0 Know the nursing principles and procedures for providing comfort and safety to patients				
6.0 Know the principles and procedures for providing emergency care.				

PROGRAMME: ND NURSING I						
COURSE TITLE: FOUNDATIONS OF NURSING AND EMERGENCY CARE I			Course Code: NUR 111		Total Contact Hours: 30 Hours	
COURSE SPECIFICATION: Theory and Practical						
GENERAL OBJECTIVE 1.0 : Know the history, ethics and trends in Nursing						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
1.1 Define the following: Nursing, Ethics, Professionalism and Philosophy of nursing 1.2 Outline the history and trends in Nursing 1.3 Discuss the characteristics of a professional nurse. 1.4 Explain the following concepts: i Health ii Illness iii Basic human needs etc	<ul style="list-style-type: none">LectureDiscussion	<ul style="list-style-type: none">White Board /MarkerText BooksMultimedia projector/ Laptops				Assignment Test Examination
General Objective 2.0: Know the structure and functions of health care institutions and agencies						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation

<p>2.1 Describe the: structure of primary, secondary and tertiary health care institutions and the social services</p> <p>2.2 Explain the functions of health care institutions identified in 2.1 above</p> <p>2.3 List the functions of professional/international organisations and agencies i.e. National Association of Nigerian Nurses and Midwives (NANNM), Nursing and Midwifery Council of Nigeria (N&MCN), International Council of Nurses (ICN), International Confederation of Midwives (ICM), West African College of Nursing (WACN), World Health Organization (WHO) etc.</p> <p>2.4 Outline the principles and techniques of health education</p> <p>2.5 Describe the patient as an individual, member of the family and</p>	<ul style="list-style-type: none"> • Lecture • Discussion 	<ul style="list-style-type: none"> • Text books • White board/marker • Multimedia projector/Laptop • Flip charts 				<p>Assignment Test Examination</p>
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community						
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General Objective 3.0: Understand the ethico-legal issues in nursing practice						
Specific Learning	Teacher's	Resources	Specific Learning	Teacher's	Resources	Evaluation

Objectives (Theory)	Activities		Objectives (Practical)	Activities		
<p>3.1 Explain Code of Ethics of Nursing (ICN, ICM, N&MCN)</p> <p>3.2 Explain ethics and ethical principles (confidentiality, informed consent, care of properties, clinical trials, signing of legal documents etc.)</p> <p>3.3. Explain the Nursing and Midwifery Ordinances, Decrees and Acts. (Registration Act Cap N.143 of 2004), standards and regulation of training and practices, licensing requirements and disciplinary measures, continuing professional development in Nigeria etc.</p> <p>3.4 Explain human</p>	<ul style="list-style-type: none"> • Lecture • Discussion 	<ul style="list-style-type: none"> • Text books /Journals • White board/ marker • Flip charts • Samples of such documents listed in 3.2,3.3 &3.4 • Samples of kardex, bed head tickets etc. 				Assignment Test Examination

rights and Patients' Bill of Rights.						
3.5 Enumerate the common offences in medical/nursing practice: e.g. Tort, negligence, malpractice, Assault, Battery, false imprisonment, invasion of privacy, vicarious liability defamation etc.						
3.6 Explain the difference between slander and libel.						
3.7 Explain criminal offences e.g. manslaughter (murder), infanticide						
3.8 Describe the legal safe-guards in Nursing Practice e.g. record keeping, incidental report, providing competent care, good Samaritan act, informed consent, professional liability, insurance etc.						

General Objective 4.0: Know the tools relevant to Nursing Practice and their uses						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
4.1 Define Communication 4.2 Explain types of communication 4.3 Outline the steps in communication process 4.4 List types of Communication skills: - Interview skills - Listening skills - Counselling skills 4.5 Describe each type of skill listed above. 4.6 List selected theories and models relevant to Nursing: - Maslow's Hierarchy of human Needs - Roy's Adaptation Theory - Orem's Self Care Theory - Peplau's Interpersonal relationship theory - Communication theory	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Role Play 	<ul style="list-style-type: none"> • Textbooks • White board / markers • Multimedia projector 	4.4 Draw and explain a nursing care plan	<ul style="list-style-type: none"> • Supervise and guide students to draw a Nursing care plan 	<ul style="list-style-type: none"> • Paper/Pen • Nursing process format 	Assignment Test Examination

<ul style="list-style-type: none"> - Rehabilitation theory - Nightingale Theory - Virginia Henderson Theory etc. <p>4.7 Explain each theory / model and their application to Nursing practice</p> <p>4.8 Describe interpersonal relationship in Nursing.</p> <p>4.9 Define Problem Solving</p> <p>4.10 Explain problem - solving techniques</p> <p>4.11 Define Nursing Process</p> <p>4.12 Explain the components of Nursing process (assessment, diagnosis, planning, implementation, standardized Nursing Language and evaluation).</p> <p>4.13 Differentiate between problem solving techniques</p>						
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and Nursing process.						
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General Objective 5.0: Know the principles and procedures for providing comfort and safety measures to patients.						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
5.1 Explain the principles of bed making. 5.2 List types of bed making. 5.3 Explain the procedure for making simple unoccupied beds. 5.4 Explain the preparation of trolleys for different types of bed making. 5.5 Describe the uses and care of the following bed accessories i. e. bed cradle, air rings, bed linen etc. 5.6 Explain the procedure for	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration 	<ul style="list-style-type: none"> • Textbooks • Journals • Flip charts • Bed, cots, linens • Pillows, blankets, bed blocks, air rings, bed cradle, bed board, manikin, etc. • Multimedia projectors • Chair, bed, stretcher 	5.3 Make a simple unoccupied bed. 5.6 Prepare trolley for different types of bed making e.g. occupied bed, cardiac, post-operative bed etc. <ul style="list-style-type: none"> • Make a special bed e.g. cardiac, divided, orthopaedic beds etc. 	<ul style="list-style-type: none"> • Demonstration • Return demonstrations 	<ul style="list-style-type: none"> • Trolleys • Bed linens • Mattress • Pillows • Mackintosh etc. • Models • Bed accessories e.g. bed blocks, bed rest, sand bags etc. 	Assignment Test Examination

<p>making special beds e.g. admission, pre and post-operative bed, cardiac, divided bed, etc.</p> <p>5.7 Explain the different positions used in nursing.</p> <p>5.8 Explain the principles and methods of lifting patients (bed to chair, stretcher to chair etc.) and safety measures.</p> <p>5.9 Explain the body support/posture.</p> <p>5.10 Outline the nurse's responsibilities in promoting rest and sleep.</p>			<p>5.5 Demonstrate the use of one of the bed accessories.</p> <p>5.7 Demonstrate Various positions used in nursing</p> <p>5.8 Demonstrate Various Methods used in lifting of patients.s</p>			
General Objective 6.0: Know the principles and procedures for providing emergency care						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
6.1 Outline the principles of	<ul style="list-style-type: none"> Lecture Discussion 	<ul style="list-style-type: none"> Textbooks/ Journals 	6.3 Demonstrate skills used in	<ul style="list-style-type: none"> Lecture Demonstrati 	<ul style="list-style-type: none"> Oxygen cylinder 	Assignment Test

<p>emergency care.</p> <p>6.2 Outline the priorities of emergency care</p> <p>6.3 Discuss the different conditions that require emergency care</p> <p>6.4 Explain the principles of transportation of casualties for further management.</p> <p>6.5 Describe the psychological management of casualties and families in emergency situations.</p>		<ul style="list-style-type: none"> • White board / markers • Flip charts etc • Multimedia projector 	<p>the management of patients with asphyxia haemorrhage etc.</p> <p>6.3 Demonstrate bandaging skills for patients with fractures.</p>	<p>on Return demonstration by students</p>	<ul style="list-style-type: none"> • Mask, suction machine • Model client • Other oxygen accessories • Endotracheal tube • Oral airway • Trays, • Tourniquet • Bandages, • slings, safety pins etc. 	<p>Examination</p>
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LEVEL: NATIONAL DIPLOMA I

SEMESTER: FIRST

PROGRAMME: ND NURSING I				
COURSE TITLE: INTRODUCTION TO SOCIOLOGY				
COURSE CODE: NUS 115				
DURATION: (Hours/Week)	Lecture: 2hrs	Tutorial: 0	Practical: 0	Total Contact Hours: 2 (30 hours)
CREDIT UNITS: 2				
GOAL: This course is intended to provide the students with knowledge of the basic elements of sociology and the relationship between sociology and other social sciences				
GENERAL OBJECTIVES: At the end of this course, the student should be able to:				
1.0 Understand Sociology as a body of scientific knowledge 2.0 Understand social groups 3.0 Know social institutions and their impacts on the society 4.0 Understand culture and its influence on the individual, the group and the society in general 5.0 Understand the process of socialization and its impact on the personality of the individual. 6.0 Understand the structure and the importance of the family as a basic social institution. 7.0 Know the meaning of social stratification and the variables associated with it. 8.0 Understand deviant behaviour and the consequences of such behaviour on social order. 9.0 Understand the mechanism of social control and the roles of the individual in the control process.				

PROGRAMME: ND NURSING I						
COURSE TITLE: INTRODUCTION TO SOCIOLOGY			COURSE CODE: NUS 115		TOTAL CONTACT HOURS: 30 Hrs.	
COURSE SPECIFICATION: THEORY and PRACTICAL						
GENERAL OBJECTIVE 1.0: Understand sociology as a body of scientific knowledge						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
1.1 Define Sociology 1.2 Define the scope of sociology and its methods 1.3Summarize the historical development of sociology 1.4 Analyze the inter relationship of sociology and the other social sciences	<ul style="list-style-type: none">• Lecture• Discussion• Brain storming	<ul style="list-style-type: none">• Whiteboard/ Marker• Text books• Multimedia projector/Lap tops				Assignment Test Examination
General Objective 2.0: Understand social groups						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
2.1 Define Society 2.2 Identify the basic groups of society, e.g. aggregate, category, social or formal groups.	<ul style="list-style-type: none">• Lecture• Discussion• Brain storming	<ul style="list-style-type: none">• White Board / Marker• Text books• Multimedia/la				Assignment Test Examination

2.3 Differentiate Between (a) Voluntary and involuntary groups (b) In-groups and out-groups 2.4 State the characteristics of reference groups		ptops				
General Objective 3.0: Know social institutions and their impacts on the society						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
3.1 Define social Institutions 3,2 Identify few basic social institutions 3.3 Delineate the most important characteristics of institutions in 3.2 3.4 Enumerate the specific functions of social institutions 3.5 Explain the concepts of : (a) transfer of functions (b) competition and cooperation among institutions and (c) institutional	<ul style="list-style-type: none"> • Lectures • Discussions 	<ul style="list-style-type: none"> • Whiteboard/ Marker • Textbooks • Multimedia project/Lapt ops 				<ul style="list-style-type: none"> • Assignment • Text • Examination

universality and variation						
General Objective 4.0: Understand culture and its influence on the individual, the group and the society in general						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
4.1 Define culture 4.2 Distinguish between material and non-material aspects of culture. 4.3 Analyze culture as a mode of communication 4.4 Describe cultural norms, values, folkways, and mores.	<ul style="list-style-type: none"> • Lecture • Discussion • Small group discussion 	<ul style="list-style-type: none"> • White board /Marker • Textbooks • Multimedia projector/Laptops 				Assignment Test Examination
General Objective 5.0: Understand the process of socialization and its impact on the personality of the individual						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
5.1 Define socialization 5.2 List four basic goals of socialization 5.3 Identify the major agents of socialization:: <ul style="list-style-type: none"> - the family - the school - peer groups - mass media etc. 	<ul style="list-style-type: none"> • Lecture • Discussion • Brain storming 	<ul style="list-style-type: none"> • Whiteboard /Markers • Text books • Multimedia projector/Lap tops 				Assignment Test Examination

5.4 Define personality						
5.5 Analyze the effects of nature and nurture on the personality of an individual.						
General Objective 6.0: Understand the structure and the importance of the family as a basic social Institution						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
6.1 Define Family 6.2 Describe the types of family grouping, e.g. - nuclear family, - extended family, - compound family, - family of procreation - family of orientation. 6.3 Outline the variations in marital forms - monogamy - polygamy - polyandry - polygyny - group marriage and ghost marriage 6.4 Enumerate the functions of the family, e.g. sexual,	<ul style="list-style-type: none"> Lecture Discussion 	<ul style="list-style-type: none"> White board / Markers Textbooks Multimedia projector/Lapt ops 				Assignment Test Examination

reproduction, socialization, economic.						
General Objective 7.0: Know the meaning of social stratification and the variables associated with it.						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
7.1 Define social class 7.2 Define social mobility 7.3 Identify the basic indicators of social class and their roles in social mobility – income, occupation, education, race, religion, nationality, sex, location of residence, family background. 7.4 Examine the impact of the variables in 7.3 on groups and inter-personal relationship 7.5 Distinguish social stratification from social differentiation.	<ul style="list-style-type: none"> • Lecture • Discussion • Brain storming 	<ul style="list-style-type: none"> • Whiteboard / Markers • Text books • Multimedia projector/Lapt ops 				Assignment Test Examination

General Objective 8.0: Understand deviant behaviour and the consequences of such behaviour on social order.						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation

<p>8.1 Define deviant Behaviour</p> <p>8.2 Enumerate the various conditions that can give rise to deviant behaviour e.g.</p> <ul style="list-style-type: none"> - relative deprivation - anomie - alienation - role conflict - absence of rules and regulations - influence of peer group - defence mechanism <p>8.3 State the characteristics of a deviant</p> <p>8.4 Explain the consequences of deviant behaviour in relation to social organisation.</p>	<ul style="list-style-type: none"> • Lecture • Discussion 	<ul style="list-style-type: none"> • Whiteboard / Marker • Text books / Journals • Audiovisual 				Assignment Test Examination
General Objective 9.0: Understand the mechanism of social control and the roles of the individual in the control process.						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
<p>9.1 Define: control, social control, rules, regulation, sanctions, reward and punishment</p> <p>9.2 Explain the functions of rules and</p>	<ul style="list-style-type: none"> • Lecture • Discussion 	<ul style="list-style-type: none"> • White board/ Marker • Text books /Journals 				Assignment Test Examination

<p>regulations in the society as mechanism for social control and order.</p> <p>9.3 Explain the various uses of sanctions in social control e.g. reward and punishment etc.</p>		<ul style="list-style-type: none"> • Audiovisual 				
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LEVEL: NATIONAL DIPLOMA I

SEMESTER: FIRST

PROGRAMME: ND NURSING I				
COURSE TITLE: USE OF COMPUTER				
COURSE CODE: NUS 116				
DURATION: (Hours/Week):	Lecture: 1hr	Tutorial:0	Practical: 1hr.	Total Contact Hours:2 (30 Hours)
CREDIT UNITS: 2				
GOAL: To acquaint the students with general knowledge of Information, Communication and Technology (ICT).				
GENERAL OBJECTIVES: At the end of the course, the student should be able to:				
1.0 Know various types of computers commonly in use				
2.0 Know the components of the computer system				
3.0 Understand the basic concept of file organization and management of different computer files				
4.0 Understand the basic concept of data collection and control.				
5.0 Know computer networking.				
6.0 Understand the use of ICT in health care delivery				

PROGRAMME: ND NURSING I						
COURSE TITLE: USE OF COMPUTER			Course Code : NUS 116		Total Contact Hours: 30 Hours	
COURSE SPECIFICATION: THEORY AND PRACTICAL						
GENERAL OBJECTIVE 1.0: Know the various types of computer commonly in use						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
1.1 Define computer 1.2 Classify computer according to: i. Function – analog, digital and hybrid ii. Purpose - ii. Size – Mainframe, Mini, Micro, Laptop, Palmtop etc. iii. Age – 1 st , 2 nd , 3 rd , 4 th , 5 th generation computers 1.3 Distinguish between analog, digital and hybrid computers	<ul style="list-style-type: none">• Lecture• Discussion• Multimedia presentation of the different computers	<ul style="list-style-type: none">• White board/ Markers• Charts• Text books• Computers• Multimedia projector				Assignment Test Examination
General Objective 2.0: Know the components of the computer system.						
Specific Learning Objectives(Theory)	Teacher's Activities	Resources	Specific Learning Objectives(Practica	Teacher's Activities	Resources	Evaluat

			1)			ion
<p>2.1 Describe the different components of a computer:</p> <p>2.2 Hardware</p> <ul style="list-style-type: none"> - Input - Output - Processing devices <p>2.3 Software</p> <ul style="list-style-type: none"> - System program - Application program - Utility programme - Translation program <p>2.4 Input devices</p> <ul style="list-style-type: none"> • Computer mouse • Document reader • Terminal and optional marker reader etc. <p>2.5 Processors</p> <ul style="list-style-type: none"> - Central Processing Unit (CPU) - Central Unit :- Arithmetic, 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration 	<ul style="list-style-type: none"> • Textbooks • White board/Markers • Charts • Computer system 	<p>2.1 Identify the different computer devices and use the following:-</p> <ul style="list-style-type: none"> - Keyboard - Computer mouse - Computer reader - Terminal and optical marker reader <p>2.1 Describe and use/operate the output devices listed in 2.6 in the theory</p>	<ul style="list-style-type: none"> • Demonstration • Return demonstration by the students 		Assign ment Test Examin ation

Logical Unit (ALU), - Main memory. 2.6 Output devices • Printers • Visual display unit • Platters etc. 2.7 Main Memory - Read Only Memory (ROM) - Random Access Memory (RAM) 2.8 Functions of Main Storage - Input storage area - Working storage area - .Output area						
General Objective 3.0: Understand the basic concepts of file organization and management of different Computer Files						
Specific Learning Objectives	Teacher's Activities	Resources	Specific Learning Objectives	Teacher's Activities	Resources	Evaluation
3.1 Define computer file. 3.2 List the different types of computer files. - Logical files - Physical files - Master files - Reference files 3.3 Describe the	• Lecture • Discussion • Show students the different storage devices	• Computer • Flash drive • Floppy Disk • Compact disk • White board/ Markers	3.4 Understand file processing and apply them. - Batch processing - On-line processing - Real-time processing - Multi-processing	• Demonstrate and assist students in performance of activities in 3.3 • Assist students in performance	• Computer / Internet facilities • Computer • Hard disk • Floppy	Assignment Test Examination

<p>6.1 Describe major electronic and digital devices used in health care delivery/services</p> <ul style="list-style-type: none"> • Diagnostic devices:- <ul style="list-style-type: none"> - Ultrasound scan - Computer Tomography scan - Fluoroscope - Magnetic Resonance Imaging (MRI) - Electro Cardiogram (ECG) Electrocardiography • Monitoring devices:- <ul style="list-style-type: none"> - Oximeter - Cardiac monitoring etc. • Treatment devices:- <ul style="list-style-type: none"> - Radiotherapy - Physiotherapy - Surgical devices e.g endoscope - Chemotherapy - (ECT) Electro-Convulsive Therapy - (EEG) Electro Encephalography 	<ul style="list-style-type: none"> • Lecture • Discussion • Brain storming 	<ul style="list-style-type: none"> • Oximeter • Cardiac monitor • Films • Textbooks • Charts • Multimedia projector 	<p>6.1 Observe the use of diagnostic devices:</p> <ul style="list-style-type: none"> - Ultra sounds scan - CT Scan - MRI - Fluoroscope - ECG - EEG <p>6.1 Utilize and monitor;-</p> <ul style="list-style-type: none"> - Oximeter and - cardiac monitoring device <p>6.2 Apply Telemedicine to Nursing Practice</p>	<ul style="list-style-type: none"> • Demonstrate the use of devices in 6.5 • Demonstrate and assist students in the use of oximeter and cardiac monitoring machine • Demonstrate and assist students in the use of Telemedicine / Nursing Software packages 	<ul style="list-style-type: none"> • Ultrasound scan • C.T. Scan • MRI • Fluoroscope • Oximeter • Cardiac monitoring machines • Fluoroscope • Computer • Internet facilities • Telemedicine / Telenursing software packages 	<p>Assignment Test Examination</p>
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6.2 Explain Telemedicine/ Telenursing 6.3 Explain information search : - Research, evidence-based care etc 6.4 Explain the importance of ICT on the quality of nursing care.						
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LEVEL: NATIONAL DIPLOMA I

SEMESTER: FIRST

PROGRAMME: ND NURSING I				
COURSE TITLE: MEDICAL MICROBIOLOGY				
COURSE CODE: NUS 117				
DURATION: (Hours/Week)	Lecture: 2hrs	Tutorial: 0	Practical : 1hr.	Total Contact Hours: 3 (45 hours)
CREDIT UNITS: 3				
GOAL: This course is designed to provide the students with the broad knowledge of different types of organisms,their contributions to disease causation and the application of microbiological principles in disease control.				
GENERAL OBJECTIVES: At the end of the course, the students should be able to:				
1.0 Understand the historical development of microbiology, its contributions to medicine and health				
2.0 Know the classification of microorganisms with their characteristic features				
3.0 Know the various microorganisms of clinical importance				
4.0 Know the general principles of disease process, infection and disease control				
5.0 Understand the basic processes of immunology, immune system and immune response				
6.0 Know the microbiological investigations required in various diseases and interpretation of results				
7.0 Understand the Principles of environmental sanitation and waste management in disease control				

PROGRAMME: ND NURSING I							
COURSE TITLE: MEDICAL MICROBIOLOGY		Course Code: NUS 117		Total Contact Hours: 45 hours			
COURSE SPECIFICATION: THEORY/PRACTICAL							
GENERAL OBJECTIVE 1.0: Understand the historical development of microbiology and its contributions to medicine and health							
Specific Learning Objectives (Theory)		Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
1.1 Define microbiology	1.2 Define the various microbiological terms	1.3 Outline the historical development of microbiology.	1.4 Explain the contributions of microbiological knowledge to nursing and health				Assignment Test Examination
General Objective 2.0: Know the classification of microorganisms with their characteristic features							
Specific Learning Objectives (Theory)		Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
2.1 Classify micro-organisms based on their characteristic features and stains i.e. - Bacteria		<ul style="list-style-type: none">LectureDiscussionDemonstration	<ul style="list-style-type: none">White board /MarkersChartsMicroscope slidesSpecimen slide and	2.1 Identify the various micro-organisms	<ul style="list-style-type: none">Demonstration.Return DemonstrationEvaluation of	<ul style="list-style-type: none">MicroscopesSlidesSpecimensGloves/masks	Assignment Test Examination

<ul style="list-style-type: none"> - Viruses - Protozoa - Parasites etc. <p>2.2 Explain each classification of microorganism listed in 2.1 above</p> <p>2.3 Explain gram negative (-) and gram positive (+) bacteria</p> <p>2.4 Describe the following:</p> <ul style="list-style-type: none"> - Bacteria - Viruses - Protozoa - Parasites 		dyes.		students activities		
General Objective 3.0: Know the various microorganisms of clinical importance						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
<p>3.1 Define communicable and non-communicable diseases and give examples of each.</p> <p>3.2 List causative micro-organisms responsible for communicable and non-communicable diseases in man.</p> <p>3.3 State the modes of transmission of communicable and</p>	<ul style="list-style-type: none"> • Lecture • Discussion • Brain storming 	<ul style="list-style-type: none"> • White board/ markers • Specimen slide • gloves/masks • goggles • 	3.13 Identify various types of ova, larvae, worms.	<ul style="list-style-type: none"> • Demonstration 	<ul style="list-style-type: none"> • Microscopes • Slides • Specimens • Gloves/Masks 	Assignment Test Examination

<p>non-communicable diseases.</p> <p>3.4 Describe non-communicable diseases.</p> <p>3.5 Explain the causes of infections.</p> <p>3.6 Describe the treatment of specific Infectious microorganisms.</p> <p>3.7 Apply the treatment described in 3.6 above for the specific infectious microorganisms.</p> <p>3.8 List the various water, food and milk borne diseases</p> <p>3.9 Describe the causative agents or organisms in 3.8 above.</p> <p>3.10 Explain the sources of the microorganisms listed in 3.9 above.</p> <p>3.11 List the clinical manifestations of the various diseases listed in 3.8 above</p> <p>3.12 Describe the prevention and control of diseases listed in 3.8 above.</p> <p>3.13 Describe the life history and economic importance of worms.</p> <p>3.14 Identify the diseases caused by worms.</p>						
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<p>microorganisms should be controlled in man and his environment.</p> <p>4.9 Explain the control methods of infectious diseases e.g. hand washing, waste disposal, decontamination, disinfection, sterilization, use of aseptic methods, application of sterile procedures in operating theatres, proper disposal of injectable materials and specimens.</p> <p>4.10 Explain the concepts of quarantine, isolation, contact tracing, case control and notification of diseases.</p> <p>4.11 Enumerate the standard precautionary measures applied in disease control e.g. Universal Precaution.</p> <p>4.12 State the functions of the infection control unit of a Hospital.</p>		<p>/Markers</p> <ul style="list-style-type: none"> • Charts • Gloves/Masks • Antiseptics and disinfectants. • Boots • Laboratory gowns/coats • Sample of Universal Precautionary documents • Hospital for practice 	<p>contact tracing, case control and disease notification.</p> <p>4.11 Apply the universal precautionary measures described in 4.10 above.</p>	ation	<ul style="list-style-type: none"> • Diseases Notification forms. • Sodium hypochlorite (Parozone, Jik etc) water, Bowl, Instruments, Gloves, measuring Jar. 	
General Objective 5.0: Understand the basic processes of immunology, immune system and immune response						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation

<p>5.1 Explain the concepts of immunity, immunology and immune response.</p> <p>5.2 Explain the general principles and practice of Immunology and immune response.</p> <p>5.3 Explain the terms: Antigens and Antibodies.</p> <p>5.4 Explain the structure and synthesis of antibodies including monoclonal antibodies.</p> <p>5.5 Explain the terms 'natural' and artificial' immunity.</p> <p>5.6 Describe the body's defences against micro-organisms: specific and non-specific types.</p> <p>5.7 Explain antigen – antibody reactions.</p> <p>5.8. Enumerate the</p>	<ul style="list-style-type: none"> • Lecture • Discussion • Brain storming 	<ul style="list-style-type: none"> • Text book • Charts • Whit board • Marker 	<p>5.10 Identify abnormal immune responses in clients.</p> <ul style="list-style-type: none"> - Autonomic response - Anaphylaxis - Serum sickness <p>5.11 Observe immunization procedures /activities</p>	<ul style="list-style-type: none"> • Visit to HealthCare facilities • Demonstration • Visit to Immunization/ Antenatal units 	<ul style="list-style-type: none"> • Clinic • Patients • Samples of BCG, TT, POLIO vaccine, DPT, Hepatitis B vaccine 	<p>Assignment Test Examination</p>
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<p>factors affecting antigen – antibody reaction.</p> <p>5.9 Explain abnormal immune responses.</p> <p>5.10 Identify abnormal immune responses in clients:</p> <ul style="list-style-type: none"> - Auto-Immune response - Anaphylaxis - Serum sickness - Acquired immune deficiencies <p>5.11 Explain the role of immunisation in control of infectious diseases.</p>						
General Objective 6.0: Know the microbiological investigations required in various diseases and interpretation of results						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
<p>6.1 Define specimen</p> <p>6.2 Explain the procedures for collection of specimen for microbiological investigations</p>	<ul style="list-style-type: none"> • Lecture • Discussion • Brain storming 	<ul style="list-style-type: none"> • White board /Marker • Charts • Laboratory results(sam 	<p>6.2 Collect specimens for various microbiology investigations.</p>	<ul style="list-style-type: none"> • Demonstration • Visit to the Health facility 	<ul style="list-style-type: none"> • Charts • Clients • Specimen • Container • Gloves/ masks • Microscope • Aprons 	<p>Assignment</p> <p>Test</p> <p>Examination</p>

6.3 Explain the isolation of microorganisms from different environments.		<p>ples)</p> <ul style="list-style-type: none"> Gloves/ Masks Microscope/Slides Specimen 	<p>6.3 Identify different organisms and their specific distinguishing features</p> <p>6.6 Interpret results of microbiological tests of food, milk and water.</p>		<ul style="list-style-type: none"> Laboratory forms 	
6.4 Identify different organisms and their specific characteristic features under the microscopes.						
6.5 Describe the process of incubation and examination of specimens under various test conditions.						
6.6 Describe various microbiological tests for food, milk and water.						
General Objective 7.0: Understand the Principles of environmental sanitation and waste management in disease Control						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation

7.8 Define water and air pollution.						
7.9 Explain pollution and pollutants.						
7.10 List examples of pollutants e.g. carbon monoxide, sulphur dioxide, oil, uric acid, sewage etc.						
7.11 Explain the effects of pollutants on plants, animals, environment and man.						
7.12 Explain and classify health care wastes.						
7.13 Enumerate the risks and hazards related to health care wastes.						
7.14 State the importance of proper health care waste disposal system within the hospital environment and community.						
7.15 Describe the different methods of health care waste disposal						
7.16 Outline the key						

steps in health care waste disposal management..						
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LEVEL: NATIONAL DIPLOMA I

SEMESTER: FIRST

PROGRAMME: ND NURSING I				
COURSE TITLE: CITIZENSHIP EDUCATION				
COURSE CODE: GNS 112				
DURATION: (Hours/Week)	Lecture: 2hrs.	Tutorial: 0	Practical: 0	Total Contact Hours: 2 (30 hrs)
CREDIT UNITS: 2.				
GOAL: This course is designed to expose the students to basic concepts, principles and provisions of the Nigerian Constitution.				
GENERAL OBJECTIVES: At the end of the course, the students should be able to :				
1. Understand the constitution of Nigeria				
2. Understand the Federal system of government in Nigeria				
3. Know the constitutional rights and obligations of Nigerian citizens				
4. Understand citizenship				
5. Know the fundamental objectives and directive principles of state policy of Nigeria.				

