# NATIONAL BOARD FOR TECHNICAL EDUCATION



# NATIONAL DIPLOMA (ND)

IN

**COMMUNITY HEALTH** 

**CURRICULUM AND COURSE SPECIFICATION** 

**AUGUST, 2022**.

PLOT 'B' BIDA ROAD, P. M. B.2239, KADUNA

#### **FOREWORD**

The National Diploma in Community Health curriculum is designed to be used by training institutions to produce manpower for the health sector nationwide.

The shortage of professionally-trained manpower in the health sector in Nigeria as well as the need to produce professional practitioners with good ethics and career progression, through the acquisition of desirable knowledge and skills, necessitated the production of this national curriculum.

It is my belief that this curriculum and course specifications which is the minimum required to produce health practitioners with sound knowledge and skills in Community Health, if properly implemented with the required resources (qualified teaching staff in adequate number and mix, adequate consumables, training materials, teaching aids), and qualified candidates are admitted into the programme will lead to the production of competent and skilled practitioners required in the sector.

I wish to express my deep appreciation to those that made the review of this curriculum possible. The invaluable contributions of all the members of the committee and resource persons during the national review workshop are appreciated.

I hope that the curriculum would be properly implemented, so as to produce the required Work Force of our dream.

Prof. Idris M. Bugaje, EXECUTIVE SECRETARY, NBTE KADUNA.

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#### **GENERAL INFORMATION**

1.0 TITLE OF THE PROGRAMME: The title of the programme is National Diploma Community Health

## 2.0 GOAL AND OBJECTIVES OF THE PROGRAMME

- **2.1 Goal:** The National Diploma (ND) programme is designed to produce Community Health Practitioners with appropriate and adequate knowledge, skills and attitude for effective delivery of health care services at the primary health care level.
- **2.2 Objectives:** At the end of the programme, the student should be able to:
  - i. Explain to the community, the Primary Health Care approach of the Nigerian Health System and his/ her role as a member of the health team expected to link the community with the health facility.
  - ii. Carry out community mobilization for health action.
- iii. Work with other health workers and the community to carryout community diagnosis and continuous health needs assessment of the community.
- iv. Work with the supervisory officer and community members to seek solutions to identified health needs.
- v. Work with other members of the health team and community members to implement the plan.
- vi. Develop a monthly plan with the approval of the supervising officer.
- vii. Supervise Volunteer Village Health Workers (VVHWs,)/Traditional Birth Attendants (TBAs) and together visit prenatal and postnatal mothers to initiate and continue care according to Standing Order.
- viii. Visit homes to monitor pregnant women and children.
- ix. Visit homes to identify "at risk" members of the community, treat or refer according to Standing Order.
- x. Together with VVHWs/TBAs, identify clinic defaulters in the community, and manage according to Standing Order.
- xi. Carry out Health Education on prevalent health problems such as malnutrition, diarrhea, Sexually Transmitted Infections (STls) in the community on environmental sanitation days
- xii. Screen for health problems in the community and take appropriate actions according to Standing Order.
- xiii. Treat specific conditions in the homes according to Standing Order.

- xiv. Supervise Volunteer Village Health Workers/Traditional Birth Attendants.
- xv. Identify learning needs of VVHWs/TBAs.
- xvi. Participate in the training of VVHWs/TBAs in the community.
- xvii. Collect and collate health data for monitoring and evaluation of PHC activities in the community.
- xviii. Generate simple, clear and precise information from community-based data to serve as evidence for interventions.

# B. Clinic-based functions

- i. Register new clients.
- ii. Weigh clients and record weights accurately.
- iii. Carry out health talks on different health-related topics as scheduled.
- *iv.* Estimate hemoglobin according to established procedure.
- v. Measure blood pressure according to established procedure.
- vi. Test urine for sugar and albumen.
- vii. Prepare and administer immunization and Monteux test according to standard schedule and prescription on clients' cards.
- viii. Dress uncomplicated wounds according to prescription on clients' cards.
- ix. Pack and dispense drugs according to established procedure.
- x. Provide Family Planning counselling and services according to Standing Orders.
- xi. Sterilize equipment according to established procedures.
- xii. Collect and label laboratory specimens.
- xiii. Carry out clinical procedures (e.g.) taking temperature, pulse, respiratory rate, bed making, oral toileting, food demonstration, etc.
- xiv. Participate in collating data for monitoring and evaluation of PHC activities in the clinic.
- xv. Participate in the training of other health workers in the clinic.
- xvi. Update the clinic master card after community-based functions.
- xvii. Perform any other duties assigned to by the supervising officer.
- xviii. Set up and manage a small business

# 3.0 ENTRY REQUIREMENTS:

The general entry requirements for the ND in Community Health are:

a. At least a minimum score in the Unified Tertiary Matriculation Examination (UTME).

- b. Possession of Five (5) credit passes in English Language, Mathematics, Biology, Chemistry & Physics in WASSCE/GCE/SSCE at not more than two sittings.
- c. Holders of CHEW Certificate with qualifications listed in (a & b) above may be admitted at ND II.

#### 4.0 STAFFING REQUIREMENT

## **4.1 Headship of the Department:**

The HOD should have a B.Sc. /M.Sc. or Ph.D. in Community/Public Health, not below the rank of a Senior Lecturer with Registration as a PHC Tutor with CHPRBN.

#### **4.2 Core Teaching Staff:**

At the point of mounting the programme, there should be a minimum of four Lecturers who should spread from Lecturer II and above with first/second degrees in **Community Health**.

#### 4.3 Technical Staff:

These are technically qualified staff not involved in direct lecturing/instructing, but who provide vital and indispensable services in all facilities used in the implementation of the programme.

#### 5.0 CAREER AND ACADEMIC PROSPECTS

# **5.1 Academic Progression**

Holders of the ND are eligible for admission into HND or B.CHS and B.CH. Ed.

## **5.2 Career prospects**

Holders of the ND can work in the following establishments/organizations:

- Primary Health Care (PHCs)
- Clinics
- Hospitals
- Teaching
- Industries,
- Military/Para-military
- NGO's

#### 6.0 DURATION

The duration of the programme is two academic sessions consisting of four semesters of 17 weeks each. (15 weeks academic activities and 2 weeks for Registration & Examinations).

#### 7.0 CURRICULUM

- 7.1 The curriculum of the programme consists of four main components. These are:
  - General Studies
  - Foundation Courses
  - Core Courses
  - Project.

# 7.2 The General Education component shall include courses in:

English Language, Entrepreneurship and Citizenship Education. The General Education component shall account for not more than 10-15% of the total contact hours for the programme.

Foundation courses include courses in Economics and Computer Science. The number of hours for the courses may account for about 10-15% of the total contact hours.

Professional courses are core courses of the programme that give the student the theory and professional skills he/she needs to practice his/her field of calling at the Technician level. These may account for between 60% and 70% of the contact hours.

#### 8.0 CURRICULUM STRUCTURE

The structure of the programme consists of four semesters of classroom, and workshop activities in the institution. Each semester shall be of 17 weeks duration made up as follows:

- 15 weeks of teaching, i.e. instruction, practical exercises, quizzes, test, etc.; and
- 2 weeks for examinations and registration.

# 9.0 ACCREDITATION

The National Board for Technical Education, in conjunction with Community Health Practioners' Registration Board of Nigeria (CHPRBN), shall accredit the programme before the diplomates can be awarded the National Diploma certificates. Details about the process of accrediting the programme for the award of the National Diploma are available from the office of the Executive Secretary, National Board for Technical Education, Plot "B", Bida Road, P.M.B. 2239, Kaduna, Nigeria.

#### 10.0 AWARD OF NATIONAL DIPLOMA

- **10.1** Conditions for the award of National Diploma include the following:
- a. satisfactory performance in all prescribed course work which may include class work, tests, quizzes.
- b. Clinical experience, laboratory work and fieldwork/Community based experience.

- c. Satisfactory performance at all semester examinations.
- d. Satisfactory completion of final year project work.

Normally, for all courses including final year project work, continuous assessment contributes 40% while semester examinations and project reports are weighted 60% to make a total of 100%. For Seminar presentation, Continuous assessment contributes 30% while Seminar reports are weighted 70% to make a total of 100%.

# 10.2 Classification of Diploma

The National Diploma shall be awarded in four classes as follows:

• Distinction - CGPA of 3.50 and above

• Upper Credit - CGPA of 3.0 - 3.49

• Lower Credit - CGPA of 2.50- 2.99

Pass
 CGPA of 2.00- 2.49

# 10.3 Grading of Courses:

Courses shall be graded as follows:

MARKED RANGE	LETTER GRADE	WEIGHTING
	GRADE	
75% and above	A	4.00
70% – 74%	AB	3.50
65% – 69%	В	3.25
60% - 64%	BC	3.00
55% - 59%	С	2.75
50% - 54%	CD	2.50
45% – 49%	D	2.25
40% – 44%	Е	2.00
Below 40%	F	0.0

#### 11.0 GUIDANCE NOTES FOR TEACHERS

- 11.1 The new curriculum is drawn in unit courses. This is in keeping with the provisions of the National Policy on Education which stress the need to introduce the semester credit units which will enable a student who so wishes to transfer the units already completed in an institution of similar standard from which he/she is transferring.
- 11.2 In designing the units, the principle of the modular system by product has been adopted, and each of the professional modules, when completed provides the student with technician operative skills, which can be used for employment purposes or self-reliance.
- As the success of the credit unit system depends on the articulation of the programme between the institutions and industry, the curriculum content has been written in behavioral objectives, so that it is clear to all the expected performance of the student who successfully completed some of the courses or the diplomates of the programme. This is slight departure in the presentation of the performance-based curriculum which requires the conditions under which the performance is expected to be carried out and the criteria for the acceptable levels of performance. It is a deliberate attempt to further involve the staff of the department teaching the programme to write their own curriculum stating the conditions existing in their institution under which performance can take place and to follow that with the criteria for determining an acceptance level of performance.

The Academic Board of the institution may vet departmental submission on the final curriculum. Our aim is to continue to see to it that a solid internal evaluation system exists in each institution for ensuring minimum standard and quality of education in the programmes offered throughout the Polytechnic/Monotechnic system.

- 11.4 The teaching of the theory and practical work should, as much as possible, be integrated. Practical exercises, especially those in professional courses and laboratory work should not be taught in isolation from the theory. For each course, there should be a balance of theory to practical in the ratio of 50:50 or 60:40 or the reverse.
- 11.5 ASSESSMENT: Coursework/Assignment 50%, Practical 40%, Report 10%

	Classwork /practical	&Laboratory	Semester	Total
	Works		Examinations	
Theory	60		60	60
Practical	40		40	40
Total				100

#### 12.0 PRACTICAL LOGBOOK

A personal Logbook to be kept by each student shall contain all day-to-day, weekly summary and semester summary of all the practical activities from day one to the end of the programme. This is to be checked, marked, endorsed and recorded by the lecturers/technologists concerned at the end of every week.

#### 13.0 FINAL YEAR PROJECT

Final year students in this programme are expected to carry out a project work. This could be on individual basis or group work of not more than two students per group, but reporting must be undertaken individually. The project should, as much as possible be related to the programme. Project reports should be well presented and should be properly supervised. The departments should make their own arrangement of schedules for project work.

## 14.0 CONDITIONS FOR THE AWARD OF THE ND.

The ND programme in **Community Health** shall be accredited by the National Board for Technical Education in conjunction with Community Health Practioners' Registration Board of Nigeria (CHPRBN) before the diplomates can be awarded the National Diploma certificates.

#### 15.0 CERTIFICATION AND LICENCING

Upon successful completion of the requirements of the programme, the students shall be indexed by the Community Health Practioners' Registration Board of Nigeria. The Training Institution will award the ND Certificate while the CHPRBN issues professional certificate and practicing licensing to the diplomates

# CURRICULUM TABLE: NATIONAL DIPLOMA COMMUNITY HEALTH YEAR ONE SEMESTER ONE

COURSE CODE	COURSE TITLE	L	P	CU	СН	PRE-REQUISITE
GNS 101	Use of English	2	-	2	30	
GNS 111	Citizenship Education I	1		1	15	
GNS 213	Introduction to Medical Sociology	2	<b>-</b>	2	30	
GNS 411	Introduction to Psychology	2	$\sqrt{}$	2	30	
COM 111	Introduction to Computing	1	1	2	30	
STA 224	Biostatistics	2	-	2	30	
CMS 111	Human Anatomy & Physiology I	2	2	4	60	
CMH 111	Introduction to Primary Health Care	2	-	2	30	
CMH 112	Community Health Professional Ethics	1	-	1	15	
CMH 113	Social & Behavioral Change Communication	2	1	3	45	
CMH 114	Human Nutrition	2	1	3	45	
CMH 115	Immunity & Immunization	2	2	4	60	
CMH 116	Pharmacology and Essential Medicine in Community Health	2	-	2	30	
	TOTAL	23	7	30	450	

# YEAR ONE SEMESTER TWO

COURSE CODE	COURSE TITLE	L	P	CU	СН	PRE-REQUISITE
GNS 201	Communication in English I	2	-	2	30	
ENT 126	Introduction to Entrepreneurship I	2	1	3	45	
CMS 121	Anatomy & Physiology II	1	1	2	30	
CMH 121	Accident & Emergency Conditions	1	1	2	30	
CMH 122	Clinical Skills I	2	2	4	60	
CMH 123	Symptomatology	1	1	2	30	
CMH 124	Reproductive Health	1	1	2	30	
CMH 125	Maternal Health	2	2	4	60	
CMH 126	Modified Essential Care of the Newborn	2	1	3	45	
CMH 127	Communicable Diseases	2	-	2	30	
CMH 128	Microbiology & Laboratory Services.	1	1	2	30	
CMH 129	Community Based Health Care	1	2	3	45	
CMH 120	Clinical Posting [SIWES]	-	-	-	-	-
	TOTAL	18	13	31	465	

# YEAR TWO SEMESTER ONE

COURSE	COURSE TITLE	L	P	CU	СН	PRE-REQUISITE
CODE						
GNS 202	Communication in English II	2	-	2	30	
GNS 228	Research Methodology	2	1	2	30	
ENT 216	Introduction to Entrepreneurship II	2	1	3	45	
CMS 211	Anatomy & Physiology III	1	1	2	30	
CMH 211	Primary Eye Care	1	1	2	30	
CMH 212	Primary ENT	1	1	2	30	
CMH 213	Oral Health Care	1	1	2	30	
CMH 214	Child Health/IMCI	2	1	3	45	
CMH 215	Family Planning	2	1	3	45	
CMH 216	Community Mental Health	1	1	2	30	
CMH 217	Non-Communicable Diseases	2	-	2	30	
CMH 218	Intro. To PHC Management &	2	-	2	30	
	Human Resource for Health					
CMH 219	Community Based Newborn Care	2	1	3	45	
CMH 220	Supervised Community Based	-	5	5	75	
	Experience					
	TOTAL	21	15	35	525	

# YEAR TWO SEMESTER TWO

	SENIESTER I WO	_		1	
COURSE	COURSE TITLE	L	P	CU	CH PRE-REQUISITE
CODE					
EHT 111	Introduction to Environmental Health	2	-	2	30
CMH 221	Use of Standing Orders	2	1	3	45
CMH 222	School Health Programme	2	1	3	45
CMH 223	Adolescent & Adult Health	2	11	2	30
CMH 224	Care Of Persons with Special Needs	2	-/	2	30
CMH 225	Community Geriatrics	2	1	3	45
CMH 226	Essential Drugs in Community Health Practice	2	-	2	30
CMH 227	Health Management Infomation System	1	-	1	15
CMH 228	Occupational Health	)	1	2	30
CMH 229	Emerging & Re-Emerging Diseases	1	-	1	15
CMH 230	Referral & Outreach Services	1	1	2	30
CMH 231	Project	-	-	6	90
TOTAL	20	18	5	29	435

YEAR ONE SEMESTER ONE COURSES 

PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEALTH **COURSE TITLE: Human Anatomy and Physiology I COURSE CODE: CMS 111 DURATION: Lecture:** - 2HR **Practical: - 2HR Total: 60HRS CREDIT UNITS: 4 UNITS** GOAL: This course is designed to equip students with basic knowledge of human anatomy and physiology. **GENERAL OBJECTIVE:** On completion of the course, the student should be able to: 1.0 Understand human anatomy and physiology 2.0 Know the various systems of the Human body 3.0 Understand the Cardiovascular system 4.0 Understand the skeletal system 5.0 Understand the respiratory System 6.0 Understand lymphatic System

PROGR	PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEALTH								
COURS	E: Human Anatomy and	Physiology I		<b>Course Code: CMS 1</b>	11 Contac	t Hours: 60HRS			
COURS	E SPECIFICATION:	<b>Theoretical Conten</b>	nt:	<b>Practical Content:</b>					
General	<b>Objective: 1.0 Understand</b>	d the concept of comr	nunity						
WEEK	Specific Learning	Teachers	Learning	Specific Learning	Teachers	Evaluation			
	Outcomes	Activities	Resources	Outcomes	Activities				
1	1.1 Define Anatomy 1.2 Define Physiology 1.3 State the relationship between Anatomy and Physiology. 1.4 Describe the following terms: Cell, Tissue,	Explain anatomy, physiology and the relationship between them Explain the following terms: - Cell	Relevant Publications Audio-visuals (video, compact disc, DVD, Internet) Books			Define Anatomy  Define Physiology  State the relationship between Anatomy and Physiology.			
General	organs, systems  Objective 2:0 Know the va	- Tissue - Organs - Systems arious systems of the H	Human body.	My					
2	2.1 Define a system  2.2 List the systems of the Human Body  2.3 Describe the systems mentioned in 2.2 above.	Explain system  List the systems of the Human Body  Musculo Skeletal System  Respiratory System  Cardiovascular System  Genito-Urinary System  Digestive System	Relevant Publications  Audio-visuals (video, compact disc, DVD, Internet)  Books			List the systems of the Human Body			
	NALION		19						

	1		1			
		<ul> <li>Male         Reproductive         System</li> <li>Female         Reproductive         System</li> <li>Special Senses</li> <li>Endocrine         System         Integumentary         System</li> <li>Nervous System         Lymphatic         System etc.</li> </ul>				
GENER	RAL OBJECTIVE 3:0 Und	derstand the Cardiovas	cular system.			
3	<ul> <li>3.1 Define the Cardiovascular System.</li> <li>3.2 State the functions of Cardiovascular System</li> <li>3.3 List the organs/components of the Cardiovascular System</li> <li>3.4 Explain the classification the Blood vessels.</li> </ul>	Explain Cardiovascular System.  Explain the functions of Cardiovascular System  Explain the organs/components of the Cardiovascular System: -Blood Vessels -Heart etc.	Relevant Publications  Audio-visuals (video, compact disc, DVD, Internet) Books	Conduct practical's session on the cardiovascular and skeletal systems  Draw and Label the Human Heart.	Guide students to carry out Practicals on anatomy and physiology  Guide students to draw and label the Human Heart.	Explain the functions of Cardiovascular System

		_		1		
	3.5 Describe the human	Explain the human			~ D, '	
	Heart.	Heart.			. ( , , ,	
		Explain the			. 10.	
		classification the				
		Blood vessels.				
		Describe the human				
		Heart.				
		Trout.				
	3.6 Explain the types of	3.7 Explain types of				
	blood circulation.	blood circulation.		1		
	blood circulation.	-Arterial				
	3.7. Describe the human	-Venous				
	blood.					
	blood.	-Coronary				
	200 7 4 1 1	-Pulmonary.				
	3.9 Describe the body					
	Fluids.	Explain the human				
		blood.				
	3.10 Explain the types					
	Blood Cells	Explain the body				
		Fluids.				
		Explain the types				
		Blood Cells				
		-RBC				
		-WBC				
		-Platelets etc.				
GENER	RAL OBJECTIVE: 4.0 Ur		system.			
4	4.1 State the functions of	State the functions of	Relevant	Carry out practical's	Guide students to	Explain the Human
	skeletal system.	skeletal system.	Publications	session on the	carry out practical's	Skeletal System.
				respiratory and	session on the	<b>,</b>
				lymphatic system		
		l		1) Inpliante of Stelli		
			21			
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	<i>(</i> -1,)					

	<del></del>		I		
4.2 List the var	I .			respiratory and	
of the human sl		r		lymphatic system	
system.	skeletal system.	disc, DVD, Internet)	Draw and Label the	, 10.	
		Books	Human Skeletal		
4.3 List the cav	<b>L</b>		System.		
Human body:	of the Human body	<b>7:</b>		Guide students to	
-Cranial Cavity	-Cranial Cavity			draw and label the	
-Thoracic	-Thoracic			Human Skeletal	
-Pelvic Cavity	-Pelvic Cavity		6 N.	System.	
-Abdominal Ca	vity etcAbdominal Cavity	7			
	etc.				
4.4 Explain the	Human		117		
Skeletal Systen	n. Explain the Human	1			
	Skeletal System.				
GENERAL OBJECTI	VE 5:0 Understand the respira	ntory System	O,		
5 5.1 Define Resp	biration. Explain Respiration	n. Relevant			Explain the
		Publications			Mechanism of
5.2 List the Org	ans of the Explain the Organs				Respiration.
Respiratory Sys	tem. of the Respiratory	Audio-visuals			
	System.	(video, compact			
5.3 State the fun	nctions of	disc, DVD,			
the Respiratory	System. 5.3 Explain the	Internet)			
	functions of the	Books			
5.5. Explain the	Respiratory System.				
Mechanism of					
Respiration.	Explain the				
	Mechanism of				
	Respiration.				
GENERAL OBJECTI	VE 6.0 Understand lymphatic	System			
6 6.1 Define Lym		Relevant			Explain organs
system.	system.	Publications			associated with
1					

					<b>Y</b>
6.2. List the Organs of the	Explain the Organs	Audio-visuals			
Lymphatic System.	of the Lymphatic	(video, compact disc,		CY	
	System.	DVD, Internet)		. 10'	
6.3. State the functions of	Explain the functions	Books			
the Lymphatic System.	of the Lymphatic				
	System.				
6.4. Explain composition					
of Lymph.	Explain composition				
6.5 Explain the	of Lymph.				
Components of the			<b>X</b> \ <b>1</b> \ <b>1</b>		
Lymphatic System	Explain the				
	Components of the				
	Lymphatic System				
6.6 Explain organs					
associated with lymphatic	Explain organs				
system	associated with				
	lymphatic system				
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	10				
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ALLO		23			
19.					

PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEALTH								
COURSE TITLE: INTRODUCTION TO PRIMARY HEALTH CARE.								
COURSE CODE: CMF	H 111							
<b>DURATION:</b>	Lecture: - 2HRS	Practical: - NIL	Total: 30HRS					
CREDIT UNITS: 2	<u> </u>							
<b>GOAL:</b> The course is do	esigned to provide the student v	with the knowledge and skills ne	eeded in Primary Health Care.					
GENERAL OBJECTIV	$\sqrt{\mathbf{E}}$ : On completion of the course, the	student should be able to:						
1.0 Understand the Concept of	of Health and Primary Health Care (P.	HC).						
2.0 Know the Tiers of Nigeri	an Health System.		Y					
3.0 Understand the Principles	s of Primary Health Care.							
4.0 Know the components of	Primary Health Care.							
5.0 Understand the various fa	actors affecting health in Nigeria							
6.0 Know the History of Nige	erian Health System.							
7.0 Understand the Composit	ion of a Health Team.							
8.0 Understand the developm	ent of the National Health Policy.							
9.0 Understand the Concept of	of PHC Under one Roof.							
10.0 Understand the Concept	of Basic Health Care Provision.							

PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEALTH									
COURS	E: INTRODUCTION TO	PRIMARY HEALT	H CARE.	<b>Course Code: CMH</b>	111 Contact	Hours: 30HRS			
COURS	COURSE SPECIFICATION: Theoretical Contents Practical Content:								
General	Objective: 1.0: Understand	l the Concept Of Cor	nmunity						
WEEK	Specific Learning	Teachers	Learning	Specific Learning	Teachers	Evaluation			
	Outcomes	Activities	Resources	Outcomes	Activities				
1	1.1 Define Health according to; • WHO • Others 1.2 Define Primary Health Care under: • WHO • Others etc. 1.3 Explain Key terms used in 1.2 above.	Explain the various definitions of health Explain the various definitions of Primary Health care. Explain Key terms used in the definition of PHC.	Textbooks Journals Posters Flip chats Computer Projector	MICAN		Define Health. Define PHC.  Explain the Key terms used in the definition of PHC.			
General	<b>Objective: 2.0:</b> Know the T	iers of Nigerian Healt	h System.						
2	2.1 Describe the three tiers of health care.  • Primary level • Secondary level • Tertiary level  2.2 State the functions of each of the three tiers of health care.  2.3 State the relationships between the three tiers of health care	Explain the three tiers of Health care and the functions of each tier.  Explain the relations among the tiers of health care.	Textbooks Journals Posters Flip chats Computer Projector			Explain tiers of PHC  State the functions of PHC.  State the relationship between types of PHC.			

Genera	l Objec	ctive: 3.0: Understand	the Principles of Prim	ary Health Care.		
3	3.1	Explain the principles of PHC:  a. Equity b. Appropriate technology c. Community participation d. Accessibility e. Acceptability f. Affordability g. Inter-sectoral collaboration	Explain the principles of PHC	Textbooks Journals Posters Flip chats Computer projector		What are the principles of PHC?
Genera		ctive: 4.0: Know the C			_	
4	4.1	List the Components of PHC.  Education concerning prevailing health problems and the methods of preventing and controlling them Promotion of food supply and proper nutrition Adequate supply of safe water and basic sanitation Maternal and Child Health including Family Planning	Explain the components of PHC	Textbooks Journals Posters Flip chats Computer projector		What are the components of PHC?

<ul> <li>Immunization     against the major     infectious diseases</li> <li>Prevention and     control of locally     endemic diseases.</li> <li>Prevention and</li> </ul>
control of epidemics/pandemics.  Appropriate treatment of common diseases and injuries  Provision of essential drugs and supplies. Promotion and maintenance of good mental health Primary Eye Care Care of the persons with special needs Care of the Elderly Care of the Adolescent Oral Health Care etc.  Explain the components of Primary Health Cane listed in 4.1 above.

Genera	al Objective: 5.0: Understand	d the Various Factors A	Affecting Health in N	igeria.	· V
5	5.1 List the Factors affecting Health in Nigeria:  • Social  • Cultural  • Economic  • Religious  • Occupational  • Age  • Gender  • Personal etc.  5.2 Explain the factors in 5.1 above on Health.	Explain factors affecting health in Nigeria.	Textbooks Journals Posters Flip chats Computer Projector		What are the factors affecting health in Nigeria.  Explain each of the factors affecting health.
6	6.1 Describe the history of health System in Nigeria  Pre-Independence Independence Post-Independence etc. 6.2 Explain the PHC approaches to Nigeria Health System Down-up approach Cost Recovery	Trace the history of the Nigerian Health System Explain the PHC approaches to Nigeria Health System Define Sustainable Development Goals (SDG's). List the components of Sustainable Development Goals (SDGs). Explain the Components of	Textbooks Journals Posters Flip chats		Trace the history of health system in Nigeria.  What are the PHC approaches to Nigeria Health System? What are Sustainable Development Goals (SDG's)

•	Emphasis on	Sustainable			What are
	prevention	Development Goals			components of
6.3	Define Sustainable	(SDGs)			SDGs?
	Development Goals				What are the
	(SDG's).	Explain the			objectives of SDGs
6.4	List the components	Objectives of SDG's.			in health?
0.4	of Sustainable				
		Explain the roles and			What are the roles
	Development Goals	responsibilities of			and responsibilities
	(SDGs).	community health			of community health
6.5	Explain the	workers in		30	workers in
	Components of	Sustainable			Sustainable
	Sustainable	Development Goals		112.	Development Goals
	Development Goals	(SGDs)			(SGDs)?
	(SDGs) listed in 6.4	E 1 N. T.			
	above.	Explain National			State National
6.6	State the Objectives	policies on Health			Health Policies on
0.0	of SDG's.				health.
67	State the roles and				nearm.
6.7					
	responsibilities of				
	community health				
	workers in				
	Sustainable	O			
	Development Goals				
	(SGDs)				
•	Supporting Team-				
	based care				
•	Promoting Access to				
	health				
•	Patient Engagement				
	etc.				
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	XU.				
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	6.8	Explain National				A D.	
		policies on Health:					
	•	National Health Act				' 10.	
		2014					
	•	National Task					
		shifting and Task					
		sharing Policies for					
		Essential Health					
		Care Services in					
		Nigeria 2018.					
	•	Adolescent Health					
		Policy.					
			the Composition of a			T	
7	7.1	Describe the	Explain the concept	Textbooks			Define Teamwork
		concept of	of teamwork.	Journals			List members of a
		Teamwork.		Posters			Health Team
	7.2	Define a Health	Explain health team	Flip chats			XX71 4 41
		Team	and its members	Computer			What are the advantages and
	7.3	List members of a	Explain the	projector			disadvantages of a
		Health Team.	advantages and				health team?
	7.4	Enumerate the	disadvantages of a				nearm team.
	,	Advantages of a	health team				What are the
		Health Team.					problems militating
	7.5	Enumerate the	Explain the problems				against a health
	1.5	Disadvantages of a	militating against a				team?
		Health Team.	Health Team				
	7.6						State factors
	7.6	Identify the	Explain factors				facilitating
		problems militating	facilitating Teamwork				teamwork in a
		against a Health	in Contemporary				contemporary health
		Team	Health Care				care.

