

NATIONAL BOARD FOR TECHNICAL EDUCATION



CURRICULUM AND COURSE SPECIFICATION FOR HIGHER NATIONAL DIPLOMA IN NURSING PROGRAMME

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

SEPTEMBER, 2018.

**NATIONAL BOARD FOR TECHNICAL EDUCATION KADUNA
HIGHER NATIONAL DIPLOMA NURSING**

1.0 PROGRAMME NOMENCLATURE

Higher National Diploma (HND) Nursing

2.0 GOAL

This programme is designed to prepare competent, skilled, polyvalent nurse practitioners, versatile midwives and professionally knowledgeable public health nurses who will use problem-solving skills in providing safe, acceptable, effective and affordable quality health services to meet the health needs of individuals, families and communities at all levels of care.

3.0 OBJECTIVES OF THE PROGRAMME

A graduate of the programme should be able to:

- i. Apply the knowledge of biological, physical, behavioural, technological and nursing sciences in assessing, diagnosing, planning, implementing and evaluating nursing care in all health care settings.
- ii. Utilize the nursing process as a framework for providing comprehensive nursing, midwifery and public health nursing care to individuals, families and communities.

- iii. Establish positive working relationship with individuals, families and communities to motivate them towards self-reliance in matters of health protection, promotion, maintenance and rehabilitation.
- iv. Function independently and in collaboration with other members of the health team and related sectors in planning, delivering and evaluating health care services.
- v. Supervise the clinical experience of students of nursing, midwifery and public health as well as other health workers in all clinical settings.
- vi. Counsel and provide family planning services in homes, hospitals and communities.
- vii. Identify health needs of the communities and provide appropriate health care.
- viii. Apply the principles of primary health care, in providing comprehensive, continuous and holistic care in homes, schools, work places and health care institutions.
- ix. Manage minor disorders during ante-natal, labour and post-natal periods of the child bearing cycle.
- x. Maintain safe and clean delivery practices.
- xi. Identify and refer high risk clients to other members of the health team for specialized care.

- xii. Provide a safe physical setting which minimizes health hazards and stress.
- xiii. Create an atmosphere of trust, which allows for meeting clients'/ patients' psychosocial needs.
- xiv. Encourage individual students to utilize opportunities for self-expression, self-acceptance and self-evaluation.
- xv. Assist in providing the necessary corrective experiences for the redirection of negative behaviours to achieve personal growth.
- xvi. Display tolerance in accepting maladaptive behaviours of the client/patient.
- xvii. Effectively organize and manage clinics to achieve the goals of disease prevention, health promotion and maintenance, by utilizing human and material resources.
- xviii. Sensitize, mobilize and educate individuals, families and communities in order to effect positive change in the health pattern of the community.
- xix. Utilize Information, Education and Communication (IEC) skills in improving reproductive health care services.
- xx. Update knowledge and maintain professional growth through participation in continuing professional development programmes.
- xxi. Display ethical behaviour toward individuals, families and communities and among other health team members.

- xxii. Contribute to research by initiating, conducting and implementing findings towards improving health care services.

4.0 COMPETENCIES

The competencies of the graduate of the programme are as follows:

4.1 GENERAL NURSE

The competencies of a Registered nurse who is a graduate of the HND Nursing programme include the ability to:

1. Utilize the Nursing Process and other nursing theories/concepts as a framework for the care of individuals, families and the community viz a viz:
 - i. Assess client/patient through history taking, physical assessment, and review of relevant records, and identify appropriate nursing diagnoses.
 - ii. Assess community through data gathering and identification of health needs to arrive at community diagnoses.
 - iii. Plan care for individuals, families and communities based on health needs for the attainment and maintenance of health status.
 - iv. Assume responsibility and plan for delivery of independent, dependent and interdependent nursing functions.

- v. Implement appropriate nursing actions to minimize health problems through holistic and client/family centred approaches in homes, communities and health care institutions.
 - vi. Use simple and rapid investigation kits to diagnose prevailing health conditions in the community.
 - vii. Interpret basic laboratory, radiological and other diagnostic results.
 - viii. Evaluate care using stated objectives to ascertain effectiveness of nursing actions and health activities rendered in homes, communities and health care institutions.
 - ix. Establish and maintain a two – way referral system
2. Develop strategies for health education and counseling of clients/patients and families in homes, communities and health care institutions.
 3. Diagnose and treat simple medical and surgical conditions, e.g. malaria, diarrhoea, worm infestation, suturing of simple lacerations, incision and drainage of abscess, etc.
 4. Administer medications through various routes such as intramuscular, intravenous, sublingual, oral, rectal and topical, etc.
 5. Utilize available resources within the home, communities and hospital setting to achieve maximum provision of health care.

6. Manage adolescent and youth clinics and provide adolescent and youth friendly services.
7. Provide rehabilitative services to individuals, families and communities to enable them achieve optimum level of functioning.
8. Demonstrate assertiveness in the care of client/patient in homes, communities and health care institutions.
9. Participate in formulating health plans and policies.
10. Budget and manage funds for health care.
11. Supervise and mentor students and other health workers.
12. Initiate and participate in the development of recording and reporting systems, maintaining, analyzing and utilizing relevant data in health care.
13. Manage essential drugs by evolving an effective monitoring and cost recovery system.
14. Promote work discipline and provide adequate motivation for health workers.
15. Initiate and conduct research to improve nursing education and practice.
16. Collaborate with others for research and development of new techniques for nursing practice
17. Utilize research findings for evidence based practice.

4.2 MIDWIFE

The competencies of a registered midwife include the ability to:

1. Assess, plan, implement and evaluate the needs of the community with special reference to the expectant individual/ expectant family.
2. Plan with and guide families and communities on the methods necessary for achieving and maintaining healthy life styles.
3. Prevent and control communicable diseases that may affect the health of the expectant individual/family by initiating community surveillance programmes and maximizing the use of human and material resources.
4. Function independently and collaboratively with multidisciplinary health team and intersectoral team to provide comprehensive maternal, newborn and child health care services at all levels of health care.
5. Plan, establish, organize and manage antenatal, postnatal, family planning, infant welfare and school health clinics.
6. Provide Focused Antenatal Care (FANC) Services.
7. Manage clients during pregnancy, labour and puerperium.
8. Apply Life Saving Skills in caring for women during ante, intra and postnatal periods
9. Counsel, treat and support HIV positive pregnant women including elimination of Mother to Child Transmission (eMTCT).

10. Identify risk factors and medical conditions that may complicate pregnancy, labour, puerperium and refer appropriately.
11. Identify variations from normal during the course of pregnancy and institute appropriate first line independent or collaborative management, using Midwifery Clinical Protocol.
12. Use magnesium sulphate in the treatment of severe preeclampsia and eclampsia.
13. Perform and repair episiotomy, vaginal and cervical lacerations.
14. Deliver and resuscitate the new-born.
15. Manage Post-Partum haemorrhage with the use of non-pneumatic anti-shock garment.
16. Monitor the total health care plan for mother, child and family in order to meet specific needs during the postnatal period.
17. Order, store, prescribe and independently administer drugs under the jurisdiction of independent midwifery practice.
18. Diagnose and treat minor disorders occurring during the childhood period utilizing the IMNCI guidelines.
19. Immunize children and mothers against prevailing communicable diseases
20. Initiate care in emergency situations to save the life of mother and/or child in the absence of medical care e.g. setting up intravenous infusion, Cardiopulmonary Resuscitation (CPR), etc.
21. Provide Post Abortion Care including Manual Vacuum Aspiration (MVA).

22. Educate the community on family planning services and administer contraceptive devices in accordance with the socio-cultural values and needs of the people.
23. Screen women for cervical cancers using Visual Inspection with Acetic Acid (VIA) and treat pre-cancerous lesion with cryotherapy.
24. Teach, guide and supervise the practice of other health personnel including students in the Maternal, Newborn and Child Health Care Services.
25. Evaluate Maternal, Newborn and Child Health Care Services.
26. Initiate and participate in the development of recording and reporting systems, maintaining, analyzing and utilizing relevant data in health care.
27. Collaborate with others for research and development of new techniques for midwifery practice.
28. Utilize research findings for evidence based practice.

4.3 PUBLIC HEALTH NURSE

The competencies of a Registered Public Health Nurse include the ability to:

1. Assess, plan, implement and evaluate the nursing needs of the community with special reference to health promotion, disease prevention, health maintenance and rehabilitation.
2. Plan with and guide families and communities on the methods necessary for achieving and maintaining healthy lifestyles.
3. Use simple laboratory techniques to diagnose and treat common diseases in the community e.g. malaria, anaemia, etc.
4. Use **Clinical Protocols**, Standing Orders in the treatment of patients/clients in the community.
5. Assess, diagnose and treat school children for minor ailments and refer when necessary.
6. Inspect food vendors and ensure safe and healthy school environment.
7. Manage school based clinics.
8. Immunize children and mothers against prevailing communicable diseases.
9. Identify the health needs of the community and mobilize for appropriate health programmes.

10. Plan, establish, organize and manage ante natal, postnatal, family planning and infant welfare clinics
11. Treat children 0-5 years using Integrated Management of Neonatal and Childhood Illness (IMNCI) approved guidelines.
12. Manage adolescent and youth clinics and provide adolescent and youth friendly services.
13. Assess, manage and provide supportive services in the rehabilitation of special groups including people living with disabilities.
14. Assess and provide home and community based care in the community.
15. Assess, diagnose and treat prison inmates and provide supportive services.
16. Manage clients during pregnancy, labour and puerperium in the community.
17. Provide Ante-Natal Care service (ANC) in the community.
18. Identify risk factors and medical conditions that may complicate pregnancy, labour, puerperium and refer appropriately.
19. Apply Life Saving Skills in caring for women during ante, intra and postnatal periods.
20. Screen women for cervical cancer using visual inspection with acetic acid and treat pre-cancerous lesions using cryotherapy at the Primary Health Care level.

21. Screen women for breast cancer, provide appropriate counseling and refer where necessary.
22. Provide family planning services such as insertion of IUCD, injectables, oral contraceptive pills, etc.
23. Initiate care in emergency situations e.g. setting up intravenous infusion, cardiopulmonary resuscitation, etc.
24. Provide Post Abortion Care including Manual Vacuum Aspiration (MVA), etc.
25. Use simple laboratory techniques to diagnose HIV/AIDS and provide appropriate management at the Primary Health Care level.
26. Counsel, treat and support HIV positive pregnant women including elimination of mother to child transmission (eMTCT).
27. Provide health education and counseling to food handlers in order to ensure food safety and prevent food borne diseases in the community.
28. Diagnose and treat simple medical and surgical conditions such as diarrhoea, vomiting, worm infestation, incision and drainage of abscess, suturing of lacerations, etc.
29. Prevent and control communicable diseases that may affect the health of the individual and families by initiating community surveillance programmes maximizing the use of human and material resources.

30. Initiate and participate in the development of recording and reporting systems, maintaining, analyzing and utilizing relevant data in health care.
31. Collaborate with others for research and development of new techniques for public health practice.
32. Utilize research findings for evidence based practice.

5.0 STRUCTURE AND DURATION OF THE PROGRAMME

- The HND Nursing programme is structured to last for two (2) academic years.
- It shall consist of four (4) semesters of classroom, laboratory, demonstration and clinic/hospital activities in accredited institutions.
- Each semester shall be of 17 weeks duration, made up of 15 contact weeks of teaching (i.e. lectures, tutorials and practical sessions, etc.) and 2 weeks for examinations.
- It includes one year of hospital/clinical attachment at the end of the second semester of HND II.

6.0 ENTRY REQUIREMENT

Applicants with the following qualifications may be considered for admission into the Higher National Diploma Nursing programme:

- i. National Diploma (ND) in Nursing programme
- ii. A pass at the National Diploma Nursing Level.

7.0 STRUCTURE OF THE CURRICULUM

The HND Nursing curriculum consists of four main components. These are:

- i. General Studies/Education Courses
- ii. Basic/Foundation Courses
- iii. Professional Courses
 - General Nursing
 - Midwifery
 - Public Health
- iv. Supervised Clinical Attachment at the end of HND II - Mandatory

8.0 METHODS OF EVALUATION

The assessment criteria for the educational process of this programme are:

- A minimum of 75% attendance for each course and clinical practice per semester.
- Active class participation
- Continuous Assessment (CA)
- End of semester examination

8.1 EXAMINATION

The examination for the HND Nursing Programme shall consist of:

- i. Continuous Assessment**
 - This shall constitute 40% of the total marks obtainable by the student in each course at the end of each semester.

- The Continuous Assessment shall be generated from the following:
 - Class tests
 - Individual presentations
 - Group presentations
 - Attendance, etc.
- ii. **End of Semester Examination (Theory and Practical)**
 - This shall constitute 60% of the total marks obtainable by the student in each course at the end of each semester.
 - The pass mark for each course shall be 50%.

9.0 CONDITIONS FOR THE AWARD OF NATIONAL DIPLOMA (ND) AND HIGHER DIPLOMA (HND) CERTIFICATES/GRADE POINTS

Accredited institutions offering the programmes shall award the National Diploma and Higher National Diploma certificates to students who have successfully completed the specified course work, projects and clinical/hospital experiences and prescribed examinations.

10.0 CERTIFICATION & LICENSING OF GRADUATES

- i. Upon the successful completion of the requirements of the ND/HND Nursing Programme, the graduate shall be awarded the National Diploma and Higher National Diploma (ND&HND) Nursing.
- ii. All the graduates are expected to sit for, the Nursing and Midwifery Council of Nigeria Professional Examination for General Nursing. In addition student wishing

to specialize in Midwifery and Public Health Nursing will be given the opportunity to take the Council's Professional examinations in these two areas. The graduate shall at the end be registered and licensed by the Council to practice, as a Registered Nurse (RN), Registered Midwife (RM) and Registered Public Health Nurse (RPHN).

11.0 ACCREDITATION OF PROGRAMMES

Each programme offered at the ND or HND levels shall be accredited by the NBTE in conjunction with the N&MCN before the graduates can be awarded the certificates.

Details about the process of accrediting a programme for the award of ND/ HND Nursing can be obtained from the National Board for Technical Education's website:

www.nbte.org.edu.ng. or the Executive Secretary – Attention: Programmes Department, National Board for Technical Education, Plot 'B' Bida Road, P.M.B. 2239, Kaduna, Nigeria.

OR

The Secretary-General/Registrar, Nursing and Midwifery Council of Nigeria, Plot 713, Cadastral Zone, Life Camp, Abuja. Website: www.nmc.gov.ng, Email: info@nmcn.org.ng, nmcnigeria.org@gmail.com

12.0 GUIDELINES FOR IMPLEMENTATION OF SUPERVISED CLINICAL EXPERIENCE

12.1 SUPERVISION

The institution-based supervisor shall initial the log- books of students during each visit to the clinical area. This will enable him/ her check and assist students having problems

regarding specific assignments given to them by their hospital- based supervisor. The two supervisors should work together.

12.2 RESPONSIBILITY FOR PLACEMENT OF STUDENTS:

Institutions offering the Higher National Diploma in Nursing programme shall arrange for proper placement of students in accredited health facilities. There should be a master list showing where each student has been placed or posted. The placement officer should discuss and agree with the management of the health facility on the following:

- A task inventory showing the type of experiences the students are expected to be exposed to.
- There should be a health facility- based supervisor during this period. It should be noted that the final grading of the student(s) during this period of attachment should be weighted on both the evaluation by the student's health facility supervisor and the institutional supervisor, at the ratio of 60:40.

12.3 EDUCATIONAL PROJECTS

Students of this programme are expected to carry out a Research work and other projects. These projects should as much as possible reflect a health problem and solution and should be focused on the student's area of specialization. Projects should be well written, properly supervised, bound and presented accordingly. The departments should make their own arrangements of schedules for project work and supervision. A standard format should be developed for marking of projects.

12.4 GUIDANCE NOTES FOR TEACHERS IN THE PROGRAMME

This curriculum is drawn in course units in keeping with the provisions of the National Policy on Education which stresses the need to introduce the semester system of credit units. The course unit system 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 teaching of the theory and practical work should, as much as possible, be integrated. Courses with practical components especially the professional courses should not be taught in isolation. The courses should have demonstration and laboratory exposure/session. For each course, there should be a balance of theory to practice in the ratio of 50:50.

LIST OF COURSES

HND I NURSING

SEMESTER: FIRST

1. **NUR 310** - Medical-Surgical Nursing III
2. **NUR 311** - Emergency and Disaster Nursing
3. **NUR 312** - Reproductive Health II
4. **NUR 313** - Child Health I
5. **NUR 314** - Ethical and Legal Issues in Nursing
6. **NUR 315** - Principles of Management and Teaching I
7. **GNS 311** - Communication in English III
8. **NUS 311** - Medical Sociology
9. **NUS 312** - Pharmacology III
10. **GLT 311** - General Laboratory Technique
11. **NUR 316** - Client Case/Care Study
12. **NUR 317** - Research Methodology III
13. **NUR 318** - **Hospital Based Clinical Practice I**
14. **NUR 319** - **Community Based Clinical Practice I**

HND I NURSING

SEMESTER SECOND

15. **NUR 320** - Medical - Surgical Nursing IV
16. **NUR 321** - Community Health Nursing
17. **NUR 322** - Health Economics
18. **NUR 323** - Adolescent, Older People and People Living with Disabilities
19. **NUR 324** - Health Education
20. **NUR 325** - Principles of Management and Teaching II
21. **NUR 326** - School Health Programme
22. **GNS 321** - Communication in English IV
23. **NUR 327** - Seminar Presentation
24. **NUR 328** - Research Project Writing
25. **NUR 329** - **Hospital Based Clinical Experience – II**
26. **NUR 330** - **Community Based Clinical Experience – II**

HND II NURSING**SEMESTER: FIRST**

- 27. **NUR 411** - Public Health Nursing I
- 28. **NUR 412** - Food Microbiology & Hygiene
- 29. **NUR 413** - Maternal & Child Health
- 30. **NUR 414** - Applied Anatomy and Physiology in Midwifery
- 31. **NUR 415** - Fundamentals of Midwifery Practice
- 32. **NUR 416** - Normal Midwifery
- 33. **NUR 417** - Infant
- 34. **NUR 418** - Pharmacology In Midwifery
- 35. **NUR 419** - Sociology of the Family
- 36. **EED 413** - Entrepreneurship Development
- 37. **NUS 401** - Research Project Writing

HND II NURSING**SEMESTER: SECOND**

- 38. **NUR 421** - Public Health Nursing II
- 39. **NUR 422** - Complicated Midwifery II
- 40. **NUR 423** - Child Health II
- 41. **NUR 424** - Community Midwifery
- 42. **NUR 425** - Family Planning
- 43. **NUR 426** - Seminar Presentation
- 44. **NUR 427** - Expectant Family Care
- 45. **NUR 428** - PHN Programme Project
- 46. **NUS 402** - Research Project [Writing & Defence]
- 47. **NUR 429** - **Hospital Based Posting**
- 48. **NUR 420** - Hospital Based Posting

HND NURSING PROGRAMME

HND NURSING I

SEMESTER: FIRST

COURSE CODE	COURSE TITLE	L	T	P	CU	TOTAL HOURS PER SEMESTER	PREREQUISITE
NUR 310	Medical-Surgical Nursing III	2	-	1	3	45	Medical-Surgical Nursing I & II
NUR 311	Emergency and Disaster Nursing	1	-	2	3	45	Foundations of Nursing I & II Medical-Surgical Nursing I & II
NUR 312	Reproductive Health II	2	-	1	3	45	Reproductive Health I
NUR 323	Adolescent, Older People and People Living with Disabilities	3	-	-	3	45	Medical-Surgical Nursing III, Medical Sociology
NUR 313	Child Health I	2	-	2	4	60	Medical-Surgical Nursing I & II
NUR 314	Ethical and Legal Issues in Nursing	1	-	-	1	15	Foundations of Nursing I & II
EED 413	Entrepreneurship Development	2	-	2	4	60	
GNS 311	Communication in English III	2	-	-	2	30	Communication in English I & II
NUS 311	Medical Sociology	2	-	-	2	30	Introduction to Sociology.
NUS 312	Pharmacology III	2	-	-	2	30	Pharmacology I & II
GLT 311	General Laboratory Technique	1	-	1	2	30	Microbiology and Physiology
NUR 316	Client Case/Care Study	-	-	2	2	30	Medical-Surgical Nursing I & II
NUS 317	Research Methodology III	2	-	-	2	30	Research Methodology I & II
NUR 318	Hospital Based Clinical Practice I						
NUR 319	Community Based Clinical Practice I						
TOTAL		19		9	28	25	420

NUR 318 Hospital Based Clinical Practice I - 160 Hours

NUR 319 Community Based Clinical Practice I - 160 Hours

HND NURSING I**SEMESTER: SECOND**

COURSE CODE	COURSE TITLE	L	T	P	CU	TOTAL HOURS PER SEMESTER	PREREQUISITE
NUR 320	Medical - Surgical Nursing IV	2	-	2	4	60	Medical-Surgical Nursing III
NUR 321	Community Health Nursing	2	-	1	3	45	Surgical Nursing, Reproductive Health II
NUR 3 22	Health Economics	1	-	-	1	15	Foundations of Nursing and Medical Sociology
NUR 423	Child Health II	2	-	2	4	60	Child Health I & II.
NUR 324	Health Education	1	-	2	3	45	Principles of Management and Teaching I
NUR 326	School Health Programme	2	-	1	3	45	Child Health I, Medical-Surgical Nursing III
GNS 321	Communication in English IV	2	-	-	2	30	GNS 201, 101, 111
NUR 327	Seminar Presentation	-	-	1	1	15	All Courses
NUS 328	Research Project Writing	-		4	4	60	Research Methodology III
NUR 329	Hospital Based Clinical Experience – II						
NUR 330	Community Based Clinical Experience – II						
TOTAL		15	-	13	28	430	

NUR 329 Hospital Based Clinical Experience – II – 135 Hours

NUR 330 Community Based Clinical Experience – II – 180 Hours

HND NURSING II**SEMESTER: FIRST**

COURSE CODE	COURSE TITLE	L	T	P	CU	TOTAL HOURS PER SEMESTER	PREREQUISITE
NUR 411	Public Health Nursing I	3	-	2	5	75	Community Health Nursing, Adolescent, Older people and People living with disabilities, Health Education
NUR 412	Food Microbiology & Hygiene	2	-	2	4	60	Microbiology, GLT.
NUR 413	Maternal & Child Health	2	-	2	4	60	Child Health I & II.
NUR 414	Applied Anatomy and Physiology in Midwifery	1	-	2	3	45	Child Health I,
NUR 415	Fundamentals of Midwifery Practice	3	-	-	3	45	Pharmacology I – III
NUR 416	Normal Midwifery	2	-	2	4	60	
NUR 417	Infant	2	-	2	4	60	Reproductive Health II, & Child Health II
NUR 418	Pharmacology In Midwifery	1	-	1	2	30	Child Health I
NUS 419	Sociology of the Family	2	-	1	3	45	
NUR 315	Principles of Management and Teaching I	2	-	-	2	30	
NUS 401	Research Project Writing	-	4	-	-	60	Research Methodology I & II
TOTAL		15	4	14	30	450	

HMP 420 Hospital Based Clinical Practice I (Midwifery) – 135 Hours

HMP 421 Community Based Clinical Practice I (Midwifery) - 180 Hours

- **EEd NBTE Adopted Courses**

HND NURSING II**SEMESTER: SECOND**

COURSE CODE	COURSE TITLE	L	T	P	CU	TOTAL HOURS PER SEMESTER	PREREQUISITE
NUR 421	Public Health Nursing II	3	-	2	5	75	Public Health Nursing I
NUR 422	Complicated Midwifery	2	-	2	4	60	Microbiology, GLT.
NUR 424	Community Midwifery	1	-	2	3	45	Child Health I.
NUR 325	Principles of Management and Teaching II	1	-	2	3	45	Principles of Management Teaching I
NUR 425	Family Planning	3	-	-	3	45	Pharmacology I – III
NUR 426	Seminar Presentation	2	-	2	4	60	All Courses
NUR 427	Expectant Family Care	2	-	2	4	60	Reproductive Health II, & Child Health II
NUR 428	PHN Programme Project	1	-	1	2	30	Child Health I
NUS 402	Research Project [Writing & Defence]	2	-	2	4	60	Research Methodology I & II
NUR 429	Hospital Based Posting	-	4	-	-	60	
NUR 420	Community Based Posting	2	-	1	3	45	
TOTAL		15	4	14	30	450	

HMP 420 Hospital Based Clinical Practice I – 135 Hours**HMP 421 Community Based Clinical Practice I - 180 Hours**

- **EEd NBTE Adopted Courses**

HND NURSING PROGRAMME

HND NURSING I

SEMESTER: FIRST

COURSE CODE	COURSE TITLE	L	T	P	CU	TOTAL HOURS PER SEMESTER	PREREQUISITE
NUR 310	Medical-Surgical Nursing III	2	-	1	3	45	Medical-Surgical Nursing I & II
NUR 311	Emergency and Disaster Nursing	1	-	2	3	45	Foundations of Nursing I & II Medical-Surgical Nursing I & II
NUR 312	Reproductive Health II	2	-	1	3	45	Reproductive Health I
NUR 313	Child Health	2	-	2	2	60	Medical-Surgical Nursing I & II
NUR 314	Ethical and Legal Issues in Nursing	1	-	-	1	15	Foundations of Nursing I & II
NUR 315	Principles of Management and Teaching I	2	-	-	2	30	
GNS 311	Communication in English III	2	-	-	2	30	Communication in English I & II
NUS 311	Medical Sociology	2	-	-	2	30	Introduction to Sociology.
NUS 312	Pharmacology III	2		-	2	30	Pharmacology I & II
GLT 311	General Laboratory Technique I	1	-	1	2	30	Microbiology and Physiology
NUR 316	Client Case/Care Study	-	-	2	2	30	Medical-Surgical Nursing I & II
NUR 317	Research Methodology III	2	-	-	2	30	Research Methodology I & II
NUR 318	Hospital Based Clinical Practice I						
NUR 319	Community Based Clinical						
TOTAL		19		9	28	420	

NUR 318 Hospital Based Clinical Practice I - 160 Hours

NUR 319 Community Based Clinical Practice I - 160 Hours

HND NURSING I**SEMESTER: FIRST**

PROGRAMME: HND NURSING I				
COURSE: MEDICAL - SURGICAL NURSING III				
COURSE CODE: NUR 310				
DURATION: (Hours per week)	Lecture: 2 Hrs	Tutorial: 0 Hr	Practical: 1 Hr	Total Contact Hours: 45 Hours
CREDIT UNIT: 3				
GOAL: This course is designed to equip students with the knowledge of management of selected conditions affecting the musculoskeletal, metabolic, endocrine, neurologic and cardiovascular systems. The course will cover the related anatomy and physiology, diagnostic procedures, nursing management of the disorders utilizing the nursing process and preventive measures of the selected conditions.				
GENERAL OBJECTIVES: At the end of the course, students should be able to:				
1.0 Understand the management of clients with musculoskeletal conditions.				
2.0 Know the management of clients with metabolic and endocrine disorders.				
3.0 Discuss the management of clients with neurological conditions.				
4.0 Discuss the management of clients with conditions of the cardiovascular system.				
5.0 Understand the management of clients with degenerative diseases				

PROGRAMME: HND NURSING I						
COURSE: MEDICAL-SURGICAL NURSING III			Course Code: NUR 310	Total Contact Hours: 45 Hours		
General Objective 1.0: Understand the management of clients with musculoskeletal conditions.						
Course Specification: Theory/Practical						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
1.1 Describe anatomy and physiology of musculoskeletal system. 1.2 Explain the diagnostic procedures used the in investigation of disorders of musculoskeletal system: • Assessment - Health history - Physical Assessment • Diagnostic Studies of the Musculoskeletal System - Radiologic Studies - Magnetic Resonance Imaging - Synovial fluid aspiration etc. 1.3 Explain Trauma – sprain, strains, fracture, dislocation. 1.4 Explain diseases affecting the musculoskeletal System: - Inflammatory diseases e.g. Arthritis - Degenerative joint	• Lecture • Discuss • Draw Questions • Assignment • Lecture • Discussion • Demonstration	• Magnetic Board • Markers • Charts • Books • Models • Multimedia Projector • Laptop • Whiteboard and markers • Models • Books • Models	1.2 Assess clients with musculoskeletal problems using: - Health history -Physical features - Physical examination 1.2 Prepare clients for diagnostic studies of the musculoskeletal system e.g. - Radiological studies -Magnetic resonance imaging - Synovial fluid aspiration etc.	• Lecture • Discussion • Demonstration and return demonstration	• Whiteboard and marker • Books • Journals • Charts • Models • Pictures	Question & answer Assignment Test Quiz Examination

<p>diseases e.g. gout, osteoarthritis.</p> <ul style="list-style-type: none"> - Metabolic joint diseases e.g. gout - Infective bone disease e.g. osteomyelitis - Bone neoplasm <p>1.5 Describe the pathophysiology of conditions affecting musculoskeletal system.</p> <p>1.6 Utilize nursing process approach in the management of clients with musculoskeletal problems.</p> <p>1.7 Outline the rehabilitative measures for patients with muscular-skeletal disorders.</p> <p>1.8 Identify complications of musculoskeletal problems.</p> <p>1.9 Explain gerontological considerations applied in managing musculoskeletal disorders.</p> <p>1.10 State nurses role in prevention of musculoskeletal problems.</p>			<p>1.6 Apply Nursing process in the care of patient viz a vis: assessing patients' problems/needs, outcome clarification diagnosis, implementation, scientific rationale and evaluation columns.</p>			
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General Objective 2.0: Know the Management of Clients with Metabolic and Endocrine Disorders.						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
2.1 Describe the structure	<ul style="list-style-type: none"> • Lecture • Discussion 	<ul style="list-style-type: none"> • White Board 	2.2 Assess clients with metabolic and	<ul style="list-style-type: none"> • Discussion 	<ul style="list-style-type: none"> • Whiteboard and marker 	Question & answer

<p>and functions of the metabolic and endocrine systems.</p> <p>2.2 Explain the diagnostic procedures in metabolic and endocrine conditions.</p> <ul style="list-style-type: none"> Assessment <ul style="list-style-type: none"> Health History Physical Assessment Diagnostic procedures e.g. Fasting and Random Blood sugar, Glucose Tolerance Test (GTT), etc. <p>2.3 List conditions affecting the metabolic and endocrine systems e.g. Hepatic disorders, Gall bladder disorders, Diabetes mellitus, disorders of the pancreas, pituitary disorders, thyroid disorders, parathyroid disorders and adrenal disorders.</p> <p>2.4 Describe the pathophysiology of conditions affecting metabolic and endocrine systems.</p> <p>2.5 Explain the Nursing process in the</p>	<ul style="list-style-type: none"> Demonstration Questions and Answers 	<ul style="list-style-type: none"> Markers Dusters Textbooks Journals and Periodicals E-Library Equipment for Urine Testing Overhead Projector 	<p>endocrine problems using:</p> <ul style="list-style-type: none"> Health History Physical Features Diagnostic Procedures <p>2.2 Prepare clients for diagnostic procedures used for clients with problems of the metabolic and endocrine systems.</p> <p>2.3 Demonstrate testing urine, estimation of blood sugar level using glucometer and other test kits.</p> <p>2.5 Apply Nursing process in the care of patient viz: assessing patients problems/needs, diagnosis, implementation, scientific rationale and evaluation outcomes.</p>	<ul style="list-style-type: none"> Demonstration 	<ul style="list-style-type: none"> Books Journals Models Charts Pictures 	<p>Assignment Test Quiz Examination</p>
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management of clients with metabolic and endocrine conditions.						
2.6 Enumerate the complications of metabolic and endocrine conditions.						
2.7 State the Nurse's role in the prevention of metabolic and endocrine conditions.						

General Objective 3.0: Discuss management of clients with neurological conditions.							
Specific Learning Objectives (Theory)		Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
3.1	Describe the structure and functions of the Nervous system.	<ul style="list-style-type: none">• Lecture• Discussion• Demonstration• Questions and Answers	<ul style="list-style-type: none">• White Board and markers• Lecture Notes• Textbooks• Glasgow Coma scale• Assessment forms	3.2 Assess client with neurological problem using: <ul style="list-style-type: none">- Health History- Physical Features- Psychosocial Assessment- Level of consciousness using different methods and scales e.g. sensory, pupillary, Glasgow Coma Scale, etc.	<ul style="list-style-type: none">• Lecture• Discussion• Demonstration	<ul style="list-style-type: none">• White board and marker• Books• Journals• Charts• Assessment Forms• Pictures• Anatomical Models	Question & answer Assignment Test Quiz Examination
3.2	Explain the diagnostic procedures used for clients with neurological disorders: <ul style="list-style-type: none">Assessment of neurological function- Health History- Physical Assessment- Psychosocial assessment- Level of consciousness e.g. Glasgow Coma Scale• Diagnostic procedures<ul style="list-style-type: none">- Imaging procedures- Electroencephalography- Electro-physiologic studies- Lumbar puncture, etc.			3.5 Apply Nursing process in the care of patient with neurologic problems: (assessing patients problems/needs, outcome classification diagnosis, implementation, scientific rationale and evaluation columns).			
3.3	List conditions affecting the			<ul style="list-style-type: none">• Lecture• Discussion• Questions• Assignment			

<p>nervous systems.</p> <ul style="list-style-type: none"> - Cerebro-vascular disorders - Trauma of the nervous system - Neoplasm of the nervous system - Degenerative disorders - Paroxysmal disorders - Infections affecting the nervous system - Peripheral nerve disorders. 		<ul style="list-style-type: none"> • Charts and models 				
3.4 Describe the pathophysiology of conditions affecting nervous system.						
3.5 Explain nursing process management of patients with neurological problems.						
3.6 Describe the rehabilitative measures of patients with neurological problems.						
3.7 List the complications of neurological						

conditions.						
3.8 State the Nurses' role in the prevention of neurological conditions.						

General Objective 4.0: Discuss the Management of Clients with Conditions of the Cardiovascular System.						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
<p>4.1 Describe the structure and functions of Cardio vascular system.</p> <p>4.2 Explain the diagnostic procedures for clients with conditions of the cardio vascular system:</p> <ul style="list-style-type: none"> Assessment of clients with cardiovascular disorders <ul style="list-style-type: none"> Health History Physical Assessment Diagnostic measures e.g. Cardiac catheterization, defibrillation etc. <p>4.3 Enumerate the conditions affecting cardiovascular system e.g.</p>		<ul style="list-style-type: none"> Whiteboard Whiteboard/Marker Charts Books Overhead Projector 	<p>4.3 Demonstrate measurement, Blood, Weight, Pulse, Identify</p>	<ul style="list-style-type: none"> Demonstration Return demonstration Assignment 	<ul style="list-style-type: none"> Cardiac monitors defibrillators Nursing care plan booklets 	<p>Assignment Test Examination</p>

<ul style="list-style-type: none"> - Hypertension, Cerebrovascular accident (CVA), - Congestive Cardiac Failure (CCF), Dysrhythmias - Coronary Artery Disease - Structural, Infectious and Inflammatory Cardiac Disorders - Cardiac Tumour and Trauma Surgery - Vascular Disorders and Problems of Peripheral Circulation etc. 			various types of pulse rhythm			
<p>4.4 Describe the pathophysiology of the conditions listed in 4.2.</p>						
<p>4.5 Explain nursing process management of clients with conditions in 4.3.</p>						
<p>4.6 Enumerate complications of conditions in 4.3.</p>						
<p>4.7 State nurses role in the prevention of cardiovascular conditions.</p>			<p>4.5 Apply Nursing process in the care of patients with medical and surgical problems of the cardiovascular system</p>			

General Objective 5.0: Understand the Management of Client with Degenerative Diseases.						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
5.1 Define degenerative diseases. 5.2 Explain the following conditions: <ul style="list-style-type: none"> • General Paralysis of the Insane (GPI) • Alzheimer's disease • Disseminated Sclerosis (delineative disease) • Jacobs Creutzfeldt disease (CJD or JCD) • Pick's disease • Wernicke's Encephalopathy (Korsakoff's disease) • Epilepsy (convulsion, fits etc.) 5.3 Describe the Pathophysiology of the conditions listed in 5.2 5.4 Explain Nursing process of patient with degenerative conditions.	<ul style="list-style-type: none"> • Lectures • Discussion • Questions and Answers • Assignments 	<ul style="list-style-type: none"> • White Board/Markers • Books • Journals 	Apply nursing process in the care of patient with degenerative diseases	Demonstration Return demonstration Assignment	Nursing care plan booklet Video clips and audio visual	Assignment Test Examination

5.5 Describe the rehabilitation of patient with degenerative conditions.						
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HND NURSING I**SEMESTER: FIRST**

PROGRAMME: HND NURSING I				
COURSE: EMERGENCY & DISASTER NURSING				
COURSE CODE: NUR 311				
DURATION : (Hours per Week)	Lecture: 1 Hr	Tutorial: - 0	Practical: 2 Hrs	Total Contact Hours: 45 Hours
CREDIT UNIT:3				
GOAL: This course is designed to equip students with the knowledge and skills required for managing victims with various life threatening conditions before they are transferred for specialized care.				
GENERAL OBJECTIVES: At the end of the course, students should be able to:				
1.0 Understand the concepts and principles of emergency and disaster care.				
2.0 Know Emergency and Life threatening conditions.				
3.0 Know how to apply relevant basic lifesaving skills and support aids in the management of emergencies.				
4.0 Understand the management of patients in Hospital Emergency departments.				
5.0 Understand the management of patients in advanced life support				

PROGRAMME: HND NURSING I						
COURSE: EMERGENCY AND DISASTER NURSING			COURSE CODE: NUR 311		Total Contact Hours: 45 Hours	
COURSE SPECIFICATION: Theory/Practical						
General Objective 1.0: Understand the concepts and principles of emergency and disaster care.						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
1.1 Define terms and concepts used in emergency care. 1.2 Explain the aims, elements and principles of emergency and disaster care. 1.3 Differentiate between Human and natural disasters. 1.4 Explain disaster preparedness. 1.5 Explain the roles of the agencies for disaster management i.e. Local, National and International organizations 1.6 Explain global and local burden of disaster.	<ul style="list-style-type: none">• Lecture• Discussions• Questions and answers• Assignment• Demonstration	<ul style="list-style-type: none">• Magnet Board and Markers• E-Library• Books• Journals and Periodicals• Models• Interactive Board• Multi-media projector• Audio-visuals• Charts		<ul style="list-style-type: none">• Discussion• Demonstration• Video presentations	First Aid Box Resuscitation tray Bandages Charts Lotions Relevant Medicines Protective wears	Question & answer Assignment Test Quiz Examination

General Objective 2.0: Know Emergency and Life Threatening conditions.

Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
2.1 Classify emergencies and life-threatening conditions. 2.2 Enumerate the causes of emergencies and life-threatening conditions.	<ul style="list-style-type: none"> Lecture Discussion Questioning Assignment 	<ul style="list-style-type: none"> Magnet Board and Markers E-Library Books Journals and Periodicals Models Projectors 		<ul style="list-style-type: none"> Discussion Demonstration Video presentations 	First Aid Box Resuscitation tray Bandages Charts Lotions Relevant Medicines Protective wears	Question & answer Assignment Test Quiz Examination

General Objective 3.0: Know how to apply Relevant Basic Lifesaving Skills and Support Aids in the Management of Emergencies.						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
3.1 List relevant basic lifesaving skills and support aids <ul style="list-style-type: none"> Triage System Assessment Crowd Management ABCDEF Resuscitation Artificial Respiration Mechanical Ventilation Cardio Pulmonary Resuscitation (CPR) Medical 	<ul style="list-style-type: none"> Lecture Discussion Demonstrate with some basic lifesaving and support aids. 	<ul style="list-style-type: none"> Models. Basic life support and Saving Aids package. Audio-Visual Aids e.g. VCD's, Television Oxygen Demonstration Equipment Defibrillator Ambu bag Endotracheal Tubes Sphygmomanometer Thermometer 	3.3 Demonstrate the use of basic lifesaving skills and support aids, viz <ul style="list-style-type: none"> ABC / CAB of Resuscitation Cardiopulmonary Resuscitation (CPR) Artificial Respiration Mechanical ventilation Inhalation/Nelson's Inhaler Steam Tent 	<ul style="list-style-type: none"> Lecture Demonstration Discussion 	<ul style="list-style-type: none"> Human Dummies/Mannekins Oxygen Cylinder with accessories Tracheostomy tube Ambu bag Endotracheal Tubes Sphygmomanometer Thermometer Pulsometer Pulseoximeter Suctioning 	Assignment Test Examination

<p>Evacuation</p> <ul style="list-style-type: none"> - Management of victim en-route the Hospital <p>3.2 Describe the uses of basic lifesaving skills and support aids.</p> <p>3.3 Demonstrate the application of relevant basic lifesaving skills and supports aids in the management of emergencies.</p>		<ul style="list-style-type: none"> • Pulsometer • Suction Machine 	<ul style="list-style-type: none"> - Oxygen administration; intranasal, tent, and face mask - Intermittent suction of tracheo-bronchial tree 		<p>Machine</p> <ul style="list-style-type: none"> • Mucus Extractor • Basic Life Support Saving aids package (Kits) 	
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General Objective 4.0: Understand the Management of patients in Hospital Emergency Department.						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
<p>4.1 List the methods used in the management of patient in Hospital Emergency department viz a vis:</p> <ul style="list-style-type: none"> - Tracheostomy - Use of Electronic Monitors - Automatic External Defibrillator 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Return demonstration • Questions and answers 	<ul style="list-style-type: none"> • Tracheotomy tube • Electrical monitors • Automatic External Defibrillator 		<ul style="list-style-type: none"> • Discussion • Demonstration • Video presentations 	<p>First Aid Box</p> <p>Resuscitation tray</p> <p>Bandages</p> <p>Charts</p> <p>Lotions</p> <p>Relevant Medicines</p> <p>Protective wears</p>	<p>Question & answer</p> <p>Assignment</p> <p>Test</p> <p>Quiz</p> <p>Examination</p>

<ul style="list-style-type: none"> - Advanced Cardiovascular Life-Support, etc 						
4.2 Describe the methods listed in 4.1 above.						
4.3 Explain the role of a Nurse in the management of patients in Hospital Emergency department.						

General Objective 5.0: Understand the management of patients in advance life support						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
5.1 List procedures and methods used in managing patients in advanced life support. 5.2 Demonstrate skills in the management of patients in advanced life support			5.3 Demonstrate <ul style="list-style-type: none"> - Positioning - Monitoring - Suctioning - Intake and output 			

General Objective 6.0: Understand Basic Disaster Management Strategies.						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
6.1 List the various strategies for managing disasters, viz a vis: <ul style="list-style-type: none"> - Creation of Rapid Response Centres - Triage - Disaster Monitoring - Search and Rescue - Medical Intervention and Relief - Physical and Psychological Support - Multi and Inter-Sectoral Collaboration in disaster management - Public Information, education and disaster prevention. 6.2 Explain each strategy listed in 6.1 6.3 Explain the role of a Nurse in managing disasters.	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration and return demonstration 	<ul style="list-style-type: none"> • Markers • Chart • Whiteboard marker • Audio visual • 	6.1 Demonstrate skills on how to apply the various strategies in managing disaster.	<ul style="list-style-type: none"> • Discussion • Demonstration • Video presentations 	First Aid Box Resuscitation tray Bandages Charts Lotions Relevant Medicines Protective wears	Question & answer Assignment Test Quiz Examination

HND NURSING I**SEMESTER: FIRST**

PROGRAMME: HND NURSING I				
COURSE: REPRODUCTIVE HEALTH II				
COURSE CODE: NUR 312				
DURATION : (Hours/Week)	Lecture: 2 Hrs	Tutorial: 0 Hr	Practical: 1 Hr	Total Contact Hours: 45hours
CREDIT UNIT: 3				
GOAL: This course is designed to provide students with knowledge and skills in care of women of reproductive age, their families in wellness and illness to enable them provide required services in the hospital, home and community.				
GENERAL OBJECTIVES: At the end of the course, students should be able to:				
1.0 Understand the concept of safe motherhood				
2.0 Understand the concept of child bearing cycle.				
3.0 Discuss normal and abnormal progress of labour				
4.0 Know how to manage the mother and the newborn during puerperium				
5.0 Know the various family planning methods				
6.0 Understand abortion and post abortion care				
7.0 Understand quality care in reproductive health services				

PROGRAMME: HND NURSING I						
COURSE: REPRODUCTIVE HEALTH II			Course Code: NUR 312		Total Contact Hours: 45 Hours	
COURSE SPECIFICATION: Theory/Practical						
General Objective 1.0: Understand the concept of safe motherhood						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
1.1 Concept of safe motherhood, principles, components and strategies • Mother-baby package • Prenatal care - Aim of prenatal services, provision of prenatal services • Information, education and communication (IEC), materials for counseling on: - Breastfeeding - Exercises - Importance of sleep - Nutrition - Personal and mental hygiene - Adequate clothing 1.2 Emergency obstetric	• Lecture • Discussion • Demonstration • Questions and answers • Assignments	• Text books • White board • Markers • Chalkboard • Charts/Posters • Interactive board • Multi-media projector • Audio-visual aids	-	-	-	Assignment Test Examination

care.						
1.3 1.3 Postpartum care including management of the new born						

General Objective 2.0: Understand the concept of child bearing cycle						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
2.1 Define child bearing cycle. 2.2 List the presumptive and probable signs of pregnancy. 2.3 Identify physiological and psychological changes in pregnancy 2.4 Discuss foetal development <ul style="list-style-type: none"> • Foetal circulation and changes at birth • Functions of Placenta 2.5 Discuss antenatal care <ul style="list-style-type: none"> • High risk pregnancy • Minor and major 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Questions and answers Assignments	<ul style="list-style-type: none"> • Text books • White board • Markers • Chalkboard • Charts/Posters • Interactive board • Multi-media projector • Audio-visual aids 	2.5 Demonstrate how to carry out the following on pregnant	-	-	Assignment Test Examination

complications of pregnancy e.g. nausea, vomiting and pregnancy induced hypertension			<p>women during ante-natal care,</p> <ul style="list-style-type: none"> • Physical examination • Palpate abdomen • Listen to foetal heart beat • Urine testing • Weight measurements • Vital sign monitoring 			
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General Objective 3.0: Discuss Normal and Abnormal Progress of Labour						
Specific Learning	Teachers' Activities	Resources	Specific Learning	Teachers'	Resources	Evaluation

Objectives (Theory)			Objectives (Practical)	Activities		
<p>3.1 Define normal and abnormal labour.</p> <p>3.2 Explain the physiology of normal labour.</p> <p>3.3 Explain the mechanism and management of normal labour.</p> <p>3.4 Discuss safe delivery and essential obstetric care (EOC)</p> <p>3.5 Discuss resuscitation and immediate care of the newborn</p> <p>3.6 Discuss abnormalities in Labour</p> <ul style="list-style-type: none"> • Preterm labour • Maternal and foetal distress • High risk pregnancies in labour - Sickle cell disease - Diabetes mellitus - Renal diseases - Grand multiparty 	<ul style="list-style-type: none"> • Lecture • Discussion • Questions and answers • Assignments 	<ul style="list-style-type: none"> • Text books • White board • Markers • Chalkboard • Charts/Posters • Interactive board • Multi-media projector • Audio-visual aids 	<p>3.1 Take History Family history, past, presents medical and surgical and obstetric history.</p> <p>3.2 Carry out the following examination on the pregnant women</p> <ul style="list-style-type: none"> • Physical examination • Palpate abdomen • Listen to foetal heart beat <p>3.4 Health educate the pregnant mother on nutrition, personal hygiene, prevention of STD/AIDS</p> <p>3.5 Give health education on</p> <ul style="list-style-type: none"> • Adequate nutrition (mother 	<ul style="list-style-type: none"> • Demonstration • Return demonstration • Role play 	Visit to the clinic	Assignment Test Examination

etc. - <ul style="list-style-type: none"> • Complication of labour - Prolonged labour - Laceration - Post-partum haemorrhage etc. Referrals.			and baby) <ul style="list-style-type: none"> • Family planning • Proper baby care 3.6.1 Identify abnormalities such as hypertension, diabetes, multiple pregnancy, abnormal lie and bleeding. 3.6.2 Observe vaginal examination and conduct of delivery			
General Objective 4.0: Know how to manage the mother and newborn during puerperium						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
4.1 Define normal puerperium. 4.2 Explain the subsequent care of the newborn. Exclusive breast feeding Care of the cord, etc.	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Questions and answers • Assignments 	<ul style="list-style-type: none"> • Text books • White board • Markers • Chalkboard • Charts/Posters • Interactive board • Multi-media projector 	- 4.2 Demonstrate proper positioning and attachment of baby to breast. - carryout care	-	-	Assignment Test Examination

<p>4.3 Discuss postnatal care</p> <p>4.4 Post natal follow up and referral to health centre and family planning clinics</p> <p>4.5 Explain conditions affecting the newborn (jaundice tetanus, ophthalmia neonatorum, congenital abnormalities)</p> <p>4.6 Discuss complications in puerperium Puerperal sepsis Puerperal Psychosis Breast conditions</p>		<ul style="list-style-type: none"> Audio-visual aids 	<p>of the cord</p> <p>4.3 health educate the mother on nutrition, care of the nipple, immunization</p>			
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General Objective 5.0: Know the various family planning methods						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation

<p>5.1 Explain the concept and benefits of family planning</p> <ul style="list-style-type: none"> • Define family planning • Discuss the history of family planning • List the benefits of family planning • Discuss the cultural, social religious and economic factors that affect acceptance of family planning. <p>5.2 Describe the various family planning methods</p> <ul style="list-style-type: none"> • Traditional method • Natural methods • Modern methods (artificial) <ul style="list-style-type: none"> - Hormonal (orals, injectables and implants) - Intra uterine contraceptive devices (IUCD) - Barriers methods (diaphragm, condoms) etc. • Surgical methods (bilateral tubal ligation (BTL) and vasectomy. • Emergency contraceptive methods • Dual protection for HIV clients • Counseling and decision 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Questions and answers • Assignments 	<ul style="list-style-type: none"> • Text books • White board • Markers • Chalkboard • Charts/Posters • Interactive board • Multi-media projector • Audio-visual aids 	-	-	-	Assignment Test Examination
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HND NURSING I**SEMESTER: FIRST**

PROGRAMME: HND NURSING I				
COURSE: CHILD HEALTH I				
COURSE CODE: NUR 313				
DURATION: (Hours per week)	Lecture: 2 Hrs	Tutorial: -	Practical: 2 Hrs	Total Contact Hours: 4 hrs 60 Hours
CREDIT UNIT: 4				
GOAL: This course is designed to provide the student with knowledge of growth and developmental needs of the child and the midwife's roles in meeting these needs. It highlights the management of commonly occurring diseases in childhood and the available services for child care				
GENERAL OBJECTIVES: At the end of the course, the students should be able to:				
1.0 Understand stages of growth and development of a child.				
2.0 Understand the conditions that affect growth and development.				
3.0 Discuss the nutritional requirements of a child.				
4.0 Discuss the components of child survival strategies.				
5.0 Understand the commonly occurring diseases from birth to 5 years				
6.0 Understand the components of Integrated Management of Neonatal and Childhood illnesses (IMNCH).				
7.0 Know immunization schedule.				
8.0 Know available Health Care Services for children aged 0-5 years				
9.0 Understand the school age child and adolescent.				

1.5 Describe growth monitoring <ul style="list-style-type: none"> Physical measurements, milestone Anthropometric measurement, Growth monitoring chart and interpretation 1.6 Outline factors responsible for growth problems. 1.7 Describe behavioural patterns of a child with growth problems.		measure	1.5 Monitor the growth of a child in relation to: <ul style="list-style-type: none"> Physical measurement Milestone Anthropometric measurement Growth Monitoring Charts and Interpretation 			
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General Objective 2.0: Understand the conditions that affect growth and development.						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives(Practical)	Teachers' Activities	Resources	Evaluation
2.1 Discuss common childhood development problems such as: <ul style="list-style-type: none"> Nutritional problems e.g. protein energy malnutrition (PEM) <ul style="list-style-type: none"> Congenital Disorders Birth Injuries Acute Infectious Disease Social and Family Structure Wars, Political 	<ul style="list-style-type: none"> Lecture Discussion Questions and Answers 	<ul style="list-style-type: none"> whiteboard Magnetic board Projector Models of developmental stage (conception to birth) Charts / posters 	-	<ul style="list-style-type: none"> Supervise the monitoring 	<ul style="list-style-type: none"> Weighing Scale Height Measuring Scale Chart Shirkers Calipers 	Assignment Test Examination

Instability, etc. 2.2 Discuss the exceptional child under the following: - Highly Gifted - Delinquent Child - Children living with disabilities - Nurses roles in the management of an exceptional child. - The role of the family, community, government and voluntary agencies in the management of an exceptional child. - Facilities available for the exceptional child.		<ul style="list-style-type: none"> • Magnetic Board • White board • Projector • Growth monitoring chart • Flip Chart • Weighing scale • Height measure 				
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General Objective 3.0: Discuss the nutritional requirements of a child.						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
3.1 Understand nutritional requirements of a child. 3.2 Review of breastfeeding - Complementary supplementary feeding - Weaning diet 3.3 Identify nutritional	<ul style="list-style-type: none"> • Lecturer • Discussion 	<ul style="list-style-type: none"> • Magnetic Board • Chalk Board • Chart • Posters 	3.1 Determine nutritional requirements of a child. 3.2 Demonstrate breast feeding, complementary, and supplementary feeding and	<ul style="list-style-type: none"> • Supervise the demonstration 	<ul style="list-style-type: none"> • Food items necessary for the child • Posters • Nursing mother • Child • Charts 	Assignment Test Examination

requirements of a child at different stages of development.			weaning diet.			
3.4 Discuss local food stuffs with their nutritional values.						
3.5 Explain preparation, storage and preservation of local food stuffs.						

General Objective 4.0: Discuss the components of child survival strategies						
4.1 Discuss child survival strategies and health promotion.	<ul style="list-style-type: none"> • Lecture • Discussion 	<ul style="list-style-type: none"> • Charts • Poster • Magnetic Board • Growth Monitoring chart 	4.1 Monitor child survival strategies and health promotion.	<ul style="list-style-type: none"> • Supervise the monitoring of child survival strategies and health promotion activities 	<ul style="list-style-type: none"> • Thermometer • Disposable Towels • Receivers • Buckets • Kettles • Feeding Cups • Oral Rehydration Solution (ORS) • Vaccines • Syringes 	<ul style="list-style-type: none"> •
4.2 Discuss common symptoms and management of infection, fever, diarrhea etc.	<ul style="list-style-type: none"> • Demonstration • Return demonstration 					
4.3 Review growth monitoring.						
4.4 Discuss breastfeeding, food and nutrition supplement.						
4.5 Discuss oral rehydration therapy.	<ul style="list-style-type: none"> • Lecture • Discussion 					
4.6 Discuss preventable childhood diseases.	<ul style="list-style-type: none"> • Demonstration 					
4.7 Discuss family planning effects on child survival.	<ul style="list-style-type: none"> • Demonstration • Lecture 					
4.8. Describe environmental protection and						

adequate sanitation. 4.9. Discuss female education.						
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General Objective 5.0: understand the commonly occurring diseases from birth to 5 years						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
5.1 Discuss the following conditions under these guidelines - Definition - Causes - Signs and Symptoms - Diagnostic procedures - management using Nursing process - Complications <ul style="list-style-type: none"> • Malaria • Malnutrition • Tetanus • Pneumonia • Measles • Gastroenteritis etc 	<ul style="list-style-type: none"> • Lectures • Discussions • Questions and answers 	<ul style="list-style-type: none"> • White Board & Markers, • Charts • Posters • Video clips • Multimedia • Projector • Laptops 	5.1 Carry out the following: - Assessment - Physical examinations on the sick child Carry out the following procedures: Naso gastric feeding Steam inhalations Medication Injections - Pre and Postoperative Care Manage the sick child during special investigations/ procedures e.g. Nasogastric	<ul style="list-style-type: none"> • Demonstration • Return demonstration • Demonstration • Return demonstration 	<ul style="list-style-type: none"> • Chart • Tape measure • Weighing scale • Hand gloves • Models • Naso gastric tubes Swabs • Gallipots • Charts • Measuring Tape • Gloves 	Assignment Test Examination

			feeding, steam inhalation, injections etc			
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General Objective 6.0: Understand the components of Integrated Management of Neonatal and Childhood Illnesses (IMNNCI)						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
6.1 Explain the concept of IMNCI: <ul style="list-style-type: none"> - Definition, rationale, advantages, components - Selection and use of appropriate cases - Management charts, and recording forms 6.2 Discuss the assessment and classification of sick young infant from birth up to 1 week <ul style="list-style-type: none"> - Bacterial infections 	<ul style="list-style-type: none"> • Lectures • Discussions • Demonstrations 	<ul style="list-style-type: none"> • White Board & Markers • Charts • Posters • Video clips • Multimedia • Projector • Laptop 	Manage the sick child using IMNCI guidelines.	<ul style="list-style-type: none"> • Demonstration • Discussion 		Assignment Test Examination

<ul style="list-style-type: none">- Diarrhoea- Feeding problems and low weight- Counseling mother about breast feeding problems- Immunization status• Identification of appropriate treatment for the sick young infant- Infants that need urgent referral- Pre-referral treatment- Those who do not require referral• Counseling mother on home care of the sick young						
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<p>infant</p> <ul style="list-style-type: none"> • Follow up care for sick child 1 week up to 5 years • Follow up care for sick young infant from birth to 1 week. • HIV/AIDS in Children • Vulnerable Children <p>6.3 Discuss the assessment and classification of a child {1 week up to 5 years}</p> <ul style="list-style-type: none"> • Explain the assessment of general danger signs: <ul style="list-style-type: none"> - Cough or difficult breathing - Diarrhoea 						
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<ul style="list-style-type: none">- Fever- Ear problem- Malnutrition- Anaemia- HIV/AIDS- Immunization and vitamin supplementation status- Other problems (of the child)- Mother's health• Identify treatment- Treatment priorities- Pre-referral treatment• Treat the sick-child from 1 week up to 5 years- Urgent referral- Children who						
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<p>do not need urgent referral</p> <ul style="list-style-type: none">- Pre-referral treatment- Appropriate oral drugs (dosage and schedules)- Appropriate antibiotics (dosage and schedules)- Home treatment for local infections e.g. eye- Infection; ear infection; mouth ulcers;- Soothing throat to relief cough; preventing low blood sugar; extra fluids for diarrhea- Immunizations- Communicatio						
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n						
- Counseling mother						

General Objective 7.0: Know Immunization Schedule						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
7.1 Understand vaccines and new immunization schedule and antigens: <ul style="list-style-type: none"> - Birth - BCG, OPV 0, Hep B 0 - 6weeks - OPV1, Pentavalent 1 - 10weeks - OPV 2, Pentavalent 2 - 14 weeks - OPV 3, Pentavalent 3 - 9 months - Measles, Yellow fever 7.2 Discuss schedule, route of administration, site	<ul style="list-style-type: none"> • Discussion • Lecture • Questions & answer • Brain storming 	<ul style="list-style-type: none"> • White Board & Markers • Charts • Posters • Video clips • Multimedia • Projector • Laptop 	Manage the sick child using IMNCI guidelines.	<ul style="list-style-type: none"> • Demonstration • Discussion 		Assignment Test Examination

<p>and storage of the following vaccine:</p> <ul style="list-style-type: none"> • Oral Polio Vaccine (OPV) • Hepatitis B Vaccine (HBV) • Diphtheria, Pertussis, Tetanus (DPT) • Bacillus Calmette Guerin (BCG) • Meningococcal Vaccine (MV) • Yellow Fever Vaccine (YF) <p>7.3. Discuss National Programme on Immunization (NPI), the role of the nurse.</p> <p>7.4 Explain effective implementation of NPI through:</p> <ul style="list-style-type: none"> • Community mobilization and counseling of mothers using IEC materials on parental responsibilities, expected reaction management etc. 						
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General Objective 8.0: Know available Health Care Services for Children 0-5years. IMCI Guidelines.						
Specific Learning Objectives	Teachers' Activities	Resources	Specific Learning Objectives	Teachers' Activities	Resources	Evaluation

(Theory)			(Practical)			
8.1 Discuss the available services in the : <ul style="list-style-type: none"> • Child health clinic • National Programme on Immunization • Control of diarrhoea diseases (Oral Rehydration Therapy) • School Health Programme 	<ul style="list-style-type: none"> • Lecturers • Discussions • Demonstrations 		8.1 Visit the child health clinic and participate in the ongoing activities e.g immunization, Growth monitoring <ul style="list-style-type: none"> • Participate in School Health programme. 	<ul style="list-style-type: none"> • Demonstration • Return demonstration 		Assignment Test Examination

General Objective 9.0 : Understand the School Age Childhood

Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation

<p>9.1 Explain normal growth of School age child/Adolescent</p> <p>9.2 Define the adolescent</p> <p>9.3 Discuss the behavioral characteristics of Adolescent</p> <p>9.4 Discuss developmental and maturational problems associated with school age child and adolescent</p> <p>9.5 Discuss Family life education</p> <p>9.6 Discuss Substance</p>			<p>9.6 Counsel youth in substance abuse</p> <p>9.7 Visit Youth Friendly Clinic</p>			
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abuse						
9.7 Discuss Adolescent/y outh friendly services						
9.8 Discuss Teenage pregnancy/ single parenthood						

HND NURSING I**SEMESTER: FIRST**

PROGRAMME: HND NURSING I				
COURSE: ETHICAL AND LEGAL ISSUES IN NURSING				
COURSE CODE: NUR 314				
DURATION : Hours per week	Lecture: 1 Hr	Tutorial: 0 Hr	Practical: 0 Hr	Total Contact Hours: 15 Hours
CREDIT UNIT: 1				
GOAL: This course is designed to equip students with the knowledge of ethical and legal issues in nursing practice.				
GENERAL OBJECTIVES: At the end of the course, the students should be able to:				
1.0 Understand ethical issues in nursing.				
2.0 Understand ethical and decision making process in nursing.				
3.0 Understand the concepts of common, civil and criminal laws related to Nursing				
4.0 Understand the laws of torts as it relates to nursing.				
5.0 Know unethical activities related to nursing practice.				

PROGRAMME: HND NURSING I						
COURSE: ETHICAL AND LEGAL ISSUES IN NURSING				Course Code: NUR 314	Total Contact Hours : 15 Hours	
COURSE SPECIFICATION: Theory						
General Objective 1.0: Understand ethical issues in nursing.						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
Ethical Issues 1.1 Define the following concepts profession, ethics, morals, values, acts etc. 1.2 Differentiate between moral and ethical issues 1.3 Explain confidentiality in patient/client care. 1.4 Identify the ethical issues in client care e.g. religious and cultural aspect etc. 1.5 Explain codes of conduct for nurses and midwives e.g. Nigeria Code, International Council of Nurses, Code of Ethics, Different Country Codes etc. 1.6 Explain ethical dilemma in	<ul style="list-style-type: none">• Lecture• Discussion• Group Discussion	<ul style="list-style-type: none">• White board• Markers• Flip Chart• Copies of codes of conduct in Nigeria, (ICN and others• VCD/video Cassette Player and accessories• Interactive board• Multimedia projector				Assignment Test Examination

nursing practice e.g. patient refusing treatment etc.						
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General Objective 2.0: Understand ethical and decision making process in Nursing.						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
Ethical/Decision Making Process 2.1 Review decision making process in relation to nursing ethics. 2.2 Compare and contrast formal decision making processes (e.g. Normative, Descriptive, etc.). 2.3 Differentiate between “satisfying and “optimizing” decision. 2.4 Explain the principles guiding ethical decisions in Nursing. 2.5 Describe value	<ul style="list-style-type: none"> • Lecture • Discussion • Group Work • Assignment • Brain storming 	<ul style="list-style-type: none"> • Text Books • Charts and Samples of Nursing Ethics • Overhead Project for and accessories • Literature materials, VCD • White Board • Markers • Consent Forms and Documents • Interactive board • Multimedia projector 				Assignment Test Examination

<p>clarification e.g. listening values, possible consequences of value, choices, etc.</p> <p>2.6 Identify the common steps of value clarification.</p> <p>2.7 Explain dilemmas in the conduct of the nurse in particular circumstances e.g. intensive care, Blood transfusion, HIV/ AIDS patient, abortion, etc.</p>						
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General Objective 3.0: Understand the concept of common, civil and criminal law related to Nursing.						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
<p>3.1 Define Law.</p> <p>3.2 Explain the concept of common, civil and criminal law.</p> <p>3.3 Give examples of 3.2 related to nursing practice.</p>	<ul style="list-style-type: none"> Lecture Discussion 	<ul style="list-style-type: none"> Overhead Projector and Accessories White Board Marker Interactive board 				<p>Assignment</p> <p>Test</p> <p>Examination</p>

General Objective 4.0: Understand the law of torts as it relates to nursing.

Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
Law of Torts 4.1. Explain the concept of torts (intentional and unintentional). 4.2 Explain specific laws of torts such as Assaults, Battery, False Imprisonment, Slander and libel, invasion of privacy, negligence, malpractice etc. 4.3 Define negligence and malpractice. 4.4 Identify acts that constitute negligence and malpractice. 4.5 Describe the responsibilities of the nurse as experts witness, defendants etc. 4.6 Explain nursing Acts/Decrees in Nigeria and the problems of implementation.	<ul style="list-style-type: none"> • Lecture • Discussion • Role Play • Assignment 	<ul style="list-style-type: none"> • Whiteboard • Marker • Literature • Material • Flip Charts • VCD • Overhead Projectors • Sample of cases of negligence and malpractice. • As above plus written case studies • A copy of related Acts Laws, Decrees 				Assignment Test Examination

General Objective 5.0: Know unethical activities related to nursing practice.						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
Crimes Related to Nursing Practice 5.1 Define crime, unethical and criminal activities. 5.2 Identify nursing malpractice that constitute criminal Acts e.g. negligence, fraud, error of omission/commission, abandonment, injuries/permanent disabilities and death, etc. 5.3 Discuss the legal implication of 5.2 above 5.4 Explain the role of the nurse as defendants and plaintiff. 5.5 Describe patients' Bill of Right, Human rights e.g. right to Information, Informed Consent etc. 5.7 Explain the concept of Euthanasia and quality of life.	<ul style="list-style-type: none"> • Lecture • Discussion • Role Play • Group Work • Assignments • Field Trip • Excursions • Test Administration 	<ul style="list-style-type: none"> • Whiteboard • Marker • Flip Charts • Overhead Projector • Literature material • VCD • Video Player and Accessories • Charts 				Assignment Test Examination

HND NURSING I**SEMESTER: FIRST**

PROGRAMME: HND NURSING I				
COURSE: PRINCIPLES OF MANAGEMENT AND TEACHING I				
COURSE CODE: NUR 315				
DURATION: (Hours per week)	Lecture: 2 Hrs	Tutorial: 0 Hr	Practical: 0 Hr	Total Contact Hours: 30 Hours
CREDIT UNIT: 2				
GOAL: This course is designed to provide the students with the knowledge of the principles and techniques of management and teaching and their application to Nursing.				
GENERAL OBJECTIVES: At the end of the course, the students should be able to:				
1.0 Understand the principles and theories of Management.				
2.0 Understand the concept of Management by Objectives (MBO).				
3.0 Understand the importance of leadership dynamics in accomplishing organizational goals.				
4.0 Know how to manage human and material resources effectively and efficiently in health care system.				
5.0 Understand the use of Management skills for quality assurance in health care delivery.				
6.0 Understand the principles of teaching and learning for client education in different settings				

PROGRAMME: HND NURSING I						
COURSE:PRINCIPLES OF MANAGEMENT AND TEACHING I				Course Code: NUR 315	Total Contact Hours: 30 Hours	
Course Specification: Theory						
General Objective 1.0: Understand the principles and theories of Management.						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
1.1 Discuss the philosophy and theories of Management as postulated by: <ul style="list-style-type: none">Scientific Management SchoolClassical organization theory school or theoretical approachContingency approach 1.2 Outline management principles: <ul style="list-style-type: none">PlanningOrganizingDirectingControlling 1.3 Explain the Management principles outlined in 1.2 above to include Planning <ul style="list-style-type: none">Types of plan –	<ul style="list-style-type: none">LectureDiscussionBrain stormingQuestions and answers	<ul style="list-style-type: none">Text booksWhite boardMarkersChartsVideo clipsMultimedia projector & AccessoriesInteractive board	<ul style="list-style-type: none">Participate in School Health Managment programme.	<ul style="list-style-type: none">LectureDiscussionBrain stormingQuestions and answers	-	Assignment Test Examination

<p>operational, tactical, strategic, long term, short term etc.</p> <ul style="list-style-type: none"> • Characteristics of a good plan. • Decision making process <p>Organizing</p> <ul style="list-style-type: none"> • Structure/design of organizations • Staffing • Interdepartmental relationship and communication <p>Directing</p> <ul style="list-style-type: none"> • Leadership • Delegation of responsibility • Authority • Supervision and accountability • Motivation <p>Controlling</p> <ul style="list-style-type: none"> • Establishment of standards • Job performance evaluation • Discipline • Financial control (Accounting and budgeting) <p>1.4 Distinguish between Authority and Power.</p> <p>1.5 List the five sources of power, viz:</p> <ul style="list-style-type: none"> • Reward 						
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<ul style="list-style-type: none"> • Coercive • Legitimate • Expert • Referent Power <p>1.6 Explain the sources of power listed in 1.5 above.</p> <p>1.7 Explain the two major views of authority.</p> <p>1.8 Explain the importance of delegation.</p> <p>1.9 Give reasons why managers hesitate to delegate.</p> <p>1.10 Outline the guidelines that can help managers delegate effectively.</p> <p>1.11 Explain how authority sometimes can impede strategy implementation and customer service.</p>						
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General Objective 2.0: Understand the concept of Management by objectives (MBO).						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
<p>2.1 Define the term Goal.</p> <p>2.2 Describe the usefulness of goals in an organization.</p> <p>2.6 Distinguish between strategic and operational plans.</p>	<ul style="list-style-type: none"> • Lecture • Discussion • Questions and answers • assignments 	<ul style="list-style-type: none"> • Whiteboard • Markers • Textbooks • Charts • Multimedia projector & Accessories • Interactive 		<ul style="list-style-type: none"> • Lecture • Discussion • Questions and answers • assignments 		<p>Assignment Test</p> <p>Examination</p>

2.7	Explain a strategy as an attempt to place an organization in its right environment.		board				
2.8	Explain the opportunities and constraints on collaborative approaches to strategy.						
2.9	Define the term objective.						
2.10	State annual organizational strategic goals in measurable terms what must be accomplished each year in order to achieve organization's strategic goals.						
2.11	State the hierarchy of objectives.						
2.12	Explain the concept of Management by objectives (MBO).						
2.13	Describe the essential elements of Management by objectives as: <ul style="list-style-type: none"> • Commitment to the programme • Top level goal setting • Individual goal • Participation • Autonomy in implementation of plans and 						

<ul style="list-style-type: none"> Performance review 2.14 Apply the knowledge of Management by objectives to health care administration.						
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General Objective 3.0: Understand the importance of leadership dynamics in accomplishing organizational goals						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
3.1 Define leadership. 3.2 Explain how leadership is similar to or different from management. 3.3 Differentiate between the two leadership styles, namely: <ul style="list-style-type: none"> Employee – centred Task – oriented 3.4 Explain the key ideas of trait approach to leadership. 3.5 Explain the behavior approach to leadership. 3.6 List and explain the major contingency approaches to leadership. 3.7 Explain the concept of transformational or charismatic leadership and give examples. 3.8 Explain some recent	<ul style="list-style-type: none"> Lecture Discussion Brain storming Questions and answers 	<ul style="list-style-type: none"> Text books White board Markers Charts Video clips Multimedia projector & Accessories Interactive board 				Assignment Test Examination

challenges to leadership theory.						
3.9 Define motivation and motivating factors.						
3.10 Explain the basic assumptions of motivation processes in organizations.						
3.11 Identify five contemporary motivation theories and their application in Nursing.						
3.12 Explain current challenges to manager's motivating practices.						
3.13 Explain the role of motivation in health care services.						

General Objective 4.0: Know how to manage human and material resources effectively and efficiently in health care System.						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
4.1 Explain the principles of management of resources (Human, material, fund, time, space).	<ul style="list-style-type: none"> • Lecture • Discussion • Brain storming 	<ul style="list-style-type: none"> • Text Books • White Board • Markers • Multimedia projector & 				Assignment Test Examination
4.2 Outline human						

<p>resource management process viz: Human resources planning, recruitment and selection.</p> <p>4.3 Explain the various legal considerations involved in human relations.</p> <p>4.4 Distinguish between training and development and give examples of each.</p> <p>4.5 Explain how Management and resources interacts with organization's strategy.</p> <p>4.6 Define Conflict.</p> <p>4.7 Explain the reasons why conflicts arise:</p> <ul style="list-style-type: none"> • Conflicting expectations • Job dissatisfaction • Quest to satisfy needs • Frustration <p>4.8 Explain the psychological reactions to conflicts:</p> <ul style="list-style-type: none"> • Defence mechanism • Aggression • Substitution reactions • Avoidance mechanism • Personal styles of handling conflicts <p>4.9 Explain the</p>		<p>Accessories</p> <ul style="list-style-type: none"> • Interactive board 				
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<p>consequences of conflict.</p> <ul style="list-style-type: none"> • Negative effects • Positive effect for the individual • Positive effect for the organization <p>4.10 Explain the methods adopted in the management of conflicts.</p>						
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General Objective 5.0: Understand the use of Management skills in Quality Assurance in health care delivery.						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
<p>5.1 Define Quality Assurance.</p> <p>5.2 State the aim and objectives of Quality Assurance.</p> <p>5.3 Explain Total Quality Management (TQM).</p> <p>5.4 Explain Deming's 14 points and other frame works for guiding Management's pursuit of quality.</p> <p>5.5 Explain the role of top management in Quality Assurance.</p> <p>5.6 Explain how</p>	<ul style="list-style-type: none"> • Lecture • Discussion • Brain storming • Questions and answers 	<ul style="list-style-type: none"> • Text books • White board • Markers • Charts • Video clips • Multimedia projector & Accessories • Interactive board 				<p>Assignment</p> <p>Test</p> <p>Examination</p>

<p>employees can be supported in pursuing quality.</p> <p>5.7 Explain the relationship between Quality Assurance and setting standards in nursing process.</p> <p>5.8 Explain the basic concepts of Risk Management.</p> <p>5.9 Outline the common categories of risk for midwives.</p> <p>5.10 Identify the elements of risk Management.</p> <p>5.11 Describe the Hospital/health departmental policies on risk management.</p>						
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General Objective 6.0: Understand the principles of teaching and learning for client education in different settings.						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
<p>6.1 Explain the theories and principles of teaching and learning.</p> <p>6.2 Explain the importance of instructional materials in enhancing teaching and</p>	<ul style="list-style-type: none"> • Lecture • Discussion • Brain storming • Questions and answers 	<ul style="list-style-type: none"> • Text books • White board • Markers • Charts • Video clips • Multimedia projector & Accessories 				<p>Assignment</p> <p>Test</p> <p>Examination</p>

<p>learning.</p> <p>6.3 Explain the effects of the following factors on the teaching and learning process:</p> <ul style="list-style-type: none"> • Physical • Social • Economic • Cultural • Environmental <p>6.4 Describe the various teaching methods such as:</p> <ul style="list-style-type: none"> • Lecture method • Group discussion etc. <p>6.5 Apply the teaching methods in 6.4 above to educate individuals, families and communities on the need to take responsibility for their health.</p> <p>6.6 Explain the importance of continuing education in the enhancement of personal and professional growth.</p> <p>6.7 Explain the three key concepts of Evaluation, namely</p> <ul style="list-style-type: none"> • Specific goal setting 		<ul style="list-style-type: none"> • Interactive board 				
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PROGRAMME: HND NURSING I						
COURSE TITLE: COMMUNICATION IN ENGLISH III			Course Code:	GNS 311	Contact Hours:	30
COURSE SPECIFICATION: Theoretical Content: 2 Practical Content: 0						
General Objective: 1: Understand the principles and practice of written communication						
Specific Learning Objectives	Teachers Activities	Learning Resources	Specific Learning Objectives	Teachers Activities	Learning Resources	Evaluation
1.1 Explain the principles of letter writing. 1.2 Explain the components of a business letter. 1.3 Differentiate between a memo and a letter. 1.4 Prepare a portfolio of correspondence using different presentation techniques: appointments, promotions, dismissals, commendations, queries, condolences, congratulations.	Explain the principles and practice of written communication.	Textbooks				Quiz Test Assignment Examination

General Objective: 2: Comprehend more difficult reading materials.						
Specific Learning Objectives	Teachers Activities	Learning Resources	Specific Learning Objectives	Teachers Activities	Learning Resources	Evaluation
2.1 Read passages of expository and argumentative writing. 2.2 Trace logic in the passages in 2.1 above. 2.3 Differentiate between facts and opinions.						Quiz Test Assignment Examination

2.4 Answer questions on what is read.						
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General Objective: 3: Know the procedure for writing project reports						
Specific Learning Objectives	Teachers Activities	Learning Resources	Specific Learning Objectives	Teachers Activities	Learning Resources	Evaluation
3.1 Explain the characteristics of a project report, viz, parts format, style. 3.2 Select a suitable topic for a project report. 3.3 Explain methods of gathering data from primary, secondary and tertiary sources. 3.4 Use reference materials for gathering data. 3.5 Use appropriate citation and documentation styles, e.g., APA, MLA 3.6 Explain the procedure for writing a project report. 3.7 Write an outline of a project report using appropriate numbering, ranking and phrasing. 3.8 Write a project report.	Teach the students the procedure of writing project reports	Textbooks, Audio-Visual Aids.				Quiz Test Assignment Examination

HND NURSING I**SEMESTER: FIRST**

PROGRAMME: HND NURSING				
COURSE: MEDICAL SOCIOLOGY				
COURSE CODE: NUS 311				
DURATION: (Hours/Week)	Lecture: 2 Hrs	Tutorial: 0 Hr	Practical: 0 Hr	Total Contact Hours: 30 Hours
CREDIT UNIT: 2				
GOAL: The course is designed to introduce students to the relationship between sociology and medicine.				
GENERAL OBJECTIVES: At the end of the course students should be able to:				
1.0 Discuss the social and cultural aspects of medical sociology.				
2.0 Understand the concept of health-illness behaviour.				
3.0 Understand the relationship between societal class and illness.				
4.0 Discuss the complementary nature of orthodox and traditional medicine.				
5.0 Understand the relationship between health practitioners and their clients.				
6.0 Understand the general principles of social planning as it affects health care delivery system in Nigeria.				