1.6	Evaluate the main parts of the Nigerian constitutions.						
1.7	Draft a constitution for an association.						
1.8	Trace the historical development of the Nigerian constitutions.						
1.9	Discuss the merit and demerit of each of the Nigerian constitutions.						
1.10	Explain the concept of "rule of law"						
General Objective 2.0: Understand the Federal system of government in Nigeria							
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation	
2.1 Describe a Federation 2.2 Distinguish a federation from a confederation 2.3 Outline the basis for the federal system in Nigeria 2.4 Examine the evolution,	<ul style="list-style-type: none"> Lectures Discussion 	<ul style="list-style-type: none"> Charts Whiteboard/Markers, Multimedia projector/Lap tops 				Assignment Test Examination	

<p>structure and functions of the federal system in Nigeria</p> <p>2.5 Analyze the relationships among the three tiers of government in Nigeria.</p> <p>2.6 Evaluate the revenue allocation formula in operation in Nigeria.</p> <p>2.7 Compare and contrast other Federations in Nigeria</p>						
General Objective 3.0: Know the constitutional rights and obligations of Nigerian citizens						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
<p>3.1 Examine the significance of rights and obligations in Nigeria</p> <p>3.2 Assess government's protection of fundamental rights contained in the Nigeria constitution.</p>	<ul style="list-style-type: none"> • Lecture • Discussion • Brain storming 	<ul style="list-style-type: none"> • Whiteboard/Markers, • Text books • Copy of Nigeria constitution • Multimedia projector/Laptops 				<p>Assignment</p> <p>Test</p> <p>Examination</p>

3.3 Evaluate the responsibilities and duties of Nigerian citizens and the benefits for performing them.						
3.4 Assess the responsibilities and duties of constituted authority to the people.						
3.5 Evaluate the responsibilities and duties of government to the people.						
General Objective 4.0: Understand citizenship						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
4.1 Discuss the significance of citizenship. 4.2 Analyze the principles and benefits of citizenship. 4.3 Explain the differences in the mode of acquiring citizenship. 4.4 Evaluate the merits and demerits of each type of Nigerian	<ul style="list-style-type: none"> Lecture Discussion 	<ul style="list-style-type: none"> White Board/Markers, Text books. Multimedia projector/Lap tops 				Assignment Test Examination

citizenship. 4.5 Analyze the basis for the acquisition and withdrawal of Nigerian citizenship. 4.6 Examine the benefits derivable from Nigerian citizenship.						
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General Objective 5.0: Know the fundamental objectives and directive principles of state policy of Nigeria.						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
5.1 State the fundamental obligations of government as provided in the constitution 5.2 Explain the general provisions of the fundamental objectives and directive principles of state policy. 5.3 Explain the political, social and educational policies of Nigeria. 5.4 Explain the	<ul style="list-style-type: none"> Lecture Discussion 	<ul style="list-style-type: none"> White Board/Marker Text books Multimedia projector/Lap tops 				Assignment Test Examination

<p>directive principles and policy of the Nigerian government on culture, the mass media, national ethics and duties of the citizen.</p> <p>5.5 Assess the conformity, observance and application of the fundamental objectives and directive principles of state policy by government and people of Nigeria.</p> <p>5.6 Recommend improvements on the provisions, conformity, observance and application of the fundamental objectives and directive principles of state policy.</p>						
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LEVEL: NATIONAL DIPLOMA I

SEMESTER: SECOND

PROGRAMME: ND NURSING I				
COURSE TITLE: HUMAN ANATOMY II				
COURSE CODE: NUS 121				
DURATION: (Hours/Week):	Lecture: 2hrs	Tutorial: 0	Practical: 2hrs	Total Contact Hours: 4 (60 hrs)
CREDIT UNITS: 4.0				
GOAL: This course is designed to provide students with further knowledge of selected human anatomical structures.				
GENERAL OBJECTIVES:- At the end of this course, the student should be able to:				
1.0	Understand the structure of the digestive system			
2.0	Understand the structure of the integumentary system (skin)			
3.0	Understand the structure of the excretory system.			
4.0	Understand the structure of the endocrine system.			

PROGRAMME: ND NURSING I							
COURSE TITLE: HUMAN ANATOMY II			Course Code: NUS121		Total Contact Hours: 30 hours		
COURSE SPECIFICATION: Theory/Practical							
GENERAL OBJECTIVE 1.0: Understand the structure of the digestive system.							
Specific Learning Objectives (Theory)		Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
1.1	Identify the following organs of the digestive system using models e.g. mouth, salivary glands, oesophagus, pharynx, stomach, small intestine, large intestine, liver, biliary organs, pancreas etc.	<ul style="list-style-type: none">• Lecture• Discussion	<ul style="list-style-type: none">• Microscopes / slides• Nursing laboratory (Demonstration Room).	1.1 Identify the different organs of the digestive system using models	<ul style="list-style-type: none">• Illustration with drawings of the system	<ul style="list-style-type: none">• Anatomical Models• Posters/ charts	Assignment Test Examination
1.2	Describe the structure of the organs listed in 1.1 above.			1.2 Draw and label the structures/ organs of the digestive system identified in 1.1 above.			
1.3	Describe the structural layers of the Gastro Intestinal Tract (GIT).						
1.4	Explain the process of digestion and absorption						

General Objective 2.0: Understand the structure of the integumentary system (Skin).						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
2.1 Identify the structure of the integumentary system 2.2 Describe the structure of the skin 2.3 Describe the structures of the skin appendages e.g. hair, nails etc	<ul style="list-style-type: none"> Lecture Discussion 	<ul style="list-style-type: none"> Models: skin posters Audio-Visual aids Slides/Microscopes White board/ markers. 	2.1 Identify the structures of the human skin and its appendages using posters/ charts 2.2 Draw and label the structure of the skin	<ul style="list-style-type: none"> Illustration of how to draw the human skin using posters and models 	<ul style="list-style-type: none"> Models: skin 	Assignment Test Examination
General Objective 3.0: Understand the structure of the Excretory System.						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
3.1 Identify the organs of the excretory system e.g. kidney, ureter, bladder, urethra. 3.2 Describe the macroscopic and microscopic structures of the kidney and all organs identified in 3.1 above. 3.3 Describe the process of urine formation and micturition.	<ul style="list-style-type: none"> Discussion Lecture 	<ul style="list-style-type: none"> Kidney model Charts/ posters White board/ markers. 	3.1 Identify the organs of the excretory system using models, posters and charts. 3.2 Draw and label the urinary system	<ul style="list-style-type: none"> Illustration with organs of excretory system using models, posters and charts. 	<ul style="list-style-type: none"> Models: kidney, bladder etc. 	Assignment Test Examination

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General Objective 4.0: Understand the structure of the endocrine system.						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
<p>4.1 List the organs of the endocrine system e.g. pituitary gland, thyroid, parathyroid, adrenal, pancreas, gonads, thymus and pineal body.</p> <p>4.2 Describe the structure of each gland/ organ listed in 4.1 above.</p>	<ul style="list-style-type: none"> • Lecture • Discussion 	<ul style="list-style-type: none"> • Charts / posters • Models • Audio-visual aids 	<p>4.1 Draw and label the various organs of the endocrine system listed in 4.1</p>	<ul style="list-style-type: none"> • Demonstrate the drawings of endocrine glands of the body. <p>Supervise drawing and labeling of organs</p>	<ul style="list-style-type: none"> • Microscope/slides • Models 	<p>Assignment Test Examination</p>

LEVEL: NATIONAL DIPLOMA I

SEMESTER: SECOND

PROGRAMME: ND NURSING I				
COURSE TITTLE HUMAN PHYSIOLOGY II				
COURSE CODE: NUS 122				
DURATION: (Hours/Week):	Lecture: 2hrs	Tutorial: 0	Practical: 0	Total Contact Hours:2 (30 hours)
CREDIT UNITS: 2.0				
GOAL: This course is designed to provide the students with the knowledge of physiological processes/ functions of selected human systems.				
GENERAL OBJECTIVES: At the end of this course, the student should be able to:				
1.0	Understand the functions of the gastro intestinal tract (digestive systems).			
2.0	Understand the functions of the integumentary system (Skin).			
3.0	Understand the functions of the excretory system.			
4.0	Understand the functions of the endocrine system.			

PROGRAMME: ND NURSING I							
COURSE:- HUMAN PHYSIOLOGY II			Course Code: NUS122		Total Contact Hours: 30 hours		
COURSE SPECIFICATION: THEORY							
GENERAL OBJECTIVE 1.0: Understand the functions of the gastro intestinal tract (Digestive system)							
Specific Learning Objectives (Theory)		Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
1.1	Describe the digestive system and functions of the accessory organs.	<ul style="list-style-type: none">• Lecture• Discussion• Guide students in the drawing of the digestive system	<ul style="list-style-type: none">• Food specimens• Charts/posters• Use of slides and microscope s.• Anatomical models of the digestive system• Multimedia projectors• Laptops• White board/ marker				Assignment Test Examination
1.2	Describe the process of deglutination						
1.3	Define the term metabolism.						
1.4	Describe the physiology of digestion, absorption and metabolism of carbohydrates, proteins, fats and oil.						
1.5	Explain Kreb's cycle						
1.6	List types of minerals and vitamins required in the body						
1.7	Explain the importance/functions of vitamins and minerals in						

formation and excretion in man. 3.3 Explain the role of the Kidneys in acid-base, fluid and electrolyte balance 3.4 Describe the process of clearance of urea, and creatinine	on acid-base balance	<ul style="list-style-type: none"> • Chemical reagents for acid-base balance • Video clips • Multimedia projectors 				
General Objective 4.0: Understand the functions of the endocrine system.						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
4.1 List and explain the functions of the endocrine system. 4.2 Explain the mechanism of hormonal control by each gland. 4.3 Describe hormonal feed back mechanism 4.4 Explain the roles of the pituitary gland in the functions of the endocrine system	<ul style="list-style-type: none"> • Lecture • Discussion • Drawing of endocrine glands. 	<ul style="list-style-type: none"> • Models • Charts/posters • Audio-visual aids • Microscopic slides 				Assignment Test Examination

PROGRAMME: ND NURSING PROGRAMME				
COURSE TITLE: PSYCHOLOGY [Developmental Psychology]				
COURSE CODE: NUS 123				
DURATION: (Hours/Week)	Lecture: 2hrs	Tutorial: 0	Practical: 0	Total Contact Hours: 2 (30 hours)
CREDIT UNITS: 2				
GOAL: This course is designed to acquaint the students with the knowledge of human behaviour, human growth/development, problems at each stage of development and their implications to nursing practice.				
GENERAL OBJECTIVES: At the end of this course, the student should be able to:				
1.0 Know the relevant terms and concepts used in psychology 2.0 Understand the theories of personality, human growth and development 3.0 Understand human emotions and behaviours 4.0 Understand the theories associated with cognition, motivation and learning 5.0 Know the psychological methods used in health care management (psychotherapy) and tools used in psychological testing.				

PROGRAMME: ND NURSING.							
COURSE:- PSYCHOLOGY [Developmental Psychology]			COURSE CODE: PSY 121		Total Contact Hours: 30 hours		
COURSE SPECIFICATION: Theory							
GENERAL OBJECTIVE 1.0 : Know the relevant terms and concepts used in psychology							
Specific Learning Objectives (Theory)		Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
1.1	Define psychology	• Lecture	• Textbooks/ Journals				Assignment Test

1.2	Outline the branches of psychology	<ul style="list-style-type: none">• Discussion	<ul style="list-style-type: none">• White board/ Marker• Multimedia projector/Lapt ops.				Examination
1.3	Discuss scientific methods applicable to psychology						
1.4	Explain the relevance of psychology to nursing practice.						
General Objective: 2.0: Understand the theories of personality, human growth and development.							
Specific Learning Objectives (Theory)		Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
2.1. Define: Theory, Personality, Human growth and development 2.2 Explain the principles of growth and developmental stages in man 2.3 Explain factors influencing growth and development in man 2.4 Explain each type of personality in man 2.5 Explain the theory of: <ul style="list-style-type: none">• Basic Human Needs (Abraham		<ul style="list-style-type: none">• Lecture• Discussion• Team Teaching• Tutorial	<ul style="list-style-type: none">• Whiteboard/ Markers• Multimedia projector/Lap tops• Text Books• Schematic drawing• Charts• Card board				Assignment Test Examination

<p>Maslow).</p> <ul style="list-style-type: none"> • Psycho Sexual Development (Sigmund Freud). • Psycho Social Development Stage (Erik Erickson) • Collective Unconsciousness' (Carl Jung). • Cognitive Development (Jean Piaget) <p>2.6 Explain mother-child Relationship</p> <p>2.7 Outline the characteristics and problems associated with each stage of human development listed i.e.</p> <ul style="list-style-type: none"> - Infanthood - Childhood - Adolescence - Adulthood - Old Age 						
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General Objective 3.0 : Understand Human Emotions and Behaviours						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
<p>3.1 Explain the following terms/concepts</p> <ul style="list-style-type: none"> - Emotions - Behaviour 	<ul style="list-style-type: none"> • Discussion • Lecture • Illustrate 	<ul style="list-style-type: none"> • Whiteboard/Marker • Card board 				<p>Assignment</p> <p>Test</p> <p>Examination</p>

& Instinct - Reflex action - The Mind - Attitude - Motivation - Intelligence 3.2 Identify the implications of the above terms to Nursing practice.	with a Chart	<ul style="list-style-type: none"> Charts Multimedia projector/ Laptops 				
General Objective 4.0: Understand the theories associated with Cognition, Motivation and Learning						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
4.1 Define Cognition, Motivation and Learning 4.2 List types of theories associated with cognition, motivation and learning i.e - XY Theories, - learning theories e.g. classical conditioning, operant conditioning - social cognitive theory. 4.3 Explain each theory listed in 4.2 above 4.4 Describe the process of	<ul style="list-style-type: none"> Lecture Discussion Demonstration 	<ul style="list-style-type: none"> Whiteboard/ marker Books/ Journals power point charts Multimedia projector/Lap tops 				Assignment Test Examination

perception, interpretation and learning. 4.5 Explain the term memory, forgetting, repetition, rote learning, problem solving, etc 4.6 Describe crisis and crisis intervention 4.7 Describe personality development and personality tests. 4.8 Explain unconsciousness, motivation, personality, defence mechanism.						
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General Objective 5.0: Know the psychological methods and tools used in Psychological testing (Psychotherapy)						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
5.1 Define the following	• Lecture	• White board/				Assignment

<p>Psychological methods:</p> <ol style="list-style-type: none"> Counseling Behaviour Therapy Group therapy Psycho Therapy Group dynamics Interpersonal relationship Effective communication <p>5.2 Describe each method listed in 5.1 above</p> <p>5.3 Explain the implication of each method to nursing care of patients.</p> <p>5.4 List the types of psychological tests applicable to health care management.</p> <ol style="list-style-type: none"> Projective test Non- Projective test Vocational Inventory <p>5.5 Enumerate the nursing implications of the above tests.</p>	<p>Discussion</p> <ul style="list-style-type: none"> Demonstration Observe students demonstration Role Play 	<p>markers</p> <ul style="list-style-type: none"> Textbooks Charts Multimedia projector/Laptops 				Test Examination
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LEVEL: NATIONAL DIPLOMA I

SEMESTER: SECOND

PROGRAMME: ND NURSING I				
COURSE TITLE: HUMAN NUTRITION				
COURSE CODE: NUS 124				
DURATION: (Hours/Week)	Lecture: 2hrs	Tutorial:	Practicals: 1 hr	Total Contact Hours: 3 (45 hours)
CREDIT UNITS: 3				
GOAL: This course is designed to provide students with basic knowledge of human nutrition and its application to nursing care				
GENERAL OBJECTIVES: At the end of this course, the student should be able to:				
1.0	Understand the fundamentals of Human Nutrition			
2.0	Understand man's need for food and nutrients			
3.0	Know the sources, basic chemistry and functions of nutrients			
4.0	Understand the aspects of Nutritional Management			
5.0	Discuss the role of food in different health conditions			

PROGRAMME ND NURSING I						
COURSE: HUMAN NUTRITION			COURSE CODE: NUS 124		CONTACT HOURS: 30HOURS	
COURSE SPECIFICATION: THEORY/PRACTICAL						
GENERAL OBJECTIVE 1.0: Understand the fundamentals of Human Nutrition						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
1.1 Define the following terms <ul style="list-style-type: none">• Nutrition• Food• Nutrients• Nutritionist• Nutritional care• Nutrition education 1.2 Outline the history of nutrition.	<ul style="list-style-type: none">• Lecture• Discussion	<ul style="list-style-type: none">• Text books• Charts• White board/ marker• Multimedia Projector/Lapt ops• Compact disk showing the various aspects of Nutrition.				Assignment Test Examination
1.3 Classify foods in terms of their constituents and nutrients.						
1.4 Explain digestion, absorption and utilization of nutrients.						
1.5 Enumerate the roles of a nurse in the promotion of good nutrition in the hospital and community.						
1.6 Explain the roles of professional bodies in the field						

of Nutrition 1.7 Explain the importance of nutrition education at primary, secondary and tertiary health care levels						
General Objective 2.0: Understand man's need for food and nutrients						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
2.1 State the need for food and nutrients. 2.2 Describe an adequate diet 2.3 Describe the metabolism of nutrients in terms of: - Metabolic rate - Body Mass Index (BMI) etc. 2.4 Outline how to modify nutritional intake to meet special needs of all age groups. 2.5 Explain the effect of nutrition on growth and development 2.6 Describe how to monitor the effects of	<ul style="list-style-type: none"> Lecture Discussion Demonstrate usage of Shaker's strip on the upper arm for BMI 	<ul style="list-style-type: none"> Chart, Films White board/ Markers Samples of different food types and water Shaker's strip Hydrometer 	2.6 Monitor the effect of nutrition on the growth and development of human beings over a period of time	<ul style="list-style-type: none"> Assist students to carry out the activity in 2.6 	<ul style="list-style-type: none"> Weighing scale Growth Monitoring Chart Shakers strip 	Assignment Test Examination

<p>nutrition on growth/development.</p> <p>2.7 Explain the factors that affect nutrition, food selection and habits e.g.</p> <ul style="list-style-type: none"> - Body needs - Culture and ethnic factors (food taboos, myths and fads). - Religion - Socio-economic status - Availability of food - Geographical factors - Health status. <p>2.8 Explain the inter relationship of the factors listed in 2.7 above:</p>						
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General Objective 3.0: Know the sources, basic chemistry and functions of nutrients.						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
<p>3.1 Define carbohydrates, proteins, fats/ oil, water, minerals and vitamins</p> <p>3.2 Classify carbohydrates into i.e.</p> <ul style="list-style-type: none"> - Mono-saccharides, - Disaccharides and - Polysaccharides <p>3.3 Describe</p>	<ul style="list-style-type: none"> • Lecture • Discussion 	<ul style="list-style-type: none"> • Charts • Films • Books • Slides • Multimedia projector/Lap tops • White board/ marker 	<p>3.12 Demonstrate purification of water using various methods:</p>	<p>Teacher demonstrates simple purification of water at homes</p>		<p>Assignment</p> <p>Test</p> <p>Examination</p>

<p>carbohydrates namely: glucose, fructose, sucrose, cellulose etc. under the following headings:</p> <ul style="list-style-type: none"> - Structure - Functions - Food sources <p>3.4 Classify proteins into animal, plant, origin, types giving examples of each.</p> <p>3.5 Explain proteins under the following headings:</p> <ul style="list-style-type: none"> - Structure - Amino acid contents - Functions - Protein qualities - Protein balance <p>3.6 Classify fats and oils into saturated and unsaturated, giving examples of each.</p> <p>3.7 Explain fat and oil under the following headings:</p> <ul style="list-style-type: none"> - Structure - Essential fatty acid - Functions - Food sources and give examples of each. <p>3.8 Classify and give examples of minerals under the following</p>	<p>SAME AS ABOVE</p>	<ul style="list-style-type: none"> • Samples of protein, carbohydrate, fats/ oil foods • Samples of foods containing vitamins and minerals • Water <p>SAME AS ABOVE</p> <ul style="list-style-type: none"> • Sample of well water 				
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headings: - Minor Elements - Major Elements - Trace Elements 3.9 Describe minerals under the following headings: - Chemical structure - Functions - Food sources 3.10 Classify Vitamins under the following headings:- - Fat soluble vitamins - Water soluble vitamins - Substance with vitamin-like properties 3.11 Explain Vitamins under the following headings: - Structure - Function - Food sources 3.12 Classify Water under the following headings - Hard water - Soft water - Spring water - Aerated water 3.13 Explain Water under the following headings - Structure - Functions - Water balance		and tap water • Water test kit				
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3.14 Differentiate between well water and tap water						
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General Objective 4.0: Understand the aspects of nutritional management						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
4.1 List sources of food 4.2 Explain the distribution of food, price and effect of consumption on individuals and families. 4.3 Explain the following: - Budgeting - Menu planning - Purchasing of food 4.4 Describe food production 4.5 Outline the different methods of food preservation and storage 4.6 Explain the need for proper handling of food to prevent food poisoning. 4.7 Explain the importance of education and supervision of food	<ul style="list-style-type: none"> Lecture Discussion Guide students to budget and plan food for a family Guide students to produce, preserve and store a named food. Demonstrate proper methods of handling food 	<ul style="list-style-type: none"> Charts, Films, Books. Multimedia projectors White board/ markers Samples of food types Samples of family budget and menu 	4.3 Budget, plan menu and purchase food for a family 4.5 Produce, preserve and store a named food 4.8 Plan an adequate diet for individuals and families. 4.9 Prepare a named food	<ul style="list-style-type: none"> Assists students to carry out the activities in 4.3, 4.5 and 4.8 Demonstrate how to combine food types to give an adequate diet Demonstrate preparation of adequate diet. 	<ul style="list-style-type: none"> Sample of an adequate diet chart Samples of different food stuffs and water Other ingredients, cooking utensils, refrigerator, cooker/ stove. 	Assignment Test Examination

handlers/ peddlers at homes, hospitals, schools and public places.						
4.8 Describe how to plan an adequate diet						
4.9 Explain the roles of government, organisation, communities and families in food supply, preservation and intake.						
General Objective 5.0: Discuss the role of food in various health conditions.						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
5.1 Describe the relationship between Nutrition and Health. 5.2 List common nutrition related diseases e.g. - Protein - energy malnutrition (kwashiorkor/ marasmus) - Scurvy - Rickets etc. 5.3 Explain the causes of the diseases listed in 5.2 above.	<ul style="list-style-type: none"> • Lecture • Discussion 	<ul style="list-style-type: none"> • Textbooks • Multimedia projector/Laptops • Chart showing nutrition related disease • White board/Marker 				Assignment Test Examination

5.4 Explain the preventive measures against the occurrence of the diseases listed in 5.2 above						
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LEVEL: NATIONAL DIPLOMA I

SEMESTER: SECOND

PROGRAMME: ND NURSING I				
COURSE TITLE: PHARMACOLOGY				
COURSE CODE: NUS 125				
DURATION: (Hours/Week)	Lecture: 2hrs.	Tutorial: 0	Practical: 1hr.	Total Contact Hours: 3 (45 Hours)
CREDIT UNITS: 3				
GOAL: This course is designed to provide the students with the basic knowledge of drugs and their applications.				
GENERAL OBJECTIVES: At the end of this course, the students should be able to:				
1.0 Understand the history, terminologies, abbreviations and importance of pharmacology in Nursing. 2.0 Know the sources and classification of drugs 3.0 Know the calculation, preparation and routes of drug administration 4.0 Know the application of safety measures in drug administration 5.0 Understand the mechanism of drug action and interaction.				