		1	T		
	7.7 Explain factors				
	facilitating				
	Teamwork in				
	Contemporary				
	Health Care				
Genera	l Objective: 8.0: Understand	the development of N	ational Health Policy	·.	
8	8.1 Explain PHC as the	Explain PHC as the	Textbooks		Explain how PHC is
	basis for the National	basis for the National	Journals		identified as the
	Health Policy.	Health Policy.	Posters		basis for the
		Explain the rationale	Flip chats		National Health
	8.2 Explain the rationale for	for National Health	Computer		Policy
	National Health Policy.	Policy.	projector		Toney
	Translat Health Folloy.	Toney.	projector		Explain the rationale
					for the National
					Health Policy
Conoro	l <b>Objective: 9.0:</b> Understand	the Concept of DHC I	Inder One Poof		Ticalul I Olicy
9	9.1 Explain the concept	Explain the concept of	Textbooks		Explain the concept
,	1	PHC Under One	Journals		of PHC Under One
	of PHC Under One	Roof:	Posters		Roof.
	Roof:	K001.	Flip chats		K001.
	<ul> <li>Introduction</li> </ul>		Computer		
	<ul> <li>The key elements</li> </ul>				
	<ul> <li>Monitoring the</li> </ul>		projector		
	implementation of				
	PHCUOR: Good				
	governance and				
	ownership,				
	Legislation,				
	Minimum service				
	package,				
	Exposition, PHC				
	system and				
	development,				
	development,				
	XU,				
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	operational				A D.	
<u> </u>	guidelines etc.	1.1 C CD .	H 14 C D ::			
	<b>bjective: 10.0:</b> Understan			on.		Evploin the concept
10 10	<ul> <li>Explain the concept of Basic Health Care Provision:</li> <li>Increase revenue and accountability</li> <li>Basic minimum Package of Services</li> <li>National Health Insurance Scheme (NHIS)</li> <li>National Primary Health Care Development Agency (NPHCDA).</li> </ul>	Explain the concept of Basic Health Care Provision	Textbooks Journals Posters Flip chats Computer Projector National Health Insurance Scheme (NHIS) Policy			Explain the concept of Basic Health Care
		NO NO	32			

PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEALTH

COURSE TITLE: COMMUNITY HEALTH PROFESSIONAL ETHICS.

COURSE CODE: CMH 112

DURATION: Lecture: - 1HR Practical: - NIL Total: 15HRS

CREDIT UNITS: 1 UNIT

GOAL: This course is designed to instill in the students ethics and etiquette of the Community Health Profession.

GENERAL OBJECTIVE: On completion of the course, the student should be able to:

1.0 Know the ethics and etiquette of Community Health Practice

2.0 Know the professional responsibilities and limitations of a Community Health Practitioner

3.0 Understand legal aspects of Community Health Practice

4.0 Understand the concept of accountability in Community Health Practice

PROGR	PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEALTH								
COURS	E: COMMUNITY	HEALTH PROFESSIONA	L ETHICS.	<b>Course Code:</b>	CMH 112 Co	ontact Hours: 1	15HRS		
COURS	E SPECIFICATIO	N: Theoretical Content:		Practical Content:					
General	Objective: 1.0: Kno	ow the ethics and etiquette of Co	mmunity Health Practic	e					
WEEK	Specific Learni	ing Teachers Activities	Learning	Specific Learning	Teachers	s Eva	luation		
	Outcomes		Resources	Outcomes	Activities	es			
1	1.1 Define Ethic	es and Explain the terms	Textbooks			Define eth	ics and		
	Etiquette	Ethics and Etiquette	Journals			etiquette			
	1.2 Give a Brief		Posters						
	history of eth		Flip chats		V	Briefly dis			
	health care	ethics in health care	Computer	, (° K)		history of			
	practice	practice	Projector	KO.		health care	practice		
	1.3 Define terms	s used	Code of ethics of			D 6	1.		
	in communit	Explain the terms used	•			Define terr			
	health profes	in community health	practice			Communit	•		
	code of cond	luct: professional code of conduct:				profession conduct.	ai code oi		
	<ul> <li>patients,</li> </ul>	patients,				conduct.			
	• clients,	clients,				Explain the	e ethical		
	<ul> <li>profession,</li> </ul>	profession,	0,			•	of community		
	• Community	Community health, etc.				health			
	health, etc.								
	1.4 Explain the 6	ethical Explain the ethical				State the p	rofessional		
	principles of					ethics requ	iired of a		
	Community	Community Health				community	y health		
	Health					practitione	r		
	1.5 List the	Explain the							
	professional	ethics professional ethics							
	required of a	required of a							
	Community	Community Tieatin							
	Community	practitioner:							

			•			
	Health practitioner: Confidentiality Privacy integrity, respect for client and clients' relatives, Acceptable mode of dressing, and Patience. List unethical behaviours of a community health practitioner: Lateness, absenteeism, failure to give prompt attention to issues criminal abortion and other unprofessional	Confidentiality Privacy integrity, respect for client and clients' relatives, acceptable mode of dressing, and Patience. Explain unethical behaviours of a community health practitioner: Lateness, absenteeism, failure to give prompt attention to issues criminal abortion and other unprofessional behaviours				
	behaviours					
General	l Objective: 2.0: Know the	professional responsibil	ities and limitations o	f a Community Heath	Practitioner	
2	2.1 Explain the professional responsibilities and limitations	Explain the professional responsibilities and limitations of a	Textbooks Journals Posters Flip chats	·		What are the professional responsibilities and limitations of a
	NA		35			

		of a Community Health	Community Health practitioner.	Computer Projector		(1)	Community Health Practitioner?
	2.2	practitioner.	Explain Standing Orders as a guiding	Copies of Community Health			Explain why standing
	2.2	Explain Standing	document for	Practice standing			orders is a guiding
		Orders as a	Community Health	orders	•		document for the
		guiding	Practice	010010			community health
		document for	Explain the concept of				practice
		Community	patient safety				
	2.2	Health Practice	Explain human factors				What is patient safety?
	2.3	Explain the	and principles that				
		concept of	apply to health care		119		
		patient safety	explain steps to take				
	2.4	Identify human	following adverse				
		factors and	events		O,		
		principles that					
		apply to health					
		care					
	2.5	Describe steps to					
		take following					
		adverse events					
			d the legal aspects of Co		etice		
3	3.1	Explain the legal	Explain the legal	Textbooks			Explain the legal
		aspects of	aspects of Community	Journals			aspects of community
		Community	Health Practice	Posters			health practice and Public Health Laws.
		Health Practice	including Public	Flip chats Computer			Public Health Laws.
		including Public	Health laws.	Projector			Explain the law of the
		Health laws.		Copies of Law of			Federation of Nigeria
	3.2	Explain Law of	Explain Law of the	the Federation of			that established the
		the Federation of	Federation of Nigeria (LFN)Cap19 of 2004),	Nigeria			community health
		Nigeria	its implications, and	(LFN)Cap19 of			practice (LFN Cap.19
			its implications, and	2004)			of 2004)
				36			
	-	7,					
		-					

		(LFN)Cap19 of	limitations				
		2004), its				CV	Explain the
		implications, and				. 10	implications and
		limitations					limitations of the law
							above.
			the concept of account		Health Practice.	VV	
4	4.1	Explain the	Explain the concept of	Textbooks, Journals			Explain the concept of
		concept of	accountability in	Posters, Flip chats			accountability in
		accountability in	Community Health	Computer, printer.			Community Health
		Community	Practice.				Practice.
		Health Practice.	List the roles of NACHPN				T 1 1 1 1 1
	4.2	Explain the roles	NACHPN				Explain the basic
		of National					function of Community
		Association of					Health Practitioners
		Community			U'		Registration Board of
		Health		XX			Nigeria (CHPRBN)
		Practitioners					
		(NACHPN)					
	12						
	4.3	Explain the basic					
		function of		Y			
		Community					
		Health					
		Practitioners	NY-				
		Registration					
		Board of Nigeria					
		(CHPRBN)	00				
		MILON		37			
		7h.					

PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEALTH

COURSE TITLE: SOCIAL BEHAVIOURAL CHANGE COMMUNICATION.

**COURSE CODE: CMH 113** 

DURATION: Lecture: - 2HR Practical: - 1HR Total: 45HRS

**CREDIT UNITS: 3 UNIT** 

**GOAL:** This course will enhance the student's knowledge and skills to design and implement health education and health promotion activities using an appropriate IEC material for Community mobilization and participation.

## **GENERAL OBJECTIVE:** On completion of the course, the student should be able to:

- 1.0 Understand the concept of community
- 2.0 Know the Socio-cultural factors that influence health behaviour in the Community.
- 3.0 Understand Community mobilization for health action.
- 4.0 Understand general concept of Behavioural Change Communication (BCC)
- 5.0 Know the sociological models
- 6.0 Understand the Social Behavioral Change Communication (SBCC) in Community Health

PROGR	PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEATLTH						
COURS	E: SOCIAL BEHAVIOU	RAL CHANGE COMM	MUNICATION	<b>Course Code:</b>	CMH 113 Cont	act Hours: 45HRS	
COURS	E SPECIFICATION:	<b>Theoretical Content:</b>		<b>Practical Content:</b>			
General	General Objective: 1.0: Understand the concept of community				. ( //		
WEEK	Specific Learning	Teachers Activities	Learning	Specific Learning	Teachers	Evaluation	
	Outcomes		Resources	Outcomes	Activities		
1	1.1 Define Community	Explain the concept of	Textbooks			Explain the concept	
		Community	Journals			of community.	
	1.2 Explain household		Posters				
	structure (power and	Explain household	Flip chats		7	Describe household	
	decision making)	structure (power and	Computer			structure in power	
		decision making)	projector	'4 O.		and decision	
	1.3 State the types of					making	
	communities	Explain types of					
		communities				Explain the	
	1.4 State the					characteristics of a	
	characteristics of the types	Explain the				community	
	of communities	characteristics of the					
		types of communities				Describe the	
	1.5 Describe the					organizational and	
	organizational and	Describe the				leadership structure	
	leadership structure of a	organizational and				of a community.	
	community:	leadership structure of a					
	(modern and traditional)	community:					
		modern and					
		traditional)					
		Emplain Amazak					
	1.6 Explain types of	Explain types of					
	Community Leadership	Community Leadership					

		Explain Styles of				,		
		-						
	1.7 Explain Styles of	Community Leadership						
	Community Leadership							
Comoral		Casia sultural fastara the	 	havianain tha Caman				
	General Objective: 2.0: Know the Socio-cultural factors that influence health behaviour in the Community							
2	2.1 Define Behaviour	Explain Behaviour	Textbooks Journals	Carry out Health education and health	Lead students to carry	Define Behaviour		
	Change Communication	Change	Posters	promotion activities	out Health education	Describe health		
		Communication	Flip chats	in the community	and health promotion	communication and		
	22 5 1 : 4 1:55	T 1 ' .1 1'CC	Computer	in the community	activities in a	its importance		
	2.2 Explain the differences	Explain the differences	projector	'4 O.	community	nts importance		
	between Health Education	between Health	projector	Demonstrate		State the barriers to		
	and Health promotion	Education and Health		interpersonal	Guide students to	effective IPCC		
		promotion		communication	demonstrate	chicen to in ee		
	225 1: 4 : :1	T 1 1 4 1 1 1		skills in a	interpersonal	Explain factors		
	2.3 Explain the principles	Explain the principles		counselling session	communication skills	promoting effective		
	of Health promotion	of Health promotion		in the community	in a counselling	health		
	0.45 1: 4.1 :	T 1: 4 1 :			session in the community	communication		
	2.4 Explain the basic	Explain the basic			Community	Communication		
	elements of	elements of		D ( ) (1		Explain barriers to		
	communication	communication		Demonstrate the use of Multi-mix	Guide students to	effective health		
	2.5 Describe health	E1-11-11/1-		communication	demonstrate the use	communication		
		Explain health		channels	of Multi-mix			
	communication and its	communication and its		Chamiers	communication			
	importance	importance			channels			
	2.6 Frantsin the second of	Employe to America						
	2.6 Explain the concept of	Explain the concept of		Develop a health				
	interpersonal	interpersonal		promotion message	Guide students to			
	communication and	communication and			develop a health			
	counselling (IPCC)	counselling (IPCC)			promotion message			
				Prepare health	Cuida atuda ata ta			
	2.7 Define client centered	Explain client centered		education messages	Guide students to			
	approach	approach		on flip chats	prepare health			
			40					
	\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\		40					
	<i>M</i> .							

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2.8 Explain interpersonal communication skills	Explain interpersonal communication skills			education messages on flip charts.	
2.9 Explain Barriers to effective IPCC	Explain Barriers to effective IPCC		<	2	
2.10 Explain strategies for overcoming barriers to interpersonal communication	Explain strategies for overcoming barriers to interpersonal communication		MICAL		
2.11 Define Counselling	Explain Counselling				
2.12 Explain empathic communication	Explain empathic communication,	2			
2.13 Explain the need for use of multi-mix communication channels	Explain the need for use of multi-mix communication channels	KO,			
21.4 Describe the process of health communication	Explain the process of health communication				
2.15 Explain the guidelines for message development	Explain the guidelines for message				
2.16 Describe the various educational technologies	development  Explain the various educational				

used in health communication health communication  2.17 Explain factors promoting effective health communication  2.18 Explain the barriers to effective health communication  Explain the barriers to effective health communication  Explain the barriers to effective communication  Explain the barriers to effective communication  Explain the barriers to effective communication for health using traditional, electronic, and print media)  General Objective: 3.0: Understand Community mobilization for health behaviour and suggest health interventions to overcome them.  Explain harmful traditional and cultural practices that influence health behaviour.  Baylain harmful traditional and cultural practices that influence health behaviour and suggest health interventions to overcome them.  3.2 Explain traditional and cultural practices that influence health behaviour and suggest health interventions to overcome them.  Explain harmful traditional and cultural practices that influence health behaviour and suggest health interventions to overcome them.  Explain harmful traditional and cultural practices that influence health behaviour and suggest health interventions to overcome them.  Explain harmful traditional and cultural practices that affect health in the community mobilization for health community mobilization for health action  Explain harmful traditional and cultural practices that influence health behaviour and suggest health interventions to overcome them.		11.1.11		T	T		<u>.</u> T
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2.17 Explain factors promoting effective health communication  Explain the barriers to effective health communication  Explain the barriers to effective health communication  Explain the barriers to effective communication  Explain the barriers to effective communication  Explain the barriers to effective communication  for health using traditional, electronic, and print media)  Explain harmful traditional and cultural practices that influence health behaviour and suggest health interventions to overcome them.  Explain harmful traditional and cultural practices that overcome the above practices.  Explain traditional and cultural practices that cultural practices that favourably influence health behaviour and suggest ways of		communication					
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Explain the barriers to effective health communication  2.19 Explain barriers to effective communication  Explain the barriers to effective communication for health using traditional, electronic, and print media)  General Objective: 3.0: Understand Community mobilization for health using traditional and cultural practices that influence health behaviour and suggest health interventions to overcome them.  Say 1.5 Explain harmful traditional and cultural practices that influence health behaviour.  Explain the barriers to effective health communication  Explain the barriers to effective communication  Explain harmful traditional and cultural practices that influence health behaviour.  Explain harmful traditional and cultural practices that influence health behaviour and suggest health interventions to overcome them.  Explain harmful traditional and cultural practices that influence health behaviour and suggest health interventions to overcome the above practices.  Explain traditional and cultural practices that favourably influence health behaviour and suggest ways of		promoting effective health	health communication				
2.18 Explain the barriers to effective health communication  Explain the barriers to effective communication  Explain the barriers to effective communication for health using traditional, electronic, and print media)  General Objective: 3.0: Understand Community mobilization for health action  3		communication					
effective health communication  Explain the barriers to effective communication for health using traditional, electronic, and print media)  General Objective: 3.0: Understand Community mobilization for health action  3			Explain the barriers to				
communication  2.19 Explain barriers to effective communication for health using traditional, electronic, and print media)  General Objective: 3.0: Understand Community mobilization for health using traditional, electronic, and print media)  3.5 Explain harmful traditional and cultural practices that influence health behaviour and suggest health interventions to overcome them.  3.2 Explain traditional and cultural practices that overcome the dultural practices that cultural practices that overcome them dultural practices that overcome them dultural practices that outlural practices that overcome them dultural practices that outlural practices that influence health behaviour and suggest ways of such as a suggest way of such as a suggest ways of such as a suggest ways of such as a suggest way of such as a suggest way of such as a suggest w		2.18 Explain the barriers to	effective health				
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2.19 Explain barriers to effective communication for health using traditional, electronic, and print media)  General Objective: 3.0: Understand Community mobilization for health action  3		communication					
effective communication for health using traditional, electronic, and print media)  General Objective: 3.0: Understand Community mobilization for health action  3			Explain the barriers to				
effective communication for health using traditional, electronic, and print media)  General Objective: 3.0: Understand Community mobilization for health action  3		2.19 Explain barriers to	effective				
electronic, and print media)  General Objective: 3.0: Understand Community mobilization for health action  3.5 Explain harmful traditional and cultural practices that influence health behaviour and suggest health interventions to overcome them.  Explain harmful traditional and cultural practices that influence health behaviour.  Explain harmful traditional and cultural practices that influence health behaviour.  Explain health interventions to overcome the above practices.  3.2 Explain traditional and cultural practices that cultural practices that and cultural practices that and cultural practices that and cultural practices that affect health in the community  Identify traditional and cultural practices that and cultural practices that favourably influence health behaviour and suggest ways of  Solve play (Drama) on traditional and cultural practices that affect health in the community  Identify traditional and cultural practices that favourably influence health behaviour and suggest ways of							
electronic, and print media)   electronic, and print media)		for health using traditional,			<b>X</b> ,,		
General Objective: 3.0: Understand Community mobilization for health action  3.5 Explain harmful traditional and cultural practices that influence health behaviour and suggest health interventions to overcome them.  3.5 Explain harmful traditional and cultural practices that influence health behaviour.  4 Explain harmful traditional and cultural practices that influence health behaviour.  5 Explain harmful traditional and cultural practices that influence health behaviour.  6 Explain harmful traditional and cultural practices that influence health behaviour.  7 Explain harmful traditional and cultural practices that influence health interventions to overcome the above practices.  8 Explain harmful traditional and cultural practices that influence health interventions to overcome the above practices.  8 Explain harmful traditional and cultural practices that influence health in the community  8 Explain harmful traditional and cultural practices that influence health in the community  9 Explain harmful traditional and cultural practices that affect health in the community  1 Explain harmful traditional and cultural practices that influence health behavior and suggest health interventions to overcome them  1 Explain traditional and cultural practices that favourably influence health behaviour and suggest ways of		_					
3.5 Explain harmful traditional and cultural practices that influence health behaviour and suggest health interventions to overcome them.  Explain harmful traditional and cultural practices that influence health behaviour.  Explain health interventions to overcome them.  Explain harmful traditional and cultural practices that influence health behaviour.  Explain health interventions to overcome the above practices.  3.2 Explain traditional and cultural practices that cultural practices that favourably influence health behaviour and suggest ways of  Explain traditional and cultural practices that cultural practices that favourably influence health behaviour and suggest ways of		media)	media)				
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practices that influence health behaviour and suggest health interventions to overcome them.  Explain health interventions to overcome the above practices.  Suggest health interventions to overcome the above practices that cultural practices that cultural practices that oultural practices that oultural practices that oultural practices that influence health interventions to overcome the above practices that cultural practices that oultural practices that oul	3	3.5 Explain harmful	Explain harmful	Textbooks	Role play (Drama)	Demonstrate	List harmful
health behaviour and suggest health interventions to overcome them.  health behaviour.  Explain health interventions to overcome the above practices.  3.2 Explain traditional and cultural practices that		traditional and cultural	traditional and cultural	Journals	on traditional and	traditional and	traditional and
health behaviour and suggest health interventions to overcome them.  health behaviour.  Explain health interventions to overcome them.  Explain health behaviour.  Explain health interventions to overcome the above practices.  3.2 Explain traditional and cultural practices that		practices that influence	practices that influence	Posters	cultural practices	cultural practices that	cultural practices
suggest health interventions to overcome them.  Explain health interventions to overcome them.  Explain health interventions to overcome the above practices.  3.2 Explain traditional and cultural practices that		•	health behaviour.	Flip chats	that affect health in	affect health in the	that influence
interventions to overcome them.  Explain health interventions to overcome the above practices.  Explain health interventions to overcome the above practices.  Explain health interventions to overcome the above practices.  Suggest health interventions to identify traditional and cultural practices that favourably influence health behaviour and suggest ways of behaviour and suggest ways of				Computer	the community	community	health behavior and
overcome them.  interventions to overcome them.  interventions to overcome the above practices.  Identify traditional and cultural practices that favourably influence health behaviour and cultural practices that  Explain traditional and cultural practices that  cultural practices that  interventions to overcome the above practices that favourably influence health behaviour and suggest ways of behaviour and			Explain health	projector	·	•	suggest health
overcome them.  overcome the above practices.  overcome the above practices.  overcome the above practices.  and cultural practices that and cultural practices that favourably influence health behaviour and cultural practices that  Explain traditional and cultural practices that  overcome the above practices that and cultural practices that suggest ways of behaviour and			_	1 3	Identify traditional	Guide students to	
practices.  practices that favourably influence that favourably influence health behaviour and cultural practices that suggest ways of favourand suggest ways of favourand behaviour and suggest ways of favourand for the favourably influence health behaviour and favourand for the favourably influence health fav		overcome them.			•	identify traditional	overcome them
3.2 Explain traditional and cultural practices that  The properties of the propertie					practices that		
cultural practices that suggest ways of behaviour and					favourably influence	that favourably	
cultural practices that cultural practices that suggest ways of behaviour and		3.2 Explain traditional and	Explain traditional and		health behaviour and	influence health	
- Cultural practices that		cultural practices that			suggest ways of	behaviour and	
favourably influence health favourably influence encouraging and suggest ways of		favourably influence health	*		encouraging and	suggest ways of	
behaviour and suggest health behaviour promoting them. encouraging and			-		promoting them.		
ways of encouraging and promoting them.			neath benaviour.			promoting them.	
promoting them.							
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		Explain ways of encouraging and promoting the above practices.		Identify harmless traditional and cultural practices that have no effect on health behaviour	Guide students to identify harmless traditional and cultural practices that	
	3.3 Explain harmless traditional and cultural practices that have no effect on health behaviour in the community	Explain harmless traditional and cultural practices that have no effect on health behaviour in the community		in the community	have no effect on health behaviour in the community	
General	Objective: 4.0 Understand the	e concept of Behavioural C	hange Communication			
4	4.1Explain the importance of Community Mobilization for health action.	Explain the importance of Community Mobilization for health action.	Textbooks Journals Posters Flip chats	Mobilize a community for health action.	Demonstrate how to mobilize a community for health action.	Explain the importance of Community Mobilization for
	4.2 Explain methods of community mobilization for health action	Explain methods of community mobilization for health action i.e.,  • Advocacy meeting  • Sensitization meeting  • Orientation meeting  • Group discussion etc.	Computer projector			health action  Explain methods of community mobilization for health action  Describe various health development committees in PHC
		Describe various health development				

	4.3 Describe various health development committees in LGA PHC	committees in LGA PHC  • implementation committee  • Health facility  • Ward  • Village,			SICK,	
		• Community, etc. Explain steps for community		TCAL		
	4.4 Euplain stans for	mobilization				
	4.4 Explain steps for community mobilization			<b>//</b> /		
General	<b>Objective: 5.0:</b> Know the soc	iological models				
5	1.1 Explain sociological	Explain sociological	Textbooks			Explain behavioural
	models	models and	Journals			patterns and norms
		behavioural patterns	Posters			of community
	5.2 Explain behavioural	and norms of	Flip chats			
	patterns and norms of	community.				
	community.					
General	Objective: 6.0: Understand t	the Social Behavioral Ch	ange Communicatio	n (SBCC) in Commun	nity Health	I
6	6.1 Explain Social and	Explain Social and	Textbooks	Demonstrate	Guide students on	Define Social and
	Behavioral Change	Behavioral Change	Journals	(SBCC) skills in	(SBCC) skills in	Behavioral Change
	Communication (SBCC)	Communication	Posters	health intervention	health intervention in	Communication
		(SBCC)	Flip chats	in the community	the community	(SBCC)
		<ul> <li>Social Change</li> </ul>	Computer			
		(social order,	Projector			Explain key
		institutions,	Educational			strategies of social
		norms and	messages			and behavioral
		society) on	(IEC) Materials			change
		1				
			44			
	NATIO					
	M'					

6.2 Explain key strategie of social and behavioral change communication (SBCC)	Explain key strategies of social and behavioral change communication (SBCC)			communication (SBCC)
		45		

	TIONAL DIPLOMA IN COM	MUNITY HEALTH	
COURSE TITLE: HU			
COURSE CODE: CN		Dwastical, 1HD	Track ASTIDE
DURATION: CREDIT UNITS: 3 U	Lecture: - 2HR	Practical: - 1HR	Total: 45HRS
		with issues of Human Nutrition in t	the Community
	TVE: On completion of the course, the		the Community.
	cept of human nutrition	17	<u>),                                    </u>
2.0 Know the compone	ents of food Nutrients and their fu	unctions	
•	ace of breastfeeding and complim		
4.0 Understand the rela	ationship between nutrition and di	iseases	
5.0 Understand the me	thods of nutritional assessment		
	JAL BOAR		
NA		46	

PROGR	AMME: NATIONAL DII	PLOMA IN COMMU	NITY HEALTH			
	E: HUMAN NUTRITION			<b>Course Code: CMH</b>	114	Contact Hours: 45HRS
COURS	E SPECIFICATION: T	heoretical Content:		<b>Practical Content:</b>	<b>-</b>	X \
General Objective: 1.0: Understand the concept of human nutrition						
WEEK	Specific Learning	Teachers	Learning	Specific Learning	Teache	rs Evaluation
	Outcomes	Activities	Resources	Outcomes	Activiti	es
1	1.1Define Nutrition	Explain nutrition and	Relevant		20	What is nutrition?
		its importance	Publications			
	1.2 State the importance of		Audio-visuals			What is the
	Nutrition to man		(video, compact			importance of
	120 6 41	F 1' 1	disc, DVD, Internet)			nutrition to man?
	1.3 Define Adequate nutrition	Explain adequate nutrition, its	Books			What is the
	nutrition	components and diet	Computer projector	10		meaning of
	1.4 List the components of	components and thet	projector			adequate nutrition?
	adequate nutrition and diet			MICAL		adequate nutrition.
	and quare numbers and order			<b>X</b> , ,		What are the
	1.5 State the difference	Explain the		U,		components of
	between food and nutrition	differences between				adequate nutrition
		food and nutrition.				and diet?
						State the difference
						between food and
Cananal	Objectives 2.0 Identify the	a some supplies of for 1	Intridute and their for	n ati a n a		nutrition
General 2	Objective: 2.0. Identify the 2.1 Define food		Relevant		Guide students	s to What is food?
<i>L</i>	2.1 Define food	Explain the meaning of food, classes of	Publications	Prepare complementary food		what is food?
	2.2 List the classes of food	food and nutrients in	Audio-visuals	using locally	prepare complementary	y food Explain the classes
	2.2 List the classes of 100d	food.	(video, compact	available foods	using locally	of and their
	2.3 List the Nutrients in		disc, DVD, Internet)	a rando i o o o o	available foods	
	food	Explain types of	Books			
		food:	posters			

	2.4 List the types of food 2.5 Define nutritional education	<ul><li>Energy giving</li><li>Body building</li><li>protective</li><li>Explain Nutritional</li><li>Education</li></ul>	computer projector		DICK,	Define nutritional education  Explain how to mobilize the
	2.6 Describe how to mobilize the community for Nutrition Education	Explain how to mobilize the community for Nutrition Education		(A)		community for Nutrition Education
General	Objective 3.0: Know the i		Leding and compliment	ary feeding		
3	3.1 Define breastfeeding	Explain breast feeding and its	Relevant Publications	ary recuing		Define breastfeeding and
	3.6 State the importance of breastfeeding	importance  Explain the	Audio-visuals (video, compact disc, DVD, Internet)	<b>5</b>		explain its importance
	3.7 List the composition of breast milk and cow milk	composition of breast milk and cow milk Explain exclusive	Posters Books Computer projector			What are the compositions of breast milk and cow milk
	3.8 Define exclusive breastfeeding	breast feeding  Explain steps to successful	)			What is exclusive breast feeding
	3.9 List the ten steps to successful breastfeeding	breastfeeding				What is
	3.10Explain the concept of complementary feeding	Explain the concept of complementary feeding				complementary feeding
	"LOW		48			
	4h					

	3.11 List common complementary feeds in the community	Explain common complementary feeds in the community			"ICK"	Explain feeding in the context of HIV and AIDS
	3.8 Explain feeding in the context of HIV and AIDS	Explain feeding in the context of HIV and AIDS				
Genera	l Objective 4.0: Understand	the relationship between	een nutrition and dise	ases		
4	4.1 Define malnutrition	Explain malnutrition	Relevant			Define malnutrition
			Publications	112		
	4.2 List the micronutrient	Explain the	Audio-visuals			Explain
	deficiency conditions	micronutrient and	(video, compact			micronutrient and
	4.3 List the macronutrient	macro nutrient	disc, DVD, Internet)	<b>9</b>		macronutrient deficiency
	deficiency condition	deficiency conditions	posters Books			conditions
	deficiency condition	Explain the risk	Computer			Conditions
	4.4 List the risk factors for	factors for nutrient	Projector			What are the risk
	nutrient deficiency	deficiency				factors for nutrient
		,	X —			deficiency
	4.5 Explain the indicators	Explain the				
	for nutritional deficiency	indicators for				Explain the
	e.g.	nutritional				indicators for
		deficiency:				nutritional
	4 6 Evoloin the extrate eige	• Stunting				deficiency
	4.6 Explain the strategies for preventing nutrient	• Wasting				Explain the
	deficiency in the	Underweight				strategies for
	community					preventing nutrient
	oommunity.	Explain the strategies				deficiency in the
		for preventing				community
	XO.					
			49			
	19.					

