



NATIONAL BOARD FOR TECHNICAL EDUCATION

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

NATIONAL DIPLOMA IN COMPLEMENTARY AND ALTERNATIVE MEDICINE CURRICULUM AND COURSE SPECIFICATIONS

DEVELOPED IN
COLLABORATION WITH

**FEDERAL COLLEGE OF COMPLEMENTARY AND ALTERNATIVE
MEDICINE, ABUJA**

JUNE, 2026

PREFACE

The National Board for Technical Education (NBTE) is pleased to present the new National Diploma (ND) and Higher National Diploma (HND) in Complementary and Alternative Medicine (CAM) Curricula and Course Specifications. These mark a landmark achievement in the Board's steadfast commitment to expanding the frontiers of Technical and Vocational Education and Training (TVET) in Nigeria, and to formally structuring the training and certification of practitioners in the vital and growing field of Complementary and Alternative Medicine.

The development of these new curricula was the product of an intensive and systematic process of needs assessment, curriculum design, and stakeholder validation. It brought together a distinguished team of CAM practitioners, academic scholars, health professionals, regulatory authorities, professional associations, and industry representatives, all united by a shared vision of producing competent, ethical, and globally relevant CAM diplomates from Nigerian TVET institutions. The result is a comprehensive set of course specifications that define clear learning outcomes, practical competencies, and professional standards for both the ND and HND levels of the programme.

I wish to express my deep and sincere appreciation to the Federal College of Complementary and Alternative Medicine (FEDCAM), Abuja, for generously sponsoring the curriculum development exercises that gave birth to these programmes. The management of FEDCAM showed exemplary institutional leadership and national commitment by providing the financial resources, logistical support, and enabling environment required to bring together the curriculum development team. Their sponsorship was not merely a financial contribution, but an investment in the future of CAM education and healthcare delivery in Nigeria. The Board is immensely grateful. Heartfelt gratitude is equally extended to all the stakeholders who participated in and contributed to the curriculum development process. Their dedication, expertise, and constructive engagement were the foundation upon which these new curricula were built.

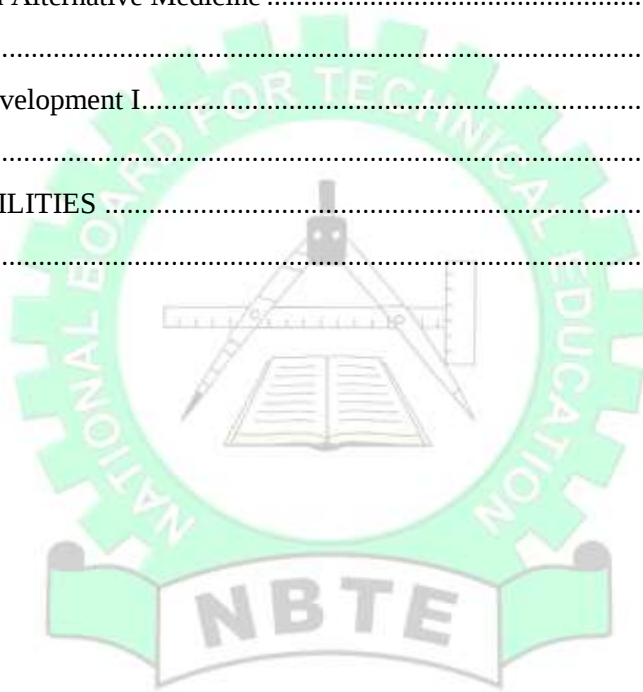
All TVET institutions that will offer ND and HND in CAM programmes are advised to adopt and implement these curricula with enthusiasm, ensuring that their students receive training that is rigorous, hands-on, and consistent with the contents of the curricula. They should foster strong linkages with the CAM industry to sustain relevance and ensure that the competencies being developed align with real-world professional practice. The NBTE remains firmly committed to its mandate of setting and maintaining standards for TVET in Nigeria, and to supporting institutions, students, and stakeholders in delivering programmes that contribute meaningfully to national development and the health and wellbeing of Nigerians.

Prof. Idris M. Bugaje
Executive Secretary
National Board for Technical Education,
Kaduna, Nigeria

Table of Contents

GENERAL INFORMATION	iv
CURRICULUM TABLE.....	x
YEAR ONE SEMESTER ONE	1
Human Anatomy and Physiology I	2
Basic Pharmacology	7
General Biochemistry	11
Introduction to Complementary and Alternative Medicine	15
YEAR ONE SEMESTER TWO	20
Human Anatomy and Physiology II.....	21
Basic Pathology	25
Introduction to Nigerian Indigenous Medicine	29
Herbal Medicine and Phytotherapy I.....	35
Principles of Holistic Diagnostics	40
Introduction to Naturopathy	45
Introduction to Chiropractic and Osteopathic Techniques	52
Communication and Patient Counseling in Complementary and Alternative Medicine.....	59
YEAR TWO SEMESTER ONE	64
Human Anatomy and Physiology III.....	65
Herbal Medicine and Phytotherapy II	69
Aromatherapy and Essential Oils	73
Homeopathy Fundamentals	79
Acupuncture	83