PROGRAMME: ND NURSING I							
COURSE TITLE: PHARMACOLOGY			Course Code: NUS 125		Total Contact Hours: 45Hours		
COURSE SPECIFICATION: Theory and Practical							
GENERAL OBJECTIVE 1.0: Understand the history, terminologies, abbreviations and importance of Pharmacology in Nursing							
Specific Learning Objectives (Theory)		Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
1.1	Outline the history of Pharmacology.	<ul style="list-style-type: none">• Lectures• Discussion	<ul style="list-style-type: none">• Textbooks• Charts• Samples of drugs/Drug leaflets• White board/Markers• Prescription notes• Multimedia projector/Laptops				Assignment Test Examination
1.2	Define the following terms: <ul style="list-style-type: none">• Pharmacology• Pharmacokinetics• Pharmacogenetics• Pharmacodynamic• Idiosyncrasies• Pharmacognosy• Pharmacovigilance etc.						
1.3	Explain the various abbreviations used in pharmacology/ drug prescription e.g. bid, bd, tds, qid, prn etc: 3/7, 5/7, 7/7etc						
1.4	State the generic (Pharmaceutical-chemical/ biological) and brand (trade) names of drugs.						
1.5	Describe the importance of						

1.6	pharmacology in nursing practice. Explain complementary therapy and its implications to nursing practice in Nigeria.						
GENERAL OBJECTIVE 2.0: Know the sources and classification of drugs							
Specific Learning Objectives (Theory)		Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
2.1	State the sources of drugs	<ul style="list-style-type: none"> • Lecture • Discussion • Brain storming 	<ul style="list-style-type: none"> • Samples of drugs • Drug charts/leaf let • Textbooks • White board/ Marker • Copy of Controlled Drugs Acts • Controlled Drug Act cupboard • Video clips on sources of drugs 				Assignment Test Examination
2.2	Explain each source listed in 2.1 above						
2.3	Classify drug types according to their: functions and forms (mode of storage, similarity in composition, etc)						
2.4	Define Controlled Drug Act (CDA)						
2.5	List types of drugs in CDA						
2.6	Explain the National Drug Policy						

2.7 Describe the concept of Essential Drugs and Controlled Drugs Act.						
General Objective 3.0: Know the calculation, preparation and routes of drug administration						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
3.1 Explain drug calculation, preparation, drug administration, drug overdose/ under dose 3.2 Describe basic drug calculations in relation to: <ul style="list-style-type: none"> - Unit conversions - Tablets - Mixtures and solutions - Infusion rates - Required drug volume from stock strength - Weight related doses - Concentrations (mg/ml) from solutions - Concentrations from weight to volume ratios 3.3 Explain how to	<ul style="list-style-type: none"> • Lecture • Discussion 	<ul style="list-style-type: none"> • Laboratory • Drugs samples • Charts • Textbooks • Water solutions • Drug administration records/forms • Syringes • Needles • Video clips on drug preparation, calculation and administration • Tray for drug administration 	3.1 Perform the various calculations in 3.1 3.2 Prepare diluted solutions of lotions and oral suspensions from stock strength 3.3 Calculate required doses of drugs from stock strength 3.8 Administer drugs in their various forms to clients/ patients as	<ul style="list-style-type: none"> • Demonstrate how to prepare diluted strength of lotions /solutions. • Demonstrate how to calculate required doses of drugs for different age groups from a stock strength. • Demonstrate how to administer various forms of drugs. • Observe students recording activity 	<ul style="list-style-type: none"> • Text books • Charts • White / marker • Video clips • Multimedia projectors • Laptops 	Assignment Test Examination

<p>maintain accuracy in calculation</p> <p>3.4 List methods of drug preparation</p> <p>3.5 Explain the different methods of preparation listed in 3.4 above.</p> <p>3.6 Describe various dilution factors of drug solutions from stocks.</p> <p>3.7 Outline various ways of calculating drug dosages from stock strength</p> <p>3.8 Describe the principles of administration of drugs e.g. dosages, routes and forms e.g. tablets, lotions, solutions, emulsions, injections etc.</p> <p>3.9 Describe drug over dosage and the use of general and specific antidotes.</p>			listed in 3.8			
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<p>3.10 Discuss drug abuse, dependence and addiction:</p> <ul style="list-style-type: none"> - Definition and scope <p>3.11 Explain the legal implications of the storage, administration and record keeping of drugs</p> <p>3.12 Describe the various routes of drug administration e.g. oral, intravenous, intramuscular, subcutaneous, intradermal, sublingual, intrathecal, etc.</p> <p>3.13 Describe the Nurse's responsibilities in the calculation, preparation and administration of drugs</p>						
General Objective 4.0: Know the application of safety measures in drug administration						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation

<p>4.1. Explain safety measures in storage and administration of drugs</p> <p>4.3 Explain drug abuse, drug addiction, drug resistance, drug tolerance and habituation</p> <p>4.4 State the control measure to be adopted in administration of drug, drug abuse, addiction and habituation</p> <p>4.4 Explain the legal implications of drug storage, administration and record keeping</p> <p>4.5 Describe the nurse's responsibility in drug administration, storage and record keeping</p>	<ul style="list-style-type: none"> • Lecture • Discussion 	<ul style="list-style-type: none"> • Patient's record forms • Drug administration charts/records • Drug tray/trolley • Cup/water jug • Spoon/drug administration shaker 				Assignment Test Examination
General Objective 5.0: Know the mechanism of drug action and interaction						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
5.1 Explain components of pharmacokinetics	<ul style="list-style-type: none"> • Lecture • Discussion 	<ul style="list-style-type: none"> • Pharmacology Laboratory 				Assignment Test

<p>i.e. absorption, distribution, metabolism and excretion of drugs.</p> <p>5.2 Describe the components, of pharmacodynamics:</p> <ul style="list-style-type: none"> - Actions - Interactions: synergism, antagonism - Adverse reaction: types, manifestations, identification and management. <p>5.3 Explain idiosyncrasies</p> <p>5.4 Describe effects of age, diet, occupation and diseases on drug: absorption, disposition, distribution and elimination.</p>	<ul style="list-style-type: none"> • Brain storming 	<ul style="list-style-type: none"> • Textbooks • Drugs • Whiteboard/m arkers. • Multimedia projectors/Lap tops • Video clips 				Examination
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LEVEL: NATIONAL DIPLOMA I

SEMESTER: SECOND

PROGRAMME: ND NURSING I				
COURSE TITLE: FOUNDATIONS OF NURSING II				
COURSE CODE: NUR 121				
DURATION: (Hours/Week/)	Lecture: 2hrs.	Tutorial: 0	Practical: 2hrs	Total Contact Hours: 4 (60hours)
CREDIT UNITS: 4				
GOALS: This course is designed to equip the students with the knowledge and skills required for basic nursing procedures.				
GENERAL OBJECTIVES: At the end of this course, the students should be able to:				
1.0 Acquire skills in basic nursing care for total client /patient management				
2.0 Know the procedures involved in preparing patients for specialized diagnostic investigation				
3.0 Know the procedures for setting trays/ trolleys for specialized and non- specialized diagnostic procedures				
4.0 Know the application of principles of aseptic technique in the care of patients				
5.0 Know injection procedures, safety and implications for unsafe injection practices				
6.0 Understand health care wastes and their management				
7.0 Understand the legal aspects of Nursing procedures/ care and its implications for nursing practice				

PROGRAMME: ND NURSING I						
COURSE TITLE: FOUNDATIONS OF NURSNG II			Course Code: NUR 121		Total Contact Hours: 60 hours	
COURSE SPECIFICATION: Theory and Practical						
General Objective 1.0: Acquire skills in basic nursing care for total client/patient management.						
Specific Learning Objectives (Theory)	Teacher’s Activities	Resources	Specific Learning Objectives (Practical)	Teacher’s Activities	Resources	Evaluation
1.1 Describe the procedures for reception, admission, referral and discharge of patients	<ul style="list-style-type: none">• Lecture• Discussion	<ul style="list-style-type: none">• Text books• Trolleys, trays, bowls, jugs receivers, towel• Multimedia Projectors• Flip charts• Models• Video clips• All the equipment for procedure in 1.3	1.1 Demonstrate the procedures for reception, admission, referral and discharge of patients.	<ul style="list-style-type: none">• Demonstrate patient feeding (serving of meal, feeding of patient and Tube feeding, spoon feeding)	<ul style="list-style-type: none">• Trolley for bed making	Assignment Test Examination
1.2 Define Pressure sores		<ul style="list-style-type: none">• Flip charts• Models• Video clips• All the equipment for procedure in 1.3	1.5 Demonstrate the turning of patient and treatment of pressure areas and sores	<ul style="list-style-type: none">• Return demonstrati on by the student	<ul style="list-style-type: none">• Trolley for washing of hair and foot	
1.3 Identify Pressure areas in the human body		<ul style="list-style-type: none">• All the equipment for procedure in 1.4	1.6 Demonstrate the procedures for bed bathing and Oral care on patients i.e babies, children and adults.	<ul style="list-style-type: none">• Supervise serving of the bed pans, Demonstrati on	<ul style="list-style-type: none">• Tray for oral care	
1.4 Enumerate the causes of Pressure sores		<ul style="list-style-type: none">• Naso-gastric tubes in sizes,	1.6 Examine and wash hair and nails of the patient		<ul style="list-style-type: none">• Manikin	
1.5 Explain prevention of Pressure sores.			1.8 Assist with feeding of patient		<ul style="list-style-type: none">• Beds	
1.6 Prepare trays/trolleys for the following procedures: Bed bathing, treatment of pressure areas,					<ul style="list-style-type: none">• Trolley for treatment of pressure area• Tray for	

oral care, hair washing, nails care etc.		syringes of different sizes • Flip chart • White Board/Mar kers	(serving of meal, feeding of patient and Tube feeding spoon feeding) 1.9 Demonstrate the serving of bed pan and urinals.	• Guide students to examine and wash the hairs and nails of patients. • Guide students to treat pressure urinals. Demonstration by the student	feeding of patient • Bed pans and cover • Urinals • Diapers, nappy etc. • flannels, NG tubes, syringes, measuring jugs	
1.7 Carry out the procedures listed in 1.6 above						
1.8 Explain the procedure for feeding a patient (serving of meal, tube feeding)						
1.9 Explain the procedure for giving bed pans and urinals to patients.						
1.10 Explain the principles of community centred care with emphasis on comprehensive health care.						
General Objectives 2.0: Know the procedures involved in preparing patients for specialized diagnostic investigation.						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
2.1 List different diagnostic procedures for clients/patients	• Lecture • Discussion	• Textbooks • Charts • Video clips • Multimedia	2.1 Demonstrate the taking of vital signs 2.2 Demonstrate	• Demonstration • Return	• Vital signs tray: • Clinical thermomet	Assignment Test Examination

<p>2.2 Explain each Diagnostic procedure listed above</p> <p>2.3 Identify the different diagnostic tools and equipment used for patient care.</p> <p>2.4 Explain the preparation of patients for various diagnostic procedures.</p> <p>2.5 Describe the collection and preservation of specimens</p> <p>2.6 Explain the precautionary measures applicable in the collection of samples for diagnostic purpose</p>		<p>projector</p> <ul style="list-style-type: none"> • Trays /trolley for diagnostic procedures as applicable, • Diagnostic set 	<p>and record anthropometric measurements: height and weight etc.</p> <p>2.3 Demonstrate the collection and observation of specimens (sputum, vomitus, urine, faeces etc.).</p>	demonstration	<p>er</p> <ul style="list-style-type: none"> • Stethoscope • Observation chart • Sphygmomanometer • Stop watch • Weighing scale, height measuring tape, • Specimens • Urine testing reagent, litmus paper, urinometer , etc. • Gloves, masks. Etc. 	
General Objectives 3.0: Know the procedures for setting trays/trolleys for specialized and non- specialized procedures						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
<p>3.1 Outline the different diagnostic procedures</p> <p>3.2 Explain the Different diagnostic</p>	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration 	<ul style="list-style-type: none"> • Textbooks • Charts • Video clips • Multimedia projector • Trays 				<p>Assignment</p> <p>Test</p> <p>Examination</p>

procedures for clients /patients.		/trolley for diagnostic procedures as applicable, • Diagnostic set				
3.3 Explain setting of trays/trolleys for diagnostic procedures.						
3.4 Explain the preparation of patients for various diagnostic procedures.						
3.5. Explain the precautionary measures involved in the collection						
General Objectives 4.0: Know the application of principles of aseptic technique in the care of patients						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
4.1 Define aseptic techniques, sterilization, disinfection and isolation. 4.2 Outline the concepts of aseptic technique. 4.3 Describe the methods of sterilization of : instrument, equipment and materials (physical & chemical).	<ul style="list-style-type: none"> Lecture Discussion 	<ul style="list-style-type: none"> Textbooks Journal Sterilizer, disinfectants, bowls Water. Video Clips 	4.3 Perform decontamination, sterilization and disinfection of instrument. 4.5 Identify the content of different packs e.g. dressing, injection packs, etc. 4.6 Demonstrate the use of	<ul style="list-style-type: none"> Demonstration and Return Demonstration 	<ul style="list-style-type: none"> Vital signs tray: Clinical thermometer Stethoscope Observation chart Sphygmomanometer Stop watch Weighing scale, 	Assignment Test Examination

<p>4.4 Explain the methods of disinfection e.g. concurrent, terminal etc.</p> <p>4.5 Identify content of different packs e.g. Dressing injection, etc</p> <p>4.6 Demonstrate the use of masks and gowns</p> <p>4.7 Describe the universal precautionary measures in the care of patients.</p>		<ul style="list-style-type: none"> • Charts • White board/Marker • Multimedia projector 	<p>mask and gowns.</p> <p>4.7 Perform universal precautionary measures e.g. wearing of mask and gown, hand washing.</p>		<p>height measuring tape,</p> <ul style="list-style-type: none"> • Specimens • Urine testing reagents, litmus paper, urinometer, etc. • Gloves, masks. etc 	
General Objective 5.0: Know injection procedures, safety and implications for unsafe injection practices						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation

<p>5.1 Explain the procedure for administration of injection</p> <p>5.2 Define injection safety and unsafe injection practice.</p> <p>5.3 Enumerate the risks associated with unsafe injection practice.</p> <p>5.4 Explain the relationship between infection prevention, control and injection safety.</p> <p>5.5 Identify the unsafe injection practices that can harm the recipient, health worker and community</p>	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration 	<ul style="list-style-type: none"> • Flip charts • Textbooks • Journals • Whiteboard/Markers • Syringes & needles • Safety Boxes • Waste Disposal Bags • Bowl, injection tray 	<p>5.1 Identify the sites for administration of injections.</p> <p>5.1 Demonstrate the different methods of administering injections.</p> <p>5.5 Demonstrate safe injection practices in the clinical area</p>	<ul style="list-style-type: none"> • Demonstration • Return demonstrations by the students. 	<ul style="list-style-type: none"> • Human model • Injection tray, needles and syringes, dissecting forcep antiseptics, gloves, tourniquet, swabs, dressing, mackintosh and dressing towels. • Samples of injections • Different colours of containers, • Different waste containers i.e. for sharp objects, body fluids and body organs. 	<p>Assignment</p> <p>Test</p> <p>Examination</p>
General Objective 6.0: Understand health care wastes and their management						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation

6.1 Define and classify health care wastes 6.2 Describe the importance of proper healthcare waste disposal. 6.3 Outline risks and hazards of healthcare wastes 6.4 Describe the methods of healthcare waste disposal/ management	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration 	<ul style="list-style-type: none"> • Flip charts • Textbooks • Journals • Whiteboard/ Markers • Syringes & needles • Safety Boxes • Waste Disposal Bags • Bowl, injection tray • Multimedia projector/lap tops 	6.4 Identify different colour code for Health care waste	<ul style="list-style-type: none"> • Demonstrate different ways of health care waste disposal 	<ul style="list-style-type: none"> • Waste disposal bags with different colour code 	Assignment Test Examination
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General Objectives 7.0: Understand the legal aspects of Nursing procedures/care and its implications for nursing practice						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
7.1 Define the terms/concepts used in medico-legal aspects of Nursing practice 7.2 State types of Nursing procedures/ practice with legal implications	<ul style="list-style-type: none"> • Lecture • Discussion • Brain storming 	<ul style="list-style-type: none"> • Textbooks, journals • Whiteboard/M arkers • Multimedia projectors • Flip charts etc. 				Assignment Test Examination

7.3 Explain the legal implications for each nursing procedures/ practice listed above..						
7.4 Enumerate the legal roles of the nurse as health care provider, and private citizen.						

LEVEL: NATIONAL DIPLOMA I

SEMESTER: SECOND

PROGRAMME: ND NURSING
COURSE TITLE: PRIMARY HEALTH CARE (PHC) I

COURSE CODE: NUR 122				
DURATION: (Hours/Week)	Lecture: 2hrs	Tutorial: 0	Practical: 1hr.	Total Contact Hours: 3 (45 hours)
CREDIT UNITS: 3				
GOAL: This course is designed to enable the students acquire knowledge and skills to provide health Care to individuals, families and communities.				
GENERAL OBJECTIVES: At the end of the course, the student should be able to:				
1.0	Know the historical background, principles, concepts and components of PHC in Nigeria.			
2.0	Know the structure and health needs of the community			
3.0	Know the roles of various cadre of health workers in PHC facilities.			
4.0	Know the process and resources required for effective community mobilization and participation in health care activities			
5.0	Understand the concept of community diagnosis and situation analysis			
6.0	Understand the concept and techniques of Health Education			
7.0	Know the basic clinical skills required in PHC.			

PROGRAMME: ND NURSING I						
COURSE TITLE: PRIMARY HEALTH CARE (PHC) I			Course Code: NUR 122		Total Contact Hours: 45 hours	
COURSE SPECIFICATION: THEORY AND PRACTICAL						
GENERAL OBJECTIVE 1.0: Know the historical background, principles, concepts and components of PHC in Nigeria.						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
1.1 Define Primary Health Care (PHC). 1.2 Discuss the historical development, concepts and principles of PHC. 1.3 List the components of PHC. 1.4 Describe the structure of health care system in Nigeria. 1.5 Explain an organogram of the PHC set up in Nigeria. 1.6 Describe the operational level of PHC at the Local Government Areas in Nigeria. 1.7 Explain the	<ul style="list-style-type: none">• Lecture• Discussion• Field trips• Use an organogram to explain PHC set up in Nigeria	<ul style="list-style-type: none">• Charts, film• Textbooks• Standing order• White board /Markers• Multimedia projector/Lapt ops• PHC centres• PHC organogram chart	1.5 Draw an organogram of the PHC set- up in Nigeria.	<ul style="list-style-type: none">• Supervise drawing of PHC organogram	<ul style="list-style-type: none">• Flip Charts with diagram of PHC organogram	Assignment Test Examination

roles, functions and responsibilities of the nurse in PHC						
1.8 Describe the multi disciplinary, intersectoral and team approach to PHC.						

General Objective 2.0: Know the structure and health needs of the Community.						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
2.1 Define Community: -Family pattern -Health pattern 2.2 Describe a typical community with emphasis on the leadership and decision- making structure 2.3 State functions of a community. 2.4 Identify the health needs of the community through survey.	<ul style="list-style-type: none"> • Lecture • Discussion • Role play • Field trip. 	<ul style="list-style-type: none"> • Charts/ film of family patterns • Community Health Records • White board/Marker. • Identified Community • Sample of community need survey and diagnosis 	2.1 Identify different family patterns in the community 2.4 Carry out health survey and identify the health needs of the community.	<ul style="list-style-type: none"> • Supervise identification of different family patterns in the community • Supervise identification of health and disease patterns in the community 	<ul style="list-style-type: none"> • Community • Sample of health or need survey 	Assignment Test Examination

				<ul style="list-style-type: none"> • Take a trip with students to survey a community • Discuss the process of how to identify the health needs of the community 		
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General Objective 3.0: Know the roles of various cadre of health workers in PHC facilities.						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
3.1 List the various categories of health workers within the PHC system in Nigeria e.g. Community Physicians, Midwives. Public Health Nurses, Community Health Officers, etc. 3.2 Describe the role of each category of health worker listed in 3.1. 3.3 Explain the collaborative roles of	<ul style="list-style-type: none"> • Lecture • Discussion • Home visits • Visit to PHC centres. 	<ul style="list-style-type: none"> • Charts • Films • PHC Clinics • Homes • A typical community 				Assignment Test Examination

the P.H.C team.						
3.4 State the roles of a nurse practitioner in a PHC setting						

General Objective 4.0: Know the process and resources required for effective community mobilization & participation in health care activities.						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
4.1 Define Community Mobilization, Participation, Advocacy and Group dynamics 4.2 Explain the concept of community mobilization and participation. 4.3 Explain the rationale for community mobilization and participation in Primary Health Care. 4.4 Explain advocacy process in community mobilization & participation. 4.5 Describe the steps involved in	<ul style="list-style-type: none"> Lecture Discussion Supervise students on Field trips 	<ul style="list-style-type: none"> Charts, Film Typical Community set-up. Vehicle Multimedia projector 	4.7 Identify the different community committees involved in community mobilization and participation.	<ul style="list-style-type: none"> Identify the different committees involved in community mobilization and participation. Supervise report on visit to community. 	<ul style="list-style-type: none"> Visit to a typical community setting. 	Assignment Test Examination

instruments and steps used in situation analysis.						
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General Objective 6.0: Understand the concept and techniques of Health Education.						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
6.1 Define: <ul style="list-style-type: none"> • Health Education • Behaviour Change Communication (BCC) • Behaviour modification 6.2 Describe communication skills and group dynamics in Primary Health Care. 6.3 Explain the principles and methods of 'Behaviour Change Communication' (BCC) and Health Education.	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Role-play 	<ul style="list-style-type: none"> • Whiteboard/ Marker • Textbooks / journals • Multimedia projector • Laptops • Charts • Films. • Samples of Audio-visual aids 	6.2 Apply communication skills in PHC setting 6.3 Carry out health talks or Health Education 6.3 Prepare and use audio-visual aids for the activities	<ul style="list-style-type: none"> • Demonstration • Teacher supervises health education activity by students 	<ul style="list-style-type: none"> • Clients / patients • Health facilities • Community • Audio visual • Sample of a teaching plan 	Assignment Test Examination

6.4	Explain the application of Principle of teaching and learning to BCC.					
6.5	Explain the importance of Guidance and Counseling in Primary Health Care.					

General Objective 7.0: Know the basic clinical skills required in PHC						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
7.1 Define History taking, reporting, recording	<ul style="list-style-type: none"> Lecture Discussion 	<ul style="list-style-type: none"> White board /Markers Charts/ films Multimedia Projector 	7.3 Conduct complete physical examination on a client/patient	<ul style="list-style-type: none"> Demonstration Return demonstration Student's supervision 	<ul style="list-style-type: none"> Shirker's strip Weighing scale Standing order Client for demonstration Sample of history taking forms Recording forms Reporting forms Screen 	Assignment Test Examination
7.2 Describe the steps involved in history taking, reporting and recording.			7.3 Assess the socio-economic and nutritional status of patient/ client to identify high risk clients through: weighing & charting of weight data Use of mid - upper -arm circumference strip (shirker strip)			
7.3 Describe physical assessment of a client or patient						
7.4 Define Standing Order						
7.5 Describe how to use standing orders						
7.6 Describe diagnostic techniques and skills required in			7.2 Recording findings and maintain clients health records			

client care.			<p>7.5 Utilize standing orders for the diagnosis and treatment of diseases in PHC.</p> <p>7.6 Utilize proper diagnostic techniques and skills in client care (contact tracing and surveillance)</p>		<ul style="list-style-type: none"> • Tray for physical examination • Contact tracing cards • Surveillance forms 	
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LEVEL: NATIONAL DIPLOMA I

SEMESTER: SECOND

PROGRAMME: ND NURSING				
COURSE TITLE: INTRODUCTION TO ENTREPRENEURSHIP				
COURSE CODE: EEd 126				
DURATION: Hours/Week	Lecture: 1hr.	Tutorial: 0	Practical: 1hr.	Total Contact Hours: 2 (30 hours)
CREDIT UNITS: 2				
GOALS: This course is designed to create an entrepreneurial mindset and awareness to the student				
GENERAL OBJECTIVES: At the end of the course, the student should be able to:				
1. 0 Understand the meaning and scope of enterprise and entrepreneurship				
2. 0 Understand the history and Government Policy Measures at promoting entrepreneurship in Nigeria				
3. 0 Understand the types, characteristics and rationale of entrepreneurship				
4. 0 Understand the role of entrepreneurship in economic development				
5. 0 Understand entrepreneurial characteristics and attitude				
6.0 Understand the key competencies and determining factors for success in entrepreneurship				
7.0 Know the motivational pattern of entrepreneurs				

PROGRAMME: ND NURSING I						
COURSE TITLE: INTRODUCTION TO ENTREPRENEURSHIP			Course Code: EEd 126		Total Contact Hours: 30hrs	
COURSE SPECIFICATION: Theory and Practical						
GENERAL OBJECTIVE 1.0: Understand the meaning and scope of enterprise and entrepreneurship						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
1.1 Define enterprise in its narrower and wider contexts. 1.2 Explain different forms of enterprises. 1.3 Explain the terms entrepreneur, entrepreneurship, wage, employment, self- employment. 1.4 Compare and contrast wage employment and self-employment 1.5 Classify the different forms of enterprises into small, medium and large enterprises. 1.6 Explain clearly the business terrain in Nigeria 1.7 Evaluate the role of	2 Lecture 3 Discussion 4 Brain Storming	<ul style="list-style-type: none">Text BooksJournalsWhiteboard /Markers				Assignment Test Examination

entrepreneurship in wealth creation.						
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General Objective 2.0: Understand the history and Government Policy Measures at promoting Entrepreneurship in Nigeria						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
<p>2.1 Trace the evolution of entrepreneurship development.</p> <p>2.2 Explain the historical development and role of Entrepreneurship in the development of enterprises in Nigeria.</p> <p>2.3 Compare entrepreneurship in Nigeria with Japan, India, China, Malaysia, South Korea etc.</p> <p>2.4 Explain Nigeria's values in relation to entrepreneurship.</p> <p>2.5 Describe the role of entrepreneurship in the development of enterprises.</p>	<ul style="list-style-type: none"> • Lecture • Discussion. • Brain Storming. 	<ul style="list-style-type: none"> • Text Books • Journals • Publications video film • TV & VCR 	<p>Obtain the required information from the internet.</p>	<ul style="list-style-type: none"> • Guide students to research the web for the historical evolution of entrepreneurship in other parts of the world. • Research and list various government measures on SME's and Industrial Development from 1960 to date. 	<ul style="list-style-type: none"> • Internet 	<p>Assignment Test Examination</p>

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General Objective 3.0: Understand the types, characteristics and rationale of Entrepreneurship						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
3.1 Explain types of entrepreneurs and their characteristics. 3.2 Explain features of entrepreneurship in business. 3.3 Compare and contrast technological and social entrepreneurship. 3.4 Identify the different types of entrepreneurs: self-employed, opportunistic, inventors, pattern multipliers etc. 3.5 Identify the role of entrepreneurship	<ul style="list-style-type: none"> • Lecture • Discussion • Brain Storming 	<ul style="list-style-type: none"> • Text Books • K.A.B. • Journals • Publications • Video films • TV & VCR 	<ul style="list-style-type: none"> • Analyze life situations people may find themselves in. • Enumerate the benefits to be derived from the above situation. 	<ul style="list-style-type: none"> • Guide students to identify opportunities from the environment. 	<ul style="list-style-type: none"> • Internet • Textbooks • Journals 	Assignment Test Examination

in business, society, employment generation and wealth creation. 3.6 Explain the rewards and efforts of entrepreneurship in business. 3.7 Explain the benefits of self-employment						
General Objective 4.0: Understand the role of entrepreneurship in economic development						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
4.1 Identify resources and constraints of entrepreneurship. 4.2 Explain how entrepreneurship leads to import substitution and utilization of local resources. 4.3 Explain how entrepreneurship leads to socio-economic development. 4.4 Explain the role of an	<ul style="list-style-type: none"> Lecture Discussion Brain Storming 	<ul style="list-style-type: none"> Text books Journals Publications Video film TV & VCR 	<ul style="list-style-type: none"> Classify the resources into economic, human, knowledge and time. Distinguish between economic development and economic growth. 	<ul style="list-style-type: none"> Show transparency of the resources needed by an entrepreneur Guide students to visit selected enterprise/community projects. Guide students on the use of local raw materials for value addition. 	<ul style="list-style-type: none"> Computer or Overhead projector SMEs 	Assignment Test Examination

<p>entrepreneur in grass root/local economic development.</p> <p>4.5 Explain equitable distribution of industries and the role of entrepreneurship.</p> <p>4.6 Explain how entrepreneurship leads to job creation</p>						
General Objective 5.0: Understand entrepreneurial characteristics and attitude						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
<p>5.1 Explain the philosophy, values, scope, need and characteristic of entrepreneurship.</p> <p>5.2 Explain the profiles of local entrepreneurs.</p> <p>5.3 Demonstrate high sense of innovation, creativity and independence.</p> <p>5.4 Explain the process of acquiring high</p>	<ul style="list-style-type: none"> • Lecture • Discussion • Brain Storming 	<ul style="list-style-type: none"> • Text books • Journals • Multimedia projector • Laptop • Screen 	<ul style="list-style-type: none"> • Evaluate the opportunities identifying corresponding self-employment opportunities • Evaluate a project considering its resources: • Management of time, personnel, 	<ul style="list-style-type: none"> • Guide students to identify as many job/employment opportunities as possible • Guide students to visit a successful enterprise, and evaluate its resources • Evaluate a sample project with the students, 	<ul style="list-style-type: none"> • Multimedia projector • Computer • Guest speakers • Internet facilities 	<p>Assignment Test Examination</p>

<p>sense of information seeking and ability in operating an enterprise.</p> <p>5.5 Describe how to evaluate a private project.</p> <p>5.6 Describe how to mobilize resources to establish an enterprise.</p> <p>5.7 Describe how to solve problems involving internal and external constraints.</p> <p>5.8 Identify various risk and remedies involved in entrepreneurship</p> <p>5.9 Evaluate pilot project considering resources, time, personnel, equipment, money, materials etc.</p> <p>5.10 Demonstrate leadership and leadership skills by mobilizing resources for establishing an enterprise</p>			<p>equipment and money</p> <ul style="list-style-type: none"> • Explain constraints and problems solving techniques 	<ul style="list-style-type: none"> • Assignment 		
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5.11 Demonstrate high level of problem solving techniques in overcoming internal and external constraints.						
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General Objective 6.0: Understand the key competencies and determining factors for success in entrepreneurship						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
6.1 Explain the key competencies required in setting up a successful small business; knowledge, skill, and traits. 6.2 Identify key success factors in setting up a small business: Resources, Ability, Motivation, Determination, Idea and Market etc. 6.3 Define individual life goal and link it to entrepreneurship.	<ul style="list-style-type: none"> • Lecture • Discussion • Brain Storming 	<ul style="list-style-type: none"> • Textbooks • Journals • Publications • Video film • TV & VCR 	<ul style="list-style-type: none"> • Collect data about self,(who am I, personal efficacy) Rating of concept, self-knowledge. • Play a relevant business game and observe the behavioural pattern in relation to moderate risk taking, 	<ul style="list-style-type: none"> • Guide student to demonstrate knowledge of themselves, goals, entrepreneurship strengths and weaknesses. • Give practical assignment to students on personal efficacy, goal and link to entrepreneurship strength and weaknesses. 	<ul style="list-style-type: none"> • Computer and accessories, internet and visitations. • Blocks • Rings • Papers 	Assignment Test Examination