<b>Objective 5.0:</b> Understan 5.1 Explain methods of nutritional assessment	nutrient deficiency in the community  nd the methods of nutrit  Explain methods of nutritional assessment:  Direct method Indirect method	ional assessment Relevant Publications Audio-visuals (video, compact disc, DVD, Internet) Books	Demonstrate the use of each method of nutritional assessment	Demonstrate nutritional assessment	Explain methods or nutritional assessment Demonstrate nutritional assessment using the methods above
5.1 Explain methods of	Explain methods of nutrit Explain methods of nutritional assessment:  Direct method Indirect	Relevant Publications Audio-visuals (video, compact disc, DVD, Internet)	of each method of nutritional		nutritional assessment Demonstrate nutritional assessment using
5.1 Explain methods of	Explain methods of nutritional assessment:  • Direct method • Indirect	Relevant Publications Audio-visuals (video, compact disc, DVD, Internet)	of each method of nutritional		nutritional assessment Demonstrate nutritional assessment using
5.1 Explain methods of	Explain methods of nutritional assessment:  • Direct method • Indirect	Relevant Publications Audio-visuals (video, compact disc, DVD, Internet)	of each method of nutritional		nutritional assessment Demonstrate nutritional assessment using
	<ul><li>Direct method</li><li>Indirect</li></ul>	(video, compact disc, DVD, Internet)			Demonstrate nutritional assessment using
	method • Indirect	disc, DVD, Internet)	assessment		nutritional assessment using
	• Indirect		CHITCH		assessment using
		Books	CHIZCA		
	method				the methods above
	AL BOAR				
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	70	CONAL	50	50	50

	TIONAL DIPLOMA IN COMM	UNITY HEALTH	
	MUNITY AND IMMUNIZATION	ON.	
COURSE CODE: CM			
DURATION:	Lecture: - 2HR	Practical: - 2HR	Total: 60HRS
CREDIT UNITS: 4 U			
		the knowledge and skills to provide	e immunization services
	IVE: On completion of the course	the student should be able to:	
1.0 Know the conce	ept of immunity	- (	
2.0 Know the Immu	inization services at the clinic and	community levels	
3.0 Understand hov	v to manage the Cold Chain and St	orage System	
4.0 Know the vacci	nation program of international im	portance	
	ORP		
	JALBO		

PROGR	PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEALTH						
COURS	E: IMMUNITY AND I	MMUNIZATION		<b>Course Code: CMH</b>	115 Conta	ect Hours: 60HRS	
COURS	E SPECIFICATION:	Theoretical Content:		<b>Practical Content</b>			
	Objective: 1.0: Know th		ty.		<u>rr</u>		
WEEK	Specific Learning	Teachers	Learning	Specific Learning	Teachers	Evaluation	
	Outcomes	Activities	Resources	Outcomes	Activities		
1	1.1 Define immunity	Explain the meaning	Relevant	Identify cells and	Guide students to	Define immunity	
		of the term immunity	Publications Audio-visuals	organs associated with immunity with	identify cells and organs associated	Identify cells and organs associated with	
	1.2 Identify the cells that	Explain the cells that	(video, compact	the aid of the	with immunity	immunity.	
	are associated with	are associated with	disc, DVD, Internet)	muscular system	with the aid of the		
	immunity	immunity	Books		muscular system	Explain types of	
			Computer		-	immunity	
	1.3 Explain the organs	Explain the organs	Printer	112		State differences	
	that are associated	that are associated	Models of the			between antigens and	
	with immunity	with immunity	muscular system			antibodies	
		Explain types of				What are the factor that	
	1.4 Explain types of	immunity				affect immunity and	
	immunity	<ul> <li>Active</li> </ul>				individual resistance to	
		<ul> <li>Passive</li> </ul>				diseases?	
		<ul> <li>Acquired</li> </ul>					
		Genetic					
	1.5 Explain the	Explain the					
	differences between	differences between antigen and antibody					
	antigen and antibody						
	anugen and anubody	DV					
	XO.	•	50				
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Conoral	1.6 Explain the factors affecting immunity and individual resistance to diseases  Objective 2.0: Know The	Explain the factors affecting immunity and individual resistance to diseases	peg At The Clinic An	d Community Lavale	COUCA	
	•	•			T =	
2	2.1 Explain De- Immunization	Explain the meaning and importance of immunization	Relevant Publications Audio-visuals	Describe how to teach mothers when to take immunization and	Guide students on how to educate mothers on types	Explain the term immunization and its importance
	2.2 Explain the Importance of immunization in reducing child mortality		(video, compact disc, DVD, Internet) Books Computer Projector	consequences of not taking immunization	of immunizations and when to administer each and the consequences of	Why is it necessary to keep records of immunization activities?
	2.3 List the vaccines being given in immunization schedule in Nigeria	Explain the vaccines given in immunization schedule in Nigeria	Immunization charts Immunization cards Samples of immunization	Draw a table of current immunization	not taking the immunizations  Guide students to	What are the challenges of immunization coverage?
	2.4 List diseases with their local names, which are preventable by immunization	Explain diseases with local names, which are preventable by immunization	vaccines Pictures of polio affected children	schedule in Nigeria	draw a table current immunization schedule in Nigeria	Describe the table of current immunization schedule in Nigeria
	2.5 Explain the importance of keeping record of immunization activities	Explain the importance of keeping record of				

	1	1	T	T		
		immunization activities			10A	
	2.6 List challenges of immunization coverage	Explain challenges of immunization coverage			500	
General	l Objective 3.0 Understand	How to Manage The	e Cold Chain And St	orage System		
3	3.1 Define cold chain system  3.2 State reasons for maintaining vaccine cold chain  3.3 Explain the contents of cold chain box  3.4 Explain medical waste disposal in immunization  3.5 List the methods of sterilization of equipment  3.6 Identify problems	Explain cold chain system and reasons for maintaining vaccine cold chain  Explain the contents of cold chain box  Explain medical waste disposal in immunization  Explain the methods of sterilization of equipment  Explain problems encountered with cold chain system	Relevant Publications Audio-visuals (video, compact disc, DVD, Internet) Books Computer Projector Cold Chain Box Sterilizers Equipment to be sterilized	Demonstrate how to maintain cold chain and storage system  Identify the contents of cold chain box  Prepare an estimate and requisition for vaccine and other cold chain equipment  Use safety box  Sterilize equipment	Guide students on how to maintain cold chain and storage system  Guide students to identify the contents of cold chain box  Guide students to prepare an estimate and requisition for vaccine and other cold chain equipment  Demonstrate the use of safety boxes	Define cold chain system  State reasons for maintaining vaccine cold chain  Explain medical waste disposal in immunization  List problems encountered with cold chain system.
	encountered with cold chain system.					
	Chain System.		54		<u> </u>	
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Genera	al Objective: 4.0: Know the vac	ccination program of i	nternational importance	e	AA	
4	4.1 Describe the concept of vaccination 4.2 Explain types of vaccination programs in Nigeria 4.3 Explain diseases for international vaccination 4.4 Describe vaccination record/ result card	Explain the concept of vaccination Explain types of vaccination programs in Nigeria Explain diseases for international vaccination Describe vaccination record/ result card	Relevant Publications Audio-visuals (video, compact disc, DVD, Internet) Books Computer Projector			Describe vaccination record/ result card
		100 NP	55			

PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEALTH

COURSE TITLE: Pharmacology and Essential Medicine in Community Health.

COURSE CODE: CMH 116

DURATION: Lecture: - 2HR Practical: - 0 Total: 30HRS

CREDIT UNITS: 2 UNIT

GOAL: This course is designed to equip students with the knowledge of the importance of Essential Medicine Supply in the clinic and in the community.

GENERAL OBJECTIVE: On completion of the course, the student should be able to:

1.0 Understand the sources and classes of drugs

2.0 Know the purpose and concept of Essential Drugs Programme

3.0 Know the Drug Revolving Fund and its operations

4.0 Know how to maintain pre-packing and dispensing of medicine

PROGR	PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEALTH							
COURS	E: Pharmacology and Ess	ential Medicine in Co	mmunity Health.	<b>Course Code: CMH</b>	116 Contac	et Hours: 30HRS		
COURS	E SPECIFICATION: T	heoretical Content:		<b>Practical Content:</b>				
General	<b>Objective: 1.0: Understan</b>	nd the Sources And C	lasses Of Drugs					
WEEK	Specific Learning	Teachers	Learning	Specific Learning	Teachers	Evaluation		
	Outcomes	Activities	Resources	Outcomes	Activities			
1	1.1 Define Drug	Explain the meaning of Drug	Relevant Publications		20	What is a drug		
	1.2 Explain the sources of	Explain the sources	Audio-visuals (video, compact			What are the sources of drugs		
	drugs	of drugs	disc, DVD, Internet) Books			Classify f drugs using		
	1.3 Classify drugs using their generic names	Explain classification of drugs using their generic names	Circulatory system Excretory system	MICAN		Explain ways by which drugs are		
	1.4 Explain ways by which drugs are metabolized and excreted	Explain ways by which drugs are metabolized and excreted				metabolized and excreted		
	<b>Objective 2.0: Know The</b>			s Programme				
2	2.1 Define essential medicines	Define essential medicines	Relevant Publications			Define essential medicines		
	2.2 Explain the purpose of	Explain the purpose of an Essential	Audio-visuals (video, compact			Explain the purpose		
	an Essential Medicines list	Medicines list  Explain the drugs in	disc, DVD, Internet) Books			of an Essential Medicines list		
	2.3 Explain the drugs in the Essential	the Essential	DOOKS					
	Medicines list	Medicines list						

Genera	2.4 List the advantages of an essential medicines list  2.5 Explain the indications and dosages, contraindications and side effects of essential medicines  2.6 List the essential medicines in the Volunteer Village Health Workers/TBAs kit  al Objective 3.0: Know The	Explain the advantages of an essential medicines list  Explain the indications and dosages, contraindications and side effects of essential medicines  Explain the essential medicines in the Volunteer Village Health Workers/TBAs kit	nd And Its Operation	ns	
3	3.1 Define Drug Revolving Fund  3.2 State the purposes of DRF  3.3 State the advantages of a Drug Revolving Fund	Explain the meaning of Drug Revolving Fund  Explain the purposes of DRF  Explain the advantages of a Drug Revolving Fund	Relevant Publications Audio-visuals (video, compact disc, DVD, Internet) Books Computer Projector Drug revolving shop		Define Drug Revolving Fund What are the purposes of DRF? What are the advantages of a Drug Revolving Fund? List barriers to the effective running of a Drug Revolving Fund
	ANTIN		58		

	3.4 State barriers to the effective running of a Drug Revolving Fund	Explain barriers to the effective running of a Drug Revolving Fund			I/CK,	
Gener	al Objective 4.0: Know how	To Maintain Pre-Pa	cking And Dispensin	g Of Medicine		
4	4.1 Explain pre-packing and dispensing of medicine	Explain pre-packing and dispensing of medicine	Relevant Publications Audio-visuals	Demonstrate to students how to store, pre-pack and dispense	Demonstrate how to store, pre-pack and dispense medicines.	What is pre-packing and dispensing of medicine?
	4.2 State the advantages of pre-packing medicines	Explain the advantages of pre-	(video, compact disc, DVD, Internet) Books	medicines. Supervise the	Demonstrate how to	What are the
		packing medicines		Community Development	supervise the Community	advantages of pre- packing medicines?
	4.3 State the disadvantages of pre-packing medicines	Explain the disadvantages of prepacking medicines		Committee and VHWs/TBA on the operation of DRF	Development Committee and VHWs/TBA on the operation of DRF	What are the disadvantages of pre-packing
	4.4 Define Drug logistics management	Explain Drug logistics	¿Or		operation of 210	medicines?
		management  Explain the	),			Define Drug logistics
	4.5 List the challenges facing drug supplies and storage	challenges facing drug supplies and storage				what are the challenges facing
						drug supplies and storage?

YEAR ONE SEMESTER TWO COURSES

	NATOMY AND PHYSIOLOGY II		
COURSE CODE: CN			
OURATION:	Lecture: - 1HR	Practical: - 1HR	Total: 30HRS
CREDIT UNITS: 2 U			
	designed to equip students with basic know		ology
	<b>VE:</b> On completion of the course, the stude	ent should be able to:	
	stro-Intestinal System		
2.0 Understand the Ur			
3.0 Understand the Re 4.0 Understand the En			
	ditions associated with each of the syste	ems	
	<del>`</del>		
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	BOYED		
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	BONED		
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	WHY BOND		
	OMINON	61	
	OMINO	61	
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		61	
		61	

PROGR	AMME: NATIONAL DI	IPLOMA IN COMMUNIT	TY HEALTH			
COURS	E: ANATOMY AND PH	IYSIOLOGY II		<b>Course Code: CMS</b>	121 Contac	t Hours: 30HRS
COURS	E SPECIFICATION:	<b>Theoretical Content:</b>		<b>Practical Content:</b>		<b>Y</b>
General	Objective: 1.0 Understar	nd The Concept Of Comm	unity	1		
WEEK	Specific Learning	<b>Teachers Activities</b>	Learning	Specific	Teachers	Evaluation
	Outcomes		Resources	Learning	Activities	
				Outcomes		
1	1.1 Define the	Explain	Text books,			Define the
	Gastrointestinal	Gastrointestinal	Models,			Gastrointestinal
	system	system	Anatomical	6 No		system
	1.2 Describe the	Describe the	models, posters	X \ 1'		Describe the
	Gastro-intestinal	Gastro-intestinal				Gastro-
	System	System System				intestinal
	bystem	System				System
	1.3 State the	Explain the				2,33333
	functions of	functions of				State the
	Gastrointestinal	Gastrointestinal	くし			functions of
	system, e.g	system				Gastrointestinal
	-Absorption, -					system
	Elimination etc.					Tival
	1.4 List the organs	Explain the organs				List the organs /components of
	/components of the	/components of				the
	Gastrointestinal system	the				Gastrointestinal
		Gastrointestinal				system
		system				
		• Stomach,				Describe the
		Salivary				mechanism of food
		glands,				digestion and
		<ul> <li>Intestines</li> </ul>				absorption with
						associated enzymes

	1.5 Describe the mechanism of food digestion and absorption with associated enzymes	Describe the mechanism of food digestion and absorption with associated enzymes		COUCA	
General	Objective: 2.0 Understand	The Urinary System			
2	2.1 Define the urinary system  2.2 State the functions of urinary system  2.3 List the organs/components of the urinary System  2.3 Explain the functions of the organs explained in 2.3 above  2.4 Describe the kidney nephron  2.5 Explain the mechanism and stages of urine formation	Explain the urinary system  Explain the functions of urinary system  Explain the organs/components of the urinary System  Explain the functions of the organs explained in 2.3 above  Describe the kidney nephron  Explain the mechanism and stages of urine formation	Audio-Visual, Charts Textbooks, Anatomical models, posters		Define the urinary system  Describe the kidney nephron  Explain the mechanism and stages of urine formation
General	Objective: 3: Understand T		m		
3	3.1 Define the reproductive system	Define the reproductive system	Audio-Visual, Charts Textbooks,		Define the reproductive system State the functions of reproductive system

				1	
	3.2 State the functions	Explain the functions	Anatomical		
	of reproductive system	of the reproductive	models, posters		
	3.3 Explain the	system			Explain the
	Organs/Components of	Explain the			Organs/Components
	the Reproductive	Organs/Components of			of the Reproductive
	System	the Reproductive			System
		System			•
	3.4 Explain the				
	functions of the				Explain the functions
	organs explained in	Explain the functions		L A	of the organs
	3.3, above	of the organs explained			or the organis
	3.5, 400 00	above		JICAN	
	3.5 Enumerate organs	40000		My A	
	associated with reproductive	Explain the organs			
	_	associated with			
	system.				
		reproductive system.		<u> </u>	
	Objective: 4: Understand T			T	
4	4.1 Define the	Explain the endocrine	Audio-Visual,		Define the endocrine
	endocrine system	system and its	Charts		system
		functions	Textbooks,		
	4.2 State the functions		Anatomical		State the functions of
	of endocrine	Explain the	models, posters		endocrine system
	system	organs/components of			
		the endocrine System			List and explain the
	4.3 List the	(Endocrine glands and			organs/components
	organs/components	their hormones)			of the endocrine
	of the endocrine				System (Endocrine
	System (Endocrine	Explain the functions			glands and their
	glands and their	of the endocrine glands			hormones)
	hormones)	and the hormones			normones)
	normones)	und the normones			Differentiate between
	, D	Explain Differences			endocrine and
	A.A. Emplein di	between endocrine and			exocrine gland with
	4.4 Explain the				_
	functions of the	exocrine gland with			examples
1		examples		1	

	endocrine glands and the hormones explained in 4.3 above  4.5 Differentiate between endocrine and exocrine gland with examples  4.6 Enumerate organs associated with endocrine system.	Explain organs associated with endocrine system.				Enumerate organs associated with endocrine system.
	al Objective: 5: Know Disease			e Systems	<u> </u>	XXII of any the arrange of
5	<ul> <li>5.1 List common diseases associated with nervous, muscular, and integumentary systems</li> <li>5.2 Define the etiology of disease conditions associated with each system in 5.1 above</li> </ul>	Explain common diseases associated with nervous, muscular, and integumentary systems  Explain etiology of disease conditions associated with each system above	Audio-Visual, Charts Textbooks, Anatomical models, posters			What are the common diseases associated with nervous, muscular, and integumentary systems?  Explain etiology of disease conditions associated with each system above
	WALLOW!		65			

PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEALTH

COURSE TITLE: ACCIDENT AND EMERGENCY.

**COURSE CODE: CMH 121** 

DURATION: Lecture: - 1HR Practical: - 1HR Total: 30HRS

**CREDIT UNITS: 2 UNIT** 

**GOAL:** This course is designed to enable the student to acquire the knowledge and skills to manage common emergency conditions in the clinic and community

**GENERAL OBJECTIVE:** On completion of the course, the student should be able to:

- 1.0 Understand accident and emergency conditions
- 2.0 Know the types of emergency conditions
- 3.0 Know how to manage accidents and emergency conditions
- 4.0 Understand how to prevent accident and emergency conditions at home and in the community
- 5.0 Understand the concept of Disaster Management.

PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEALTH							
COURSE TITLE: ACCIDENT AND EMERGENCY.			Course Code: CMH 121			Contact Hours: 30HRS	
COURSE SPECIFICATION: Theoretical Content:				<b>Practical Content:</b>			
					A D		
General	Objective: 1.0: Understa	and Accident And Emer	rgency Conditions.				
WEEK	Specific Learning	<b>Teachers Activities</b>	Learning	Specific Learning	Teachers	Evaluation	
	Outcomes		Resources	Outcomes	Activities		
1	1.1 Define Accident and	Explain Accident and	Textbooks	Identify the contents	Guide students to	Define Accident &	
	Emergency Condition	Emergency Condition	Journal	of a First Aid Box	identify the contents	Emergency	
	100 6 5 411		Pictorial		of a First Aid Box		
	1.2 Define First Aid	Explain First Aid	Computer		and the uses of the	Explain the contents of a First	
	1.3 State the rules of First	Explain the rules of	Projector First Aid Box	、くし、	equipment and facilities in the Box.	Aid Box	
	Aid	First Aid	That And Box		lacinties in the Box.	And Box	
	Alu	T HOUTHU					
	1.4 Explain the use of	Explain the use of					
	standard First Aid Box.	standard First Aid					
	Standard Pilst Ald Box.	Box.					
General	Objective: 2.0: Know Th	ne Types Of Emergency	Conditions				
2	2.1 List the types of	Explain the types of	First Aid Box			List the types of	
	accident and	accident and	Computer			accident and	
	emergency conditions	emergency conditions	Projector			emergency	
						Explain	
	2.2 Describe each	Describe each				components of	
	emergency condition	emergency condition				each emergency condition	
Caparal	Objective: 3.0: Know ho	w to manage Accident	and Emergency Co	l nditions		Collation	
			Textbooks		Damonatusta harrita	Evaloin barrita	
3	3.1 Explain how to Manage different types of	Explain how to Manage different	Journal	Manage different types of accident and	Demonstrate how to Manage different	Explain how to Manage different	
	accident and emergency	types of accident and	Pictorial	emergency	types of accident and		
	decident and emergency	emergency conditions	Computer	chicigoney	emergency condition		
		1 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2			1		

	conditions according to Standing Orders.	according to Standing Orders.	Projector First Aid Box	conditions according to Standing Orders.	according to Standing Orders.	conditions according to Standing Orders.		
	al Objective: 4.0: Understa			y conditions at home	and in the communit			
4	4.1 Describe how to	Explain how to	Textbooks			Describe how to		
	prevent accidents and	prevent accidents and	Journal			prevent accidents		
	emergencies at home and	emergencies at home	Pictorial			and emergencies at		
	in the community.	and in the community.	Computer			home and in the		
		1.41 4.670	Projector			community		
	al Objective: 5.0: Understa				<u> </u>			
5	5.2 Define Disaster and	Explain the concept of	Textbooks			Define disaster and		
	disaster management	disaster management	Journal			list types of		
		and complex	Pictorial			disasters		
	5.2 Explain complex	emergency	Computer			E 1 ' 4 1		
	Emergencies	F1-in toward of	Projector			Explain methods		
		Explain types of				of disaster		
	5.3 List types of disaster	disaster				response.		
		• Natural	0,					
		<ul><li>Man-made</li></ul>						
	5.4 List methods of	Explain methods of						
	disaster responses to	disaster responses to						
	complex emergencies	complex emergencies						
		BOW						
			68					
	68							

PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEALTH

COURSE TITLE: CLINICAL SKILLS

COURSE CODE: CMH 122

DURATION: Lecture: - 2HR Practical: - 2HR Total: 60HRS

CREDIT UNITS: 4 UNIT

GOAL: This course is designed to provide students with adequate knowledge and skills needed to carry out clinical procedures for appropriate management of clients conditions

GENERAL OBJECTIVE: On completion of the course, the student should be able to:

1.0 Understand the clinical procedures

2.0 Know the various instruments in clinical procedures

3.0 Understand the use of the various instruments in clinical procedures

PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEALTH						
COURS	E: CLINICAL SKILLS		Course Code: CMH 122		Contact Hours: 60HRS	
COURSE SPECIFICATION: Theoretical Content: 30			Pract	Practical Content: 30		
General Objective: 1.0: Understand the Concept Of Community						
WEEK	Specific Learning	<b>Teachers Activities</b>	Learning	Specific Learning	Teachers	Evaluation
	Outcomes		Resources	Outcomes	Activities	
1	1.1 Define clinical procedure  1.2 List types of clinical procedures	Explain clinical procedure Explain types of clinical procedures:  • History Taking • Physical Examination • Temperature Taking • Pulse reading • Respiratory Rate • Bed making • Peripheral oxygen saturation (SPO 2) readings • Blood Pressure Determination • Oral Hygiene • Arm Circumference Measurement • Sterilization of Equipment • Decontamination • Wound Dressing	Text books, Journal, Pictorial, Thermometer Pulse reading equipment Equipment for reading Respiratory rate Observation Room Equipment for oxygen saturation reading Equipment for reading Blood Pressure Sterilization equipment Equipment for wound dressing Cotton wool Cold Boxes Immunization Tray Oral Polio Subcutaneous Injection	Take history of a patient  Undertake physical examination of a patient  Take temperature of a patient  Read the pulse of a patient  Take the respiratory Rate of a patient  Prepare bed for a patient  Read peripheral oxygen rate of a patient  Take the BP of a patient	<ul> <li>Guide students to:</li> <li>Take history of a patient</li> <li>Undertake physical examination of a patient</li> <li>Take temperature of a patient</li> <li>Read the pulse of a patient</li> <li>Take the respiratory Rate of a patient</li> <li>Prepare bed for a patient</li> <li>Read peripheral oxygen rate of a</li> </ul>	Define Clinical procedure Undertake each of the Clinical Procedures
		<ul><li>Wound Dressing</li><li>Preparation of</li></ul>	lo-ORS	Give oral Hygiene	oxygen rate of a patient	

Cold Boxes for	Eye test equipment	Measure arm	
Vaccines	Malaria and	circumference	Take the BP of a
Setting of	diarrhea drugs		patient
Immunization	Equipment for	Sterilize Equipment	
Tray	drainage of	1 1	Give oral
Oral Polio	Abscess and	Dress a wound	Hygiene
Administration	circumcision		Measure arm
• Giving		Prepare cold Box for	circumference
Subcutaneous		vaccines	Circumerence
Injection			Sterilize
Preparation and		Set an immunization	
Administration		Tray	Equipment
of lo-ORS			D
Tepid Sponging		Administer oral polio	Dress a wound
Breast-Self		rammister oral polic	
Examination		Carryout stepid sponge	Prepare cold
• Testing of the		curry out steptu sponge	Box for vaccines
Eye for Visual		Test the eye for visual	
Acuity		Acuity	Set an
• Growth		realty	immunization
Monitoring and		Monitor a growth	Tray
Promotion		Wontor a growth	
Promotion     Prevention and		Prevent and treat	Administer oral
		common childhood	polio
treatment of		Illnesses	
common		1111103503	Carryout stepid
childhood		Drain Abscess	sponge
illnesses		Diaili Auscess	
(malaria,		Circumcise a child	Test the eye for
diarrhea)		Circumcise a cinid	visual Acuity
Drainage of			
Abscess			Monitor a
Male			growth
circumcision			Prevent and treat
			common
	<u>l</u>		Common

General	1.3 Explain the Use of the various instruments in clinical procedures 1.4 Explain Standard Precaution/Universal Precaution  Objective: 2.0: Know the	Explain the use of the various instruments in clinical procedures Explain Standard Precaution/Universal Precaution	nical procedures		childhood Illnesses  Drain Abscess Circumcise a child	
2	<ul> <li>2.1 Describe types of instruments used in performing clinical procedures</li> <li>2.2 Explain the application of standards in clinical procedures: <ul> <li>Standard</li> <li>Precaution</li> <li>Universal</li> <li>Precaution</li> </ul> </li> </ul>	Describe types of instruments used in performing clinical procedures  Explain the application of standards in clinical procedures:  • Standard Precaution • Universal Precaution	Set of trays for various instruments, -Audio visuals	Demonstrate skills in using different types of instruments in clinical procedures such as; □ - Clinical thermometer, Sphygmomanometer, Stethoscope,- Dressing forceps, Artery forceps, Scissors, Galipots □ Sterilizers, Sterilizing drums, Cold Chain equipment (cold boxes, ice packs, etc.)	Guide students to use different types of instruments in clinical procedures	Explain types of instruments used in performing clinical procedures
General	<b>Objective: 3.0:</b> Understand	d the use of the various in	struments in clinical	procedures		
3	3.1 Describe practicum in the use of various instruments	Explain the application of standards operative	Textbooks Journal Pictorial	Use of instrument on relevant clinical procedures	Demonstrate correct use of instrument on	Describe practicum in the use of various instruments

3.3 Describe Universal Standard Precautionary Measures (USPM)  3.3 Explain the application of standards operative procedures (SoP) in clinical procedures:  • Standard Precaution • Universal Precaution	procedures (SoP) in clinical procedures:  • Standard Precaution  • Universal Precaution	Computer Projector	relevant clinical procedures	Describe Universal Standard Precautionary Measures (USPM)
		73		

COURSE TITLE: SYMPTOMOTOLOGY.
COURSE CODE: CMH 123

DURATION: Lecture: - 1HR Practical: - 1HR Total: 30HRS

**CREDIT UNITS: 2 UNIT** 

**GOAL:** This course is designed to acquaint the students with symptoms of diseases to enable him/her to provide proper and tentative diagnosis of various systemic diseases.

**GENERAL OBJECTIVE:** On completion of the course, the student should be able to:

1.0 Know the various symptoms of diseases.

2.0 Understand the various forms of clinical presentation of diseases

3.0 Know the differences between Symptomatology and diagnosis

<b>PROGR</b>	AMME: NATIONAL DI	IPLOMA IN COMMU	NITY HEALTH			
COURS	E: SYMPTOMOTOLO	GY.		Course Code: CMH	123	Contact Hours: 30HRS
COURS	E SPECIFICATION: '	Theoretical Content:		<b>Practical Content:</b>		
					<b>^</b>	
General	Objective: 1.0 Know the	various symptoms of di	seases.		. 1	
WEEK	Specific Learning	Teachers	Learning	Specific Learning	Teach	ers Evaluation
	Outcomes	Activities	Resources	Outcomes	Activi	
1	1.1 Define	Explain symptoms	Text books,			Explain the
	Symptomatology,	and diagnosis of	Journal,			Rationale for
	• Symptoms of	diseases.	Pictorial,			symptomatology in
	diseases	Explain the Rationale for symptomatology	Computer projector			community health
	<ul> <li>Correct diagnosis of diseases</li> </ul>	in community health	projector	"AICH		
	1.2 Explain Rationale for	in community hearth				
	symptomatology in			112.		
	community health					
General	Objective 2.0: Understa	nd the various forms o	of clinical presentati	on of diseases	1	1
2	2.1 Explain mode of the	Explain mode of the	Text books,			Explain mode of
	clinical presentation of	clinical presentation	Journal,			the clinical
	diseases in human body.	of diseases in human	Pictorial,			presentation of
		body	Computer			diseases in human
			projector Audio-visual,			body
Conoral	Objective 3.0: Know the	differences between s		diagnosis		
3	3.1 Explain the differences		Text books, Journal,	ulagilosis		Explain the
3	between symptom, Signs	differences between	Pictorial, Computer			differences between
	and diagnosis of diseases.	symptom, Signs and	projector			symptom, Signs
		diagnosis of diseases				and diagnosis of
						diseases
	NATION	ALBO				
	XU.					
			75			
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**COURSE TITLE: REPRODUCTIVE HEALTH** 

**COURSE CODE: CMH 124** 

CREDIT UNITS: 2 UNIT Lecture: - 1HR Practical: - 1HR Total: 30HRS

**GOAL:** This course is designed to enhance students' competence to diagnose and manage maternal and Newborn conditions and make referrals of emergency cases in line with National standards

**GENERAL OBJECTIVE:** On completion of the course, the student should be able to:

1.0 Understand the concept of Reproductive Health and Rights

- 2.0 Understand the anatomy and physiology of the male and female reproductive system
- 3.0 Know the reproductive health disorders
- 4.0 Understand abortion and post abortion care
- 5. 0 Know the concept of Female Genital Mutilation and Cutting
- 6.0 Understand Gender and Gender Based Violence
- 7.0 Know Reproductive Health Cancers
- 8.0 Understand the effect of Infertility

PROGR	AMME: NATIONAL DIE	PLOMA IN COMMU	NITY HEALTH				
COURS	E: REPRODUCTIVE HE		Course Code:	CMH 124	Contact	Hours: 30HRS	
COURS	E SPECIFICATION: T	1	<b>Practical Content:</b>				
General	Objective: 1.0: Understan	d the concept of Repro	oductive Health and R	Rights	<b>~</b>	D.	
WEEK	Specific Learning Outcomes	Teachers Activities	Learning Resources	Specific Learning Outcomes	Teacl Activ		Evaluation
1	1.1 Define Reproductive Health.	Explain Reproductive Health.	Textbooks, Journal, Pictorials,	Carry out specific adolescent reproductive health	Guide stude carry out sp adolescent		Define Reproductive Health
	1.2 Explain the components of reproductive health	Explain the components of reproductive health	Computer projector	services	reproductive services.	e health	Explain the right of humans to reproduce
	1.3 Explain the right of humans to reproduce	Explain the right of humans to reproduce					
	1.4 Explain the factors that	Explain the factors	C/F				

influence

Reproductive Health and rights

that influence

and rights

Reproductive Health

housing,economy,Poor water supply, etc.