Complementary and Alternative Medicine Research Methodology I	88
Clinical Clerkship.....	93
YEAR TWO SEMESTER TWO.....	98
Complementary and Alternative Medicine in Chronic Disease Management	99
Complementary and Alternative Medicine First Aid and Emergency Care	103
Professional Practice and Ethics in Complementary and Alternative Medicine	108
Biofeedback and Energy Healing.....	112
Complementary and Alternative Medicine Business Development I.....	116
Introduction to Environmental Health.....	121
LIST OF MINIMUM RESOURCES/PHYSICAL FACILITIES	126
LIST OF WORKSHOP PARTICIPANTS	131



GENERAL INFORMATION

1.0 TITLE OF THE PROGRAMME

The title of the programme is National Diploma in Complementary and Alternative Medicine (CAM).

2.0 GOAL OF THE PROGRAMME

The National Diploma (ND) programme is designed to produce CAM middle-level manpower with appropriate and adequate knowledge, skills and attitude for effective delivery of healthcare services at the primary healthcare level.

3.0 OBJECTIVES OF THE PROGRAMME

At the end of the programme, the diplomates should be able to:

- i. Acquire a foundational knowledge of the major Complementary and Alternative Medicine systems, including their history, philosophies, and principles, with specific reference to Nigerian Traditional Medicine practices;
- ii. Assist the CAM Practitioners in the safe and effective application of core CAM therapies, ensuring all practices are evidence-informed;
- iii. Demonstrate a strong sense of professional ethics, safety, and legality relevant to the CAM practice in Nigeria;
- iv. Support the CAM Practitioners to conduct patient assessment and consultation and client interviews;
- v. Know medical histories, recognize contraindications, and know when to refer clients to conventional medical practitioners;
- vi. Promote an integrative approach to health that acknowledges the value of both conventional Western medicine and CAM, fostering the ability to collaborate with other healthcare professionals for improved patient outcomes;
- vii. Establish, manage, and promote small and medium enterprises within the Nigerian business environment;
- viii. Foster critical thinking and research literacy, enabling them to critically evaluate scientific literature on CAM;
- ix. Appreciate diverse health beliefs and healing practices across different ethnic groups in Nigeria, ensuring respectful and effective patient-centred care;
- x. Assist CAM Practitioners to apply the principles of holistic health and personalized wellness plans that address all aspects of well-being;
- xi. Participate in community health advocacy and educate their communities on preventive health measures, wellness strategies, and the safe use of complementary therapies, thereby contributing to public health in Nigeria.

4.0 ENTRY REQUIREMENTS

The general entry requirements for the ND in Complementary and Alternative Medicine are:

- i. Possession of Five (5) credits in English Language, Mathematics, Biology, Chemistry and Physics, in WASSCE/GCE/SSCE/NABTEB at not more than two sittings.
- ii. A minimum admissible score as approved by JAMB in the Unified Tertiary Matriculation Examination (UTME).

5.0 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 and Examinations).

6.0 CURRICULUM

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

- i. General Studies/Education
- ii. Foundation Courses
- iii. Core Courses
- iv. Students' Industrial Work Experience Scheme (SIWES).

The General Education component shall account for not more than 15% of total contact hours for the programme.

Foundation Courses: include courses in English Language, Biostatistics, and other subjects, from the sciences, humanities, or a combination of both. The number of hours will vary with the programme and may account for about 10-15% of the total contact hours.

Professional Courses: are courses, which give the student the theory and practical skills needed to practice in their field of specialization at the technical level. These may account for between 60-70% of the total contact hours of the programme.

Students' Industrial Work Experience Scheme (SIWES) shall take place during the long vacation following the end of the second semester of the first year. See details on SIWES.

7.0 CURRICULUM STRUCTURE

The structure of the ND programme consists of four semesters of Classroom, Laboratory, Field Trips and Workshop activities in the college and Students' Industrial Work Experience Scheme at the end of second semester of the first year.

Each semester shall be of 17 weeks' duration made up as follows: 15 contact weeks of teaching, lecture recitation and practical exercises, etc and 2 weeks for tests, quizzes, examinations and registration.

8.0 ACCREDITATION

The National Board for Technical Education (NBTE) 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 (NBTE), Plot "B", Bida Road, P.M.B. 2239, Kaduna, Nigeria.

9.0 CONDITION FOR PROGRESSION INTO NATIONAL DIPLOMA

9.1 The programme is terminal. However, students can progress into an HND programme having satisfied the following conditions:

- i. Satisfactory performance in all prescribed course work which may include class work, tests, quizzes.