6.4 Identify the strengths and weaknesses in 6.3 above.			goal setting etc.			
6.5 Explain business games.						
6.6 Explain the behavioural pattern observed in 6.5 above on: moderate risk taking, goal setting, learning from feedback.						
6.7 Taking personal responsibility, confidence and self-reliance.						
General Objective 7.0 : Know the motivational pattern of entrepreneurs						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
7.1 Define motivation. 7.2 List the objectives of motivation. 7.3 Identify barriers to motivation and achievement. 7.4 Explain Thematic Appreciation Test (TAT) score.	<ul style="list-style-type: none"> • Lecture • Discussion • Brain Storming 	<ul style="list-style-type: none"> • Textbooks • Journals • Publications 	<ul style="list-style-type: none"> • Analyze motive strength from TAT score using a given case. 	<ul style="list-style-type: none"> • Illustrate how to carry out analysis on motive strength from TAT scores using related case studies. 	Computer and internet facilities.	Assignment Test Examination

7.5 Explain how to analyze motive strength from TAT score.						
7.6 Explain the spirit of Achievement Motivation Test (AMT)						

LEVEL: NATIONAL DIPLOMA II**SEMESTER: FIRST**

COURSE CODE	COURSE TITLE	L	T	P	CU	CH	TOTAL HOURS / SEMES.	PRE-REQUISITE
NUS 211	Human Anatomy III	2	-	2	4	4	60	Anat. I & II
NUS 212	Human Physiology III	1	-	-	1	1	15	Physio. I & II
NUR 211	Foundations Of Nursing III	2	-	1	3	3	45	FON. I & II
NUS 213	Pharmacology II	2	-	-	2	2	30	Intro.to Pharm. I
NUR 212	Primary Health Care (PHC) II	2	-	1	3	3	45	PHC I
NUS 214	Dietetics	1	-	1	2	2	30	Human Nutrition
NUR 213	Medical- Surgical Nursing I	2	-	2	4	4	60	FON. I & II
NUS 215	Biostatistics	2	-	-	2	2	30	-
NUR 214	Research Methodology I	2	-	-	2	2	30	
*GNS 211	Communication In English II	2	-	-	2	2	30	English I
	Total	18	-	7	25	25	375	

KEY: L –Lecture / Week, T- Tutorial, P- Practical, CU - Credit Unit, CH – Contact Hours

GNS: NBTE Adopted

LEVEL: NATIONAL DIPLOMA 11**SEMESTER: SECOND**

COURSE CODE	COURSE TITLE	L	T	P	CU	CH	TOTAL HOURS / SEMESTER.	PRE-REQUISITE
NUS 221	Human Anatomy IV	2	-	2	4	4	60	Anat. I,II,III
NUS 222	Human Physiology IV	2	-	-	2	2	30	Physio. I,II,III
NUR 221	Foundations Of Nursing IV	2	-	2	4	4	60	FON. I,II,III
NUR 222	Medical-Surgical Nursing II	2	-	2	4	4	60	Med/Surg. I
NUR 223	Reproductive Health I	2	-	2	4	4	60	Anat. & Physio.
NUR 224	Mental Health / Psychiatric Nursing	2	-	1	3	3	45	Psycho. & Socio.
*EEd 216	Practice of Enterprenuship	1	-	2	3	3	45	Intro. to Entre
MUR 225	Research Methodology II	-	-	2	2	2	30	Res. Method. I
NUR 226	Seminar In Nursing	1	-	-	1	1	15	-
NUR 227	Client Case/Care Study	1	-	1	2	2	30	-
NUR 228	Community Based Clinical Practice	-	-	-	-	-	-	-
NUR 229	Hospital Based Clinical Practice	-	-	-	-	-	-	-
	TOTAL	15	-	14	29	29	435	

KEY: L –Lecture / Week T- Tutorial P- Practical CU - Credit Unit CH - Contact Hours

Clinical practice – Hospital and Community Based postings – 8 Weeks (SCWE)

*NBTE Adopted

LEVEL: NATIONAL DIPLOMA II

SEMESTER: FIRST

PROGRAMME: ND NURSING II				
COURSE TITLE: HUMAN ANATOMY III				
COURSE CODE: NUS 211				
DURATION: (Hours/Week):	Lecture: 2	Tutorial:	Practical: 2	Total Contact Hours:4 (60 hours)
CREDIT UNITS: 4				
GOAL: This course is designed to provide students with further knowledge of Human Anatomy				
GENERAL OBJECTIVES:- At the end of the course, the students should be able to:				
1.0 Understand the structure of the female reproductive system and it's accessory organs.				
2.0 Understand the structure of male reproductive system and its accessory organs.				
3.0 Understand foetal development and structure				

PROGRAMME: ND NURSING						
COURSE TITLE: HUMAN ANATOMY III		Course Code: NUS 211		Lecture: 2	Total Contact Hours: 60 hours	
COURSE SPECIFICATION: Theory and Practical						
GENERAL OBJECTIVE 1.0: Understand the structure of the female reproductive system and its accessory organs.						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
1.1 Identify the various organs of the female reproductive system e.g. vulva, vagina, cervix, uterus, fallopian tubes and ovaries and other accessory organs of reproduction i.e.(breast). 1.2 Draw and label the female reproductive organs. 1.3 Describe the organs and structures listed in 1.1 above 1.4 Describe the functions of the organs	<ul style="list-style-type: none">• Lecture• Discussion• Demonstration using charts and model of female reproduction• Guide students to draw the diagram of the female reproductive organs• Guide students to draw the diagram of menstrual cycle and its phases.	<ul style="list-style-type: none">• Models/Slides• Charts• Multimedia projector• Laptop	1.2. Draw and label the female reproductive organs. 1.5. Draw and label the stages of menstrual cycle.	<ul style="list-style-type: none">• Drawing• Demonstration, visit to laboratory.• Guide students to draw and label the menstrual cycle	<ul style="list-style-type: none">• Models/Slides• Microscope• Charts.	<ul style="list-style-type: none">• Quiz

listed in 1.1 above						
1.5 Draw and explain the menstrual cycle.						
1.6 Explain the hormonal control of the menstrual cycle.						
1.7 Describe the production of female sex hormones.						
1.8 Describe oogenesis, ovulation, fertilization and sex determination						
1.9 Define menopause						
1.10 Describe menopause and menopausal changes (physical, psychological, social).						
General Objective 2.0: Understand the structure of the male reproductive system and its accessory organs.						
Specific Learning	Teacher's	Resources	Specific Learning	Teacher's	Resources	Evaluation

Objectives (Theory)	Activities		Objectives (Practical)	Activities		
<p>2.1 Identify the various organs of the male reproductive system e.g. penis, testes, scrotum and accessory organs such as prostate gland, seminal vesicles etc.</p> <p>2.2 Draw and label all the organs mentioned in 2.1 above</p> <p>2.3 Describe the functions of all the organs listed in 2.1 above</p> <p>2.4 Explain the terms sperm and spermatogenesis</p> <p>2.5 Describe the andropausal process in male.</p>	<ul style="list-style-type: none"> Lecture Discussion Demonstration using charts and models Guide students to draw and label the male reproductive organs. 	<ul style="list-style-type: none"> Models Slides Charts/posters Multimedia projector Laptop 	<p>2.2. Draw and label the male reproductive organs.</p> <p>2.4. Draw and label the process of spermatogenesis.</p>	<ul style="list-style-type: none"> Guide students to draw and label the male reproductive organs Guide students to draw and label process of spermatogenesis. 	<ul style="list-style-type: none"> Models Microscope Charts. 	<ul style="list-style-type: none"> Assignment Test
General Objective 3.0: Understand foetal development and structure						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation

3.1	Describe the process of fertilization and implantation	<ul style="list-style-type: none"> • Discussion • Lectures • Drawing using charts and models 	<ul style="list-style-type: none"> • Reserved specimen e.g. placenta • Foetal skull • Slides, microscope, • Models, charts. 	3.3.	Draw and label the placenta at term.	<ul style="list-style-type: none"> • Guide students to draw and label the following: a placenta at term, foetal circulation and foetal skull 	<ul style="list-style-type: none"> • Models • Charts • Video clips 	<ul style="list-style-type: none"> • Quiz • Assignment
3.2	Outline the embryonic developmental stages.			3.5	Draw and label the foetal circulation			
3.3	Describe the process of placental formation.			3.6	Draw and label the foetal skull			
3.4	List placenta abnormalities.							
3.5	Explain the foetal circulation							
3.6	Draw and describe the foetal skull, explaining:							
a)	the external structures e.g. sutures, fontanelles, diameters.							
b)	the internal structures.							
3.7	Explain the changes that take place on the foetal skull during labour (birth),							

moulding and its complications						
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LEVEL: NATIONAL DIPLOMA II

SEMESTER: FIRST

PROGRAMME: ND NURSING II					
COURSE TITLE: HUMAN PHYSIOLOGY III					
COURSE CODE: NUS 22					
DURATION (Hours/Week):	Lecture: 1	Tutorial:	Practical: 0	Total Contact Hours: 1 (15 hours)	
CREDIT UNITS: 1					
GOAL: The course is designed to provide students with further knowledge of Human Physiology					
GENERAL OBJECTIVES:- At the end of the course, the students should be able to:					
1.0	Understand the physiology of the female reproductive system.				
2.0	Understand the physiology of the male reproductive system.				
3.0	Understand the physiology of the foetal circulation/functions of the placenta.				

PROGRAMME: ND NURSING						
COURSE TITLE:- Human Physiology III		Course Code: NUS 212		Total Contact Hours: 15 hours		
COURSE SPECIFICATION: Theory/Practical						
GENERAL OBJECTIVE 1.0: Understand the physiology of the female reproductive system.						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
1.1 Describe the functions of the female reproductive organs. 1.2 Explain the hormonal interplay before, during and after menstrual cycle. 1.3 Describe the influence of related hormones on reproductive organs in 1.1 above at puberty, pregnancy, lactation and menopause. 1.4 Describe the changes that occur in the breast during pregnancy and puerperium. 1.5 Explain the physiology of lactation.	<ul style="list-style-type: none">• Lectures,• Discussion, illustration with multimedia	<ul style="list-style-type: none">• Models/Slides• Charts• Slides, microscope• Audio -visual aids• Multimedia• Projector/Lap top.				<ul style="list-style-type: none">• Assignment• Test

General Objective 2.0: Understand the physiology of the male reproductive system						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
2.1 Describe the functions of the male reproductive organs. 2.2 Describe the mechanism of 'erection' and 'ejaculation' 2.3 Explain the process of spermatogenesis. 2.4 Explain andropause 2.5 List the changes that occur in males during andropause.	<ul style="list-style-type: none"> • Lectures, • Discussion, • Illustration with multimedia presentation 	<ul style="list-style-type: none"> • Audio-visual aids models, • Charts • Multimedia projector • Laptop 				<ul style="list-style-type: none"> • Assignment • Test

General Objective 3.0: Understand the physiology of foetal circulation and functions of the placenta						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
<p>3.1 Describe the functions of the placenta.</p> <p>3.2 Explain the foetal / placenta exchange of nutrients, gas, waste products and other substances.</p> <p>3.3 Describe the circulatory changes that occur in babies at birth.</p>	<ul style="list-style-type: none"> • Discussion • Lecture • illustrations 	<ul style="list-style-type: none"> • Preserved Specimen (Real life placentae.) • Models • Charts • Flip charts 				<ul style="list-style-type: none"> • Quiz

LEVEL: NATIONAL DIPLOMA II

SEMESTER: FIRST

PROGRAMME: ND NURSING				
COURSE TITLE: FOUNDATIONS OF NURSING III				
COURSE CODE: NUR 211				
DURATION: (Hours/Week)	Lecture: 2	Tutorial:	Practical: 1	Total Contact Hours: 45 hours
CREDIT UNITS: 3				
GOAL: This course is designed to equip students with advanced knowledge and skills in patient care and emergency resuscitation.				
GENERAL OBJECTIVES: At the end of the course, the students should be able to:				
1.0 Understand drug administration and prevention of complications.				
2.0 Know how to manage patients with feeding and elimination problems.				
3.0 Know the basic clinical skills required in emergency resuscitation.				

[illegible]

1.4	Explain the administration of IV fluids, blood and maintenance of Intake & output charts.				doses and flow rate of infusion		
1.5	Demonstrate competence in dilution of lotions, suspensions/injections and calculation of dosages of drugs from stock strength.						
General Objective 2.0 Know how to manage patients with feeding and elimination problems.							
Specific Learning Objectives (Theory)		Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
2.1	Explain Naso-Gastric tube feeding	<ul style="list-style-type: none"> Lecture Discussion Demonstration 	<ul style="list-style-type: none"> Textbooks Journals Models, trays Flip charts White boards Sample of a nasogastric tube, colostomy 	2.1 Insert nasogastric tube for patient's feeding.	<ul style="list-style-type: none"> Demonstrate insertion of nasogastric tube/Return Demonstration 	<ul style="list-style-type: none"> Models/Manikins Trays for Naso Gastric tube, feeding and catheterization 	<ul style="list-style-type: none"> Test Examination
2.2	Describe the insertion of nasogastric tube			2.3 Feed sick patients.			
2.3	Explain the procedure for feeding different types of critically ill patients e.g. helpless and			2.7 Relieve a patient of urine retention.			

<p>gastrostomy patients.</p> <p>2.4 Explain the nursing management of patients with bowel problems e.g. constipation, diarrhoea, incontinence of faeces, flatulence etc.</p> <p>2.5 Describe the following procedures:</p> <ul style="list-style-type: none"> - barium enemata, - passing of flatus tube - gastric lavage - rectal washout - colostomy care. <p>2.6 Explain urinary retention, incontinence/stress incontinence.</p> <p>2.7 Describe the procedures used in the care of patients with urinary problems e.g. bougienage, Catheterization/ Indwelling catheter, drainage</p>		<p>bag, enema can, flatus tube, urine bag.</p> <ul style="list-style-type: none"> • Charts 				
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and bladder irrigation.						
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General Objective 3.0: To know the basic clinical skills required in emergency resuscitation						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
<p>3.1 Explain the procedure for providing Basic Life Support e.g. ABCDE/CAB of resuscitation.</p> <p>3.2. Describe the process of cardiopulmonary resuscitation (CPR) of a patient.</p> <p>3.3. Describe the different methods of oxygen administration e.g. intranasal, tent and face mask.</p>	<ul style="list-style-type: none"> • Lecture • Demonstration • Discussion • Demonstrate Cardio Pulmonary Resuscitation • Guide students to perform cardio pulmonary resuscitation 	<ul style="list-style-type: none"> • Textbooks • Journals • Models/Manikin • Flip charts • White board/Markers • oxygen cylinder, • Suction Machine. 	<p>3.1 Provide care for patient on life support</p> <p>3.2 Perform cardio – pulmonary resuscitation</p> <p>3.3 Demonstrate the different methods of oxygen administration</p>	<ul style="list-style-type: none"> • Demonstration • Return-Demonstration 	<ul style="list-style-type: none"> • Audio Visual • Models and Manikins • Ambu-bag, suction – machine, oxygen, resuscitation tray. 	<ul style="list-style-type: none"> • Quiz • Examination

LEVEL: NATIONAL DIPLOMA II

SEMESTER: FIRST

PROGRAMME: ND NURSING II				
COURSE TITLE: PHARMACOLOGY II				
COURSE CODE: NUS 213				
DURATION: (Hours/Week):	Lecture: 2	Tutorial:	Practical: 0	Total Contact Hours: 2 (30 hrs.)
CREDIT UNITS: 2 CU.				
GOAL: This course is designed to provide the students with the knowledge of drugs used in the management of patient with various diseases				
GENERAL OBJECTIVES: At the end of the course, the student should be able to:				
1.0 Understand the concept of National Drug Policy in the context of National Health Policy.				
2.0 Understand the Nigerian National Formulary, concept of Essential Drugs and Drug Revolving Funds.				
3.0. Understand the importance of patient education and counseling on the use of drugs				
4.0 Know types of drugs for treating conditions of various systems				
5.0 Know the drugs used in other health conditions.				

PROGRAMME: ND NURSING						
COURSE TITLE: PHARMACOLOGY II			Course Code: PNUS 213	Total Contact Hours: 30 hours		
COURSE SPECIFICATION: Theory						
GENERAL OBJECTIVE 1.0: Understand the concept of National Drug Policy in the context of National Health Policy						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
1.1 Explain the National Drug Policy in the context of National Health Policy. 1.2 Describe the concept of Essential Drugs: historical background, advantages and limitations. 1.3 Explain the roles of the nurse in the implementation of essential drug	<ul style="list-style-type: none">• Lecture• Discussion• Brainstorming	<ul style="list-style-type: none">• Sample of National Health Policy (NHP) & National Drug Policy (NDP) documents• Sample of Essential Drugs list• Drug prescription papers• Multimedia, projectors/laptop• Slides/CDs				<ul style="list-style-type: none">• Assignment• Test• Questionnaire• Quiz• Examination

1.4	<p>programme.</p> <p>Explain the implication of:</p> <ul style="list-style-type: none"> • drug over prescription • under prescription and • multiple prescriptions 						
General Objective 2.0: Understand the Nigeria National Formulary, Concept of Essential drug and Drug Revolving Fund Programme (DRF)							
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation	
<p>2.1 Explain the role of: national formulary in rational prescription, criteria for the selection of National Essential Drug list.</p> <p>2.2 Explain the concept of Drug Revolving Fund (DRF).</p>	<ul style="list-style-type: none"> • Lecture • Discussion • Trip to Pharmacy /Medical store. 	<ul style="list-style-type: none"> • Samples of drugs • Sample of drug revolving fund documentation paper 				<ul style="list-style-type: none"> • Assignment • Test • Questionnaire • Quiz • Examination 	

2.3 Identify the sources of Drug Revolving Fund (DRF).						
2.4 Explain the objective, social consequences of costing, pricing and exemptions under the Drug Revolving Fund (DRF).						
2.5 Explain the financial control of Drug Revolving Fund programme to ensure success.						
2.6 Explain the roles of the nurse in Drug Revolving Fund scheme management.						
General Objective 3.0: Understand the importance of patient education and counseling on the use of drugs						
Specific Learning	Teacher's	Resources	Specific	Teacher's	Resources	Evaluation

Objectives (Theory)	Activities		Learning Objectives (Practical)	Activities		
3.1 Explain the concept of Pharmacovigilance 3.2 Define self-medication. 3.3 Explain self-medication, compliance and non-compliance and associated dangers. 3.4 Explain the importance of patient education and counseling on the use of drugs.	<ul style="list-style-type: none"> • Lecture • Discussion • Brain storming • Counseling 	<ul style="list-style-type: none"> • samples of drugs • Adverse drug reaction charts 				Assignment Test Questionnaire Quiz Examination

General Objective 4.0: Know the types of drugs for treating conditions of various systems						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
4.1 Identify various types of drugs for treating conditions of various systems e.g. Cardio Vascular, Central Nervous, Gastro Intestinal Tract, Respiratory,	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration of serving of drugs • Return demonstration 	<ul style="list-style-type: none"> • Models • Charts • Textbooks • White board • Markers • Samples of drugs 				<ul style="list-style-type: none"> • Assignment • Test • Questionnaire • Quiz • Examination

<p>Musculo Skeletal, Reproductive and Endocrine System, Special Senses.</p> <p>4.2 Describe the dosage, action and contraindications of the drugs used in 4.1 above.</p> <p>4.3 Identify the signs and symptoms of side effects of the drugs.</p> <p>4.4 Classify drugs according to their action e.g. antibacterial, antiseptic, antiprotozoal, antifungal etc.</p> <p>4.5 Prescribe and administer routine drugs.</p>						
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General Objective 5.0: Know the drugs used in management of other health conditions.

Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
5.1 Identify drugs such as: anti-parasitic,	<ul style="list-style-type: none"> Lecture Discussion Guide students 	<ul style="list-style-type: none"> Drug samples Laboratory Textbooks 				<ul style="list-style-type: none"> Assignment

antibacterial, antifungal, cytotoxic, anti-histamines, psychogenic, vitamins, and minerals etc. 5.2 Describe each drug group listed in 5.1 above 5.3 Identify types and compositions of infusions	to identify types and compositions infusions • Demonstrate setting of intravenous line	• Audio-visual aids • Sample of drips (infusions) • Drip stand, screen • Drip setting tray				• Test • Questionnaire • Quiz • Examination
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LEVEL: NATIONAL DIPLOMA II

SEMESTER: FIRST

PROGRAMME: ND NURSING II				
COURSE TITLE: PRIMARY HEALTH CARE (PHC) II				
COURSE CODE: NUR 212				
DURATION: (Hours/Week):	Lecture: 2 hrs	Tutorial: 0	Practical: 1hr	Total Contact Hours: 45 Hours
CREDIT UNITS: 3				
GOAL: The course is designed to enable the students acquire knowledge and skills to provide basic Primary Health Care to the communities.				
GENERAL OBJECTIVES: At the end of the course, the student should be able to:				
1.0	Know the components of Primary Health Care			
2.0	Know major communicable diseases and immunization against them.			
3.0	Understand the nursing management of locally endemic diseases.			
4.0	Understand promotion of mental health in the communities.			
5.0	Know the Maternal and Child Health services available in the community.			
6.0	Know provision of essential drugs as a component of Primary Health Care.			
7.0	Understand oral hygiene and eye care.			
8.0	Understand adolescence and the problems of adolescence in the community.			
9.0	Understand the referral system in Primary Health Care			
10.0	Understand care of the aged in the community.			
11.0	Understand care of the physically and mentally challenged in the community.			
12.0	Understand the management of occupational health conditions.			
13.0	Know how to plan and carry out training activities in Primary Health Care			
14.0	Understand management in Primary Health Care facilities.			

PROGRAMME: ND NURSING II						
COURSE TITLE: PRIMARY HEALTH CARE II			Course Code: NUR 212		Total Contact Hours: 45 hours	
COURSE SPECIFICATION: THEORY AND PRACTICAL						
GENERAL OBJECTIVE 1.0: Know the components of Primary Health Care						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
1.1 Review definition, scope and components of PHC 1.2 Assess the nutritional status of the individuals and families in the community using age for weight, height for weight and arm circumference. 1.3 Provide nutritional counseling to families in the community on: adequate diet, food hygiene and food security. 1.4 Provide counseling on the importance of safe water and basic sanitation. 1.5 Explain the importance of vital/biostatistics as related to PHC i.e. disease incidence rate, morbidity rate,	<ul style="list-style-type: none">• Lecture• Discussion,• Demonstration	<ul style="list-style-type: none">• Models• Charts/posters• Whiteboard/Markers• Weighing scale• Height scale• Shirker strip for mid upper arm circumference (MAC)• Text books.• Microscopes• Multimedia projector/laptop• Growth monitoring charts	1.2 Assess the Nutritional status of individuals and families. 1.3 Provide nutritional Counseling to families in the community. 1.4. Provide counseling on the importance of safe water.	<ul style="list-style-type: none">• Guide Students on how to:<ul style="list-style-type: none">- assess the nutritional status of individuals/families- counsel the community on adequate nutrition- educate Community on the importance of Safe drinking water.• Visit to Waste disposal points drainages Industries, Hospitals, Water supply generating points	<ul style="list-style-type: none">• Community, clients, Tapes Weighing Scale Heights scale.• Different classes of food items.• Community Water samples: Tanks, Wells, Rivers, and Stream Rain.• Shirker strip	Assignment Test Questionnaire Quiz Examination

<p>statistics.</p> <p>2.6 Discuss strategies for improved coverage of the following:</p> <ul style="list-style-type: none"> - National Immunisation days - State Immunisation days. - Market based immunisation. - School based Immunisation. <p>2.7 Provide counseling to the community on the prevention of communicable diseases and immunization schedule</p>			<p>counseling to the community on the prevention of communicable and immunization schedules.</p>			
General Objective: 3.0 Understand the nursing management of locally endemic diseases						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
<p>3.1 Explain the following:</p> <ul style="list-style-type: none"> - endemic, - epidemic, - pandemic, 	<ul style="list-style-type: none"> • Lecture • Discussion • Brainstorming 	<ul style="list-style-type: none"> • White board/markers • Charts/posters 	<p>3.3 Identify the factors responsible for the spread and</p>	<ul style="list-style-type: none"> • Guide students to identify factors 	<ul style="list-style-type: none"> • Text books 	<ul style="list-style-type: none"> • Assignment • Test

<ul style="list-style-type: none"> - sporadic, - incidence, - prevalence, - epidemiologic control, - prevention, - resistance and surveillance of diseases. <p>3.2 List communicable and non-communicable diseases of the tropics especially in Nigeria.</p> <p>3.3 Identify the factors responsible for the reservoirs, spread and mode of transmission of diseases in 3.2 above.</p> <p>3.4 Describe the Nursing management of the diseases in 3.2 above.</p> <p>3.5 Identify common injuries in the</p>		<ul style="list-style-type: none"> • Health records • Text books/ journals. • Audio visual aids • Multimedia projector/laptop • Disease notification cards. 	<p>mode of transmission of diseases in 3.2</p> <p>3.4 Provide nursing management of common diseases in 3.2</p> <p>3.7 Give health education on prevailing health problems within the community.</p>	<p>causing spread of diseases.</p> <ul style="list-style-type: none"> • Demonstrate nursing management of common diseases • Educate community on prevailing health problems. 		<ul style="list-style-type: none"> • Questionnaire • Quiz • Examination
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community. 3.6 Provide nursing care of common injuries in the community. 3.7 Provide health education on prevailing health problems in the community. 3.8 Explain the principles of epidemiological data collection and utilization i.e. - Keeping of vital statistics - Disease surveillance. - Notification of diseases.						
General Objective 4.0: Understand promotion of mental health in the community						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation

<p>4.1 Define mental health, mental disability and mental handicapped.</p> <p>4.2 Identify common mental health conditions.</p> <p>4.3 Explain nursing management in psychiatric emergencies. and referral systems.</p> <p>4.4 Discuss community counseling on positive mental health habits and community based mental health care.</p> <p>4.5 Explain the role of individuals, families, employers and organisations in mental health care.</p> <p>4.6 Explain community based care in mental health services.</p>	<ul style="list-style-type: none"> • Lecture • Discussion. • Role play • Visit to rehabilitation centres/half way homes 	<ul style="list-style-type: none"> • Charts • Audio Visual aids • Multimedia projector • Audiovisual 	<p>4.2 Identify common mental health conditions prevalent within the community</p> <p>4.3 Provide nursing management in Psychiatric emergencies.</p> <p>4.9 Counsel Communities on positive mental health habits and community based mental health care.</p>	<ul style="list-style-type: none"> • Guide students to identify common mental health conditions. • Demonstrate nursing management in Psychiatric emergencies • Counsel individuals, families and community on positive mental health habits 	<ul style="list-style-type: none"> • Audio visuals 	<ul style="list-style-type: none"> • Assignment • Test • Questionnaire • Quiz • Examination
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General Objective 5.0: Know the Maternal and Child Health services available in the community						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
5.1 Outline the scope of maternal and child care: - Prenatal - Intra-natal - Care of the newborn - Postnatal - Family planning - Infant welfare - Growth monitoring 5.2 Provide family planning counseling and services for individuals and families. 5.3 Counsel mothers on exclusive breast feeding and weaning practices. 5.4 Explain control and care of diarrhoeal diseases in children - Oral	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration 	<ul style="list-style-type: none"> • Models • Charts • Audio visual aids • White board • Marker • ORT items, Family Planning devices items • Records/ cards • Growth monitoring • Text books. 	5.1 Provide appropriate care as follows: <ul style="list-style-type: none"> • Prenatal • Intranatal • newborn and postnatal. 5.2 Provide family Planning Counseling and services to individuals and families. 5.3 Counsel mothers on exclusive breast feeding and weaning practices.	<ul style="list-style-type: none"> • Guide students to provide care to mother and child • Demonstrate how to provide family planning services to family. • Supervise Counseling of mothers on exclusive breast feeding 	<ul style="list-style-type: none"> • Audio visuals • Models 	<ul style="list-style-type: none"> • Assignment • Test • Questionnaire • Quiz • Examination