	T	T	1	Γ		
	1.5 Explain the roles of	1.5 Explain the roles				
	father, mother and child in	of father, mother				
	reproductive Health	and child in				
		reproductive				
		Health				
				<b>(</b>		
		1.6 Explain				
	1.6 Explain challenges	challenges faced in				
	faced in Reproductive	Reproductive Health			•	
	Health	Reproductive Health		<b>6 6 6</b>		
Canaval		d the enetemy and mh	uvoialaav af tha mala	and formale remanduativ	ya ayyatama	
	Objective: 2.0: Understan			and remaie reproductiv	e system	T 1 1 1
2	2.1 Describe the anatomy	Explain the anatomy	Audio-visual,			Explain the anatomy
	and physiology of the	and physiology of	Computer			and physiology of
	female	the female and male	projector			the female and male
	2.2 Describe anatomy male	reproductive organs				reproductive organs
	reproductive organs					
General	<b>Objective: 3.0:</b> Know the	reproductive health d	isorders			
3	3.1 Define Pre-conception	Explain Pre-	Audio-visual			Explain roles of
	Care	conception Care	Computer			Community Health
		•	projector			Workers in pre-
	3.2 Describe services that	Explain services that				conception care
	constitute preconception	constitute				r
	care	preconception care				
		preconception care				
	3.3 Explain roles of	Explain roles of				
	Community Health	Community Health				
	Workers in pre-conception	Workers in pre-				
	care	conception care				
Cananal			 			
	Objective: 4.0: Understand					*
4	4.1 Define Abortion	Explain the meaning	Audio-Visual,			List types of
		of Abortion	Computer			Abortion
			projector			
	4.2 List types of Abortion	Explain types of				Describe causes of
		Abortion				Abortion

		T	1	ı		
	4.3 Describe causes of Abortion	Explain causes of Abortion			ICA.	
	4.4 Enumerate the possible complications in abortion.	Explain the possible complications in abortion.			So	
	4.5 Explain Post Abortion care (PAC),	Explain Post Abortion care (PAC),		MICAL		
		planning.				
Genera	al Objective: 5.0: Know the	concept of Female Ge	enital Mutilation and C	Cutting		
5	5.1 Define Female Genital Mutilation/Cutting (FGM/C)	Explain Female Genital Mutilation/Cutting (FGM/C)	Audio- visual, Charts	Manage Female Genital Mutilation/Cutting according to the Standing Orders	Take students to the ward Guide them to manage the patients	Define Female Genital Mutilation/Cutting (FGM/C)
	5.2 List the types of FGM/C	Explain the types of FGM/C	40	Standing Orders		
	5.3. List the complications of FGM/C	Explain the complications of FGM/C Explain how to				
	5.4 Explain how to	Manage Female				
	Manage Female Genital	Genital				
	Mutilation/Cutting	Mutilation/Cutting				
	according to the Standing	according to the				
	Orders	Standing Orders				

Gener	ral Objective: 6.0: Appreciate	te Gender and Gender	Based Violence			•
	6.1 Define Gender	Explain 6.1-6.3	Audio Visuals		10,10	Explain Gender
	6.2 Explain Gender		Charts Computer			mainstreaming
	mainstreaming		Projector			
	manistreaming		Trojector			
	6.3 Explain Gender-					
	based violence (GBV)					
	i. Rape			MICAL		
	-					
	ii. Sexual assault			112		
	iii. Sexual					
	Harassment					
	iv. Prostitution			9		
Gener	ral Objective: 7.0: Know Re	 eproductive Health Car	ncers			
7	7.1 Define Cancer	Explain Cancer, its	Audio-visuals	Prepare a referral of	Guide students to	Explain Cancer, its
		causes, and types	Charts	diagnosed cancers to	prepare a referral of	causes, and types
	7.2 Describe cancer and its		Computer	the appropriate	diagnosed cancers to	
	causes		Projector	centres,	the appropriate	Explain types of
	7.3 Explain types of cancer	Explain types of	,		centres,	cancer of the
	of the reproductive organs	cancer of the				reproductive organs
	S	reproductive organs				.,
		O\.`				
	7.4 Explain how to refer	Explain how to refer				
	diagnosed cancers to the appropriate centres,	diagnosed cancers to the appropriate				
	appropriate centres,	centres,				
		Cancer of the				
		Cervix				
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		<ul> <li>Cancer of the</li> </ul>				
		breast				
		<ul> <li>Prostate</li> </ul>			. 10.	
		cancer				
Gener	al Objective: 8.0: Understar	nd the effect of Infertil	ity			
8	8.1 Define Infertility	Explain Infertility	Audio-visuals			Explain how to
			Charts			identify couples and
	8.2 List classification of	Explain classification	Computer			individuals with
	infertility	of infertility	projector			difficulties in getting
						pregnant.
	8.3 Explain causes of	Explain causes of		1		
	infertility	infertility				Define Menopause
		<ul> <li>Hormonal</li> </ul>				and Andropause.
		problem				
		<ul> <li>Abnormality of</li> </ul>				
		organs				
		<ul> <li>infection of</li> </ul>				
		organs (tubal				
		blockage)				
	8.4 Explain how to identify	Explain how to				
	couples and individuals	identify couples and				
	with difficulties in getting	individuals with				
	pregnant.	difficulties in getting				
		pregnant.				
	0.5 D.C M	- · · · · · · · · · · · · · · · · · · ·				
	8.5 Define Menopause and	Explain Menopause				
	Andropause.	and Andropause.				
	8.6 Explain Physiological					
	and psychological changes	Explain Physiological				
	affecting menopausal	and psychological				
	problem.	changes affecting				
	problem.	menopausal problem.				
		<u> </u>	<u> </u>			

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		gain			X,		ı
	•	Insomnia			] ]		ı

WATIONAL BOARD FOR TECHNICAL EDYL

PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEALTH **COURSE TITLE: Maternal Health COURSE CODE: CMH 125 Lecture: - 2HR Total: 60HRS CREDIT UNITS: 4** Practical: - 2HR **UNIT** GOAL: This course is designed to enhance students' competence to diagnose and manage maternal and Newborn conditions and make referrals of emergency cases in line with National standards **GENERAL OBJECTIVE:** On completion of the course, the student should be able to: 1.0 Understand conception and pregnancy 2.0 Understand the concept of Antenatal Care (ANC) 3.0 Know the process and Management of labour and delivery 4.0 Know the Postpartum and care during postnatal period 5.0 Understand the development of motherhood

PROGR	PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEALTH									
COURS	E: Maternal Health.				<b>Course Code: CMH</b>	125	Contact Hou	rs: 60HRS		
COURS	E SPECIFICATION: T	heoretical Content:		Practi	cal Content:					
	Objective: 1.0: Understand		ncy				<u> </u>			
WEEK	Specific Learning	Teachers Activities	Learnii	ทฐ	Specific Learning	•	Teachers	Evaluation		
	Outcomes		Resource	_	Outcomes		ctivities			
1	1.1 Define the term	Explain the term	Textbooks,				<del>)</del>	Define the term		
	pregnancy	pregnancy	Journal,			$, \vee$		pregnancy		
	1.2 Evaloin the process of	Evaloin the process of	Pictorial,							
	1.2 Explain the process of pregnancy	Explain the process of pregnancy:	Computer projector					Explain		
	pregnancy	Fertilization	projector		MICAN			complications		
		Signs of pregnancy			(人) (人)			during pregnancy		
		<ul> <li>Presumptive signs</li> </ul>								
		<ul> <li>Probable signs</li> </ul>								
		Positive signs								
		Physiological     Annual in								
		changes in pregnancy								
		pregnancy								
	1.3 Explain	Explain complications								
	complications during	during pregnancy								
	pregnancy									
	1.4 Describe normal and	Explain normal and								
Conoral	abnormal pregnancy  Objective 2 0: Underster	abnormal pregnancy	otal Cara (AN	(C)						
2	Objective: 2.0: Understand 2.1 Define ANC	Explain ANC	Audio-Visu					Explain how to		
	2.1 Define Title	• Focus ANC	Charts	.uı,				identify danger		
		<ul> <li>Group ANC</li> </ul>	Textbooks,					signs in		
			Journal,					pregnancy		
	2.2 Explain how to	Explain danger signs in	Pictorial,							
	identify danger signs in	pregnancy	Computer					Explain measures		
	pregnancy		projector					to prevent danger		

	2.3 List measures to prevent danger signs of pregnancy.	Explain measures to prevent danger signs of pregnancy.			1Ch	signs of pregnancy.
	2.5 Explain components of	Explain components of				
	Antenatal care services in	Antenatal care services in				Explain
	(PHC) centres	(PHC) centres				components of
	2.6 Describe anticipatory counselling	Describe anticipatory counselling		JCAN.		Antenatal care services in (PHC) centres
	2.7 Explain Prevention of	Explain Prevention of				
	Mother to Child	Mother to Child		119		
	Transmission (PMTCT)	Transmission (PMTCT)				
				<b>X</b> '		
	2.8 Explain the Importance	Explain the Importance of				
	of maternal nutrition	maternal nutrition				
	al Objective: 3.0: Know the	<u> </u>				
3	3.1 Define Labour	Define Labour	Textbooks,	Manage labour and	Guide students on	Define Labour
				delivery using the	skills in the	
	3.2 Explain the signs and	Explain the signs and	Pictorial,	delivery model.	management of labour	
	stages of Labour. (First	stages of Labour. (First	Computer		and delivery using the	Explain the signs
	stage, Second, Third)	stage, Second, Third)	projector		delivery model.	and stages of
		F 1 : 1:11 C				Labour. (First
		Explain skills required in				stage, Second,
		the management of labour				Third)
		and delivery using the				
		delivery model.				•
	3.3 Explain how to assist in	Explain how to assist in				
	the identification and	the identification and				
	management of abnormal	management of abnormal				
	Labour.(Active management					
	of the third stage (AMTSL)	(Active management of				
	ar and analy	the third stage (AMTSL)				
		<u> </u>	85	ı	1	I
	LA!					

Genera	al Objective: 4.0: K now the	e Postpartum and care of	during postnatal period			
4	4.1 Explain the Importance	Explain the	Audio-Visual,			Explain the
	of Post-partum care	Importance of Post-	Charts		, 10.	Importance of
		partum care	Textbooks,			Post-partum care
	4.2 Describe post-natal	Explain the following	Journal,			
	care services in PHC:	post-natal care	Pictorial,			
		services in PHC:	Computer			Describe post-
		• Early initiation of	projector			natal care services
		breastfeeding				in PHC
		within 30 minutes				
		of birth				
		• Cord care daily		'MAN		
		using 4%				
		chlorhexidine gel  Thermal				
		• Thermal protection				
		Newborn				
		immunization				
		Newborn eye care	0,			
		• Exclusive				
		breastfeeding for				
		first 6 months				
	4.3 Explain post-partum	Explain post-partum				
	Family Planning	Family Planning				
		<ul> <li>Family</li> </ul>				
		Planning				
		methods and				
		counselling				
		• Oral				
		contraceptives				
		(progesterone				
		only)				

	4.4 Explain the danger signs in Newborn:	Education on Long Acting Methods e.g. injectable and self-injectable including DMPA-SC     Long acting and permanent methods (IUD/tubal ligation, implants)  Explain the danger signs in Newborn:      Fever, Hypothermia     Yellow coloration of the eyes,     Poor sucking			
5	al Objective: 5.0: Understa 5.1 Explain forms of motherhood	Explain forms of motherhood:  Biological mother  Putative mother  Surrogate mother  Adoptive mother  Stepmother	Audio-Visual, Charts Textbooks, Journal, Pictorial, Computer projector		Explain the forms of motherhood
	MILON		87		

COURSE TITLE: MODIFIED ESSENTIAL CARE OF THE NEWBORN.

**COURSE CODE: CMH 126** 

CREDIT UNITS: 3 UNIT Lecture: - 2HR Practical: - 1HR Total: 45HRS

**GOAL:** This course is designed to enhance students' ability to diagnose and manage Newborn and childhood conditions, illnesses, and emergencies in line with national standards in order to contribute to the reduction of infant and child mortality

**GENERAL OBJECTIVE:** On completion of the course, the student should be able to:

- 1.0 Understand the basic needs of the Newborn
- 2.0 Appreciate essential care for every baby
- 3.0 Understand the concept of care of small babies
- 4.0 Understand the factors affecting health of the newborn in the hospital

<b>PROGR</b>	AMME: NATIONAL DIE	PLOMA IN COMMUNIT					
COURS	E: MODIFIED ESSENTI	AL CARE OF THE NEV	VBORN.	Course Code: CN	ИН 126	Contact	Hours: 45HRS
COURSE SPECIFICATION: Theoretical Content:				<b>Practical Conten</b>	t:		
General	<b>Objective: 1.0: Know the</b>	Essential Care Of The No	ewborn		<b>A</b>	D.,	
WEEK	Specific Learning	<b>Teachers Activities</b>	Learning	Specific	Teacl	hers	Evaluation
	Outcomes		Resources	Learning	Activ	ities	
				Outcomes			
1	1.1 Define the term New-bo	rn Explain the term New-	Text books,				Define the term New-
	1.2 State the components of	born	Journal,				born
	essential new-born care		Pictorial,				
	105 1:5	Explain the	Audio-Video,				State the components
	1.3 Explain Basic	components of					of essential new-born
	physiological needs of a New-born	essential new-born		<b>40.</b>			care
	New-born	care					Explain Basic
	1.4 Explain the procedures for	or Explain Basic					physiological needs
	the immediate needs of the	physiological needs of					of a New-born
	Newborn	a New-born					
							Explain the
		Explain the procedures					procedures for the
		for the immediate					immediate needs of
		needs of the Newborn					the Newborn on
		<ul> <li>Breathing</li> </ul>					
		Warmth					
		<ul> <li>-Feeding</li> </ul>					
		<ul> <li>Prevention</li> </ul>					
		from (Asepsis)					
0 1		/Infection	D 1				
	Objective: 2.0: Appreciat			<u> </u>	1		F 1
2	2.1 Explain components of essential care for every	Explain components of	Text books,				Explain components of essential care for
	2	essential care for every baby:	Journal, Pictorial,				every baby
	baby	baby.	Audio-Video,				every baby
	baby	XV	7 10010- V 1000,	l	1		
	x(),						
			89				
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2.2 Explain how to classify levels for managing New-born	Maintain warmth (Initiate Skin to Skin Care, delay bathing till 24hours after birth) Cord care with 4% chlorhexidine gel (within 1 hours of birth) Eye Care with 0.5% Erythromycin ointment, Silver nitrate, tobramycin Initiate Breastfeeding within 30 minutes of birth Exclusive breastfeeding Correct attachment for breastfeeding Immunization for New-born Explain how to classify levels for managing New-born: Coloar code, Age, Weight, Medical condition)	
	90	
NATIO		

Gener	ral Objective: 3.0: Understa	and The Concept Of Care Of	Small Babies.			
3	3.1 Define pre-maturity, (Low birth weight baby)	Explain pre-maturity, (Low birth weight baby)	Audio-Visual		MCL.	Define pre-maturity State differences between premature
	3. 2 State differences	Explain differences				and low birth weight
	between premature and	between premature and low				baby.
	low birth weight baby.	birth weight baby.				
						State signs and
	3.3 State signs and	Explain signs and				symptoms of
	symptoms of premature	symptoms of premature				premature baby
	baby	baby		30		
	3.4 Describe Art of					Describe Art of
	Kangaroo mother care	Explain Art of Kangaroo				Kangaroo mother
	(KMC)	mother care (KMC)				care (KMC)
		tand The Factors Affecting		Born In The Hosp	<u>ital</u>	G C
4	5.1 State the factors	Explain factors affecting	Audio- visual,			State factors affecting
	affecting health of the	health of the newborn	Charts			health of the newborn
	newborn					
		BONED				

COURSE TITLE: COMMUNICABLE DISEASES.

**COURSE CODE: CMH 127** 

CREDIT UNITS: 2 UNIT Lecture: - 2HR Practical: - 0HR Total: 30HRS

**GOAL:** This course is designed to enable the student to acquire knowledge and skills required to identify, prevent and treat cases of communicable diseases in the community using the Standing Orders.

## **GENERAL OBJECTIVE:** On completion of the course, the student should be able to:

- 1.0 Know the term 'Communicable Diseases.
- 2.0 Understand the classification of communicable diseases.
- 3.0 Understand the transmission chain of communicable diseases.
- 4.0 Understand the prevention and control measures for communicable diseases.
- 5.0 Understand the concepts of emerging and re-emerging diseases.

PROGR	AMME: NATIONAL DII	PLOMA IN COMMU	NITY HEALTH			
COURS	E: COMMUNICABLE D	ISEASES.		Course Code: CMH	127	Contact Hours: 30HRS
COURS	E SPECIFICATION: T		<b>Practical Content:</b>		<b>\</b>	
General	Objective: 1.0: Know the	term 'Communicabl	le Diseases'		^	
WEEK	Specific Learning Outcomes	Teachers Activities	Learning Resources	Specific Learning Outcomes	Teach Activit	
1	1.1 Define the term Communicable diseases	Explain the term Communicable diseases	Textbooks, Journal, Pictorial,		5)	Define Communicable disseizes and their causative agents
	1.2 Explain the terms used in the study of communicable diseases	Explain the terms used in the study of communicable diseases		1.Chr		
	1.3 List the causative organisms of common communicable diseases.	Explain the causative organisms of common communicable diseases.				
General	Objective: 2.0: Know the	classification of comm	unicable diseases			
2	1. 1 Explain the Classification of communicable diseases according to their causative agents	Explain the Classification of communicable diseases according to their causative agents	Textbooks, Journal, Pictorial, Audio-Visual, Charts			Classify communicable diseases according to their causative agents
	2.2 List the common communicable diseases for each of the classifications in 2.1 above	Explain the common communicable diseases for each of the classifications above				What are the common communicable diseases for each

		_				<u> </u>
					* D.	of the
						classifications?
Gener	al Objective: 3.0: Understa	and The Transmission	n Chain Of Communi	cable Diseases.		
3	3.1 Explain disease	Explain disease	Textbooks,			Explain disease
	transmission circle in	transmission circle in	Journal,			transmission circle
	the community	the community	Pictorial,			in the community
			Audio-Visual,			
	3.2 Explain the modes of	Explain the modes of	Charts			Explain the modes
	transmission of diseases	transmission of				of transmission of
		diseases				diseases
Gener	al Objective: 4.0: Understa	and The Prevention A	and Control Measure	s For Communicable	Diseases.	
4	4.1 Explain the prevention	Explain prevention and	d Textbooks,			Explain prevention
	and control measures	control measures for	Journal,			and control
	for communicable	communicable	Pictorial,			measures for
	diseases	diseases:	Audio-Visual, Charts			communicable
		<ul> <li>Early diagnosis</li> </ul>				diseases
		and treatment	National polices and			
		<ul> <li>Eliminate</li> </ul>	intervention			Explain the level
		reservoirs of	strategies for			of prevention and
		infection	combating common			control of
		Immunization	communicable			communicable
		Health education	diseases in Nigeria			diseases
		- Health education				
	4.2 Explain the level of	Explain the level of				
	prevention and control of	prevention and control				
	communicable diseases	of communicable				
		diseases				
		discuses				
	4.3 Explain the	Explain the national				
	national polices and	polices and				
	intervention strategies	intervention				
	for combating common	strategies for				
	communicable diseases	combating common				
	in Nigeria:					
	XU					
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		communicable			AD.	
		diseases in Nigeria:				
		<ul> <li>Malaria</li> </ul>			, <b>1</b> 0.	
		Elimination				
		Programme				
		TBL Control				
		Programme				
		<ul> <li>Neglected</li> </ul>				
		Tropical				
		Diseases				
		HIV Control		XV.		
		Programme				
Gener	cal Objective: 5.0: Understa		merging And Re-Em	erging Diseases.		
5	5.1 Define emerging and	5.1 Explain the	Textbooks,			Define emerging
	re-emerging diseases	meaning of emerging	Journal,			and re-emerging
		and re-emerging	Pictorial,			diseases
		diseases	Audio- visual,			
			Charts			
	5.2 List emerging and re-	Explain emerging and				List emerging and
	emerging diseases	re-emerging diseases:				re-emerging
		Emerging				diseases:
		• Covid 19				
		• Severe acute				
		respiratory				
		Syndrome				
		• Ebola				
		Monkey pox				
		<ul> <li>Avian flu etc.</li> </ul>				
		, , V .				
		Re-emerging				
		<ul> <li>Lassa fever</li> </ul>				
		<ul> <li>Cholera</li> </ul>				
		<ul> <li>Yellow fever</li> </ul>				
					1	

			<b>Y</b>
<ul> <li>5.3 Explain the emerging and re-emerging diseases under the following subheadings</li> <li>Causative agents</li> <li>Risk factors</li> <li>Signs and symptoms,</li> <li>Diagnosis</li> <li>Management</li> <li>Complications</li> <li>Prevention and control</li> </ul>	<ul> <li>Viral hemorrhagic fever</li> <li>Tuberculosis etc.</li> <li>Explain the emerging and re-emerging diseases under the following sub-headings <ul> <li>Causative agents</li> <li>Risk factors</li> <li>Signs and symptoms,</li> <li>Diagnosis</li> <li>Management</li> <li>Complications</li> <li>Prevention and control</li> </ul> </li> </ul>		
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PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEALTH								
COURSE TITLE: MICROBIOLOGY AND LABORATORY SERVICES								
COURSE CODE: CMH 128	COURSE CODE: CMH 128							
<b>CREDIT UNITS: 2 UNIT</b>	Lecture: - 1HR	Practical: - 1HR	Total: 30HRS					
<b>GOAL:</b> This course is designed	ed to equip students with basic known	owledge of microbiology ar	nd Medical laboratory services					
GENERAL OBJECTIVE: On	n completion of the course, the stu	ident should be able to:						
1.0 Understand the history and		^						
-	ic examination of micro-organism	s						
* * *	3.0 Appreciate systemic microbiology							
4.0 Know the purpose of diagnostic skills in the laboratory								
7 -	of diagnostic tests in the laboratory	-						
6.0 Understand the different ed	quipment needed in the laboratory	and how to sterilize them						

7.0 Know the skills on how to collect specimens from clients and the uses of rapid diagnostic kits

PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEALTH						
	E: MICROBIOLOGY A			Course Code: CMH	128	Contact Hours: 30HRS
COURS	E SPECIFICATION: T	heoretical Content:		<b>Practical Content:</b>		
General	Objective: 1.0: Understan	nd the history and scop	pe of microbiology		. (	
WEEK	Specific Learning	Teachers	Learning	Specific Learning	Teach	
	Outcomes	Activities	Resources	Outcomes	Activit	
1	1.1 Explain the history	Outline the scope of	Textbooks,			Outline the scope
	and scope of microbiology	microbiology	Journal, Pictorial,			of microbiology
		diseases.	Tictoriai,	MICAL		diseases.
		Explain the role of				
		microbiology in				
		i. Medicine				
		ii. Agriculture		167x		
		ii. Industry, etc.				
		•				
	Objective: 2.0: Understan			ganisms	T	
2	2.1 Describe Microscopic	Explain types of	Textbooks,			Enumerate types
	examination of	microscopes	Journal,			of microscopes
	microorganisms	i. Light	Pictorial, Audio-Visual,			
	2.2 Enumerate types of	microscope,	Charts, microscopes			
	microscopes	ii. Compound	charts, interoscopes			
	meroscopes	microscope				
		iii. Dark field				
		microscope				
		iv. Phase				
		contrast				
	NA I ON	The state of the s				
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		v. Electron			4 12	
		microscope				
	al Objective: 3.0: Appreci			1		
3	3.1Describe Systemic Microbiology	Explain Systemic Microbiology	Textbooks, Journal, Pictorial,		22	Explain the characteristics of micro-organisms
	3.2 Explain the characteristics of micro-organisms	Discuss the characteristics of micro-organisms with examples Viruses o Bacteria o Protozoa o Fungi o Helminths platy helmint o Rikettsia o Mycoplasma o Algae	Audio-Visual, Charts, microscopes			
Gener	ral Objective 4.0 Know th	e purpose of diagnost	ic skills in the laborat	tory		
4	<ul> <li>4.1 Define the term diagnostic skill</li> <li>4.2 Explain the purpose of diagnostic skills</li> <li>4.3 Describe medical diagnostic skill</li> </ul>	Explain 4.1- 4.3	Textbooks, Journal, Pictorial, Audio-Visual, Charts, microscopes			Explain the purpose of diagnostic skills
	NATIO		99			

General	General Objective: 5.0: Know the different types of diagnostic tests in the laboratory and their importance							
5	1.1 Describe Medical	Explain Medical	Textbooks,			Enumerate the		
	Laboratory	Laboratory Diagnosis	Journal,		' 10.	importance of		
	Diagnosis	and its types	Pictorial,			laboratory		
	5.2 Explain Different		Audio-Visual,			diagnosis		
	types of laboratory		Charts, microscopes					
	diagnosis							
	5.3 Enumerate the	Explain the		( K)				
	importance of	importance of		、くし、				
	laboratory diagnosis	laboratory diagnosis						
				112.				
	5.4 Explain how to	Explain conditions						
	identify conditions	where laboratory						
	where laboratory	diagnostic skills are						
	diagnostic skills are	applicable						
	applicable	1 1100		11				
General	Objective 6.0 Understand							
	6.1 Explain equipment	Explain the	Textbooks,	Maintain	Guide students to	Explain the		
	used in a medical	equipment needed in	Journal,	laboratory hygiene	maintain	methods of		
	Laboratory services	a medical	Pictorial, Audio-Visual,	and safety (e.g. use	laboratory	sterilizing		
		Laboratory	Charts, microscopes	of personal	hygiene	medical		
	6.2 Enumerate the parts		charts, interescopes	protective	and safety (e.g.	laboratory		
	and functions of	Explain the parts and		equipment [PPE]	use	equipment		
	microscope	functions of		etc.)	of personal			
		Microscope			protective			
		i. Centrifuge			equipment [PPE]	Explain the		
		ii. Blood bags			etc.)	concept of		
		iii. Autoclaves,				Quality		
		iv. test-tubes,			<b>D</b>	Assurance in		
		v. slides etc.		Collect simple	Demonstrate how	laboratory		
				specimens, such as	to collect simple	practice		

	6.3 Explain the methods	Explain the methods		urine, blood,	specimens, such	
	of sterilizing medical	of sterilizing medical		sputum etc.	as	
	laboratory equipment	laboratory equipment			urine, blood,	
		Explain the concept			sputum etc.	
	6.4 Explain the concept	of Quality Assurance				
	of Quality Assurance in	in laboratory practice		Test blood for HB,	Demonstrate how	
	laboratory practice			urine for sugar and	to test blood for	
				protein and rapid	HB,	
				diagnostic kits test	urine for sugar	
				for malaria, HIV,	and	
				etc.	protein and rapid	
					diagnostic kits	
					test for malaria,	
					HIV, etc	
General	Objective 7.0 Know the s	kills on how to collect s	specimens from clien	ts and the uses of rap	oid diagnostic kits	
	7.1 Describe the	Explain the different	Specimen	Carry out laboratory	Demonstrate	Explain the
	different ways of	ways of collecting	containers,	diagnostic	laboratory	instruments/ skills
	collecting	specimens for	pictorial models,	procedures in	diagnostic	used in laboratory
	specimens for	laboratory diagnosis	audio-visuals,	systematic order	procedures in	diagnosis
	laboratory diagnosis		Microhematocrit		systematic order	
			centrifuge,			
	7.2 Explain the	Explain the	Glucose meter, test			
	instruments/ skills used	instruments/ skills	strips	Conduct a blood	Guide students to	
	in laboratory diagnosis	used in laboratory		grouping test in the	conduct a blood	
		diagnosis		laboratory, to	grouping test in	
				identify various	the laboratory, to	
				blood groups.	identify various	
	7.3 Explain the major	Explain the following			blood groups.	
	units in the medical					
	laboratory	i. Microbiology				
		ii. Histopathology				

7.4 Describe the concept of blood group and the rhesus system.  7.5 Explain Reasons for transfusion reaction Cross matching  7.5 Describe the Microhematocrit centrifuge and the pack cell volume	iii. Hematology iv. Chemical pathology  Explain the concept of blood group and the rhesus system.  Explain Reasons for transfusion reaction Cross matching  Explain the Microhematocrit centrifuge and the pack cell volume	Carry out ABO System and Rhesus system  Conduct a PCV test in the laboratory  Carryout a blood glucose test using one touch basic plus glucose meter	Demonstrate ABO System and Rhesus system  Guide students to conduct a PCV test in the laboratory  Guide students to carryout a blood glucose test using one touch basic plus glucose	
7.6 Explain the Uses of microhematocrit centrifuge  7.7 Explain Various ranges of PCV results for male, female children and during pregnancy	Explain the Uses of microhematocrit centrifuge  Explain Various ranges of PCV results for male, female children and during pregnancy	Interpret a lab test	Guide students to interpret lab tests	

7.8 Explain condeterminate blood gluck. 7.9 Explain the of Fasting sugar. 7.10 Descriptes a sugar result interpretation.	ion of ose level Explain concept of determination of blood glucose level Explain the Concept of Fasting blood sugar:			
7.11 Explai Reference Negative of Positive of Inconclusi uncertain Factors aff test result	meter and its principles of work  Explain Reference range Negative or normal Positive or abnormal ve or Inconclusive or uncertain .			
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COURSE TITLE: COMMUNITY BASED HEALTH CARE

**COURSE CODE: CMH 129** 

CREDIT UNITS: 3 UNIT Lecture: - 1HR Practical: - 2HR Total: 45HRS

**GOAL:** This course is designed to enable the student acquire knowledge and skills about the community and associated health problems and proffer solutions

## **GENERAL OBJECTIVE:** On completion of the course, the student should be able to:

- 1.0 Understand the concept of Community and Community-Based Health care
- 2.0 Know community diagnosis
- 3.0 Understand how to conduct situation analysis
- 4.0 Know community mobilization and Advocacy
- 5.0 Know the concept of community participation and involvement
- 6.0 Appreciate House Numbering system in PHC
- 7.0 Understand Home-Based Record
- 8.0 Know community-based activities
- 9.0 Understand how to collect routine data on community-based activities from CORPs, CHIps Agents, VCMs, VVHW, TBAs, to the PHC facility

PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEALTH								
COURSE: COMMUNITY BASED HEALTH CARE  Course Code: CMH 129  Contact Hours: 30HRS								
COURS	COURSE SPECIFICATION: Theoretical Content: Practical Content:							
General Objective: 1.0: Understand the concept of Community and Community-Based Health care								
WEEK	Specific Learning	Teachers	Learning	Specific Learning	Teachers	Evaluation		
	Outcomes	Activities	Resources	Outcomes	Activities			
1	1.1 Define Community,	Explain 1.1-1.5	Textbooks,			Explain		
	1.2 Evaloin Community		Journal,			Community-		
	1.2 Explain Community- Based Health Care		Pictorial, Audio-Visual,			Based Health		
	Dasca Health Cale		Audio-visual,			Care		
	1.3 Enumerate the types			、人 し '				
	of community							
				119,				
	1.4 Enumerate the							
	characteristics of a							
	community							
	1.5 Explain the		0					
	Organizational							
	Structures of the							
Conoral	Objective: 2.0: Know cor	 						
2	2.1 Describe the	Explain 2.1-2.6	Textbooks,			Explain steps in		
	concept of Community	Explain 2.1-2.0	Journal,			community		
	Diagnosis in PHC		Pictorial,			diagnosis		
			Audio-Visual,			5.40.100.10		
	2.2 Explain Roles of	20	Charts,					
	community diagnosis in		microscopes					
	PHC		•					

	2.3 Explain steps in community diagnosis  2.4 List Methods used for community diagnosis (e.g. interviews, group discussions, observation, review of existing			Conce	
	records, etc.)  2.5 Explain the barriers/Challenges in community diagnosis  2.6 Explain how effective community diagnosis can lead to		-02-K		
	gender equality in		<b>V</b> •		
Conoral	service delivery <b>Objective: 3.0:</b> Underst	tand how to conduct	cituation analysis		
					Evaloia 411
3	<ul><li>3.1 Define situation analysis</li><li>3.2 Explain the roles of situation analysis in PHC</li></ul>	Explain 3.1-3,3	Textbooks, Journal, Pictorial, Audio-Visual, Charts, microscopes		Explain the roles of situation analysis in PHC
	3.2 Enumerate the instruments used in situation analysis				

General Objective 4.0 Know community mobilization and Advocacy						
	<u> </u>		<del>-</del>	1	- (	D 01 1
4	1.1 Define Community	Explain 4.1- 4.3	Textbooks,		. 10.	Define advocacy
	1.2 Explain the types of		Journal,			
	community		Pictorial,			
	1.3 Enumerate the		Audio-Visual,			
	characteristics of a		Charts,			
	community					
	1.4 Explain the					
	Organisational					
	Structures of the					
	community					
	1.5 Define advocacy					
	1.6 Outline the steps in		()	<b>X</b>		
	advocacy					
General	Objective: 5.0: Know th	e the concept of comn	nunity participation	and involvement		
5	1.1 Define community	Explain 5.1-5.4	Textbooks,			Explain the
	Participation and		Journal,			Difference
	Involvement		Pictorial,			between
			Audio-Visual,			community
	1.2 Explain the		Charts,			participation and
	Difference between		)			involvement.
	community					
	participation and					
	involvement.					
		00				
	1.3 State the types of					
	V 1					
	community					
	participation					

г т		T	1			<u> </u>	
	1.4 Outline the				~ D '		
	rationales/roles of						
	community				, 10.		
	participation						
General C	Objective 6.0 Appreciate	House Numbering sys	tem in PHC				
	6.1 Define house	Explain 6.1-6.3	Textbooks,	Identify	Guide students to	Describe how to	
	numbering		Journal,	instruments for	identify	write and interpret	
	8		Pictorial,	house numbering	instruments for	a PHC House	
	6.2 State key steps for		Audio-Visual,		house numbering	number	
	conducting house		Charts,		8		
	numbering		microscopes				
			initiostopes	Write PHC House	Demonstrate how		
	3.3 Explain instruments			Number	to write and		
	for house numbering			Titalioci	interpret a PHC		
	for nouse nameering				House number		
	6.4 Describe how to				Trouse number		
	write and interpret a						
	PHC House number						
General	Objective 7.0 Understan	d Home-based records	S				
	7.1 Define home-based	Explain 7.1-7.2	Textbooks,			State the	
	record		Journal,			importance of	
			Pictorial,			home-based record	
	7.2 State the importance		Audio-Visual,				
	of home-based record		Charts				
General	General Objective 8.0 Know Community-based activities						
	8.1 Describe Various	Explain Community-	Textbooks,			Explain Various	
	community-based	based activities that	Journal,			community-based	
	activities that can be		Pictorial,			activities that can	
	35 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3	can be carried out by					

carried out by health workers	health workers: Health education Home visit Referral of cases Outreach services Identification of harmful cultural practices Identification of social services	Audio-Visual, Charts,		be carried out by health workers
General Objective 9.0 Unders	tand how to collect routin	e data on community-based activities		
9.1 Describe routine data on community-based activities	Explain routine data on community-based activities	Textbooks, Journal, Pictorial, Audio-Visual, Charts, microscopes		Explain routine data on community-based activities
		109	1	

## YEAR TWO SEMESTER ONE COURSES WHIONAL BOND HOLD

COURSE TITLE: ANATOMY AND PHYSIOLOGY III

**COURSE CODE: CMS 211** 

DURATION: Lecture: - 1HR Practical: 1HR Total: 30HRS

**CREDIT UNITS: 2 UNIT** 

**GOAL:** This course is designed to equip students with basic knowledge of human anatomy and physiology.

- 1.0 Understanding the Nervous System.
- 2.0 Understanding the Muscular System.
- 3.0 Understand the Integumentary System.
- 4.0 Know the disease conditions associated with each of the systems.

PROGR	AMME: NATIONAL DIPLOM	IA IN COMMUNITY HEA	LTH			
COURS	E: ANATOMY AND PHYSIO	LOGY III		Course Code: C		ntact Hours: HRS
COURS	E SPECIFICATION: The	eoretical Content:		<b>Practical Conte</b>	nt:	
	Objective: 1: Understand The			<b>,</b>		
WEEK	<b>Specific Learning Outcomes</b>	Teachers Activities	Learning	Specific	Teachers	Evaluation
			Resources	Learning	Activities	
				Outcomes		
1	1.1 Define the Nervous	Explain the Nervous	Audio-Visual,			Define the
	System	System	Charts			Nervous System
			Text books,			
	1.2 State the functions of	Explain the	Models.	<b>6 W</b>		State the functions
	Nervous System	functions of	K			of Nervous
		Nervous System				System
	1.3 Explain the	P 1				
	organs/components	Explain the				CI 'C 1
	of the Nervous	organs/components				Classify the
	System	of the Nervous				nervous system
		System				
	145 1: 4	Explain the				Enumerate organs
	1.4 Explain the	classification of the				associated with
	classification	nervous system				nervous system.
	nervous system	nervous system				nervous system.
	1.5 Explain the functions	Explain the				
	of the organs	functions of the				
	explained in 1.3	organs explained in				
	above	1.3				
	above					
		Explain organs associated				
		with nervous system.				
		•				

	1.6 Enumerate organs				
	associated with nervous			CV	
	system.			10,	
General	<b>Objective: 2: Understand The</b>	Muscular System	1		
2	2.1 Define the muscular	Explain the muscular	Text books,		Define the
	system	system	Models, a Audio-Visual,		muscular system
	2.2 State the functions	State the functions of	Chart		State the functions
	of muscular system	muscular system	K		of muscular system
	2.3 Explain the	Explain the			
	organs/components of	organs/components of the			
	the urinary System	urinary System	~ (/\/\)		Describe the structures of the
	2.4 Describe the	Describe the structures of			muscular system
	structures of the	the muscular system			•
	muscular system				Enumerate organs
		Explain the functions of			associated with
	2.5 Explain the	the organs explained in			muscular system.
	functions of the organs	2.3			
	explained in 2.3 above				
		Enumerate organs			
	2.6 Enumerate organs	associated with muscular			
	associated with muscular	system.			
	system.				
General	<b>Objective: 3: Understand The</b>	Integumentary System			
3	3.1 Define the	Explain the functions of	Text books,		Define the
	integumentary system	the organs explained in	Models, a		integumentary
	, D.	3.3 above	Audio-Visual,		system
	3.3 List the functions of		Chart		
	integumentary				
	system				

	<ul> <li>3.4 Explain the Organs/Components of the integumentary System</li> <li>3.5 Explain the functions of the organs explained in 3.3 above</li> <li>3.6 Explain the glands of the integumentary system (exocrine glands)</li> <li>3.7 Explain the functions and secretions of the glands listed in 3.5 above</li> </ul>	Explain the Organs/Components of the integumentary System  Explain the glands of the integumentary system (exocrine glands)  Explain functions and secretions of the glands listed in 3.5 above			List the functions of integumentary system  Enumerate organs associated with integumentary system.
	3.7 Enumerate organs associated with integumentary system.	Enumerate organs associated with integumentary system.			
General (	Objective: 4: Know Disease Co		Each Of The Systen	ns	
4	4.1 List common diseases	Explain common diseases	Text books,		List common
	associated with nervous,	associated with nervous,	Models, a		diseases
	muscular and	muscular and	Audio-Visual,		associated with
	integumentary systems	integumentary systems	Chart		nervous, muscular

4.2 Define the etiology of disease conditions associated with each system in 4.1 above	Explain the etiology of disease conditions associated with each system in 4.1 above		and integumentary systems  Define the etiology of disease conditions associated with each system in 4.1 above
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	BONSDLO		
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	GRAMME: NATIONAL DIPLOMA	II COMMICTALL THEM					
	RSE TITLE: Primary Eye Care.						
COURSE CODE: CMH 211							
CRE	DIT UNITS: 2 UNIT	Lecture: - 1HR	Practical: - 1HR Total: 30HRS				
~~							
	<b>L:</b> This course is designed to equip the stems accordingly.	tudents with knowledge a	nd skills to identify, manage and refer community eye				
-	ERAL OBJECTIVE: On completion of the	course, the student should be a	ble to:				
1.0	Know the anatomy and physiology of t						
2.0	Know the diseases/conditions associate	ed with the eye					
3.0 Know common preventable eye conditions							
4.0 Know how to mobilize the community for eye care							
5.0	Know how to manage eye conditions a		ers				
		an ka					
	SAN	NBD /					

PROGR	AMME: NATIONAL DI	PLOMA IN COMMUN	NITY HEALTH			
	E: PRIMARY EYE CAR			Course Code: CMH 211 Contact Hours: 30HRS		
COURS	E SPECIFICATION: T	heoretical Content:	1	<b>Practical Content:</b>	1HR	
					<b>^</b> \	
General	<b>Objective: 1.0: Know Th</b>	e Anatomy And Physio	logy Of The Eye.			
WEEK	Specific Learning	<b>Teachers Activities</b>	Learning	Specific Learning	Teacher	
	Outcomes		Resources	Outcomes	Activitie	
1	1.1 Define the eye	Define the Eye	Textbooks,			Define the Eye
	1.2 Explain the structure		Journal,			Explain the structure
	of the eye	Explain the structure	Pictorial,			of the Eye
	1.3 State the Functions	of the Eye	Visuals (pictures,	L K		
	of the eye		charts, maps, etc.)	. K \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \		Explain the functions
		Explain the functions				of the Eye
		of the Eye				
	Objective: 2.0: Know Th			e Eye	Г	
2	2.1Explain	Explain	Textbooks,			Explain
	diseases/conditions	diseases/conditions	Journal,			diseases/conditions
	associated with the eye	associated with the	Pictorial,			associated with the eye
		eye	Standing Orders			
	225 1:	Г 1 '				F 1 ' 4
	2.2 Explain common eye					Explain the common causes of blindness in
	problems in the	problems in the				
	community	community				the community
	• Conjunctivitis	• Conjunctivitis				
	• Cataract etc.	Cataract etc.  Fundain aigns and				
	2.2 Enumerate the sizes	Explain signs and				
	2.3 Enumerate the signs	symptoms of the				
	and symptoms of the	major eye conditions				
	major eye conditions in	in the community				
	the community					

		Emploin the comme				
	245 1:4	Explain the common			A D	
	2.4 Explain the common	causes of blindness				
	causes of blindness in	in the community				
	the community					
	Objective: 3.0: Know how			itions		,
3	3.1 Explain Methods of	Explain Methods of	Textbooks,			Explain Methods of
	preventing eye diseases	preventing eye	Journal,			preventing eye
	<ul> <li>Good eye care</li> </ul>	diseases	Pictorial,			diseases
	Good nutrition	<ul> <li>Good eye</li> </ul>	Visuals (pictures,	C K		
	Regular clinic	care	charts, maps, etc.)	KU,		
	attendance	• Good	_	"ICU		
	Good personal	nutrition		119,		
	Hygiene, etc.	<ul> <li>Regular</li> </ul>	~			
	Trygrene, etc.	clinic				
		attendance				
		• Good				
		personal				
		Hygiene, etc.				
Conoral	Objective: 4.0: Know how		munity For Evo Cor	<u> </u>		<u> </u>
4	4.2 Explain practices in	Explain practices in	Textbooks,	Mobilize the	Guide students	Evplain practices in
4	the community that	the community that	Journal,		to mobilize the	Explain practices in the community that
	reduce the incidence	1		community to		reduce the incidence
		reduce the incidence	Pictorial,	participate in	community to	
	of eye problems in	of eye problems in	Visuals (pictures,	community eye	participate in	of eye problems
	the community	the community	charts, maps, etc.)	care programmes	community eye	F 1
	405 11 4 4 1			following the steps	care	Explain steps to take
	4.2 Explain steps to take			in community	programmes	to mobilize the
	to mobilize the	Explain steps to		mobilization (Entry		community to
	community to participate	follow in		into the community		participate in
	in community eye care	community		meeting the		community eye care
	programmes.	mobilization (Entry		community head).		programmes
		into the community				

5.1 Explain how to manage eye conditions at both the clinic and community according to Standing Orders  5.2 Explain how to refer complicated eye conditions as appropriate  5.1 Explain how to manage eye manage eye conditions at both the clinic and community appropriate  5.2 Explain how to manage eye conditions as appropriate  5.3 Explain how to refer complicated eye conditions as appropriate  5.4 Explain how to manage eye conditions at both the clinic and community according to Standing Orders  5.5 Explain how to manage eye conditions at both the clinic and community according to Standing Orders  5.6 Explain how to manage eye conditions at both the clinic and community according to Standing Orders  5.7 Explain how to refer complicated eye conditions as appropriate  5.8 Explain how to refer complicated eye conditions as appropriate  5.9 Explain how to refer complicated eye conditions as appropriate  5.1 Explain how to manage eye conditions at both the clinic and community according to Standing Orders  5.2 Explain how to refer complicated eye conditions as appropriate							
Seneral Objective: 5.0: Know how to manage Eye Conditions According To Standing Orders.   Standing Orders			meeting the				
5.1 Explain how to manage eye conditions at both the clinic and community according to Standing Orders  5.2 Explain how to refer complicated eye conditions as appropriate  5.1 Explain how to manage eye manage eye conditions at both the clinic and community appropriate  5.2 Explain how to manage eye conditions as appropriate  5.3 Explain how to refer complicated eye conditions as appropriate  5.4 Explain how to manage eye conditions at both the clinic and community according to Standing Orders  5.5 Explain how to manage eye conditions at both the clinic and community according to Standing Orders  5.6 Explain how to manage eye conditions at both the clinic and community according to Standing Orders  5.7 Explain how to refer complicated eye conditions as appropriate  5.8 Explain how to refer complicated eye conditions as appropriate  5.9 Explain how to refer complicated eye conditions as appropriate  5.1 Explain how to manage eye conditions at both the clinic and community according to Standing Orders  5.2 Explain how to refer complicated eye conditions as appropriate			community head)			. [ 7 ]	
manage eye conditions at both the clinic and community according to Standing Orders  5.2 Explain how to refer complicated eye conditions as appropriate  manage eye conditions at both the clinic and community according to Standing Orders  5.2 Explain how to refer complicated eye conditions as appropriate  manage eye conditions at both the clinic and community according to Standing Orders  Standing Orders  Explain how to refer complicated eye conditions as appropriate  manage eye conditions at both the clinic and community according to Standing Orders  Refer complicated eye conditions as appropriate  manage eye conditions at both the clinic and community according to Standing Orders  Refer complicated eye conditions as appropriate  manage eye conditions at both the clinic and community according to Standing Orders  Standing Orders  Standing Orders  Explain how to refer complicated eye conditions as appropriate	Gener	ral Objective: 5.0: Know ho	w to manage Eye Con	ditions According To	Standing Orders.	, 10.	
required in the management and referral required in required in required in required in		5.1 Explain how to manage eye conditions at both the clinic and community according to Standing Orders  5.2 Explain how to refer complicated eye conditions as appropriate  5.3 Explain skills required in the	Explain how to manage eye conditions at both the clinic and community according to Standing Orders  Explain how to refer complicated eye conditions as appropriate  Explain skills	Textbooks, Journal, Pictorial, Visuals (pictures, charts, maps, etc.)	Identify and manage eye conditions at both the clinic and community according to Standing Orders Refer complicated eye conditions as	the Clinic and Community  Guide them to identify and Manage eye conditions at both the clinic and community according to Standing Orders  Guide them to	manage eye conditions at both th clinic and communit according to Standin
		WILOW		119			

PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEALTH
COURSE TITLE: Primary Ear, Nose And Throat.
COURSE CODE: CMH 212

CREDIT UNITS: 2 UNIT Lecture: - 1HR Practical: - 1HR Total: 30HRS

**GOAL:** This course is designed to enable the student acquire knowledge and skills to handle conditions affecting Ear, Nose and Throat to reduce the incidence of preventable ear, nose and throat conditions /diseases in the community.

- 1.0 Know the anatomy and physiology of the ear, nose and throat.
- 2.0 Understand the disease conditions associated with Ear, Nose and Throat.
- 3.0 Understand the control of common preventable conditions of the ear, nose and throat.
- 4.0 Know how to manage ear, nose and throat conditions according to the Standing Orders.
- 5.0 Understand the unsafe practices associated with ear, nose and throat.

PROGR	AMME: NATIONAL DII	PLOMA IN COMMU	NITY HEALTH			
COURS	E: Primary Ear, Nose An	d Throat.		Course Code: CMH 2	Contact Hou	ırs: 30HRS
COURS	E SPECIFICATION: T	heoretical Content:	Pı	actical Content:		<b>Y</b>
General	Objective: 1.0: Know the	anatomy and physiol	ogy of the Ear, Nose	and Throat.	A D.	
WEEK	Specific Learning	Teachers	Learning	Specific Learning	Teachers	Evaluation
	Outcomes	Activities	Resources	Outcomes	Activities	
1	1.6 Explain Ear Nose	Explain Ear Nose	Textbooks,		7	Explain Ear Nose
	and Throat (ENT)	and Throat (ENT)	Journal,			and Throat (ENT)
			Pictorial,			
	1.2 Explain the Anatomy	Explain the	Posters			Explain the
	and Physiology of the	Anatomy and	Models, charts			Anatomy and
	ENT	Physiology of the				Physiology of the
		ENT		<b>'40.</b>		ENT
General	Objective: 2: Understand	Disease Conditions	Associated With Ear	, Nose And Throat etc	2.	
2	2.1 Enumerate disease	Explain disease	Textbooks,			Enumerate
	conditions associated	conditions	Journal,	<b>V</b> ''		disease
	with Ear, Nose and	associated with	Audio visuals			conditions
	Throat	Ear, Nose and	Pictures, charts,			associated with
		Throat	models			Ear, Nose and
		<ul> <li>Tonsillitis</li> </ul>				Throat
		Ear				
		infections				
		<ul> <li>Tonsillitis,</li> </ul>				
		epistaxis,				
		and rhinitis				
		<ul> <li>Sinusitis</li> </ul>				
		<ul><li>Perforation</li></ul>				
		of the				
		eardrum				

				<del>,</del>		<u></u>
		<ul> <li>Hearing</li> </ul>				
		loss/hearing				
		impairment			' 10'	
		Deafness				
Genera	l Objective: 3.0: Understa		mon preventable cor	nditions of the Ear, No	se and Throat.	
3	3.1 Explain prevention	Explain prevention	Posters, Audio-		7 🗸	Explain
	and control measures of	and control	visuals (video,			prevention and
	ENT conditions Good	measures of ENT	compact disc,			control measures
		conditions Good	DVD, Internet)			of ENT
	personal hygiene		DVD, Internet)			conditions Good
		personal hygiene				
		• Regular				personal hygiene
		medical				
		check-up				
		• Use of				
		personal				
		protective				
		equipment				
		(PPE) etc.				
Genera	l Objective: 4.0: Know ho	ow to manage Ear, No	se And Throat Cond	litions According To T	he Standing Orders.	
4		Explain 4.1 - 4.4	Textbooks,			Explain process
	Practices associated	•	Journal,			of sensitizing the
	with ear, nose and		Pictorial,			community on
	throat		Standing Orders,			unsafe /harmful
			publications			ear nose and
	4.3 Explain		r **********			throat practices
	unsafe/harmful	$\alpha U$				anout practices
	practices in the					
	community					
	associated with					
	disorders of ear nose					
		7,				
	and throat					

Conor	4.4 Explain process of sensitizing the community on unsafe /harmful ear nose and throat practices  4.5 Explain how to identify resources in the community for the promotion of ear nose and throat car	and the unsafe practice	os associated with P	or Nose And Threat	S)CV.	
				ar, Nose And Throat.		Г 1 ' С
5	<ul> <li>5.1 Describe Unsafe Practices associated with ear, nose and throat</li> <li>5.2 Explain unsafe and /harmful practices in the community associated with disorders of ear nose and throat</li> </ul>	Explain un safe practices capable of effecting normal functioning of Ear, Nose and throat  Classify the unsafe and harmful practices in the community associated with disorders of ear nose and throat, give example under the following headings Traditional practices, e.g.  • Herbs,	Books Posters Models, charts Audio-visuals, CDs			Explain un safe practices capable of effecting normal functioning of Ear, Nose and throat

	• incantations,			~ D '	
	• believes				
	Modern practices,			110	
	e.g. • Environment				
	• civilizations,				
	socializations				
	Life style-e.g.				
	• Occupation				
	• Diet Explain how to				
5.3 Explain process of	identify resources in		119		
sensitizing the	the community for				
community on unsafe /harmful ear nose and	the promotion of				
throat practices	safe practices				
	towards care of Ear, Nose and Throat.				
	BOKE				
WILO		124			

COURSE TITLE: ORAL HEALTH CARE.

**COURSE CODE: CMH 213** 

CREDIT UNITS: 2 UNITS | Lecture: - 1HR | Practical: - 1HR | Total: 30HRS

**GOAL:** This course is designed to equip the student with the knowledge and skills needed to identify and manage oral health problems in the community

- 1.0 Understand Oral Health Care
- 2.0 Know the structure of a Typical Human Tooth.
- 3.0 Know the Prevention of common oral conditions in the community.
- 4.0 Know how to carry out Oral Examination
- 5.0 Know the prevention of common oral diseases.

PROGR	PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEALTH							
COURS	E: ORAL HEALTH CA	ARE.		Course Code: CMH 2	213 Co	ntact Hours: 30HRS		
COURS	E SPECIFICATION:	Theoretical Content:	P	ractical Content:				
					A A			
General	<b>Objective: 1.0: Underst</b>	and Oral Health Care.	<u> </u>					
WEEK	Specific Learning	<b>Teachers Activities</b>	Learning	Specific Learning	Teachers	Evaluation		
	Outcomes		Resources	Outcomes	Activities			
1	1.1 Define oral health.	Explain oral health	Textbooks			Define oral health.		
			Chats					
		Explain Objectives	Oral health			State the objectives of		
	1.2 State the objectives	of oral health	models			oral health.		
	of oral health.		Vienale (mietumes	10		Describe the structure		
	1.3 Describe the oral	Describe the	Visuals (pictures, charts, models,			of the human tooth		
	region into:	structural formation	etc.)			of the human tooth		
	• Hard	of the human tooth	etc.)					
	structures	of the numan tooth						
	<ul> <li>Soft Structures</li> </ul>	Explain how to						
	1.4 Explain how to	identify and classify						
	identify and classify the	the structures of the						
	structures of the oral	oral region						
	region							
General	Objective 2.0: know the	diseases/conditions asso	ciated with the eye					
	T							
2	2.1Explain	Explain	Textbooks			Explain		
	diseases/conditions	diseases/conditions	Chats			diseases/conditions		
	associated with the eye	associated with the	Oral health			associated with the eye		
		eye	models					
			]					

						<u> </u>
	2.2 Explain common eye		Visuals (pictures,		100	Explain common eye
	problems in the	1	charts, models,			problems in the
	community	community	etc.)			community
		<ul> <li>Conjunctivitis</li> </ul>	Standing Orders		<b>~</b> >	
	2.3 Enumerate the signs	<ul> <li>Cataract etc.</li> </ul>				Explain signs and
	and symptoms of the					symptoms of the major
	major eye conditions in	symptoms of the				eye conditions in the
	the community	major eye conditions				community
		in the community		( K)		
	2.4 Explain the common			、人 し 、		Explain the common
	causes of blindness in	Explain the common				causes of blindness
	the community	causes of blindness in		1119		
		the community	<b>~</b>			
General	Objective 3.0: Know the F	·	ral conditions in the c	community		1
	g			J		
3	3.1 Explain Methods of	Explain Methods of	Textbooks			Explain Methods of
	preventing eye diseases	preventing eye	Chats			preventing eye
	Good eye care	diseases	Oral health			diseases
	Good nutrition	<ul> <li>Good eye</li> </ul>	models			
	Regular clinic	care	Visuals (pictures,			
	attendance	• Good	charts, maps, etc.)			
	<ul> <li>Good personal</li> </ul>	nutrition	1, 1, 11,			
	Hygiene, etc.	Regular clinic	•			
	Trygrene, etc.	attendance				
		• Good				
		personal				
		Hygiene, etc.				
		•				

4.1 Explain normal physical oral structures  Objective: 5.0: Know how 5.1 Describe preventive	_	Chats Oral health models	Conduct oral examination	Demonstrate how to conduct oral examination on physical structures	Explain normal physical oral structures
Objective: 5.0: Know how  5.1 Describe preventive	structures  v to prevent common o	models	examination	examination on	± •
5.1 Describe preventive	y to prevent common o				structures
5.1 Describe preventive	_	ral diseases		physical structures	
5.1 Describe preventive	_	ral diseases		physical structures	
-		i ai discases			
£ 1	Explain preventive	Chats	~ DV		Explain the preventive
measures for oral	measures for oral	Oral health			measures for oral
diseases/ conditions in	diseases/ conditions	models			diseases/ conditions in
the community	in the community		''		the community
5.2 Describe	Explain classification				Describe classification
					of measures to prevent
					oral conditions at
-	*				community level
· 1					community to ver
		ecticum on oral heal	th care		
6.1 Describe practical	Explain the practical	Chats	Carry out oral	Guide students on	Explain how to
* *	approach to oral		examination of	oral examination of	manage oral
examination	examination	models	physical structures	physical structures	conditions and
	0				diseases
			_		
_				$\sim$	
and diseases			_		
	diseases		Orders		
				Orders	
ZION/		128			
MA,					
	the community  5.2 Describe classification of measures to prevent oral conditions at community level  Objective:6.0: Understan	the community  5.2 Describe classification of measures to prevent oral conditions at community level  Cobjective:6.0: Understand how to carry out practical approach to oral examination  6.2 Explain how to manage oral  in the community Explain classification of measures to prevent oral conditions at community level  Explain the practical approach to oral examination  Explain how to manage oral	the community  5.2 Describe classification of measures to prevent oral conditions at community level  Cobjective:6.0: Understand how to carry out practicum on oral head  6.1 Describe practical approach to oral examination  6.2 Explain how to manage oral conditions and diseases  in the community  Explain classification of measures to prevent oral conditions at community level  Chats Oral health models	the community  5.2 Describe classification of measures to prevent oral conditions at community level  Chipective:6.0: Understand how to carry out practicum on oral lealth care  6.1 Describe practical approach to oral examination  Explain classification of measures to prevent oral conditions at community level  Chats Oral health examination of physical structures  6.2 Explain how to manage oral conditions and diseases  Explain how to manage oral conditions and diseases  Orders	the community  5.2 Describe classification of measures to prevent oral conditions at community level  Chjective:6.0: Understand how to carry out practicum on oral health care  6.1 Describe practical approach to oral examination  6.2 Explain how to manage oral conditions and diseases  Explain the practical Chats Oral health models  Carry out oral examination of physical structures  Manage oral conditions using the Standing Orders  Guide students on oral examination of physical structures  Guide students on oral examination of physical structures  Oral health procedity oral conditions using the Standing Orders  Orders

**COURSE TITLE: CHILD HEALTH/IMCI** 

**COURSE CODE: CMH 214** 

CREDIT UNITS: 3 Lecture: - 2 Practical: - 1 Total: 45hrs

**GOAL:** This course is designed to provide the student with knowledge and skills to promote child health and reduce morbidity and mortality

- 1.0 Understand child health services available in the home, workplace and in the community
- 2.0 Understand the development milestone of children
- 3.0 Know common health conditions in children
- 4.0 Understand common diseases which may expose a child to grave danger
- 5.0 Understand individual or groups involved in childcare and collaborate with them
- 6.0 Understand child survival strategies
- 7.0 Know how to immunize children aged 0-5 years under National Programme on Immunization.
- 8.0 Know the principles of Household Practices.
- 9.0 Know Home Visits as an integral part of Key Household Practices.
- 10.0 Understand the concept of ICCM Intervention

PROGR	PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEALTH						
COURS	E: CHILD HEALTH/IN	MCI,		Course Code: CMF	I 214 Contac	t Hours: 45HRS	
COURS	E SPECIFICATION:	Theoretical Content:		<b>Practical Content:</b>		Y	
General	Objective: 1.0 Understa	nd Child Health Services A	Available In The H	lome, Workplace An	d In The Communi	ty.	
WEEK	Specific Learning	Teachers Activities	Learning	Specific	Teachers	Evaluation	
	Outcomes		Resources	Learning	Activities		
				Outcomes			
	1.1. Define child health	Explain child health	Textbooks Chats			Explain child	
	1.2. List the objectives	Explain the objectives	Visuals (pictures,	~ DV		health services available in the	
	of child health	of child health	charts, maps,			home, workplace	
	or clina nearth	or clina nearth	etc.)			and in the	
	1.3. Describe child	Explain child health	ŕ	167		community	
	health services available	_					
	in the home, workplace	home, workplace and					
	and in the community	in the community					
	1.4. Explain the health	Explain the health					
	needs of the child	needs of the child	2				
	1.5. Explain skills	Explain skills required					
	required in taking a	in taking a child's					
	child's history, carrying out physical	history, carrying out physical examination					
	examination and	and determining the					
	determining the health	health status of the					
	status of the child.	child.					