- ii. Satisfactory performance during Clinical experience, laboratory work and fieldwork/community-based experience.
- iii. Satisfactory performance during SIWES
- iv. Satisfactory performance at all semester examinations.
- v. Satisfactory completion of final year project work.

9.2 Classification of Diploma

National Diploma (ND) shall be awarded in four classes as follows:

Distinction	CGPA of 3.50 and above
Upper Credit	CGPA of 3.00 – 3.49
Lower Credit	CGPA of 2.50 – 2.99
Pass	CGPA of 2.00 – 2.49

9.3 Grading of Courses:

Courses shall be graded as follows:

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

10.0 STAFFING REQUIREMENT

10.1 Headship of the Department

The HOD should be at least a Senior Lecturer. He should be qualified in the discipline/field of study and have post-qualification cognate experience in teaching, professional practice and educational management to guarantee to the Board that the department is being run efficiently and effectively. He must possess at least a HND in CAM or a Bachelor's Degree in CAM. Graduates of Medicine, Pharmaceutical, Basic Medical, and Allied Health Sciences must have relevant postgraduate qualifications in CAM and also be registered with the appropriate registration body or agency in Nigeria.

10.2 Core Teaching Staff

At the point of mounting the programme, there should be a minimum of four (4) teaching staff with Bachelor's Degree or HND in CAM, Medicine, Pharmacy, Nursing, Physiotherapy, Biomedical Sciences and other Life Sciences with additional Higher Degrees or certification in relevant CAM areas.

10.3 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. They should possess a minimum of a National Diploma in CAM Science/Medical Laboratory Technology and an HND in Science/Medical Laboratory Technology.

11.0 CAREER AND ACADEMIC PROSPECTS

11.1 Academic Progression

Holders of the ND are eligible for admission into HND or BSc CAM programme subject to the admission requirements of the admitting institution.

11.2 Career prospects

Holders of the ND can pursue careers in:

- i. Homeopathy;
- ii. Naturopathy;
- iii. Osteopathy;
- iv. Chiropractic;
- v. Wellness Consultancy;
- vi. Herbal Medicine Production and Marketing;
- vii. Aromatherapy;
- viii. Unani;
- ix. Teaching and Academic Services;
- x. NGOs, Wellness Centres and Community Health Services;
- xi. Acupuncture;
- xii. Energy Healing;
- xiii. CAM Clinics.



12.0 GUIDANCE NOTES FOR TEACHERS

12.1 The new curriculum is organized into unit courses. This is in keeping with the provisions of the National Policy on Education which stress the need to introduce the semester credit unit system 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.

12.2 In designing the units, the principle of the modular system by product has been adopted, and each of the professional modules, when completed provides students with technical and professional skills, which can be used for employment or self-reliance.

12.3 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 completes some of the courses or the graduates of the programme. This is a 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 submissions 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 standards and quality of education in the programmes offered throughout the TVET Institution system.

12.4 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 between theory and practice in the ratio of 70:30.

13.0 PRACTICAL LOG BOOK

The personal Logbook is to be kept by each student and 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.

14.0 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 three 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.

15.0 GUIDELINES ON SIWES PROGRAMME

For the smooth operation of the SIWES the following guidelines shall apply.

15.1 Grading of SIWES

To ensure uniformity of grading scales, the institution should ensure that the uniform grading of student's work, which has been agreed to by all TVET Institutions is adopted.

15.2 The Institution Based Supervisor

The institution-based supervisor should initial the log book during each visit. This will enable him to check and determine to what extent the objectives of the scheme are being met and to assist students having any problems regarding the specific assignments given to them by their industry-based supervisor.

15.3 Frequency of Visit

The institution should ensure that students placed on attachment are visited within one month of their placement. Other visits shall be arranged so that: There is another visit six weeks after the first visit; and.

A final visit in the last month of the attachment.

15.4 Responsibility for Placement of Students

Institution offering the ND programme shall arrange to place the students in industry. By the end of second semester of the first academic session, six copies of the master list showing where each student has been placed shall be submitted to the Executive Secretary, NBTE, who shall, in turn authenticate the list and forward it to the Industrial Training Fund, Jos.

The Placement Officer should discuss and agree with industry on the following:

- i. A task inventory of what the student is expected to experience during the period of attachment. It may be wise to adopt the one already approved for each field by the industry-based supervisor.
- ii. The evaluation of the student by the industry-based supervisor and the institution-based supervisor.
- iii. The final grading of the student during the period of attachment should be weighted more on the evaluation by industry-based supervisor.