<p>Rehydration Therapy (ORT)</p> <p>5.5 Explain the importance of prevention of maternal, new born and infant morbidity and mortality.</p> <p>5.6 Explain strategies for women empowerment and decision making in relation to maternal and child health care.</p> <p>5.7 Discuss male involvement in maternal and child health services.</p>						
General Objective 6.0: Know provision of essential drugs as a component of PHC						
<p>6.1 Review Essential Drugs, National Policy on Essential Drugs and Drug Revolving fund</p> <p>6.2 Explain rational drug use in PHC.</p> <p>6.3 Explain the regulation for</p>	<ul style="list-style-type: none"> • Lecture • Discussion • Brain storming • Demonstration of administration of drugs • Return demonstration 	<ul style="list-style-type: none"> • National Policy on Essential Drugs document • Audio Visual charts • Textbooks. • Sample of 	<p>6.3 Administer essential drugs to individuals and families.</p>	<ul style="list-style-type: none"> • Guide students to administer essential drugs to individuals and families 	<ul style="list-style-type: none"> • Essential Drug List • Drugs • Patient's Folder • Charts 	<ul style="list-style-type: none"> • Assignment • Test • Questionnaire • Quiz • Examination

<p>prescribing, dispensing and administration of drugs.</p> <p>6.4 Describe Pharmacovigilance in drug usage</p> <p>6.5 Explain the use of herbal and traditional medicine in PHC.</p> <p>6.6 List essential drugs permissible for use at Primary Health Care level.</p> <p>6.7 Review the concepts of drug action, interaction, contraindications and drug, abuse.</p> <p>6.8 Explain drugs and supplies under the following: Procurement, storage, pre-packing and distribution.</p>		drugs				
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LEVEL: HND CREDIT UNIT: 2
General Objective: Know the common diseases and their management in accordance with the Primary Oral Health Care Standing Orders
General Objective: Know the common diseases and their management in accordance with the Primary Oral Health Care Standing Orders Know the healthy oral structures, aetiology and diagnosis of common oral disease

PROGRAMME: HND NURSING II						
COURSE: PRIMARY ORAL HEALTH				Course Code: HPN 415	Total Contact Hours: 30 Hours	
COURSE SPECIFICATION: Theory/Practical						
General Objective1.0: Know the healthy oral tissues diagnosis and aetiology of common oral diseases						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
1.1 Define oral health 1.2 Describe the anatomy of the mouth in relation to teeth and gingivae. 1.3 Explain the aetiology of periodontal diseases and dental caries. 1.4 Identify the features of inflamed gingivae. 1.5 Describe the composition of dental plaque and calculus 1.6 Identify dental plaque, calculus and caries in the oral cavity.	<ul style="list-style-type: none">• Lecture• Discussion• Demonstration• Questions and answers• assignments	<ul style="list-style-type: none">• Text books• Journals• Pamphlets• Charts• Audio Visual• Pictures• Board and Markers• Audio visuals• Interactive board• Multimedia Projector				Assignment Test Examination

<p>1.7 Demonstrate how to examine school children, personnel and other members of a community for oral disease.</p> <p>1.8 Identify and diagnose common oral diseases as stated in Primary oral health care standing orders: such as – miss happened avulsion, tongue tie, sialadinitis, alitosis etc.</p> <p>1.9 Treat oral health problems identified in 1.8 above.</p> <p>1.10 Refer patients to the next management level for further management if necessary.</p>						
<p>2.1 Enumerate the various preventive and control measures of</p>	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstrati 	<ul style="list-style-type: none"> • Text books • Journals • Pamphlets • Charts 				<p>Assignment Test Examination</p>

<p>common dental diseases including proper tooth brushing and dental flossing technique</p> <p>2.2 Explain the preventive and control measures in 2.1</p> <p>2.3 Design oral health education programme for the prevention and control of oral and dental diseases in a community.</p>	<p>on</p> <ul style="list-style-type: none"> • Questions and answers • assignments 	<ul style="list-style-type: none"> • Audio Visual • Pictures • Board and Markers • Audio visuals • Interactive board • Multimedia Projector 				
<p>3.1 Define epidemiology</p> <p>3.2 Define the common terminologies used in epidemiology e.g. incidence prevalence, endemic, epidemic, pandemic etc.</p> <p>3.3 Explain epidemiological</p>	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Questions and answers • Assignments • Group Work 	<ul style="list-style-type: none"> • Text books • Journals • Pamphlets • Charts • Audio Visual • Pictures • Board and Markers • Audio visuals • Interactive board • Multimedia Projector 				<p>Assignment Test Examination</p>

<p>factors responsible for the prevention of</p> <p>(1) dental caries</p> <p>(2) periodontal diseases.</p> <p>3.4 describe how to gather epidemiological data from a community.</p> <p>3.5 describe how to diagnose and treat identified dental diseases in 3.3 above in a rural community.</p> <p>3.6 Design an oral education programme for the prevention of the diseases in 3.4 above in a rural community.</p>						
<p>7.1 Explain the following concepts: oral care and hygiene,</p> <p>7.2 Identify common causes of oral</p>	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration / Return demonstration 	<ul style="list-style-type: none"> • Text books • White board & Marker • Models • Charts / posters 	<p>7.3. Demonstrate the technique of oral hygiene</p> <p>7.5. Provide first aid treatment in</p>	<ul style="list-style-type: none"> • Supervise the technique of oral hygiene. • Guide students on 	<ul style="list-style-type: none"> • Tooth brush tooth paste. Oral toilet tray 	<ul style="list-style-type: none"> • Assignment • Test • Questionnaire

<p>problems in the community.</p> <p>7.3 Describe oral cleaning methods</p> <p>7.4 Explain the prevention and management of common dental problems.</p> <p>7.5 Outline emergency follow-up referral of patients with oral problems.</p> <p>7.6 Provide health education on oral health care.</p>	<p>tion</p> <ul style="list-style-type: none"> Field trip to school of the blind 	<ul style="list-style-type: none"> Eye dressing tray Oral care/hygiene tray 	<p>oral emergencies.</p> <p>7.6 Give health education on oral health/hygiene</p> <p>7.11 Demonstrate methods of eye dressing</p> <p>7.12 Give health education on eye care.</p>	<p>how to:</p> <ul style="list-style-type: none"> give Health talks on Oral health. Perform eye dressing give health talks on eye care 	<p>patient.</p> <ul style="list-style-type: none"> Patients Drugs, cotton wool, Eye dressing pack. Eye drops. 	<ul style="list-style-type: none"> Quiz Examination
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General Objective 8.0: Understand Primary Eye Care and their Management

Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
<p>8.1 Identify common eye problems in the community.</p> <p>8.2 Identify major causes of blindness in Nigeria.</p> <p>8.3 Explain the prevention, treatment and nursing</p>	<ul style="list-style-type: none"> Lecture Discussion Demonstration /Return demonstration Field trip to school of the blind 	<ul style="list-style-type: none"> Text books White board & Marker Models Charts / posters Eye dressing tray 	<p>8.1 Demonstrate methods of eye dressing</p> <p>8.3 Give health education on eye care.</p>	<ul style="list-style-type: none"> Guide students on how to: give Perform eye dressing give health talks on eye care 	<ul style="list-style-type: none"> Patients Drugs, cotton wool, Eye dressing pack. Eye drops. 	<ul style="list-style-type: none"> Assignment Test Questionnaire Quiz Examination

<p>management of patients with common eye problems.</p> <p>8.4 Explain the pharmacology of ophthalmic drugs.</p> <p>8.5 Describe the methods of eye dressing</p> <p>8.6 Provide health education on eye care and prevention of blindness</p> <p>Explain the procedure for the rehabilitation of the blind within the community.</p>						
General Objective 8.0: Understand adolescence and their problems in the community						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation

<p>8.1 Define adolescence</p> <p>8.2 Describe the characteristics of the adolescent including: emotional, psycho-social and physical features.</p> <p>8.3 Identify common health and social problems of the adolescent e.g. acne, obesity, anorexia nervosa, drug abuse etc.</p> <p>8.4 Provide counseling and nursing care for the problems identified in 8.3</p> <p>8.5 Provide Family Life Education on sexuality, human reproductive processes including pregnancy and child birth.</p> <p>8.6 Identify services available for meeting the Psycho-social needs of the</p>	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Role Play • Field trip. 	<ul style="list-style-type: none"> • Charts • Audio Visuals • Text books • Multimedia /projector/laptop • School Health Clinic. 	<p>8.3 Identify common health and social problems of adolescents.</p> <p>8.4 Provide counseling and nursing care for the problems listed in 8.3 above.</p> <p>8.5 Provide family life education on sexuality etc.</p> <p>8.6 Identify services available for meeting the psycho-social needs of adolescents.</p>	<ul style="list-style-type: none"> • Guide Students on how to: identify common health and social problems of adolescent. • Counsel adolescent. • Provide health services to adolescents. • Visit to adolescent friendly health clinics 	<ul style="list-style-type: none"> • Models • Audio visuals • Patients Drugs. • Adolescents social amenities school Hospital. 	<ul style="list-style-type: none"> • Assignment • Test • Questionnaire • Quiz • Examination
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adolescent e.g. school health services, guidance and counseling, adolescent friendly health care services.						
General Objective 9.0: Understand the referral system in primary health care						
Specific Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
9.1 Define referral system in primary health care 9.2 Explain the referral pathways 9.3 Identify cases for referral 9.4 Describe the referral forms 9.5 Discuss the evaluation of referral system in PHC 9.6 Evaluate the referral system.	<ul style="list-style-type: none"> Lecture Discussion Demonstration use of referral form/ Return demonstration 	<ul style="list-style-type: none"> White board & Marker Charts Audiovisuals Referral forms Textbooks 	94. Describe the referral forms 9.5 Carry out referral of clients and patients using the referral forms 9.6 Evaluate referral system of PHC	<ul style="list-style-type: none"> Supervise filling of referral forms. 	<ul style="list-style-type: none"> Client referral forms. 	<ul style="list-style-type: none"> Assignment Test Questionnaire Quiz Examination
General Objective: 10.0 Understand care of the aged in the community						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation

10.11 Explain the concept of ageing	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration 	<ul style="list-style-type: none"> • Charts • Audio visuals • Text books • Multimedia 	10.7 Provide care for the aged in the community.	<ul style="list-style-type: none"> • Guide the students to provide care to the aged in the community • Visit to Aged people community 	<ul style="list-style-type: none"> • Audio visual • Drugs forms. • Clinics Community 	<ul style="list-style-type: none"> • Assignment • Test • Questionnaire • Quiz • Examination
10.2 Describe the socio-cultural factors affecting ageing process.						
10.3 Explain the physical and psychological needs and problems of the aged.						
10.4 Explain the role of the community nurse in the care of the aged						
10.5 Describe the resources and facilities available to the aged in the community.						
10.6 Provide health education on care of the aged e. g. nutrition, prevention of accidents etc						
10.7 Develop strategies for the care of aged in the community						

General Objective 11.0: Understand care of the physically and mentally challenged in the community						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives	Teacher's Activities	Resources	Evaluation

			(Practical)			
11.1 Define the term disability handicap etc. 11.2 Describe management of common physical / mental challenges in the community e.g. blindness, mental retardation, stroke, impaired hearing etc. 11.3 Manage common physical / mental challenges in the clinics and community. 11.4 Identify societal network for care of the physically / mentally challenged in the community.	<ul style="list-style-type: none"> • Lecture • Discussion • Field trips to Physically Challenged Institutions 	<ul style="list-style-type: none"> • Audio visuals • Chart • White board & marker • Sample of Records or at risk register • Text books 	11.3 Provide care for the physically / mentally challenged within the community. 11.3 Keep record of physically/mentally challenged in the community. (At Risk Register). 11.4 Develop Societal-network for the care of the physically/mentally challenged in the Community	<ul style="list-style-type: none"> • Guide students to develop society network to care for the disabled. • Demonstrate how to care for the physically in the community • Demonstrate care of the physically challenged in the community • Demonstrate the filling of the At Risk register. 	<ul style="list-style-type: none"> • Audio Visuals. • At Risk Register • Occupational groups. 	<ul style="list-style-type: none"> • Assignment • Test • Questionnaire • Quiz • Examination

General Objective 12.0: Understand the management of Occupational Health conditions						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation

<p>12.1 Define Occupational Health, Occupational Health Hazards and Occupational Health Nursing.</p> <p>12.2 Outline the historical development of occupational health (National and International</p> <p>12.3 Explain concepts used in Occupational Health.</p> <p>12.4 State the principles and practice of Occupational Health Nursing in Nigeria.</p> <p>12.5 Classify Occupational Health Hazards and their features such as: deafness, blindness, respiratory disturbances, dermatitis, chemical burns etc.</p>	<ul style="list-style-type: none"> • Lecture • Discussion • Field trip to Industry/Factory • Seminar 	<ul style="list-style-type: none"> • Audio visuals • Textbooks. • Whiteboard & Marker. • Multimedia projector/laptop. • Sample copy of document on: workman's compensations act, labour laws and factory act 	<p>12.7 Conduct educational visits to industries and factories</p>	<ul style="list-style-type: none"> • Guide Students to give health talk • Take students for excursion to industries and factories. 	<ul style="list-style-type: none"> • Audio visual • Models 	<ul style="list-style-type: none"> • Assignment • Test • Questionnaire • Quiz • Examination
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<p>12.6 Explain legislations governing occupational health practice in Nigeria such as:</p> <ul style="list-style-type: none"> - Workman's Compensation Act - Labour Laws - Factory act. <p>12.7 Describe the role of Occupational health Nurse and other members of Occupational health team in the management of occupational health hazards.</p>						
General Objective13.0: Know how to plan and carry out training activities in PHC						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
<p>13.1 Conduct simple training needs survey/ assessment of PHC workers</p> <p>13.2 Explain the principles of teaching and</p>	<ul style="list-style-type: none"> • Lecture/D iscussion • Group work • Role play 	<ul style="list-style-type: none"> • Whiteboard & marker • Audio visuals • Charts • Text books. 	<p>13.1 Conduct simple training needs survey/ assessment for PHC workers</p>	<ul style="list-style-type: none"> • Guide students to conduct simple training Need assessment. 	<ul style="list-style-type: none"> • Need assessme nt form • Evaluatio n form 	<ul style="list-style-type: none"> • Assignment • Test • Questionnaire • Quiz

<p>learning</p> <p>13.3 List training methods available</p> <p>13.4 Describe each method listed in 13.3 above.</p> <p>13.5 State the advantages and disadvantages of each training method listed in 13.3 above</p> <p>13.6 Explain the concept of planning & budgeting for training programmes.</p> <p>13.7 Explain the process of implementation of training programmes</p> <p>13.8 Evaluate training of PHC workers in terms of :</p> <ul style="list-style-type: none"> - process - outcome - impact 			<p>13.8 Monitor, evaluate and report activities in PHC</p>	<ul style="list-style-type: none"> • Guide students to plan for the identified needs in 3.1 • Guide students to monitor, evaluate and report activities in the PHC 		<ul style="list-style-type: none"> • Examination
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General Objective: 14.0 Understand Management in Primary Health Care facilities						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
14.1 Define Management. 14.2 Explain the Principles and Theories of Management. 14.3 Describe Management of resources: Human, Money, Materials and Time etc. 14.4 Explain Accounting System: budgeting, books of accounts, imprest account etc. 14.5 Outline the steps in the formulation of health Committee, local government Primary health care implementation	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Field trip 	<ul style="list-style-type: none"> • Charts of LGA Map Accounting ledger sheet. • White board /Marker • Text books. • Samples of M&E records. • PHC Information system records, home-based health records, health committee reports and records etc. 				<ul style="list-style-type: none"> • Assignment • Test • Questionnaire • Quiz • Examination

	Committee.						
14.6	Describe formulation of health plans and policies.						
14.7	State the methods of placement of Home- based records.						
14.8	Describe Monitoring and Evaluation processes in PHC.						
14.9	Monitor, Evaluate and Report the activities in Primary Health Care.						
14.10	Explain Primary Health Care Information System.						

NATIONAL DIPLOMA II**SEMESTER: FIRST**

PROGRAMME: ND NURSING II				
COURSE: DIETETICS				
COURSE CODE: NUS 214				
DURATION:(Hours/ Week)	Lecture:1	Tutorial: -	Practical : 1	Total Contact Hours: 30 Hours
CREDIT UNITS : 2				
GOAL: This course is designed to introduce students to basic principles of diet therapy				
GENERAL OBJECTIVES: At the end of the course, the students should be able to:				
<ol style="list-style-type: none">1. Know the dietary guidelines for healthy living.2. Understand necessary modifications in dietary management of clients in critical periods of the life span.3. Know various therapeutic diets used in the management of specific medical/ surgical conditions.4. Know how to carry out health education on diet and diet supplements.				

PROGRAMME: ND NURSING II						
COURSE TITLE: DIETETICS			Course Code: NUS 214		Total Contact Hours: 30 Hours	
COURSE SPECIFICATION: Theory/Practical						
GENERAL OBJECTIVE 1.0: Know the dietary guidelines for healthy living						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
1.1 Review of various nutrients for healthy living: 1.2 Explain energy and energy balance. 1.3 List factors that affect energy requirement and energy expenditure. 1.4 Explain the calculation of energy expenditure from daily activity record using tables of energy expenditure. 1.5 Explain recommended Dietary Intake (RDI)	<ul style="list-style-type: none">• Lecture• Discussion• Brain Storming • Guide students to calculate the Recommended Dietary Intake (RDI) using the tables	<ul style="list-style-type: none">• Textbooks• Charts• Audio Visual• Sample of RDI table• Multimedia/P rojector/Lapt ops	1.4 Explain the calculation of Energy Expenditure from daily activity records using tables of Energy Expenditure	Demonstrates calculation of RDI using the table	<ul style="list-style-type: none">• Sample of RDI tables• Sample of various foods• Stove, spoon, pot, plates, cups, etc.	<ul style="list-style-type: none">• Assignment• Test• Questionnaire• Quiz• Examination

1.6 List the various recommended dietary intake tables.						
1.7 Explain the uses of recommended dietary Intakes guidelines.						
1.8 Outline the guidelines for intake of vegetables, fruits, fats, sugar and alcohol in healthy diet.						

General Objective 2.0: Understand necessary modifications in dietary management of Clients in critical periods of the life span						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Special Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
2.1 Define life span, critical periods of life span etc. 2.2 List the critical periods of the life span namely: - Infanthood - Childhood - Adolescence - Pregnancy/lact	<ul style="list-style-type: none"> • Discussion • Lecture • Guide students to describe the various diets used in the management of 	<ul style="list-style-type: none"> • Sample of food/diet for each group in 2.2 • Food samples in each group in 2.2 				<ul style="list-style-type: none"> • Assignment • Test • Questionnaire • Quiz • Examination

<p>ation - Elderly/old age</p> <p>2.3 List the dietary needs of each of the identified groups in 2.2</p> <p>2.3 Describe the Various diets used in the management of the identified groups in 2.2</p>	identified group.					
General Objective 3.0: Know various therapeutic diets used in the management of specific Medical/Surgical Conditions						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
<p>3.1 Define normal diet, therapeutic diet, convalescent diets etc.</p> <p>3.2 Explain the following diets:</p> <ul style="list-style-type: none"> - Fluid/soft diet - High protein diet - Low protein diet - Low fat/fat free diet - Low salt/salt free diet - High calorie/low calorie diet - Gluten free diet - Diabetic diet - Giovanetti diet etc. 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstrate • Return demonstration • Guide students to prepare one or two diets from 3.2 	<ul style="list-style-type: none"> • Food samples 	<p>3.6 Prepare each of the diet listed in the theory Taste and comment on the acceptability of each diet in 3.2 above.</p>	<ul style="list-style-type: none"> • Prepare each diet • Students and teachers taste and discuss acceptability of each diet. • Visit nutrition/ diet 	<ul style="list-style-type: none"> • Sample of materials for dietary counseling 	<p>Assignment</p> <p>Test</p> <p>Questionnaire</p> <p>Quiz</p> <p>Examination</p>

<p>3.3 Describe the nutritional values and content of each of the diets mentioned in 3.2 above.</p> <p>3.4 Identify the relevant disease conditions to which each of the diets in 3.2 above apply.</p> <p>3.5 Identify the foods allowed and disallowed in each of the above mentioned condition.</p> <p>3.6 Explain the Preparation of diets from the ones listed above.</p>				centers		
General Objective 4.0: Know how to carry out health education on diet and diet supplementation.						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
<p>4.1 Define Dietary Counseling.</p> <p>4.2 Explain each of the following resource materials used in Dietary</p>	<ul style="list-style-type: none"> Lecture Discussion Demonstration on dietary counseling 	<ul style="list-style-type: none"> Sample of each resource material Sample of nutrients used in enrichment /fortification. 	<p>4.4 Provide dietary counseling using materials listed in 4.2 in theory</p> <p>4.6 Identify enrichment /</p>	<ul style="list-style-type: none"> Carry out diet counseling using recommended materials 	<ul style="list-style-type: none"> Samples of dietary advice, charts, sample of the nutrients 	<ul style="list-style-type: none"> Assignment Test Questionnaire Quiz

<p>counseling:</p> <ul style="list-style-type: none"> - Diet history - Case history - Nutrition assessment sheet - Diet sheet - Diet manual - Food composition table - Recommended Dietary Allowance (RDA) Tables - Weighing scales - Skin fold calipers - Measuring tapes - Diagnostic kits <p>4.3 Explain each term listed in 4.2</p> <p>4.4 Provide dietary counseling using the materials listed in 4.2</p> <p>4.5 Define food enrichment</p> <p>4.6 Identify the nutrients used in enrichment / fortification of food</p>			fortification diets	<p>listed in 4.2 in the theory</p> <ul style="list-style-type: none"> • Guide students to identify nutrients used in enrichment / fortification of diet. 		<ul style="list-style-type: none"> • Examination
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LEVEL: NATIONAL DIPLOMA II

SEMESTER: FIRST

PROGRAMME: ND NURSING II				
COURSE: MEDICAL /SURGICAL NURSING I				
COURSE CODE: NUR 213				
DURATION: (Hours/Week)	Lecture: 2	Tutorial:	Practical: 2	Total Contact Hours: 60 hours
CREDIT UNITS: 4				
GOAL: The course is designed to provide the students with the knowledge and skills required in the nursing management of Medical-Surgical conditions.				
GENERAL OBJECTIVES: At the end of the course, the students should be able to:				
<ol style="list-style-type: none">1. Understand the basic concepts and terminologies in Medical- Surgical Nursing.2. Understand the use of nursing process in the management of patients with medical/surgical conditions.3. Understand the concept and philosophy of medical rehabilitation in Nursing4. Know the health conditions that can affect adaptation5. Understand problems associated with body defense mechanisms6. Know the diagnostic procedures measures in medical/surgical conditions7. Know the principles of operating room nursing.				

PROGRAMME: ND NURSING II						
COURSE TITLE: MEDICAL-SURGICAL NURSING 1			Course Code: NUR 213		Total Contact: 60 hours	
COURSE SPECIFICATION: Theory and Practical						
GENERAL OBJECTIVE 1.0: Understand the basic concepts and terminologies in Medical- Surgical Nursing						
Specific Learning Objectives (Theory)	Teacher’s Activities	Resources	Specific Learning Objectives (Practical)	Teacher’s Activities	Resources	Evaluation
1.1Explain the following terms, concepts and Principles used in Medical Surgical Nursing: Primary Nursing, Team approach, Holistic care, Health- illness continuum, Homeostasis and stress etc. 1.2 Explain behaviour in illness 1.3 Explain relationship between illness and maturational level of individual. 1.4 State the implications of 1.3 to nursing.	<ul style="list-style-type: none">• Lecture• Discussion	<ul style="list-style-type: none">• Audio-visual aids• Textbooks• Models• Charts• Slides• Multimedia projector• Laptops				<ul style="list-style-type: none">• Assignment• Test• Questionnaire• Quiz• Examination

1.5 Describe the role of the nurse before, during and after a diagnostic procedure.						
General Objective 2.0: Understand the use of Nursing process in the management of patients with Medical/Surgical conditions						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
2.1 Review Nursing Process and its component: - Assessment - Diagnosis - Outcome - Planning - Implementation - Evaluation 2.2 Explain the nursing care plan. 2.3 Discuss the Use of the care plan to manage a patient with various	<ul style="list-style-type: none"> • Lecture • Discussion • Guide students to draw the care plan 	<ul style="list-style-type: none"> • Textbooks • Format of nursing process. • Flip charts • Marker • Multimedia projector/Laptop • Textbooks 	2.2 Develop a Nursing Care Plan. 2.3 Use the care plan to manage patients with Medical surgical conditions.	<ul style="list-style-type: none"> • Demonstrate the use of a care plan 	<ul style="list-style-type: none"> • Nursing Care plan format 	<ul style="list-style-type: none"> • Assignment • Test • Questionnaire • Quiz • Examination

disorders or Nursing problems.						
General Objective 3.0: Understand the concept and philosophy of medical rehabilitation in nursing						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
3.1 Define Medical Rehabilitation 3.2 Explain the philosophy, scope and objectives of medical rehabilitation 3.3 Explain the concept and techniques of rehabilitation in health care 3.4 Identify specific rehabilitation situations/ needs 3.5 Explain the roles of family, community, government and Non-governmental Organizations in rehabilitation.	<ul style="list-style-type: none"> • Lecture • Discussion • Visit to rehabilitation Centers • Reading assignment. 	<ul style="list-style-type: none"> • Video clips • Textbooks • Audio Visual • Multimedia projection • Laptops 				<ul style="list-style-type: none"> • Assignment • Test • Questionnaire • Quiz • Examination

3.6 Describe the role of a nurse in rehabilitation						
General Objective 4.0: Know the various health conditions that can affect adaptation						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
4.1 Define adaptation 4.2 Identify health conditions that can threaten adaptation 4.3 Identify signs and symptoms of Inflammation 4.4 State the different types of Infection 4.5 Discuss the application of nursing process in the management of patient with inflammation. 4.6 Define 'Pain' 4.7 Explain the theories of pain 4.8 Explain the mechanism of pain	<ul style="list-style-type: none"> Lecture Discussion 	<ul style="list-style-type: none"> Textbooks Audio visual aids, <ul style="list-style-type: none"> Textbooks Charts Multimedia projectors Laptop Pin <ul style="list-style-type: none"> Textbooks Nursing process format 	4.3. Identify the signs and symptoms of Inflammation. 4.5. Apply nursing process in the management of patients	<ul style="list-style-type: none"> Guide students to: identify signs and symptoms of Inflammation apply nursing process in management of Inflammation. Guide students to apply nursing process in managing pain Guide students to manage a patient with fear using nursing process Demonstrate how to identify signs of fatigue. Demonstrate 	<ul style="list-style-type: none"> Nursing process format. Hot or cold Compress materials Nursing process format Text books Vital signs tray Charts Books 	

4.9 Describe the ascending and descending nervous pathway.			with Inflammation.	how to apply nursing process in managing patient with fatigue	<ul style="list-style-type: none"> Nursing process format. Client Bowl Water flannel soap Vaseline & Powder Makintosh Urine bag Catheter Towel Pampers . 	
4.10 Discuss the application of nursing process in the management of patients with pain.		<ul style="list-style-type: none"> Nursing process format. Models. Textbooks Nursing process format 		<ul style="list-style-type: none"> Demonstrate how to manage a patient with incontinence using nursing process Guide students to identify conditions that can lead to anxiety Demonstrate how to manage a patient with anxiety using nursing process. Demonstrate the use of nursing process in managing fluid and electrolyte imbalance. Demonstrate how to manage haemorrhage using the nursing 		
4.11 Define fear						
4.12 Identify various conditions that lead to fear						
4.13 List clinical manifestations of fear						
4.14 Discuss the application the nursing process in the management of patient with fear.			4.10. Apply nursing process in the management of pain.			
4.15 Define fatigue			4.14. Apply Nursing Process in management of a patient with fear		<ul style="list-style-type: none"> Fluid charts Ph meter Nursing process format Models Sphygmoma nometer Stethoscope Thermometer 	
4.16 Identify signs and symptoms of fatigue	<ul style="list-style-type: none"> Guide students to draw a nursing care plan to manage a patient with fear, fatigue, insomnia, 		4.16. Identify signs of fatigue.			
4.17 Discuss the application of nursing process in the management of patients with fatigue.						

nursing process in the management of patients with anxiety				using nursing process <ul style="list-style-type: none"> Demonstrate how to manage a patient with oedema, using nursing process 	<ul style="list-style-type: none"> Nursing process format Weighing scale Fluid charts 	
4.30 List types of electrolytes in the body. 4.31 Distinguish between fluid and electrolyte balance and imbalance 4.32 Explain the clinical manifestations of electrolyte imbalance 4.33 Discuss the application of Nursing process in the management of conditions arising from fluid and electrolyte imbalance. 4.34 Define haemorrhage 4.35 Identify causes and types of haemorrhage	<ul style="list-style-type: none"> Lecture Discussions Guide students to draw a nursing care plan of a patient with fluid and electrolyte imbalance, anxiety Lecture Discussion Group assignment / Seminar Lecture 	<ul style="list-style-type: none"> Text book Audio visual Samples of intravenous (I.V) infusions i.e. dextrose, saline, dextrose/saline Textbooks Bed blocks / Elevators Bed Chair with arm rest Textbooks 	4.28. Identify clinical manifestations of a patient with anxiety. 4.29. Apply nursing process in the management of a patient with anxiety.			