PROGRAMME: HND NURSING I						
COURSE: MEDICAL SOCIOLOGY		Course Code: NUS 311		Total Contact Hours: 30 Hours		
COURSE SPECIFICATION: Theory						
General Objective 1.0: Discuss the social and cultural aspects of medical sociology						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
1.1 Define nature and scope of medical sociology 1.2 Define the following terms - Culture - Society - Tradition - Belief	<ul style="list-style-type: none">• Lecture• Discussion• Brainstorming• Role play• Group work• Drama	<ul style="list-style-type: none">• Text books• Journal• Charts• Audio visual• Whiteboard• Marker• Interactive board• Multi-media projector				Assignment Test Examination

General Objective 2.0: Understand the concept of health-illness behaviour.						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
2.1 Define the concept of health and illness behaviour 2.15 State the relationship between 2.1 above with Nursing practice. 2.3 Explain the influence of	<ul style="list-style-type: none"> • Lecture • Discussion • Questions and answers • Brain storming • Role play • Group work • Drama 	<ul style="list-style-type: none"> • Text books • Journal • Charts • Audio visual • Whiteboard • Markers • Interactive board • Multi-media projector 				Assignment Test Examination

<p>culture on health and illness.</p> <p>2.4 Explain the pathways of health care system.</p> <p>2.5 Explain the cultural factors influencing the acceptance and utilization of health care services.</p> <p>2.6 Differentiate between scientific and traditional medical beliefs.</p>						
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General Objective 3.0: Understand the relationship between societal class and illness.						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
<p>3.1 Explain the diseases of affluence and poverty e.g.</p> <ul style="list-style-type: none"> - Mental illness - Hypertension - Tuberculosis - Cardiovascular diseases <p>3.2 Explain the relationship between social class and the</p>	<ul style="list-style-type: none"> • Lecture • Discussion • Questions and answers 	<ul style="list-style-type: none"> • Text books • Journal • Charts • Audio visual • Whiteboard • Marker • Interactive board • Multi-media projector • 				<p>Assignment</p> <p>Test</p> <p>Examination</p>

diseases in 3.1						
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General Objective 4.0: Discuss the complementary nature of orthodox and traditional medicine.						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
4.1 Describe modern health institutions e.g. Hospitals and Health Centres. 4.2 Describe traditional health institutions. 4.3 Explain socio-cultural setting in modern health care. 4.4 Describe the relationship between the modern and traditional health care delivery systems.	<ul style="list-style-type: none"> • Lecture • Discussion • Questions and answers • Charts 	<ul style="list-style-type: none"> • Text books • Journal • Charts • Audio visual • Whiteboard • Markers 				Assignment Test Examination

General Objective 5.0: Understand the relationship between health practitioners and their clients.						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
5.1 Explain the various health care relationships:	<ul style="list-style-type: none"> • Lecture • Discussion • Brainstorming 	<ul style="list-style-type: none"> • Text books • Journal • Charts • Audio visual 				Assignment Test Examination

<ul style="list-style-type: none"> • Nurse – Patient relationship. • Nurse and other health care professionals • Other health care professionals - patient / patient relative's relationship. • Nurse – Nurse relationship (intra professional) • Inter and multi-disciplinary and collaboration in health care. <p>5.2 Explain the importance of these relationships</p>		<ul style="list-style-type: none"> • Whiteboard • Markers 				on
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General Objective 6.0: Understand the general principles of social planning as it affects health care delivery system in Nigeria						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
<p>6. Describe the structure of health care delivery system in Nigeria.</p> <p>a. Explain the</p>	<ul style="list-style-type: none"> • Lecture • Discussion • Brainstorming 	<ul style="list-style-type: none"> • Text books • Journal • Charts • Audio visual • Whiteboard 				Assignme nt Test Examinati on

<p>Federal Government policies on health, housing, education, water supply, waste disposal and rehabilitation.</p> <p>b. Explain health care financing.</p> <p>c. Discuss health problems and their solution in Nigeria.</p> <p>d. State the problems associated with the over emphasis on curative rather than preventive medicine.</p> <p>e. List some NGO's CBO's and FBO's involved in health care in Nigeria.</p> <p>f. Discuss the roles played by NGO's, CBO's and FBO's in health care delivery in Nigeria.</p>		<ul style="list-style-type: none"> Markers 				
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HND NURSING I

SEMESTER: FIRST

PROGRAMME: HND NURSING				
COURSE TITLE: PHARMACOLOGY III				
COURSE CODE: NUS 312				
DURATION: (Hours/Week)	Lecture: 2Hrs	Tutorial: 1 Hr	Practical: 0 Hr	Total Contact Hours: 30 Hours
CREDIT UNIT: 2				

GOAL: This course is designed to provide the students with the knowledge of drugs used in the management of various systemic disorders.

GENERAL OBJECTIVES: At the end of the course, students should be able to:

- 1.0 Know the drugs used for different systemic disorders
- 2.0 Know the drugs used in gastrointestinal system
- 3.0 Discuss the drugs used in musculoskeletal system
- 4.0 Know the drugs used in the central nervous system
- 5.0 Know the drugs used in endocrine system.
- 6.0 Know the drugs used in other health conditions.

PROGRAMME: HND NURSING I						
COURSE TITLE: PHARMACOLOGY III		Course Code: NUS 312		Total Contact Hours: 30 Hours		
General Objective 1.0: Know the drugs used for different systemic disorders.						
COURSE SPECIFICATION: Theory/Tutorials						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
1.1 Identify various types of drugs for treating conditions of the various systems: <ul style="list-style-type: none">- Cardio vascular system- Respiratory- Gastro-intestinal- Musco-skeletal- Central Nervous- Endocrine- Reproductive- Special senses, etc. 1.2 Classify the drugs in 1.1above into the following: <ul style="list-style-type: none">(i) Cardio-vascular:<ul style="list-style-type: none">- Drugs used in the treatment of congestive cardiac failure, hypertension, etc.(ii) Discuss the following: Antiarrythmic and antianginal agents, anticoagulants and haematinics, etc.	<ul style="list-style-type: none">• Lecture• Discussion• Brain storming• Assignment• Group Work	<ul style="list-style-type: none">• Whiteboard and marker• Text Books• E-Library• Journals and Periodicals• Charts• Interactive Board• Audio-Visuals• Multi-media projector		<ul style="list-style-type: none">• Discussion• Demonstration• Video presentations	<ul style="list-style-type: none">• Medicines• Needles• Lotions• Syringes	Assignment t Test Quiz Examination

<p>(iii) Respiratory: - Anti-tussive agents, etc.</p> <p>1.3 Describe the dosage, action used in 1.1 above.</p> <p>1.4 Explain the route of administration of the drugs in 1.1.</p> <p>1.5 Outline the role of the nurse in the administration of the drugs in 1.1.</p> <p>1.6 Identify the symptoms of any side effects of the drugs in 1.1.</p> <p>1.7 Explain the role of the nurse in drug administration and management of side effects of the drugs in 1.1</p> <p>1.8 Explain drugs under Anti tussive agents.</p> <p>1.9 Describe drugs classified as bronchodilators.</p> <p>1.10 Outline antibiotics and Anti-infective drugs, stating their indications, dosage, route, action, side</p>	<ul style="list-style-type: none"> • Lecture • Discussion • Assignment 					
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<p>effects and contra indications.</p> <p>Explain expectorants.</p> <p>1.11 State drugs classified as sympathomimetic.</p> <p>1.12 Describe Anti-tuberculous drugs.</p> <p>1.13 List possible side effects of drugs in 1.11 - 1.13</p> <p>1.14 Discuss the management of such side effects.</p> <p>1.15 State the role of the nurse in the administration of drugs e.g. the rights of drug administration, precautions, etc.</p>						
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General Objective 2.0 Know drugs used in gastro-Intestinal system.						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
<p>2.1 Treatment of peptic ulcer. Explain drugs used in the management of peptic ulcer</p> <p>2.2 Enumerate purgatives and anti-diarrhoeal agents.</p> <p>2.3 State Anti-spasmodic agents.</p>	<ul style="list-style-type: none"> • Lecture • Discussion • Brain storming • Assignment 	<ul style="list-style-type: none"> • Whiteboard and marker • Text Books • E-Library • Journals and Periodicals • Charts 		<ul style="list-style-type: none"> • Discussion • Demonstration • Video presentations 	<ul style="list-style-type: none"> • Samples of relevant Medicines • Charts 	<p>Assignment</p> <p>Test</p> <p>Examination</p>

2.4 List Anti-protozoal drugs. 2.5 Outline the Antiemetics. 2.6 Enumerate Antihelmintics. 2.7 List possible side effects of these drugs 2.8 Discuss the management of such side effects. 2.9 State the role of the nurse in the administration of drugs e.g. the rights of drug administration, precautions, etc.		<ul style="list-style-type: none"> • Interactive Board • Multi-media projector • Audio-visuals 				
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General Objective 3.0: Know drugs used in musculo-skeletal system.						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
3.1 Describe analgesics, based on their classification. 3.2 Outline steroidal, non steroidal, and anti-inflammatory drugs. 3.3 Explain Neuro-muscular blockers. 3.4 Explain Anticholinergic drugs 3.5 List possible side effects of these drugs.	<ul style="list-style-type: none"> • Lecture • Discussion • Brain storming • Assignment 	<ul style="list-style-type: none"> • Whiteboard and marker • Text Books • E-Library • Journals and Periodicals • Charts • Interactive Board • Multi-media projector <ul style="list-style-type: none"> • Audio-visuals 		<ul style="list-style-type: none"> • Discussion • Demonstration • Video presentations 	<ul style="list-style-type: none"> • Samples of relevant Medicines • Charts 	Assignment Test Examination

3.6 Discuss the management of such side effects.						
3.7 State the role of the nurse in the administration of drugs e.g. the rights of drug administration, precautions, etc.						

General Objective 4.0: Know drugs used in central nervous system.						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
4.1 Outline Hypnotics and sedatives. 4.2 List anticonvulsant drugs. 4.3 Enumerate tranquilizers 4.4 Explain psychoactive drugs. 4.5 Describe Antipsychotic drugs. 4.6 Enumerate Anticholinergic drugs. List possible side effects of these drugs 4.7 Discuss the management of such side effects. 4.8 State the role of the nurse in the administration of drugs e.g. the rights of drug administration, precautions, etc.	<ul style="list-style-type: none"> • Lecture • Discussion • Questions • Assignments 	<ul style="list-style-type: none"> • White Board/Markers • Lecture Notes • e-Library • Journals and Periodicals • Sample of Medicines • Interactive Board • Multi-media projector • Audio-visuals 		<ul style="list-style-type: none"> • Discussion • Demonstration • Video presentations 	<ul style="list-style-type: none"> • Samples of relevant Medicines • Charts 	Assignment Test Examination

General Objective 5.0 Know drugs used in endocrine system						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
<p>5.1 List various types of contraceptives, Antiseptics, Disinfectants, Antiretroviral drugs.</p> <p>5.2 Explain the indications for use of the drugs listed in 6.1</p> <p>5.3 Identify the conditions in which the drugs are contra-indicated.</p> <p>5.4 State the dosages of the drugs in 5.1.</p> <p>5.5 List the side effects of the drugs in 6.1. e.g. Urticaria rash, nausea and vomiting, etc.</p> <p>5.6 State the role of the nurse in the administration of drugs e.g. the rights of drug administration, precautions, etc.</p> <p>5.7 Describe oral rehydration</p>	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration and return demonstration 	<ul style="list-style-type: none"> • Whiteboard and marker • E – Library • Journals • Sample of drugs • Interactive Board • Multi-media projector • Audio-visuals • Charts 				

solution and its therapeutic effects.						
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HND NURSING I**SEMESTER: FIRST**

PROGRAMME: HND NURSING I				
COURSE: GENERAL LABORATORY TECHNIQUE				
COURSE CODE: GLT 311				
DURATION: (Hours/Week)	Lecture: 1 Hr	Tutorial: 0 Hr	Practical: 1 Hr	Total Contact Hours: 30 Hours
CREDIT UNIT: 2				
GOALS: The course is designed to introduce the students to the basic knowledge of laboratory wares and equipment used for investigation in the community.				
GENERAL OBJECTIVES: At the end of the course, students should be able to:				
1.0 Know the laboratory wares and simple laboratory equipment used in investigation in the community. 2.0 Know the calibration of glassware. 3.0 Know the various uses of glassware in the laboratory. 4.0 Know the maintenance of laboratory balances. 5.0 Understand the principles, applications and maintenance of microscope. 6.0 Know the maintenance of heating apparatuses in the laboratory. 7.0 Know the maintenance of cooling equipment in the laboratory. 8.0 Know the maintenance of temperature measurement equipment. 9.0 Understand microtomy and the maintenance of microtomy tools. 10.0 Know the basic electrical appliances. 11.0 Understand the care and maintenance of audio-visual aids. 12.0 Know how to use simple and rapid investigation kits in diagnosing and management of prevailing health conditions in the community.				

PROGRAMME: HND NURSING I						
COURSE: GENERAL LABORATORY TECHNIQUE I			Course Code: GLT 311		Total Contact Hours: 30 Hours	
COURSE SPECIFICATION: Theory/Practical						
General Objective 1.0: Know the laboratory wares and simple laboratory equipment used in investigation in the community						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
1.1 Identify the different types of laboratory glassware e.g. beakers, test tube, funnels, flasks (different types) etc. 1.2 State the uses of different laboratory ware in 1.1. above 1.3 Identify different types of fittings in the laboratory e.g. for water, gas, light. 1.4 Identify the	<ul style="list-style-type: none">• Lecture/discussion• Demonstrations	<ul style="list-style-type: none">• White Board• Markers• Reagents• Glass wares	1.1 Identify the different types of laboratory glassware e.g. beakers, test tube, funnels, flasks (different types) etc. 1.2 Identify different types of fittings in the laboratory e.g. for water, gas, light. 1.3 Identify the different types of greases and their application on joints. 1.4 Prepare cleansing reagents for laboratory wares 1.5 Demonstrate the uses of parcel in	<ul style="list-style-type: none">• Show students the items mentioned in 1.1 and demonstrate their uses• Demonstration • Demonstration	<ul style="list-style-type: none">• Laboratory glassware e.g. beakers, test tube, funnels, flasks (different types) etc.• Cleansing reagents• Charts• Video clips• Audio visual• Laptops	Assignment Test Examination

different types of greases and their application on joints.			sintered glass, nickel and platinum crucibles			
1.5 Prepare cleansing reagents for laboratory wares						
1.6 Explain the uses of parcel in sintered glass, nickel and platinum crucibles.						
1.7 Clean laboratory wares using cleansing agents						
1.8 Store and maintain laboratory wares.						

General Objective 2.0: Know the calibration of Glassware						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
6.12 Define calibration 2.2 Distinguish between calibration	<ul style="list-style-type: none"> Lecture Discussion Demonstrations 	<ul style="list-style-type: none"> White Board Markers Glass wares Reagents 	2.3 Demonstrate the effect of heat on calibrated Laboratory glass wares.	<ul style="list-style-type: none"> Demonstration 	<ul style="list-style-type: none"> Laboratory glass wares Water 	Assignment Test Examination

and graduation. 2.3 Explain the effect of heat on calibrated laboratory glass wares.			2.4 Read fluid levels of calibrated glass wares e.g. water level, mercury level.			
2.4 Read fluid levels of calibrated glass wares e.g. water level, mercury level.						
2.5 Graduate simple laboratory glassware using standard volumes.			2.5 Graduate simple laboratory glassware using standard volumes.			

General Objective t3.0: Know the various uses of glassware in the laboratory						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
3.1 Identify types of glassware suitable for storage in the laboratory. 3.2 Identify types of glassware suitable as containers	<ul style="list-style-type: none"> Lecture Discussion Demonstration 	<ul style="list-style-type: none"> White Board Markers Glassware Reagents 				Assignment Test Examination

e.g. for storage of photo-sensitive reagents and some acids.						
3.3 Identify other laboratory storage containers e.g. plastics and ceramics.						
3.4 State the precautions necessary in the storage of chemicals e.g. hydrofluoric acid in plastic containers, sodium metal in paraffin and silver nitrate in amber containers.						

General Objective 4.0: Know the maintenance of laboratory balances						
Specific	Teachers'	Resources	Specific Learning	Teachers'	Resources	Evalu

Learning Objectives (Theory)	Activities		Objectives (Practical)	Activities		ation
<p>4.1 Explain the working principles of the laboratory balance.</p> <p>4.2 Identify the various types of balance used in the laboratory.</p> <p>4.3 Distinguish between accuracy and precision of a balance.</p> <p>4.4 Determine the sensitivity of a balance.</p> <p>4.5 Differentiate between analytical and beam balances.</p> <p>4.6 Describe the effect of shock, temperature, chemicals on the operation of Balances</p>	<ul style="list-style-type: none"> Lecture/discussion Demonstrations 	<ul style="list-style-type: none"> White Board Markers Balances 		<ul style="list-style-type: none"> Demonstration 	<ul style="list-style-type: none"> Weighing scales Balances 	<p>Assignment</p> <p>Test</p> <p>Examination</p>

4.7 Re-calibrate weights. 4.8 Weigh substances using various balance 4.9 Check balances to know when they require servicing e.g. by using standard masses. 4.10 Install a balance. 4.11 Carry out minor adjustment, repairs or replacement of parts on a balance.			4.7 Re-calibrate weights. 4.8 Weigh substances using various balances. 4.9. Check balances to know when they require servicing e.g. by using standard masses. 4.10 Install a balance. 4.11 Carry out minor adjustment, repairs or replacement of parts on a balance.			
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General Objective 5.0: Understand the Principles, application and maintenance of microscopes						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
5.1 Identify a	• Lecture	• White Board	5.2 List the	• Demonstration	• Charts	Assign

<p>simple microscope and its parts.</p> <p>5.2 List the various types of microscopes in use in the laboratory.</p> <p>5.3 Describe the use of various microscopes in 2.2 above.</p> <p>5.4 State the ranges of magnification of microscopes.</p> <p>5.5 Outline the principles of operation of various types of microscopes.</p> <p>5.6 Describe and apply the various procedures in the routine maintenance and Minor repair of microscope.</p>	<ul style="list-style-type: none"> • Discussion • Demonstrations 	<ul style="list-style-type: none"> • Markers • Balances • Microscopes • Slides etc. 	<p>various types of microscopes in use in the laboratory.</p> <p>5.3 Describe the use of various microscopes in 5.2 above.</p> <p>5.4 State the ranges of magnification of microscopes.</p>	<ul style="list-style-type: none"> • Brain storming 	<ul style="list-style-type: none"> • Microscopes • Video clips 	<p>ment Test Examination</p>
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General Objective 6.0: Know the maintenance of heating apparatuses in the laboratory						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
6.1 Identify the various heating apparatuses like, burners, hot plates, autoclaves, etc. 6.2 Describe the application of each type in 6.1 above. 6.3 Heat water and other liquids, powder etc. using Bunsen burner, hot plates etc. 6.4 Sterilize various Objects using autoclave. 6.5 Heat various objects using the oven. 6.6 Describe and apply the various	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration 	<ul style="list-style-type: none"> • White Board • Markers • Heating apparatuses e.g. Bunsen burner, hot plates, oven, autoclave. 	6.2 Describe the application of various heating apparatuses like, burners, hot plates, autoclaves etc. 6.3 Heat water and other liquids, powder etc. using Bunsen burner, hot plates etc.. 6.4 Sterilize various objects using autoclave. 6.5 Heat various object using the oven.	<ul style="list-style-type: none"> • Demonstration 	<ul style="list-style-type: none"> • Burners • Hot plates • Autoclaves • Water 	Assignment Test Examination

procedures in the routine maintenance and minor repair of autoclaves, ovens and other laboratory heating apparatuses.						
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General Objective 7.0: Know the maintenance of cooling equipment in the laboratory						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
<p>7.1 Identify cooling apparatuses e.g. refrigerator, freezer driver, water circulators.</p> <p>7.2 Explain the principle of freezing.</p> <p>7.3 Explain the different applications of cooling system in 7.1 above.</p> <p>7.4 Identify the various types of apparatuses in</p>	<ul style="list-style-type: none"> Lecture Discussion Demonstration 	<ul style="list-style-type: none"> White Board Marker Apparatuses of cooling e.g. refrigerator Water circulation. 	<p>7.1 Identify apparatuses of cooling e.g. refrigerator, freezer driver, water circulators.</p> <p>7.4 Identify the various parts of the apparatuses in 7.1 above.</p> <p>7.5 Apply the procedure for the routine maintenance and minor repair of the apparatus in 7.1 above.</p>	<ul style="list-style-type: none"> Demonstration 	<ul style="list-style-type: none"> Refrigerator Freeze Driver Water circulators. 	<p>Assignment Test Examination</p>

7.1 above						
7.5 Describe and apply the procedure for the routine maintenance and minor repair of the apparatus in 7.1 above.						

General Objective 8.0: Know the maintenance of temperature measurement equipment						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
8.1 Identify apparatuses for temperature measurement e.g. thermometers, pyrometers, thermocouple. 8.2 Explain the operating principles of temperature measuring devices listed in 8.1 above. 8.3 Differentiate	<ul style="list-style-type: none"> Lecture Discussion Demonstration 	<ul style="list-style-type: none"> White Board Marker Scales Thermometers Thermocouple 	8.1 Identify apparatuses for temperature measurement e.g. thermometers, pyrometers, thermocouple. 8.2 Explain the operating principles of temperature measuring devices listed in 8.1 above. 8.3 Distinguish between the various temperature scales e.g. Fahrenheit, Kelvin, Celsius, etc.	<ul style="list-style-type: none"> Demonstration 	<ul style="list-style-type: none"> Thermometers Pyrometers Thermocouple. 	Assignment Test Examination

<p>between the various temperature scales e.g. Fahrenheit, Kelvin Celsius, etc.</p> <p>8.4 Measure temperature using scales in 8.3 above.</p> <p>8.5 Describe and apply the procedure for the routine maintenance and minor repair of the apparatuses identified in 8.1 above.</p>			8.4 Measure temperature using scales in 8.3 above.			
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General Objective 9.0: Understand microtomy and the maintenance of microtomy Tools						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
<p>9.1 Identify different types of microtomes.</p> <p>9.2 Identify the different parts of</p>	<ul style="list-style-type: none"> Lecture Discussion Demonstration 	<ul style="list-style-type: none"> White Board Marker Apparatuses of cooling e.g. refrigerator Water 				<p>Assignment</p> <p>Test</p> <p>Examination</p>

microtomes		circulation.				
9.3 Explain the functions of the parts of microtomes.		<ul style="list-style-type: none"> • Microtome, knives • Paraffin wax 				
9.4 Explain the working principles of microtomes.						
9.5 Identify types of knives used in microtomy.						
9.6 Sharpen microtome knives.						
9.7 Describe paraffin wax embedded tissues						
9.7 Cut Sections						
9.8 Identify faults in sections cutting and remedy the faults.						
9.9 Explain the						

care of microtomes and knives.						
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General Objective10.0: Know basic electrical appliances						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluati on
<p>10.1 Explain the following terms Alternating Current (AC) and Direct Current (DC) supplies Low Tension (LT) and High Tension (HT).</p> <p>10.2 Identify various types of distribution and connection.</p> <p>10.3 Identify the standard colour code and wiring.</p> <p>10.4 Explain the results of wrong wiring.</p> <p>10.5 Identify the different types of wiring.</p>	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration 	<ul style="list-style-type: none"> • White Board • Marker • Electrical appliances e.g. fuses, relay cutouts 				Assignm ent Test Examina tion

10.6 Explain the methods and importance of proper earthing.						
10.7 Identify different types of switches e.g. Single Pole Double Throw (SPDT), Double Pole Single Throw (DPST), control gear relays, cutouts etc.						
10.8 Identify different types of protective wiring devices e.g. relays, cut outs, fuses etc.						
10.9 Draw the various electrical symbols.						
10.10 Apply such symbol in 10.9 above for circuit diagram.						

General Objective 11.0: Understand the care and maintenance of audio-visual Aids						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
<p>11.1 Describe the methods and undertake proper care and routine maintenance of:</p> <ul style="list-style-type: none"> - Overhead projectors - Lenses, recording and playback heads. <p>11.2 Describe the Precautionary measures involved in the handling of projectors, tape recorders etc.</p> <p>11.3 Mend tapes and films.</p>	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration 	<ul style="list-style-type: none"> • White Board • Marker • Overhead - Projector • Lenses • Tape recorders • Tapes 				Assignment Test Examination

General Objective 12.0: Know how to use simple and rapid investigation kit in diagnosing and management of prevailing health conditions in the community

Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
<p>12.1 Identify simple rapid investigation kits used in testing:</p> <p>(i) malaria (ii) Haemoglobin level (iii) HIV/AIDS (iv) Blood sugar level (v) Urinalysis, etc.</p> <p>12.2 Use test kits above in testing, diagnosing and managing prevailing health conditions in the community and refer where necessary.</p>	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration 	<ul style="list-style-type: none"> • White board • Marker • Testing kits e.g. Rapid test kits for malaria, HIV, Haemoglobin estimation, urinalysis etc. 	<p>12.1 Carry out the testing, diagnosing and management of the under listed using appropriate testing kits:</p> <ul style="list-style-type: none"> - Malaria - Haemoglobin level - HIV/AIDS - Blood sugar - Urinalysis etc. 	<ul style="list-style-type: none"> • Demonstration 	<ul style="list-style-type: none"> • White board and marker • Testing kits e.g. Rapid test kits for malaria, HIV, Haemoglobin estimation, urinalysis etc. 	<p>Assignment Test Examination</p>

HND NURSING I**SEMESTER: FIRST**

PROGRAMME: HND NURSING I				
COURSE: CLIENT CASE/CARE STUDY				
COURSE CODE: NUR 316				
DURATION: (Hours/Week)	Lecture: 0 Hr	Tutorial: 0 Hr	Practical: 2 Hrs	Total Contact Hours: 30 Hours
CREDIT UNIT: 2				
GOALS: The course is designed to introduce the students to the writing of client case/care study				
GENERAL OBJECTIVES: At the end of the course, students should be able to:				
1.0 Understand the application of case/care study in solving clients' problems				
2.0 Identify appropriate clients for use in case/care study				
3.0 Know the steps involved in carrying out care/case study				
4.0 Understand how to write a case/care study				

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PROGRAMME : HND NURSING I						
COURSE: CASE STUDY			Course Code: NUR 316		Total Contact Hours: 30 Hours	
COURSE SPECIFICATION: Practical						
General Objective 1.0: Understand the application of case/care study in solving clients’ problems						
Specific Learning Objectives (Theory)	Teachers’ Activities	Resources	Specific Learning Objectives (Practical)	Teachers’ Activities	Resources	Evaluation
1.1 Explain care/c ase study 1.2 Explain the applica tion of case/c are study in solving clients’ proble ms	<ul style="list-style-type: none">▪ Discuss brain storming	<ul style="list-style-type: none">▪ Text Books▪ Journals▪ Mage▪ Client Care Note▪▪ Chart		<ul style="list-style-type: none">▪ Discuss▪ Field Work▪ Clinical Teaching▪ Brainstorming	<ul style="list-style-type: none">▪ Charts▪ Text Books▪ Record▪ Journals	<ul style="list-style-type: none">▪ Text▪ Quiz▪ Presentatio n

General Objective 2.0 Identify appropriate clients for use in case/care study						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
2.1. Explain the criteria for choosing client for care/case study 2.2. Describe how to obtain consent from clients 2.3. Explain how to set authorization from the institution						

General Objective 3.0 Know the steps involved in carrying out care/case study						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
3.1 Describe how to identify client's problems/needs using the nursing process approach. 3.2 Explain how to document findings 3.3 Describe how to do interactive search and to links findings with			3.1 use a hypothetical case in developing a nursing care using client problem and needs care /case			

clients problems						
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General Objective 4.0 Understand how to write a case/care study						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
4.1 Write a client care/case study using the approved format 4.2			4.1 Write a client care/case study using the approved format			

HND NURSING I**SEMESTER: FIRST**

PROGRAMME:		HND NURSING I			
COURSE TITLE:		RESEARCH METHODOLOGY III			
COURSE CODE:		NUR 317			
DURATION: (Hours/Week)		Lecture: 2 Hrs	Tutorial: 0 Hr	Practical: - 0 Hr	Total Contact Hours : 45 Hours
CREDIT UNITS:		3			
GOAL:		This course is designed to provide the students with further knowledge of how to undertake research studies.			
GENERAL OBJECTIVES:		On completion of this course, the student should be able to:			
1.0		Understand the meaning, types and purpose of research			
2.0		Understand various methods of conducting research			
3.0		Know the approach to research			
4.0		Understand the process of planning for research work			
5.0		Understand sampling technique used in research			
6.0		Understand the role of basic statistics in research			
7.0		Understand the conduct and organization of research work			
8.0		Understand the meaning and concept of rhetorical strategies in research Communication			
9.0		Understand drafting and writing -up research outcomes and findings.			
10.0		Apply knowledge and skills in research Communication in Health Information Management			

PROGRAMME: HND NURSING I							
COURSE TITLE:		RESEARCH/PROJECT WRITING		COURSE CODE:	NUR 317	CONTACT HOURS:	30 HOURS
COURSE SPECIFICATION:		Theoretical Content: 2		Practical Content: 0			
General Objective:		1: Understand the meaning, types and purpose of research					
Specific Learning Objectives		Teachers Activities	Learning Resources	Specific Learning Objectives	Teachers Activities	Learning Resources	Evaluation
1.1	Define research	Lectures	Textbooks, internet facilities, white board, marker.				Assignment, Quiz Exercise Test Examination
1.2	Explain types of research i.e. historical, descriptive, experimental research etc						
1.3	Explain aim and purpose of research						

General Objective: 2: Understand various methods of conducting research						
Specific Learning Objectives	Teachers Activities	Learning Resources	Specific Learning Objectives	Teachers Activities	Learning Resources	Evaluation
2.1 Explain research methodology 2.2 List various methods of conducting research i.e. authoritarian method, mystical approach, logical approach, scientific approach etc) 2.3 Explain the merits and demerits of each of the	Lectures,	Textbooks, internet facilities, white board, marker.				Assignment, Quiz Exercise Test Examination

methods of conducting research.						
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General Objective: 3: Know the approach to research						
Specific Learning Objectives	Teachers Activities	Learning Resources	Specific Learning Objectives	Teachers Activities	Learning Resources	Evaluation
3.1 Explain factors to consider when choosing research problems	Lectures	Textbooks, white board, marker.	3.2 Choose a field of research 3.3 Create (formulate) a research title 3.4 Search for useful information resources in the field of research (i.e. museum, markets, health institutions, library, information resources centres, etc) 3.5 Enumerate various search engines to gather resources for research 3.6 Compile an index card system for research title 3.7 Review related literature on the subject matter of the research.	Guide student to perform the tasks in 3.2-3.7		Assignment, Quiz, exercise and test

General Objective: 4: Understand the process of planning for research work						
Specific Learning	Teachers	Learning	Specific Learning	Teachers	Learning	Evaluation

5.4	etc Explain the advantages and disadvantages of each type of sampling techniques in 5.3 above					
5.5	Explain the calculation of sample size for a given population					
5.6	Describe the application of the sampling techniques in research.					

General Objective: 6: Understand the role of basic statistics in research						
Specific Learning Objectives	Teachers Activities	Learning Resources	Specific Learning Objectives	Teachers Activities	Learning Resources	Evaluation
6.1 Define basic statistics 6.2 Explain various test statistic used in research eg (Chi-Square, Z test, ANOVA, Correlation, regression analysis, student t – test etc) 6.3 Describe characteristics of each of the test statistic in 6.2	Lectures,	Textbooks, white board, marker.				Assignment, Quiz Test Examination

above						
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General Objective: 7: Understand the conduct and organization of research work							
Specific Learning Objectives	Teachers Activities	Learning Resources	Specific Learning Objectives	Teachers Activities	Learning Resources	Evaluation	
7.1 Describe the conduct and organization of research work using any of the appropriate designs	Lectures	Textbooks, white board, marker.	7.7 Carry out descriptive research using any of the appropriate designs	Supervise the student research activities listed in 7.1-7.6	Computer set Statistical kit packages	Assignment, Quiz, exercise and test Project defence	
7.2 Collect data for a given research title			7.8 Collect data for a given research title				
7.3 Analyse data using appropriate test statistic methods			7.9 Analyse data using appropriate test statistic methods				
7.4 Interpret the result obtained at the end of the research work.			7.10 Interpret the result obtained at the end of the research work.				
7.5 Write up the report at the end of the conduct of research			7.11 Write up the report at the end of the conduct of research				
7.6 Organize the project work to cover the topics discussed			7.12 Organize the project work to cover the topics discussed				

General Objective: 8: Understand the meaning and concept of rhetorical strategies in research Communication							
Specific Learning	Teachers	Learning	Specific Learning	Teachers	Learning	Evaluation	

Objectives	Activities	Resources	Objectives (Practical)	Activities	Resources	
8.1 Define rhetorical strategies. 8.2 Outline types of rhetorical strategies: - Argumentation strategy - Cause and Effect Strategy, - Division strategy, - Compare and contrast strategy, - Narrative Strategy, - Description Strategy, - Exemplification Strategy 8.3 Explain each of the types of rhetorical strategies in 8.2 above. 8.4 Compare and contrast the types of rhetorical strategies to Health Information Management. 8.5 Identify the process of search strategies in research - Communication: Finding literature sources, reference, resources – textbooks, references, textbooks, e.t.c.	Lectures Use the following tools; Posters, Charts, Textbooks, Journals e.t.c to teach	- White board / marker - Computers - Projectors - Charts / Diagrams / - Posters etc - Audio Equipment - Audiovisual media	8.6 Adopt the strategies in 8.2 on a related topic in Health Information Management.	Guide and Supervise Students to carry out activities listed in 8.6	Library / Online / Internet Resources: Textbooks Journals Reference materials	Quiz Assignment Test Examination

- Using research databases, electronic sources, web / Internet resources,						
- Integrating and crediting sources and avoiding plagiarism.						

General Objective: 9: Understand drafting and writing -up research outcomes and findings.						
Specific Learning Objectives	Teachers Activities	Learning Resources	Specific Learning Objectives	Teachers Activities	Learning Resources	Evaluation
9.1 Define the following basic concepts: - Research Findings, - Reports, - Proposals, - Clinical Outcomes, - Clinical trials, 9.2 Explain each of the concepts listed in 9.1. 9.3 Outline the steps involved in drafting and writing research outcomes: - Title of report - Introduction/ background: definition of terms and concepts, purpose /objectives, research questions / hypotheses	Lectures Use the following tools; Posters, Charts, Textbooks, Journals,etc., to teach	- White board / marker - Computers - Projectors - Charts / - Diagrams / - Posters etc - Audio Equipment - Audiovisual media	9.6 Apply the steps stated in 9.3 to write a mini-report. 9.7 Make oral presentation of the report	Guide and Supervise Students to carry out activities in 9.6 -9.7.	Library / Online / Internet Resources: Textbooks Journals Reference materials	Quiz Assignment Test Examination

<ul style="list-style-type: none"> - Writing the body: literature review, build essay around the focus of study or report, explanations, summaries, analysis, use of tables, chart, diagrams,etc. - Writing conclusion; summarize argument, draw conclusions, make recommendations, - Revising the final drafts: observe sequence of ideas, use transition, check punctuations, spellings and follow rules of grammar,etc. - Documentation: citation of all materials used, accuracy of all works cited. - Typesetting, finishing and binding: print document and bind in relation to use and keep personal copy for back-up. 						
9.4						

9.5	steps listed in 9.3 State uses of research findings, reports, proposals, clinical outcomes, and clinical trials in Health Information Management.						
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General Objective: 10: Apply knowledge and skills in research Communication in Health Information Management						
Specific Learning Objectives	Teachers Activities	Learning Resources	Specific Learning Objectives	Teachers Activities	Learning Resources	Evaluation
10.1 List published reports, findings and outcomes in Health Information Management. 10.2 Explain listed publications, reports, outcomes in 10.1. 10.3 Identify organizations and agencies that are involved in Communicating research findings: - LGA Health Department - State Ministry of Health - Federal Ministry of Health - NAFDAC - HMOs - NPHCDA - NACA	Lectures Use the following tools; Posters, Charts, Textbooks, Journals e.t.c to teach	- White board / marker - Computers - Projectors - Charts / Diagrams / - Posters etc - Audio Equipment - Audiovisual media	10.3 Visit a nearby health organization within the local government or state and write a short report	Guide and Supervise Students to carry out activities in 10.5	Library / Online / Internet Resources: Textbooks Journals Reference materials	Quiz Assignment Test Examination

- - - - - 10.4	USAID WHO UNICEF UNESCO Medical and Health NGOs, etc. State uses of research Communication in Health Information Management						
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HND NURSING I**SEMESTER: SECOND**

COURSE CODE	COURSE TITLE	L	T	P	CU	TOTAL HOURS PER SEMESTER	PREREQUISITE
NUR 320	Medical - Surgical Nursing IV	2	-	2	4	60	Medical-Surgical Nursing III
NUR 321	Community Health Nursing	2	-	1	3	45	Surgical Nursing, Reproductive Health II
NUR 3 22	Health Economics	1	-	-	1	15	Foundations of Nursing and Medical Sociology
NUR 323	Adolescent, Older People and People Living with Disabilities	3	-	-	3	45	Medical-Surgical Nursing III, Medical Sociology
NUR 324	Health Education	1	-	2	3	45	Principles of Management and Teaching I
NUR 325	Principles of Management and Teaching II	1	-	2	3	45	Principles of Management Teaching I
NUR 326	School Health Programme	2	-	1	3	45	Child Health I, Medical-Surgical Nursing III
GNS 321	Communication in English	2	-	-	2	30	GNS 201, 101, 111
NUR 327	Seminar Presentation	-	-	1	1	15	All Courses
NUR 328	Research Project Writing/Proposal Defence	-		4	4	60	Research Methodology III
NUR 329	Hospital Based Clinical Experience – II						
NUR 330s	Community Based Clinical Experience – II						
TOTAL		15	-	13	28	430	

NUR 328 Hospital Based Clinical Experience – II – 135 Hours

NUR 329 Community Based Clinical Experience – II – 180 Hours

HND NURSING I**SEMESTER: SECOND**

PROGRAMME: HND NURSING I				
COURSE: MEDICAL - SURGICAL NURSING IV				
COURSE CODE: NUR 320				
DURATION: (Hours/Week)	Lecture: 2 Hrs	Tutorial: 0 Hr	Practical: 2 Hrs	Total Contact Hours: 60 Hours
CREDIT UNIT: 4				
GOAL: This Course is Designed to Equip the Student with the Knowledge and Skills Required for the Care of Patients with Disorders of the Special Senses and Integumentary Sytem.				
GENERAL OBJECTIVES: On Completion of this Course the Students will be able to:				
1.0 Know the care of patients with disorders of Integumentary System (Skin)				
2.0 Understand the care of patients with eye disorders.				
3.0 Understand the care of the patients with problems of the ear.				
4.0 Understand the care of patient with problems of the nose and throat.				
5.0 Know how to perform minor surgical and medical procedures				

PROGRAMME: HND NURSING						
COURSE: MEDICAL- SURGICAL NURSING IV			Course Code: NUR 320		Total Contact Hours: 30 Hours	
COURSE SPECIFICATION: Theory/Practical						
General Objective 1.0: Know the care of patients with disorders of Integumentary System (Skin)						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
1.1 Review anatomy of the skin. 1.2 Describe procedures used in the diagnosis of Integumentary (skin) disorders e.g. skin biopsy. 1.3 Explain conditions affecting the skin. - Burns - Leprosy - Other dermatological conditions. e.g. Infective Rash, skin changes. etc. 1.4 Describe pathophysiology of skin disorders. 1.5 List roles of Nurses in the prevention of skin disorders. 1.6 Assess clients with problems of the skin, hair and nails in terms of:	<ul style="list-style-type: none">• Lecture• Discussion	<ul style="list-style-type: none">• Models (Anatomical)• Charts• History taking forms• Textbooks.• Laboratory text forms• Nursing process forms.	1.3 Apply IEC to meet the preventive needs of the patients with potential skin disorders. 1.4 Apply nursing skills in the care of the patients with burns at different treatment phases. 1.5 Apply IEC to meet the counseling needs of the patients with burns. 1.6 Apply	<ul style="list-style-type: none">• Supervise students to use IEC to meet needs of patients with potentials skin disorders.• Assignment• Class Presentation• Supervise students to use Nursing care plan to care for patients with burns at the 3 phases.• Demonstration	<ul style="list-style-type: none">• Skin Strip Test• IEC materials• Life Patient with burns• Stimulators• Chalkboard• Model: Skin• Skin-snip test materials• Life patient with burns/scalds• Relevant Posters.• Samples of ear drops/ointments• Sample of IEC materials• Nursing Care Plan	Assignment Test Examination

<ul style="list-style-type: none"> - Health history - Physical assessment <p>1.7 Apply nursing process in the management of patients with Integumentary disorders.</p>			nursing process in the management of patients with skin disorders including burns.		<ul style="list-style-type: none"> • Skin Strip Test • IEC materials • Life Patient with burns • Stimulators • Chalkboard • Model: Skin 	
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General Objective 2.0: Understand the care of patients with eye disorders.						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
<p>2.1 Review the structure and functions of the eye.</p> <p>2.2 Describe the pathophysiology of eye disorders viz:</p> <ul style="list-style-type: none"> - Common eye problems e.g. cataract, glaucoma redness, swelling etc. <ul style="list-style-type: none"> • Conditions of the cornea and retina • Neoplastic conditions of the eye. • Trauma <p>2.3 Explain diagnostic</p>	<ul style="list-style-type: none"> • Lectures • Demonstrations • Questions/Answers • Quiz • Assignments • Tutorials • Clinical Teaching • Group Discussion 	<ul style="list-style-type: none"> • Relevant Textbooks • Charts • Model • Eye • Slides & Projectors • Films • Video • Chalkboard 				Assignment Test Examination

tests in eye disorders e.g. use of visual acuity, ophthalmoscope etc.						
2.4 Explain the role of nurse in rehabilitating the visually impaired and blind patients.						