15.5 Evaluation of Students during the SIWES

In the evaluation of the student, cognizance should be taken of the following items:

- i. Punctuality
- ii. Attendance
- iii. General Attitude to Work
- iv. Respect for authority
- v. Interest in the field/technical area
- vi. Technical competence as a potential technician in his field.
- vii. Team work

15.6 Stipend for Students in SIWES

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

15.7 SIWES as a Component of the Curriculum

The completion of SIWES is important in the final determination of whether the student is successful in the programme or not. Failure in SIWES is an indication that the student has not shown sufficient interest in the field or has no potential to become a skilled technician in the field. The SIWES should be graded on a 'Fail or Pass' basis. Where a student has satisfied all other requirements but failed SIWES he may only be allowed to repeat another four months SIWES at his/her own expense.

16.0 GUIDELINES ON MANDATORY SKILLS QUALIFICATIONS (MSQ)

Please, see the Guidelines for the Implementation of MSQ in Polytechnics in Nigeria, available on NBTE website (www.nbte.gov.ng/downloads).

CURRICULUM TABLE

Year I - Semester I

S/N	COURSE CODE	COURSE TITLE	L	T	P	CU	CH
1.	GNS 101	Use of English I	2	0	0	2	2
2.	GNS 111	Citizenship Education I	2	0	0	2	2
3.	COM 111	Introduction to Computing	2	0	2	4	4
4.	MSQ 111	Mandatory Skills Qualification	1	0	1	2	2
5.	CMH 111	Introduction to Primary Health Care	2	0	0	2	2
6.	STP 101	General Physics I	2	0	1	3	3
7.	STC 101	General Chemistry I	2	0	1	3	3
8.	STB 101	General Biology I	2	0	1	3	3
9.	CAM 111	Human Anatomy and Physiology I	2	0	2	4	4
10.	CAM 112	Basic Pharmacology	2	0	1	3	3
11.	CAM 113	General Biochemistry	1	0	1	2	2
12.	CAM 114	Introduction to Complementary and Alternative Medicine	2	0	2	4	4
TOTAL			22	0	12	34	34

Year I- Semester II

S/N	COURSE CODE	COURSE TITLE	L	T	P	CU	CH
1.	GNS 102	Communication in English I	2	0	0	2	2
2.	GNS 211	Citizenship Education II	1	0	1	2	2
3.	ENT 126	Introduction to Entrepreneurship I	2	0	1	3	3
4.	NUD 123	Introduction to Food Science and Nutrition	1	0	1	2	2
5.	CAM 121	Human Anatomy and Physiology II	1	0	1	2	2
6.	CAM 122	Basic Pathology	2	0	0	2	2
7.	CAM 123	Introduction to Nigerian Indigenous Medicine	2	0	1	3	3
8.	CAM 124	Herbal Medicine and Phytotherapy I	1	0	1	2	2
9.	CAM 125	Principles of Holistic Diagnostics	1	0	1	2	2
10.	CAM 126	Introduction to Naturopathy	1	0	1	2	2
11.	CAM 127	Introduction to Chiropractic and Osteopathic Techniques	1	0	1	2	2
12.	CAM 128	Communication and Patient Counseling in CAM	1	0	1	2	2
TOTAL			16	0	10	26	26

Year II- Semester I

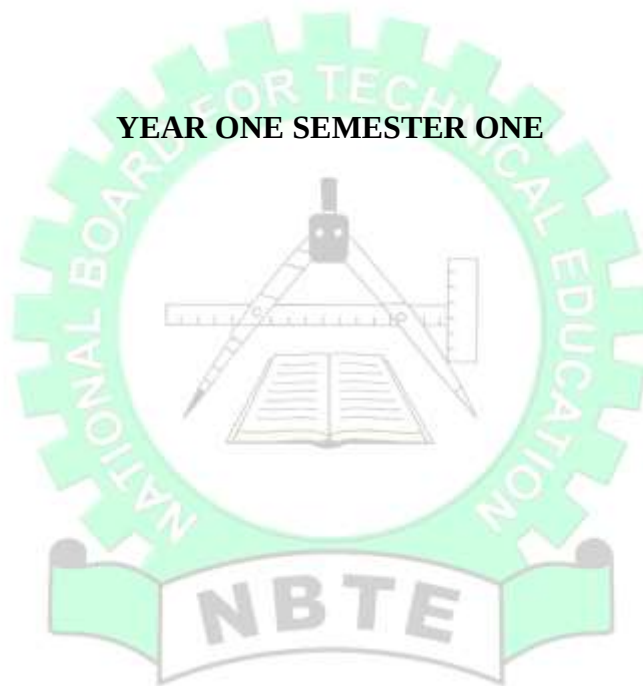
S/N	COURSE CODE	COURSE TITLE	L	T	P	CU	CH
1.	GNS 201	Use of English II	2	0	0	2	2
2.	ENT 216	Introduction to Entrepreneurship II	2	0	1	3	3
3.	GNS 213	Introduction to Medical Sociology	2	0	0	2	2
4.	CAM 211	Human Anatomy and Physiology III	1	0	2	3	3
5.	CAM 212	Herbal Medicine and Phytotherapy II	1	0	2	3	3
6.	CAM 213	Aromatherapy and Essential Oils	1	0	2	3	3
7.	CAM 214	Homeopathy Fundamentals	1	0	2	3	3
8.	CAM 215	Acupuncture	1	0	2	3	3
9.	CAM 216	Complementary and Alternative Medicine Research Methodology I	1	0	2	3	3
10.	CAM 217	Clinical Clerkship	1	0	2	3	3
11.	CAM 218	Students Industrial Work Experience (SIWES)	0	0	4	4	4
TOTAL			13	0	19	32	32