4.36 Explain the concept of Blood Coagulation	• Discussion	• Thermometer • Models • Audio Visuals				
4.37 Explain the pathophysiology of haemorrhage.	• Demonstrate the management of a patient with fever					
4.38 Discuss the application of the nursing process in the management of haemorrhage.	• Lecture • Discussion • Group presentation	• Oxygen • Suction machine • Multimedia				
4.39 Define 'shock'	• Explain stages of unconsciousness	• Textbooks • Journals • Sample of nursing process format	4.33 Apply nursing process in the management of conditions arising from fluid and electrolyte imbalance.			
4.40 Identify various conditions that can lead to shock		• Textbooks • Model				
4.41 Distinguish between the various types of shock.	• Demonstrate management of a patient with asphyxia	• Thermometer • Water, bowl, towel	4.37 Apply nursing process in the management of			
4.42 Identify the clinical manifestations of a patient with shock						
4.43 Discuss the application of nursing process in the management of patients with shock.	• Lecture • Discussion • Demonstrate management	• Textbooks				
4.44 Define Fever						
4.45 Classify fever						

<p>manifestations of an unconsciousness.</p> <p>4.57 Discuss the application of nursing process in the management of an unconsciousness</p> <p>4.58 Define dyspnoea</p> <p>4.59 Identify conditions that can lead to dyspnoea</p> <p>4.60 Explain the pathophysiology of dyspnoea</p> <p>4.61 Discuss the application of nursing process in the management of a patient with dyspnoea.</p> <p>4.62 Define oedema</p> <p>4.63 Explain how to detect oedema</p> <p>4.64 Enumerate the conditions that can lead to oedema.</p> <p>4.65 Explain the pathophysiology of oedema</p> <p>4.66 Discuss the application of nursing process in the management of</p>			<p>4.52. Apply nursing process in the management of a patient with asphyxi</p> <p>4.54 Identify levels of consciousness using Glasgow coma scale etc</p> <p>4.57. Apply nursing process in the management of an unconscious patient.</p> <p>4.58. Apply nursing process in the management of a patient with dyspnoea.</p> <p>4.66 Apply nursing process in the management of a patient with Oedema.</p>			
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a patient with oedema.						
General Objective: 5.0 Understand problems associated with body defense mechanisms						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
5.1 Define body defense mechanisms 5.2 Identify body defence mechanisms e.g. white blood cells, adrenaline, skin etc. 5.3 Describe infection process as it relates to body defence mechanism. 5.4 Identify the Signs and Symptoms of infection 5.5 Discuss the application of universal precaution in prevention and control of infections in the hospital 5.6 Discuss the application of nursing process in the management of a patient with specific communicable diseases.	<ul style="list-style-type: none"> • Lecture • Discussion • Group presentation • Review anatomy & physiology of the blood. • Role play use of universal precaution and PPE accessories • Guide students to develop a nursing care plan 	<ul style="list-style-type: none"> • Textbooks • Sample of nursing care plan format 	5.5 Apply universal precautions in the prevention and control of infections in the hospitals 5.7 Apply nursing process in the management of patients with specific communicable diseases	<ul style="list-style-type: none"> • Manage a patient using universal precautions • Demonstrate how to manage a patient with specific communicable diseases using nursing process 	<ul style="list-style-type: none"> • Laboratory results • Nursing Process format • PPE kits • Chart • Model • Audio visuals 	<ul style="list-style-type: none"> • Assignment • Test • Questionnaire • Quiz • Examination

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General Objective 6.0: Know the Diagnostic procedures in Medical/Surgical conditions.						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
6.1 Define assessment as a diagnostic tool in medico-surgical conditions 6.2 Describe steps in physical examination namely: - Inspection- general survey of physical and mental status. - Palpation –head, thorax, abdomen - Percussion- thorax, abdomen - Auscultation – Apex beat, fetal heart beat. - Vital signs- Blood Pressure, temperature, pulse, respiration, weight and height. 6.3 Explain vital records and diagnostic	<ul style="list-style-type: none"> Lecture Discussion Give individual/Group assignment Demonstrate and guide students in assessment of patient Demonstrate examination of a patient/return demonstration Demonstrate /return demonstration 	<ul style="list-style-type: none"> Vital signs equipment such as thermometer B/P apparatus, weighing scale, stop watch etc. Blood sample, urine, faeces, sputum, specimen bottles, swabs, slides, Multimedia projector/laptops 	6.1 Assess patient with medical-surgical conditions 6.5 Prepare patient for various diagnostic Procedures. 6.6. Interpret findings of various Diagnostic reports 6.7 Explain the importance of accurate recording of	<ul style="list-style-type: none"> Demonstrate preparation of a patient for these examinations: x-ray, ultrasound, scan, blood investigations etc. Supervise how to interpret various diagnostic reports Guide students to interpret results of investigations 	<ul style="list-style-type: none"> Audio Visuals Models 	<ul style="list-style-type: none"> Assignment Test Questionnaire Quiz Examination

procedures in medical- surgical unit.	n of how to prepare a patient for a diagnostic procedure.		findings	ons and record accurately		
6.4 Describe various health screening/ diagnostic methods: <ul style="list-style-type: none"> - Use of swabs - Examination of urine, faeces, aspirations etc. - Testing of blood for grouping, genotype, Hb, cross-matching - Blood analysis- White Blood Cell, Red Blood Cell etc. - Urea and electrolytes - X-ray, Ultra sound, MRI, CT – Scan, Electro cardio gram 	<ul style="list-style-type: none"> • Guide students to interpret various diagnostic results. • Visit Radiology Unit 					
6.5 Discuss the preparation of patients for various diagnostic procedures as in 6.4 above						
6.6 Explain the interpretation findings of various diagnostic reports.						
6.7 Explain the importance of						

accurate recordings of finding.						
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General Objective 7.0: Know the principles of operating room nursing						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
7.1 Explain Operating Room Nursing 7.2 Identify structures required in the Operating room (theatre) 7.3 List types of operating room (theatre) 7.4 Enumerate the various types of personnel required in an operating room (theatre) e.g. Circulating Nurse, Anaesthetist, 7.5 Explain: Peri – Operative Asepsis 7.6-Operating Room (theatre)	<ul style="list-style-type: none"> • Lecture • Discussion • Visit to operating theaters 	<ul style="list-style-type: none"> • Textbooks • Audio Visual • Multimedia Projectors • Laptops. 	7.2 Identify structures required in the operating room (theatre). 7.6 Visit to operating room (theatre) for observation	<ul style="list-style-type: none"> • Trip to the theatre • Guide students to identify structures. 	<ul style="list-style-type: none"> • Audio visuals 	Assignment Test Questionnaire Quiz Examination

<p>protocols: scrubbing</p> <ul style="list-style-type: none"> -swabbing, -circulating, <p>Instrumentation Counting etc.</p> <p>7.7 Explain the role of the Nurse in Peri-Operative Care</p> <p>7.8 Describe the hazards of operating room nursing.</p>						
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LEVEL: NATIONAL DIPLOMA II

SEMESTER: FIRST

PROGRAMME: ND NURSING II				
COURSE TITLE: BIostatISTICS				
COURSE CODE: NUS 215				
DURATION: (Hours/weeks)	Lecture: 2hrs	Tutorial: 0	Practical: 0	Total Contact Hours: 30 hours
CREDIT UNITS: 2				
GOAL: This course is designed to enable the students acquire knowledge in basic statistical principles and methods use in analyzing and presenting data for empirical studies.				
GENERAL OBJECTIVES: At the end of the course, the student should be able to:				
1.0	Discuss the role of statistics in science and health care			
2.0	Know the sources and use of medical data			
3.0	Know various data collection methods			
4.0	Know health indices			
5.0	Utilize simple statistical methods in gathering, analyzing and presenting data			
6.0	Interprete data presented in a variety of studies			

PROGRAMME: ND NURSING II						
COURSE TITLE: BIostatISTICS		Course Code: NUS 215		Total Contact Total: 30 Hours		
COURSE SPECIFICATION: THEORY						
GENERAL OBJECTIVE 1.0: Discuss the role of statistics in science and health care						
Specific Learning Objectives (Theory)	Teacher’s Activities	Resources	Specific Learning Objectives (Practical)	Teacher’s Activities	Resources	Evaluation
1.1 Define the following: statistics, biostatistics, health statistics, vital statistics, medical data 1.2 Explain the basic concepts, principles and methods in biostatistics 1.3 Outline the roles of statistics in science and health care	<ul style="list-style-type: none">• Lecture• Discussion	<ul style="list-style-type: none">• Whiteboard / Markers• Textbooks				<ul style="list-style-type: none">• Assignment• Test• Questionnaire• Quiz• Examination
General Objective 2.0: Know the sources and use of medical data						
Specific Learning Objectives (Theory)	Teacher’s Activities	Resources	Specific Learning Objectives (Practical)	Teacher’s Activities	Resources	Evaluation
2.1 List types of medical data 2.2 Identify sources of	<ul style="list-style-type: none">• Lecture• Discussion• Demonstration	<ul style="list-style-type: none">• Textbooks• White board/				<ul style="list-style-type: none">• Assignment• Test

<p>medical data.</p> <p>2.3 Explain health and vital statistics</p> <p>2.4 Explain the procedures for collection of vital statistics/ health statistics</p> <p>2.5 State uses of Medical, Vital and Health statistics</p> <p>2.6 Discuss the sources, forms and nature of medical data in Nigeria with equivalent data from other nations</p> <p>2.7 State problems associated with sourcing for/collection of medical data</p> <p>2.8 Discuss ways of tackling the problems identified in 2.7</p>		<p>markers</p> <ul style="list-style-type: none"> • Health statistics and vital statistics forms 				<ul style="list-style-type: none"> • Questionnaire • Quiz • Examination
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General Objective 3.0: Know various data collection methods						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
3.1 Explain data collection methods 3.2 Describe the procedures for registration of births and deaths.	<ul style="list-style-type: none"> • Lecture • Discussion • Show students the various forms 	<ul style="list-style-type: none"> • White board/Mar kers • Textbooks • Samples of Registratio n of births and deaths forms • Samples of birth and death certificates 				<ul style="list-style-type: none"> • Assignment • Test • Questionnaire • Quiz • Examination
General Objective 4.0: Know health indices						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation

4.1 Define health indices. 4.2 Explain vital and Health statistics indices. 4.3 Explain the methods of direct and indirect standardization of rates. 4.4 Discuss problems involving standardized rates.	<ul style="list-style-type: none"> • Lecture • Discussion • Brain storming • Guide students in calculation of health indices 	<ul style="list-style-type: none"> • White board/Markers • Textbooks • Audio visuals 				<ul style="list-style-type: none"> • Assignment • Test • Questionnaire • Quiz • Examination
General Objective 5.0: Utilize simple statistical methods in gathering, analyzing and presenting data						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
5.1 State statistical methods used in gathering, analyzing and presenting data 5.2 Describe scales of measurement 5.3 Explain measures of central tendency	<ul style="list-style-type: none"> • Lecture • Discussion • Guide students to compute different statistical measures 	<ul style="list-style-type: none"> • White board/Markers • Textbooks • Chart • Audio visuals 				<ul style="list-style-type: none"> • Assignment • Test • Questionnaire • Quiz • Examination

and location 5.4 Describe measures of variability 5.5 Explain non-probability and probability/inferential statistics 5.6 Explain Estimation population values 5.7 Describe statistical significance of a difference 5.8 Explain association, correlation and regression						
General Objective 6.0: Interpret data presented in a variety of studies						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
6.1 Describe the following Statistical Research Analysis: - Correlation	<ul style="list-style-type: none"> Lecture Discussion Guide students in 	<ul style="list-style-type: none"> White board/Markers Textbooks Audio 				<ul style="list-style-type: none"> Assignment Test Questionnaire

<p>and Regression analysis</p> <ul style="list-style-type: none"> - Analysis of variance - Hypothesis and significance test - T-test - F- test - Z- test <p>6.2 Explain statistical computation using statistical packages such as SPSS, Epi – Info, QPSMR etc.</p> <p>6.3 interpret data from different statistical analysis</p>	<p>the use of statistical packages such as SPSS, Epi-Info, QPSMR etc.</p> <ul style="list-style-type: none"> • Guide students to interpret data presented in studies 	<p>visuals</p>				<ul style="list-style-type: none"> • Quiz • Examination
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LEVEL: NATIONAL DIPLOMA II

SEMESTER: SECOND

PROGRAMME: ND NURSING				
COURSE TITLE: RESEARCH METHODOLOGY I				
COURSE CODE: NUR 214				
DURATION: (Hours/weeks)	Lecture: 2	Tutorial: -	Practical: -	Total Contact Hours: 30 Hours
CREDIT UNITS: 2				
GOAL: This course is designed to enable students carry out independent research project.				
GENERAL OBJECTIVES: At the end of this course, the student should be able to:				
1.0	Understand research as a source of human inquiry.			
2.0	Know the contributions of research to nursing profession			
2.0	Understand the preliminary steps in research process			
4.0	Understand literature review			
5.0	Know the origin and nature of theoretical/conceptual frameworks			

PROGRAMME: ND NURSING II						
COURSE: RESEARCH METHODOLOGY I		Course Code: NUR 214		Total contact Hours: 30Hours		
COURSE SPECIFICATION: Theory						
GENERAL OBJECTIVE 1.0: Understand research as a source of human inquiry.						
Specific Learning Objectives (Theory)	Teacher’s Activities	Resources	Specific Learning Objectives (Practical)	Teacher’s Activities	Resources	Evaluation
1.1 Define research 1.2 Enumerate terminologies used in research. 1.3 Explain method of inquiry/sources of human knowledge. 1.4 Outline the characteristics of scientific approach to research. 1.5 Enumerate the limitations of scientific approach or method. 1.6 Outline the characteristics features of research. 1.7 State the functions and	<ul style="list-style-type: none">• Lecture• Discussion• Assignment• Questions and answers	<ul style="list-style-type: none">• Whiteboard• Markers• Textbooks• Audiovisuals				

purposes of research.						
General Objective 2.0: Know the contributions of research to nursing profession						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
2.1 Discuss the evolution of nursing research 2.2 Explain the importance/contributions of research to Nursing. 2.3 Enumerate nurses' roles in research. 2.4 List skills necessary for nursing research 2.5 Outline problems of nursing research in Nigeria	<ul style="list-style-type: none"> Lecture Discussion Assignment Question 	<ul style="list-style-type: none"> Whiteboard Markers Text books Audiovisuals 				
General Objective 3.0: Understand the preliminary steps in research process						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation

<p>3.1 Identify steps in research process.</p> <p>3.2 Define research problem(s).</p> <p>3.3 State the sources of research problem(s)</p> <p>3.4 Explain the criteria for selection of research problem(s).</p> <p>3.5 Explain the use of purpose/aim /broad objectives, specific objectives and significance as they apply to research</p> <p>3.6 Explain the following: Operational definition of terms Limitation Delimitation</p> <p>3.7 Define hypothesis</p> <p>3.8 Describe types of hypothesis</p> <p>3.10 State the importance of hypothesis in</p>	<ul style="list-style-type: none"> • Lecture • Discussion • Assignment • Questions and Answers 	<ul style="list-style-type: none"> • Whiteboard • Markers • Text books • Audiovisuals 				
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research.						
General Objective 4.0: Understand literature review						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
4.1 Define literature review. 4.2 Enumerate purpose of Literature Review 4.3 State sources of literature 4.4 Outline types of information to seek for during literature review. 4.5 Highlight factors that affects scope of literature review 4.6 Enumerate tips and steps in reviewing literature. 4.7 Define referencing	<ul style="list-style-type: none"> • Lecture • Discussion • Assignment • Questions and Answers 	<ul style="list-style-type: none"> • Whiteboard • Markers • Textbooks • Audiovisuals 				

4.8 Enumerate types of referencing						
4.9 Discuss the importance of proper referencing.						
General Objective 5.0: Know the origin and nature of theoretical /conceptual frameworks						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
5.1 Define concept, Model and Theory. 5.2 Define conceptual and theoretical frameworks 5.3 Discuss the origin and nature of concepts and theories 5.4 Explain how to develop a theoretical/conceptual framework. 5.5 Discuss the purpose of theories and frameworks 5.6 Describe the relationship between theory and research 5.7 Enumerate various frameworks/mod	<ul style="list-style-type: none"> • Lecture • Discussion • Assignment • Questions and Answers • Problem solving technique 	<ul style="list-style-type: none"> • Whiteboard • Markers • Textbooks • Audiovisuals 				

els used in Nursing. 5.8 Explain research critiquing						
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LEVEL: NATIONAL DIPLOMA II

SEMESTER: FIRST

PROGRAMME: ND NURSING II				
COURSE TITLE: COMMUNICATION IN ENGLISH II				
COURSE CODE: GNS 211				
DURATION: (Hour/week)	Lecture: 1hr.	Tutorial: 0	Practical: 1hr.	Total Contact Hours: 30 Hours
CREDIT UNITS: 2				
GOAL: This course is designed to enable the student with the necessary level of competence and proficiency in communication to enable student function effectively in their professional environment.				
GENERAL OBJECTIVES: At the end of the course, the student should be able to:				
1.0 Understand registers 2.0 Understand the principles of correspondence 3.0 Know how to apply the principles of writing for publication 4.0 Know how to write a good report.				

PROGRAMME: ND NURSING						
COURSE TITLE: COMMUNICATION IN ENGLISH II			Course Code: GST 211		Total Contact Hours: 30 Hours	
COURSE SPECIFICATION: Theory						
GENERAL OBJECTIVE 1.0: Understand Registers						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
1.1 Explain registers 1.2 Explain factors influencing register, viz. field (profession), mode (speech or writing), tenor (relationship between the interacting parties) 1.3 List some items of register peculiar to different	<ul style="list-style-type: none">LectureDiscussion	<ul style="list-style-type: none">White board/ MarkersTextbooks.				<ul style="list-style-type: none">AssignmentTestQuestionnaireQuizExamination

professions						
1.4 Identify items of register in a given passage.						
1.5 State appropriate uses of jargon						
General Objective 2.0: Understand the principles of correspondence						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
2.1 Describe different types of business letters e.g. applications, enquiries, invitations and complaints with their replies. 2.2 Describe types of professional letters e.g. complaints, request, incidence, queries and response etc.	<ul style="list-style-type: none"> • Lecture • Discussion • Guide students to write professional letters 	<ul style="list-style-type: none"> • White board/Mar kers • Textbooks • Samples of professional letters 	2.2 Use suitable language for a specific type of letter 2.3 Write the letters listed in 2.1 and 2.2	<ul style="list-style-type: none"> • Seminar • Guide students to write letters in 2.1 and 2.2 	<ul style="list-style-type: none"> • Samples of letters in 2.1 	<ul style="list-style-type: none"> • Assignment • Test • Questionnaire • Quiz • Examination

General Objective 3.0: Know how to apply the principles of writing for publication						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
3.1 Explain techniques of writing for publication	<ul style="list-style-type: none"> Lecture Discussion 	<ul style="list-style-type: none"> White board/ Marker Samples of Textbooks / Journal 	3.2 Write essays on topical and current issues 3.3 Analyze published essays of literary value 3.4 Evaluate the development of ideas in a given article. 3.5 Write good articles for publication.	<ul style="list-style-type: none"> Project work 	<ul style="list-style-type: none"> Samples of good articles written 	<ul style="list-style-type: none"> Assignment Test Questionnaire Quiz Examination
General Objective 4.0: Know how to write a good report						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
4.1 Define a report 4.2 List the types of Reports 4.3 Enumerate uses of reports	<ul style="list-style-type: none"> Lecture Discussion 	<ul style="list-style-type: none"> White board/ Markers Textbooks/ 	4.6 Evaluate a given report 4.7 Write a good	<ul style="list-style-type: none"> Class presentation Guide students to 	<ul style="list-style-type: none"> Samples of good written articles 	<ul style="list-style-type: none"> Assignment Test

4.4 List the characteristics of a good report		Journals	report	write a report		<ul style="list-style-type: none"> • Questionnaire • Quiz • Examination
4.5 Outline the stages of writing a report						
4.6 Discuss the characteristics of a good report						

LEVEL: NATIONAL DIPLOMA II**SEMESTER: SECOND**

COURSE CODE	COURSE TITLE	L	T	P	CU	CH	TOTAL HOURS PER SEMESTER	PRE-REQUISITES
NUS 221	Human Anatomy IV	2	-	2	4	4	60	Anat. I,II,III
NUS 222	Human Physiology IV	2	-	-	2	2	30	Physio. I,II,III
NUR 221	Foundation of Nursing IV	2	-	2	4	4	60	FON. I,II, III
NUR 222	Medical Surgical Nursing II	2	-	2	4	4	60	Med/Surg. I
NUR 223	Reproductive Health II	2	-	2	4	4	60	Anat. & Physio
NUR 224	Mental Health/Psychiatric Nursing	2	-	1	3	3	45	Psycho & Socio
EEd 216	Practice of Enterprenuship	1	-	2	3	3	45	-
NUR 225	Research Method II	-	-	2	2	2	30	Res. Methods I
NUR 226	Seminar in Nursing	1	-	-	1	1	15	
NUR 227	Project Writing (Client Care Study)	1	-	1	2		30	
NUR 228	Community Based Clinical Practice (CBC)							
NUR 229	Hospital Based Clinical Practice (HBC)							
	TOTAL	15		14	29	29	435	

Key: L- Lecture/ Week, T- Tutorial,P- , CU – Credit Unit, CH- Credit Hour

Clinical Practice - Hospital and Community Based Postings 8 weeks (SCWEs)

NBTE adopted

NATIONAL DIPLOMA II

SEMESTER: SECOND

PROGRAMME: ND NURSING II				
COURSE TITLE: HUMAN ANATOMY IV				
COURSE CODE: NUS 221				
DURATION: (Hours/Week): 4	Lecture: 2	Tutorial: 0	Practical: 2	Total Contact Hours: 60 hours
CREDIT UNITS: 4				
GOAL: This course is designed to provide the students with the knowledge of the structure of the nervous system and special senses.				
GENERAL OBJECTIVES:- At the end of the course, the students should be able to:				
1.0. Understand the structure of the nervous system.				
2.0. Understand the structure of special Senses.				

PROGRAMME: ND NURSING II							
COURSE TITLE: HUMAN ANATOMY IV			Course Code: NUS 221		Total Contact Hours: 60 Hours		
COURSE SPECIFICATION: Theory							
GENERAL OBJECTIVE 1.0: Understand the structure of the nervous system.							
Specific Learning Objectives (Theory)		Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
1.1	Describe the nervous system	<ul style="list-style-type: none">• Lecture• Discussion• Illustration	<ul style="list-style-type: none">• Textbooks• Whiteboard /Markers• Charts / posters• Models• Audio-visual aids• Slides.• Multimedia projector• Laptops	1.4 Draw and label the structures of central nervous system, peripheral and autonomic nervous System. etc.	<ul style="list-style-type: none">• Illustration with models	<ul style="list-style-type: none">• Textbooks• Whiteboard /Markers• Charts / posters• Models• Audio-visual aids• Slides.• Multimedia projector• Laptops	<ul style="list-style-type: none">• Assignment• Test• Questionnaire• Quiz• Examination
1.2	Describe the development, organisation and the structure of the nervous system.						
1.3	Outline the components of the nervous system.						
1.4	Draw, label and describe the components of the nervous						

<p>system.</p> <p>1.5 Describe the following functional areas of the brain :-</p> <ul style="list-style-type: none"> • motor area, • sensory area, • basal area • limbic system, • vital centres, • cranial nerves 						
General Objective 2.0: Understand the structure of the special senses.						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
<p>2.1 List organs of special senses: ear, eye, nose, tongue and skin.</p> <p>2.2 Describe the structures of the Organs listed in 2.1 above.</p>	<ul style="list-style-type: none"> • Discussion • Lecture • Illustrations with diagram 	<ul style="list-style-type: none"> • Textbooks • Whiteboard /Markers • Charts / posters • Models • Audio-visual aids • Slides. • Multimedia projector • Laptops 	<p>2.2 Draw and Label the structures of the special sense organs: ear, eye, skin, tongue, nose.</p>	<ul style="list-style-type: none"> • Illustration with models 	<ul style="list-style-type: none"> • Models of special sense organs: eye, ear, Skin, tongue and nose. • Audio visuals • Charts • Textbooks • Whiteboard 	<ul style="list-style-type: none"> • Assignment • Test • Questionnaire • Quiz • Examination

					<ul style="list-style-type: none">• Markers• Video clips• Multimedia projector• Laptops	
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LEVEL: NATIONAL DIPLOMA II

SEMESTER: SECOND

PROGRAMME: ND NURSING II				
COURSE TITLE: HUMAN PHYSIOLOGY IV				
COURSE CODE: NUS 222				
DURATION: (Hours/Week):	Lecture: 2	Tutorial:	Practical:	Total Contact Hours: 30 hours
CREDIT UNITS: 2				
GOAL: This course is designed to provide the students with the knowledge of physiology of the nervous system and special senses.				
GENERAL OBJECTIVES:- At the end of the course, the students should be able to:				
5.0	Understand the physiology of the nervous system.			
6.0	Understand the physiology of the special senses.			

PROGRAMME: ND NURSING II						
COURSE TITLE: HUMAN PHYSIOLOGY IV			Course Code: NUS 222		Total Contact Hours: 30 hours	
COURSE CODE: THEORY						
GENERAL OBJECTIVE 1.0: Understand the physiology of the nervous system						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
1.1 Review the components of the structure of the nervous system i.e. - Central - Peripheral - Autonomic Nervous system 1.2 Explain the functions of the neurons and synapses. 1.3 Describe the functional areas of the brain e.g. motor, sensory, basal, ganglia, limbic system, vital centres and the cranial nerves. 1.4 Explain nerve pathway, wakefulness and sleep	<ul style="list-style-type: none">• Lecture• Discussion• Multimedia projection• Illustrations	<ul style="list-style-type: none">• Textbooks• Models,• Charts,• Audiovisual aids, Slides.• Multimedia projector• Laptops• White Board• Markers				<ul style="list-style-type: none">• Assignment• Test• Questionnaire• Quiz• Examination

1.5 Describe the physiology of the brain, brain stem, pons varoli, medulla oblongata and cerebellum.						
1.6 Explain the physiology of the reflex arc, spinal nerves, and spinal reflexes.						
General Objective 2.0: Understand the physiology of the special senses.						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
6.1 Describe the physiology of the special sense organs i.e. eye, ear, skin, tongue, and nose. 6.2 Describe the mechanism of hearing, sight, touch, balance, smell and taste.	<ul style="list-style-type: none"> • Lecture • Discussion • Illustrations with charts and models 	<ul style="list-style-type: none"> • Text books • Whiteboard/markers • Charts • Models • Audiovisual aids. • Multimedia projectors • Laptop 				<ul style="list-style-type: none"> • Assignment • Test • Questionnaire • Quiz • Examination

LEVEL: NATIONAL DIPLOMA II

SEMESTER: SECOND

PROGRAMME: ND NURSING II				
COURSE TITLE: FOUNDATIONS OF NURSING IV				
Course Code: NUR 221				
DURATION: (Hour/week)	Lecture: 2	Tutorial: 0	Practical: 2	Total Contact Hours: 60 hours
CREDIT UNITS: 4				
GOAL: This course is designed to provide the students with advanced knowledge and skills in specialized Nursing procedures				
GENERAL OBJECTIVES: At the end of the course, the students should be able to:				
1.0	Know the procedures in caring for clients/patients with musculo -skeletal dysfunction			
2.0	Know the procedures in the preparation of patients for special diagnostic procedures.			
3.0	Know how to provide total comfort to clients/patients and their relatives in grief/dying periods.			