General Objective 3.0: Understand the care of the patient with problems of the ear.						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
3.1 Review the structure and functions of the ear. 3.2 Explain the pathophysiology of the disorders of the ear, viz: <ul style="list-style-type: none"> • Impacted Cerumen (wax) • Otitis media (Acute and chronic) • Mastoiditis, Tinnitus • Foreign bodies in the ear etc. 3.3 Explain the diagnostic tests for ear disorders e.g. audiogram/ otoscopic examination.	<ul style="list-style-type: none"> • Lectures • Tutorials • Demonstrations • Clinical Teaching • Questions/answers • Assignments 	<ul style="list-style-type: none"> • Relevant Textbooks • Charts • Model • Ear • Video Cassettes Chalkboard	3.4 Apply nursing skills in ear syringing or irrigation, drop Instillation etc. 3.5 Utilize the information, education, communication (IEC) materials in meeting the counseling needs of patient with ear disorders 3.9 Apply nursing process in the management of patients with ear	<ul style="list-style-type: none"> • Use Nursing care plan to manage ear problem i.e. ear syringing or irrigation, drop instillation de-waxing etc. • Carry out visit to the E.E.N.T. department or unit • Supervise student to use IEC materials like posters, charts, other materials to counsel patients with ear problem. 	<ul style="list-style-type: none"> • Nursing Care Plan • Ear Syringe or Irrigation Tool • Ear Drop • De-waxing Cream • ENT Unit/Department • Samples of ear drops/ointments • Sample of IEC materials • Nursing Process Form • Life Patient with ear problem • IEC materials • Life Patient 	Assignment Test Examination

			problems in 3.2 above.	<ul style="list-style-type: none"> • Role play • Assignments 	<ul style="list-style-type: none"> • Ear Care Material 	
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General Objective 4.0: Understand the care of patients with problems of the nose and throat

Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
4.1 Review the structure and function of the nose and throat. 4.2 Describe the pathophysiology of the nose and throat disorders e.g Nasal polyps, Tonsillitis, Epistaxis etc. 4.3 Explain the diagnostics test for nose and throat disorders 4.4 Explain the role of the nurse in the rehabilitation of nose and throat e.g. tracheostomy etc.	<ul style="list-style-type: none"> • Lectures/ Discussions • Questions/ Answers • Quizzes • Demonstrations • Assignments • Tutorials • Clinical Teaching 	<ul style="list-style-type: none"> • Chalkboard • Relevant textbooks • Video Tapes • Films • Posters/charts • Video 	4.4 Apply nursing skills in procedures for nose and throat: Epistaxis Care of tracheostomy Removal of foreign body	<ul style="list-style-type: none"> • Demonstration • Return demonstration • Questions 	<ul style="list-style-type: none"> • White board • Markers • Earring • Surgical instrument e.g. scissors, sutures, needles, blade, lotion, cotton wool, gauze • Video clips 	Assignment Test Examination

General Objective 5.0 Know how to perform minor surgeries and medical procedures related to special senses and integumentary system

5.1 Identify minor surgical procedures e.g. incision and drainage, circumcision, ear piercing, episiotomy, suturing etc.			5.8 Perform the following minor surgeries / medical procedures:	<ul style="list-style-type: none"> • Demonstration • Return demonstration 	<ul style="list-style-type: none"> • White board • Markers • Earring • Surgical instrument 	Assignment Test Examination
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5.2 Describe how to perform minor surgeries, suturing, incision and drainage, probing, ear piercing, intravenous infusion etc.			<ul style="list-style-type: none"> - suturing simple lacerations - incision of superficial abscesses, - male circumcision , ear piercing, intravenous infusion. 	<ul style="list-style-type: none"> • Questions . 	e.g. scissors, sutures, needles, blade, lotion, cotton wool, gauze Video clips	
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HND NURSING I**SEMESTER: SECOND**

PROGRAMME: HND NURSING I				
COURSE: COMMUNITY HEALTH NURSING				
COURSE CODE: NUR 321				
DURATION: (Hours/Week)	Lecture: 2 Hrs	Tutorial: 0 Hr	Practical: 1 Hr	Total Contact Hours: 45 Hours
CREDIT UNIT: 3				
GOAL: This course is designed to enable the students acquire knowledge, attitudes and skills required for the care of individuals and families in the community				
GENERAL OBJECTIVES: At the end of the course, students should be able to:				
1.0 Understand the basic concepts and tools in community health Nursing.				
2.0. Know the skills required for preventive, curative and rehabilitative health care services in the community.				
6 Understand Nursing needs and management of special groups in the community.				
7 Know the harmful traditional practices in the community.				
8 Know the epidemiology and control of communicable and non-communicable diseases.				
9 Understand the components of school health programme.				
10 Understand the principles and practice of occupational health.				

PROGRAMME: HND NURSING I						
COURSE: COMMUNITY HEALTH NURSING		Course Code: NUR 321		Total Contact Hours: 45 Hours		
COURSE SPECIFICATION: Theory/Practical						
General Objective 1.0: Understand the basic concepts and tools in community health Nursing.						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
1.1 Explain basic terms used in community health practice namely: <ul style="list-style-type: none">• Health Promotion• Disease Prevention• Rehabilitation etc. 1.2 Outline the history and philosophy of community health Nursing. 1.3 Identify basic tools used in community health Nursing practice (weighing scale, measuring tape, delivery kit, stationary referral forms etc.).	<ul style="list-style-type: none">• Lecturers• Discussions• Questions and Answers	<ul style="list-style-type: none">• White Board and Markers		Demonstration on the use of tools.	Weighing scale Measuring tapes Delivery kits Stationaries Textbooks	Assignment Test Examination

General Objective 2.0: Know the skills required for preventive, curative and rehabilitative health care services in the community.						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation

management of 3.2 3.4 Explain the role of government, non-governmental and voluntary agencies in the care of the special groups.						
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General Objective 4.0: Know the harmful traditional practices in the community.

Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
4.1 Identify various harmful traditional practices in the community. - Female genital mutilation - Teenage bride and pregnancy - Male child preference - Widowhood rites - Body scarification etc. 1.1 Discuss the health and social implication of harmful traditional practices 4.1. 4.3 Describe the role of community nurse in the prevention and management of traditional practices.	<ul style="list-style-type: none"> • Lecture • Discussion • Seminar • Questions and answers 	<ul style="list-style-type: none"> • White board • Markers • Audio Visuals • Available literature • Multimedia projector and Accessories 	3.1 Identify basic tools used in community	<ul style="list-style-type: none"> • Lectures • Discussion and Demonstration on use of tools 	<ul style="list-style-type: none"> • Weighing scale • Measuring Tape • Delivery Kits • Stationeries • Textbooks 	Assignment Test Examination

General Objective 5.0: Know the epidemiology and control of communicable and non-communicable diseases.

Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning	Teachers' Activities	Resources	Evaluation
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			Objectives (Practical)			
5.1 Define the following Terms: Epidemiology, communicable diseases Non – communicable diseases, Infectious agents Hosts, reservoir, route of transmission, source of infection, immunity, incubation period, outbreak, incidents, prevalence, endemic, epidemic, prevention, resistance, surveillance etc.	<ul style="list-style-type: none"> • Lecture • Discussion • Seminar • Questions and answers 	<ul style="list-style-type: none"> • White board • Markers • Audio Visuals • Available literature • Multimedia projector and Accessories 		<ul style="list-style-type: none"> • Lectures • Discussion and Demonstration on use of tools 		Assignment Test Examination
5.2 List the various communicable diseases						
5.3 .Explain the general principles of control of communicable disease: - Elimination of reservoir - Interruption of the pathway of transmission. - Protection of susceptible host						
5.4 Explain the						

epidemiology and control of communicable diseases.						
5.5 Discuss the epidemiology and control of non-communicable diseases.						
5.6 Describe the principle of epidemiology data collection and utilization: Vital statistics Disease surveillance Notification of diseases						

General Objective 6.0: Understand the components of school health programme.

Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
6.1 Define school Health programme. 6.2 Explain the objectives and scope of school health programme. 6.3 Explain the components	<ul style="list-style-type: none"> • Lecture • Discussion • Seminar • Questions and answers 	<ul style="list-style-type: none"> • White board • Markers • Audio Visuals • Available literature • Multimedia projector and Accessories 				Assignment Test Examination

of the school health programme: - Hygiene, inspection of the school and facilities. - Environmental sanitation - Medical examination - Immunization - Treatment of minor ailment using standing orders - Supervision of food vendors 6.4 List the common health conditions among school children e.g. skin infections, malaria, dental cares, worm infestation etc. 6.5 Explain the role of community health nurse in the prevention and control of these health problems in 6.4						
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General Objective 7.0: Understand the principles and practice of occupational health.						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
7.1 Define the term - Occupational health - Occupational health nursing - Occupational health	<ul style="list-style-type: none"> Lecture Tutorials Group work Field trips Use of audiovisuals 	<ul style="list-style-type: none"> White board Markers Audio Visuals Available literature Multimedia 		<ul style="list-style-type: none"> Lectures Discussion and Demonstration on use of tools 		Assignment Test Examination

<p>hazards</p> <ul style="list-style-type: none"> - Work place accidents <p>7.2 Explain Occupational health hazards:</p> <ul style="list-style-type: none"> - Classification - Recognition - Prevention - Control measures - Rehabilitation of injured workers <p>7.3 Discuss occupational health and safety education for individuals/workers, families and communities</p>	<ul style="list-style-type: none"> • Explanation • Supervision • Questions and answers 	<p>projector and Accessories</p>				
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LEVEL: HND NURSING I

SEMESTER: SECOND

PROGRAMME: HND NURSING I				
COURSE: HEALTH ECONOMICS				
COURSE CODE: NUR 322				
COURSE SPECIFICATION: Theory				
DURATION (Hours/Week)	Lecture: 1 Hr	Tutorial: 1 Hr	Practical: 1 Hr	Total Contact Hours: 15 Hours
CREDIT UNIT: 1				
GOAL: This course is designed to provide the students with knowledge of macro and micro economic factors that influence health, illness and health care delivery services.				
GENERAL OBJECTIVES: At the end of the course, the students should be able to:				
1.0	Know the factors affecting supply and demand of health care services.			
2.0	Understand various macroeconomic indices that affect the economy and health care services.			
3.0	Understand the National Health Policy and its effects on national development.			
4.0	Understand Health care financing system and Health insurance scheme.			

PROGRAMME: HND NURSING I						
COURSE: HEALTH ECONOMICS			Course Code: NUR 322		Total Contact Hours: 15 Hours	
Course Specification: (Theory)						
General Objective 1.0: Know the factors affecting supply and demand of health care services.						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
1.1 Define terms commonly used in economics e.g. supply, demand, economic price etc. 1.2 Explain relationship between supply and demand in relation to health care services. 1.3 Explain factors affecting supply and demand of health services.	<ul style="list-style-type: none">• Lecture• Discussion• Brainstorming	<ul style="list-style-type: none">• Whiteboard• Markers• Audio Visuals• Available literature• Multimedia projector & Accessories• Interactive board				Assignment Test Examination

General Objective 2.0: Understand various macro-economic indices that affect the economy and health care services.						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
2.1 Differentiate between Gross National Product (GNP) and Gross Domestic Product (GDP). 2.2 Explain the	<ul style="list-style-type: none"> • Lecture • Discussion • Questions & answers 	<ul style="list-style-type: none"> • Whiteboard • Markers • Multimedia projector & Accessories • Interactive board 				Assignment Test Examination

General Objective 4.0: Understand health care financing system and health insurance scheme.						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
4.1 Explain the concept of health care financing and Health Insurance Scheme. 4.2 Explain the influence of economy on health e.g. funding, manpower need, drug supply, etc. 4.3 Explain the importance of efficiency, effectiveness and equity in the choice of financing system. 4.4 Describe the health care financing methods: National Health Insurance Scheme Community Health care financing methods 4.5 Explain the importance of funding at all levels of health care e.g. primary, secondary and tertiary. 4.6 Explain the role of the nurse in health planning at all levels of health care.	<ul style="list-style-type: none"> • Lectures • Discussions 	<ul style="list-style-type: none"> • White board • Markers • Audio Visuals • Available literature • Multimedia projector and Accessories 	4.4 Identify basic health care financing system and health insurance scheme	<ul style="list-style-type: none"> • Lectures • Discussion on basic health care financing system and health insurance scheme • 	<ul style="list-style-type: none"> • Stationeries • Textbooks 	Assignment Test Examination

LEVEL: HND NURSING I

SEMESTER: SECOND

PROGRAMME: HND NURSING I

COURSE: ADOLESCENT, ADULT, OLDER PEOPLE AND PEOPLE LIVING WITH DISABILITIES

COURSE CODE: NUR 323

DURATION:
(Hours/Week)

Lecture:
3 Hrs

Tutorial:
0 Hr

Practical:
0 Hr

Total Contact Hours:
45 Hours

CREDIT UNIT: 3

GOAL: This course is designed to provide the student with the knowledge, attitudes and skills required for caring for adolescents, adult, older people and people living with disabilities

GENERAL OBJECTIVES: On completion of this course' the student should be able to:

- 1.0 Understand the concept of adolescence, youth friendly and adulthood.
- 2.0 Know the characteristics of adolescent, adult, older people and people living with disabilities.
- 3.0 Understand the challenges and common health problems of adolescent and youth.
- 4.0 Know the services available for meeting psycho-social needs of the different age groups.
- 5.0 Understand the concept of family life education.
- 6.0 Understand the process of ageing and gerontology nursing.
- 7.0 Know the role of the nurse in the care of older people.
- 8.0 Know categories of disabilities.
- 9.0 Understand the role of the nurse in care of people with disabilities.
- 10.0 Understand preventive measures for disabilities.
- 11.0 Understand measure for rehabilitation of people living with disabilities
- 12.0 Provide care and support to vulnerable groups in the community

PROGRAMME: HND NURSING I						
COURSE: Adolescent, Adult, Older people and people living with disabilities				Course Code: NUR 323	Total Contact Hours: 45 Hours	
COURSE SPECIFICATION: Theory						
General Objective 1.0: Understand the concept of adolescent, adolescence and youth and adulthood.						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
1.1 Explain the concept of adolescent, adolescence, youth and adulthood 1.2 Distinguish between youth, adolescent and adult.	<ul style="list-style-type: none">• Lecture• Discussion• Questions and Answers• Assignments	<ul style="list-style-type: none">• White board• Markers• Text books• Journals• Charts• Audio visuals• Multimedia projector & Accessories• Interactive board				Assignment Test Examination

General Objective 2.0: Know the characteristics of adolescent, adult, older people and people living with disabilities						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
2.1 Describe the characteristics of the adolescents including emotional, psycho-social and physical features. 2.2 Enumerate various characteristics of the youth and adult. 2.3 Identify emotional and	<ul style="list-style-type: none"> • Lecture • Discussion • Questions and Answers • Assignments 	<ul style="list-style-type: none"> • White board • Markers • Text books • Journals • Charts • Audio visuals • Multimedia projector & Accessories • Interactive 				Assignment Test Examination

psycho-social characteristics of the youths and adults. 2.4 Classify the various types of disabilities.		board				
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General Objective 3.0: Understand the challenges and common health problems of adolescent and youth

Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
3.1 Identify the challenges and common health problems of adolescents and youth e.g. Nutritional - Injuries (intentional and unintentional) - Teenage pregnancy - Substance abuse - ICT related addictions - STI/HIV and AIDS, etc. 3.2 Identify common problems of adulthood e.g. courtship and marriage, STI/HIV/AIDS etc. 3.3 Explain the role of nurse in 3.1 and 3.2 above	<ul style="list-style-type: none"> • Lecture • Discussion • Questions and Answers • Assignments 	<ul style="list-style-type: none"> • White board • Markers • Text books • Journals • Charts • Audio visuals • Multimedia projector & Accessories • Interactive board 				Assignment Test Examination

General Objective 4.0: Know the services available for meeting psycho-social needs of the different age groups

Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation

4.1 Identify services available for meeting the psycho-social needs of the adolescents e.g. the school and health services, guidance and counseling services, adolescent and youth friendly health services	<ul style="list-style-type: none"> • Lecture • Discussion • Questions and Answers • Assignments 	<ul style="list-style-type: none"> • White board • Markers • Text books • Journals • Charts • Audio visuals • Multimedia projector & Accessories • Interactive board 				Assignment Test Examination
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General Objective 5.0: Understand the concept of family life education						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
5.1 Define family life education. 5.2 Explain the concept, principles and rationale of family life education. 5.3 Explain the role performed by father, mother, children, etc. in the homes (significant others). 5.4 Explain specific topics in family life education e.g. menstrual-cycle, sexually transmitted diseases etc. 5.5 Discuss life management skills for the adolescent and youth - Coping methods	<ul style="list-style-type: none"> • Lecture • Discussion • Questions and Answers • Assignments 	<ul style="list-style-type: none"> • White board • Markers • Text books • Journals • Charts • Audio visuals • Multimedia projector & Accessories • Interactive board 				Assignment Test Examination

<ul style="list-style-type: none"> - Decision making - Self-esteem and - Assertiveness skills - Negotiation skills, etc 						
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General Objective 6.0: Understand the process of ageing and gerontology nursing						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
6.1 Explain the concept of ageing and care of the elderly (gerontology). 6.2 Explain the aims and purposes of gerontology. 6.3 Describe the biophysical, physiological and psychosocial changes associated with ageing. 6.4 State the needs of the older people. 6.5 Identify the resources available for the care of the older people e.g. home and community based services, residential care services, nursing homes, hospitals etc. 6.6 Describe the roles of various resources as identified in 6.5 above in the care of the aged.	<ul style="list-style-type: none"> • Lecture • Discussion • Questions and Answers • Assignments • Quiz • Tutorial • Clinical Teaching 	<ul style="list-style-type: none"> • White board • Markers • Text books • Journals • Charts • Audio visuals • Multimedia projector & Accessories • Interactive board 				Assignment Test Examination

6.7 Describe safety measures in gerontology nursing.						
6.8 Explain the roles of the multidisciplinary healthcare team in the care of the older people.						
6.9 Explain the roles of non-government and governmental organizations, religious bodies and private care providers etc.						
6.9 Describe the various strategies for the long term care of older people.						

General Objective 7.0: Know the roles of the nurse in the care of older people						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
7.1 Identify the problems of older people e.g. a. Psychosocial - loneliness, abuse and	<ul style="list-style-type: none"> • Lecture • Discussion • Questions and Answers 	<ul style="list-style-type: none"> • White board • Markers • Text books • Journals 				Assignment Test Examination

neglect. b. Mental - mental illness c. Economic – financial d. Physical – disabilities etc. 7.2 Explain the role of the nurse in the care of older people.	<ul style="list-style-type: none"> • Assignments 	<ul style="list-style-type: none"> • Charts • Audio visuals • Multimedia projector & Accessories • Interactive board 				
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General Objective 8.0: Know the categories of disabilities						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
8.1 List types of disabilities such as: a. Physical disabilities b. Communication disabilities (speech and hearing) c. Visual disabilities d. Mental and intellectual disabilities.	<ul style="list-style-type: none"> • Lecture • Discussion • Questions and Answers • Assignments 	<ul style="list-style-type: none"> • White board • Markers • Text books • Journals • Charts • Audio visuals • Multimedia projector & Accessories • Interactive board • Various aids and gadgets 				Assignment Test Examination

General Objective 9.0: Understand the role of the nurse in the care of people living with disabilities						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
9.1 Identify the various						

<p>challenges associated with disabilities</p> <ul style="list-style-type: none"> ▪ Learning difficulties ▪ Self-care deficit ▪ Visual aids and gadgets ▪ Movement difficulties ▪ Various computer programmes ▪ Learning problems, etc <p>9.2</p>						
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General Objective 10.0: Understand preventive measures for disabilities						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
<p>10.1 List preventive measures for disabilities. e.g.:</p> <ol style="list-style-type: none"> a. Health Education of members of the community b. Screening of School children and staff with common conditions which can cause disabilities. c. Immunization of 	<ul style="list-style-type: none"> • Lecture • Discussion • Questions and Answers • Assignments 	<ul style="list-style-type: none"> • White board • Markers • Text books • Journals • Charts • Audio visuals • Multimedia projector & Accessories • Interactive board 				<p>Assignment Test Examination</p>

mothers and babies. d. Prompt of documents						
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General Objective 11.0: Understand measures for rehabilitation of people living with disabilities						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
11.1 Outline measures for rehabilitation to include: a. Prompt detailed assessment of the level of impairment b. Corrective measures aimed at helping them function optimally in the society. c. Provide vocational training.	<ul style="list-style-type: none"> • Lecture • Discussion • Questions and Answers • Assignments 	<ul style="list-style-type: none"> • White board • Markers • Text books • Journals • Charts • Audio visuals • Multimedia projector & Accessories • Interactive board 				Assignment Test Examination

General Objective 12.0: Understand how to provide Care and Support to Vulnerable Groups in the Community						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
12.1 Identify the vulnerable groups in the community (e.g. People living with disabilities, older people, destitute, motherless bereaved,	<ul style="list-style-type: none"> • Lecture • Discussion • Assignments • Questions and 	<ul style="list-style-type: none"> • White Board • Markers • Dusters • Lecture Notes • E-Library • Journals and Periodicals 				Assignment Test Examination

<p>displaced persons, etc).</p> <p>12.2 Identify the needs of the special groups in the community.</p> <p>12.3 Liaise with relevant agencies and organizations in the care of vulnerable groups.</p>		<ul style="list-style-type: none"> • Interactive board • Audio visuals • Multimedia projector • Charts, fliers • Bulletins 				
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LEVEL: HND NURSING I**SEMESTER SECOND**

PROGRAMME: HND NURSING I		SECOND: SEMESTER		
COURSE TITLE: HEALTH EDUCATION				
COURSE CODE: NUR 324				
DURATION: HOURS/WEEK	Lecture: - 1 Hr	Tutorial: -	Practical: - 2 Hrs	Total: 45 Hrs
CREDIT UNITS: 3				
GOAL: This course is designed to provide students with the knowledge and skills of helping communities appreciate the need for healthful living.				
GENERAL OBJECTIVE: On completion of the course, the students should be able to:				
1.0 Understand the basic concepts and principles of Health Education.				
2.0 Know the basic principles and methods of effective communication in Health Education.				
3.0 Understand the functions of Nurses and Midwives in Health Education.				
4.0 Understand the various stages involved in the implementation of Health Education.				
5.0 Demonstrate skills in the delivery of Health talk.				
6.0 Know the various barriers to effective Health Education.				

GENERAL OBJECTIVE: 1.0 Understand the Basic Concept and Principles of Health Education						
Specific Learning Objectives (Theory)	Teachers Activities	Learning Resources	Specific Learning Objectives (Practical)	Teachers Activities	Learning Resources	Evaluation
1.1 Define Health, Education and Health Education.	Define Explain Lecture	- Charts - Internet - Board and maker				- Assignment - Quiz - Test
1.2 State the aims and objectives of Health Education.						
1.3 State the principles of Health Education.	Explain Discuss Lecture	- Chart - Text book - Internet - Visuals				- Assignment - Quiz - Test
1.4 List the strategies for Health Education.						

GENERAL OBJECTIVE: 2.0 Know the basic principles and methods of effective communication in health education .						
Specific Learning Objectives (Theory)	Teachers Activities	Learning Resources	Specific Learning Objectives (Practical)	Teachers Activities	Learning Resources	Evaluation
2.1 Define communication.	Define Lecture	- Charts - Radio	2.5 Visit to the Audio – visual laboratory.	Demonstration	- Radio - Camera	- Text - Assignment
2.2 Identify elements of communication	Discuss Demonstrate	- Internet - Text book - White Board maker	Learners identify materials and equipment's and how to use them.		- Films	- Examination
2.4 Describe the process of communication.						
2.5 State the Purpose of						

communication.						
2.6 Identify various communication materials and equipment e.g. Audio, Visuals, Audio-Visuals etc.						
2.7 Prepare I.E.C. materials.	Lecture	- Charts	2.6 Demonstrate how to prepare posters.	Explain	-Posters	- Assignment
2.8 Prepare projectors, film slides for Health talk.	Demonstration	- Photographs	2.7 Selecting and using Photographs for Health Education	Ask	-Film slide	- Scoring of practical
2.9 Prepare 1 for training session.	Brain Storming	- Film slides		Question	-Projector	- Text
2.10 Preparation of proposals		- Internet				
				- chart	Demonstration	Assignment
				-projector		Test

GENERAL OBJECTIVE: 3.0 Understand the functions of nurses and midwives						
Specific Learning Objectives (Theory)	Teachers Activities	Learning Resources	Specific Learning Objectives (Practical)	Teachers Activities	Learning Resources	Evaluation
3.1. List the function of nurses and midwives in Health education.	Lecture Brain Storming Demonstration	<ul style="list-style-type: none"> - Charts - Books - Internet - Visuals - White Board and maker 		Demonstration	<ul style="list-style-type: none"> - Charts - Projector - Board 	<ul style="list-style-type: none"> - Assignment - Examination - Test

GENERAL OBJECTIVE: 4.0 Understand the functions of different Health professionals in Health Education						
Specific Learning Objectives (Theory)	Teachers Activities	Learning Resources	Specific Learning Objectives (Practical)	Teachers Activities	Learning Resources	Evaluation
4.1 Describe the application of the Nursing Process in the implementation of health education to clients and communities.	Explain Discuss Lecture	<ul style="list-style-type: none"> - Charts - Books - Internet - Visuals - White Board and maker 	4.1 Identify health demonstration problems specific to a community		-	
4.2 Explain the content of an outline for a health talk.			4.2 Draw up an outline for health talk.		Charts Audio Visual Aids Marker Boards	Presentation Quize.

GENERAL OBJECTIVE: 5.0 Demonstrate skills in the delivery of Health Talk.						
Specific Learning Objectives (Theory)	Teachers Activities	Learning Resources	Specific Learning Objectives (Practical)	Teachers Activities	Learning Resources	Evaluation
5.1 Give health talk to clients in the Community.	Lecture Demonstration Discussion	<ul style="list-style-type: none"> - Charts - Pictures - Leaflets - Text book 	5.1 Give health talk to clients and Community on :- -Immunization -Care During Pregnancy -Nutrition -Environmental Sanitation -Health Promotion activities -Prevention of Diseases -Sexually Transmitted Diseases. -Drug Abuse, etc.	Demonstration	.Charts .Projector .Board	<ul style="list-style-type: none"> - Flip Charts - Marker - Audio Visual Aids - Pictures - Fliers.

GENERAL OBJECTIVE: 6.0 Know the Barriers to Effective Health Education.						
Specific Learning Objectives (Theory)	Teachers Activities	Learning Resources	Specific Learning Objectives (Practical)	Teachers Activities	Learning Resources	Evaluation

<p>6.1 Identify barriers to Health Education e.g.</p> <ul style="list-style-type: none"> -Communication process [e.g.Language barriers] -Culture -Equipment -Environmental factors -Poor planning -Health Workers attitude.etc. <p>6.2 Explain how the barriers can affect Health education.</p> <p>6.3 Explain how each barrier can be overcome.</p>	<p>Lecture Demonstration Discussion</p>	<ul style="list-style-type: none"> - Charts - Pictures - Leaflets - Text book 			<p>Charts Projector Board</p>	<ul style="list-style-type: none"> - Assignment - Quiz - Test - Examination
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HND NURSING I**SEMESTER: SECOND**

PROGRAMME: HND NURSING I				
COURSE: PRINCIPLES OF MANAGEMENT AND TEACHING II				
COURSE CODE: NUR 325				
DURATION: (Hours per week)	Lecture: 1 Hr	Tutorial: 0 Hr	Practical: 2 Hrs	Total Contact Hours: 45 Hours
CREDIT UNIT: 3				
GOAL: This course is designed to provide the students with the knowledge of the principles and techniques of management and teaching and their application to Nursing.				
GENERAL OBJECTIVES: At the end of the course, the students should be able to:				
1.0 Understand the principles and theories of Management.				
2.0 Understand the concept of Management by Objectives (MBO).				
3.0 Understand the importance of leadership dynamics in accomplishing organizational goals.				
4.0 Know how to manage human and material resources effectively and efficiently in health care system.				
5.0 Know the use of Management skills for quality assurance in health care delivery.				
6.0 Understand the principles of teaching and learning for client education in different settings				
7.0 Understand Conflict Management and Resolution in different educational settings				
8.0 Understand the Contemporary Issues in Nursing				
9.0 Know Evaluation Process in Nursing				
10.0 Understand Administrative Laws Relevant to Nursing				

PROGRAMME: HND NURSING I						
COURSE: PRINCIPLES OF MANAGEMENT AND TEACHING II			Course Code: NUR 325		Total Contact Hours: 45 Hours	
Course Specification: Theory/Practical						
General Objective 1.0: Understand the principles and theories of Management.						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
1.1 What are the philosophy, principles and theories of management. 1.2 State the functions of management. 1.3 Describe planning: - Types of plan – Operational, tactical, strategic, long-term, short term etc, - Characteristics of a good plan. - Decision making process. 1.4 Describe organizing -Structure/design of organizations	Lecture Demonstration Discussion	Charts Pictures Leaflets Text book				Assignment Quiz Test Examination

<p>1.5 Staffing</p> <ul style="list-style-type: none"> - interdepartmental relationship and communication <p>1.6 Describe directing:</p> <ul style="list-style-type: none"> - Leadership - Delegation of responsibility - Authority - Supervision and accountability <p>1.7 Describe motivation.</p> <p>1.8 Describe controlling:</p> <ul style="list-style-type: none"> - Establishment of standards - Job performance evaluation - Discipline - Financial control – accounting and budgeting 						
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General Objective 2.0: Understand the concept of Management by Objectives (MBO).						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluati on
2.1 What are the objectives in Health Administration 2.2 Writing Clearly defined objectives. 2.3 Describe Personal versus organizational objectives 2.4 Describe Hierarchy of Objectives 2.5 Define Management by Objectives (MBO) 2.6 Describe the Application of MBO to Health Care Management						

Course Specification: Theory/Practical						
General Objective 3.0: Understand the importance of leadership dynamics in accomplishing organizational goals.						
Specific Learning	Teachers'	Resources	Specific	Teachers'	Resources	Evaluati

Objectives (Theory)	Activities		Learning Objectives (Practical)	Activities		on
3.1 Define leadership Dynamics 3.2 Describe Leadership styles and qualities. 3.3 Define Motivation - Theories of motivation - Application of theories of motivation to nursing - Role of motivation in Health care services						

Course Specification: Theory/Practical						
General Objective 4.0 Know how to manage human and material resources effectively and efficiently in health care system.						
Specific Learning	Teachers'	Resources	Specific	Teachers'	Resources	Evaluati

Objectives (Theory)	Activities		Learning Objectives (Practical)	Activities		on
4.1 Define Management of Resources. 4.2 Describe man. 4.3 Describe material – Drugs and Supplies 4.4 Define money. 4.5 Define time. 4.6 Describe space – land, buildings and infrastructure.						

Course Specification: Theory/Practical						
General Objective 5.0 Know the use of Management skills for quality assurance in health care delivery.						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives	Teachers' Activities	Resources	Evaluati on

			(Practical)			
5.1 Define quality assurance <ul style="list-style-type: none"> - Definition , aim and objectives - Quality assurance and its relationship to standard setting and nursing process 5.2 Describe Nursing audit <ul style="list-style-type: none"> - Committee and function - Monitoring and evaluation - 5.3 Describe Risk Management <ul style="list-style-type: none"> - Basic Concepts - Common Risk categories for Nurse - Elements of Risk management - Hospital/depart mental policies - Incident reporting 						

Course Specification: Theory/Practical						
General Objective 6.0 Understand the principles of teaching and learning for client education in different settings						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
6.1 Discuss the theories and principles of teaching and learning 6.2 Discuss the learning environment 6.3 Discuss instructional materials 6.4 Discuss selecting learning experiences 6.5 Describe Methods and techniques of teaching 6.6 Discuss the Effects of environment on the teaching/learning process – physical, social, economic and cultural factors						

Course Specification: Theory/Practical						
General Objective 7.0 Understand Conflict Management and Resolution in different educational settings						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluati on
7.1 Definition of conflict. 7.2 Antecedents to conflicts 7.3 Types of conflicts 7.4 Management of conflicts						

Course Specification: Theory/Practical						
General Objective 8.0 Understand the Contemporary Issues in Nursing						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluati on
8.1 Communication and group dynamics. 8.2 The Health Team Concept. 8.3 community Participation 8.4 Intersectoral and interdisciplinary collaboration 8.5 Health Insurance scheme 8.6 Meetings –						

Conduct and reporting 8.7 Standards and ethics 8.8 Programme Monitoring and Evaluation 8.9 Health sector reforms 8.10 Reforms in Nursing education and Practice 8.11 Professional Associations and Regulatory Agencies – Composition and Functions 8.12 Continuing Education – Conferences, Seminars, Workshop etc						
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Course Specification: Theory/Practical						
General Objective 9.0 Know Evaluation Process in Nursing						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluati on
9.3 Principles, purposes and importance of evaluation.						

9.4 Evaluation Techniques.						
9.5 Management Audit						

Course Specification: Theory/Practical						
General Objective 10.0 Understand Administrative Laws Relevant to Nursing						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluati on
12.1 Rules and Regulations of civil service. 12.2 Public Agencies/ Corporation 12.3 Public Accountabil ity – checks and balances 12.4 Nurses legal status and hospital liabilities						

12.5 Clients' rights and liabilities						
12.6 Vicarious liabilities						
12.7 Negligence and malpractice						

HND I

SEMESTER: SECOND

PROGRAMME: HND NURSING I				
COURSE: COMMUNICATION IN ENGLISH IV				
COURSE CODE: GNS 401				
DURATION: (Hours per week)	Lecture: 2 Hrs	Tutorial: 0 Hr	Practical: 0 Hr	Total Contact Hours: 30 Hours
CREDIT UNIT: 2				
GOAL(S): At the end of this course the student is expected to be fully equipped to fit into all establishments requiring extensive use of communication skills for general and specific purposes.				
GENERAL OBJECTIVES: At the end of the course, the students should be able to:				
1.0 Comprehend the theory and practice of communication.				
2.0 Know the concept of organizational communication.				