Year II- Semester II

S/N	COURSE CODE	COURSE TITLE	L	T	P	CU	CH
1.	GNS 202	Communication in English II	2	0	0	2	2
2.	STA 224	Biostatistics	1	0	0	2	2
3.	CMH 229	Referral and Outreach Services	1	0	2	3	3
4.	CAM 221	Complementary and Alternative Medicine in Chronic Disease Management.	1	0	2	3	3
5.	CAM 222	Complementary and Alternative Medicine First Aid and Emergency Care.	1	0	2	3	3
6.	CAM 223	Professional Practice and Ethics in CAM	2	0	0	2	2
7.	CAM 224	Biofeedback and Energy Healing	1	0	2	3	3
8.	CAM 225	Complementary and Alternative Medicine Business Development I	1	0	1	2	2
9.	CAM 226	Introduction to Environmental Health	1	0	1	2	2
10.	CAM 227	Research Project	0	0	4	4	4
TOTAL			11	0	14	26	26

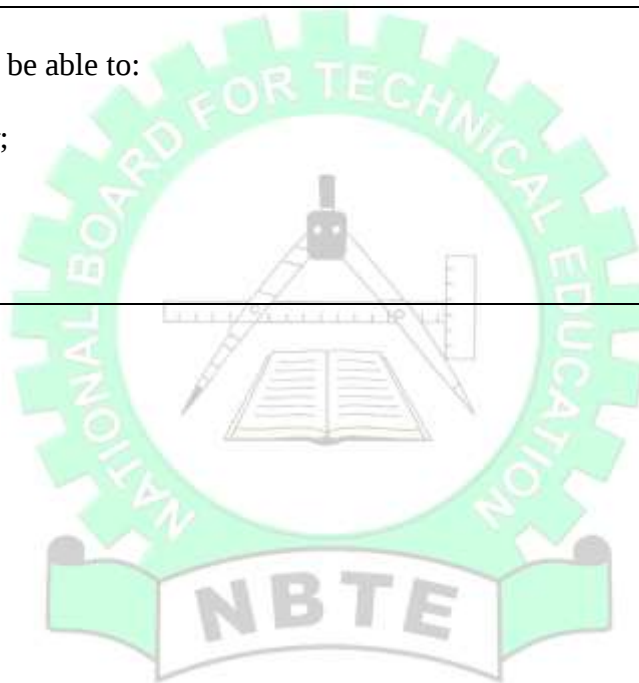
KEYS: L= Lecture (hours/week), T= Tutorials (hours/week) P= Practical (hours/week), CU - Credit Unit, CH - Contact Hours (hours/week).

YEAR ONE SEMESTER ONE



Human Anatomy and Physiology I

PROGRAMME: NATIONAL DIPLOMA IN COMPLEMENTARY AND ALTERNATIVE MEDICINE		
COURSE TITLE: HUMAN ANATOMY AND PHYSIOLOGY I.	COURSE CODE: CAM 111	CONTACT HOURS: 4Hrs/Week
	CREDIT UNIT: 4	THEORETICAL: 2Hrs/Week
YEAR: I SEMESTER: I	PRE-REQUISITE:	Practical: 2Hrs/Week
GOAL: This course is designed to equip students with basic knowledge of human anatomy and physiology.		
GENERAL OBJECTIVES: On completion of this course, the students 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 the lymphatic system.		



PROGRAMME: NATIONAL DIPLOMA IN COMPLEMENTARY AND ALTERNATIVE MEDICINE						
COURSE TITLE: HUMAN ANATOMY AND PHYSIOLOGY I		COURSE CODE: CAM 111			CONTACT HOURS: 4Hrs/Week	
		CREDIT UNIT: 4			THEORETICAL: 2Hrs/Week	
YEAR: I SEMESTER: I		PRE-REQUISITE:			Practical: 2Hrs/Week	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to equip students with basic knowledge of human anatomy and physiology.						
GENERAL OBJECTIVE 1.0: Understand human anatomy and physiology.						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher's Activities	Resources	Specific Learning Outcome	Teacher's Activities	Resources
1-2	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, organs, systems.	- Explain anatomy, physiology and the relationship between them. - Explain the following terms: ✓ Cell ✓ Tissue ✓ Organs ✓ Systems	Relevant Publications, Audio-visuals (video, compact disc, DVD, Internet). Relevant Textbooks			
GENERAL OBJECTIVE 2.0: Know the various systems of the human body.						
3-4	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 - Male ✓ reproductive system	Relevant Publications Audio-visuals (video, compact disc, DVD, Internet). Relevant Textbooks, etc.			