PROGRAMME: ND NURSING II						
COURSE TITLE: FOUNDATIONS OF NURSING IV			Course Code: NUR 221		Total Contact Hours: 60hours	
COURSE SPECIFICATION : Theory/Practical						
GENERAL OBJECTIVE 1.0: Know the procedures in caring for patients/clients with Musculo-skeletal dysfunction.						
Specific Learning Objectives (Theory)	Teacher’s Activities	Resources	Specific Learning Objectives (Practical)	Teacher’s Activities	Resources	Evaluation
1.1 Describe the steps in maintaining muscular functions eg. • Range motion • Active and passive movement • Physiotherapy • Gait/balance etc 1.2List the different types of Plaster of Paris (POP) 1.3 Explain the management of patients on POP and stockinet 1.4 Explain the care of patients on traction e.g	<ul style="list-style-type: none">• Lecture• Discussions• Visit to POP unit	<ul style="list-style-type: none">• Text books• Flip charts• Models• Audio Visuals• White Board• Markers	1.1 Demonstrate the range of passive and active exercises 1.2 Manage patients on Plaster of Paris (POP) and stockinet. 1.3 Manage patients on various types of tractions	<ul style="list-style-type: none">• Demonstr ation• Guide• Students to demonstra te range of passive and active exercises• Guide students on reporting observatio ns	<ul style="list-style-type: none">• Textbooks• Whiteboard/ markers• Charts• Models• Audio-visuals• Plaster of Paris• Stockinet• Traction equipment• Multimedia Projector• Laptops	<ul style="list-style-type: none">• Assignment• Test• Questionnaire• Quiz Examination

<ul style="list-style-type: none"> • Skin traction • Skeletal traction • Gallow's traction • Skull traction etc 						
General Objective 2.0: Know the procedures in the preparation of patients for special diagnostic						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
2.1 Describe the procedures for preparing patients for special examinations such as: Neurological Examination, Endoscopic examination, gynaecological examination. 2.2 Enumerate the roles of the nurse before, during and after the procedure in 2.1 above 2.3 List the indications and contra - indications for the following special	<ul style="list-style-type: none"> • Lecture • Discussion • Multimedia projection 	<ul style="list-style-type: none"> • White board/markers • Flip chart, • Patella hammer • Textbook • Audio visuals • Examination bed • Diagnostic set • All equipment needed for specific examinations • Trolley • Multimedia projector • Laptops 	2.4 Prepare patient for special examinations / procedures as listed in 2.1 and 2.3 2.3 Demonstrate different positions used in gynaecological examinations	<ul style="list-style-type: none"> • Discussion • Guide students to demonstrate positions in 2.3 	<ul style="list-style-type: none"> • Text books • Audio visuals • Charts and posters • Examination bed • Patella hammer • Laboratory forms • Kidney dish • Specimen bottles • Syringes and needles • Bed linen • Screen • Examination trays 	<ul style="list-style-type: none"> • Assignment • Test • Questionnaire • Quiz • Examination

examinations:/p rocedures Otoscopy, Laryngoscopy, Laparoscopy, Sigmoidoscopy, Proctoscopy, Ophthalmoscopy , Paracentesis abdominis, Lumbar puncture, Liver Biopsy/Liver function tests, Fasting Blood sugar, Barium swallow / meal test etc.						
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General Objective 30: Know how to provide total comfort to clients /patients and their relatives in grief/dying periods						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
3.1 Discuss stages of dying e.g Kubler – Ross's stages of dying 3.2 Discuss total care of the very ill and dying patients.	<ul style="list-style-type: none"> • Lecture • Discussions • 	<ul style="list-style-type: none"> • Textbook • Audiovisuals • Models • White board • Markers • Trolley for last office 	3.2 Manage a critically ill patient e.g. bed bathing, treatment of pressure areas, nasogastric tube feeding, use of suction machine, clearing of the airway.	<ul style="list-style-type: none"> • Demonstrate procedures as listed in 3.2 / Return demonstration • Guide students to provide care. 	<ul style="list-style-type: none"> • Trays as per procedures • Nasogastric tube • Infusions • toiletries • Oxygen cylinder and accessories etc. 	<ul style="list-style-type: none"> • Assignment • Test • Questionnaire • Quiz • Examination

3.3 Explain the procedure for 'last office' and the certification of the dead.			3.4 Manage a dying patient e.g. oxygen administration, suctioning, cardio-thoracic and pulmonary resuscitation		<ul style="list-style-type: none"> • Towel • Drip stand • Observation and fluid charts • Screen • Suction machine • Airway • Ambu- bag • Water jug • Basin 	
3.4 Explain grief and grieving process.						
3.5 Explain the 'Living Will' movement.						
3.6 Explain the role of the nurse in the provision of comfort to the grieving relatives.			3.5 Perform last office for a dead patient			

LEVEL: NATIONAL DIPLOMA II

SEMESTER: SECOND

PROGRAMME: ND NURSING II				
COURSE TITLE: MEDICAL/SURGICAL NURSING II				
COURSE CODE: NUR 222				
DURATION: (Hours/Week):	Lecture: 2	Tutorial: 0	Practical: 2	Total Contact Hours: 60 hours
CREDIT UNITS: 4				
GOAL: This course is designed to provide the students with the knowledge of the disorders of respiratory, digestive and genito-urinary systems and therapeutic skills required for their management.				
GENERAL OBJECTIVES: At the end of the course, the students should be able to:				
1.0. Understand disorders of the respiratory system.				
2.0. Understand disorders of the digestive system.				
3.0. Understand disorders of the genito-urinary system.				

PROGRAMME: ND NURSING II						
COURSE TITLE: MEDICAL-SURGICAL NURSING II			Course Code: NUR 222		Total Contact Hours: 60	
COURSE SPECIFICATION: THEORY AND PARACTICAL						
GENERAL OBJECTIVE 1.0: Understand disorders of the respiratory system.						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
1.1 Review the anatomy and physiology of the respiratory system. 1.2 List conditions affecting the respiratory system: - Upper airway infections - Obstruction and trauma of the upper respiratory airway. - Lower respiratory tract Infections. - Other chest disorders - Occupational lung disease. 1.3 Describe the pathophysiology of respiratory disorders e.g. inflammation, emphysema,	<ul style="list-style-type: none">• Lecture• Discussion• Seminar• Demonstrate use of Nursing process format• Guide students to develop care plan for patients with these procedures• Visit to microbiology laboratory	<ul style="list-style-type: none">• Audi visual aids• Textbooks• Models• Charts• Slides• Microscopes• Naso-gastric tube, torchlight• Laboratory test Forms.• Nursing process formats.• Trays for special procedures• Tracheostomy tubes,• Drainage tubes.	1.4. Assess a client with respiratory disorder: - Health history - Physical assessment - Psycho-social assessment. 1.6. Manage a patient with respiratory disorder using the nursing process. 1.7. Identify special procedures for patients with respiratory disorders: - Underwater seal drainage - Endotracheal	<ul style="list-style-type: none">• Discussion• Demonstration• Interpret diagnostic results• Guide students in the care of patients who have undergone special procedures: - Underwater seal drainage• Endotracheal intubation- Thoracentesis- Mechanical ventilation	<ul style="list-style-type: none">• Chart• Pen• Textbooks• Model• Audio-visual Aids.• Nursing Care plan format /charts• Trays as per procedures• Oxygen cylinder and accessories• Suction machines• Fluid charts	<ul style="list-style-type: none">• Assignment• Test• Questionnaire• Quiz• Examination

<p>tuberculosis, bronchitis, asthma, Chronic Obstructive Pulmonary Disease (COPD) etc.</p> <p>1.4 Describe the assessment of a client with respiratory disorders as follows:</p> <ul style="list-style-type: none"> - Health history - Physical assessment - Psychosocial assessment etc <p>1.5 Explain - diagnostic, procedures and investigations in respiratory disorders.</p> <p>1.6 Describe the management of patients with respiratory disorders using nursing process.</p> <p>1.7 Describe the nursing management of patients with the following:</p> <ul style="list-style-type: none"> - Tracheostomy - Under – water seal drainage. 		<ul style="list-style-type: none"> • Airway • Oxygen cylinder and accessories • Ambu bag • Fluid charts • Suction machines 	<p>intubation</p> <ul style="list-style-type: none"> - Thoracentesis - Mechanical ventilation 			
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<ul style="list-style-type: none"> - Endotracheal intubation, - Thoracentesis and - Mechanical ventilation. <p>1.8 Explain the role of the nurse in the prevention of respiratory disorders – tuberculosis, bronchitis, occupational lung diseases etc.</p>						
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GENERAL OBJECTIVE 2.0: Understand disorders of the digestive system.							
Specific Learning Objectives (Theory)		Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
2.1	Review of the anatomy and physiology of the digestive system.	<ul style="list-style-type: none"> • Lecture • Discussion 	<ul style="list-style-type: none"> • Models • Charts • Slides 	2.2. Perform gastric aspiration	<ul style="list-style-type: none"> • Demonstrate the procedure of gastric aspiration 	<ul style="list-style-type: none"> • Charts • Models • Textbooks • Audio visuals 	<ul style="list-style-type: none"> • Assignment • Test • Questionnaire
2.2	Describe diagnostic procedures used in digestive disorders	<ul style="list-style-type: none"> • Demonstrate process of History taking & physical examination / Return demonstration. 	<ul style="list-style-type: none"> • Textbooks. • Specimen bottles • Laboratory test forms. • Nursing process formats. 	2.5. Assess a patient with gastric Intestinal disorders.	<ul style="list-style-type: none"> • Demonstrate physical assessment 	<ul style="list-style-type: none"> • Ryle's tube • Syringes • Specimen bottles • Models. 	<ul style="list-style-type: none"> • Quiz • Examination
-	Gastric aspiration and analysis, endoscopic	<ul style="list-style-type: none"> • Lecture 		2.6. Apply nursing process in the management of a patient	<ul style="list-style-type: none"> • Demonstrate the use of nursing 	<ul style="list-style-type: none"> • Nursing 	

procedures etc.						
2.3 Describe the disorders affecting the digestive system	<ul style="list-style-type: none"> • Discussion • Demonstrate application of Nursing process format 	<ul style="list-style-type: none"> • Charts • Models • Slides 	with gastro intestinal disorders.	process in managing a patient with digestive disorders.	process format care plan format.	
<ul style="list-style-type: none"> - Mouth - Oesophagus - Stomach and duodenum - Small and large intestines. - Rectum/Anus 			2.5 Demonstrate the pre and post-operative care of patient with colostomy, gastrostomy, haemorrhoidectomy, appendectomy etc.	<ul style="list-style-type: none"> • Guide students to perform procedures appropriate to each surgical intervention e.g. change of colostomy bag, dressing etc. 	<ul style="list-style-type: none"> • Textbooks • Charts 	
2.4 Explain the pathophysiology of each disorder in 2.3.						
2.5 Discuss the assessment of clients with digestive system disorders in terms of :						
<ul style="list-style-type: none"> - Health history - Physical assessment - Psychosocial assessment 						
2.6 Describe the management of patient with gastro-Intestinal disorders using the nursing process.						
2.7 Describe the						

	role of the nurse pre and post operatively in the following surgical interventions: <ul style="list-style-type: none"> - Colostomy - Gastrotomy - Hemorrectomy - Appendectomy - Bowel resection - Herniarophy 						
2.8	Describe the complications of gastro-intestinal disorder.						
2.9	Explain the roles of the nurse in the prevention of gastro intestinal disorders						

General Objective 3.0: Understand disorders of the genito-urinary system						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
3.1 Review anatomy and physiology of the genito-urinary system.	<ul style="list-style-type: none"> • Lecture • Discussion • Guide 	<ul style="list-style-type: none"> • Textbooks • Charts • Models 	3.5 Perform physical assessment of a patient with	<ul style="list-style-type: none"> • Perform physical assessment of 	<ul style="list-style-type: none"> • Nursing process format 	<ul style="list-style-type: none"> • Assignment

<p>3.2 Describe the diagnostic procedures used in genito-urinary disorders e.g. urinalysis, intravenous pyelogram etc.</p> <p>3.3 Describe disorders affecting the genito-urinary systems</p> <ul style="list-style-type: none"> - Urinary tract infections - Glomerulonephritis (acute and chronic) - Renal failure (acute and chronic) - Nephrotic conditions of the Kidneys - Neoplastic conditions of genitor- urinary system. - Trauma of the tissues of the G.U system etc. - Prostate enlargement <p>3.4 Describe the pathophysiology of the disorders in 3.3.</p> <p>3.5 Discuss the assessment of clients with genito-urinary disorders in terms of:</p> <ul style="list-style-type: none"> - Health history - Physical assessment - Psychosocial assessment <p>3.6 Describe the management of patients with genito-urinary disorders using the nursing</p>	<p>students in the assessment of patients using nursing process format</p>	<ul style="list-style-type: none"> • Textbooks • Nursing process formats • Fluid charts • Whiteboard • Markers • Multimedia Projector • Laptops 	<p>genito-urinary system disorders using the nursing process.</p> <p>3.6 Apply nursing process in the management of a patient with genito-urinary disorders</p>	<ul style="list-style-type: none"> • patients • Guide students to Perform physical assessment of patients 	<ul style="list-style-type: none"> • Care plan • Audio visuals • Multimedia projector • Laptops • Intake and output chart. 	<ul style="list-style-type: none"> • Test • Questionnaire • Quiz • Examination
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process.						
3.7 Explain the complications of genito-urinary disorders						
3.8 Describe the roles a nurse in the prevention the urinary tract infection and renal failure.						

LEVEL: NATIONAL DIPLOMA II

SEMESTER: SECOND

PROGRAMME: ND NURSING II				
COURSE TITLE: REPRODUCTIVE HEALTH I				
COURSE CODE: NUR 223				
DURATION: Hours/Weeks	Lecture: 2	Tutorial:	Practical: 2	Total Contact Hours: 60 hours
CREDIT UNITS: 4				
GOAL: The course is designed to provide the students with skills necessary for meeting the reproductive health needs of clients at home, health institutions and the community				
GENERAL OBJECTIVE: At the end of the course , the student should be able to:				
1.0 Know the philosophy and concept of Reproductive Health. 2.0 Know the anatomy and physiology of the male and female reproductive organs and the accessory organs of reproduction. 3.0 Understand the concept of Human Sexuality. 4.0 Understand gynaecological disorders and their management. 5.0 Know the investigations performed to confirm gynaecological disorders. 6.0 Understand surgical interventions applicable to gynaecological conditions. 7.0 Understand reproductive tract infections. 8.0 Understand infertility 9.0 Know the harmful traditional practices affecting Reproductive Health. 10.0 Understand Information, Education and Communication (IEC). 11.0 Understand Safe Motherhood and Quality Care.				

PROGRAMME: ND NURSING II						
COURSE TITLE: REPRODUCTIVE HEALTH I		Course Code: NUS 223			Total Contact Hours: 60 Hours	
COURSE SPECIFICATION: Theory and Practical						
GENERAL OBJECTIVE 1.0: Know the philosophy and concept of Reproductive Health						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
1.1 Explain the following concepts: Reproductive Health, Family. 1.2 Explain the Philosophy of Reproductive Health. 1.3 List the components of Reproductive Health 1.4 State the Reproductive Rights of women. 1.5 Discuss the reproductive health situation in Nigeria. 1.6 Explain the roles of the	<ul style="list-style-type: none">• Lecture• Discussion• Demonstration• Multimedia projection	<ul style="list-style-type: none">• Chart• Whiteboard• Marker• Multimedia projector• Laptop				<ul style="list-style-type: none">• Assignment• Test• Questionnaire• Quiz• Examination

<p>father, mother, children, significant others in Reproductive Health care.</p> <p>1.7 Discuss the health status of women, girl child education and gender discrimination etc. and their effects on Reproductive Health.</p> <p>1.8 Identify factors that influence reproductive health: Socio-Cultural, Socio-economic, Educational, Religious and Political etc.</p> <p>1.9 Explain the influence of culture, norms and values on the role of the nurse.</p> <p>1.10 Explain the roles of the nurse in the care of the</p>						
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expectant family in the community.						
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General Objective 2.0: Know the Anatomy and Physiology of the male and female reproductive organs and the accessory organs of reproduction.						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
2.1 Review the anatomy and physiology of the male and female reproductive organs and the accessory organs of reproduction. 2.2 Review the physiology of menstruation and the phases. 2.3 Review the process of spermatogenesis and oogenesis. 2.4 Describe the different menstrual disorders: (dysmenorrhoea), menorrhagia, metrorrhagia and oligomenorrhoea and their management. 2.5 Explain the following: menarche,	<ul style="list-style-type: none"> • Lecture • Discussion • Brain storming • Guide students to identify menopausal syndrome 	<ul style="list-style-type: none"> • Whiteboard • Markers • Models of male and female organs • Multimedia projectors • Laptops • Charts • Audio visuals 	2.1 Draw and label the male and female reproductive organs and the accessory organs.	<ul style="list-style-type: none"> • Guide students to draw and label the female and male reproductive organs and the accessory organs of reproduction 	<ul style="list-style-type: none"> • Models of the male and female reproductive organs • Charts 	<ul style="list-style-type: none"> • Assignment • Test • Questionnaire • Quiz • Examination

menopause, andropause and their management.						
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General Objective 3.0: Understand the concept of Human Sexuality						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
3.1 Explain the concept of human sexuality 3.2 Discuss family life education 3.3 Describe the promotion of sexual health 3.4 Discuss sexual deviation and problems of adolescent sexuality 3.5 Discuss the management of sexual deviation and	<ul style="list-style-type: none"> • Lecture • Discussion • Visit to adolescent clinics and counsel adolescents on family life education 	<ul style="list-style-type: none"> • Whiteboard • Markers • Posters • Models • Charts • Multimedia projector • Laptops • Audio visuals 	3.7 Identify adolescent friendly clinics / centres	<ul style="list-style-type: none"> • Visit to adolescent friendly clinics / centres • Guide students to counsel on family life education 	<ul style="list-style-type: none"> • Audio Visuals • Charts/posters • IEC materials 	<ul style="list-style-type: none"> • Assignment • Test • Questionnaire • Quiz • Examination

problems of adolescent sexuality 3.6 Discuss male involvement in reproductive health 3.7 Explain the concept of adolescent friendly clinics centres 3.8 Discuss the role of the nurse in adolescent sexuality						
General Objective 4.0: Understand gynaecological disorders and their management						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation

<p>4.1 Describe the gynaecological disorders of the vulva e.g. inflammation, cyst, tumours, warts and varicous veins.</p> <p>4.2 Discuss the gynaecological disorders of the vagina e.g. inflammation, abnormalities, vesico-vaginal fistula, recto-vaginal fistula.</p> <p>4.3 Explain the gynaecological disorders of the cervix e.g. inflammation, polyps, irritation, erosion and cancers</p> <p>4.4 Describe the gynaecological disorders of the uterus</p> <p>4.5 Describe the gynaecological disorders of fallopian tubes e.g. long and short</p>	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Guide students to identify abnormalities of the vagina • Guide students to perform speculum examination to identify gynaecological conditions of the cervix • Demonstrate the procedure for Breast Self-Examination (BSE). Return demonstration 	<ul style="list-style-type: none"> • White Board • Markers • Models • Nursing process formats • Audio visuals • Charts • Multimedia projector • Laptops • Nursing process format • Bed • Pillow • Mirror • Checklist • Manikin 	<p>4.3 Perform speculum examinations of the vagina and cervix.</p> <p>4.10 Apply the nursing process in the management of gynaecological disorders.</p> <p>4.11 Demonstrate the procedure for Breast Self-Examination</p>	<ul style="list-style-type: none"> • Guide students to perform speculum examinations of the vagina and cervix. • Guide student to develop nursing care plan for gynaecological disorders. • Guide students to perform self-breast examination 	<ul style="list-style-type: none"> • Multimedia projector • Laptop • Audio visuals 	<ul style="list-style-type: none"> • Assignment • Test • Questionnaire • Quiz • Examination
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tubes, cul-de-sac in the tube, absence of fallopian tubes						
4.6 Explain the gynaecological disorders of the ovary e.g. inflammation, cyst and cancer.						
4.7 Describe the gynaecological disorders of the pelvic floor e.g. displacement, uterine cystocele and prolapse						
4.8 Describe the gynaecological disorders of the pelvic cavity e.g. pelvic inflammatory disease (PID)						
4.9 Describe the disorders of the breast e.g. engorgement, mastitis, abscess and cancer.						
4.10 Discuss the						

management of patient with gynaecological disorders using the nursing process						
4.11 Describe the procedure for Breast Self-Examination (BSE).						

General Objective 5.0: Know the investigations performed to confirm gynaecological disorders						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
5.1 Identify gynaecological positions and their applications 5.2 Explain diagnostic examinations and investigations	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Guide the students to position patients appropriately for investigations 	<ul style="list-style-type: none"> • Whiteboard • Markers • X-ray films • Laboratory forms • Models • Reagents • Specimens • Bed • Pillow 	5.1 Position patients appropriately for examinations and investigations. 5.3 Interpret radiological and	<ul style="list-style-type: none"> • Guide students to position patients appropriately for examinations and investigations. 	<ul style="list-style-type: none"> • Multimedia projector • Laptop • Models • Audio visuals 	<ul style="list-style-type: none"> • Assignment • Test • Questionnaire • Quiz • Examination

e.g.ultra sonography, abdominal, vaginal and pelvic examinations, radiography and radiological examinations 5.3 Interpret radiological and laboratory results 5.4 Discuss abdominal, vaginal and pelvic examinations	and examinations <ul style="list-style-type: none"> • Visit to Radiology department • Guide students to read and interpret radiological and laboratory results • Guide students to perform abdominal, vaginal and pelvic examinations 	<ul style="list-style-type: none"> • Tray for gynaecological examinations 	laboratory results. 5.4 Perform abdominal, vaginal and pelvic examinations	<ul style="list-style-type: none"> • Guide students to perform abdominal, vaginal and pelvic examination s. • Guide students to interpret radiological and laboratory result 		
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General Objective 6.0: Understand surgical interventions applicable to gynaecological conditions						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
6.1 Explain the following surgical interventions: dilation and curettage (D&C), myomectomy, hysterectomy, salpingectomy, hysterosalpin-	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration / return demonstration of pre and 	<ul style="list-style-type: none"> • White Board/ Marker • Charts • Nursing process 				<ul style="list-style-type: none"> • Assignment • Test • Questionnaire • Quiz

<p>gogram salpingolysis, oophorectomy, mastectomy etc.</p> <p>6.2 Discuss the management of patient with surgical interventions listed in 6.1 using nursing process</p> <p>6.3 Explain the role of the nurse in the perioperative care of clients undergoing surgical interventions</p>	<p>post-operative care of patients.</p> <ul style="list-style-type: none"> • Guide students on the use of Nursing Process • Visit to theatre unit 	<p>formats</p> <ul style="list-style-type: none"> • Consent forms • Vital signs tray • Multimedia projector • Laptops 				<ul style="list-style-type: none"> • Examination
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General Objective 7.0: Understand reproductive tract infections						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
7.1 Define sexually transmitted infections (STIs).	<ul style="list-style-type: none"> • Lecture • Discussion 	<ul style="list-style-type: none"> • White Board / Markers 	7.7 Educate clients on prevention and control of STIs.	<ul style="list-style-type: none"> • Guide students on how to use IEC 	<ul style="list-style-type: none"> • Multimedia projector 	<ul style="list-style-type: none"> • Assignment • Test

7.2	Discuss sexually transmitted infections e.g.gonorrhoea, trichomoniasis, candidiasis, chlamydia, syphilis, chancroids etc.	<ul style="list-style-type: none"> • Guide students to counsel clients on prevention and control of sexual transmitted diseases 	<ul style="list-style-type: none"> • Audio visual • Charts • Models • HIV test kits • Multimedia projector 	7.11 Administer antiretroviral drugs.	<ul style="list-style-type: none"> • materials to educate clients • Guide students to administer antiretroviral drugs. 	<ul style="list-style-type: none"> • Laptop • Audio visuals • IEC materials • HIV test kit 	<ul style="list-style-type: none"> • Questionnaire • Quiz • Examination
7.3	Explain the route of transmission of sexually transmitted disease listed in 7.2.	<ul style="list-style-type: none"> • Guide students to test for HIV • Visit to STIs and HIV clinics 	<ul style="list-style-type: none"> • Laptops • National Guideline Document 	7.12 Interpret laboratory results of clients and patients.	<ul style="list-style-type: none"> • Guide students to interpret laboratory results of clients and patients. 		
7.4	Describe the syndromic management of sexually transmitted infections.	<ul style="list-style-type: none"> • Visit to Voluntary Counselling Centres 		7.13 Counsel clients on prevention and control of HIV, voluntary testing and preventing of mother to child (PMTCT).	<ul style="list-style-type: none"> • Guide student to test for HIV • Visit Heart to Heart Centres 		
7.5	Discuss the complications of sexual transmitted infections.						
7.6	Counsel clients on sexually transmitted						

	infections.						
7.7	Educate clients on prevention and control of sexually transmitted infections.						
7.8	Define HIV / AIDs.						
7.9	Discuss the HIV/AIDs global and national prevalence.						
7.10	Explain the mode of transmission of HIV.						
7.11	Describe the management and care of People Living with HIV in term of: antiretroviral drugs, nutrition, family support, social support group etc.						
7.12	Explain laboratory						

	results of HIV tests, CD4 serum test and viral load.						
7.13	Discuss Counselling of clients on prevention and control of HIV, voluntary testing etc						
7.14	Explain the preventive measures of ABCD of HIV, prevention and Post Exposure Prophylaxis (PEP).						
7.15	Discuss the burden of the disease on the individual, family and community.						
7.16	Discuss Opportunistic Infections.						
7.17	Discuss the						

National Guidelines on Management of HIV/AIDs, Counselling Technique Guideline (CT), Prevention of Mother To Child Transmission (PMTCT)						
General Objective 8.0: Understand infertility						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
8.1 Explain the concept of infertility. 8.2 Discuss types of infertility. 8.3 Discuss male and female causes of infertility. 8.4 Discuss the investigation to confirm infertility 8.5 Discuss the management of infertility.	<ul style="list-style-type: none"> • Lecture • Discussion • Visit to infertility clinics 	<ul style="list-style-type: none"> • Textbooks • Journals • Whiteboard / markers • Audio visuals • Multimedia projector • Laptops 				<ul style="list-style-type: none"> • Assignment • Test • Questionnaire • Quiz • Examination

8.6 Educate clients on causes and prevention of infertility.						
8.7 Discuss the prevention and management of sexual dysfunction in male and female.						