PROGRAMME: HND NURSING I						
COURSE: COMMUNICATION IN ENGLISH IV				Course Code: GNS 401	Total Contact Hours: 30 Hours	
Course Specification: Theory						
General Objective 1.0: Comprehend the theory and practice of communication						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
1.1 Define communication	1.1 Brainstorming communication					
1.2 Explain communication theory						
1.3 Analyse in detail the communication process	1.4					
1.5 Explain the different methods of communication, e.g. oral, written, non-verbal, etc.	1.6					

Specific Learning Objective	Teachers Activities	Learning Resources	Specific Learning Objective	Teachers Activities	Learning Resources
Organisational Communication					
2.1 Explain directions of communication flow, viz., internal(vertical, horizontal, diagonal, quasi vertical) and external					
2.2 Differentiate inter-personal and intra-personal communication					
2.3 Classify communication variables by content, source, channel, receiver, message, and effect					
2.3 8Analyse critically the barriers to effective communication					
2.4 Analyse non-verbal communication, viz., kinesics proxemics, paralanguage and chronemics					
2.5 Demonstrate the use of the concepts in 2.5 above in a given hypothetical communication situation					
2.6 Explain the impact of certain variables on communication, e.g. environment, power, status, role					

2.7 Explain the procedures for communicating in debates, meetings, seminars and conferences					
2.8 Organise debates, meetings, seminars, interviews and conferences					
2.9 Explain theories of leadership 2.10 Explain leadership qualities					
2.11 Apply the principles of creative and creative thinking in conflict resolution					

HND NURSING I**SEMESTER: SECOND**

PROGRAMME: HND NURSING I				
COURSE: SCHOOL HEALTH PROGRAMME				
COURSE CODE: NUR 326				
DURATION: (Hours/Week)	Lecture: 3 Hrs	Tutorial:	Practical: 2 Hrs	Total Contact Hours: 5 Hrs (75 Hours)
CREDIT UNIT: 5				
GOAL: This course is designed to provide the students with the knowledge of the history, basic concepts and general practice of school health programme				
GENERAL OBJECTIVE: On completion of the course, students should be able to:				
<ul style="list-style-type: none">1.0 Understand the concept and philosophy of School Health programmes.2.0 Understand how to do needs assessment of the school child3.0 Understand how to manage various health conditions that affect school children4.0 Know how to maintain a healthy school environment5.0 Know how to maintain healthy school feeding programme6.0 Know the Procedures involved in the management of school health programme				

General Objective 1.0: Understand the Concept and Philosophy of School Health programmes.						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Resources	Evaluation	
1.1 Define school health programme 1.2 State the aims and objectives of school health programme 1.3 Explain the importance of school health services 1.4 List the components of school health programme 1.5 Describe how to establish working relationship with school personnel and Parents	<ul style="list-style-type: none"> • Lecture • Discussion • Questions and Answers • Assignments • Role play 	<ul style="list-style-type: none"> • White board • Markers • Charts • Text books • Audio visuals • Interactive board • Multimedia Projector 				Assignment Test Examination

General Objective 2.0: Understand how to do need assessment of the school child						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
2.1 Explain the rationale for needs assessment of the school child.	<ul style="list-style-type: none"> • Lecture • Discussion • Questions 	<ul style="list-style-type: none"> • White board • Markers • Charts 				Assignment Test Examination

2.2 Describe methods used to collect information for the needs assessment of the school child.	and Answers	<ul style="list-style-type: none"> • Text books • Audio visuals • Interactive board • Multimedia Projector 				
2.3 Explain the guidelines for prioritizing the needs identified in 2.2 above.	<ul style="list-style-type: none"> • Assignments • Group work 					

Specific Objective 3.0: Understand how to manage various health conditions that affect school children						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
3.1 List the common health conditions among school children e.g. skin infections, malaria, worm infestation, gastro-intestinal problems, menstrual pain etc.	<ul style="list-style-type: none"> • Lecture • Discussion • Questions and Answers • Assignments • Demonstration • Role play • Group work 	<ul style="list-style-type: none"> • White board • Markers • Charts • Text books • Audio visuals • Interactive board • Multimedia Projector 				Assignment Test Examination
3.2 Identify the signs and symptoms of common health conditions among school children.						
3.3 Describe the pathophysiology and management of			- Demonstrate how to treat			

common health condition among school children. 3.4 Explain the prevention and control of these common health problems as stated in 3.2 above			common health conditions among school children - Organize and teach hygiene in Schools.			
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Specific Objective 4.0: Know how to maintain a healthy school environment						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
5.4 Describe a healthy school environment e.g. siting infrastructures, layout, toilet facilities, refuse disposal system, recreational facilities etc 5.5 Describe how to maintain a good school environment. 5.6 Explain how a good environment contributes to health promotion of the school children.	<ul style="list-style-type: none"> • Lecture • Discussion • Questions and Answers • Assignments • Demonstration • Role play • Group work 	<ul style="list-style-type: none"> • White board • Markers • Charts • Text books • Audio visuals • Interactive board • Multimedia projector 				Assignment Test Examination

Specific Objectives 5.0: Know how to maintain healthy school feeding programme

Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
5.1 Define school food vendor 5.2 Explain the rationale for school meal services 5.3 State the objectives of school meal services. 5.4 List the criteria for selecting school food vendors e.g. medical examination, home assessment and training in cooking school meals. 5.5 List the examination carried out on school food vendors before selection e.g. stool, urine, sputum, blood and x-ray.	<ul style="list-style-type: none"> Lecture Discussion Questions and Answers Assignments Demonstration Role play Group work 	<ul style="list-style-type: none"> White board Markers Charts Text books Audio visuals Interactive board Multimedia Projector 	5.5 - Carryout routine supervision of food handlers and the kitchen environments.			Assignment Test Examination

Specific Objectives 6.0: Know the Procedures involved in the management of school health programme

Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
6.1 Explain the concept of daily hygiene inspection and periodic medical examinations. 6.2 Identify areas of inspections by the teachers. 6.3 List procedures involved in carrying out periodic medical examination of the school children 6.4 Explain the types of immunization required by the school children. 6.5 Conduct routine physical check on School children.	<ul style="list-style-type: none"> • Lecture • Discussion • Questions and Answers • Assignments • Demonstration • Role play • Group work 	<ul style="list-style-type: none"> • White board • Markers • Charts • Text books • Audio visuals • Interactive board • Multimedia Projector 	6.3 - Carryout periodic medical examination of the school children 6.4 - Set immunization tray			Assignment Test Examination

HND NURSING I

SEMESTER: SECOND

PROGRAMME: HND NURSING I

COURSE: RESEARCH PROJECT WRITING

COURSE CODE: NUR 327				
DURATION: (Hours per week)	Lecture: 0 Hr	Tutorial: 4 Hrs	Practical: 0 Hr	Total Contact Hours: 4 hours
CREDIT UNIT: 4				
GOAL: This course is designed to provide the students with the knowledge of the principles and techniques of writing Research proposal and conducting research as applied to Nursing.				
GENERAL OBJECTIVES: At the end of the course, the students should be able to:				
1.0 Do relevant literature search 2.0 Write the research proposal 3.0 Prepare relevant instrument for collection of data 4.0 Obtain ethical clearance				

HND NURSING II**SEMESTER: FIRST**

COURSE CODE	COURSE TITLE	L	T	P	CU	TOTAL HOURS PER SEMESTER	PREREQUISITE
NUR 411	Public Health Nursing I	3	-	2	5	75	Community Health Nursing, Adolescent, older People and People living with Disabilities, Health Education
NUR 412	Food Microbiology & Hygiene	2	-	2	4	60	Microbiology, GLT.
NUR 413	Maternal & Child Health	2	-	2	4	60	Child Health I & II.
NUR 414	Applied Anatomy and Physiology in Midwifery	1	-	2	3	45	Child Health I,
NUR 415	Fundamentals of Midwifery Practice	3	-	-	3	45	Pharmacology I – III
NUR 416	Normal Midwifery	2	-	2	4	60	
NUR 417	Infant	2	-	2	4	60	Reproductive Health II, & Child Health II
NUR 418	Pharmacology in Midwifery	1	-	1	2	30	Child Health I
EED 413	Entrepreneurship Development	2	-	2	4	60	
NUS 401	Research Project Writing	-	4	-	-	60	Research Methodology I & II
NUR 419	Sociology of the Family	2	-	1	3	45	
TOTAL		15	4	14	30	450	

HMP 420 Hospital Based Clinical Practice I – 135 Hours**HMP 421 Community Based Clinical Practice I - 180 Hours**

- **EEd NBTE Adopted Courses**

HND NURSING II**SEMESTER: FIRST**

PROGRAMME: HND NURSING II				
COURSE: PUBLIC HEALTH NURSING I				
COURSE CODE: NUR 411				
DURATION: (Hours/Week)	Lecture: 3 Hrs	Tutorial:	Practical: 2 Hrs	Total Contact Hours: 5 Hrs (75 Hours)
CREDIT UNIT: 5				
GOAL: This Course is Designed to Provide the Students with the Knowledge of the History, basic Concepts and General Practice of Public Health Nursing				
GENERAL OBJECTIVE: On completion of the course, students should be able to:				
1.0 Know history, concept and practice of Public Health Nursing.				
2.0 Understand the principles and major focus of public health.				
3.0 Understand the relationship between public health, health promotion, health maintenance and disease prevention.				
4.0 Know the functions and responsibilities of the Public Health Nurse in Primary Health care settings.				
5.0 Understand the Nursing Process and Standardized Nursing Language (NANDA) as applied to Public Health Nursing (NANDA).				
6.0 Understand Community health Nursing Process				
7.0 Understand mobile health and outreach services				

PROGRAMME: HND NURSING II						
COURSE TITLE: PUBLIC HEALTH NURSING I		Course Code: NUR 411		Total Contact Hours: 75 Hours		
General Objective 1.0: Know the history, concept and practice of public health Nursing.						
COURSE SPECIFICATION: Theory/Practical						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
1.1 Define public health 1.2 Outline the history of public health 1.3 Explain the concepts used in public health (e.g health promotion, health maintenance, disease prevention, illness and wellness continuum, community as client or recipient of health care).	<ul style="list-style-type: none">• Lecture• Discussion• Brain storming• Assignments• Questions & answers	<ul style="list-style-type: none">• White Board & Markers,• Charts• Posters• Video clips• Multimedia Projector & Accessories• Interactive• Audio-Visuals				<ul style="list-style-type: none">• Examination• Quiz• Tests

General Objective 2.0 Understand the principles and major focus of Public Health						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
2.1 Explain the principles of public health 2.2 Discuss the major thrust of public health practice 2.3 Discuss the concept of Community & Group dynamics	<ul style="list-style-type: none"> • Lecture • Discussion • Brain storming • Assignments Questions & answers 					<ul style="list-style-type: none"> • Examination • Quiz • Tests

General Objective 3.0 Understand the relationship between Public health, health promotion, health maintenance and disease prevention.						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
3.1 Describe the relationship between public health, health promotion and health maintenance 3.2 Describe public health strategies for disease prevention	<ul style="list-style-type: none"> • Lecture • Discussion • Brain storming • Assignments Questions & answers 	<ul style="list-style-type: none"> • White Board & Markers, • Charts • Posters • Video clips • Multimedia Projector & Accessories • Interactive • Audio-Visuals 				<ul style="list-style-type: none"> • Examination • Quiz • Tests

General Objective 4.0 Know the functions and responsibilities of the public health Nurse in Primary Health care setting
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Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
4.1 Explain the functions of the public health nurse (e.g advocate, clinical, educator, manager, administrator, researcher, collaborator etc) 4.2 Explain the concept of the inter sectorial and Multidisciplinary health team collaboration 4.3 Enumerate the responsibilities of public health nurse in the health care team at the primary care level	<ul style="list-style-type: none"> • Lecture • Discussion • Brain storming • Assignments Questions & answers 					

General Objective 5.0 Understand the Nursing Process and standardized Nursing language as applied to Public Health nursing (NANDA)						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
5.1 Define the nursing process 5.2 Explain the steps involved in the nursing process 5.3 Explain standardized nursing language 5.4 Describe how to utilize the nursing process in	<ul style="list-style-type: none"> • Lecture • Discussion • Case study • Brain storming 	<ul style="list-style-type: none"> • White Board & Markers, • Charts • Posters • Video clips • Multimedia Projector & Accessories • Interactive 				

the provision of care at the primary care level.		• Audio-Visuals				
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General Objective 6.0: Understand Community Health Nursing Process.						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
5.6 Define Community health nursing 5.7 Explain basic terms used in community health practice namely: <ul style="list-style-type: none"> • Health Promotion • Disease Prevention • Rehabilitation etc 6.3 Outline the history of community health Nursing.	<ul style="list-style-type: none"> • Lecturers • Discussions • Questions and Answers • Group work 	<ul style="list-style-type: none"> • White Board and Markers, charts • Audio Visual • Interactive Board • Multimedia Projector 				Assignment Test Examination
6.4 Explain the components of community health planning cycle. 6.5 Describe the different team approach in community health Nursing. 6.6 Demonstrate the essential skills required for community nursing practice	<ul style="list-style-type: none"> • Lecturers • Role Plays and Brain • Storming • Demonstration • Group Work • Discussion 	<ul style="list-style-type: none"> • White Board & Markers, • Charts • Audio-Visuals • Interactive Board • Multimedia Projector 				Assignment Test Examination
6.7 Identify basic instruments and equipment used in community health	<ul style="list-style-type: none"> • Lectures • Discussion and Demonstratio 	<ul style="list-style-type: none"> • Instruments and equipment in community health nursing 	3.1 Identify basic instruments and	<ul style="list-style-type: none"> • Demonstration on the use of instruments and equipment 	<ul style="list-style-type: none"> • Instruments and equipment used in CHN 	Assignment Test Examination

<p>Nursing practice (weighing scale, measuring tape, delivery kit, stationary referral forms etc).</p> <p>6.8 Demonstrate how to use the instruments and equipment listed in 3.1 above.</p> <p>6.9 Describe how to care and Store appropriately instruments and equipment used in community health nursing.</p>	<p>n on use of instruments and equipment</p> <ul style="list-style-type: none"> • Role play • Group work 	<ul style="list-style-type: none"> • Weighing scale • Measuring Tape • Delivery Kits etc • Interactive board • Audio Visuals • Charts • Textbooks • Posters • Multimedia projector 	<p>equipment used in community health Nursing practice (weighing scale, measuring tape, delivery kit, stationary referral forms etc.).</p> <p>3.2 Demonstrate the use of instruments and equipment used in CHN</p> <p>3.3 Demonstrate the care and Storage of instruments and equipment used in CHN</p>	<p>in CHN</p>	<p>e.g</p> <p>i. Weighing scale</p> <p>ii Measuring Tape</p> <p>iii Delivery Kits</p> <p>iv Diagnosis kits</p> <ul style="list-style-type: none"> • Video tapes 	
<p>6.10 Define the Community Intervention Strategy</p> <p>6.11 Explain the philosophy behind the community intervention strategy</p>	<ul style="list-style-type: none"> • Lecture • Discussion • Seminar • Questions and answers • Demonstration 	<ul style="list-style-type: none"> • White board • Markers • APOC Audio Visuals • Available literature • Multimedia 		<ul style="list-style-type: none"> • Discussion • Group work • Demonstration • Field trip • Role play • Play let 	<ul style="list-style-type: none"> • Available literature • CDTI manual • Audiovisual 	<p>Assignment Test Examination</p>

<p>6.12 Describe the different community health problems that led to the community intervention strategy</p> <p>6.13 Explain the roles of different stakeholders in the community intervention strategy.</p> <p>6.14 Identify community factors that influence CIS positively or negatively</p>		projector and Accessories			<p>materials</p> <ul style="list-style-type: none"> • Charts • Posters 	
<p>6.15 Describe the components of Community Directed Intervention strategy (CDI): stakeholder process, health system dynamics, community processes, broader system effects.</p> <p>6.16 Explain the activities involved in each of the Components.</p> <p>6.17 Identify the stakeholders involved in each component.</p>	<ul style="list-style-type: none"> • Lecture • Discussion • Group work • Demonstration • Role play 	<ul style="list-style-type: none"> • White board • Markers • Available literature • CDI manual • Audiovisual materials • Interactive board • Multimedia Projector 	<p>5.2 Demonstrate understanding of the effect of health workers on the success of CDI</p> <p>5.4 Demonstrate practical examples of the above attitudes and the effects.</p>	<ul style="list-style-type: none"> • Discussion • Use of audiovisual materials • Presentation of case studies • Role play • Group work • Questions and answers • Playlet 	<ul style="list-style-type: none"> • Available literature • Video tapes • CDI Manuals • CDI Manuals • Multimedia projector and accessories 	Assignment Test Examination

6.18 Describe the responsibilities of the stakeholders in each component						
<p>6.19 Identify the positive attitude of the health workers for the success of the CDI strategy: compassion, patience, empathy, respect for social norms and community leaders, simplicity, c-cooperation, friendly disposition, commitment, listening skills, punctuality to appointments etc.</p> <p>6.20 Identify the negative attitude of health workers on the success of CDI e.g verbal abuse, time wasting, prejudice, dissemination, preferential treatment, lack of respect for client, poor interpersonal relationship</p> <p>6.21 Explain each attitude.</p> <p>6.22 Give examples of situations that require each attitude.</p>	<ul style="list-style-type: none"> • Lecture • Discussion • Use of audiovisual materials • Presentation of case studies • Role play • Group work • Questions and answers 	<ul style="list-style-type: none"> • Available literature • Video tapes • CDTI Manuals • CDI Manuals • Multimedia projector and accessories • Audio-visuals • Interactive Board 	<p>6.1 Show different stages involve in setting Community Directed Intervention Strategy.</p> <p>6.2 Demonstrate the activities involved in each step.</p> <p>6.7 Demonstrate how to set up a CDI strategy</p> <p>6.8 Demonstrate how to guide the community to monitor themselves collect and analyse information based on monitoring and evaluation</p> <p>6.9 Review information collected and give feedback</p>	<ul style="list-style-type: none"> • Demonstration • Group work • Field trips • Use of audiovisuals • Supervision • Questions and answers 	<ul style="list-style-type: none"> • White board • Markers • CDI manuals • Audiovisuals • Available literatures • Internet sources • Multimedia projector • Interactive board 	Assignment Test Examination
6.23 Describe different	<ul style="list-style-type: none"> • Lecture 	<ul style="list-style-type: none"> • White board 				Assignment

<p>stages involve in setting up Community Directed Intervention Strategy.</p> <p>6.24 Describe the activities involved in each step.</p> <p>6.25 Identify the stakeholders involved at each stage.</p> <p>6.26 Explain the required human and material resources for setting up the CDI strategy.</p> <p>6.27 Identify the supervisory and monitoring roles of the Stakeholders.</p> <p>6.28 Demonstrate how to set up a CDI strategy.</p> <p>6.29 Demonstrate how to guide the community to monitor them-selves.</p> <p>6.30 Describe how to collect and analyse information for monitoring and evaluation.</p> <p>6.31 Demonstrate how data collected can be used to give feedback</p>	<ul style="list-style-type: none"> • Tutorials • Group work • Field trips • Use of audiovisuals • Explanation • Supervision • Questions and answers 	<ul style="list-style-type: none"> • Markers • CDI manuals • Audio-visuals • Available literatures • Internet sources • Multimedia projector • Interactive board 				Test Examination
<p>6.32 Explain the concept of maternal health services.</p> <p>6.33 Explain the needs for management of special group in the community</p>	<ul style="list-style-type: none"> • Lecturers • Discussions and explanation of various 	<ul style="list-style-type: none"> • Magic Board • Models • Charts • Markers • Interactive 				Assignment Test Examination

e.g. Gifted child, Elderly, Physical challenged. 6.34 Identify various traditional practices in the community as related to maternal and child health. 6.35 Explain the health and social implications of the practices in 4.3 above 6.36 Describe the role of the community Nurse in the management of the practices in 6.33 above.	traditional practices.	Board <ul style="list-style-type: none"> • Audio-visuals • Multimedia Projector 				
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General Objective 7.0: Understand mobile health and outreach services						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
7.1 Explain the concepts of mobile health and outreach Services 7.2 Identify the role of Public Health Nursing Officer in mobile health services. 7.3 Describe the organization of mobile health services	<ul style="list-style-type: none"> • Lecture • Discussion • Assignments • Questions and Answers 	<ul style="list-style-type: none"> • White Board • Markers • Dusters • Lecture Notes • E-Library • Journals and Periodicals • Interactive board • Audio visuals • Multimedia projector 				Assignment Test Examination

7.4	Explain the process of community survey and diagnosis.	<ul style="list-style-type: none">• Lecture• Discussion• Assignments	<ul style="list-style-type: none">• White Board• Markers• Dusters				Assignment Test Examination
7.5	Describe how to carry out community survey diagnosis.	<ul style="list-style-type: none">• Questions and Answers• Seminar• Group Work• Role play	<ul style="list-style-type: none">• Lecture Notes• E-Library• Journals and Periodicals• Interactive board• Audio visuals				

7.6	Identify patients requiring follow up and rehabilitation.	<ul style="list-style-type: none">• Lecture• Discussion• Assignments• Questions and Answers	<ul style="list-style-type: none">• White Board• Markers• Dusters• Lecture Notes• E-Library• Journals and				Assignment Test Examination
7.7	Treat the patients identified in 4.1 above						
7.8	Identify the available resources that will be used to meet the needs of the community.	<ul style="list-style-type: none">• Lecture• Discussion• Assignments• Questions and Answers	<ul style="list-style-type: none">• White Board• Markers• Dusters• Lecture Notes• E-Library• Journals and Periodicals				Assignment Test Examination
7.9	Explain the importance of community mobilization and involvement in mobile health services.		<ul style="list-style-type: none">• Interactive board• Audio visuals• Multimedia projector				

7.10 Explain how to set up ambulatory/mobile health services.	<ul style="list-style-type: none"> • Lecture • Discussion • Assignments • Questions and Answers 	<ul style="list-style-type: none"> • White Board • Markers • Dusters • Lecture Notes • E-Library • Journals and Periodicals • Interactive board • Audio visuals • Multimedia projector 				Assignment Test Examination
7.11 Identify the resources (human, finance, material) required in setting up ambulatory/mobile health services.						
7.12 Explain how to ensure the smooth running of the Mobile health services.						
7.13 Evaluate the mobile health Services						

LEVEL: HND NURSING II

SEMESTER: FIRST

PROGRAMME: HND NURSING II

COURSE: FOOD MICROBIOLOGY AND HYGIENE

COURSE CODE: NUR 412

DURATION: (Hours/Weeks)	Lecture: 2 Hrs	Tutorial: 0 Hr	Practical : 2 Hrs	Total Contact Hours: 60 Hours
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CREDIT UNIT: 4

GOALS: This course is designed to enable students appreciate the effect of microorganisms on food as well as safety and Hygiene

GENERAL OBJECTIVES: On completion of this course the student should be able to:

- 1.0 Know the classes of microorganisms as they affect food.
- 2.0 Know the natural sources of contamination of foods.
- 3.0 Understand factors affecting microbial growth.
- 4.0 Know the microorganisms responsible for food poisoning and their control
- 5.0 Know the importance of hygiene in food handling.
- 6.0 Know the major types of food poisoning and means of preventing and controlling them.
- 7.0 Know types of spoilage of specific foods.
- 8.0 Understand the roles of the nurses in food safety prevention and control of food borne diseases in the community.

PROGRAMME: HND NURSING							
COURSE: FOOD MICROBIOLOGY AND HYGIENE			Course Code: NUR 412		Total Contact Hours: 60 Hours		
COURSE SPECIFICATION: Theory/Practical							
General Objective 1.0: Know the classes of microorganisms that affect food							
Specific Learning Objectives (Theory)		Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
1.1	List the different types of micro-organisms in the environment bacteria and viruses, giving general and specific fungi (causative microorganisms of each)	<ul style="list-style-type: none">• Lecture• Discussion• Questions and answers• Assignments• Group work	<ul style="list-style-type: none">• White board• Markers• Textbooks• Charts• victuals• Interactive Board• Multimedia Projector				Assignment Test Examination
1.2	Describe the structure of each of the micro-organisms listed above						
1.3	Explain the role of the micro-organisms listed above in food poisoning.						

General Objective 2.0: Know the natural sources food contamination						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
2.1 Identify air, water, soil, man and animals as primary sources of food contamination. 2.2 List some specific micro-organisms which could be identified with the sources listed in 2.1 above. 2.3 Describe the process of contamination of food by the micro-organisms identified in 2.2 above.	<ul style="list-style-type: none"> • Lecture • Discussion • Questions and answers • Assignments 	<ul style="list-style-type: none"> • White board • Markers • Textbooks • Charts • victuals • Interactive Board • Multimedia Projector 				Assignment Test Examination
General Objective 3.0: Understand factors affecting microbial growth						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
3.1 Explain the chemical factors that affect microbial growth nutrients, pH, redox-potential and antimicrobial agents. 3.2 Explain how the factors in 3.1 above affect microbial growth. 3.3 Explain the following as physical factors	<ul style="list-style-type: none"> • Lecture • Discussion • Questions and answers • Assignments • Group work 	White board Markers Textbooks Charts victuals Interactive board Multimedia Projector				Assignment Test Examination

<p>affecting microbial growth – temperature, water activity and relative humidity.</p> <p>3.4 Explain how the factors listed in 3.3 above affect microbial growth.</p> <p>3.5 Explain the biotic factors that affect microbial growth viz: metabiosis and antagonism.</p>						
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General Objective 4.0: Know the microorganisms responsible for food poisoning and their control						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
<p>4.1 Describe the nature of common types of micro-organisms responsible for food poisoning e.g. clostridium botulinum, staphylococcus aureus salmonella, shigella, E-coli vibro cholera & campylobacter</p> <p>4.2 Name the common raw and prepared foods susceptible to</p>	<ul style="list-style-type: none"> • Lecture • Discussion • Questions and answers • Assignments • Group work 	<ul style="list-style-type: none"> • White board • Markers • Textbooks • Charts • victuals • Interactive Board • Multimedia Projector 	<p>4.1 Demonstrate how micro-organisms cause food poisoning (e.g. moulds & Yeast)</p> <p>4.2 Show the common raw and prepared foods susceptible to poisoning by microbial food poisoning e.g. chicken,</p>	<ul style="list-style-type: none"> • Discussion • Demonstration • Questions and answers • Group work 	<ul style="list-style-type: none"> • Necessary Chart • Electron Microscope • victuals (A) • Interactive board (B) • Projection (C) • Charts • Raw food stuff 	<p>Assignment Test Examination</p>

<p>poisoning by microbial food poisoning e.g. Chicken, milk, meat, salad, egg, vegetables fruits, fish etc</p> <p>4.3 Describe the methods of controlling food poisoning mentioned in above.</p> <p>4.4 Describe the symptoms of food poisoning</p> <p>4.5 Describe first aid measure to be adopted in cases of food poisoning.</p> <p>4.6 Describe treatment and management of food poisoning</p>			<p>milk, meat, salad, etc.</p> <p>4.3 Demonstrate the methods of proper food handling and storage</p>			
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General Objective 5.0: Know the importance of hygiene in food handling						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
<p>5.1 Discuss food hygiene</p> <p>5.2 state the principles involved in the tenance of food hygiene and kitchen hygiene</p>	<ul style="list-style-type: none"> • Lecture • Discussion • Questions and answers • Assignments • Demonstration • Group work • Role play 	<ul style="list-style-type: none"> • White board • Markers • Textbooks • Charts • victuals • Interactive Board • Multimedia Projector 	<p>5.2 Demonstrate procedures for maintaining food hygiene and kitchen hygiene (e.g. maintaining good working conditions, correct storage of food stuffs at</p>	<ul style="list-style-type: none"> • Discussion • Demonstration • Questions and answers • Group work 	<p>Foods</p> <ul style="list-style-type: none"> • victuals (A) • Interactive board (B) • Projection (C) 	<p>Assignment Test Examination</p>

			the right temperature, correct heating of food, protection of foods from vermita and insects, etc.)			
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General Objective 6.0: Know major types importance of food poisoning and means of preventing and controlling them						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
6.1 List the common types of food and water borne diseases –(typhoid fever, cholera, dysentery, botulis, E-coli enteritis, Campycobacter, enteritis, clostridium Perfringens infection, etc. 6.2 Describe the nature of the organisms responsible for diseases listed above. 6.3 Describe the symptoms of the disease listed above 6.4 Describe the methods	<ul style="list-style-type: none"> • Lecture • Discussion • Questions and answers • Assignments • Group work 	<ul style="list-style-type: none"> • White board • Markers • Textbooks • Charts • victuals • Interactive Board • Multimedia Projector 	6.1 Demonstrate methods of preventing food borne infections in catering: (wearing of overall, etc)			Assignment Test Examination

of spread of the diseases in 6.1 above 6.1 Describe methods of prevention and control of food borne disease in 6.1. above.						
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General Objective 7.0: Know types of food spoilage						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
<p>7.1 Describe the major causes of food spoilage (e.g biological, physical, chemical & mechanical, enzymes, micro-organism, pests, insecticides, etc)</p> <p>7.2 Explain how the factors in 7.1 above can be controlled to prolong the life of food.</p> <p>7.3 Describe methods of preventing food spoilage in (periodic examination of food handlers)</p> <p>7.4 Describe spoilage of the following specific foods: a. Meat and meat products</p>	<ul style="list-style-type: none"> • Lecture • Discussion • Questions and answers • Assignments 	<ul style="list-style-type: none"> • White board • Markers • Textbooks • Charts • victuals • Interactive Board • Multimedia Projector 	<p>7.1 Demonstrate how biological, physical, chemical & mechanical forces cause food spoilage.</p> <p>7.3 Demonstrate methods of preventing food in spoilage catering: (food handlers periodic, examination, poisoning</p> <p>7.4 identify spoilage of the following specific foods: a. Meat and meat products b. Poultry and poultry</p>	<ul style="list-style-type: none"> • Discussion • Demonstration • Questions and answers • Group work 	<ul style="list-style-type: none"> • Laboratory • Refrigerator • Deep freezer • Raw foods 	<p>Assignment Test Examination</p>

b. Poultry and poultry products c. Milk and dairy products. d. Fish and other products e. Canned foods f. Fruits and vegetables g. Bread and other bakery products h. Beer, wine and soft drinks			products c. Milk and dairy products. d. Fish and fish products e. Canned foods f. Fruits and vegetables, etc			
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General Objective 8.0: Understand the roles of the nurse in food safety, prevention and control of food borne in the community						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
8.1 State the roles of the nurse in maintenance of food safety I the community 8.2 Discuss ways of prevention and control o the food borne disease in the community		8.1 demonstrate how to counsel food venders in food safety and hygiene 8.2 Demonstrate how to give health education to a community on prevention and control of food borne disease				

HND NURSING II**SEMESTER: FIRST**

PROGRAMME: HND NURSING II				
COURSE: MATERNAL AND CHILD HEALTH				
COURSE CODE: NUR 413				
DURATION: (Hours/Week)	Lecture: 2 Hrs	Tutorial: 0 Hr	Practicals: 2 Hrs	Total Contact Hours: 60 Hours
CREDIT UNIT: 4				
GOALS: This course is designed to enable students acquire necessary proficiency in the management of mother and child healthy in order to reduce maternal and child morbidity and mortality in the community				
GENERAL OBJECTIVES: At the end of the course, the students should be able to:				
1.0 Know how to supervise the maternal and child health activities in the clinic, home and the community. 2.0 Know the routine immunization schedule for children 0-5 years and women of child bearing age. 3.0 Know how to organize and train other health personnel in the community e.g. voluntary village health workers, TBA etc. 4.0 Know when to refer 'High Risk' clients to other members of the health team for specialized nursing and medical care. 5.0 Know how to collaborate with community groups, ministries, non-governmental organizations and health related agencies e.g. UNESCO, UNICEF, FSP, WHO, UNDP, etc				

General Objective 2.0: Know the routine immunization schedule for children 0-5years and women of child bearing age						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
<p>Perform routine Immunization for Children 0-5years and Women of Child Bearing age</p> <p>2.1 Explain the term immunity</p> <p>2.2 List the common childhood diseases against which immunization is given</p> <p>2.3 Explain the immunization schedule for women of child bearing age and children 0-5 years.</p> <p>2.4 Identify the factors that could facilitate the acceptance of immunization.</p> <p>2.5 Identify the barriers to effective immunization</p> <p>2.6 List the dangers of</p>	<ul style="list-style-type: none"> • Lecture • Discussion • Questions and answers • Assignment • Demonstration 	<ul style="list-style-type: none"> • White board • Markers • Text books • Journals • Audio visuals • Multimedia projector 	<p>2.1 Carry out health talk on immunization schedule</p> <p>2.2 Demonstrate the procedure of giving injection</p> <p>2.3 Demonstrate the procedure of giving immunization through the various routs</p>	<ul style="list-style-type: none"> • Discussion • Demonstration • Return demonstration • Questions and answers <ul style="list-style-type: none"> • Visit to Antenatal clinics 	<ul style="list-style-type: none"> • Audio visuals • Antenatal clinics • Vaccines • Syringes and needles • Cotton wool • Gallipot • Kidney dish • Immunization chart 	<p>Assignment Test Examination</p>

faulty immunization. 2.7 Describe adverse events related to immunization 2.8 Discuss the cold chain and logistics 2.9 Explain injection safety 2.10 Discuss immunization coverage strategies						
General Objective 3.0: Know how to organize and train other health personnel in the community i.e. voluntary village health workers etc.						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
Organize and Train other Health Personnel in the Community 3.1 Identify the role of other health personnel in the clinic. 3.2 Plan specific educational activities for each group in 3.1 above such as seminars, workshops, Brain storming sessions etc 3.3 Implement the	<ul style="list-style-type: none"> • Lecture • Discussion • Questions and answers • Assignment • Demonstration • Brain Storming • Role play • Group work 	<ul style="list-style-type: none"> • White board • Markers • Text books • Journals • Audio visuals • Multimedia projector • Interactive board 				Assignment Test Examination

planned educational/training programme in 3.2 above. 3.4 Monitor and evaluate planned programmes						
General Objective 4.0: Know when to refer “high risk” clients to other members of the health team for specialized nursing and medical care.						
Specific Learning Objectives (Theory)	Teachers’ Activities	Resources	Specific Learning Objectives (Practical)	Teachers’ Activities	Resources	Evaluation
Refer “high risk” Clients to Other Members of the Health Team for Specialized Nursing and Medical Care. 4.1 Define “high risk”. 4.2 Identify “high risk” clients. 4.3. Identify common childhood diseases 4.4 Plan management of minor disease conditions in both mother and child 4.5 Treat the minor disease conditions occurring in mother and child	<ul style="list-style-type: none"> • Lecture • Discussion • Questions and answers • Assignment • Demonstration 	<ul style="list-style-type: none"> • White board • Markers • Text books • Journals • Audio visuals • Multimedia projector • Charts • Interactive Board 				Assignment Test Examination

<p>such as malaria, worm infestation, common cold, diarrhea, gastroenteritis etc)</p> <p>4.6 Prepare referral notes for specialized level of care.</p> <p>4.7 Refer client to specialist.</p>						
General Objective 5.0: Know how to collaborate with community groups, ministries non-governmental organizations and agencies such as UNESCO, UNICEF, UNFPA, W4H, UNDP, WHO etc.						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
<p>Collaborate with community, groups Ministries Non-Governmental Organizations such as UNESCO, UNICEF, WHO, UNDP etc</p> <p>5.1 State the functions of the non-governmental organizations</p> <p>5.2 Describe the activities of the non-governmental organizations in 5.1 above</p>	<ul style="list-style-type: none"> • Lecture • Discussion • Questions and answers • Assignment • Demonstration • Brain storming • Role play • Group work 	<ul style="list-style-type: none"> • White board • Markers • Text books • Journals • Audio visuals • Multimedia projector • Charts • Interactive board 				<p>Assignment</p> <p>Test</p> <p>Examination</p>

5.3 Explain the importance community groups, ministries and non-governmental organizations in the effective provision of maternal and child health care.						
5.4 Plan, implement and evaluate collaborative activities such as workshop, seminars with these organizations.						

HND NURSING II**SEMESTER: FIRST**

PROGRAMME: HND NURSING II				
COURSE: APPLIED ANATOMY AND PHYSIOLOGY IN MIDWIFERY				
COURSE CODE: NUR 414				
DURATION: (Hours/Week)	Lecture: 1 Hr	Tutorial: -	Practical: 2 Hrs	Total Contact Hours: 45hours 3 Hours
CREDIT UNIT: 3				
GOAL: The Course is designed to equip the students with knowledge of applied Anatomy & Physiology in Midwifery.				
GENERAL OBJECTIVES: At the end of the course, students should be able to:				
1.0 Understand the structures and functions of female external and internal Genitalia.				
2.0 Understand the structures and functions of the uterus				
3.0 Understand the structures and functions of the fallopian tubes.				
4.0 Understand the structures and functions of the ovaries.				
5.0 Understand the structures and functions of the pelvic bones and pelvic floor muscles.				
6.0 Understand the structures and functions of the foetal skull				
7.0 Know the structure of the female breast.				
8.0 Understand structures and functions of the external and internal male reproductive organs.				
9.0 Know the process of conception, foetal development and functions of placenta.				
10.0 Know foetal circulatory system.				
11.0 Know the structure & functions of other related systems/organs e.g. urinary system, endocrine system etc				

PROGRAMME: HND NURSING						
OURSE: : Applied Anatomy & Physiology in Midwifery			Course Code: NUR 414		Total Contact Hours: 45 Hours	
COURSE SPECIFICATION: Theory/Practical						
General Objective 1.0: Understand the structure and functions of female external and internal genitalia						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
<p>The Female External Genitalia</p> <p><u>The Vulva</u></p> <p>1.1 Describe the anatomical structure of vulva</p> <p>1.2 Describe the blood, nerve supply and lymphatic range of the vulva</p> <p>1.3 Explain the functions of vulvac</p> <p>1.4 Describe the changes in the vulva during pregnancy, labour and puerperium</p> <p>1.5 Describe the disorders that may occur in the vulva during pregnancy</p> <p><u>The Vagina</u></p> <p>1.6 Describe the structure of the vagina</p> <p>1.7 Describe the anatomical relations of the vagina</p> <p>1.8 Describe the blood supply, nerve supply and lymphatic drainage to the vagina</p> <p>1.9 List the functions of the vagina</p>	<ul style="list-style-type: none">• Lecture• Discussion• Demonstration• Drawing and labeling• Assignment• Practice session in the laboratory• Illustration with diagram	<ul style="list-style-type: none">• Textbooks• Whiteboard• Marker• Chalkboard• Charts/poster• Anatomical models i. e female reproductive organ• Multimedia projector	<p>1.1 Draw and label a structure of the vulva.</p> <p>1.6 Draw and label the structure of the vagina.</p>	<ul style="list-style-type: none">• Present a well labeled drawing of the vulva and vagina	<ul style="list-style-type: none">• A well labeled drawing of the vulva and vagina• Charts of vulva and vagina• Models of vagina and vulva	<ul style="list-style-type: none">•

1.10Describe the changes in the vagina during pregnancy, labour and puerperium						
1.11List structural abnormalities associated with the vagina e.g imperforate hymen, etc						
1.12Describe the disorders that may occur in the vagina before, during and after pregnancy						

General Objective 2.0: Understand the structures and functions of the uterus						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
<u>The Uterus</u> 2.1Describe the structure of the uterus. 2.2Describe relations of the uterus with other organs of the body.	<ul style="list-style-type: none"> • Lecture • Discussion • Illustrate with diagram and labeling 	<ul style="list-style-type: none"> • Text books • White board • Markers • Charts/Posters • Anatomical Models – Uterus, sagittal section of the pelvis • Multimedia Projector 	2.1 Draw and label the uterus.	<ul style="list-style-type: none"> • Present the drawing and labeling of the uterus and identifying its relations with other organs. 	<ul style="list-style-type: none"> • Posters • Models of Uterus 	Assignment Test Examination

2.3 Describe the blood, nerve supply and lymphatic Drainage to the uterus.						
2.4 Explain the functions of the uterus.						
2.5 Explain the physiological changes in the uterus during pregnancy, labour and puerperium.						