		✓ Female Reproductive System ✓ Special Senses ✓ Endocrine System ✓ Integumentary System ✓ Nervous System ✓ lymphatic system etc.				
GENERAL OBJECTIVE 3.0: Understand the cardiovascular system.						
5-6	3.1 Define the cardiovascular system. 3.2 State the functions of cardiovascular system. 3.3 List the organs/components of the cardiovascular system. 3.4 Explain the classification of the Blood vessels. 3.5 Describe the human heart. 3.6 Explain the types of blood circulation. 3.7 Describe the human blood. 3.8 Describe the body fluids. 3.9 Explain the types of blood cells.	• Explain cardiovascular system. • Explain the functions of cardiovascular system. • Explain the organs/components of the cardiovascular system: - Blood Vessels -Heart etc. • Explain the human heart. • Explain the classification of blood vessels. • Describe the human heart. • Explain the types of blood circulation. • Arterial Venous. ✓ Coronary -Pulmonary. • Explain the human blood. • Explain body fluids. • Explain the types of blood cells -RBC -WBC	Relevant Publications Audio-visuals (video, compact disc, DVD, Internet). Relevant Textbooks, Journals/Publications, Audio-Visual Materials	• Identify the following: ✓ Chambers of the heart ✓ Major arteries ✓ Major Veins ✓ Human heart.	Guide students to • Carry out Practical on anatomy and physiology. • Draw and label the human heart.	Anatomy and Physiology Practical books and Models

		-Platelets etc.				
GENERAL OBJECTIVE 4.0: Understand the skeletal system.						
7-8	4.1 State the functions of skeletal system. 4.2 List the various bones of the human skeletal system. 4.3 List the cavities of the human body: i Cranial Cavity Thoracic ii Pelvic Cavity Abdominal Cavity etc. 4.3 Explain the Human skeletal system.	- State the functions of skeletal system. - Explain the various bones of the human skeletal system. - Explain the cavities of the human body: ✓ Cranial Cavity ✓ Thoracic ✓ Pelvic Cavity ✓ Abdominal Cavity etc. - Explain the Human skeletal system	Relevant Publications, Audio-visuals (video, compact disc, DVD, Internet). Relevant Textbooks, Journals/Publications, Audio-Visual Materials	- Identify different components of the skeletal system. - Draw a well labelled Human skeletal system.	Guide students to - Carry out practical session on the respiratory and lymphatic system. - Draw the Human skeletal system and label it.	Anatomy and Physiology, Practical books and Models
GENERAL OBJECTIVE 5.0: Understand the respiratory system.						
9-11	5.1 Define Respiration. 5.2 List the components of the respiratory system. 5.3 State the functions of the respiratory system. 5.4 Explain the mechanism of respiration.	- Explain Respiration. - Explain the components of the respiratory system. - Explain the functions of the respiratory system. - Explain the mechanism of respiration.	Publications Audio-visuals (video, compact disc, DVD, Internet) Relevant Textbooks.	- Identify components of the respiratory system. - Demonstrate how the respiratory system works. - Draw a well labelled respiratory system.	Guide students to - Identify components of the respiratory system. - Demonstrate how the respiratory system works. - Draw a well labelled respiratory system.	Practical books and Models, Audio visual animations, Charts.

GENERAL OBJECTIVE 6.0: Understand the lymphatic system.

12-15	6.1 Define lymphatic system. 6.2 List the Organs of the lymphatic system. 6.3 State the functions of the lymphatic system. 6.4 Explain the composition of lymph. 6.5 Explain the components of the lymphatic system.	• Explain lymphatic system. • Explain the Organs of the lymphatic system. • Explain the functions of the lymphatic system. • Explain composition of Lymph. • Explain the Components of the lymphatic system.	Publications Audio-visuals (video, compact disc, DVD, Internet) Relevant Textbooks.	• Identify the following: ✓ Components of the lymphatic system ✓ Major circulatory system of the lymphatic system. • Draw a well-labelled the lymphatic system.	Guide students to ✓ Identify components of the lymphatic system ✓ Identify major circulatory system of the lymphatic system. ✓ Draw and label the lymphatic system.	Practical books and Models Audio visual animations Charts
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COURSE ASSESSMENT:

Course work: 10%

Test/Assignments: 10%

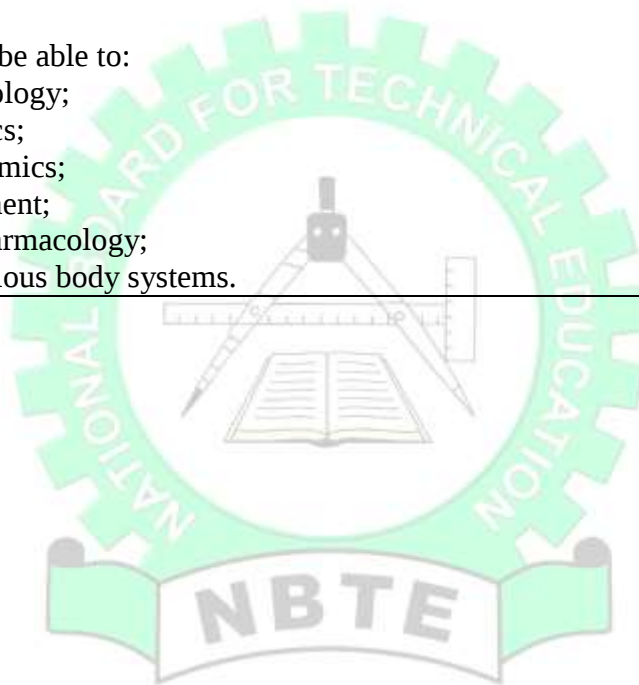
Practical: 40%

Examination: 40%

Total: 100%

Basic Pharmacology

PROGRAMME: NATIONAL DIPLOMA IN COMPLEMENTARY AND ALTERNATIVE MEDICINE		
COURSE TITLE: BASIC PHARMACOLOGY	COURSE CODE: CAM 112	CONTACT HOURS: 3Hrs/Week
	CREDIT UNIT: 3	THEORETICAL: 2Hrs/Week
YEAR: I SEMESTER: I	PRE-REQUISITE:	Practical: 1Hr/Week
GOAL: This course is designed to provide students with fundamental knowledge of pharmacological principles, including drug actions, interactions, and therapeutic uses.		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Understand the general principles of pharmacology; 2.0 Comprehend the processes of pharmacokinetics; 3.0 Understand the mechanisms of pharmacodynamics; 4.0 Know the sources of drugs and drug development; 5.0 Understand the autonomic nervous system pharmacology; 6.0 Know the major classes of drugs affecting various body systems.		



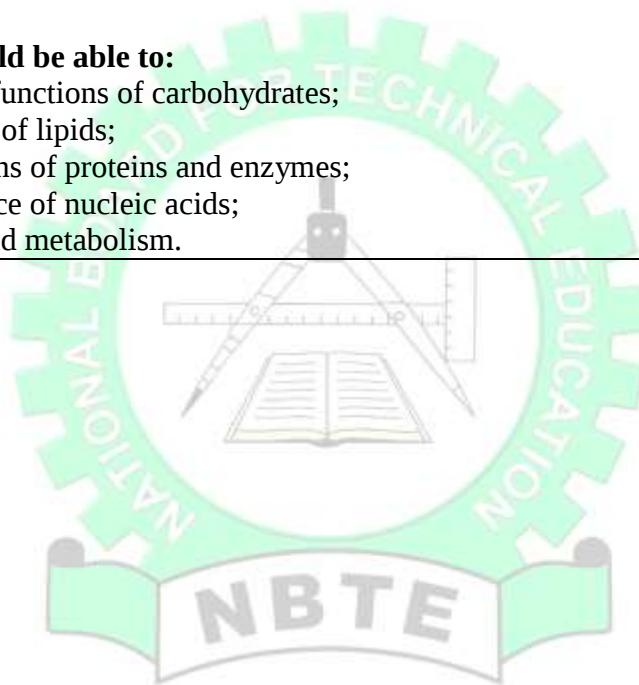
PROGRAMME: NATIONAL DIPLOMA IN COMPLEMENTARY AND ALTERNATIVE MEDICINE						
COURSE TITLE: BASIC PHARMACOLOGY		COURSE CODE: CAM 112			CONTACT HOURS: 3Hrs/Week	
		CREDIT UNIT: 3			THEORETICAL: 2Hrs/Week	
YEAR: I SEMESTER: I		PRE-REQUISITE:			Practical: 1Hr/Week	
COURSE SPECIFICATION: THEORETICAL						
GOAL: This course is designed to equip students with fundamental knowledge of pharmacological principles, including drug actions, interactions, and therapeutic uses.						
GENERAL OBJECTIVE 1.0: Understand the general principles of pharmacology.						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher's Activities	Resources	Specific Learning Outcome	Teacher's Activities	Resources
1-2	1.1 Define key terms: pharmacology, drug, pharmacy, toxicology. 1.2 Differentiate between generic name, trade name, and chemical name of drugs. 1.3 Explain drug receptors and distribution in the body.	- Define key terms: pharmacology, drug, pharmacy, toxicology. - Differentiate between generic name, trade name, and chemical name of drugs. - Explain drug receptors and distribution in the body.	Journals/Publications Audio-visuals (video, compact disc, DVD, Internet) Relevant Textbooks.			
GENERAL OBJECTIVE 2.0: Comprehend the processes of pharmacokinetics.						
3-4	2.1 Define Pharmacokinetics. 2.2 Explain the processes of Absorption, Distribution, Metabolism, and Excretion (ADME). 2.3 Describe the concept of bioavailability and half-life.	- Explain Pharmacokinetics - Explain the processes of Absorption, Distribution, Metabolism, and Excretion (ADME). - Describe the concept	Journals/Publications Audio-visuals (video, compact disc, DVD, Internet) Relevant Textbooks.			