Genera	l Objective: 2.0 Understa	nd The Development Mil	estone Of Children	1		
2	2.1. Define Development Milestone.  2.2 State the stages in Development Milestone.  2.3. Explain the factors affecting Development Milestone.	Explain Development Milestone and its stages  Explain the factors affecting Development Milestone.	Textbooks Chats Visuals (pictures, charts, maps, etc.)	MICAL		Define Development Milestone and its stages  State the factors affecting Development Milestone.
Genera	l Objective: 3.0: Know C	1	s In Children		<u> </u>	1
3	3.1 Explain common health conditions/disease in children:	Explain common health conditions/disease in children:  Malaria. Cough. diarrhea, pneumonia ear problems non-malaria fever measles stunting wasting skin diseases worm infestation	Textbooks Chats Visuals (pictures, charts, maps, etc.) Diagnosis Forms Referral Forms Drugs	Carry out diagnosis	Demonstrate diagnosis	Explain common health conditions/disease in children:

<ul> <li>Sickle cell anemia etc.</li> <li>child hood anemia</li> <li>over weight</li> <li>poisoning</li> </ul>		
• convulsion • asthma/allergies • tuberculosis • head injury • micro-nutrient deficiency • HIV/AIDS, etc.  Explain each of the common health conditions/diseases above:  3.3Explain the causes of each  3.4 Explain the signs and symptoms of each  3.5 Explain types (where applicable)  3.6 Explain the diagnosis of each  Explain the diagnosis of each  Explain the diagnosis of each  Explain the diagnosis of each	common health conditions/diseases above:  3.3Explain the causes of each  3.4 Explain the signs and symptoms of each  3.5 Explain types (where applicable)  3.6 Explain the	anemia etc.  child hood anemia  over weight poisoning convulsion asthma/allergies tuberculosis head injury micro-nutrient deficiency HIV/AIDS, etc.  Explain each of the common health conditions/diseases above:  Explain the causes of each Explain the signs and symptoms of each  Explain types (where applicable)  Explain the diagnosis

	1055		1	1		
	3.7 Explain the	Explain the treatment			A D.	
	treatment of each	of each				
					, 10.	
	3.12 Explain the	Explain the				
	complications of	complications of each				
	each	complications of cach				
	each	Evaloia the agevention				
		Explain the prevention				
	3.13 Explain the	& Control of each				
	prevention & Control					
	of each	Explain the follow-up		KU,		
		of each				
	3.10 Explain the follow-					
	up of each					
Genera	al Objective: 4.0: Understa	nd Common Diseases W	hich May Expose A	Child To Grave Da	nger.	I.
4	4.1 Explain conditions	Explain conditions	Textbooks			Explain conditions
_	which may expose a	which may expose a	Chats			which may expose
	child to grave danger	child to grave danger	Visuals (pictures,			a child to grave
		• Acute	charts, maps, etc.)			danger
		Respiratory	Diagnosis Forms			
		infections	Referral Forms			
		(ARI)	Drugs			
		Diarrhea.				
		severe anemia				
		<ul><li>vomiting</li></ul>				
		<ul><li>high fever</li></ul>				
		<ul> <li>measles</li> </ul>				
		<ul> <li>Malnutrition,</li> </ul>				
		etc.				
	4.2 Explain the	Cic.				
	conditions in 4.1 above	12 Eyplain the				
	in terms of:	4.2. Explain the				
		conditions above-				

		_	1	T		,
		<ul> <li>definition</li> </ul>			~ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	
		• causes				
		<ul><li>signs and</li></ul>				
		symptoms				
		<ul> <li>management</li> </ul>				
		<ul> <li>complications</li> </ul>				
		<ul><li>prevention</li></ul>				
		• First Aid				
		Treatment				
		Referrals		. K U '		
		• Follow-up.	T 1 1 T CI 1		4 \$\$7.41 (D)	
	ral Objective: 5.0: Underst			icare And Collabora	te With Them	I =
5	5.1. Explain families,	Explain how to	Textbooks			Explain families,
	community, government,	identify families,	Chats			community,
	and non-governmental	community,	Visuals (pictures,			government, and
	organizations working	government, and non-	charts, maps, etc.)			non-governmental
	on the health of children	governmental				organizations
		organizations working				working on the
		on the health of				health of children
		children	<b>X</b>			
	5.2. Explain areas of					Explain areas of
	Collaboration with the					Collaboration with
	groups identified above	Explain areas of				the groups
	for the improvement of	collaboration with the				identified above
	child health	groups identified				for the
		above for the				improvement of
	5.3. Explain the rights of	improvement of child				child health
	the child as declared by	health				
	the United Nations.					Explain the rights
	are Sinted Funding.					of the child as
						or the child as

		1				
		Explain the rights of				declared by the
		the child as declared				United Nations.
		by the United Nations.				
General Objective: 6.0 Understand Child Survival Strategies						
6	6.1 Explain the meaning	Explain the meaning	Textbooks			Explain the
	of child survival strategy	of child survival	Chats			meaning of child
		strategies	Visuals (pictures,			survival strategies
	6.2 Describe the child	Describe child	charts, maps, etc.)			
	survival strategies	survival strategies:				Describe child
		<ul><li>growth</li></ul>		<b>. . . . .</b>		survival strategies
		monitoring				
		<ul> <li>Oral</li> </ul>				
		rehydration				
		therapy.				
		<ul> <li>Exclusive</li> </ul>				
		breastfeeding.				
		<ul> <li>Immunization,</li> </ul>	0,			
		etc				
Genera	d Objective: 7.0 Know Ho	w To Immunize Childre	en Aged 0-5 Years U	nder National Progra	amme On Immuniz	zation.
7	7.1. Define immunity	Define immunity	Textbooks			Define immunity
			Chats			
	7.2. Explain types of	Explain types of	Visuals (pictures,			Explain types of
	immunity	immunity	charts, maps, etc.)			immunity
	7.3. Define	Define immunization				Define
	immunization					immunization
		Explain the concept				
	7.4. Explain the concept	of immunization and				Explain the
	of immunization and the	the Cold Chain				concept of
	Cold Chain (emphasizing	(emphasizing vaccine				immunization and
	vaccine storage)	storage)				the Cold Chain

	<ul><li>7.5. Enumerate the vaccine preventable childhood diseases.</li><li>7.6. Explain the types of vaccines used in NPI</li><li>7.7. Explain how to</li></ul>	Explain the vaccine preventable childhood diseases.  Explain the types of vaccines used in NPI  Explain how to immunize children 0-			S)CV	(emphasizing vaccine storage)  Explain the dangers of non-adherence to immunization schedule.
	immunize children 0-5 years using approved schedule.	5 years using approved schedule.		My		
	7.8. Explain how to identify barriers to effective vaccination. 7.9. Explain the dangers of non-adherence to immunization schedule.	Explain how to identify barriers to effective vaccination. Explain the dangers of non-adherence to immunization schedule.	c OP- (EC			
	al Objective: 8.0 Know The			<b>I</b>		
8	8.1. State the principles	Explain the principles	Textbooks			State the principles
	of Key Household Practices	of Key Household Practices	Chats Visuals (pictures, charts, maps, etc.)			of Key Household Practices
	8.2. List the components	Explain the				List the
	of Key Household	components of Key				components of
	Practices	Household Practices				Key Household
	8.3. Explain home visits	Explain home visits				Practices
	6.5. Explain nome visits	expiani nome visits				Explain home visits

8.4. Explain the skills in	
Key Household	Key Household
Practices.	Practices.
	Exclusive
	breastfeeding
	Preparation
	for early
	weaning diet
	• Growth
	monitoring
	• Immunization
	• Registration
	of New born.
	• Care of the
	New born
	/child
	• Birth
	preparedness
	• Men
	involvement
	in childcare.
	Preparation of
	Lo-ORS
	Appropriate
	action on
	disease
	prevention
	and
	management
	of child
	injuries

			1					
		<ul> <li>Prompt care</li> </ul>						
		seeking and						
		compliance.						
Genera	General Objective: 9.0 Know Home Visits As An Integral Part Of Key Household Practices.							
9	9.1. Describe home	Describe home visits	Textbooks			Describe home		
	visits as integral	as integral part of Key	Chats			visits as integral		
	part of Key	Household Practices	Visuals (pictures,			part of Key		
	Household		charts, maps, etc.)			Household		
	Practices	Explain areas of	_			Practices		
		importance during		、くし、				
	9.2. Explain areas of	home visits				Explain areas of		
	importance during			113.		importance during		
	home visits					home visits		
		Explain the concept of						
	9.3. Explain the	ICCM intervention				Explain the concept		
	concept of ICCM		<b>1</b>			of ICCM		
	intervention					intervention		
Genera	ol Objective: 10.0 Unders	stand The Concept Of I	CCM Intervention					
10	10.1. Explain the	Explain the concept of	Textbooks			Explain the concept		
	concept of ICCM	ICCM intervention	Chats			of ICCM		
	intervention		Visuals (pictures,			intervention		
		Explain interventions	charts, maps, etc.)			Explain		
	10.2. Explain	currently included in				interventions		
	interventions currently	ICCM strategy.				currently included		
	included in ICCM	0.0				in ICCM strategy.		
	strategy.	State the components				State the		
		of Integrated				components of		
	10.3. State the	Management of				Integrated		
	components of	Childhood Illness.				Management of		
	Integrated	Explain the				Childhood Illness.		
		advantages of ICMI.		_	_			
-						-		

Management of			Explain the
Childhood Illness.		[	advantages of
			ICMI.
10.4. Explain the			
advantages of ICMI.			
		" MA	
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COURSE TITLE: FAMILY PLANNING.

**COURSE CODE: CMH 215** 

CREDIT UNITS: 3 UNIT | Lecture: - 2HR | Practical: - 1HR | Total: 45HRS

**GOAL:** This course is designed for students to acquire knowledge and skills in Family Planning services to enable them educate the community on its importance.

- 1.0 Know the meaning of Family Planning and child spacing.
- 2.0 Know the benefits of family planning services.
- 3.0 Know how to mobilize the community for Family Planning services.
- 4.0 Know factors affecting uptake of modern family planning.
- 5.0 Understand the Concept of counselling in FP.
- 6.0 Know the various methods and effective Family Planning skills.
- 7.0 Know standard equipment and materials for setting up a Family Planning service.

PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEALTH							
COURSE: FAMILY PLANNING.				Course Code: CMH 2	15 Contact	Hours: 45HRS	
COURSE SPECIFICATION: Theoretical Content:				Practical Content:	1		
	<b>Objective: 1: Know The</b>	<b>Meaning Of Family Pla</b>	nning And Child Sp				
WEEK	Specific Learning Outcomes	<b>Teachers Activities</b>	Learning Resources	•	Feachers Activities	Evaluation	
1	1.1 Define Family Planning and child spacing	Define Family Planning/ Healthy timing and spacing of pregnancy	Visuals (pictures, charts, models, etc.) Infertile couples Models, Mannequins, chats	outcomes 1		Define Family Planning/ Healthy timing and spacing of pregnancy	
General Objective 2.0: Understanding the meaning of Family Planning and child spacing							
2	2.1 List the benefits of family planning services	Explain the benefit of family planning service to the -Child, Mother -Father, -Family- and Communities	Visuals (pictures, charts, models, etc.)			List the benefits of family planning services	
General (	General Objective 3.0: Understand how to mobilize community for Family planning services						
3	3.1 Describe how to mobilize the community for Family Planning services	Explain mobilization for family planning through  • Advocacy to the community • Organize health talk session on	Visuals (pictures, charts, models, etc.) Models, Mannequins Chats			Describe how to counsel clients on family planning in the community	

	3.2 Describe how to counsel clients on family planning in the	family planning as follows  • (identification of target audiences, preparation of tailored messages in local language and content to promote family planning  Explain how to counsel clients on family planning in the						
	community	community						
General	General Objective 4.0: Understand the Concept of counselling in Family Planning							
	4.1Describe how to	Explain counselling	Visuals (pictures,			Explain how to		
	counsel clients on	and methods e.g.	charts, models,			counsel clients on		
	family planning	(GATHER)	etc.)			family planning		
	7 T 6		Models,			J r 6		
	4.2 Explain the	List and explain the	Mannequins					
	important principles in	importance of	Chats					
	counselling	counselling	Ciluto					
	Counselling	Counselling						

Ge	neral Objective 5.0: Know	the various methods and	l effective Family Pla	anning skills	· A ·			
5	Explain Family Planning methods, Explain the classification of Family Planning methods by their available types:	Explain Family Planning methods, classify Family Planning methods by their available types:  Traditional methods  Barrier Methods  Oral Contraceptive Pills  IUD (hormonal, copper -T)  Injectable: DMPA-SC, Self- injection (see Appendix – DMPA- SC: A guide for Trainers of Injection- Experienced Provider) DMPA-IM, NET- EN	Visuals (pictures, charts, models, etc.) Models, Mannequins Chats		Explain Family Planning methods, classify Family Planning methods by their available types			
Gene	General Objective 6.0: Know factors affecting up-take of modern family planning services							
6	6.1 Describe factors affecting up-take of modern family planning services	Explain the factors affecting modern family planning:	Visuals (pictures, charts, models, etc.) Models,		Explain factors affecting up-take of modern family planning services			

		<ul> <li>Economic factors</li> <li>Sociocultural factors</li> <li>Environmental factors</li> <li>Age</li> <li>Education</li> <li>Personal factors</li> <li>Religious beliefs etc.</li> </ul>	Mannequin, chats			
General	Objective 7.0: Know sta	ndard equipment and i	naterials for setting	up a Family Planning	g service	
7	710 1 1 1		37' 1 4			D 11 / 1 1
7	7.1 Describe standard	Explain the standard equipment and	Visuals (pictures,			Describe standard
	equipment and materials for setting up a Family	materials for setting	charts, models, etc.)			equipment and materials for setting
	Planning service.	up a Family Planning	Models,			up a Family Planning
	Training bot vice.	service.	Mannequins			service
	7.2 Explain the	V	Chats			
	classifications family	Classify family				
	planning material	planning material				
	according to the	according to the				
	following	following				
	• FP	• FP Consumables,				
	Consumables,	e.g. Antiseptics				
	e.g. Antiseptics	• FP Equipment,				
	FP Equipment,	e.g. Couch				
	e.g. Couch	FP Instruments,				
	• FP Instruments,	forceps				
	forceps					

<ul> <li>FP     Commodities,     e.g. Pills</li> <li>FP     Infrastructure,     e.g. rooms e.tc</li> </ul>	• FP Commodities, e.g. Pills FP Infrastructure, e.g. rooms e.tc	
	20 to	
	BONT	
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ANTION		

PROGRAMME: NATIONAL DIPLOMA COMMUNITY HEALTH

**COURSE TITLE: COMMUNITY MENTAL HEALTH** 

**COURSE CODE: CMH 216** 

DURATION: 30 HRS | Lecture: -1HR | Practical: -1HR | Total: 30HRS

**CREDIT UNITS: 2** 

**GOAL:** This course is designed to enable the student to acquire knowledge and skills needed to identify mental health problems in the community, methods of prevention and appropriate referral.

- 1.0 Understand community mental health
- 2.0 Know the positive mental health habits
- 3.0 Know the preventive measures for mental illnesses
- 4.0 Know the appropriate referral process for mental illness

PROGR	AMME: NATIONAL D	OIPLOMA IN COMMUNI	TY HEALTH				
COURS	E: COMMUNITY ME	NTAL HEALTH		Course Code: CMH	216 Contact	Contact Hours: 30HRS	
COURS	E	Theoretical Content:		<b>Practical Content:</b>			
SPECIF	ICATION:				~ D '		
		and Community Mental H	<b>lealth</b>				
WEEK	<b>Specific Learning</b>	<b>Teachers Activities</b>	Learning	Specific Learning	Teachers	Evaluation	
	Outcomes		Resources	Outcomes	Activities		
1	1.1. Define mental	Explain mental health,	White boards			Explain mental health	
	health	the importance /	Text books			and the importance /	
	1.2. State the	rationale of the study	markers			rationale of the study	
	importance /	of community mental	Visuals (pictures,			of community mental	
	rationale of the	health	charts, models,			health	
	study of community	1 -	etc.)	10			
	mental health	its causes and classes.				Explain mental	
	1.3. Define mental					illness, its causes and	
	illness		(1)			classes.	
	1.4. List the causes						
	of mental illness						
	1.5. Explain the						
	classification of		0				
	mental illness.						
		The Positive Mental Health			T		
2	2.1 List Positive mental	1 1	White boards			List Positive mental	
	health habits:	mental health habits:	Text books			health habits	
		<ul> <li>Regular</li> </ul>	markers				
		exercise	Visuals (pictures,				
		<ul> <li>Eating</li> </ul>	charts, models,				
		balanced	etc.)				
		diet					

				1		
		<ul> <li>Adequate rest and sleep</li> <li>Recreational activities</li> </ul>			DICK.	
General	Objective: 3.0: Know th	e Preventive Measures l	For Mental Illnesses.			
3	3.1 Explain preventive measures of mental illness:	Explain preventive measures of mental illness:      Genetic counselling     Good job     Accident prevention     Avoidance of narcotic drugs     Early recognition and management of an abnormal behaviour     Supportive social structure [happy home] etc.	White boards Text books markers Visuals (pictures, charts, models, etc.)			Explain preventive measures of mental illness in 3.1:

Gener 4	4.1 Explain the referral	Explain the referral	White boards			Explain the referral
	process for mental	process for mental	Text books		, <i>1</i> 0'	process for mental
	illness	illness	markers			illness
			Visuals (pictures,			
			charts, models,			Describe appropriate
			etc.)			referral process for
	4.2 Describe appropriate	Describe appropriate				mental illness,
	referral process for	referral process for		, (, K, ,		according to Standing
	mental illness,	mental illness,		<b>'</b> \(\text{\O}\'\)		Orders
	according to Standing	according to Standing				
	Orders	Orders				
			cOF,			
		180KB				

PROGRAMME: NATIONAL DIPLOMA COMMUNITY HEALTH

COURSE TITLE: NON COMMUNICABLE DISEASES

**COURSE CODE: CMH 217** 

CREDIT UNITS: 2 Lecture: -1HR Practical: -1HR Total: 30HRS

**GOAL:** This course is designed to enable students to acquire knowledge and skills required to identify and prevent the occurrence of non-communicable diseases in the community.

- 1.0 Understand the common non-communicable diseases and their prevalence in the community
- 2.0 Know the causes and pre-disposing factors for non-communicable diseases
- 3.0 Know the clinical signs and symptoms of common non-communicable diseases
- 4.0 Understand the preventive/control measures for common non-communicable diseases
- 5.0 Understand how to manage non-communicable diseases using the Standing Orders
- 6.0 Know the information technology and gadgets, their associated health challenges

	PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEALTH						
COURS	COURSE: NON COMMUNICABLE DISEASES Course Code: CMH 217 Contact Hours: 30HRS						
COURSE SPECIFICATION: Theoretical Content: Practical Content:  General Objective: 1.0: Understand the common non-communicable diseases and their prevalence in the community							
<b>WEEK</b>	Objective: 1.0: Understa Specific Learning	nd the common non-com  Teachers Activities	municable diseases Learning	and their prevalence Specific	Teacher		
VIELK	Outcomes	reachers receivings	Resources	Learning	Activitie		
				Outcomes			
1	1.1 Define non-	Explain non-	White boards			Differentiate	
	communicable	communicable diseases	Text books markers	S		between	
	diseases	and their examples	Visuals (pictures, charts, models, etc.			communicable and non-	
	1.2 List differences	Differentiate between	charts, moders, etc.			communicable	
	between	communicable and		、くし、		diseases	
	communicable and	non-communicable					
	non-communicable	diseases					
	diseases		()				
	1.3 List common non-	Explain various classification of non-					
	communicable	communicable					
	diseases (e.g. sickle	Communication					
	cell disease,						
	hypertension,						
	diabetes, etc.)						
	1.4 E1-1-4-						
	1.4 Explain the classification non-	NO.					
	communicable	N.					
	diseases	01,					
General	Objective: 2.0: Know th	e causes and pre-disposi	ng factors for non-c	ommunicable disease	es		
2	2.1 Explain the	Explain the	White boards			Explain	
	causes/predisposing	causes/predisposing	Text books markers			preventive and	

	factors of non-	factors of non-	Visuals (pictures,			control measures
	communicable	communicable	charts, models, etc.)			against non-
	diseases	diseases			, 10.	communicable
		Explain the				
	2.2 Explain the	difference between				
	difference between	modifiable and				
	modifiable and non-	non-modifiable risk				
	modifiable risk	factors				
	factors			C K		
		Explain the high risk		、くし、		
	2.3 List the high risk	groups for non-				
	groups for non-	communicable		<i>(</i> -2')		
	communicable	diseases				
	diseases					
	2.4 Explain					
	preventive and	Explain preventive and				
	control measures	control measures				
	against non-	against non-				
	communicable	communicable				
	Objective: 3.0: Know th		otoms of common non-	-communicable disea	ises	
3	3.1 Describe the signs	Explain the signs and	White boards			Describe the signs
	and symptoms of	symptoms of common	Text books markers			and symptoms of
	common non-	non-communicable	Visuals (pictures,			common non-
	communicable	diseases.	charts, models, etc.)			communicable
	diseases.	20				diseases.
	3.2 Explain the needed	Explain the needed				
	skills in counselling	skills in counselling				
	clients with non-	clients with non-				
	communicable	communicable				
	diseases.	diseases.				

Genera	al Objective: 4.0: Underst	and the preventive/contr	ol measures for comm	on non-communicable diseases	
4	1.1 Enumerate the	Explain 4.1-4.2	White boards		Explain the roles
	control measures for	_	Text books markers	, 10.	of the individual,
	non-communicable		Visuals (pictures,		family, community
	diseases		charts, models, etc.)		and government
	1.2 Explain the roles of				in the control of
	the individual,				non-
	family, community				communicable
	and government in			C K	diseases
	the control of non-			KO.	
	communicable				
	diseases				
Genera	al Objective 5.0: Understa			s using the Standing Orders.	
	5.1 Explain how to	Explain how to	White boards		Explain how to
	manage common	manage common	Text books markers		manage common
	NCDs according to	NCDs according to	Visuals (pictures,		NCDs according
	Standing Orders	Standing Orders	charts, models, etc.)		to Standing Orders
	5.2 List ways of	Explain ways of			
	rehabilitating a client	rehabilitating a client			
	with a non-	with a non-			
	communicable disease	communicable disease			
Genera	al Objective 6.0: Know the	e information technology	and gadgets, their as	sociated health challenges	
	6.1 Explain health	Explain health	White boards		Explain health
	challenges associated	challenges associated	Text books markers		challenges
	with information	with information	Visuals (pictures,		associated with
	technology gadgets	technology gadgets:	charts, models, etc.)		information
	6.2 List health challenges				technology
	associated with				gadgets

information technology gadgets 6.3 Explain the strategies to prevent/control the impacts of the information technology gadgets associated health challenges  i. Computer vision syndrome ii. Insomnia iii. Receptive iv. Hearing impairment etc.	technology gadgets 6.3 Explain the strategies to prevent/control the impacts of the information technology gadgets associated health challenges  Discuss the strategies to prevent/control the impacts of the information technology gadgets associated health challenges  Discuss the strategies to prevent/control the impacts of the information technology gadgets associated health challenges:  Provide conducive environment	technology gadgets 6.3 Explain the strategies to prevent/control the impacts of the information technology gadgets associated health challenges  Discuss the strategies to prevent/control the impacts of the information technology gadgets associated health challenges  Discuss the strategies to prevent/control the impacts of the information technology gadgets associated health challenges:  Reduce time of exposure  Provide conducive environment Use of Personal Protective Equipment (PPE)		
Discuss the strategies to prevent/control the impacts of the information technology gadgets associated health challenges:  • Reduce time of exposure • Provide conducive environment • Use of Personal Protective	Protective Equipment (PPE) e.g. reflective	goggles	technology gadgets 6.3 Explain the strategies to prevent/control the impacts of the information technology gadgets associated health	vision syndrome ii. Insomnia iii. Receptive iv. Hearing impairment etc.  Discuss the strategies to prevent/control the impacts of the information technology gadgets associated health challenges:  • Reduce time of exposure • Provide conducive environment • Use of Personal Protective Equipment (PPE) e.g. reflective

PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEALTH

COURSE TITLE: Introduction to PHC Management and Human Resource in Health

COURSE CODE: CMH 218

CREDIT UNITS: 2 Lecture: - 2 Practical: - Total: 30 hours

GOAL: This course is aimed at providing the students with the organizational and leadership skills needed to manage resources for

effective Primary Health Care planning and organizing Human Resources for training and seminar presentation **GENERAL OBJECTIVE:** On completion of the course, the student should be able to:

- 1.0 Understand management and planning
- 2.0 Know the principles of leadership and importance of supervision
- 3.0 Understand basic accounting principles
- 4.0 Know the health plan of the local government
- 5.0 Understand a work plan and carry out the plan
- 6.0 Know the concept of Human Resources
- 7.0 Know how to plan a human resources training programme

E SPECIFICATION:	Theoretical Content:	×1 •	<b>Practical Content:</b>		
•				$\frac{C}{C}$	T =
•	Teachers Activities	_	_		Evaluation
	Explain the meaning	White boards	Succines	11001/10105	Define plannin
1 &	of planning	Text books			1
		markers			Explain the
1.2. Explain the	Explain the	Visuals (pictures,			importance of
importance of	importance of	charts, models,			planning and
planning and	planning and	etc.)			management.
management.	management.				_
					Explain the
-	_				functions of
					management:
management					
	-Delegation, etc.				
1.4 Explain the	Explain the functions				
management.					
Objective: 2.0: Know T		⊥ ship And Importanc	e Of Supervision		
		White boards			Define of
leadership.	of leadership.				leadership.
	Specific Learning Outcomes  1.1. Define planning  1.2. Explain the importance of planning and management.  1.3. Explain the principles of management  1.4. Explain the functions of management:	Specific Learning Outcomes  1.1. Define planning  1.2. Explain the importance of planning and management.  1.3. Explain the principles of management  1.4. Explain the functions of management:  1.5. Explain the principles of management  1.6. Explain the principles of management  1.7. Explain the principles of management  1.8. Explain the principles of management  1.9 Explain the functions of management:  1.10 Explain the functions of management:  1.11 Explain the functions of management:  1.12 Explain the principles of management  1.13 Explain the principles of labour  1.14 Explain the functions of management:  1.15 Explain the functions of management:  1.16 Explain the functions of management:  1.17 Explain the functions of management:  1.18 Explain the functions of management:  1.19 Explain the functions of management:  1.10 Explain the functions of management:  1.11 Explain the principles of management:  1.12 Explain the maning management.	Outcomes  1.1. Define planning of planning of planning  1.2. Explain the importance of planning and management.  1.3. Explain the principles of management of management  1.4. Explain the functions of management:  1.5. Explain the principles of management Organising Objective: 2.0: Know The Principles Of Leadership And Importance  Explain the meaning of planning Text books markers Visuals (pictures, charts, models, etc.)  Visuals (pictures, charts, models, etc.)  Explain the principles of management Organising Organising Objective: 2.0: Know The Principles Of Leadership And Importance	Specific Learning Outcomes	Specific Learning Outcomes  1.1. Define planning  Explain the meaning of planning  1.2. Explain the importance of planning and management.  Explain the principles of management  1.3. Explain the principles of management  Polegation, etc.  1.4. Explain the functions of management:  Palanning  Explain the functions of management:  Planning  Organising  Objective: 2.0: Know The Principles of Learning Resources  Notivities  Learning Resources  Dutcomes  Activities  Learning Resources  Dutcomes  Specific Learning Outcomes  Activities  Learning Resources  Dutcomes  Activities  Learning Resources  Specific Learning Outcomes  Activities  White boards  Text books markers  Visuals (pictures, charts, models, etc.)  etc.)  Explain the principles of management  -Motivation -division of labour -Delegation, etc.  Planning  Organising  Teachers Activities  White boards  Text books markers  Visuals (pictures, charts, models, etc.)  Explain the principles of management  -Motivation -division of labour -Delegation, etc.  Organising  Organising  Objective: 2.0: Know The Principles Of Leadership And Importance Of Supervision

		Describe leadership	Text books		
	2.2. Explain leadership	styles:	markers	CV	Describe
	styles	-Autocracy	Visuals (pictures,	. \\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\	leadership
		-Democracy	charts, models,		styles:
	2.3. Explain the	-Eclectic etc.	etc.)		
	characteristics of a	Explain the			Define
	good leader	characteristics of a			supervision
		good leader:			
	2.4. Define supervision	-simplicity			Explain the
		-approachable			importance of
	2.5 Explain the	-understanding, etc.			supervision.
	importance of				
	supervision.	Explain supervision			State the roles
	1				of a supervisor
	2.6. State the roles of a	Explain the			1
	supervisor	importance of			Explain the
		supervision.			types of
	2.7. Explain the types				supervision
	of supervision	Explain the roles of a			
	_	supervisor			
	2.8. Explain level of				
	supervision in PHC	Explain types of	•		
		supervision			
		Explain level of			
		supervision in PHC			
	Objective: 3.0: Underst	_		 ,	
3	3.1. Define Accounting	Explain Accounting	White boards		Define
	System in PHC.	System in PHC.	Text books		Accounting
			markers		System in PHC.
	3.2. Describe basic	Explain basic			
	accounting principles	accounting principles			

	T	T	· ·			
			Visuals (pictures,			Describe basic
	3.3. Explain books of	Explain books of	charts, models,			accounting
	accounting	accounting:	etc.)		. 10.	principles
		-teller				Explain books
	3.4. Describe the petty	-Invoice				of accounting:
	cash impress system.	-ledger				or accounting.
	cash impress system.	-cash book.		MICALE		Describe the
	3.5. Define Budgeting.	-cash book.				petty cash
	3.3. Define Budgeting.					• •
	26 5 1: 41 66 4					impress system.
	3.6. Explain the effects	Explain the petty cash		~~		D ("
	of improper budgeting.	impress system.				Define
						Budgeting.
		Explain Budgeting.				
						Explain the
		Explain the effects of				effects of
		improper budgeting.				improper
						budgeting.
General	Objective: 4.0: Know T	he Health Plan Of The L	ocal Government			<u> </u>
4	4.1. Define Health	Explain Health	White boards			Define Health
	Planning.	Planning.	Text books			Planning.
	Timming.	Timming.	markers			T mining.
	4.2. Explain the	Explain the purpose of	Visuals (pictures,			
	_		-			Eventain 4h a
	purpose of Health	Health Planning.	charts, models,			Explain the
	Planning.	- · · · · · · · · · · · · · · · · · · ·	etc.)			purpose of
		Explain steps in				
	4.3. Explain steps in	Health Planning.				
	Health Planning.					
		Explain the				
	4.5. Explain the	relationship between				
	relationship between	community diagnosis				
	community diagnosis	and health planning.				
	and health planning.	F				
	and neutri planning.	l				

Committee	4.6. Explain the Health Plan of the Local Government.	Explain the Health Plan of the Local Government.	Now Out The Diese		nch.	
	Objective: 5.0: Underst					1
5	5.1. Define Work Plan	Explain Work Plan	White boards	Develop a Work Plan	Guide students to	Define Work
			Text books	Implement a work	Develop and	Plan
	5.2. Explain the	Explain the	markers	plan	implement a Work	
	importance of work	importance of work	Visuals (pictures,	KU.	Plan	Explain the
	plan.	plan.	charts, models,			importance of
			etc.)			work plan.
	5.3. Explain the	Explain the				
	components of work	components of work				
	plan.	plan.				
	5.4. Explain how to	Explain how to				
	develop a Work Plan.	develop a work plan				
	5.5. Implement a Work	Explain how to				
	Plan.	Implement a Work				
		Plan				
General	Objective: 6.0: Know T	he Concept Of Human R	Resources			
6	6.1. Define Human	Explain Human	White boards			Define Human
	Resources in Health	Resources in Health	Text books			Resources in
			markers			Health
	6.2. Explain cadres of	Explain cadres of	Visuals (pictures,			
	human resources for	human resources for	charts, models,			Explain cadres
	health.	health.	etc.)			of human
						resources for
	6.3. Explain the	Explain the importance				health.
	importance of training	of training for human				
		resource in health.				

	for human resource in health.  6.4. Explain methods of human resources training.  6.5. Explain types of human resources training	Explain methods of human resources training.  Explain types of human resources training				Explain the importance of training for human resource in health.  Explain methods of human resources training.  Explain types of human resources
						training
		How To Plan A Human R		rogramme	T	
7	7.1. Explain the staff	Explain how to Identify	White boards			Explain staff
	training needs using	staff training needs	Text books			training needs
	simple training	using simple training	markers			using simple
	assessment methods	assessment methods	Visuals (pictures,			training
	7.2. Explain staff	Discuss staff training	charts, models,			assessment
	training need with the	need with the superior	etc.)			method
	superior officer	officer				
	7.3. Explain how to	Explain how to				
	collaborate with other	collaborate with other				
	members of staff in	members of staff in				
	planning, implantation	planning, implantation				
	and evaluation of	and evaluation of needs				
	needs of staff	of staff				

PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEALTH

COURSE TITLE: COMMUNITY BASED NEWBORN CARE

**COURSE CODE: CMH 219** 

CREDIT UNITS: 3 Lecture: - 2HRS Practical: - 1HR Total: 45HRS

**GOAL:** This course is designed to provide community health practitioners with knowledge and skills to care for mothers and New-burns in the community, assess for danger signs, and assist families in accessing clinical care when necessary.