General Objective 3.0: Understand the structure and functions of the fallopian tubes.						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
<p>3.1 Describe the structure and functions of the fallopian tube.</p> <p>3.2 Describe the relationship of fallopian tube with other Organs of the body.</p> <p>3.3 Describe the blood supply, nerve supply and lymphatic drainage to the fallopian tube.</p> <p>3.5 Explain changes in the fallopian tube during pregnancy, labour and puerperium.</p>	<ul style="list-style-type: none"> • Lecture • Discussion • Draw and label the fallopian tube • Illustration with diagram • Review by the teacher 	<ul style="list-style-type: none"> • Chalkboard • Multimedia Projector • Models • Chart/Posters of Fallopian Tubes 	<p>3.1 Draw and label the fallopian tube.</p>	<ul style="list-style-type: none"> • With a well labeled drawing show the fallopian tubes and its relations . 	<ul style="list-style-type: none"> • Posters • Models of the Fallopian Tube 	<p>Assignment Test Examination</p>

General Objective 4.0: Understand the structure and functions of the ovary.						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
The Ovaries 4.1 Describe the structure of the ovary and related organs 4.2 Explain the physiological process of oogenesis. 4.3 List the functions of the ovary. 4.4 Describe the blood, nerve supply and lymphatic drainage to the ovaries. 4.5 Describe the influence of related hormones on reproductive organs during puberty, pregnancy, labour and puerperium.	<ul style="list-style-type: none"> • Lecture • Discussion • Drawing and labeling 	<ul style="list-style-type: none"> • Text books • Magi Board • Markers • Multimedia Projector • Posters/Charts • Anatomical Models 	4.6 Draw and label the ovaries and related organs 4.9 Draw and label the menstrual cycle.	Drawing, labeling and discussion of ovary and related organs.	Chalkboard, Posters, Model of the ovaries	Assignment Test Examination
The Menstrual Cycle 4.6 Define the menstrual cycle. 4.7 Describe the phases of menstrual cycle.	<ul style="list-style-type: none"> • Lecture • Discussion • Drawing 	<ul style="list-style-type: none"> • Posters • Diagram of menstrual cycle 				

4.8 Describe ovulation.						
4.9 Explain the functions of the hormones in the reproductive system e.g. Oestrogen, Progesterone etc.						
4.10 Describe menstrual disorders.						
Menopause						
4.11 Define menopause.						
4.12 Explain changes associated with menopause.						
4.13 Describe manifestations of menopause.						
4.14 Explain problems associated with menopause: – physical, enotional, psychosexual, psycho-social, etc.						

General Objective 5.0: Understand the structures and functions of the bony pelvis and pelvic floor muscles						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
<p><u>The Bony Pelvis</u></p> <p>5.1 Describe the structure of the bony pelvis.</p> <p>5.2 Identify the important landmarks on the bony pelvis.</p> <p>5.3 Identify types of bony pelvis</p> <p>5.4 Explain the diameter of the pelvis.</p> <p>5.5 Explain the functions of the gynaecoid pelvis.</p> <p>5.6 Describe the characteristics of gynaecoid pelvis.</p> <p>5.7 Describe other types of the bony pelvis and their effects on labour e.g. anthropoid, android etc.</p>	<ul style="list-style-type: none"> • Lecture • Discussion • Illustration with diagram • Review 	<ul style="list-style-type: none"> • White board • Multimedia projector • Laptop • Models • Charts/Posters 	<p>5.1 Draw and label the gynaecoid bony pelvis and identify important landmarks.</p> <p>5.8 Draw and label the pelvic floor muscle.</p>	<ul style="list-style-type: none"> • Drawing and labeling of the gynaecoid bony pelvis. • A well labeled drawing of the pelvic floor muscle and the relation. 	<ul style="list-style-type: none"> • Chalkboard • Posters • Model of the Pelvis • Chalkboard, posters • Model of the Pelvis • Pelvic floor muscles and other related muscles. Visit to anatomy department. 	<p>Assignment Test Examination</p>

<p><u>The Pelvic Floor Muscles</u></p> <p>5.8 Describe the deep and superficial structures of the pelvic floor muscles.</p> <p>5.9 Describe the blood supply, nerve supply and lymphatic drainage to the pelvic floor muscles.</p> <p>5.10 Explain the functions of the pelvic floor muscles.</p> <p>5.11 Describe changes in the pelvic floor muscles during pregnancy, labour and puerperium</p> <p>5.12 Explain the injuries that can occur in the pelvic floor muscles during labour and how it can be prevented.</p> <p>5.13 Identify the muscles involved in episiotomy.</p>						
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General objective 6.0: Understand the structure and functions of the foetal skull					
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources
<p><u>The External Structure –</u></p> <p>6.1 Describe the anatomical structure of the foetal skull.</p> <p>6.2 Explain the developmental process of the skull bones.</p> <p>6.3 Identify the landmarks and the articulations of the foetal skull e.g. Fontanelles, Sutures etc.</p> <p>6.4 Explain the diameters of the foetal skull.</p> <p>6.5 Explain the changes in the structure of the skull during labour i.e. Moulding.</p> <p><u>Internal Structure</u></p> <p>6.6 Draw and label the internal structures of the foetal skull</p> <p>6.7 Describe the</p>	<ul style="list-style-type: none"> • Lecture • Discussion • Drawing • Illustration with diagram • Review of resources by the teacher 	<ul style="list-style-type: none"> • Chalkboard • Anatomical Models of the foetal skull • Diagrams • Video clips • Multimedia projectors • laptop • Chalkboard 	<p>6.1 Draw and label the anatomical structure of the foetal skull and its landmarks.</p> <p>6.7 Draw and label the internal structure of the foetal skull.</p>	<ul style="list-style-type: none"> • Supervised drawing and labeling of the foetal skull • Draw and label the internal structure of the foetal skull. 	<ul style="list-style-type: none"> • White board • Posters • Model of the Foetal skull and other related anatomical parts • Magi board • Posters • Model Foetal Skull internal structure of foetal skull baby doll.

<p>internal structures of the foetal skull.</p> <p>6.8 Explain changes in the internal structure of the foetal skull during labour</p> <p>6.9 Explain how injury to the internal and external structures of the skull can occur and how it can be prevented.</p>					
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General objective 7.0: Know the structure and functions of the female breast.					
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources
<p>7.1 Describe the structure of the female breast.</p> <p>7.2 Describe the blood supply, nerve supply and lymphatic drainage to the breast.</p> <p>7.3 List the functions of the breast.</p> <p>7.4 Explain changes in the breast during pregnancy, labour and puerperium.</p>	<ul style="list-style-type: none"> • Lecture • Discussion • Drawing & Labeling • Demonstrations • Questions/ Answers 	<ul style="list-style-type: none"> • Magi boards • Markers • Slides/Projectors • Charts/Posters • Anatomical Models of the breast 	<p>7.1 Draw and label diagram of the internal and external and internal structure of the female breast.</p>	<ul style="list-style-type: none"> • Drawing and labeling drawing of the internal and external structure of the female breast. 	<ul style="list-style-type: none"> • White -Board • Posters • Flipchart • Model of the Female breast

7.6 Explain the physiology of lactation					
7.7 Explain the factors that promote lactation.					

General Objective 8.0: Understand the structures and functions of the external and internal male reproductive organs.					
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources
8.1 Describe the structures of external and internal organs of the male reproductive system. 8.2 Describe the structures of the organs listed in 8.1 above 8.3 Explain the functions of the structures 8.4 Describe the influence of reproductive hormones on puberty 8.5 Outline the process of spermatogenesis. 8.6 Describe male sexual act. 8.7 Explain the process of the transport of	<ul style="list-style-type: none"> Lecturers Discussion Draw and label the male organs of reproduction Demonstration with models Assignments Questions and answers 	<ul style="list-style-type: none"> White Boards Slides/Projectors Charts/Posters Anatomical Models of male reproductive organs Multimedia projector Laptops Video clips of the male reproductive organs 	8.5 Draw and label the external organs of the male reproductive system.	<ul style="list-style-type: none"> drawing of the penis, scrotum and other related organs. 	<ul style="list-style-type: none"> Posters Model of Penis, Scrotum, prostate glands etc.

spermatozoa.					
8.8 Define Andropause.					
8.9 Explain physiological changes associated with andropause.					
8.10 Outline signs and symptoms of andropause.					
8.11 Explain the problem associated with andropause: physical, emotional, psychosexual, psychosocial etc.					

General Objective 9.0: Know the process of conception, foetal, placenta development and functions					
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources
9.1 Describe the process of fertilization and Conception Describe the process of fertilization.	<ul style="list-style-type: none"> Lectures Demonstrations Audio-Visual 	<ul style="list-style-type: none"> Chalkboard Models Slides/Projects 	9.5 Draw and label the placenta.	<ul style="list-style-type: none"> Drawing and labeling of the placenta 	<ul style="list-style-type: none"> Posters Magi board Model of Placenta Fresh life placenta as sample
9.2 Describe the embryonic changes and implantation	<ul style="list-style-type: none"> Lectures Drawing Demonstrations 	<ul style="list-style-type: none"> Chalkboard Models Slides/Projects 	9.6 Demonstrate examination of the placenta		
9.3 Describe the process of	<ul style="list-style-type: none"> Audio- 	<ul style="list-style-type: none"> Sample of fresh placenta (Relia) 			

<p>placental development</p> <p>9.4 Explain the physiology of foeto-placental exchange.</p> <p>The Placenta at Term</p> <p>9.5 Describe the-cross section of the umbilical cord</p> <p>9.6 Describe the structures of the placenta at term.</p> <p>9.7 Explain the functions of the placenta.</p> <p>9.8 Describe abnormalities of the placenta.</p>	Visual				
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General Objective 10.0: Know the foetal circulatory system.						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluati on
<p>10.1 Describe the foetal blood circulation.</p> <p>10.2 Explain changes in the foetal blood circulatory system at birth.</p> <p>10.3 Explain abnormalities that may occur in foetal blood circulatory system at</p>	<ul style="list-style-type: none"> • Lectures • Discussion • Drawing and labeling of the foetal circulation • Questions/ Answers 	<ul style="list-style-type: none"> • White Board • Markers • Models of Fetal Blood Circulatory System • Charts/Posters • Film clips on foetal circulation • Multimedia projector • Laptop 	<p>10.1 Draw and label the foetal blood circulatory system.</p>	<ul style="list-style-type: none"> • Drawing and labeling of the foetal blood circulatory system. 	<ul style="list-style-type: none"> • Posters • Model of Foetal blood circulatory system 	<p>Assignm ent Test Examina tion</p>

birth						
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General Objective 11.0: Know other related systems /organs						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
<u>The Urinary System</u> 11.1 Describe the anatomy of the urinary system. 11.2 Explain the functions of the organs of the urinary system e.g. bladder. 11.3 Explain the changes in the urinary system e.g. Bladder and urethra in relation to pregnancy, labour and puerperium. 11.4 describe the physiology of micturition <u>The Endocrine System</u> 11.5 Identify related hormones and hormones secreted by the endocrine system. e.g. follicle stimulating hormone,	<ul style="list-style-type: none"> Lecture Discussion Drawing Questioning Assignments <ul style="list-style-type: none"> Lecture Discussion Questions and answers 	<ul style="list-style-type: none"> Chalkboard White Board Marker Models of the Urinary system Charts/Posters <ul style="list-style-type: none"> Diagram of the ear Model of the ear 	11.1 Draw and label the urinary system 11.6 Draw and label the external ear 11.7 Demonstrate ear piercing 11.8 Manage pierced ear	Demonstrate drawing of the urinary system Returned demonstration Demonstrate ear piercing	Charts Markers Models of the ear Film clips on ear piercing Multimedia projector Laptop Visit to the clinic to observe ear piercing	Assignment Test Examination

<p>oestrogen, progesterone etc.</p> <p>11.6 Describe the influence of these hormones on pregnancy, labour and puerperium.</p>						
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LEVEL: HND NURSING II

SEMESTER: FIRST

PROGRAMME: HND NURSING II				
COURSE: FUNDAMENTALS OF MIDWIFERY PRACTICE				
COURSE CODE: NUR 415				
DURATION: (Hours/week)	Lecture: 3 Hrs	Tutorial: 0 Hr	Practical: 0 Hr	Total Contact Hours: 45 Hours
CREDIT UNIT: 3				
GOAL: This Course is designed to enable students understand the basic principles guiding the practice of Midwifery.				
GENERAL OBJECTIVES: At the end of the Course, the Student should be able to:				
1.0 Understand the perspectives of Midwifery Practice.				
2.0 Understand ethical and legal issues in Midwifery Practice.				
3.0 Understand the theories and tools used in Midwifery Practice.				
4.0 Understand Nursing process and the use of Standardized Nursing Language in Midwifery practice				
5.0 Understand Basic Concepts of Midwifery Practice				
6.0 Know the importance of quality care in Midwifery Practice.				

HND NURSING II**SEMESTER: FIRST**

PROGRAMME: HND NURSING II							
COURSE: FUNDAMENTALS OF MIDWIFERY PRACTICE			Course code: NUR 415		Total Contact Hours: 45 Hours		
COURSE SPECIFICATION: Theory							
General Objective 1.0: Understand the perspectives of Midwifery Practice							
Specific Learning Objectives (Theory)		Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
1.1	Outline the history of Midwifery.	<ul style="list-style-type: none">• Lecture• Discussion	<ul style="list-style-type: none">• Books• Journals• Multimedia• Projectors• Markers• Magnetic Board				Assignment Test Examination
1.2	Explain the ethics of Midwifery Practice.						
1.3	Explain the norms and Standard in Midwifery Practice.						
1.4	Explain the Nursing and Midwifery Council of Nigeria Act.						
1.5	List functions of the Nursing and Midwifery Council of Nigeria						
1.6	Explain the inter-sectorial and Inter professional relationship in Midwifery Practice.						
1.7	Outline the roles of the National and International Organizations in Midwifery Practice.						

General Objective 2.0: Understand ethical and legal issues in Midwifery practice						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
2.1 Define ethics in relation to midwifery practice. 2.2 Identify ethico-legal issues in midwifery practice. 2.3 Explain ethico legal issues as identified above. 2.4 Explain legal issues involved in: <ul style="list-style-type: none"> • When a police ask for help. • Obtaining evidence by the police. • Felony related cases • Non responsiveness of doctors on call • Handling of evidence properly. • Maintaining confidentiality • Patient with Suicidal Tendency • Alcohol and Substance Abuse Patient 2.5 State the legal implication of responding to emergencies at scene of incident/accident by the off-duty nurse.	<ul style="list-style-type: none"> • Lecture • Discussion • Question and Answers • Assignment 	<ul style="list-style-type: none"> • Books • Periodicals • Journals 				Assignment Test Examination

<p>2.6 Explain the patient's rights and the midwife's rights viz:</p> <ul style="list-style-type: none"> • The Good Samaritan laws, • Refusal of treatment/medical advice. • Responsibility to help • Immunity from liability/consent to treat. <p>2.7 State the types of Notifiable/Reportable diseases in Midwifery Practice.</p> <p>2.8 Ethico-legal aspect of HIV/Aids</p> <ul style="list-style-type: none"> • Ethical theories applicable in the care of PLWN/PABA • Ethical challenges in the prevention of HIV/Aids • Rights and Responsibilities 						
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General Objective 3.0: Understand the theories and tools used in Midwifery Practice						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation

<p>3.1 Explain the theories used in Midwifery practice e.g</p> <ul style="list-style-type: none"> • Orem's Self Care theory • Erikson Psychosocial Development Theory • Piaget's Developmental Theory • Maslow's Self-actualization theory • Roy's Adaptation Model • Social Relations Theory • General System Theory • Sigmund Freud Psycho-sexual Theory • Duvall's Family Developmental Theory • Virginia Henderson • Conservative Theory • Peplau's Theory <p>3.2 Explain the importance of the theories in Clients care in midwifery practice</p>	<ul style="list-style-type: none"> • Lecture • Discussion • Review of sessions by teachers activity 	<ul style="list-style-type: none"> • Textbooks • Journals • Markers • Whiteboard • Multimedia Projector 				
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General Objective 5.0: Understand Basic Concept of Midwifery Practice						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives	Teachers' Activities	Resources	Evaluation

General Objective 4.0: Understand Nursing Process and the use of standardized nursing language in of Midwifery Practice						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
4.1 Explain the concept of Nursing process and Standardized Nursing Languages 4.2 NANDA I 4.3 Nursing Intervention Classification 4.4 Nursing Outcome Classification 4.5 The Nursing Process - Definition -Historical Perspectives -Purpose -Characteristics -Phases of the Nursing process - Application of Nursing process (Care Plan) in client care	<ul style="list-style-type: none"> • Lecture • Discussion 	<ul style="list-style-type: none"> • Book, Journals • White board • Marker • Charts • Diagrams 				Nursing Process Booklet

			(Practical)			
5.1 Explain the Concept of Primary health care.						
5.2 Enumerate the components of Primary Health Care						
5.3 Explain health-illness continuum.						
5.4 Define Problem solving.						
5.5 Explain steps in problem solving and decision making process.						
5.6. Explain critical and reflective thinking						

General Objective 6.0: Know the importance of quality care in Midwifery Practice						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
6.1 Define Quality Care. 6.2 Enumerate elements of quality care. 6.3 Discuss the elements of Quality Care 6.4 Describe the technical competencies of care providers in Midwifery Practice. 6.5 Explain the factors that enhance quality care in Midwifery practice, e.g. code of ethics, facilities, staffing, infrastructure etc.	<ul style="list-style-type: none"> • Lecture • Discussion • Assignment • Questions and answers • Brainstorming 	<ul style="list-style-type: none"> • Book, Journals • White board • Marker • Charts • Diagrams 				Assignment Test Examination

HND NURSING II**SEMESTER: FIRST**

PROGRAMME: HND NURSING II				
COURSE: NORMAL MIDWIFERY				
COURSE CODE: NUR 416				
DURATION (Hours/Week)	Lecture: 2 Hrs	Tutorial: -	Practical: 2 Hrs	Total Contact Hours: 4 Hours 60 Hours
CREDIT UNIT: 4				
GOAL: This course is designed to provide the students with the knowledge and skills for management of normal pregnancy, labour, puerperium and care of the neonate.				
GENERAL OBJECTIVES: At the end of the course, students should be able to:				
1.0 Understand the process of pregnancy and prenatal care.				
2.0 Know the process of labour and child birth.				
3.0 Understand the process of puerperium and its physiological changes.				
4.0 Know the application of nursing process in the care of clients during pregnancy, labour and puerperium.				

PROGRAMME: HND NURSING II						
COURSE: NORMAL MIDWIFERY			Course Code: NUR 416	Total Contact Hours: 60 Hours		
COURSE SPECIFICATION: Theory/Practical						
General Objective 1.0: Understand the process of pregnancy and prenatal care.						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
1.1 Discuss Preconception, Counseling and Care 1.2 Define the terms pregnancy and prenatal care. 1.3 Describe the physiological changes in the various systems during pregnancy such e.g. • Reproductive System, circulatory, urinary etc. 1.4 List the presumptive, probable and positive signs of pregnancy. 1.5 Identify the cultural and socio-economic factors that can affect childbearing process • Motherhood/fatherhood role • Mother/child relationship • Husband/wife relationship	<ul style="list-style-type: none">• Lecture• Discussion• Group Work• Practical Demonstration	<ul style="list-style-type: none">• Whiteboard Marker• Books• Charts• Video/Slides• Overhead Projectors	1.0 Carry out physical examination of the pregnant woman e.g. height, weight, gait etc. <ul style="list-style-type: none">• Conduct abdominal examination following the steps.<ul style="list-style-type: none">• Inspection• Palpation• Auscultation.• Carry out pelvic assessment at first visit and at 36 weeks. 1.8. Use antenatal risk assessment form (ARAF) to identify risk	<ul style="list-style-type: none">• Demonstrate physical examination using Delivery Phantom/or a pregnant client in the ANC.• Demonstrate abdominal examination using model or pregnant mother.• Return demonstration.	<ul style="list-style-type: none">• Tape Rule• Height Scale• Weighing Scale• Fetal Stethoscope• Manikin• Pregnant client• Video clips on physical examination of a pregnant women• Multimedia projector• Laptop• Pelvi meter• Doll and Pelvis• ARAF• Pregnant client	Assignment Test Examination

<p>1.6 Describe family adaptation to pregnancy e.g. acceptance of pregnancy.</p> <p>1.7 Outline disorders and complications of pregnancy e.g. minor (heartburn) major (hyperemesis gravidarum). etc</p> <p>1.8 Outline the aims and objectives of prenatal care.</p> <p>1.9 Explain process of prenatal care</p> <p>1.10 Discuss antenatal care.</p> <ul style="list-style-type: none"> • History taking, • Physical examination, Abdominal examination: Palpation Auscultation, Percussion, etc • Laboratory investigations e.g PCV, FBC, HIV, VDRL, Urinalysis, Blood grouping and genotype, Pelvic, assessment, Identification of at risk patients. • Describe antenatal risk assessment form 			<p>conditions like Anaemia in pregnancy, pregnancy induced hypertension. Etc</p>			
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1.11 Describe birth preparedness and complication readiness.						
General Objective 2.0: Know the process of labour and childbirth						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
2.1 Define labour and normal labour. 2.2 Differentiate between true and false labour 2.3 Describe the physiology of true labour. 2.4 List and explain the stages of labour. 2.5 Describe the mechanism of normal labour. 2.6 Identify the equipment / instruments required in the preparation of delivery room. 2.7 Explain infection control in midwifery practice using Universal precaution. 2.8 Describe the	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration using cervical board • Demonstration of mechanism of labour 	<ul style="list-style-type: none"> • Text Book • Cervical Board • Model • Doll and Pelvis • Multimedia projector • Laptops 	2.1 Conduct delivery 2.2 Perform episiotomy. 2.3 Carry out delivery of the placenta by controlled cord traction. 2.4 Demonstrate mechanism of labour 2.5 Set delivery trolley 2.6 Carry out urine analysis 2.7 Demonstrate vulva swabbing technique 2.8 Carry out vaginal examination. 2.9 Manage a woman in 1 st and second stage of labour. 2.10 Use partograph in	<ul style="list-style-type: none"> • Perform urinal analysis • Demonstration vulva swabbing • Demonstrate vaginal examination using a model. • illustrates how to plot on the partograph. • Demonstrate mechanism of labour • Demonstrate the management of delivery. • demonstrate/illustrates how to perform episiotomy. • use the Phantom & Placenta model in demonstrating delivery of 	<ul style="list-style-type: none"> • Models • Vaginal Model • Gloves • Antiseptic • Cervical Dilatation Board • Partograph forms • Pencils • Delivery equipment e.g. delivery kit, drug (oxytocin / ergometrine) kidney dishes. • Delivery phantom • Doll & Pelvis • Inj. Oxytocin • Vulva Model • Local anaesthetic agent (Xylocaine) • Non 	Assignment Test Examination

<p>assessment of a patient/client in first stage of labour.</p> <p>First Stage of Labour</p> <p>2.9 Explain the physiology of first stage of labour.</p> <p>2.10 Describe the process of vaginal examination.</p> <p>2.11 Explain the use of partograph in labour.</p> <p>2.12 Explain methods/types of relief of pain in labour.</p> <p>2.13 State possible effects of analgesics and anaesthesia on mother and baby.</p> <p>Second stage of labour</p> <p>2.14 Explain the physiology of second stage of labour.</p> <p>2.15 Describe the management of second stage of labour.</p> <p>2.16 State the positions used in labour.</p> <p>2.17 Describe the conduct</p>	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration 	<ul style="list-style-type: none"> • Multimedia projector • Laptops • Film clips on management of second stage of labour. • Film clips on episiotomy 	<p>managing a woman in labour.</p>	<p>placenta by controlled cord traction.</p> <ul style="list-style-type: none"> • Return demonstration by student 	<p>pharmacological method of relieving pain</p> <ul style="list-style-type: none"> • Phartom • Placenta Model • Receiver 	
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of normal delivery.						
2.18 Define episiotomy.						
2.19 Explain indications, types and procedure for episiotomy.						
2.20 Describe repair of episiotomy						
2.21 Explain the immediate care of the newborn.						
Third Stage of Labour						
2.22 Discuss the physiology of third stage of labour.						
2.23 Identify signs of third stage of labour.						
2.24 Describe mechanism of placental separation.						
2.25 Describe active management of third stage of labour.						
2.26 Describe placental examination.						
Fourth Stage of Labour						
2.27 Define the stage						
2.28 Describe monitoring of blood loss						
2.29 Describe methods of measuring blood loss.						

2.30 Discuss Inspection of perineum and repair						
2.31 Describe initiation of lactation.						
2.32 Identify complications in mother and baby						
2.33 Describe the examination of the baby (head to toe)						
2.34 Reporting and referral						
2.35 Outline the Nurse's responsibility in reporting and referral of clients.						

General Objective 3.0: Understand the process of puerperium and its physiological changes.						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
3.1 Define puerperium 3.2 Describe the anatomical, physiological and psychological changes in puerperium 3.3 Describe the immediate physical and psychological postpartum care. 3.4 Explain the Nursing and medical management of the mother and child during postpartum period. 3.5 Describe the postnatal follow up and care of a new mother. 3.6 Outline the health	<ul style="list-style-type: none"> Lecture Discussion Questions and Answers Assignments Demonstration 	<ul style="list-style-type: none"> Multimedia Projector Laptops Delivery Phantom 	3.5 Carry out post natal examination on a new mother. - Teach a new mother how to position baby for effective breast feeding.	demonstrates steps in post natal examination on a postnatal mother. <ul style="list-style-type: none"> uses a new mother in the postnatal clinic to demonstrate breast feeding. 	<ul style="list-style-type: none"> Measuring Ruler or Tape Rule Post natal clients. 	Assignment Test Examination

teaching, guidance and instruction given to the puerperal woman in puerperium 3.7 Explain the concepts of referral to infant welfare clinic and family planning clinic in postnatal period. 3.8 Identify the roles and responsibilities of a Midwife in prenatal,intra natal and puerperium periods						
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General Objective 4.0: Know the application of nursing process in care of clients during pregnancy, labor and puerperium.						
Specific Learning Objectives	Teachers' Activities	Resources	Specific Learning Objectives	Teachers' Activities	Remarks	Evaluation
4.1 Utilize nursing process approach in the care of pre-natal period. 4.2 Utilize nursing process approach in the management of clients in labour. 4.3 Utilize nursing process approach in managing clients in puerperium	<ul style="list-style-type: none"> Lecture Discussion Illustration Demonstration Return demonstration Guide students to develop nursing care plan at every stage of labour 	<ul style="list-style-type: none"> Whiteboard/ Marker Nursing process booklet Pen, biro, rule 	4.1 Utilize nursing process approach in the care of pre-natal patients. 4.2 Utilize nursing process approach in the management of patients in labour. 4.3 Utilize nursing process approach in managing client in puerperium	<ul style="list-style-type: none"> Lecture Discussion Illustration Demonstration Return demonstration Guide students to develop nursing care plan at every stage of labour 		-Test -Examination -Quiz

HND NURSING II**SEMESTER: FIRST**

PROGRAMME: HND NURSING II				
COURSE: INFANT				
COURSE CODE: NUR 417				
DURATION: (Hours/Week)	Lecture: 2 Hrs	Tutorial: -	Practical: 2 Hrs	Total Contact Hours: 4 Hours 60 Hours
CREDIT UNIT: 4				
GOAL: This course is designed to enable the students understand normal and abnormal physiological changes at different stages of growth and development of the infant and the skills required to provide care to these infants.				
GENERAL OBJECTIVES: At the end of the course, students should be able to:				
1.0 Know the features of a normal newborn.				
2.0 Know the physical, behavioural and neurological assessment of the new born.				
3.0 Know how to motivate mothers on breast feeding.				
4.0 Know supportive care, appropriate counseling and education of the family in the art of parenting, infant care and provision of social and medical services.				
5.0 Know the conditions / complications that affect the new born and their management.				
6.0 Know how to Counsel mothers/families on these conditions and their prevention.				

PROGRAMME: HND NURSING						
COURSE: INFANT			Course Code: NUR 417		Total Contact Hours: 60Hours	
Course Specification: Theory/Practical						
General Objective 1.0: Know the features of a normal newborn.						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
1.1 Explain the term newborn. 1.2 List the features of the newborn. 1.3 Describe the transition from intra to extra uterine life. 1.4 State physiological chemical and structural changes in the newborn e.g. changes in Respiratory, Cardiovascular and Urinary systems etc. 1.5 Identify deviations from normal physiological	<ul style="list-style-type: none">• Lecture• Discussion• Assignments on the various topics	<ul style="list-style-type: none">• Magnetic Board• Markers• Multimedia projector• Laptops• Video clip on care of the new born• Text books• E-Library• Mucus extractor• Ambu bag• Bud syringe• Weighing scale• Measuring tape• Palter hammer• Charts/postp ose	1.6 Demonstrate assessment of the newborn using APGAR Score. 1.7 Demonstrate care of the Umbilical cord	<ul style="list-style-type: none">• Demonstration• Return demonstrations	<ul style="list-style-type: none">• Models• Suctioning machine• Oxygen and other apparatus• Mucus Extractor• Plain sheets for record & documenta tion of findings.• Cotton wool• Sterile water / normal saline	Assignment Test Examination

changes in the newborn.						
1.6 Describe the assessment of the new born, using Apgar scoring.						
1.7 Describe the resuscitation of the Newborn.						
1.8 Explain initial and subsequent assessment of the new born.						

General Objective 2.0: Know the physical, behavioural and neurological assessment of the newborn						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
2.1 Explain physical assessment of the new born. 2.2 Describe the behavioural assessment of the new born. 2.3 Describe neurological	<ul style="list-style-type: none"> • Lecture • Discussion • Question • Assignments on topics 	<ul style="list-style-type: none"> • Magnetic Board • Markers • Multimedia projector • Laptops • Video clip on care of the new born • Text books • E-Library • Mucus extractor 	2.1 Carry out general examination of the new born <ul style="list-style-type: none"> • Weighing newborn • Measure head circumference , abdominal girth and length of the baby using tape 	<ul style="list-style-type: none"> • Demonstration • Return demonstrations 	<ul style="list-style-type: none"> • Neurological examination tray with: <ul style="list-style-type: none"> • Kidney • Cotton wool • Pins • Spirit • Pen • Touch • Rectal 	Assignment Test Examination

assessment of the new born.		<ul style="list-style-type: none"> • Ambu bag • Buld syringe • Weighing scale • Measuring tape • Patellar hammer • Charts/postp ose 	<ul style="list-style-type: none"> • Take rectal temperature 2.3 Carry out neurological assessment of the new born.		<ul style="list-style-type: none"> • Thermometer • Model of a baby 	
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General Objective 3.0: Know how to motivate mothers on breast feeding.						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
3.1 Explain the physiology of lactation. 3.2 Explain initiation and act of breast feeding. 3.3 Describe Baby Friendly Initiative. 3.4 Explain exclusive Breastfeeding 3.5 Outline the steps of successful breastfeeding 3.6 Describe the	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Questions and answers • Assignment to students 	<ul style="list-style-type: none"> • Models • Charts • Visit to the post natal wards 	3.2 Counsel mother on exclusive breast feeding. demonstrate attachment and positions used in breast feeding	<ul style="list-style-type: none"> • Demonstration • Return demonstrations 	Multimedia projectors Laptops Video clips on breast feeding	Assignment Test Examination

breast milk substitute 3.7 Describe supervision, support and care of breast feeding mother. 3.8 Explain tube feeding 3.9 Explain supplementary feeding 3.10 Explain to mother the advantages of exclusive breast feeding.						
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General Objective 4.0: Know supportive care, appropriate counseling and education of the family in the art of parenting, infant care and provision social and medical services.						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
4.1 Explaining counseling and art of parenting 4.2 Enumerate the evaluation process and discharge from the health facility. 4.3 Explain the care of the infant at home. 4.4 Identify the	<ul style="list-style-type: none"> • Lecture • Discussion • Questions • Assignments • Role play 	<ul style="list-style-type: none"> • Magnetic Board • Marker • Posters • Lecture Notes • E-Library • Journals & Periodicals • Textbooks 	4.3 Counsel mother on harmful social cultural and traditional practice.			Assignment Test Examination

<p>harmful</p> <p>4.5 traditional and cultural practices</p> <p>4.6 Discuss the prevention of harmful traditional /cultural practices</p> <p>4.7 Explain the concept of home visiting after discharge from hospital.</p> <p>4.8 Describe the concept of family adjustments.</p> <p>4.9 State the functions of child health clinics.</p> <p>4.10 Explain the process of referral in child health clinic and follow up care.</p>						
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General Objective 5.0: Know the conditions/complications that affect the Newborn and their managment						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
5.1 Asphyxia Neonatorum	<ul style="list-style-type: none"> Lecture Discussion 	<ul style="list-style-type: none"> Text books Posters 	5.1 Assess new born for degree	<ul style="list-style-type: none"> Demonstration and 	<ul style="list-style-type: none"> APGAR score 	Assignment Test

<ul style="list-style-type: none"> - Define asphyxia neonatorum - Enumerate causes - Describe the clinical manifestation of Asphyxia Neonatorum - Discuss Management of Asphyxia Neonatorum using Nursing process approach 	<ul style="list-style-type: none"> • Questions and answers • Lecture • Discussion 	<ul style="list-style-type: none"> • Magnetic Board • Marker • Multimedia projectors • Film clips on the abnormalities 	of asphyxia 5.2 Conduct physical examination of the newborn <ul style="list-style-type: none"> • Resuscitate new born with asphyxia • Perform physical examination of the new born to rule out abnormalities in 5.2,5.3 and in 5.8, in the theory 	return demonstration <ul style="list-style-type: none"> • Discuss physical examination • Perform resuscitation 	chart <ul style="list-style-type: none"> • Stethoscope • Relia • Doll • Suction machine • Bulb syringe / mucus extractor • Resuscitator • O₂ • Angle poise lamp • Drugs 	Examination
5.2 Describe the abnormalities associated with birth injuries internal -Intracranial injuries, rupture of the liver External e.g cephalhaematoma, caput succedaneum, dislocation and fractures	<ul style="list-style-type: none"> • Lecture • Discussion • Lecture • Lecture • Lecture 	<ul style="list-style-type: none"> • Diagram • Textbooks • Diagram • Textbooks • Diagram • Textbooks • Diagram 				
5.3 Describe congenital abnormalities and Genetic malformations -Describe congenital abnormalities such as Skeletal abnormalities -Central Nervous System abnormalities Hydrocephaly Anencephaly Microcephaly -Musculo skeletal Disorders such as Ameli/comelia, Talipes equinovarus/calcaneovagus Polydactyly/syndactyly	<ul style="list-style-type: none"> • Lecture/Discussion • Lecture/Discussion 	<ul style="list-style-type: none"> • Magnetic Board • Marker • Show Diagram of the conditions in textbook 				

-Soft Tissue Abnormalities -Congenital Heart Disease e.g Tetraology of fallot -Genitourinary disorder Hypospasia/Epispadia -Gastrointestinal disorder Cleft lip and cleft palate -Chromosomal Abnormalities Inborn errors of metabolism Jaundice Babies of HIV positive mothers		<ul style="list-style-type: none"> • Magnetic Board • Marker • Textbooks • Charts 				
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5.4 Describe chromosomal abnormalities <ul style="list-style-type: none"> • Explain the different types of chromosomal abnormalities such as: <ul style="list-style-type: none"> • Trisomy 13 • Trisomy 18 • Trisomy 21 or Down's Syndrome, • In born errors of metabolism such as phenylketonuria. • Discuss the 	<ul style="list-style-type: none"> • Lecture • Discussion <ul style="list-style-type: none"> • Lecture Demonstrate tube feeding • Lecture • Discussion • Demonstration 	<ul style="list-style-type: none"> • Magnetic Board • Marker <ul style="list-style-type: none"> • Magnetic Board • Marker <ul style="list-style-type: none"> • Magnetic Board • Charts • Model • Ryles Tube- 	5.1 Conduct physical examination on how to detect abnormalities in section 5 in the theory Apply Nursing Process to identify abnormalities and manage conditions in 5.5-5.9 Demonstrate the use of Naso Gastric tube	<ul style="list-style-type: none"> • Perform physical examination of the new born • Demonstration 	<ul style="list-style-type: none"> • Nursing process booklet • Pencil • eraser • Biro • Ruler • Relia • Good source of light • Diagnostic set 	Assignment Test Examination
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nursing management of patient with chromosomal abnormalities		Infant size	feeding			
5.5 High risk infant, diagnosis, medical and nursing management	<ul style="list-style-type: none"> • Lecture • Demonstration of resuscitation measures 	<ul style="list-style-type: none"> • Syringe • Spigot • Breast Milk etc. 	5.6 Counsel mother/family on the care of baby with abnormal conditions in 5.25.			
5.6 Infection, Jaundice, Oral thrush, Omphalitis		<ul style="list-style-type: none"> • Magnetic Board • Marker • Model • Equipment 				
5.7 Addiction Syndrome- Drug addiction in the Neonate, foetal alcohol syndrome	<ul style="list-style-type: none"> • Lecture/Discussion 	<ul style="list-style-type: none"> • Magnetic Board • Marker 				
5.8 Sudden Infant Death Syndrome	<ul style="list-style-type: none"> • Lecture/Discussion 	<ul style="list-style-type: none"> • Magnetic Board • Marker 				
5.9 Describe the diagnostic procedures for the conditions in 5.3 above.	<ul style="list-style-type: none"> • Lecture/Discussion 	<ul style="list-style-type: none"> • Magnetic Board 				
5.10 Apply the nursing process in the management of the conditions in 5.3 above.	<ul style="list-style-type: none"> • Lecture/Discussion 	<ul style="list-style-type: none"> • Markers 				
5.11 Discuss how to counsel mother, family on these conditions, complications that affect the newborn and their preventions						
5.12 Describe the diagnostic procedures						

for the conditions in 5.6 above.						
5.13 Discuss nursing care in the management of the conditions in 5.6 above.						
5.14 Describe pre and post-term infants.						
5.15 Describe tube feeding						
5.16 Identify infants with respiratory distress syndrome.						
5.17 Identify babies of HIV positive mothers.						
5.18 Describe the following infections that affect the new born <ul style="list-style-type: none"> - Jaundice - Oral Thrush - Omphalitis, - Broncho-pneumonia - Neonatal Tetanus - Ophthalmic Neonatorum - Pemphigus Neonatorum - Septic spot 						
5.19 Manage the infections in 5.13 above using the Nursing process.						
5.20 Explain addiction						

<p>syndromes like:</p> <ul style="list-style-type: none"> • Drug addiction in the neonate • Foetal Alcohol Syndrome <p>5.21 Describe sudden infant death syndrome</p> <p>5.22 List the causes of the syndrome in 5.15 above.</p> <p>5.23 Apply Nursing process in the management of Patients with the syndrome in 2.15 above.</p> <p>5.24 Counsel mothers on the prevention of abnormal Conditions /complications in newborn.</p>						
General Objective: 6.0 Know how to counsel mothers and families on these conditions and their preventions						
<p>6.1 Explain process of counseling</p> <p>6.2 Explain the skills required by a Counselor</p> <p>6.3 List tools required for counseling</p> <p>6.4 Describe the procedures required in various counseling sessions.</p>			<p>6.1 Conduct practical counseling sessions for family mothers/family members on prevention and management of various newborn abnormalities and conditions.</p>			

HND NURSING II**SEMESTER: FIRST**

PROGRAMME: HND NURSING II				
COURSE: PHARMACOLOGY IN MIDWIFERY				
COURSE CODE: NUR 418				
DURATION: (Hours/Week)	Lecture: 1 Hr	Tutorial: 0 Hr	Practical: 1 Hr	Total Contact Hours : 2 Hrs (30 Hours)
CREDIT UNIT: 2				
GOAL: This course is designed to acquaint the students with the knowledge of drugs used in Midwifery Practice.				
GENERAL OBJECTIVE: At the end of the course, the students should be able to:				
1.0 Know the common drugs used in Midwifery Practice				
2.0 Understand pharmacological and alternative methods of pain relief in midwifery practice.				