General Objective 9.0: Know the harmful traditional practices affecting Reproductive Health						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
9.1 Define harmful traditional practices 9.2 Identify the types of harmful traditional practices e.g. Female Genital Mutilation (FGM or FGC), early marriage, Forced marriage, widowhood rights etc.). 9.3 Explain the	<ul style="list-style-type: none"> • Lecture • Discussion • Role play • Guide student to educate clients' on harmful traditional practices 	<ul style="list-style-type: none"> • Models/charts • Whiteboard / Markers • Multimedia projector • Laptops • Audio visuals 				<ul style="list-style-type: none"> • Assignment • Test • Questionnaire • Quiz • Examination

<p>various types of harmful traditional practices.</p> <p>9.4 Discuss the consequences of harmful traditional practices.</p> <p>9.5 Educate clients on Harmful Traditional Practices.</p> <p>9.6 Discuss domestic and sexual violence against women.</p>						
General Objective 10.0: Understand Information, Education and Communication (IEC)						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation

<p>10.1 Define Information, Education and Communication (IEC).</p> <p>10.2 Define advocacy.</p> <p>10.3 Explain the process of advocacy in relation to policy makers and opinion leaders.</p> <p>10.4 Discuss community mobilization for reproductive health activities.</p> <p>10.5 Explain the use of IEC materials in Reproductive Health.</p> <p>10.6 Explain the counselling of clients on Reproductive Health issues.</p>	<ul style="list-style-type: none"> • Lecture • Discussion • Role play 	<ul style="list-style-type: none"> • Whiteboard • Markers • Posters / Charts • Audio visual • Multimedia projector • Laptop • Screen 	<p>10.5 Conduct health education on reproductive health issues using IEC materials</p>	<ul style="list-style-type: none"> • Guide students to conduct health education 	<ul style="list-style-type: none"> • Audio Visuals • Multimedia projector • Laptops • Charts/posters 	<p>Assignment</p> <p>Test</p> <p>Questionnaire</p> <p>Quiz</p> <p>Examination</p>
General Objective 11.0: Understand Safe Motherhood and Quality Care						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives	Teacher's Activities	Resources	Evaluation

			(Practical)			
11.1 Explain the of concept Safe Motherhood. 11.2 Explain the components and strategies of safe mother-hood. 11.3 Discuss the principles of safe motherhood. 11.4 Define Quality Care. 11.5 Explain strategies for achieving quality reproductive health. 11.6. Describe tools used for quality reproductive health care. 11.7 Explain the application of concept of quality care in Reproductive Health Service delivery	<ul style="list-style-type: none"> • Lecture • Discussion 	<ul style="list-style-type: none"> • Text books • Journals • Audio visuals • Whiteboard /markers • Posters /Charts • Multimedia projector • Laptops 				Assignment Test Questionnaire Quiz Examination

LEVEL: NATIONAL DIPLOMA II

SEMESTER: SECOND

PROGRAMME: NDL NURSING II			
COURSE TITLE: MENTAL HEALTH/PSYCHIATRIC NURSING			
COURSE CODE: NUR 224			
DURATION: (Hours/Week) Lecture: 2	Tutorial: 0	Practical: 1	Total Contact Hours: 45hours
CREDIT UNITS : 3			
GOALS: This course is designed to provide students with the basic knowledge of the concepts of mental health an illness			
GENERAL OBJECTIVES: At the end of the course the students, should be able to:			
1.0 Understand the concepts associated with mental health and mental illness.			
2.0 Know the factors that cause mental disorders.			
3.0 Know the common mental health disorder and emergencies.			
4.0 Understand the management of some mental health disorders.			
5.0 Understand community mental health and referral services			
6.0 Know the various methods of rehabilitation and management of the mentally ill within the community.			

PROGRAMME: ND NURSING II						
COURSE TITLES: MENTAL HEALTH/PSYCHIATRIC NURSING			Course Code: NUR 224		Total Contact Hour: 45 hours	
COURSE SPECIFICATION: THEORY						
GENERAL OBJECTIVE 1.0: Understand the concepts associated with mental health & mental illness.						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
1.1 Define mental health and mental illness 1.2 Outline the historical development of psychiatric medicine and psychiatric nursing in Nigeria and the world. 1.3 Describe the changing concepts of mental health care in Nigeria. 1.4 Explain the emotional health needs of individuals, families and communities. 1.5 Explain the	<ul style="list-style-type: none">• Lecture• Discussion• Group work• Multimedia presentations	<ul style="list-style-type: none">• White Board• Markers• Charts• Multimedia projector• Films on historical development of psychiatric medicine and nursing				

concept of personality development.						
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General Objective 2.0: Know the factors that cause mental disorders.						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
2.1 Explain the theories of the etiology of mental illness: <ul style="list-style-type: none"> - Freudian Theory - Biochemical Theory etc 2.2 List the various causes of mental illness under the following headings: <ul style="list-style-type: none"> - Physical causes - Psychological causes etc - Environmental causes - Psycho/social causes, etc 	<ul style="list-style-type: none"> • Lecture • Discussion • Multimedia presentations 	<ul style="list-style-type: none"> • Whiteboard • Markers • Multimedia projector • Laptops • Charts • Audio visuals 				<ul style="list-style-type: none"> • Assignment • Test • Questionnaire • Quiz • Examination

General Objective 3.0: Know the common mental health disorders & emergencies in the community
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Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
<p>3.1 Describe the pattern of behaviour disorders</p> <p>3.2 Explain the adaptive process in symptom formation</p> <p>3.3 Classify mental disorders according to causes.</p> <p>3.4 Define neurotic and psychotic disorders.</p> <p>3.5 Describe the signs & symptom of neurotic disorders i.e.</p> <ul style="list-style-type: none"> - Anxiety - Phobia - Obsessive compulsive neurosis - Hypochondria - Neurasthenics etc. 	<ul style="list-style-type: none"> • Lecture • Discuss • Group work • Assignment 	<ul style="list-style-type: none"> • White board / markers • Chart • Pictures • Textbooks • Journals 	<p>3.4 Conduct visits to the ward to observe the clinical manifestation of mental health disorders.</p>	<ul style="list-style-type: none"> • Visit within students to mental homes / hospitals. 	<ul style="list-style-type: none"> • Text books • Journals • Electro-convulsive therapy equipment. • Patients' examination tray 	<ul style="list-style-type: none"> • Assignment • Test • Questionnaire • Quiz • Examination

3.6	Describe the signs & symptoms of psychotic disorders: <ul style="list-style-type: none"> - Schizophrenia - Depression - Mania - Manic / depressive psychotic disorders etc. - Organic disorders - Personality disorders - Psychosomatic disorders - Emotional disorders of life cycle - Substance abuse (Drug and Alcohol) 						
3.7	Describe the management of patients with neurotic and psychotic disorders using the nursing process.						

General Objective 4.0: Understand the management of some mental health disorders

Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
<p>4.1 State the Mental Health Laws and Acts related to treatment of patients.</p> <p>4.2 Outline the types of admissions in mental hospitals</p> <p>4.3 Describe the assessment of mental health status of individuals and families.</p> <p>4.4 Explain psychiatric emergencies and their management</p> <p>4.5 Describe somatic therapy, activity therapy and Psychotherapy</p> <p>4.6 Explain the management of some mental disorders: depression, anxiety, schizophrenia, substance abuse etc.</p>	<ul style="list-style-type: none"> • Lecture • Discussion • Group work • 	<ul style="list-style-type: none"> • White board • Markers • Charts • Multimedia projectors • Laptops • Audio visuals 	<p>4.6 Manage acute Mental Disorder</p> <p>4.6 Organize health education and counseling of patients.</p> <p>4.10 visit the hospital to observe how Electro Convulsive Therapy (E.C.T) and other therapies are administered.</p>	<ul style="list-style-type: none"> • Apply nursing process in the management of acute and chronic mental disorder. • Guide students to health educate and counsel of patients. • Visit to psychiatric hospital, ECT units • Multimedia presentations 	<ul style="list-style-type: none"> • Charts • Video clips • Multimedia projector • Audio Visuals • ECT machine 	<ul style="list-style-type: none"> • Assignment • Test • Questionnaire • Quiz • Examination

General Objective 5.0: Understand community mental health and referral services						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
<p>5.1 Identify the factors that contribute to the causes or aggravation of mental illness within the family & environment.</p> <p>5.2 Outline the traditional and other methods of treatment and management of mentally ill persons in the community.</p> <p>5.3 Explain follow-up care and /home visits.</p> <p>5.4 Discuss the referral services in mental health care.</p>	<ul style="list-style-type: none"> • Lecture • Discussion • Brain storming 	<ul style="list-style-type: none"> • Text books • Journals • Audio visuals • White board • Markers • Charts 	<p>5.1 Organize and maintain therapeutic environment</p> <p>5.1 Educate the community on promotion of good mental health</p> <p>5.2 Conduct visit to a traditional mental health home/facilities to understudy the traditional management of mental illness.</p> <p>5.4 Organize a two-way referral system</p>	<ul style="list-style-type: none"> • Discussion • Field trip to traditional mental health facilities 	<ul style="list-style-type: none"> • Charts • Video clips • Multimedia projector • Referral forms 	<ul style="list-style-type: none"> • Assignment • Test • Questionnaire • Quiz • Examination

General Objective 6.0: Know the various methods of rehabilitation of the mentally ill within the community.						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
6.1 Outline the principles of rehabilitation of the mentally ill persons. 6.2 Explain the methods of rehabilitation of the mentally ill persons in the community i.e. - Half-way house or homes - Day & Night Hospital - Occasional leave/trial leave - Sheltered workshop - Parole 6.3 Outline the preventive measures of mental illness.	<ul style="list-style-type: none"> • Lecture • Discussion • Group discussion • Multimedia presentations • Visits to rehabilitation centres 	<ul style="list-style-type: none"> • Textbooks • Journals • White board • Markers • Multimedia projector • Laptops 				<ul style="list-style-type: none"> • Assignment • Test • Questionnaire • Quiz • Examination

LEVEL: NATIONAL DIPLOMA II

SEMESTER: SECOND

COURSE TITLE: PRACTICE OF ENTREPRENUERSHIP				
COURSE CODE: EEd 216				
DURATION	Lecture:	Tutorial: 1	Practical: 2	Total Contact Hours: Hours
CREDIT UNIT:				
GOAL: This course is designed to equip students with necessary entrepreneurial skills for self-employment.				
GENERAL OBJECTIVES: On completion of the course, the student should:				
1.0	Know techniques for generating business ideas and the process of identifying and assessing business opportunities.			
2.0	Know how to evaluate a business ideas and the process of identifying and assessing business opportunity.			
3.0	Know method of product/service selection.			
4.0	Understand the process and procedure for starting an Enterprise.			
5.0	Know the operational techniques in managing an Enterprise			
6.0	Understand the various existing industries and support agencies in Nigeria.			
7.0	Appreciate the role of commercial and development banks in small and medium scale industries development.			
8.0	Understand the role of personal savings and portfolio investment in National Economic Development.			

PROGRAMME: HND NURSING																					
COURSE TITLE: PRACTICE OF ENTREPRENUERSHIP				Course Code: EEd		Total Contact Hours:															
Course Specification:																					
General Objective 1.0: know techniques for generating business ideas and the process of identifying and assessing business opportunities.																					
Specific Learning Objectives (Theory)		Teachers’ Activities	Resources	Specific Learning Objectives (Practical)	Teachers’ Activities	Resources	Evaluation														
1.1 Define business opportunity.	1.2 State the process of Exploring opportunities.	1.3 Identify business opportunities (SWOT Analysis).	1.4 State the process of conducting a market survey in order to establish demand/supply gap.	1.5 State the process of business idea generation.	1. Explain business opportunities and process of exploring it.	2. Explain the process of product/service selection.	3. Explain SWOT Analysis and how to identify business opportunities.	4. Explain the process of conducting market survey and selecting a viable business venture.	5. Explain the process of business idea generation.	• Text books	• Journals	identify business opportunities using SWOT Analysis.	Conduct marker survey and select the most viable business venture.	Set up a small business enterprise	Guide students to identify business opportunities using SWOT Analysis.	Guide students to conduct market survey to enable them select the most viable business venture.	Demonstrate Using appropriate application package, product selection, product tracking, order tracking etc.	Set up student groups with the task of setting up a small business enterprise.	Invite a successful entrepreneur to give a talk.	Make the student/group generate his/their viable business idea which would further be subjected to feasible business plan.	Assignment Test Examination

General Objective 0.2: Know how to evaluate a business idea for developing an enterprise						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
2.1 Define the concept of business plan. 2.2 Explain the process of preparing preliminary project proposal. 2.3 Explain the process of preparing a detailed business plan. 2.4 Conduct a model of business plan on a selected venture.	1. Explain business idea. 2. Explain the concept of business plan and project proposal. 3. Relate Business idea to business plan and project proposal. 4. Describe the steps in preparing a model business plan.	Textbooks. Journals. Multi-media Projector.	Prepare a preliminary project proposal. Students' group to set up a small business enterprise with an initial capital of ₱10,000.00 only at least. Conduct a modest business plan on a selected venture. Present the plan to a panel of successful entrepreneur for assessment. Explore Internet for company profile, product catalogue, product information URL management. Conduct a model business plan on a	Guide students in preparing preliminary project proposal. Using the on going business project guide students to complete a business plan and present it to a panel of successful entrepreneurs, the plan should consider sale forecast, time sheet analysis, employee tracking, loan amortization etc. Explain Internet for company profile, products catalogue, product catalogue, product information URL management. The written business plan should be assess as part of continuous	Computer complete with accessories and D base. Internet connection. Textbooks.	

			selected venture.	assessment.		
General Objective 3: know methods of product / service selection						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
3.1 Define product/ service. 3.2 Explain the nature characteristics of product/ service. 3.3 Explain product selection criteria. 3.4 Identify key factors associated with product selection. <ul style="list-style-type: none"> • Infrastructure • Technology • Availability of raw material. • Government Policy/Regulation. • Legal aspect of business. 3.5 Explain venture idea generation. 3.6 Explain the steps involved in preliminary screening.	1. Explain product selection, criteria and factors associated with selection. 2. Explain venture idea generation. 3. Explain steps involved in preliminary screening. 4. Explain steps in preparing pre-feasibility study. 5. Explain the adequacy of infrastructural facilities, relevant technology and adequacy of raw materials for the selected product.	Textbooks. Journals. Publications. Multi-media Projector.	Analyze a given case in product selection. Select a product Prepare a feasibility report on a modern business and evaluate the viability, methodology and CBA. (Cost Benefit Analysis). Generate venture idea on selected exportable product obtained from the web. Write a report on their visit.	Guide students to analyze a case in product selection. Invite an Entrepreneur to speak on venture idea generation and product selection. Guide students to prepare feasibility studies on a model institution based business and evaluate the viability, methodology and Cost Benefit Analysis (CBA). Guide students to use web based information to generate venture idea on an exportable		

3.7	Explain the different steps in preparing pre-feasibility study.	6. Explain effects of government policy and regulation as well as legal aspects of business on the selected product.			product.		
3.8	Evaluate adequacy of infrastructural facilities for product selection.				Organize visit to a small business outfit to understudy infrastructural facilities, available technology, sources and adequacy of raw materials, effect of government policy and regulation and legal aspects of business.		
3.9	Identify the relevant technology available for the selected product.						
3.10	Evaluate sources and adequacy of raw materials for the selected product.						
3.11	Explain effects of government policy and regulations on the selected product.						
3.12	Identify legal aspects of business in product selection.						
General Objective 4: understand the process and procedure for starting an Enterprise							
Specific Learning Objectives (Theory)		Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation

4.1	Outline the main features of the Companies and Allied Matters Act (CAMA) 1990 and the subsequent amendments.	1. Explain the main features of the CAMA with special reference to provisions relating to registration and incorporation of business.	Textbooks CAMA Articles and Memo of Association Certificate of Incorporation.	Prepare Memorandum and articles of Association for a hypothetical company.	Guide students to prepare memorandum and Articles of Association of a hypothetical company.	Text books CAMA Internet (CAC Website)	
4.2	Explain the functions of the Corporate Affairs (CAC) under the Companies and Allied Matter Act 1990.	2. Explain the functions of CAC.		Identify documents required for incorporation.	Show students necessary Incorporation documents.		
4.3	Explain the legal structure of business.	3. Explain the different legal forms of business.			Visit CAC office nearest to you to familiarize with its operation.		
4.4	State factors to consider in naming a business.	4. Explain reasons for and factors in naming a business.					
4.5	Explain the procedure and requirements for registration of a business name.	5. Explain Memorandum and Articles of Association and the procedure for incorporation		Register a business name.			
4.6	Explain the procedure and requirements for incorporating a				Guide students to register a hypothetical business name with the		

business.	n of companies in Nigeria.			nearest CAC.		
4.7 Explain the reasons for the existence of registered business names and companies.	6. Explain licenses and permits and their issuing Agencies.					
4.8 Identify various agencies responsible for issuance of licence and permits.						
General Objective 5: know the various operational techniques in managing an Enterprise						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning outcomes	Teachers' Activities	Resources	Evaluation
5.1 Define management and manager.	1. Explain the functions, techniques and skills of management.	Textbooks. Specimen of financial records. Cardboard Marker.	Draw appropriate organogram for a small scale enterprise.	Guide students to draw an organogram to suit the selected business venture.	Textbooks sample Record books Multi-media Projector organogram	
5.2 Explain the functions of management and a manager.						
5.3 Explain management structure for an Enterprise.	2. Draw a management structure to suit the viable project selected by students.	Organogram	Identify communication process in the management of an enterprise.	Demonstrate the techniques and skills of communication process in the management of the selected business ventures, using computer networking of not less than 3 computers.		
5.4 Explain the communication process in the management of an enterprise.						
5.5 Explain the techniques and skills of: i. Planning ii. Organizing	3. Explain the techniques of		Explain the functional areas of business management,			

iii. Staffing iv. Leading v. Controlling 5.6 Explain the basic techniques of marketing production and financial management I an enterprise. 5.7 Explain the principles of record keeping, auditing and taxation.	the functional areas of management. 4. Explain principles of record keeping, auditing and taxation.		planning, organizing etc	Demonstrate, using appropriate application packages, techniques and skills of: Business planning. Business positioning. Business scheduling. Staffing and staff. Tracking etc. explaining their importance to sustainable business venture.		
General Objective 6: know the various existing industries and support agencies in Nigeria						
Specific Learning Outcomes	Teachers' Activities	Resources	Specific Learning outcomes	Teachers' Activities	Resources	Evaluation
6.1 Explain various industry/support agencies. 6.2 Explain the types, and sources of materials used in both manufacturing and Service Industries. 6.3 Explain the types and sources of plants and machinery used in small scale Industries. 6.4 Explain the various information and assistance for vital areas like finance, registration, project	1. Explain industry, types and support agencies. 2. Explain the nature, types and sources of material, machineries	Textbooks Journals CD's/Film VCR	Identify types and sources of plants and machinery used in small scale industries nature and types of material inputs and information about market and financial assistance.	Guide students to visit websites to identify types and sources of machinery and plants, material inputs for small scale industries. Information and assistance for finance, market etc. Form groups and assign them out of class. Visit/ experience in	Computer and accessories with Internet connection. Textbooks and Journals.	

selection, training, marketing, research, quality control, raw materials, patent information etc. 6.5 Explain environmental factors associated with Industrial and economic development in Nigeria.			Prepare a report and share experience.	selected enterprise. Groups to share experiences on the visit.		
General Objective 7: Appreciate the role of commercial and development banks in small and medium scale industries development						
Specific Learning Outcomes	Teachers' Activities	Resources	Specific Learning outcomes	Teachers' Activities	Resources	Evaluation
7.1 Identify financial institutions involved in entrepreneurial development. 7.2 Explain the role of Banks and financial institutions in the creation and development of enterprises. 7.3 Explain government policy on financing small and medium enterprises. 7.4 Explain the role of microfinance (Formal and Informal) in	1. Explain the role of financial institutions in entrepreneurial development 2. Explain the role of commercial and development of SMEs. 3. Examine government policies on financial SMEs. 4. List support	Textbooks, Journals and other publications.	Identify sources of finance to SME's and how to access their funds.	Guide students to identify sources of finance for SME's Invite a Finance Expert to give a talk. Guide students to develop healthy banking culture: <ul style="list-style-type: none"> • Good customer relation. • Regular lodgment 	Multi-media Projector (16 mm) Computer Internet	

7.5	financing enterprise. Explain the role of capital markets in Financing enterprises	agencies for SMEs in Nigeria- NEPC, IDCs, DB etc. 5. Explain government policy on financing SMEs			s. • Bank reconcilia- tion.		
General Objective 8: Understand the role of personal savings and portfolio investment in National Economic Development							
Specific Learning Outcomes		Teachers' Activities	Resources	Specific Learning outcomes	Teachers' Activities	Resources	Evaluation
8.1	Define the following: Income, expenditure and savings	1. Explain savings	Textbooks, Journals and other publications	Calculate interest rates.	Show various methods of computing interest	Textbooks, Journals and other publications, computer	
8.2	explain the role of savings in starting and sustaining businesses.	2. Explain how savings are channeled into productive venture.		Develop personal budget for one month.	Guide students to develop a personal budget for one moth		
8.3	Explain personal Financial Planning and Management.	3. Explain the benefits of interest.		Create a spreadsheet for a budget	Guide students to create a spreadsheet for a budget		
8.4	Explain shopping habits.	4. Explain the role of budgeting in personal economics.		Learning to save and invest in portfolio.			
8.5	Explain portfolio investment-shares, bonds, debentures.	5. Describe shopping habits. 6. Analyze portfolio investment.			Invite a stock broker to give a talk.		

	7.Explain thrift societies and how they operate					
ASSESSMENT CRITERIA						
Examination 60	Continuous assessment 40			Other (examination/project/portfolio)%		

LEVEL: NATIONAL DIPLOMA II

SEMESTER: SECOND

PROGRAMME: ND NURSING II				
COURSE TITLE: RESEARCH METHODOLOGY II				
COURSE CODE: NUR 225				
DURATION: (Hours/Week)	Lecture: 2hrs	Tutorial: 0	Practice:	Total Contact Hours: 30 Hours
CREDIT UNITS: 2				
GOALS: This course is designed to enable students carry out independent research project.				
GENERAL OBJECTIVES: At the end of the course, the student should be able to				
1.0 Understand the design and planning phase of research 2.0 Understand ethical issues in nursing research 3.0 Know methods of data collection 4.0 Know various methods of processing data 5.0 Understand basic statistics used in research 6.0 Understand presentation and interpretation of results. 7.0 Understand research report writing				

PROGRAMME: ND NURSING II						
COURSE TITLE: RESEARCH METHODOLOGY			COURSE CODE: NUR 225		TOTAL CONTACT HOURS: 30 Hours	
COURSE SPECIFICATION: Theory/Practical						
General Objective 1.0: Understand the design and planning phase of research						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
1.1 Define research design. 1.2 Explain the purpose of research design. 1.3 Define the following - Population - Sample - Sampling 1.5 Outline types of surveys	<ul style="list-style-type: none">• Lecture• Discussion• Brain storming	<ul style="list-style-type: none">• Text Books• Journals• Internet• Whiteboard• Markers				Assignment Test Questionnaire Examination

in data collection. 1.6 Enumerate types of population 1.7 Discuss sampling methods and their merits/demerits 1.8 Explain the importance of sampling. 1.9 List the characteristics of a good sampling method. 1.10 Explain how to determine a sample size						
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General Objective 2.0: Understand ethical issues in nursing research						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
2.1 Discuss the historical background of ethical Issues in	<ul style="list-style-type: none"> • Lecture • Discussion • Guide students on 	<ul style="list-style-type: none"> • Whiteboard • Markers • Text books • Audiovisual 				<ul style="list-style-type: none"> • Assignment • Test

nursing research 2.2 Explain ethical dilemmas in research, including Ethical Review Board (ERB) committees 2.3 Discuss the following ethical principles: - Beneficence - Maleficence - Respect for human dignity - Justice etc. 2.4 Explain informed consent as it applies to research 2.5 Enumerate the content of informed consent.	how to obtain ethical clearance	s • Journals • Samples of ethical clearance				<ul style="list-style-type: none"> • Questionnaire • Quiz • Examination
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General Objective 3.0: Know various methods of data collection

Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation

<p>3.1 Define data, Validity and Reliability</p> <p>3.2 State types of data:</p> <ul style="list-style-type: none"> - Primary - Secondary <p>3.4 Explain various methods of collecting data:</p> <ul style="list-style-type: none"> - Observation - Questionnaire - Interview - Focus Group Discussion - Checklist - Rating scales - Tests - Bio-physiologic measures etc. <p>3.5 Explain how to administer each of the methods identified in 3.3 above</p> <p>3.6 Explain types of validity and reliability</p> <p>3.7 Describe how to establish validity and</p>	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstrate how to develop data collection instrument • Guide students to establish validity and reliability data collection instrument (Pilot test) 	<ul style="list-style-type: none"> • Whiteboard • Markers • Text books • Audiovisuals • Journals • Charts 				<ul style="list-style-type: none"> • Assignment • Test • Questionnaire • Quiz • Examination
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reliability of data collection instrument.						
General Objectives 4.0: Know various methods of processing data						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
4.1 Explain the various variables and their application 4.2 Explain the following: Grouped and Ungrouped data. 4.3 Describe the commonly used scales of measurement. 4.4 Explain organisation, cleaning,	<ul style="list-style-type: none"> • Lecture • Discussion • Guide students on how to organize, clean, group and code data 	<ul style="list-style-type: none"> • White Board • Markers • Text books • Audiovisuals 				<ul style="list-style-type: none"> • Assignment • Test • Questionnaire • Quiz • Examination

grouping and coding of data. 4.5 Discuss how to address missing data						
General Objectives 5.0: Understand Basic Statistics used in research						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
5.1 Define statistics, biostatistics, mean, median, and mode. 5.2 Enumerate types of statistics 5.3 State the purpose of statistics 5.4 Describe the following descriptive statistics <ul style="list-style-type: none"> - Measure of central tendency - Measure of dispersion - Frequencies - Measure of relationship. 5.5 Discuss the	<ul style="list-style-type: none"> • Lecture • Discussion • Guide students to calculate statistics in 5.4 and 5.5 • Introduce students to statistical software packages – SPSS, Epi Info etc. 	<ul style="list-style-type: none"> • Text books • Whiteboard • Markers • Text books • Audiovisuals 				<ul style="list-style-type: none"> • Assignment • Test • Questionnaire • Quiz • Examination

under listed Inferential Statistics - Student t-test - Z-test - f-distribution - Z-distribution - Chi-square test - ANOVA - Sign test 5.6 Enumerate statistical software packages						
General Objectives: 6.0 Understand presentation and interpretation of results.						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
General Objectives 7.0: Understand research report writing.						
Specific Learning Objectives (Theory)	Teacher's Activities	Resources	Specific Learning Objectives (Practical)	Teacher's Activities	Resources	Evaluation
7.1 Explain the general format for writing a research report e.g. a. Preliminaries: <ul style="list-style-type: none"> (Title page Certification 	<ul style="list-style-type: none"> Lecture Discussion Guide students to write research report for different 	<ul style="list-style-type: none"> Text book White Board Markers Text books Audiovisuals 				<ul style="list-style-type: none"> Assignment Test Questionnaire Quiz

<ul style="list-style-type: none"> • Dedication • Acknowledgment • Abstract • Table of content, List of tables, figures etc.) <p>b. Chapter I</p> <ul style="list-style-type: none"> • (Introduction • Background • Statement of problems • Objectives • Significance of study • Research question • Scope and Delimitation • Operational definition of terms) <p>c. Chapter II - Literature review</p> <ul style="list-style-type: none"> • Conceptual framework • summary of literature review). <p>d. Chapter III – Methodology</p> <ul style="list-style-type: none"> • Design Setting, • Target Population • Sample and 	purposes					<ul style="list-style-type: none"> • Examination
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<ul style="list-style-type: none"> Sampling techniques, • Calculation of sample size, Instrument for data collection, • Validity and Reliability of Instrument • , Methods of data collection and analysis, • Ethical consideration) <p>e. Chapter IV (Method of data analysis and presentation)</p> <p>f .Chapter V – Discussion of findings (Discussion, Implication for Nursing, Summary</p> <ul style="list-style-type: none"> • ConclusionLimitations, Recommendation, Suggestion for further studies) 						
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<ul style="list-style-type: none">• References• Appendix						
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LEVEL: NATIONAL DIPLOMA II

SEMESTER: SECOND

PROGRAMME: ND NURSING II				
COURSE TITLE: CLIENT CASE STUDY				
COURSE CODE: NUR 227				
DURATION: Hour/week	Lecture:	Tutorial :	Practical:4	Total Contact Hours: 60 Hours
CREDIT UNITS: 4				
GOAL: The course is designed to enable students acquire self-directed skills in clients care				
GENERAL OBJECTIVES: At the end of this course the student should be able to:				
1.0 Acquire skills in individualize client care				

PROGRAMME: ND NURSING II						
COURSE TITLE: CLIENT CARE STUDY		COURSE CODE: NUR 227		TOTAL CONTACT HOURS: 4 (60 Hours)		
COURSE SPECIFICATION: PRACTICAL						
GENERAL OBJECTIVE: 1.0 Acquire skills in individualize client care						
Specific Learning Objectives (Theory)	Teacher’s Activities	Resources	Specific Learning Objectives (Practical)	Teacher’s Activities	Resources	Evaluation
1.1 Select a clinical condition 1.2 Design care for the selected client 1.3 Carry out care of client 1.4 Document care 1.5 Submit soft and bound hard copy for evaluation		<ul style="list-style-type: none">• Hospitals• Copies of client care study		<ul style="list-style-type: none">• Ensure adequate clinical rotation.• Supervise students’ client’s selection. Supervise students’ write up		<ul style="list-style-type: none">• Assignment• Test• Questionnaire• Quiz• Examination