- 1.0 Understand the concept of Community-Based New-born care.
- 2.0 Know the intervention packages in community-based New-born care.
- 3.0 Know how to implement intervention packages in New-born care at the community level.

PROGR	AMME: NATIONAL DII	PLOMA IN COMMUNIT	TY HEALTH			
	E: COMMUNITY BASE			Course Code: CMH 2	19 Contact I	Hours: 45HRS
COLIDO	E CDECIEICATION.	Th		D4'1 C44		
COURS	E SPECIFICATION:	<b>Theoretical Content:</b>	]	Practical Content:		
					<u> </u>	
General	Objective: 1.0: Understa	nd The Concept Of Com	nunity-Based Nev	y-Born Care	. 10'	
WEEK	Specific Learning	Teachers Activities	Learning	Specific Learning	Teachers	<b>Evaluation</b>
	Outcomes		Resources	Outcomes	Activities	
1	1.1 Define community-	Explain community-	Relevant			Define community-
	based new-born care	based new-born care	Publications			based new-born care
			Audio-visuals			
	1.2 Define Perinatal and	Explain Perinatal and	(video, compact			Define Perinatal and
	neonatal mortality	neonatal mortality	disc, DVD,	'YO'		neonatal mortality
		<ul> <li>Prematurity,</li> </ul>	Internet)			
		<ul> <li>Birth Asphyxia,</li> </ul>	Books			
		<ul> <li>Neonatal</li> </ul>				
		Infections				
		• etc.				
	Objective: 2.0: Know Th		In Community-Ba			
2	2.1 List intervention	List intervention	Community-	Counsel mothers	Guide students to	List intervention
	packages that have been	packages that have been	Based Newborn	on KMC	counsel mothers on	packages that have
	found to be beneficial in	found to be beneficial	Care Training		KMC	been found to be
	community based	in community based	Manual (FMOH)	Conduct a		beneficial in
	Newborn care	Newborn care	Modified	demonstration on		community based
		<ul> <li>Home visits for</li> </ul>	Essential	the		New born care
		Birth	Newborn Care	implementation of		
		Preparedness,	course materials	KMC		Explain Kangaroo
		emergency				Mother Care (KMC
		readiness and				
		promotion of				
		facility delivery.				

		T	1	T		
	2.3 Explain of Kangaroo	Explain Kangaroo				
	Mother Care (KMC)	Mother Care (KMC)				
		Explain types of KMC			. 10.	
	2.4 List the types of					
	KMC					
	Kivic	Explain the component				
	0.51:44					
	2.5 List the component	of KMC				
	of KMC					
	2.6 List the advantages	Explain the advantages		.KU'		
	of KMC	of KMC				
	2.7 Describe Kangaroo	Describe Kangaroo				
	Mother Care (KMC)	Mother Care (KMC)				
	` ,	, ,	<i>X</i> <b>, U</b>			
	2.8 List the criteria for	Explain the criteria for				
	discharge from KMC	discharge from KMC				
General	Objective: 3.0: Know Ho	C	ntion Packages In N	ew-Born Care At Th	e Community Level.	
3	3.1 Explain intervention	Explain intervention	Community-	Demonstrate how	Guide students to	Explain intervention
	packages in New-born	packages in New-born	Based Newborn	to implement	implement	packages in New-
	1 0			beneficial	beneficial	1
	care at the community	care at the community	Care Training			born care at the
	level	level	Manual (FMOH)	intervention	intervention	community level
			Modified	packages in	packages in	
			Essential	essential Newborn	essential New born	
			Newborn Care	care at the	care at the	
		<b>6</b> 0	course materials	community level	community level	
		<b>Y</b>		Home visits		
		<b>\</b>		before births		
				Visits after		
				birth on days		
				0, 1,2,3,10 and		
				14 +		
			164	14 +		

PROGRAMME: NAT	IONAL DIPLOMA COMMUNITY	HEALTH	
COURSE TITLE: SUI	PERVISED COMMUNITY BASED	EXPERIENCE	'10'
COURSE CODE: CMF	H 220		
CREDIT UNITS: 5	Lecture: -0HR	Practical: - 5HR	Total: 75HRS
			red in community diagnosis at field work.
	<b>YE:</b> On completion of the course, the sarry out mapping, Health needs assess		ization and house numbering
			h and nouse nameering
2.0 Know how to Addre	ess Health issues in mothers and children	en under five (U-5years)	
		,CO,	
		$\Omega$	
	<b>\(\lambda\)</b>	<b>J</b>	
	<i>-n</i> '		
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	aU'		
	VA.		
		165	
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PROGR	AMME: NATIONAL DIF	LOMA IN COMMU	NITY HEALTH			
COURS	E: SUPERVISED COMM	MUNITY BASED EX	PERIENCE	Course Code: CMH	220 Contact	Hours: 75HRS
COURS	E SPECIFICATION: T	neoretical Content:		<b>Practical Content:</b>		
General	Objective: 1.0: Understar	nd how to carry out	mapping, Health ne	eds assessment and co	ommunity mobilizatio	on
WEEK	Specific Learning	<b>Teachers</b>	Learning	Specific Learning	Teachers	Evaluation
	Outcomes	Activities	Resources	Outcomes	Activities	
1	1.1 Describe community	Explain community	White boards	Identify general	Guide students to	Evaluate the
	mapping	mapping	Text books markers	characteristics of	identify general	community
	1.2 List types of map		Visuals (pictures,	maps	characteristics of	mobilisation,
		Explain types of map	charts, models,		maps	advocacy, awareness
	1.3 Explain general		etc.)	Draw a social map	Sketch a social map	creation and campaign
	characteristics of maps	Explain general		of the community	of the community	
		characteristics of		170		
		maps		Conduct a needs	Guide students to	
				assessment of the	conduct a needs	
				community	assessment of the	
					community	
			XX	Use the results of	~	
				the needs	Guide students to	
				assessment to	evaluate the	
				identify major	community	
				health problems to	mobilisation,	
				be addressed	advocacy,	
				T 1	awareness creation	
				Evaluate the	and campaign	
				community		
				mobilisation,		
				advocacy,		
				awareness creation		
				and campaign		

				Prepare a		
				community	C 42	
				mobilisation plan		
				for one of the		
				priority health		
				problems identified		
				Conduct PHC		
				house numbering		
C 1	Ohiodiaa 20. Varaa la				<b>F</b> )	
	Objective: 2.0: Know ho				Jyears).	E1-:
3	2.1 Explain how to	Explain how to	White boards	Assess health issues		Explain preventive
	assess health issues in	assess health issues	Text books markers	in mothers and		measures of mental
	mothers and children	in mothers and	Visuals (pictures,	children under 5 in		illness in 3.1:
	under 5 in the	children under 5 in	charts, models,	the community that		
	community that can be	the community that	etc.)	can be addressed		
	addressed through health	can be addressed		through health talks		
	talks	through health		anough nearth tanks		
	taiks	unough neath				
	225 1 1 1					
	2.2 Explain how to			<b>.</b>		
	evaluate the outcome of			Demonstrate how to		
	the health talk at			conduct a health talk		
	community level			on prevailing health		
				problems: e.g.,		
				HIV/AIDS, malaria,		
				acute respiratory		
		No.		diseases, Family		
	•			Prepare a format for		
		V.		conducting health		
				talks on the		
				identified issues.		
				identified issues.		

	1			T	
				Conduct health talks on the identified issue  Evaluate the outcome of the health talk at community level  - Share experiences with community members and leaders.	
	Objective: 4.0: Know Re				
4	4.1 Explain the referral process for mental illness 4.2 Describe appropriate referral process for mental illness, according to Standing Orders	Explain the referral process for mental illness  Describe appropriate referral process for mental illness, according to Standing Orders	White boards Text books markers Visuals (pictures, charts, models, etc.)		Explain the referral process for mental illness  Describe appropriate referral process for mental illness, according to Standing Orders
	MILON		168		

YEAR TWO SEMESTER TWO COURSES

PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEALTH

COURSE TITLE: USE OF NATIONAL STANDING ORDERS

**COURSE CODE: CMH 221** 

CREDIT UNITS: 2 Lecture: - 2HR Practical: 1HR Total: 45HRS

**GOAL:** This course is designed to equip students with the necessary knowledge and skills in the management of common ailments and conditions in both the community and in the clinic using the Standing Orders and other job aids.

- 1.0 Know the historical background of Standing Orders
- 2.0 Understand the layout and format of Standing Orders
- 3.0 Know the steps for the use of Standing Orders
- 4.0 Know the referral system
- 5.0 Understand how to use the Standing Orders to discuss the conditions in which children or adults are identified as 'At Risk'
- 6.0 Understand the other job aids

PROGR.	AMME: NATIONAL DIP	LOMA IN COMMU	NITY HEALTH			
COURSI	E: USE OF NATIONAL S	STANDING ORDER	RS	Course Code: CM	IH 221 Conta	ct Hours: 45HRS
COURSI	E SPECIFICATION: Th	eoretical Content:		<b>Practical Content</b>	::	Y
	Objective: 1.0: Know the l	historical backgroun	d of National Standin	g Orders		
WEEK	Specific Learning	Teachers	Learning	Specific	Teachers Activities	Evaluation
	Outcomes	Activities	Resources	Learning		
				Outcomes		
1	1.1 Describe the Standing	Explain 1.1-1.3	Audio-Visual,			Explain the
	Orders		Charts			objective of
	1.2 Describe the historical		Text books, Models,			Standing Orders
	evolution of Standing		a Audio-Visual,			
	Orders		Chart			
	1.3 Explain the objective					
<u> </u>	of Standing Orders	1.1 1 . 1 . 1	, CG, 1' O 1			
	Objective: 2.0: Understand					To   11   1
2	2.1 Describe the various	Explain the	Audio-Visual,			Describe the
	sections of Standing	various sections of	Charts			various sections
	Orders	Standing Orders:	Text books, Models, a Audio-Visual,			of Standing Orders
		i. Section I:	Chart			
		New-born				
		(0-1 month)				
		ii. Section II:				
		Babies and				
		young				
		children (1				
		month – 5				
		years)				
		iii. Section III:				
		Older				

	<u> </u>	T	1	<del> </del>		<u> </u>
		children (6-			A D.	
		12 years)				
		iv. Section IV:				
		Adolescents				
		(10-19				
		years)				
		v. Section V:				
		Adult				
		health				
		vi. Section VI:				
		Elderly				
	Objective: 3.0 Know the st					
3	3.1 Describe steps in the	Explain 3.1-3.3	Audio-Visual,	) `		Explain the
	use of Standing		Charts			importance of
	Orders		Text books, Models,			continuous and
			a Audio-Visual,			appropriate use of
	3.2Describe how to		Chart			the Standing
	assist in the					Orders at all
	management of					times.
	clients with					
	different complaints	'07				
	using the Standing					
	Orders					
	225 1: 4	20				
	3.3 Explain the	<b>V</b>				
	importance of					
	continuous and					
	appropriate use					
	of the Standing					

	Orders at all times				CA	
General	Objective: 4: Know the re	ferral system				
4	<ul> <li>4.1 Define the two-way referral system</li> <li>4.2 List the indications for referrals</li> <li>4.3 Describe the process of referrals</li> </ul>	Explain 4.1-4.3	Audio-Visual, Charts Text books, Models, a Audio-Visual, Chart	Refer patients and identifying when it is appropriate to do so	Guide students to Practice on referral of patients and identifying when it is appropriate to do so. This covers:  • Identifying patients that need to be referred • Completing the referral forms and • Follow-up of referred patients	List the indications for referrals
	Objective 5.0: Understand	how to use the Stand	ling Orders to classify	the conditions in w	hich children or adul	ts are identified as
'At Risk'	5.1 Explain	Explain	Audio-Visual, Charts			Develop a
	conditions in children and adults which put them in grave danger	conditions in children and adults which	Text books, Models, a Audio-Visual, Chart			checklist for follow-up of 'At Risk' cases

5.3 Explain how to develop a checklist for follow-up of 'At Risk' cases  i. Acute pneumonia ii. Severe sepsis iii. Severe anaemia iv. Severe malaria v. Severe diarrhoea Etc.  Explain the 'At Risk' register  Explain how to develop a checklist for follow-up of 'At Risk' cases  General Objective 6.0: Understand the other job aids
6.1 Describe relevant job Explain relevant Audio-Visual, Charts Use relevant job Guide students to Describe relevant
aids job aids such as: Text books, Models, aids use relevant job job aids
i. IMCI chart a a aids
booklets Audio-Visual, Chart

ii. ICCM chart	
booklets	
iii. Action Plans	1,10.
for Modified	
ENCC etc.	

PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEALTH

COURSE TITLE: SCHOOL HEALTH PROGAMME

**COURSE CODE: CMH 222** 

CREDIT UNITS: 2 Lecture: - 2HR Practical: 1HR Total: 45HRS

**GOAL:** This course is designed to enable the student to acquire appropriate knowledge and skills required to take care of school children in the schools and in the community.

- 1.0 Understand the school health programme
- 2.0 Know health/disease conditions that affect school children
- 6.0 Know the danger/hazards associated with school children
- 7.0 Know the health needs of the school child
- 5.0 Understand the components of school health programme
- 6.0 Know the requirements for school health programme

PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEALTH						
COURSE TITLE: SCHOOL HEALTH PROGAMME				Course Code: CMH 222 Contact I		Contact Hours: 45HRS
COURSE SPECIFICATION: Theoretical Content:				<b>Practical Content</b>	t:	
General	Objective: 1.0: Understan	d the school health p	rogramme		<b>^</b>	
WEEK	Specific Learning	Teachers	Learning	Specific	Teachers Ac	tivities Evaluation
	Outcomes	Activities	Resources	Learning		
				Outcomes		
1	1.1 Define the following	Explain 1.1-1.3	Audio-Visual,			Explain school
	a school child		Charts			health
	school health		Text books,			programmes
			Models, a Audio-	6 No.		
	1.2 Explain school health		Visual, Chart	K \ J'		
	programmes					
	1.3 Enumerate the		•			
	objective of school health					
~	programme		20 1			
	Objective: 2.0: Know the			children	T	
2	2.1 Explain the health	Explain the health	Audio-Visual,			Explain the
	conditions that affect	conditions that	Charts			health
	school children	affect school	Text books,			conditions that
		children such as:	Models, a Audio-			affect school
			Visual, Chart			children
		i. Worm				
		ii. Infestation				
		iii. Skin diseases				
		such as scabies,				
		ringworm				
		iv. Dental caries				
		v. Eye infections				
		vi. Malnutrition				

		vii.Anaemia, etc			(A)	
General Objective: 3.0 Know the danger/hazards associated with school children						
3	3.1 Explain the heath conditions that affect children	Explain the heath conditions that affect children such as:  i. Communicable disease ii. Accident, e.g. fractures iii. Emotional stress iv. Competition of school life v. Drugs abuse, etc.	Audio-Visual, Charts Text books, Models, Audio- Visual, Chart			Explain the heath conditions that affect children
	Objective: 4: Understand					E1-141
4	4.1 Explain the needs of a school child	Explain the needs of a school child such as  i. Good health care ii. Qualified food iii. Vendor/school meal iv. Good and adequate nutrition	Audio-Visual, Charts Text books, Models, a Audio-Visual, Chart			Explain the needs of a school child

	1	T	T			
		v. Potable water			~ D, '	
		supply				
		vi. Routine				
		medical				
		check-up				
		vii. Immunization,				
		etc.				
General	Objective 5.0 know the con	mponents of school he	ealth programmes			
	5.1 Enumerate the	Explain the	Audio-Visual, Charts	CA		Enumerate the
	components of school	components of	Text books, Models,	、くし、		components of
	health programs	school health	a			school health
		programs:	Audio-Visual, Chart			programs
		i. Physical				
		examination				
		(hygiene				
		inspection)				
		ii. Environmental				
		inspection				
		iii. Immunization				
		iv. Scholl meal				
		services				
		v. Health				
		education				
		vi. Treatment of				
		minor ailments,				
		etc				
General Objective 6.0: Understand the requirements for school health programmes						
	6.1 Outline the	Explain the	Audio-Visual, Charts			Outline the
	requirement for school	requirement for	Text books, Models,			requirement for
	health programmes	school health	a			school health
	1 0	programmes:	Audio-Visual, Chart			programmes
				i .	t	

	i. Manpower ii. Community health workers iii. Public health nurses iv. Doctors v. Social workers vi. Attendants vii. Drivers		
		B-LECKIII	
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COURSE TITLE: ADOLESCENT AND ADULT HEALTH

**COURSE CODE: CMH 223** 

CREDIT UNITS: 2 Lecture: - 2HR Practical: 0HR Total: 30HRS

GOAL: This course is designed to enable students acquire appropriate knowledge about adolescents and adult for their traits in order to

improve their health status

**GENERAL OBJECTIVE:** On completion of the course, the student should be able to:

1.0 Know adolescence, and Adult

- 2.0 Understand the characteristics and traits associated with adolescents and adult
- 3.0 Know the needs, health conditions or disease, and health problems of adolescents, and adult
- 4.0 Understand the skills in counselling adolescents, and adult
- 5.0 Know the men's health and its health related issues.
- 6.0 Know the principles of physical examination

	DIPLOMA IN COMMUNITY HE	ALIH			
COURSE: ADOLESCENT A	ND ADULT HEALTH	Course Code: CMH 223 Contact Hours: 30HRS		OHRS	
COURSE SPECIFICATION:	<b>Theoretical Content:</b>		<b>Practical C</b>	ontent:	
<b>General Objective: 1.0: Know</b>	adolescence, and Adult			~ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	
WEEK Specific Learning Outcomes	Teachers Activities	Learning Resources	Specific Learning Outcomes	Activities	Evaluation
1 1.1 Explain adolescen and young people 1.2 Explain physiological changes in adolescents i. Males ii. Females		Audio-Visual, Charts Text books, Models, a Audio-Visual, Chart		)	Explain adolescent and young people
General Objective: 2.0: Under	estand the characteristics and train	ts associated with adoles	scents.		
2.1 Explain the behavioural, emotiona and social characteristics of adolescents.  2.2 Explain the health needs of adults such as 2.3 Explain the developmental challenges of adolescents	<ul><li>characteristics of adolescents i.e.</li><li>i. Exhibition of exuberance ii. Involvement in social vices</li></ul>	Audio-Visual, Charts Text books, Models, a Audio-Visual, Chart			Explain the developmental challenges of adolescents

		ii. Security iii. Good nutrition iv. Education v. Love vi. Adequate health facilities vii. Stable home etc.  Explain the developmental				
	Ol: 4: 20 K	challenges of adolescents	11 10	6 1 1	1 1 1/	
	ı	ne needs, health conditions or disea		ns of adolescents,	and adult	T 1
3	6.4 Explain the diseases/healt h conditions  3.2 Explain the needs and health problems of adolescents and young people	Explain the diseases/health conditions under the following headings:  i. Definition ii. Causes iii. Mode of spread (where applicable) iv. Types (where applicable) v. Diagnosis vi. Management vii. Complications viii. Prevention and control ix. Referral x. Follow up  Explain the needs and health	Audio-Visual, Charts Text books, Models, a Audio-Visual, Chart			Explain the needs and health problems of adolescents and young people
		problems of adolescents and young people with regards to the following:				

1						
		i. Drug abuse ii. STls/HIV/AIDS iii. Accidents iv. Unwanted pregnancy v. Love vi. Guidance and Counselling vii. Education viii. Spirituality ix. Sexuality x. Shelter xi. Food, Security, etc.				
General	<b>Objective: 4.0 Understan</b>	d the skills in counselling adoles	cents, and adult			
4	4.1 Explain Counselling skills for the management of adolescents' health needs.	Explain Counselling skills for the management of adolescents' health needs:  i. Listening  ii. Attending behaviour reflection, etc.	Audio-Visual, Charts Text books, Models, a Audio-Visual, Chart			Explain Counselling skills for the management of adolescents' health needs.
Genera	l Objective 5.0: Understa	nd various methods of physical ex	xaminations of clients.			
	5.1 Describe methods of physical examination of clients	Describe methods of physical examination of clients:  i. Inspect/observe ii. Palpate iii. Auscultate iv. Percuss.	Audio-Visual, Charts Text books, Models, a Audio-Visual, Chart	Develop a checklist for follow-up of 'At Risk' cases	Guide students to develop a checklist for follow-up of 'At Risk' cases	Explain methods of physical examination of clients
General		principles for physical examinati		T		
	6.1 Describe the principles of physical	Explain the principles of physical examination of clients	Audio-Visual, Charts,			Explain the principles of

examination of clients	Text books, Models, a Audio-Visual, Chart	physical examination of clients
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COURSE TITLE: CARE OF PERSONS WITH SPECIAL NEEDS

**COURSE CODE: CMH 224** 

CREDIT UNITS: 2 Lecture: - 2HR Practical: HR Total: 30HRS

GOAL: The course is designed to provide students with skills to care for persons living with disabilities

- 1.0 Understand the concept of disability
- 2.0 Know the different categories of disabilities
- 3.0 Understand common disability conditions in the community
- 4.0 Know the care for people with disabilities including rehabilitation in the Community
- 5.0 Understand the rehabilitation of people with disability condition in the community

PROGR	RAMME: NATIONAL DIPL	OMA IN COMMUNIT	Y HEALTH			<del></del>
COURS				Course Code: CMH	1 224	Contact Hours: 30HRS
		Theoretical Content:		<b>Practical Content:</b>		
	Objective: 1.0: Understand	1			· CV	
WEEK	1 1	Teachers Activities	Learning	<b>Specific Learning</b>	Teachers	<b>Evaluation</b>
	Outcomes		Resources	Outcomes	Activities	
1	1.1. Explain Disability 1.2. Explain Impartment	Explain 1.1-1.2	Audio-Visual, Charts		2	Explain how to identify
			Text books,			common causes
	1.2 Explain how to identify		Models, a Audio-			of disabilities
	individuals with special		Visual, Chart			
	needs			スし		
	1.3 Explain how to identify			7		
	common causes of					
	disabilities		LY			
	Objective: 2.0: Know diffe				T	
2	2.1Describe disability	Explain 2.1-2.10	Audio-Visual,			Explain causes
	conditions		Charts			of learning
			Text books,			disability
	2.2 Explain the following		Models, a Audio-			
	concepts		Visual, Chart			
	i. Paralysis including					
	poliomyelitis					
	ii. Loss of a limb(s)	Br				
	iii. Blindness					
	iv. Deafness					
	v. Spinal bifida etc					
		V				
	v. Spinal bifida etc					
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2.3 Explain mental disabilities in relation to i. Cerebral palsy ii. Down's syndrome (Mongolism) iii. Hydrocephalus etc.  2.4 Explain social disability, e.g.  i. Single parenthood ii. Motherless children cared for by grannies/guardians iii. Orphans iv. Low income earners etc.  2.5.Explain learning disability  2.6 Explain causes of learning disability  2.7 Explain -clinical features of learning disability  2.8. Explain preventive measure	

		·				
	<ul><li>2.9 Explain -referral procedure</li><li>2.10. Explain follow up of people with learning disabilities</li></ul>				ICA.	
General	Objective: 3.0 : Care prov	ision and management i	f disability condition	ıs		
3	3.1 Explain methods of providing care for different persons with disabilities in the community  3.2 Describe ways of managing persons with disabilities in line with Standing Orders  3.3. Explain how to refer disability conditions to appropriate places	Explain 3.1-3.3	Audio-Visual, Charts Text books, Models, a Audio- Visual, Chart	Refer disability conditions to appropriate places	Explain how to refer disability conditions to appropriate places	Describe ways of managing persons with disabilities in line with Standing Orders
General	Objective: 4.0 Know the car	re for people with disab	ilities including reha	hilitation		
4	4.1. Define rehabilitation	Explain 4.1-4.4	Audio-Visual, Charts			Explain
	4.1. Define renabilitation	Ехріаш 4.1-4.4	Text books, Models Audio-Visual, Chart	, a		rehabilitation procedure for different disability conditions

4.2. Explain rehabilitation procedure for different disability conditions  4.3 Enumerate importance of rehabilitation 4.4. Explain how to identify rehabilitation centres (e.g. Schools for the blind, etc.).	
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**COURSE TITLE: COMMUNITY GERIATRICS** 

**COURSE CODE: CMH 225** 

CREDIT UNITS: 2 Lecture: - 2HR Practical: HR Total: 30HRS

GOAL: This course is designed to equip the students with the knowledge and skills to provide healthcare services to older persons

**GENERAL OBJECTIVE:** On completion of the course, the student should be able to:

1.0 Understand the concept of older persons (60 years and above)

2.0 Know the common problems affecting the older persons

- 3.0 Understand the types of services needed to improve the health and well-being of older persons in the community
- 4.0 Know the resources and facilities available to assist older persons in the community
- 5.0 Manage the conditions affecting older persons using the Standing Orders

COURS		IATRICS	A ARMIER ARE	Course Code: CMH 225	Contact Hours: 30HRS
	E SPECIFICATION:   The Objective: 1.0 Understand		persons (60 years and a	Practical Content:	
WEEK	Specific Learning Outcomes	Teachers Activities	Learning Resources	Specific Learning Teach Outcomes Activi	
1	1.1 Define older persons 1.2 Describe Old age and older persons 1.3 Describe the process of aging	Explain 1.1-1.3	Audio-Visual, Charts Text books, Models, a Audio-Visual, Chart	1 CHIV	Describe the process of aging
General	Objective: 2.0: Know the	characteristics and	traits associated with O	d age.	
2	2.1 Explain factors affecting the health of older persons Stable home etc.	Explain factors affecting the health of older persons Stable home etc.	Audio-Visual, Charts Text books, Models, a Audio-Visual, Chart		Explain factors affecting the health of older persons Stable home etc.
General commun	•	d the types of service	es needed to improve the	e health and well-being of older	persons in the
3	3.1 Explain types of services for the elderly at the Family, community and at the healthcare facility level	Explain types of services for the elderly at the Family, community and at the healthcare facility level:	Audio-Visual, Charts Text books, Models, a Audio-Visual, Chart		Explain the needs and health problems of adolescents and young people
	NALION I		192		