PROGRAMME: HND NURSING II						
COURSE:PHARMACOLOGY IN MIDWIFERY			Course Code: NUR 418		Total Contact Hours : 30 Hours	
Course Specification: Theory/Practical						
General Objective 1.0 Know the common drugs used in Midwifery						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
1.1Discuss drug concept and drug revolving fund 1.2 Identify drugs used for common pregnancy disorders e.g. Morning sickness, Heartburn etc. 1.3 Identify drugs used for other conditions above e.g. • Malaria • Anaemia • Pregnancy induced Hypertension, etc 1.4 Identify drugs used in Labour Management such as: (i) Normal Labour (ii) Complicated Labour	Lecture Discussion Lecture Discussion Lecture Discussion	• Text books • Multimedia projector • Laptops • Charts • Posters • Drug samples • Magnetic Board • Marker • Recording chart • Contraceptive Pills • Antiseptics	1.2 Identify drugs used for common pregnancy disorders e.g. Morning sickness, heart Burn etc. 1.3 Identify drugs used for other conditions above e.g. • Malaria • Anaemia • Pregnanc y induced Hyperten sion etc 1.4 Identify measur es for managi ng			

<p>1.5 Identify drug use in Resuscitation of the mother and the Newborn.</p> <p>1.6 Identify drugs used in the treatment of Immunological conditions.</p> <p>1.7 Discuss immunization schedule for mother and baby.</p> <p>1.8 List the drugs to be administered independently by the Midwife during pregnancy, labour and puerperium.</p> <p>1.9 Identify other drugs that can be used in Midwifery practice such as</p> <ul style="list-style-type: none"> - Contraceptives - Antiseptics and Disinfectants - Oral Rehydration salt - Anti-retroviral Drugs. 	<p>Demonstration</p> <p>Show the drugs</p>		<p>normal and complicated labour</p> <p>1.5 Identify Resuscitative drugs for the mother and the Newborn</p> <p>1.6 . Identify other drugs that can be used in Midwifery practice such as</p> <ul style="list-style-type: none"> - Contrace 			
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			ptives - Antiseptics and Disinfectants - Oral Rehydration salt Anti-retroviral Drugs.			
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General Objective 2.0 Understand the pharmacological and alternative methods of pain relief in Midwifery Practice						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
2.1 Define pain. 2.2 Explain the theories and mechanism of pain. 2.3 Describe ascending and descending pain pathways. 2.4 Outline factors influencing pain threshold 2.5 Describe management of pain in Midwifery practice using: (a) Obstetric Analgesia (b) Inhalational Analgesia	<ul style="list-style-type: none"> Lecture Discussion Lecture Demonstration Lecture Discussion Lecture 	<ul style="list-style-type: none"> Text books Multimedia projector Laptops Charts Posters Drug samples Magnetic Board Markers 	Manage pain in Midwifery: - Labour 1 st Stage 2 nd Stage 3 rd Stage 4 th Stage -			Assignment Test Examination

(c) Intravenous Analgesia (d) Regional Analgesia 2.6 Outline the role of the Midwife in pain management during labour and puerperium. 2.7 Enumerate the role of the Midwife in the care of patient on local and general anesthesia. 2.8 Identify alternative methods of pain relief.	<ul style="list-style-type: none"> • Discussion • Lecture • Discussion • Lecture and Discussion • Lecture and Discussion • Lecture • Discussion • Questions and answers 					
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HND NURSING II**SEMESTER: FIRST**

PROGRAMME: HND NURSING II				
COURSE: SOCIOLOGY OF THE FAMILY				
COURSE CODE: NUR 419				
DURATION: (Hours/Weeks)	Lecture: 2 Hrs	Tutorial: -	Practical: 1 Hr	Total Contact Hours: 45 Hours
CREDIT UNIT: 3				
GOAL: This course is designed to enable students to understand the family as the basic unit of society and acquaint them with its position in both industrial and non-industrial society.				
GENERAL OBJECTIVES: At the end of the course, the students should be able to:				
1.0 Understand the family as a social institution in which the most intimate relationship occurs.				
2.0 Know the position of the family in non-industrial societies.				
3.0 Understand the important roles that the family performs in industrial growth.				
4.0 Know the social responsibilities and task of family members.				
5.0 Know the traditional position of the woman in society and how it has changed.				
6.0 Understand the importance of the small family unit.				
7.0 Understand the need for family planning as a mechanism for birth control.				
8.0 Understand the objectives of the Federal Government population policy and health campaign programme.				
9.0 Understand the concepts and procedures for Home Visiting				
10.0 Know follow-up and Rehabilitative care of patient's discharged from Hospitals.				

PROGRAMME: HND NURSING II						
COURSE: Sociology of the Family			Course Code: NUR 419		Total Contact Hours: 45 Hours	
Course Specification: Theory						
General Objective 1.0: Understand the family as a social institution in which the most intimate relationship occurs.						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
<u>The Family</u> 1.1 Define the concept of family, kinship and marriage. 1.2 State the different types of marriage contracts 1.3 Explain marriage types- monogamy, polygamy (polygyny, polyandry), ghost marriage, levirate marriage. 1.4 Explain systems of inheritance	<ul style="list-style-type: none">• Lecture• Discussion• Brainstorming• Questions and answers• Assignments	<ul style="list-style-type: none">• White board/ Markers• Charts• Text books• Audio visuals• Journals• Multimedia projector and accessories				Assignment Test Examination

General Objective 2.0: Know the position of the family in non-industrial societies						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
<u>Functions of the Family</u> 2.1 Explain the role of the family in community development 2.2 Explain family economic roles	<ul style="list-style-type: none"> • Lecture • Discussion • Brainstorming • Questions and answers • Assignments 	<ul style="list-style-type: none"> • White board • Markers • Charts • Text books • Audio visuals • Journals • Multimedia projector and accessories 				Assignment Test Examination

General Objective 3.0: Understand the important roles that the family performs in industrial growth.						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
Family Role in Industrial Growth 3.1 Identify the roles a family plays in industrial growth. 3.2 State the universal effects of industrialization on the family.	<ul style="list-style-type: none"> • Lecture • Discussion • Brainstorming • Questions and answers • Assignments • Group work 	<ul style="list-style-type: none"> • White board • Markers • Charts • Text books • Audio visuals • Journals • Multimedia projector and accessories 				Assignment Test Examination

General Objective 4.0: Know the social responsibilities and tasks of family members.						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
The Family and Socialization Process 4.1 Explain the role of the family in the socialization Process. 4.2 Explain the Nigerian attitudes to child-upbringing e.g. permissiveness, restrictiveness, male preference, large family size, early marriage, child neglect.	<ul style="list-style-type: none"> • Lecture • Discussion • Brainstorming • Questions and answers • Assignments • Group work • Role play 	<ul style="list-style-type: none"> • White board • Markers • Charts • Text books • Audio visuals • Journals • Multimedia projector and accessories 				Assignment Test Examination

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General Objective 5.0: Know the traditional position of women in the society and how it has changed						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
The Changing Role of women in the Society 5.1 Analyse the economic role of modern women. 5.2 Analyse the roles of women in various professions. 5.3 Assess their political roles – recognition, title, bread winners, political leadership etc.	<ul style="list-style-type: none"> • Lecture • Discussion • Brainstorming • Questions and answers • Assignments • Group work • Role play 	<ul style="list-style-type: none"> • White board • Markers • Charts • Text books • Audio visuals • Journals • Multimedia projector and accessories 				Assignment Test Examination

General Objective 6.0: Understand the importance of the small family unit						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
Family Size 6.1 Identify the advantages and disadvantages of the large family unit.	<ul style="list-style-type: none"> • Lecture • Discussion • Brainstorming • Questions and answers • Assignments • Role play 	<ul style="list-style-type: none"> • White board • Markers • Charts • Text books • Audio visuals • Journals 				Assignment Test Examination

6.2 Enumerate the advantages and disadvantages of the small family unit relative to the provisions of: good education, good health, high standard of living etc.	<ul style="list-style-type: none"> Group work 	<ul style="list-style-type: none"> Multimedia projector and accessories Interactive Board 				
6.3 Identify the various socio- economic, political and cultural changes that affect family size.						

General Objective 7.0: Understand the need for family planning as a mechanism for birth control						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
Family Planning 7.1 Identify social reaction to family planning 7.2 Enumerate the advantages of family planning 7.3 Describe the various methods of family planning and the role of the health care provider in family	<ul style="list-style-type: none"> Lecture Discussion Brainstorming Questions and answers Assignments Role play Group work 	<ul style="list-style-type: none"> White board Markers Charts Text books Audio visuals Journals Multimedia projector and accessories Interactive Board 				Assignment Test Examination

planning.						
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General Objective 8.0: Understand the objectives of the Federal Government population policy and health campaign programme.						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
Population policy of Nigeria 8.1 Explain current population explosion and its consequences on socio-economic, system and health planning 8.2 List the objectives of the Federal Government policy on population. 8.3 List the advantages and disadvantages of the population policy. 8.4 Explain Federal Government concern for increasing Family Planning Services Utilization	<ul style="list-style-type: none"> • Lecture • Discussion • Brainstorming • Questions and answers • Assignments • Group work • Role play 	<ul style="list-style-type: none"> • White board • Markers • Charts • Text books • Audio visuals • Journals • Multimedia projector and accessories • Interactive Board 				Assignment Test Examination

General Objective 9.0: Understand the concepts and procedures for Home Visiting.						
Specific Learning	Teachers'	Resources	Specific Learning	Teachers'	Resources	Evaluation

Objectives (Theory)		Activities		Objectives (Practical)	Activities		
9.1	Explain the concept of home visiting.	<ul style="list-style-type: none"> • Lecture • Discussion • Brainstorming • Questions and answers • Assignments • Group work • Role play 	<ul style="list-style-type: none"> • White board • Markers • Charts • Text books • Audio visuals • Journals • Multimedia projector and accessories • Interactive Board 				Assignment Test Examination
9.2	Highlight the roles of a Public Health Nurse in Home Visiting.						
9.3	Explain the importance of home visiting.						
9.4	List common health problems in the family/community						
9.5	Explain the contribution of the family in solving their health problems.						

General Objective 10.0: Know follow-up and Rehabilitative care of patients' discharged from Hospital.

Specific Learning	Teachers' Activities	Learning Resources	Specific Learning Objectives	Teachers' Activities	Resources	Evaluation
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Objectives (Theory)			(Practical)			
10.1 Explain the concept of follow-up and rehabilitation	<ul style="list-style-type: none"> • Lecture • Discussion • Brainstorming • Questions and answers • Assignments • Group work • Role play 	<ul style="list-style-type: none"> • White board • Markers • Charts • Text books • Audio visuals • Journals • Multimedia projector and accessories • Interactive Board 	Demonstrate the care of a patient/client discharged from hospital.			Assignment Test Examination
10.2 Explain the stages of rehabilitation.						
10.3 State the types of rehabilitation.						
10.4 State the advantages of follow-up and rehabilitation.						

HND NURSING II**SEMESTER: SECOND**

PROGRAMME:		HND NURSING II		
COURSE:		ENTREPRENEURSHIP DEVELOPMENT		
CODE:		EED 413		
DURATION: (Hours/Week)	Lecture: 2 Hrs	Tutorial: 0 Hrs	Practical: 2 Hrs	Total Contact Hours: 60 Hours
CREDIT UNITS:	4			
GOAL:	This course is designed to enable the student to acquire knowledge and skills, competencies, understandings and to be innovative, creative and successfully manage personal, community, business and work opportunities.			
GENERAL OBJECTIVES:	On completion of this course, the student should be able to:			
1.0	Know the history and government efforts in promoting entrepreneurship development in Nigeria			
2.0	Understand the role of personal savings and portfolio investment in National Economic Development			
3.0	Understand various life skills needed by an entrepreneur			
4.0	Understand the various sources of information for entrepreneurship development			
5.0	Know the roles of commercial and development banks in small scale industrial development.			
6.0	Know the functions of various support agencies in small and medium scale industrial development.			
7.0	Understand the activities of different industrial associations in relation to entrepreneurship.			
8.0	Know the functional areas of business			
9.0	Understand the need for business planning.			
10.0	Understand the strategies for consolidation and expansion of a business enterprise			
11.0	Understand the need for management and business succession plan			

PROGRAMME: HND NURSING II							
COURSE: ENTREPRENEURSHIP DEVELOPMENT							
CODE: EED 413							
COURSE SPECIFICATION: Theory/Practical							
General Objectives 1.0 : Know the history and government efforts in promoting entrepreneurship development in Nigeria							
Specific Learning Objectives		Teachers Activities	Learning Resources	Specific Learning Objectives	Teachers Activities	Learning Resources	Evaluation
1.1	Define an Enterprise	I. Introduce the terms:	Textbooks Classroom resources	1.2 Identify features of the types of enterprises identified.	Guide students to research into different forms of enterprises.	Use of internet and relevant video clips	Quiz Test Assignment
1.2	Identify different forms of Enterprises	Enterprise Entrepreneurship		1.3 Identify entrepreneurial traits, characteristics and qualities.	Invite a successful entrepreneur to give a talk on traits for successful entrepreneurship.	Guest speakers from successful businesses	
1.3	Classify the different forms of enterprises into: private vs. public Profit vs. non-profit, Formal vs. informal, Individual vs. community Local vs. foreign, Business vs. social, Small vs. large Manufacturing vs. service, Consumer vs. industrial, etc.	II. Explain the historical development and role of entrepreneurship in enterprise creation in Nigeria.		1.4 Identify successful entrepreneurs in Nigeria.	Guide students to search the web on comparative study of entrepreneurship.		
1.4	Narrate the history of entrepreneurship development	III. Compare and Contrast, using a relevant film, entrepreneurship in Nigeria with other Countries of the world. IV. List support		1.5 Write a brief comparison of entrepreneurship in Nigeria with either Japan or Korea			

1.5	in Nigeria. Compare the success and impact of entrepreneurship in Nigeria with other Countries of the world: Japan, India, China, Malaysia, South Korea, etc.	agencies for SME's in Nigeria-NEPC, IDCs, BOI, NACRDB etc V. Explain government policy on financing SME's					
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General Objective 2.0 Understand the role of personal savings and portfolio investment in National Economic Development						
Specific Learning Objectives	Teachers Activities	Learning Resources	Specific Learning Objectives	Teachers Activities	Learning Resources	Evaluation
2.1 Define the following; Income, expenditure and savings. 2.2 Explain the role of savings in starting and sustaining businesses. 2.3 List the benefits of interest. 2.4 Explain personal financial planning and management 2.5 Explain shopping habits. 2.6 Explain tax paid on income that people earn and how income tax is calculate	I.Explain savings II.Explain how savings are channeled into productive ventures III. Explain the benefits of interest. IV. Explain the role of budgeting in	Textbooks, journals and other publications.	2.1 Calculate interest rates. 2.2 Develop personal budget for one month. 2.3 Create a spreadsheet for a budget 2.4 Interpret financial reports 2.5 Describe other investments such as in real estate or stock trading	Show various methods of computing interest Guide students to develop a personal budget for one month Guide students to create a spreadsheet for a budget Guide students on how to read and interpret financial reports annual reports	Textbooks, journals and other publications, computer.	Quiz Test Assignment Examination

	personal economics V. Describe shopping habits VI. Analyze portfolio investment. VII. Explain thrift societies and how they operate VIII. Explain Tax, and how Personal Income Tax is calculated .			and accounts of quoted companies/institutions Expose students to real estates and commodity trading as other forms of investment visit stock/commodity Exchange		
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General Objective 3.0: Understand various life skills needed by an entrepreneur							
Specific Learning Objectives		Teachers Activities	Learning Resources	Specific Learning Objectives	Teachers Activities	Learning Resources	Evaluation
3.1	Identify the characteristics of an entrepreneur .	I. Explain the characteristics of an entrepreneur.		3.1	Analyse a diagram of communication process.		Quiz Test Examination
3.2	Define Communicati	II. Explain communication, its types, process and role in an		3.2	Demonstrate skills for teamwork		

3.3	on. Explain the role of Communication in an enterprise.	enterprise. III. Explain teamwork, team spirit, characteristics of teams, and benefits of team work.		3.3 3.4 3.5	Demonstrate leadership skills. Prepare a daily routine of personal activities. Set achievable targets for self.	communication Organise students into group. Assign each team a responsibility that will enable them demonstrate team work/spirit. Let them select their leaders. Invite a seasoned Administrator/ Manager to talk to students on leadership. Guide students to prepare a “to-do” list student should set achievable targets. Explain indicators of target achievement.		
3.4	Define teamwork and team spirit.							
3.5	Identify the characteristics of teams.	IV. Explain decision making, types and decision making process.						
3.6	List benefits of teamwork in an enterprise.							
3.7	Define leadership.	V. Explain leadership, types of leaders, leadership styles and qualities of good leadership.						
3.8	List the qualities and characteristics of good leaders.							
3.9	Describe a target.	VI. Explain targets, how they are set and indications of achievement.						
3.10	Explain how targets are set.							
3.11	Explain how a target is achieved.	VII. Explain the sources and benefits of discipline.						
3.12	Explain discipline and self – discipline.							
3.13	State the benefits of Personal							

discipline in the success of an enterprise.						
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General Objective 4.0: Know the various sources of information for entrepreneurship development						
Specific Learning Objectives	Teachers Activities	Learning Resources	Specific Learning Objectives	Teachers Activities	Learning Resources	Evaluation
4.1 Identify nature and type of information required by entrepreneurs. 4.2 Identify the sources of the information required in 4.1 above. 4.3 Identify organizations and agencies involved in the promotion and development of entrepreneurship	I. Explain nature of information required by entrepreneurs: . marketing . technical . ICT . financial . legal II. Explain sources of the information above: . catalogues . business associations . government publications . banks . mass media . libraries . consultants	Text Books Journals Publications Video Film TV & VCR	4.2 Obtain then required information from the net. Classify the information into: - marketing - technical - ICT - financial - legal 4.3 Develop a resource file containing samples and addresses for each category of information sources 4.6 Identify clients responsible for providing assistance under each method.	Guide students to conduct a web search on information required by entrepreneurs. Ask students to develop a similar file using appropriate software. Take students to seminars workshops trade fairs, Trade exhibitions as sources of entrepreneurship information Guide students to identify clients responsible for	Internet Computer Workshops	Quiz Test Assignment

<p>rship.</p> <p>4.4 Explain the role of banks and financial institutions in enterprise promotion and development.</p> <p>4.5 Describe the contributions of government agencies in sourcing information.</p> <p>4.6 Describe methods of obtaining assistance from the above organizations.</p>	<p>. assisting agencies</p> <p>. trade exhibitions/fairs</p> <p>. Internet/websites.</p> <p>III. Explain the role of the various organizations and agencies involved in the promotion and development of entrepreneurship.</p> <p>IV. Explain methods of obtaining assistance:</p> <p>. personal contacts</p> <p>. observation</p> <p>. interviews</p> <p>. direct mail</p> <p>. reading</p> <p>. Web/internet research.</p>			<p>providing assistance under each method:</p> <p>. personal contacts:</p> <p>- entrepreneurs</p> <p>- professionals</p> <p>- customers</p> <p>. observation:</p> <p>-trade exhibition</p> <p>. interviews:</p> <p>- customers</p> <p>- suppliers</p> <p>- competitors</p> <p>- distributor</p> <p>s</p> <p>- ex-employees</p> <p>- agents</p> <p>- experts and practitioners</p> <p>. reading:</p> <p>- reports and statistics</p> <p>- media</p> <p>-literature etc.</p> <p>. web and internet</p> <p>- competitors</p> <p>- markets</p> <p>- industry information</p> <p>- govt. departments.</p>		
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General Objective 5.0 Appreciate the roles of commercial and development banks in small scale industrial development							
Specific Learning Objectives		Teachers Activities	Learning Resources	Specific Learning Objectives (Practical)	Teachers Activities	Learning Resources	Evaluation
5.1	Identify financial institutions involved in entrepreneurs hip development.	I. Explain financial institutions involved in entrepreneurship development.	Text Books Journals Publications Video Film TV & VCR	5.5 Guide students on how to maintain good banking relationship	Invite a bank official to give a talk on role of financial institutions in entrepreneurship.	Internet Textbooks Journals Resource person	Quiz Test Assignment
5.2	Describe the assistance provided by commercial banks.	II. Explain the roles of commercial and development banks in the promotion and development of SMEs					
5.3	Explain the role of development banks in the promotion and development of small and medium enterprises (SMEs)	III. Analyze government policy on financing SMEs					
5.4	Assess government policy on financing SMEs						
5.5	Explain the process of						

opening and operating a healthy Bank Account						
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General Objective 6.0 - Know the functions of various support agencies in small and medium scale industrial development						
Specific Learning Objectives	Teachers Activities	Learning Resources	Specific Learning Objectives	Teachers Activities	Learning Resources	Evaluation
6.1 Identify various support agencies involved in the promotion and development of entrepreneurship in Nigeria. 6.2 Explain the following and their roles in the promotion and development of entrepreneurship: - . NEPC - . NIPC - . NERFUND - . NDE - . RMRDC	I. Explain the role and functions of the various support agencies involved in the promotion and development of entrepreneurship. II. Explain the roles of research and academic institutions of higher learning in the development of entrepreneurship	Text Books Journals Publications	6.2 Distinguish among the functions of each agency.	Show transparency of the various support agencies involved in entrepreneurship development and promotion Invite officers of identified agencies to explain their operations.	Computer or Overhead Projector Resource Persons	Quiz Test Assignment

<ul style="list-style-type: none"> - . SMEDAN - . IDC - . TBICs - . Federal and State Ministries of Commerce/ Industry 						
6.3 Explain the assistance rendered by research and academic institutions in entrepreneurship development.						

General Objective 7.0 : Understand the activities of different industrial associations in relation to entrepreneurship.						
Specific Learning Objectives	Teachers Activities	Learning Resources	Specific Learning Objectives	Teachers Activities	Learning Resources	Evaluation
7.1 Explain the meanings of the following acronyms: <ul style="list-style-type: none"> . NASSI . NASME . NACCIMA . MAN . NECA . SMEDAN 7.2 Describe the roles and functions of each of the above in the development and promotion	I. Explain the role of the National Association of Small Scale Industrialists (NASSI) in entrepreneurship. II. Describe the role and functions of the National Association of Small and Medium Enterprises (NASME) in entrepreneurship.	Text books Journals Computer Projector	7.2 Carry out an excursion to a trade fair and prepare a report on the visit.	Organize an excursion to recognized trade fair closest to you	Computer Projector Guest speaker Internet search.	Quiz Test Assignment

of entrepreneurs hip	<p>III. Describe City, State and Bilateral Chambers of Commerce and Industry and their roles in entrepreneurship development.</p> <p>IV. Explain the functions and role the National Association of Chambers of Commerce, Industry, Mines and Agriculture (NACCIMA) in entrepreneurship development.</p> <p>V. Explain the roles and functions of the Manufacturers Association of Nigeria (MAN) in entrepreneurship development.</p> <p>VI. Describe Nigerian Employer's Consultative Association (NECA) and its role in entrepreneurship.</p>					
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General Objective 8.0 : Know the functional areas of business							
Specific Learning Objectives		Teachers Activities	Learning Resources	Specific Learning Objectives	Teachers Activities	Learning Resources	Evaluation
8.1	Explain basic management concepts and functions.	I. Explain basic management concepts and Functions.	Text Books Journals Publications Video Film TV & VCR	8.10	Explain how to carryout manpower, procurement and maintenance planning.	Computer and accessories, internet and visitations.	
8.2	Explain the basic functions of human capital management in a small enterprise.	II. Explain the basic functions of human capital management in a small and growing enterprise:		8.13	Demonstrate how to draw up task/job description and assign to staff.		
8.3	Explain the cycle of business growth and need for adequate manpower development at each stage.	. Defining human resources objectives . Designing dynamic organization structures to support the business growth strategy					
8.4	Explain labour relations.	. Planning for HR needs in line with growth					
8.5	Describe the finance function in a small enterprise.	. Recruitment and selection procedures for productive staff					
8.6	List the books of account necessary for operation of small enterprise.	. Training and development of productive staff					
8.7	Explain financial	. Enhancing performance through					

8.8	regulations and taxes affecting small enterprise operation. Explain the significance of insurance coverage for a small enterprise	motivation and participation . Communication with staff to enable growth . Establishing effective work relationships required for growth . Maintaining employee records and administration . HR growth plan.					
8.9	Explain the importance of marketing mix to the growth and expansion of a small enterprise.						
8.10	Explain the production function in a small enterprise:	III. Explain the finance function in a small and growing enterprise: . Identify sources of business finance and financial needs for a small business.					
8.10.1	. product planning and control						
8.10.2	. production forms and techniques	. Defining the finance growth objectives					
8.10.3	. factory and facilities layout	. Analyzing and interpreting financial statements for growth					
8.10.4	. Operational bottlenecks in the areas of order intake, procurement, storage and inventory control,	. Financial planning and control for growth . Capital					

	distribution, safety and health, etc.	investment appraisal techniques					
8.11	Explain the importance of quality control and production standards.	. Management of working capital . How to safeguard business resources					
8.12	Explain the need for maintenance management with special reference to:	IV. Explain financial record keeping and books of account necessary in a small enterprise.					
8.12.1	. routine maintenance	V. Explain how to prepare simple formats of prime books of account.					
8.12.2	. scheduled maintenance	VI. Explain financial regulations and taxes affecting operations of small enterprises.					
8.12.3	. preventive maintenance	VII. Explain significance of insurance coverage for small enterprises.					
8.12.4	. spare parts management	VIII. Explain the marketing function in a small and growing enterprise.					
8.13	Explain staff training and retraining needs of an enterprise.	IX. Explain the production function in a					

	<p>small enterprise: product planning and control . production forms and techniques . factory and facilities layout . Operational bottlenecks in the areas of order intake, procurement, storage and inventory control, distribution, safety and health etc.</p> <p>X. Explain the importance of quality control and production standards.</p> <p>XI. Explain the need for maintenance management with special reference to: . routine maintenance . scheduled maintenance . preventive maintenance . spare parts management</p> <p>XII. Explain the need for regular</p>					
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	capacity building for staff.					
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General Objective 9. 0: Understand the need for business planning.							
Specific Learning Objectives	Teachers Activities	Learning Resources	Specific Learning Objectives	Teachers Activities	Learning Resources	Evaluation	
9.1 Identify a viable business opportunity based on: 9.1.1 . demand 9.1.2 . availability of resources 9.1.3 . import substitution 9.1.4 . export oriented products. 9.2 Explain the different steps in preparing a preliminary project report 9.3 Explain how to formulate a project report. 9.4 Explain how to analyze a project report	I. Explain how to identify viable business opportunities based on : . demand . availability of resources . import substitution . export oriented products. II. Explain the different steps in preparing a preliminary project report. III. Explain how to prepare and analyze a preliminary project report.	Text Books Journals Publications	9.1 Analyze a sample project report with emphasis on technical, operational, economic viability, methodology, cost-benefit analysis (CBA) on equipment development cost, running cost etc	Guide students to analyze a sample project report Guide students to prepare a preliminary project report. Guide students to complete the business plan of their earlier chosen project.	Computer and internet facilities.	Quiz Test Assignment	

General Objectives 10: Understand the strategies for consolidation and expansion of a business enterprise							
Specific Learning Objectives	Teachers Activities	Learning Resources	Specific Learning Objectives	Teachers Activities	Learning Resources	Evaluation	
10.1 Explain the justification for business diversification and expansion.	I. Explain the concept of strategy and types of strategy.	Textbooks	10.7 Working in pairs the students should analyze a particular business organization and suggest possible solutions relating to growth and the influence of multinational organizations.	Use a case study history of the development of a Nigerian business to show the stages of growth, diversification and development. Focus on a chosen industry and the need to diversify.	Use of internet and relevant video clips TV, Video/CD	Quiz Test Assignment	
10.2 Explain the process of growth, diversification and expansion in an enterprise.	II. Explain business growth, expansion and diversification.						
10.3 Evaluate the strategies for consolidation and expansion of business ventures.	III. Describe strategies for consolidation and expansion of business.			Organise/project presentation sessions and guide students to analyse the project.			
10.4 Explain the characteristics of franchise, license and patent systems of enterprise.	IV. Describe the various types of enterprises and their mode of operation.		10.8 Students to make class presentation	Guide students to search the web on the operations of franchises, licenses and patents.			
10.5 Explain how multinational companies operate.	V. Explain the characteristics of franchise, licensing and patents.		10.9 Identify examples of franchise and license operations in Nigeria.	Invite Officials of NEXIM, NEPC, NEPZA to address the students on their operations.			
10.6 Explain how to do business across Nigerian borders.	VI. Relate franchising, licensing and patents to the operations of multinational		10.10 Identify national and international bodies responsible for patents.	Guide students to analyse franchise			

	corporations. VII. Explain: - International trade policies and laws - Foreign cultures - International trade finance.			and licensing opportunities..		
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General Objective 11.0 : Understand the need for management and business succession plan							
Specific Learning Objectives		Teachers Activities	Learning Resources	Specific Learning Objectives		Teachers Activities	Evaluation
11.1	Explain management succession plan and reasons for corporate formations.	I. Describe the concept of management succession plan.		1.1	Prepare a hypothetical succession plan for a business	Guide students to prepare a succession plan. Guide students to negotiate an exit plan. Guide students to elect Board of Directors and role play a boardroom session.	Quiz Test Assignment
11.2	Explain the value of continuity and perpetuity in enterprise.	II. Explain the benefits of employee participation in corporate ownership.		1.2	Describe steps needed to elect Board of Directors for a company		
11.3	Explain Exit planning.						

HND NURSING II**SEMESTER: FIRST**

PROGRAMME: HND NURSING II				
COURSE: RESEARCH PROJECT WRITING				
COURSE CODE: NUR 401				
DURATION: (Hours per week)	LecSture: 0 Hr	Tutorial: 4 Hrs	Practical: 0 Hr	Total Contact Hours:
CREDIT UNIT: NIL				
GOAL: This course is designed to assist students in the actual writing of their research work.				
GENERAL OBJECTIVES: At the end of the course, the students should be able to:				
1.0 Administer the instruments for collection of data.				
2.0 Analyze the data				
3.0 Come up with findings				
4.0 Write the Research Report				

HND NURSING II**SEMESTER: SECOND**

COURSE CODE	COURSE TITLE	L	T	P	CU	TOTAL HOURS PER SEMESTER	PREREQUISITE
NUR 421	Public Health Nursing II	3	-	2	5	75	Public Health Nursing I
NUR 422	Complicated Midwifery II	2	-	2	4	60	Microbiology, GLT.
NUR 423	Child Health II	2	-	2	4	60	Child Health I & II.
NUR 424	Community Midwifery	1	-	2	3	45	Child Health I,
NUR 425	Family Planning	3	-	-	3	45	Pharmacology I – III
NUR 426	Seminar Presentation	2	-	2	4	60	All Courses
NUR 427	Expectant Family Care	2	-	2	4	60	Reproductive Health II, & Child Health II
NUR 428	PHN Programme Project	1	-	1	2	30	Child Health I
NUS 402	Research Project [Writing & Defence]	2	-	2	4	60	Research Methodology I & II
NUR 429	Hospital Based Clinical Practice	-	4	-	-	60	
NUR 420	Community Based Clinical Practice	2	-	1	3	45	
TOTAL		15	4	14	30	450	

NUR 429 Hospital Based Clinical Practice – 135 Hours

NUR 420 Community Based Clinical Practice - 180 Hours

- **EEd NBTE Adopted Courses**

HND NURSING II**SEMESTER: SECOND**

PROGRAMME: HND NURSING II				
COURSE CODE: NUR 421				
COURSE: PUBLIC HEALTH NURSING II				
DURATION: (Hours/Week)	Lecture: 3 Hrs	Tutorial: -	Practical: 1 Hr	Total Contact Hours: 4 Hrs 60 Hours
CREDIT UNIT: 4				
GOAL: This course is designed to enable students to acquire the knowledge and skills for disease management, prevention and application of public health laws				
GENERAL OBJECTIVES: On completion of the course the student should be able to:				
1.0 Understand the principles and concepts of epidemiology. 2.0 Know theories of diseases 3.0 Know how to carry out epidemiological survey. 4.0 Understand the content and use of various Clinical Protocols and National Care Guidelines of standing orders as designed by FMOH 5.0 Know how to treat common ailments using Clinical Protocols and National Care Guidelines 6.0 Know the various components of environment and environmental health 7.0 Understand the concepts of environmental and Public Health Laws. 8.0 Know environmental Health hazards and their prevention. 9.0 Understand the various public/environmental Health Laws and their applications in Nigeria.				

PROGRAMME: HND NURSING II						
COURSE: PUBLIC HEALTH NURSING II			Course Code: NUR 421		Total Contact Hours: 45Hours	
COURSE SPECIFICATION: Theory/Practical						
COURSE UNIT: 3						
General Objective 1.0: Understand the principles and concepts of epidemiology						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
1.1Define Epidemiology 1.2 Explain the terms used in epidemiology (e.g. epidemic, endemic, pandemic, zoonosis, etc.) 1.3 List the various communicable and non-communicable diseases 1.4 Describe the aetiology of the common communicable and non-communicable diseases in Nigeria.	<ul style="list-style-type: none">• Lecture• Discussion• Assignments• Questions and answers	<ul style="list-style-type: none">• White board• Marker.• Charts• Posters• Text books• Journals• visuals• Interactive board• Multimedia Projector				Assignment Test Examination

General Objective 2.0: Know theories of diseases						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
2.1 Describe the following methods of carrying out epidemiological studies: <ul style="list-style-type: none"> ○ Descriptive study ○ Analytic study ○ Experimental ○ Prospective, etc. 	<ul style="list-style-type: none"> • Lecture • Discussion • Assignments • Questions and answers 	<ul style="list-style-type: none"> • White board • Marker. • Charts • Posters • Text books • Journals • visuals • Interactive board • Multimedia Projector 				Assignment Test Examination
2.2 Analyse and present epidemiological findings using the following methods: <ul style="list-style-type: none"> ○ Quantitative data ○ Correlation ○ Standardization ○ Presentation ○ Writing reports 						

<ul style="list-style-type: none"> o Tabulation g. Histogram i. Bar Chart j Pie chart and maps 						
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General Objective 3.0: Know how to treat common ailments using standing order						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
3.1 List and explain types of epidemiological programme survey. 3.2 List the tools used in epidemiological survey 3.3 Explain the uses of epidemiological survey 3.4 List the principles of prevention and control of communicable diseases	<ul style="list-style-type: none"> • Lecture • Discussion • Assignments • Questions and answers 	<ul style="list-style-type: none"> • White board • Marker. • Charts • Posters • Text books • Journals 				Assignment Test Examination

General Objective 4.0: understand and use of various clinical protocols and national care guidelines						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
4.1 Explain the components of communicable diseases 4.2 Define the terms: "Immunity and Immunization" 4.3 Describe the principles of control of communicable and non-communicable diseases 4.4 Prepare immunization schedules 4.5 Execute Immunization schedules 4.6 Carry out routine and emergency immunization in Communities	<ul style="list-style-type: none"> • Lecture • Discussion • Assignments • Questions and answers • Demonstration • Role play • Group work 	<ul style="list-style-type: none"> • White board • Marker. • Charts • Posters • Text books • Journals • visuals • Interactive board • Multimedia Projector 				Assignment Test Examination

General Objective 5.0: Understand the content of standing orders as designed by FMOH						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
5.1 Explain the terms theories of diseases 5.2 List the various theories of diseases 5.3 Explain each theory listed in 4.2 above.	<ul style="list-style-type: none"> • Lecture • Discussion • Assignments • Questions and answers 	<ul style="list-style-type: none"> • White board • Marker. • Charts • Posters • Text books • Journal 				Assignment Test Examination

General Objective 6.0: Know the various components of environment and environmental health						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
6.1 Explain the various routes of transmission of communicable diseases. 6.2 Explain the methods of control of communicable diseases.	<ul style="list-style-type: none"> • Lecture • Discussion • Assignments • Questions and answers 	White board Marker. Charts Posters Text books Journals				Assignment Test Examination

<p>6.3 Describe the management of the various types of communicable and non-communicable diseases</p> <p>6.4 Explain contact tracing</p> <p>5.6 Describe community surveillance</p> <p>6.5 Disease notification</p> <p>6.7Quarantine/isolation</p>						
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LEVEL: HND NURSING II

SEMESTER: SECOND

PROGRAMME: HND NURSING II				
COURSE: COMPLICATED MIDWIFERY II				
COURSE CODE: NUR 422				
DURATION: (Hours/Week)	Lecture: 1 Hr	Tutorial: 0 Hr	Practical: 2 Hrs	Total Contact Hours: 45 Hours
CREDIT UNIT: 3				
GOAL: This course is designed to prepare the student to recognize those conditions which suggest deviation from normal during labour and puerperium. It highlights the midwives' roles and responsibilities in early diagnosis, appropriate intervention and referral as necessary. It also emphasizes midwives involvement in emergency situations and operative intervention.				
GENERAL OBJECTIVES: At the end of the course, the students should be able to:				
1.0 Understand early diagnosis, appropriate intervention, including referral in complications occurring during labour.				
2.0 Know how to prepare for and assist with operational procedures in obstetrics, demonstrating skills in pre-intra and post-operative management.				
3.0 Demonstrate competence in the performance of episiotomy using approved procedure.				
4.0 Demonstrate competence in the repair of episiotomy and laceration.				
5.0 Understand early diagnosis, appropriate interventions, including referral in complications occurring during puerperium				
6.0 Know how to perform male circumcision and ear piercing				

1.8 Identify the causes and signs of ruptured uterus.	Lecture Discussion Questions and answers	<ul style="list-style-type: none"> • Text book / Journals • Charts /Posters • Multimedia a projector • Laptops • Video Clips 	1.22 Demonstrate administration of oxygen			
1.9 Discuss the role of the midwife in the management of a patient with ruptured uterus.			1.23. Demonstrate setting up of intravenous fluid			
1.10 List the complication of ruptured uterus			1.24 Demonstrate the application of anti-shock garment.			
Cord Presentation/Prolapse						
1.11 Define cord presentation/prolapse.	<ul style="list-style-type: none"> • Lecture • Discussion • Questions and answers 					
1.12 Differentiate between cord presentation and cord prolapse.	<ul style="list-style-type: none"> • Demonstration 					
1.13 Enumerate the causes, signs and symptoms of cord presentation/cord prolapse.	<ul style="list-style-type: none"> • Question and answer • Lecture • Discussion • Questions and answers 	<ul style="list-style-type: none"> • Text book / Journals • Charts /Posters • Multimedia projector • Laptops • Video Clips • Models of pelvis and doll 				
1.14 Explain the nursing management of conditions in 1.11 above using nursing process approach.						
1.15 List complications of		<ul style="list-style-type: none"> • Text book / Journals • Charts 				

cord presentation/ prolapse.		/Posters				
Maternal/Foetal Distress		<ul style="list-style-type: none"> • Multimed • a projector • Laptops • Video • Clips • Anti • Shock • Garment 				
1.16 Define maternal / foetal distress						
1.17 Identify causes and signs maternal / foetal distress						
1.18 Discuss the role of the midwife in the management of Maternal /Foetal Distress using nursing care plan.						
1.19 Apply skills in the use of hydration therapy in maternal distress.						
Sepsis and Obstetric Shock						
1.20 Define sepsis and obstetric shock						
1.21 Identify the causes, signs and symptoms of sepsis and obstetric shock.						
1.22 Discuss the nursing management of conditions in 1.21 using nursing care plan.						
1.23 List the complications of sepsis and obstetric shock.						
Amniotic Fluid Embolism						

<p>1.24 Define Amniotic Fluid Embolism.</p> <p>1.25 Enumerate the causes, signs and symptoms.</p> <p>1.26 Discuss the nursing management of conditions in 1.23 above using nursing care plan.</p> <p>1.27 Explain the management of the condition.</p> <p>1.28 List the complications.</p>						
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General Objective 2.0: Know how to prepare for and assist with operational procedures in obstetrics, demonstrating skills in intra and post-operative management						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
<p>Induction of Labour</p> <p>2.1 Define induction of labour.</p> <p>2.2 Describe induction of labour under the following Subheadings:</p> <ul style="list-style-type: none"> - Indications for induction of labour - Contra-indications - Procedure for induction of labour <p>2.3 Discuss the midwife's role-during induction of labour.</p>	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Questions and answers <ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Questions and answers 	<ul style="list-style-type: none"> • Tray for setting I. V. Fluid • Whiteboard • Markers • Drugs • Bishop score chart <ul style="list-style-type: none"> • Talcum 	<p>2.3 Demonstrate the use of the Bishop score chart in assess The cervix</p> <ul style="list-style-type: none"> - Demonst rate setting up of intraveno us fluid - Demonst rate monitori ng of 	<ul style="list-style-type: none"> • Demonstr ation • Supervision <ul style="list-style-type: none"> • Supervision • Supervise 	<ul style="list-style-type: none"> • Trays for IV Fluid • Trays for iv fluids • Drugs • Tray for vital signs • Instrument for destructive operation • Tray for episiotomy • Models of Pelvis 	<p>Assignment Test Examination</p>

<p>2.4 Identify dangers to mother/baby.</p> <p>Version</p> <p>2.5 Define version.</p> <p>2.6 List the types of version.</p> <p>2.7 Enumerate indications/contraindications</p> <p>2.8 Describe the role of the Midwife during version.</p> <p>2.9 List the complications of version.</p> <p>Vacuum Extraction</p> <p>2.10 Define vacuum extraction.</p> <p>2.11 Enumerate indications for vacuum extraction.</p> <p>2.12 Describe the preparation for vacuum extraction.</p> <p>2.13 List the contraindications for vacuum extraction.</p> <p>2.14 Explain the procedure for vacuum extraction.</p> <p>2.15 List the complications of vacuum extraction to mother and baby.</p> <p>2.16 Describe the midwife</p>		<p>Powder</p> <ul style="list-style-type: none"> Phantom and doll Video clip Charts 	<p>oxytocin and uterine contraction</p> <p>2.8 Demonstrate inversion procedure</p> <ul style="list-style-type: none"> Monitor vital signs <p>2.16 Demonstrate the use/application of manual vacuum aspirator</p> <ul style="list-style-type: none"> Prepare and demonstrate resuscitation of baby Demonstrate giving of episiotomy Demonstrate monitoring of fluid and vital signs <p>2.17 Prepare</p>	<p>Tray for repair of</p>	
	<ul style="list-style-type: none"> Lecture Discussion Demonstration Questions and answers 	<ul style="list-style-type: none"> Tray for setting I. V. Fluid Whiteboard Markers Whiteboard Charts Vacuum Extractor equipment 			
	<ul style="list-style-type: none"> Demonstration Questions and answers 	<ul style="list-style-type: none"> Charts Whiteboard Instruments for forceps 			

<p>before and after symphysiotomy.</p> <p>2.23 Describe the use and care of various instruments for symphysiotomy.</p> <p>2.24 Prepare various trays/trolleys for symphysiotomy.</p> <p>2.25 List the complications of symphysiotomy.</p> <p>Caesarean Section</p> <p>2.25 Define caesarean section.</p> <p>2.26 List the classification / types of caesarean section.</p> <p>2.27 Enumerate indications for caesarean section.</p> <p>2.28 Describe the pre and post operative care.</p> <p>2.29 Discuss the nursing management of patients who had caesarian section using nursing care plan.</p>	<ul style="list-style-type: none"> • Demonstration • Questions and answers 	<ul style="list-style-type: none"> • Laptop • Charts / Posters • Books / Journals • Posters • Video clip • Forceps • Simpsom's perforator • Decapitating Hook • Wrigley's / Kielland's / Anderson's 	<p>2.32 Prepare for pre and post operative care for destructive operation.</p> <p>2.32 Prepare for pre and post operative care for destructive operation.</p>			
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2.30	Explain the use and care of instrument used for caesarean section.					
2.31	State the complications of caesarean section.					
Destructive Operation						
2.32	Discuss destructive operation under the following: <ul style="list-style-type: none"> - Definition - Indication for destructive operation - Preparation of the patient Pre and Post operation <ul style="list-style-type: none"> - Contra-indication for destructive operation. 					
2.33	Apply nursing skills in the use and care of various instrument for destructive operation.					
2.34	Complications of destructive operation.					