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		<ul> <li>i. Regular medical services</li> <li>ii. Pension services, if pensionable</li> <li>iii. Provision of aids for sight and hearing</li> <li>iv. Modification of living accommodation</li> <li>v. Dental services</li> <li>vi. Assistance at the home, etc.</li> </ul>		MCMC		
Genera	l Objective: 4.0 Know the		es available to assist old	er persons in the comm	unity.	
4	4.1 Describe resources and facilities available in the community health facility to help older persons e.g. community health centres, older peoples' homes, geriatric clinics etc  4.2 Explain care for the aged with the available resources and facilities	Explain 4.1-4.2	Audio-Visual, Charts Text books, Models, a Audio-Visual, Chart			Explain care for the aged with the available resources and facilities
Genera	l Objective 5.0: Manage the	e conditions affecting	older persons using the	Standing Orders	1	
	5.1 Explain	Explain management of	Audio-Visual, Charts Text books, Models, a			Explain management of
	management of		111111111111111111111111111111111111111			

common conditions	common	Audio-Visual, Chart	common	
affecting the elderly	conditions		conditions	
using Standing	affecting the		affecting the	
	elderly using		elderly using	
Orders.	Standing Orders.		Standing Orders.	
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**COURSE TITLE:** HEALTH MANAGEMENT INFORMATION SYSTEMS

**COURSE CODE: CMH 226** 

CREDIT UNITS: 1 Lecture: - 1HR Practical: HR Total: 15HRS

**GOAL:** This course is designed to equip students with basic knowledge and skills to maintain and report Health records/data at PHC facility and community level

- 1.0 Understand the concept of monitoring and evaluation of primary healthcare services
- 2.0 Describe how to collate records collected at home, community and health facility levels
- 3.0 Know the National Health Management Information System (NHMIS) / District Health Information System (DHIS)
- 4.0 Know the Community health Information system

PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEALTH					
COURSE: HEALTH MANAGEMENT INFORMATION SYSTEMS	Course Code: CMH 226	Contact Hours: 15HRS			
COURSE SPECIFICATION: Theoretical Content:	<b>Practical Content:</b>				
General Objectives: 1.0 Understand the concept of monitoring and evaluation of primary healthcare services					

WEEK	Specific Learning	Teachers Activities	<b>Learning Resources</b>	Specific Learning	Teachers	Evaluation
	Outcomes			Outcomes	Activities	
1	1.1 Describe	Explain Monitoring	Audio-Visual, Charts			Explain records/data
	monitoring and	and evaluation	Text books, Models, a			collection forms that
	evaluation in		Audio-Visual, Chart			are available for
	Primary Health					information collection
	Care services	Explain National				in the National Health
	1.2 Explain levels of	Health Management		'4 O.		Management
	data collection	Information System				Information System for
		for PHC (e.g. home,				PHC at all levels
	for the National	community, health facility, etc.)				
	Health	racinty, etc.)				
	Management		XX			
	Information	Explain National				
	System.	Health Management				
	1.3 Explain	Information System				
	records/data	for PHC at all levels,				
	collection forms	such as:				
	that are available					
	for information	i.Home Level ,Child				
	collection in the	health and				
	National Health	treatment card				
	Management	ii.Community/Village				
	Information	level				

	<del>,</del>				
	iii.VVHWs/TBAs			A D	
at all levels	pictorial record of				
	work				
	iv.Community				
	demographic				
	profile				
	v.Community				
	pregnancy profile		V V		
	vi.Community Family		、くし'		
	Planning profile				
	vii.Community				
	Health				
	Information				
	System (HIS)				
	viii. Health				
	Facility/Ward				
	Level.				
	ix.Clinic and ward				
	level				
		V			
1.4 Describe records	Explain Various				
to be kept by	records to be kept				
Volunteer	by Volunteer				
Village Health	Village Health				
Workers / CHips	Workers /				
agents and	Traditional Birth				
CORPS/	Attendants				
COM 5/					

	Traditional Birth				100	
	Attendants					
	1.5 Describe records	Explain records to				
	to be kept by the	be kept by the				
	Junior	Junior Community				
	Community	Health Extension				
	Health Extension	Workers				
	Workers					
	1.6 Explain the	Explain the		、くし、		
	relationship	relationship between				
	between the	the types of records				
	types of records		_ (			
				<b>J</b> `		
		ribe how to collate reco		community and health	n facility levels	
2	2.1 Describe how to	Explain how to	Audio-Visual, Charts			Describe the flow of
	collate records	Update record of	Text books, Models, a			information under the
	collected at home,	work of, Chips	Audio-Visual, Chart			HMIS (as beginning
	community and	Agents, CORPS and				from the community to
	health facility levels	the V VHWs, e.g				health facilities to ward
		wall charts				to LGA to State and
	2.2 Explain clients'					Federal levels) and data
	clinic records with	Explain clients				management cycle.
	records brought	clinic records with				
	from the	records brought				
	community	from the community				
	0.1 D '1 Cl' '					
	2.1 Describe Clinic	Explain Clinic master				
	master card,	card, Home -based				
	Home -based	record				
	record					

2.2 Explain how to fill the clinic Master Cards brought from the community in logical order and submitting to the supervising officer	Explain how to fill the clinic Master Cards brought from the community in logical order and submitting to the supervising officer Explain how to fill tally sheets daily, weekly, monthly		SICA	
2.3 Explain how to fill tally sheets daily, weekly, monthly	Describe the advantages of having home-based records in the system	< C		
2.4 Describe the advantages of having homebased records in the system	Describe the flow of information under the HMIS (as beginning from the community to health facilities to	tob,		
2.5 Describe the flow of information under the HMIS (as beginning from the community to health facilities to ward to LGA	ward to LGA to State and Federal levels) and data management cycle.			

	to State and				
	Federal levels)				
	and data				10.
	management				
	cycle.				
General	Objective: 3.0 Describ	e National Health Man	agement Information	System (NHMIS) / District	Health Information System
(DHIS)					
3	3.1 Describe	Describe National	Audio-Visual, Charts		Describe National
	National	Health Management	Text books, Models, a	<b>XV</b> '	Health Management
	Health	Information System	Audio-Visual, Chart		Information System
	Management	(NHMIS) / District		117	(NHMIS) / District
	Information	Health Information			Health Information
	System	System (DHIS)			System (DHIS)
	(NHMIS) /			J	
	District Health				
	Information				
	System				
	(DHIS)				
General	Objective: 4.0 Know	community health Inf	formation system.		
4	4.1 Define	Define Community	Audio-Visual, Charts		Explain care for the
	Community health	health information	Text books, Models, a		aged with the available
	information system	system tools	Audio-Visual, Chart		resources and facilities
	tools				
	4.2 Describe	Explain Community			
	Community	health information			
	information system	system			

COURSE TITLE: OCCUPATIONAL HEALTH

**COURSE CODE: CMH 227** 

CREDIT UNITS: 2 Lecture: - 1HR Practical: 1HR Total: 30HRS

**GOAL:** This course is designed to quip students with the knowledge and skills to prevent deviations from normal health of workers and also promote adherence to safety procedures in the work environment

- 1.0 Understand the Occupational Health Services
- 2.0 Know the common occupational health hazards in the community and be able to manage them
- 3.0 Understand Occupational Diseases according to their classification
- 4.0 Know the hazards in the home and prevent appropriately
- 5.0 Understand the Factory Act in relation to occupational health services
- 6.0 Know the industrial accidents and safety
- 7.0 Know how to collaborate with occupational authorities and Government regulating bodies to promote safe working environment

PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEALTH						
COURS	E: OCCUPATIONAL	HEALTH		<b>Course Code: CMH</b>	227	Contact Hours:
						30HRS
		heoretical Content:		<b>Practical Content:</b>		
General	Objectives: 1.0 Understan	nd the concept of monito	ring and evaluation o	of primary healthcare	services	
WEEK	Specific Learning	Teachers Activities	Learning	Specific Learning	Teachers	Evaluation
	Outcomes		Resources	Outcomes	Activities	
1	1.1 Describe	Explain 1.1-1.3	Audio-Visual,			Explain good
	Occupational Health		Charts			sanitation practices,
	1.2 Explain the		Text books,			keeping toilets clean
	principles and		Models, a Audio-			(and why); learn
	practice of		Visual, Chart			about safe disposal of
	Occupational Health					garbage and
	and Safety			7		children's faeces
	1.3 Explain good					
	1 0					
	sanitation practices,					
	keeping toilets clean					
	(and why); learn					
	about safe disposal					
	of garbage and					
	children's faeces.					
General	Objective: 2.0: Know the	e common occupational h	ealth hazards in the c	community and be able	e to manage t	hem
	T			Г		T =
2	2.1 Explain	Explain occupational	Audio-Visual,			Describe the flow of
	occupational diseases	diseases under the	Charts			information under the
		following headings:	Text books,			HMIS (as beginning
			Models, a Audio-			from the community
			Visual, Chart			to health facilities to

2.2 Describe each of the	a. Biological		~ V ,	ward to LGA to State
diseases mentioned in				and Federal levels)
2.1 above.	i. Bacteria-			and data management
	cataract		$\mathcal{O}$	cycle.
	ii. Arthritis,			
	iii. Viral-			
	HIV/AIDS,			
	ivHelminthiasis,			
	etc.			
	b. Chemical			
	i. Pneumoconiosis			
	ii. Silicosis,			
	iii. Bargasosis			
	iv. Tuberculosis			
	etc.	O'		
	c. Psycho-Social			
	i. Stress			
	conditions			
	ii. Neurosis,			
	iii. Psychosis, etc.			
		i .		

		Explain each disease mentioned in 2.1 under the following headings  i. Cause/sources ii. Signs and symptoms iii. Diagnosis iv. Treatment according to Standing Orders v. Complications vi. Prevention and		SCALC!	
		control	X,O,		
		vii. Referral			
<u> </u>		viii. Follow up		• 00	
	Objective: 3.0 Understan			ssification	
3	3.1 Explain	Explain occupational	Audio-Visual,		Describe National
	occupational hazards	hazards under the	Charts		Health Management
		following:	Text books,		Information System
	3.2 Explain	a. Physical	Models, a Audio-		(NHMIS) / District
	classification of	hazards:	Visual, Chart		Health Information
	common occupational	i. Noise,			System (DHIS)
	diseases	ii. Light,			
		iii. Vibrations			
	3.3 Explain the types,	iv. Heat etc.			
	causes routes of entry,				
	clinical presentation and	b. Chemical			
	control/preventive	hazards:			
	measures against				

occupational diseases mentioned above	<ul> <li>i. Gases</li> <li>ii. Lead</li> <li>iii. Mercury</li> <li>iv. Fumes</li> <li>v. Solids</li> <li>vi. Solvents, etc.</li> <li>c. Biological hazards: <ul> <li>i. Virus,</li> <li>ii. Bacteria,</li> <li>iii. Fungi,</li> <li>iv. Protozoa,</li> <li>v. Parasites</li> </ul> </li> <li>c. Psycho-social hazards: <ul> <li>i. Stress,</li> <li>ii. Poor Work</li> <li>Environment</li> <li>iii. Poor</li> <li>Motivation</li> <li>to Work</li> </ul> </li> </ul>	
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		Explain the common occupational disease:			CA)	
		i. Occupational lung disease				
		ii. Occupational				
		dermatitis				
		iii. Occupational				
		injuries		<b>ベ</b> し、		
		iv. Occupational				
		cancer				
		v. Accidents, etc.	Y			
			<i>(, (</i> ),			
		Explain the types,				
		causes routes of entry,				
		clinical presentation				
		and control/preventive				
		measures against				
		occupational diseases				
		mentioned above				
General	Objective: 4.0 Know the	e hazards in the home an	d prevent appropriat	elv		
4	4.1 Define home	Discuss home hazards	Audio-Visual,			Explain care for the
	hazards	00	Charts			aged with the
		Explain causes of home	Text books,			available resources
	4.2 Explain causes of	hazards	Models, a			and facilities
	home hazards	<b>/</b>	Audio-Visual,			
	Home nazards	`	Chart			
	4.3 List methods of					

prevention of home hazards	Explain methods of prevention of home hazards							
	General Objective: 5.0 Understand the Factory Act in relation to occupational health services							
5.1 Explain The Factory Act	Explain factory Act in relation to:  i. Health provision  ii. Welfare services and compensation  iii. Safety services, etc.	Audio-Visual, Charts Text books, Models, a Audio-Visual, Chart		Explain The Factory Act				
<b>General Objective: 6.0</b> Know the	e industrial accidents and	d safety						
6.1 Define industrial accidents and safety 6.2 Explain the causes, prevention/control of industrial accidents		Audio-Visual, Charts Text books, Models, a Audio-Visual, Chart		Explain the causes, prevention/control of industrial accidents				
General Objective: 7.0 Know how working environment.	ow to collaborate with occ	cupational authorities	and Government regulating b	odies to promote safe				
7.1 Describe the roles of	Explain the roles of the	Audio-Visual,		Describe the roles of				
the	governments/agencies	Charts		the				
governments/agencies	and organisations in	Text books,		governments/agencies				
and organisations in	promoting safety in	Models, a		and organisations in				
promoting safety in	work environments	Audio-Visual,		promoting safety in				
work environments		Chart		work environments				

<ul> <li>i. Local Government</li> <li>ii. State Ministry of Health,</li> <li>iii. Federal Ministries of Health</li> <li>iv. Ministry of Environment and Labour</li> <li>v. Local and International NGOs, etc.</li> </ul>			
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COURSE TITLE: EMERGING AND RE-EMERGING DISEASES

**COURSE CODE: CMH 228** 

CREDIT UNITS: 1 Lecture: - 1HR Practical: HR Total: 1HRS

GOAL: This course is designed to equip students with the knowledge and skills to handle modern technology in tackling re-emerging diseases

**GENERAL OBJECTIVE:** On completion of the course, the student should be able to:

1.0 Understand the concepts of emerging and re-emerging diseases

2.0 Know the types of emerging re-emerging diseases

PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEALTH							
COURSE: EMERGING AND RE-EMERGING DISEASES				Course Code: CMH 228		Contact Hours:	
						15HRS	
				<b>Practical Content:</b>			
General	Objectives: 1.0 Understa	nd the concepts of	emerging and re-emerg	ging diseases	. ( )		
WEEK	Specific Learning	Teachers	Learning Resources	Specific Learning	Teachers	Evaluation	
	Outcomes	Activities		Outcomes	Activities		
1	1.1 Define Emerging	Explain 1.1-1.3	Audio-Visual, Charts			Differentiate	
	disease		Text books, Models,			emerging and re-	
	1.2 Define re-emerging		a Audio-Visual,			emerging diseases	
	disease		Chart	* BV			
	1.3 Explain the						
	differences between						
	emerging and re-			111			
	emerging diseases.						
	omor8m8 arounder						
General	Objective: 2.0 Know the t	ypes of emerging r	e emerging diseases				
			0,				
2	2.1 Explain the	Explain 2.1-2.3	Audio-Visual, Charts			Explain general	
	classification of diseases		Text books, Models,			control measures	
	into emerging and re-		a Audio-Visual,			for emerging and	
	emerging		Chart			re-emerging	
		$\Omega$				diseases	
	a. Emerging	D.Y					
	i. Covid 19						

ii.	Severe acute		~ D	
	respiratory			
	Syndrome			
iii.	Ebola			
iv.	Monkey pox			
v.	Avian flu			
	etc.			
	emerging			
	i. Lassa fever			
	ii. Cholera			
	iii. Yellow fever			
j	iv. Viral			
	haemorrhagic			
	fever			
	v. Tuberculosis etc.			
	Describe the			
	emerging and re-			
	emerging diseases			
	under the following			
	sub-headings:			
	i. Causative agents			
j	<ol><li>Risk factors</li></ol>			
i	ii. Signs and			
	symptoms,			
i	v. Diagnosis			
	v. Management			

			<b>~ &gt;</b>	
vi. Complications				
vii. Prevention and			. ( , 1 ,	
control				
viii. Referral				
ix. Follow-up				
2.3 Explain general				
control measures for		6 K		
emerging and re-		(人)		
emerging diseases such				
as				
37.10		///		
Notification				
• Isolation				
Health education				
Quarantine et				
	.02			
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PROGRAMME: COMMUNIY HEALTH **COURSE TITLE: Referral and Outreach Services COURSE CODE: CMH 229 CREDIT UNITS: 2 Lecture: - 2HR Practical: 3HRS** Total: - 30 HRS GOAL: This course is designed to equip students with the knowledge and skills required to conduct referral and outreach services in the community.

- 1. Know the 2-way referral system
- 2. Understand the concept of outreach services

PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEATLTH							
COURS	E: Referral and Outreach	Services	Course Code: CM	H 229 Contact Hours:30HRS			
COURSE SPECIFICATION: Theoretical Content:		t:	<b>Practical Content:</b>	12.			
General	<b>Objective: 1.0</b> Know the 2-	way referral system		•			
WEEK	Specific Learning Outcomes	<b>Teachers Activities</b>	<b>Learning Resources</b>	Specific Learning Outcomes	Teachers Activities	Evaluation	
1	1.1 Define Referral Services  1.2 Describe the component of referral system such as  • The health system e.g. • Service providers • Performance expectation • Involvement of organization • Initiating facilities • Referral practicalities • Receiving facilities • Supervision and capacity building	Explain 1.1 – 1.8	Lecture notes Pictures Charts Books Journals	Draw the diagram of 2-way referral system showing  • HMIS tools used for the two-way referral including the referral form and record keeping  • Diagram of the 2-way referral system showing normal and emergency paths  Demonstrate skills required to train, VVHWS/TBAs and other community resource persons on	Guide the students to draw diagrams  Guide the students on the skills required to train,  VVHWS/TBAs and other community resource persons on the use of 2-way referral system	Define Referral Services  Explain the component of referral system  Explain the two- way referral system  Explain the Steps in patients' referral  Explain the condition to the patient care giver  Explain the Criteria for identifying client to be referred	

Continues quality			the use of 2-way		
improvement			referral system		
				10.	Discuss the Levels
1.3 Explain the two-way					of referrals
referral system:					
HMIS tools used for					
the two-way referral					
including the referral					
form and record					
keeping			10		
• Diagram of the 2-					
way referral system					
showing normal and		· CX			
<ul><li>emergency paths</li><li>normal and</li></ul>					
emergency paths					
1.4 Explain the Steps in					
patients' referral					
1.5 Explain the condition					
to the patient care giver					
Discus with the					
<ul><li>patient how to travel</li><li>Administer pre-</li></ul>					
Administer pre- referral medication	00				
(if necessary)					
• Complete the two-					
way referral form					
etc.					

				$\sim$ $\sim$ $\sim$	
1.5 Explain the Criteria for identifying client to be referred				1Ch,	
<ul> <li>Illness not respondir to treatment</li> <li>When in doubt accepreferral form low or upper levels as</li> </ul>			TCALE		
necessary etc.  1.6 Describe advantage and dis advantage of 2 way referral system		KCX			
1.7 Explain the conditions of cases to be referred e.g.	e	OF,			
<ul> <li>Cases not responding to treatment</li> <li>Cases not covered by standing order</li> </ul>					
Cases requiring more expertise diagnosis and treatment etc.	Who was a second				

	<ul><li>1.8 Discuss the Levels of referrals</li><li>Primary</li><li>Secondary</li><li>Tertiary</li></ul>				PCV.	
General	Objective: 2.0 Understand	d the concept of outreac	h services			
2	2.1 Define outreach services  2.2 Explain the Steps in planning an outreach services  • Outreach toolkit, materials and equipment • Mobile Health Clinic and its operations, Mode of outreach and mobile health services  2.3 Explain Specialized services during outreach i.e.	Explain 2.1 – 2.4	Lecture notes Pictures Charts Books Journals	Conduct and implement outreach services	Guide students to conduct and implement outreach services	Define outreach services  Explain the Steps in planning an outreach services

<ul> <li>Immunisation,</li> <li>General Outpatient services etc.</li> <li>2.4 Explain Barriers and enablers for outreach services</li> </ul>		
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PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEALTH

COURSE TITLE: RESEARCH PROJECT

COURSE CODE: CMH 230

CREDIT UNITS: 6 Lecture: - 1HR Practical: HR Total: 90HRS

GOAL: This course is designed to equip students with the knowledge and skills to conduct basic research and write report using standard format

GENERAL OBJECTIVE: On completion of the course, the student should be able to:

1.0 Understand the concepts of research Project

2.0 Know the format of project write up

PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEALTH						
COURSE: RESEARCH PROJECT				Course Code: CMH 23	0 Contac	et Hours: 15HRS
COURS	E SPECIFICATION: TI	neoretical Content:		<b>Practical Content:</b>		
General	Objectives: 1.0 Understa	nd the concepts of em	erging and re-emergin	ng diseases	1	
WEEK	Specific Learning	<b>Teachers Activities</b>	Learning	Specific Learning	Teachers	Evaluation
	Outcomes		Resources	Outcomes	Activities	
1	1.1 Explain research	Explain research	Audio-Visual,			Explain research
	project	project and it's	Charts			project
		types	Text books, Models,			
	1.2 Classify types of		a Audio-Visual,			
	research project		Chart			
	researen project			<b>40</b> .		
Conoral	Objective: 2.0 Know the	format of project write	to un			
General	Objective: 2.0 Know the	format of project write	te up			
2	2.1 Explain various	Explain various	Audio-Visual,			Explain various
	format of project lay	format of project	Charts			format of project
	out	lay out	Text books, Models,			lay out
			a Audio-Visual,			
		List chapters and	Chart			
	2.2 Explain pattern and	in project write up				
	style of project					
	referencing	Select patterns, of				
		report writing e.g				
		cases study, family				
		study, field survey,				

## MINIMUM MATERIAL RESOURCES AND EQUIPMENT REQUIREMENT FOR COMMUNITY HEALTH PROGRAM

	DEMONSTRATION ROOM/SKILLS LABORATORY					
S/N	DESCRIPTION	QUANTITY REQUIRED				
1	a) Designated office for clinical instructor	1				
	b) Designated Clinical instructor	1				
2	Sphygmomanometer (Aneroid, Mercury and Digital)	8				
3	Clinical Thermometer (Oral and Rectal)	10 of each type				
4	Stethoscope (bell and Diaphragm)	8				
5	Foetal Stethoscope	5				
6	Examination couch	2				
7	Diagnostic sets	5				
8	Wash hand basin	5				
9	Trolleys	3				
10	Weighing scales (infant & adults)	5				
11	Weighing scales with height	2				
12	Hanging weighing scale	2				
13	Mid-upper arm circumference strip (measuring tape2)	100				
14	Different sizes of Gallipots with lid	10				
15	Trays	6				
16	Vaccine carriers	3				
17	Cold box with icepacks	2				
18	Deep freezer, medium size	1				
19	Surgical scissors, and forceps (different sizes/shapes)	2 of each type				
20	Kidney dishes (different sizes)	10				
21	Measuring jugs	2				
22	Angle Poised Lamp	1				
23	Pen Torches	10				
24	Microscope	1				
25	Consumables (surgical blades, Needles & syringes, Catheters, infant urine bags, Dressing,	10 packets of each				
	etc.) hand towel/paper towels, tourniquets, intravenous giving (iv) sets etc.					

26	Sterilizer	2
27	Stretcher	2
28	Instrument for dressing, incision and Delivery kits	10 assorted instruments (2 of each type)
29	Thermometer and forceps holding jar	5
30	Anatomical models organs	20
31	Charts of organs and systems	20
32	Bed and beddings	2
33	Audio-visual aids (Projector, Tv Set, PAS etc.)	3
34	Life sized models	5
35	Ambu kit (adult & infant)	2 of each type 3
36	Breast models	5
37	Catheter model (male and female)	5
38	Child birth simulator	2
39	CPR Manikin (adult & infant)	1 of each type
40	Dual sex Anatomical Torso	1
41	Dual sex anatomical torso with open back (28 parts)	1
42	Intubation Model (adult & infant)	2 of each type
43	Mamanatalie	2
44	Neonatalie	5
45	Maternal Pelvis Model	2
46	Resuscitation trays (Ambu bag, suction bulb, 2 galipots, 1 kidney dish, stethoscope, hand	2 Sets
	gloves)	
47	Skeleton (Articulated)	2
48	Testicle Model	2
49	Anatomy posters/ photograph	2 for each system
50	Partograph forms/ Charts	50/1
51	Screens	2
52	Food demonstration items (assorted)	10
53	Snellen's charts	4
54	Tongue depressor (plastic, wooden and metal)	5 each
55	Nail scrubbing brush	5
56	Intravenous (iv) giving set, Cannula/scalp vein needles (different sizes)	1 packet Different sizes
57	Drip stand	2

58	Tourniquet	5
59	Pedal waste bin	2
60	Suction apparatus (mechanical & electronic	2 of each type
61	Umbilical cord clamps	1 packet
62	Anti-shock garment	1
63	Kangaroo pouch/ 6 yards cloth wrapper	2
64	Suture materials (chromic catgut, silk, nylon, suturing needles)	1pkts each
65	Implant insertion and removal kits (Commodity, disinfectant, 2 Galipots for wet and dry	2
	swab, surgical gloves, kidney dish	
66	IUD insertion kits (surgical gloves, Vaginal speculum, sponge holding forceps, single-tooth	2
	tenaculum, Gallipot with swab, uterine sounds, scissor and commodity)	
67	WHO Medical Eligibility Criteria Wheel (MEC)	50
68	Basic counselling strategy (BCS)Plus	2
	B. DEMONSTRATION CLINIC/TEACHING HEALTH C	CENTRE
S/N	Description	Quantity
1	Stretcher	2
2	Instrument for dressing, (gallipot, sponge holding forceps, straight scissors, dissecting	As appropriate
	forceps, needle holder, suturing materials)	
3	Incision and drainage Materials (scapel, scapel-holder, toothed artery forceps, sponge	As appropriate
	holding forceps)	
4	Delivery kits	2 sets
5	Equipment for sterilization (autoclave, sterilizer)	2 each
6	Cold-chain (Cold Box. Vaccine carrier (Geostyle), Ice packs different sizes 2 each,	
	Refrigerator 1	
7	Bed and beddings	6
8	Screens	3
9	Snellen charts	4
10	Diagnostic set	3
11	Weighing scale for adult/children	2 of each
12	Weighing scale with height	1
13	Stethoscope	5
14	Foetal stethoscope	5
15	Food demonstration items	10 assorted
16	HMIS records	As applicable

17	Treatment protocol (Treatment cards)	As applicable
18	SOP and other treatment protocol (Standing orders CHO/CHEW and JCHEW)	
19	Sphygmomanometer (Mercury, Aneroid and Digital (micro life),	3 of each type
20	Glucometer	5
21	Examination couch	2
22	Oral, Rectal and digital Thermometers	10 of each
23	Trolleys	3
24	Wash hand Bowls/ Sink	5
25	Surgical scissors and forceps, Scalpel	2 of each type
26	Essential drugs	As applicable
27	Personal protective equipment (hand gloves - 1 pack, aprons - 10, gowns - 3, face masks- 2	
	packs, boots (different sizes)	
28	Pedal waste bin	5
29	Thermometer jar	3 of each 5
0	Forceps holding jar/Cheadle forceps	5
31	NG. Tubes	1 pack
32	IV giving set / scalp vein needles, cannula (different sizes),	1 pack each
3	Drip stand & tourniquet	6
34	Tongue depressors (Wooden)	2
35	Suture materials (chromic catgut, silks, nylon, suturing needles)	1 pack each
6	Umbilical cord Clamps	1 pack
7	Kangaroo pouch (for KMC)/ 6 yards Cloth wrapper	1
88	Implant insertion & removal kit (Commodity, disinfectant, 2 Galipots for wet and dry swab,	1 set
	surgical gloves, kidney dish, single-tooth tenaculum,	
39	IUD insertion kit (surgical gloves, Vaginal speculum, sponge holding forceps, tenaculum,	1
	Galli pot with swab, uterine sounds, commodity)	
0	WHO MEC Wheel	3
-1	Gallipot & kidney dish (different sizes)	5 each
-2	Partograph chart	1
13	Partograph forms	100
14	Ambu kit (infants & adult)	2 Each
<del>1</del> 5	Pulse Oximeter	1

S/N Description	Quantity
1 Refrigerator (1 chest & 1 medium)	2
2 Microscope (monocular and binocular)	2 of each type
3 Manual centrifuge	5
4 Rough balance	2
Salhi Haemoglobinometer	3
6 Hot Air Oven	1
FURNITURE	
S/N Description	Quantity
1 Long bench	2
Working benches/platforms	As appropriate
3 Long stools	75
4 Tables	1
CHEMICAL AND REAGENTS	
S/N Description	Quantity / Bottles
1 Acetone	1 litre
2 Methyl alcohol	1 litre
3 Ethanol	1 litre
4 Sulphuric acid	1 litre
5 Hydrochloric acid	1 litre
Absolute alcohol	1 litre
7 Giemsa Stain	2 bottles
8 Lieshman Stain	2 bottles
9 Field Stain A	2 ,,
10 Field Stain B	2 "
11 Acetic acid	1 litre
12 Ethanol	1 ,,
13 Iodine Crystals	2 bottles
14 Methylene blue	2 ,,
15 Hydrogen Peroxide	2 ,,
16 Benedict Solution	2 ,,
17 Carbol Fucshin	2 ,,
CONSUMABLES/ Equipment/ Materials	

SN	Description	Quantity
1	Filter Paper	2 packs
2	Pocket Mask	2 ,,
3	Combi 2 for Protein test	2
4	Clinistix Strip Reagent	2
5	Glucometer	2
6	Urinometer	2
7	Spirit Lamp	10 pcs.
8	Glass Slide	2 packs
9	Cover Slips	2 ,,
10	Long Test Tubes	2 ,,
11	Conical Centrifuge Tubes	2 ,,
12	Taliquist Paper for HB	2 ,,
13	Cotton Wool	2 ,,
14	Lancet (Pricking Needles)	2 ,,
15	Kidney Dishes	5
16	First Aid Box	2
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## TEACHING STAFF REQUIRED QUALIFICATIONS

- a. B.Sc. or M.Sc. or P.HD.in Community Health
- b. ND & HND in Community Health plus: PGD/PGDE/PHCT in Community Health OR
- c. ND & HND in Community Health plus:

B.Sc. /M.Sc. in the following related specialization area;

- Health Education
- Primary Health Care
- Public Health
- Social Work/ Medical Sociology
- HIV/AIDs and STIs
- Maternal & Child Health (MCH)
- Reproductive Health
- Microbiology
- Parasitology/Entomology
- d. Must be a Registered Community Health Practitioner [RCHP].

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