General Objective 3.0: Demonstrate competence in the performance of episiotomy using approved procedure						
Specific Learning	Teachers' Activities	Resources	Specific Learning	Teachers' Activities	Resources	Evaluation

Objectives (Theory)			Objectives (Practical)			
Episiotomy 3.1 Define Episiotomy. 3.2 Describe the various types of episiotomy. 3.3 State indications for giving an episiotomy. 3.4 List the advantages of episiotomy. 3.5. Set up instrument tray for performance of episiotomy 3.6 Perform episiotomy	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Questions and answers 	<ul style="list-style-type: none"> • Tray for giving episiotomy • Foam • Catgut • Needle – Instrument for performing of episiotomy • Local anaesthesia • Video clips on episiotomy 	3.2 Demonstrate how to perform episiotomy - Demonstrate setting up of episiotomy tray - Demonstrate how to administer local anaesthesia	<ul style="list-style-type: none"> • Demonstration • Supervision 	<ul style="list-style-type: none"> • Machine • Tray with the different sizes of cups • Connecting tubes 	Assignment Test Examination
General Objective 4.0: Demonstrate competence in the repair of episiotomy and laceration						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives(Practical)	Teachers' Activities	Resources	Evaluation
Lacerations: 4.1 Define lacerations. 4.2 Describe the types of laceration. 4.3 Enumerate the causes of laceration. 4.4 Demonstrate the repair	<ul style="list-style-type: none"> • Lecture • Demonstration • Supervision of practical in the class 	<ul style="list-style-type: none"> • Tray for repairs • Cotton Wool • Needle and Syringes • Catgut • Local Anaesthesia 	4.4 Demonstrate how to repair laceration 4.5 Demonstrate how to administer local anaesthesia before repair of expo laceration	<ul style="list-style-type: none"> • Demonstration 	<ul style="list-style-type: none"> • Forceps of various types • Nursing mother • Tape rule • Observation tray • Tray for incision and drainage 	Assignment Test Examination

of perineal and cervical Lacerations. 4.5 Demonstrate the use of local anesthesia before repair of lacerations. Repair of Episiotomy 4.6 Set up instrument tray for repair of Episiotomy 4.7 Demonstrate the use of local anaesthesia before repair of episiotomy 4.8 Perform repair of episiotomy						
General Objective 5.0: Understand early diagnosis, appropriate interventions, including referral in complications occurring during puerperium						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
Post partum Haemorrhage 5.1 Define Post Partum Hemorrhage and state the types. 5.2 Identify the causes of PPH. 5.3 Enumerate the sign & symptoms of PPH. 5.4 Manage the third stage of labour. 5.5 Administer a repeat	<ul style="list-style-type: none"> Lecture Discussion Questions and answers Assignment <ul style="list-style-type: none"> Demonstration Return Demonstration 	<ul style="list-style-type: none"> Whiteboard Bed Blocks Anti-Shock Garment Placenta <ul style="list-style-type: none"> /receiver iv fluid needle and syringe injections Mackintosh Multimedia Projector Video clips 	5.6 Demonstrate manual removal of placenta. 5.7 Demonstrate bi manual compression of atonic uterus 5.8 Demonstrate digital exploration	<ul style="list-style-type: none"> Demonstration <ul style="list-style-type: none"> Supervision Demonstration Supervision 	<ul style="list-style-type: none"> Tray and Instrument for manual removal of placenta <ul style="list-style-type: none"> I.V. Fluids Drip Stand and Set Drugs Tray Vacuum Extractor 	Assignment Test Examination

<p>5.18 Differentiate between abscess and haematoma.</p> <p>5.19 Describe the nursing management using the nursing process approach.</p> <p>Pelvic Abscess</p> <p>5.20 Define Pelvic Abscess</p> <p>5.21 List causes, signs and symptoms.</p> <p>5.22 Discuss the nursing management using the nursing process approach.</p> <p>Endometriosis</p> <p>5.23 Define Endometriosis.</p> <p>5.24 Identify the causes, signs and symptoms of endometriosis</p> <p>5.25 Discuss the nursing management of endometriosis.</p> <p>Puerperal Pyrexia</p> <p>5.26 Discuss Puerperal Pyrexia under the following:</p> <ul style="list-style-type: none"> - Definition - Causes - Signs and symptoms - Nursing management using nursing care plan - Complications <p>Venous Thrombosis</p> <p>5.27 Define venous</p>		<ul style="list-style-type: none"> • Whiteboard • Markers • Text books/ Journals • Charts / Poster • Video clips • Multimedia projector • Laptop • Bath towel • Bath thermometer • Clinical thermometer • Tepid water • Manikin 	<p>performance of abdominal examination</p> <p>.</p> <p>5.18 Carry out physical assessment.</p> <p>5.19 Demonstrate the use of nursing process in the managing abscess and haematoma.</p> <p>- Demonstrate incision and drainage</p> <p>5.22 Conduct physical examination and set tray for vital signs</p> <p>6.0 Set tray for incision and drainage</p> <p>7.0 Demonstration on care of a patient with pelvic abscess using nursing process approach</p>			
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<p>thrombosis.</p> <p>5.28 Identify the causes.</p> <p>5.29 List the signs and symptoms.</p> <p>5.30 Describe the nursing care management using nursing care plan.</p> <p>5.31 Enumerate complication of Venous Thrombosis</p> <p>Thrombophlebitis</p> <p>5.32 Define Thrombophlebitis</p> <p>5.33 List the signs and symptoms.</p> <p>5.34 Explain the nursing management using nursing process approach.</p> <p>5.35 State the complications of thrombophlebitis</p> <p>Puerperal Psychosis/Depression</p> <p>5.36 Define Puerperal Psychosis/Depression.</p> <p>5.37 List the causes of Puerperal Psychosis.</p> <p>5.38 Enumerate the signs of puerperal psychosis.</p> <p>Shock</p> <p>5.39 Define Shock.</p> <p>5.40 List types of shock.</p> <p>5.41 State causes of shock.</p> <p>5.42 List the signs &</p>			<p>5.26 Demonstrate tepid sponging.</p> <p>5.30 Carry out physical examination to recognize venous thrombosis</p> <p>5.34 Carry out physical examination to recognize thrombophlebitis</p> <p>5.42 Carry out physical examination</p> <p>5.43. Demonstrate use of anti-shock garment</p>			
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5.43	symptoms. Describe the nursing care intervention.						
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LEVEL: HND NURSING II**SEMESTER: FIRST**

PROGRAMME: HND NURSING II				
COURSE: CHILD HEALTH II				
CSSOURCE CODE: NUR 423				
DURATION: (Hours/Week)	Lecture: 2 Hrs	Tutorial: 0 Hr	Practicals: 2 Hrs	Total Contact Hours: 60 Hours
CREDIT UNIT: 4				
GOALS: This course is designed to enable students acquire necessary proficiency in the management of mother and child healthy in order to reduce maternal and child morbidity and mortality in the community				
GENERAL OBJECTIVES: At the end of the course, the students should be able to:				
1.0 Know how to supervise the maternal and child health activities in the clinic, home and the community. 2.0 Know the routine immunization schedule for children 0-5 years and women of child bearing age. 3.0 Know how to organize and train other health personnel in the community e.g. voluntary village health workers, TBA etc. 4.0 Know when to refer 'High Risk' clients to other members of the health team for specialized nursing and medical care. 5.0 Know how to collaborate with community groups, ministries, non-governmental organizations and health related agencies e.g. UNESCO, UNICEF, FSP, WHO, UNDP, etc				

PROGRAMME: HND NURSING II						
COURSE: MATERNAL AND CHILD HEALTH II			Course Code: NUR 423		Total Contact Hours: 60 Hours	
COURSE SPECIFICATION: Theory/Practical						
General Objective 1.0: Know how to supervise maternal and child health activities in the clinic, home and Community						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
Supervise Maternal and Child Health Activities in Clinic, Home and Community 1.1 Carry out the following activities in the clinic: baby weighing, palpation, take vital signs, urine testing, auscultation etc. 1.2 Delegate duties adequately among members of the health team. 1.3 Supervise all activities of workers in the clinic, homes and community, including ANC, infant welfare clinic, home visit, mobile/outreach services, routine immunization etc	<ul style="list-style-type: none">• Lecture• Discussion• Questions and answers• Assignment• Demonstration• Group work• Role play	<ul style="list-style-type: none">• White board• Markers• Text books• Journals• Audio visuals• Multimedia projector• Doll• Relia• Weighing scale• Vital signs tray• Urine testing kit• Stethoscope	1.1 Demonstrate physical examination in the clinic such as baby weighing, palpation, auscultation, vital signs, urine testing etc.	<ul style="list-style-type: none">• Discussion• Demonstration• Return demonstration• Questions and answers	<ul style="list-style-type: none">• Weighing scale• Vital signs tray• Stethoscope• Doll• Relia• Urine testing kit	Assignment Test Examination

LEVEL: HND NURSING II

SEMESTER: SECOND

PROGRAMME: HND NURSING II

COURSE: MATERNAL AND CHILD HEALTH II

COURSE CODE: NUR 423

DURATION: (Hours/Week)	Lecture:	Tutorial:	Practicals:	Total Contact Hours:
	2 Hrs	0 Hr	2 Hrs	60 Hours

CREDIT UNIT: 4

GOALS: This course is designed to enable students acquire necessary proficiency in the management of mother and child healthy in order to reduce maternal and child morbidity and mortality in the community

GENERAL OBJECTIVES: At the end of the course, the students should be able to:

- 1.0 Know how to supervise the maternal and child health activities in the clinic, home and the community.
- 2.0 Know the routine immunization schedule for children 0-5 years and women of child bearing age.
- 3.0 Know how to organize and train other health personnel in the community e.g. voluntary village health workers, TBA etc.
- 4.0 Know when to refer 'High Risk' clients to other members of the health team for specialized nursing and medical care.
- 5.0 Know how to collaborate with community groups, ministries, non-governmental organizations and health related agencies e.g. UNESCO, UNICEF, FSP, WHO, UNDP, etc

PROGRAMME: HND NURSING II						
COURSE: CHILD HEALTH II			Course Code: NUR 423		Total Contact Hours: 60 Hours	
COURSE SPECIFICATION: Theory/Practical						
General Objective 1.0: Know how to supervise maternal and child health activities in the clinic, home and Community						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
Supervise Maternal and Child Health Activities in Clinic, Home and Community 1.1 Carry out the following activities in the clinic: baby weighing, palpation, take vital signs, urine testing, auscultation etc. 1.2 Delegate duties adequately among members of the health team. 1.3 Supervise all activities of workers in the clinic, homes and community, including ANC, infant welfare clinic, home visit, mobile/outreach services, routine	<ul style="list-style-type: none">• Lecture• Discussion• Questions and answers• Assignment• Demonstration• Group work• Role play	<ul style="list-style-type: none">• White board• Markers• Text books• Journals• Audio visuals• Multimedia projector• Doll• Relia• Weighing scale• Vital signs tray• Urine testing kit• Stethoscope	1.1 Demonstrate physical examination in the clinic such as baby weighing, palpation, auscultation, vital signs, urine testing etc.	<ul style="list-style-type: none">• Discussion• Demonstration• Return demonstration• Questions and answers	<ul style="list-style-type: none">• Weighing scale• Vital signs tray• Stethoscope• Doll• Relia• Urine testing kit	Assignment Test Examination

immunization etc						
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General Objective 2.0: Know the routine immunization schedule for children 0-5years and women of child bearing age						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
Perform routine Immunization for Children 0-5years and Women of Child Bearing age 2.1 Explain the term immunity 2.2 List the common childhood diseases against which immunization is given 2.3 Explain the immunization schedule for women of child bearing age and children 0-5 years. 2.4 Identify the factors that could facilitate the acceptance of immunization.	<ul style="list-style-type: none"> Lecture Discussion Questions and answers Assignment Demonstration 	<ul style="list-style-type: none"> White board Markers Text books Journals Audio visuals Multimedia projector 	2.1 Carry out health talk on immunization schedule 2.2 Demonstrate the procedure of giving injection 2.3 Demonstrate the procedure of giving immunization through the various routs	<ul style="list-style-type: none"> Discussion Demonstration Return demonstration Questions and answers <ul style="list-style-type: none"> Visit to Antenatal clinics 	<ul style="list-style-type: none"> Audio visuals Antenatal clinics Vaccines Syringes and needles Cotton wool Gallipot Kidney dish Immunization chart 	Assignment Test Examination

2.5 Identify the barriers to effective immunization 2.1 List the dangers of faulty immunization. 2.2 Describe adverse events related to immunization 2.3 Discuss the cold chain and logistics 2.4 Explain injection safety 2.5 Discuss immunization coverage strategies						
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General Objective 3.0: Know how to organize and train other health personnel in the community i.e. voluntary village health workers, TBA etc.						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
Organize and Train other Health Personnel in the Community 3.1 Identify the role of other health personnel in the clinic. 3.2 Plan specific educational activities for each	<ul style="list-style-type: none"> Lecture Discussion Questions and answers Assignment Demonstration Brain Storming Role play Group work 	<ul style="list-style-type: none"> White board Markers Text books Journals Audio visuals Multimedia projector Interactive 				Assignment Test Examination

group in 3.1 above such as seminars, workshops, Brain storming sessions etc		board				
3.3 Implement the planned educational/trainin g programme in 3.2 above.						
3.4 Monitor and evaluate planned programmes						

General Objective 4.0: Know when to refer “high risk” clients to other members of the health team for specialized nursing and medical care.						
Specific Learning Objectives (Theory)	Teachers’ Activities	Resources	Specific Learning Objectives (Practical)	Teachers’ Activities	Resources	Evaluation
Refer “high risk” Clients to Other Members of the Health Team for Specialized Nursing and Medical Care. 4.1 Define “high risk”. 4.2 Identify “high risk” clients.	<ul style="list-style-type: none"> • Lecture • Discussion • Questions and answers • Assignment • Demonstration 	<ul style="list-style-type: none"> • White board • Markers • Text books • Journals • Audio visuals • Multimedia projector • Charts • Interactive Board 				Assignment Test Examination

4.3. Identify common childhood diseases						
4.4 Plan management of minor disease conditions in both mother and child						
4.5 Treat the minor disease conditions occurring in mother and child such as malaria, worm infestation, common cold, diarrhea, gastroenteritis etc)						
4.2 Prepare referral notes for specialized level of care.						
4.7 Refer client to specialist.						

General Objective 5.0: Know how to collaborate with community groups, ministries non-governmental organization and agencies such as UNESCO, UNICEF, FSP, UNDP, WHO etc.						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives	Teachers' Activities	Resources	Evaluation

			(Practical)			
<p>Collaborate with community, groups Ministries Non-Governmental Organizations such as UNESCO, UNICEF, FSP, UNDP etc</p> <p>5.1 State the functions of the non-governmental organizations</p> <p>5.2 Describe the activities of the non-governmental organizations in 5.1 above</p> <p>5.25 Explain the importance community groups, ministries and non-governmental organizations in the effective provision of maternal and child health care.</p> <p>5.26 Plan, implement and evaluate collaborative activities such as workshop, seminars with these</p>	<ul style="list-style-type: none"> • Lecture • Discussion • Questions and answers • Assignment • Demonstration • Brain storming • Role play • Group work 	<ul style="list-style-type: none"> • White board • Markers • Text books • Journals • Audio visuals • Multimedia projector • Charts • Interactive board 				<p>Assignment</p> <p>Test</p> <p>Examination</p>

organizations.						
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LEVEL: HND NURSING II

SEMESTER: SECOND

PROGRAMME: HND NURSING II				
COURSE: COMMUNITY MIDWIFERY II				
COURSE CODE: NUR 424				
DURATION: (Hours/Week)	Lecture: 1 Hr	Tutorial: 0Hr	Practical: 2 HrS	Total Contact Hours: 45 Hours
CREDIT UNIT: 3				
GOAL: This course is designed to enable students' identify the basic concepts and principles of primary health care especially as it relates to midwifery practice in the community.				
GENERAL OBJECTIVES: At the end of the course, the students should be able to:				
1.0 Know the information, education and communication strategies to eliminate harmful traditional practices.				
2.0 Understand the care of exceptional child in the community				
3.0 Understand report writing and record keeping in midwifery practice.				
4.0 Know the harmful traditional and cultural practices in the community.				
5.0 Discuss the prevention/eradication of harmful traditional/ cultural practices in the community				

PROGRAMME: HND NURSING II						
COURSE: COMMUNITY MIDWIFERY II			Course Code: NUR 424		Total Contact Hours: 45 Hours	
Course Specification: Theory/Practical						
General Objective 1.0: Know the information, education and communication strategies to eliminate harmful traditional practices.						
1.1 Describe the traditional practices existing in communities.	<ul style="list-style-type: none">• Lecture• Discussion	<ul style="list-style-type: none">• Textbooks• White Board• Marker	1.3 Demonstrate the use of IEC materials	<ul style="list-style-type: none">• Demonstration• Supervision• Demonstration• Demonstration	<ul style="list-style-type: none">• Referral forms• MIC forms• IEC materials	Assignment Test Examination
1.2 Discuss practices that are beneficial or harmful in the community	<ul style="list-style-type: none">• Lectures• Discussions• Role Play	<ul style="list-style-type: none">• Charts• Field trip• Video clips• Multimedia projectors				
1.3. Explain the use of Information Education and Communication Materials (IEC) in health education.	<ul style="list-style-type: none">• Lecture• Demonstration• Discussion	<ul style="list-style-type: none">• Laptop• Charts				
1.4 Discuss the role of strategies in the elimination of harmful traditional practices						

General Objective 2.0: Understand the care of exceptional child in the community						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
<p>2.1 Describe exceptional child: causes, classification, screening for identification.</p> <p>2.2 Discuss provision, utilization and management of facilities for the exceptional child.</p> <p>2.3 Explain the importance of counseling service in the management of exceptional child (genetic occupational, marriage)</p> <p>2.4 Describe the role of midwife, the family, the community and the nation in the</p>	<ul style="list-style-type: none"> • Lecture • Discussion • Lectures • Discussions • Role Play • Lecture • Demonstration • Discussion 	<ul style="list-style-type: none"> • Textbooks • White Board • Marker • Charts • Field trip • Video clips • Multimedia projectors • Laptop • Charts 		<ul style="list-style-type: none"> • Demonstration • Supervision • Demonstration • Demonstration 	<ul style="list-style-type: none"> • Referral forms • MIC forms • IEC materials 	<p>Assignment</p> <p>Test</p> <p>Examination</p>

care and rehabilitation of the exceptional child.						
2.5 Manage the exceptional child in the community						

General Objective 3.0: Understand report writing and record keeping in midwifery practice.						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
3.1 Define record keeping and reporting 3.2 List the importance of record keeping in midwifery practice 3.3 Describe method of data collection and analysis of data. 3.4 Explain the importance of records and reports in the evaluation of health status in the community 3.5 Describe the use	<ul style="list-style-type: none"> • Demonstration • Supervision 	<ul style="list-style-type: none"> • Textbooks • White Board • Marker • Charts • Field trip • Video clips • Multimedia projectors • Laptop Charts 				

of Manage ment Informa tion System (MIS) form. 3.6 Demonstrate the use of MIS form for record keeping						
General Objective 4.0: Know the harmful traditional and cultural practices in the community						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
4.1 Explain harmful traditional Practices. 4.2 List the various types harmful traditional practices. - Female genital mutilation/cutting - Early marriage - Male child preference - Widowhood rites - Tattoos - Food taboos - Tribal marks/Scarification	<ul style="list-style-type: none"> • Demonstration • Supervision 	<ul style="list-style-type: none"> • Textbooks • White Board • Marker • Charts • Field trip • Video clips • Multimedia projectors Laptop Charts				

<ul style="list-style-type: none"> - Force-feeding of babies - Flogging of males as rite of passage <p>4.3 Explain Female genital mutilation/cutting.</p> <p>4.4 Describe various types of Female genital mutilation/cutting</p> <ul style="list-style-type: none"> - Excision or clitoridectomy (Type I): - Circumcision ("traditional") circumcision (Type II): - Infibulation or Pharaonic circumcision (Type III): - Type IV: - <p>4.5 State the health and psychological implication of Female genital mutilation/cutting</p> <ul style="list-style-type: none"> - Severe pain - Excessive bleeding Shock can be caused by pain and/or haemorrhage 						
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<ul style="list-style-type: none"> - Difficulty in passing urine, and also passing of faeces, can occur due to swelling, oedema and pain - Infections may spread after the use of contaminated instruments - Spread of Human immunodeficiency virus (HIV) by the use of surgical instrument without sterilization. - Death - Psychological consequences - Unintended labia fusion - Repeated Female Genital Cutting - Reduced quality of sexual life - Birth complications - Danger to the new-born 						
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4.6 Describe early marriage.						
4.7 State the factors influencing child marriage. - Social - Economic - Cultural - Religion - Child trafficking - Poor policy						
4.8 Explain the health and social implication of child marriage						
General Objective 5.0: Discuss the prevention/eradication of harmful traditional and cultural practices in the community						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
5.1 Roles of the Public/Community Health nurses in the prevention of harmful practices. 5.2 Explain the role of the following in the prevention/eradication	<ul style="list-style-type: none"> • Lecture • Discussion • Lectures • Discussions • Role Play • Lecture • Demonstration • Discussion 	<ul style="list-style-type: none"> • Textbooks • White Board • Marker • Charts • Field trip • Video clips • Multimedia projectors • Laptop • Charts 		<ul style="list-style-type: none"> • Demonstration • Supervision • Demonstration • Demonstration 	<ul style="list-style-type: none"> • Referral forms • MIC forms • IEC materials 	Assignment Test Examination

<div>of harmful traditional/ cultural practices.</div> <div><div><div>- Counseling</div><div>- Training</div><div>- Referrals to specialists or other agencies</div><div>- Rehabilitation</div></div></div>						
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LEVEL: HND NURSING II

SEMESTER: SECOND

PROGRAMME: HND NURSING II				
COURSE: FAMILY PLANNING				
COURSE CODE: NUR 425				
DURATION: (Hours/Week)	Lecture: 1 Hr	Tutorial: 0 Hr	Practical: 1 Hr	Total Contact Hours: 30 Hours
CREDIT UNIT: 2				
GOAL: This course is designed to acquaint the students with the knowledge of reproductive health and skills in providing reproductive health services				
GENERAL OBJECTIVES: At the end of the course, the students should be able to:				
1.0 Understand the concept of family planning.				
1.0 Know the methodology of data collection involved in family planning.				
2.0 Know the concept of management information system in the management of health care services.				
3.0 Know the various family planning methods.				
4.0 Understand the management of reproductive health conditions.				
5.0 Know the organization and operation of family planning clinics.				

[illegible]

<ul style="list-style-type: none"> • Demography • Maternal and Infant morbidity and mortality rate • General fertility rate • Population growth • Reproductive rate • Communication skills in family planning • Counseling in Family planning <p>1.10 Discuss Health Education</p> <p>1.11 Discuss the benefits of family planning</p>						
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General Objective 2.0: Know the methodology of data collection involved in family planning.						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
<p>2.1 Explain data collection process.</p> <p>2.2 Identify methods of data collection: namely:</p> <p>History taking.</p> <p>General and physical examination including Self-Breast Examination (SBE) and pelvic examination.</p> <p>Laboratory investigation</p>	<ul style="list-style-type: none"> • Lecture • Demonstration • Return Demonstration 	<ul style="list-style-type: none"> • Models of the organs • Specimen bottle • Cotton wool Swabs • Cusco vaginal speculum • Kidney Dishes • Antiseptic lotions • Methylated Spirit 				<p>Assignment</p> <p>Test</p> <p>Examination</p>

such as: Collection of specimens e.g. High Vaginal Swab, Pap smear, Urine, Blood and Semen.						
Interpret result of Laboratory investigations.						

General Objective 3.0: Know the concept of Management Information System (MIS) in the Management of Healthcare services.						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
3.1 Explain the types of information needed in family planning.	<ul style="list-style-type: none"> Lecture & Discussion Lecture and Show types of forms Lecture & Discussion 	<ul style="list-style-type: none"> Magnetic Board & Marker MIS Forms Magnetic Board 				Assignment Test Examination
3.2 Identify the types of forms used in Management information system (MIS).						
3.3 Outline the roles of health provider in the management of information system (MIS).						

General Objective 4.0: Know the various family planning methods.						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
4.1 Review Anatomy and		<ul style="list-style-type: none"> Magnetic 	4.2 Display the	<ul style="list-style-type: none"> Demonstratio 	<ul style="list-style-type: none"> Textbooks 	Assignment

<p>Physiology of the male and female reproductive system</p> <p>4.2 Describe the various family planning methods:</p> <ul style="list-style-type: none"> • Traditional Methods • Natural Methods • Modern Methods (Artificial) <p>4.3 Discuss the modern Methods emphasizing the following:</p> <ul style="list-style-type: none"> • Methods of administration • Mode of action • Advantages and disadvantages, effectiveness, side effects • Indications and Contraindications • - Major complications, client instruction, referral of clients .with major complications, association problems and management • Hormonals (orals, injectables and 	<ul style="list-style-type: none"> • Lecture • Discussion • Brain storming • Questions and Answers 	<p>Board</p> <ul style="list-style-type: none"> • Marker • Display the family planning types • Multimedia projectors • Laptop • Video clips on the topics 	<p>various types of family planning devices.</p> <p>4.3 Show techniques of insertion, maintenance and removal of artificial devices e.g. IUCD, condoms.</p> <p>4.6 Counsel clients on follow up action on family planning using communication skill with emphasis on perception and misconception of family</p>	<ul style="list-style-type: none"> • n • Return Demonstration 	<ul style="list-style-type: none"> • Journals • Relevant • Videos 	<p>Test Examination</p>
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<ul style="list-style-type: none"> implants) • IUCD (Technique of insertion, maintenance and removal) • Barrier Methods: (Diaphragm, condoms, • Foaming tablets: jellies and creams) • Emergency contraceptive methods • Dual protection for HIV clients • Surgical method (Bilateral tubal ligation and vasectomy) <p>4.4 Discuss follow up: scheduled appointment, tracing defaulters</p> <p>4.5 Discuss Record keeping/statistics and reporting</p> <p>4.6 Discuss suitable methods of family planning for various clients, depending on health, religious beliefs, culture, age, economic factor, previous history; laboratory investigations</p>						
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4.7 Demonstrate the proper use of the various devices identified in 4.3 above.						
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General Objective 5.0: Understand the management of reproductive health condition.						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
5.1. Identify reproductive disorders in male and female clients. Male <ul style="list-style-type: none"> • Congenital malformation, inflammation, infection, trauma, malignancies and emergencies Female <ul style="list-style-type: none"> • Congenital malformation, infections, inflammation, menstrual, disorders, malignancies, trauma and emergencies. 5.2. List the various sexually transmitted infections including HIV/AIDS. 5.3. Explain human sexuality.	<ul style="list-style-type: none"> • Lecture • Discussion • Lectures • Discussions • Role Play • Lecture • Demonstration • Discussion 	<ul style="list-style-type: none"> • Textbooks • White Board • Marker • Charts • Field trip • Video clips • Multimedia projectors • Laptop • Charts 		<ul style="list-style-type: none"> • Demonstration • Supervision • Demonstration • Demonstration 	<ul style="list-style-type: none"> • Referral forms • MIC forms • IEC materials 	Assignment Test Examination

5.4. Describe the management of reproductive disorders						
5.5. Explain infertility.						
5.6 Describe method of treatment of infertility.						
5.7 Identify infertile couples for referral services.						
General Objective 6.0: Know the organization and operation of family planning clinics.						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
6.1 Discuss management of family planning clinic using the nursing process approach - Assessment – community analysis including catchment area/site - Planning – determination of required resources, Human and Material - Implementation – organization of family planning	<ul style="list-style-type: none"> Lecture Discussion 	<ul style="list-style-type: none"> Magnetic Board & Marker 	6.1 Demonstrate a prototype method of managing a family planning clinic Assess a community in respect of appropriate location for family planning clinic.			Assignment Test Examination

<p>clinic</p> <ul style="list-style-type: none"> - Client flow - Supply, maintenance and storage of family planning commodities - Staffing budgeting procedures, items for proposal - Evaluation/client oriented provider efficiency - Research analysis/utilization of findings in family planning - Identify topics for research in family planning - Discuss the utilization of research findings to improve services. - Discuss management of family planning clinics 						
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LEVEL: HND NURSING II

SEMESTER: SECOND

PROGRAMME: HND NURSING II				
COURSE: EXPECTANT FAMILY CARE				
COURSE CODE: NUR 427				
DURATION: (Hours/Week)	Lecture: 0 Hr	Tutorial: 1 Hr	Practical: 2 Hrs	Total Contact Hours: 30 Hours
CREDIT UNIT: 2				
GOAL: This course is designed to enable students follow up an expectant family.				
GENERAL OBJECTIVES: At the end of the course, the students should be able to:				
1.0 Know an expectant family.				
2.0 Know at Risk Clients.				
3.0 Know the common problems of an expectant family.				
4.0 Understand the maintenance of the well-being of the expectant father.				
5.0 Know how to prepare parents and families for the arrival of a new baby.				

PROGRAMME: HND NURSING II						
COURSE: EXPECTANT FAMILY CARE			Course Code: HMP 424		Total Contact Hours: 30 Hours	
Course Specification: Tutorial/Practical						
General Objective 1.0: Know an Expectant Family.						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
1.1 Define expectant family. 1.2 Identify the true signs of pregnancy. 1.3 Identify the client suitable for the study e.g. gestational period must be between 16-24 weeks. 1.4 Provide anticipatory guidelines on child birth and post partum period.	<ul style="list-style-type: none">LectureDiscussionGroup WorkLectureField Trip	<ul style="list-style-type: none">LiteraturesExpectant Family Care Booklet by NMCNWhiteboard and MarkerChartsClinics				Assignment Test Examination

General Objective 2.0: Know at Risk Clients						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
2.1 Define at Risk clients 2.2 List at risk conditions in pregnancy 2.3 Identify the social-economic factors that could place client at risk e.g. occupation, social environment, maternal age etc.	<ul style="list-style-type: none"> • Lectures • Discussions • Group Work • Questions and answers • Assignments 	<ul style="list-style-type: none"> • Photographs • Literature • Expectant Family Care booklet by NMCN • Whiteboard and Marker 				

General Objective 3.0: Know the common problems of an expectant family.						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
3.1 List common problems in pregnancy e.g. morning sickness 3.2 Explain culturally prescribed activities which may have impact on the child bearing family. 3.3 Provide the woman with the information about	<ul style="list-style-type: none"> • Lectures • Discussion • Group Work • Field Trip • Demonstration 	<ul style="list-style-type: none"> • Literatures • Photographs • Whiteboard and Marker • Expectant Family Care booklet by NMCN • PHC Facilities 				Assignment Test Examination

<p>self-care activities aimed at reducing or relieving discomfort.</p> <p>3.4 Provide information about activities e.g. exercise, sexual, bathing, immunization etc.</p> <p>3.5 Identify appropriate relief measures for the common discomfort of pregnancy.</p>						
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General Objective 4.0: Understand the maintenance of the well-being of the expectant family						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
<p>4.1 Assess the expectant fathers knowledge and intended degree of participation.</p> <p>4.2 Work with the couple to help ensure a satisfying experience.</p> <p>4.3 Assist family to make safe care choice on desired</p>	<ul style="list-style-type: none"> • Lectures • Discussions • Group Work • Field Trip 	<ul style="list-style-type: none"> • Photographs • Expectant Family Care Booklet by NMCN • Whiteboard and marker • Charts 	<p>4.1 -4.2 provide care to the expectant father and mother</p> <p>document care given in the family care booklet</p>			<p>Assignment</p> <p>Test</p> <p>Examination</p>

health status						
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General Objective 5.0: Know how to prepare parents and families for the arrival of a new baby.						
Specific Learning Objectives (Theory)	Teachers' Activities	Resources	Specific Learning Objectives (Practical)	Teachers' Activities	Resources	Evaluation
<p>5.1 Provide the expectant family with information on needs of the new baby such as adoptive breast feeding etc.</p> <p>5.2 Explain pregnancy in terms that make sense to children: including children in the care etc.</p> <p>5.3 Explain to pregnant women activities such as going through child birth through reading books using pictures about child birth, etc.</p>	<ul style="list-style-type: none"> • Lectures • Group Work • Discussion • Field Trip 	<ul style="list-style-type: none"> • Charts • Photographs • VCD • Video Player and Accessories • Expectant Family Care booklet by NMCN 	<p>5.1 5.3 provide education and counselling to expectant family on the need of the baby</p> <p>5.2 Document activities in the expectant family care booklet</p>			<p>Assignment Test Examination</p>

LEVEL: HND NURSING II

SEMESTER: SECOND

PROGRAMME: HND NURSING II				
COURSE: PUBLIC HEALTH NURSING PROGRAMME PROJECT				
COURSE CODE: NUR 428				
DURATION: (Hours/week)	Lecture: 0 Hr	Tutorial : 1Hr	Practical: 2 Hrs	Total Contact Hours: 30 Hours
CREDIT UNIT: 2				
GOAL: This course is designed to enable students utilize the knowledge, skills and attitudes acquired during the programme carrying out an independent Nursing process in the Community and to implement an intervention to address an identified health needs				
GENERAL OBJECTIVES: At the completion of the course, the students should be able to:				
<ol style="list-style-type: none">1. Carry out Community Health Nursing process.2. Use the theoretical knowledge acquire to assess, diagnose, plan and implement Nursing intervention in the community to address an identified health need. eg (screening of market women and road transport workers, adolescent focused health education, advocacy, expectant family care and education, etc.				