		of bioavailability and half-life.				
GENERAL OBJECTIVE 3.0: Understand the mechanisms of pharmacodynamics.						
5-6	3.1 Define pharmacodynamics. 3.2 Explain mechanisms of drug action (receptors, enzymes, non-specific). 3.3 Define agonist, antagonist, potency, Synergism and efficacy.	- Define pharmacodynamics - Explain mechanisms of drug action (receptors, enzymes, non-specific). - Define agonist, antagonist, potency, Synergism and efficacy.	Journals/Publications Audio-visuals (video, compact disc, DVD, Internet) Relevant Textbooks.			
GENERAL OBJECTIVE 4.0: Know the sources of drugs and drug development.						
7-10	4.1 Explain the concept of drug development. 4.2 List the sources of drugs: synthetic, plant, animal, mineral, microbial. 4.3 Explain extractive processes involved in drug development. 4.4 Outline the basic stages of new drug development.	- Explain the concept of drug development. - List the sources of drugs: synthetic, plant, animal, mineral, microbial. - Explain extractive processes involved in drug development. - Outline the basic stages of new drug development.	Journals/Publications Audio-visuals (video, compact disc, DVD, Internet) Relevant Textbooks.	- Identify sources of drugs - Demonstrate the processes of extraction and separation technique of drugs.	- Identify sources of drugs - Demonstrate the processes of extraction and separation technique of drugs.	Audio-visual, Charts
GENERAL OBJECTIVE 5.0: Understand the autonomic nervous system pharmacology.						
11-12	5. 1 Describe the sympathetic and parasympathetic nervous systems. 5. 2 Classify drugs into adrenergic and cholinergic. 5. 3 Classify drugs into agonists and antagonists.	- Explain the sympathetic and parasympathetic nervous systems. - Classify drugs into adrenergic and cholinergic.	Journals/Publications Audio-visuals (video, compact disc, DVD, Internet) Relevant Textbooks.			

		Classify drugs into agonists and antagonists.				
GENERAL OBJECTIVE 6.0: Know the major classes of drugs affecting various body systems.						
13-15	6.1 Outline the different drug classes: Analgesics and Antibiotics. Cardiovascular drugs and Gastrointestinal drugs. 6.2 Explain general uses and major side effects of the above. 6.3 Outline general essential drugs list in Nigeria. 6.4 Explain the concept of drug revolving scheme in Nigeria.	- Explain the different drug classes: Analgesics and Antibiotics. - Explain the different drug classes: Cardiovascular drugs and Gastrointestinal drugs. - Explain general uses and major side effects of the above. - Outline general essential drugs list in Nigeria. - Explain the concept of drug revolving scheme in Nigeria.	Journals/Publications Audio-visuals (video, compact disc, DVD, Internet) Relevant Textbooks.			
COURSE ASSESSMENT: Course work: 10% Test/Assignments: 10% Practical: 40% Examination: 40% Total: 100%						

General Biochemistry

PROGRAMME: NATIONAL DIPLOMA IN COMPLEMENTARY AND ALTERNATIVE MEDICINE		
COURSE TITLE: GENERAL BIOCHEMISTRY	COURSE CODE: CAM 113	CONTACT HOURS: 2Hrs/Week
	CREDIT UNIT: 2	THEORETICAL: 1Hr/Week
YEAR: I SEMESTER: I	PRE-REQUISITE:	Practical: 1Hr/Week
GOAL: This course is designed to equip students with a foundational understanding of general biochemistry.		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Comprehend the structure, classification, and functions of carbohydrates; 2.0 Understand the structure, properties, and roles of lipids; 3.0 Know the structure, classification, and functions of proteins and enzymes; 4.0 Understand the nature, function, and importance of nucleic acids; 5.0 Comprehend the principles of bioenergetics and metabolism.		



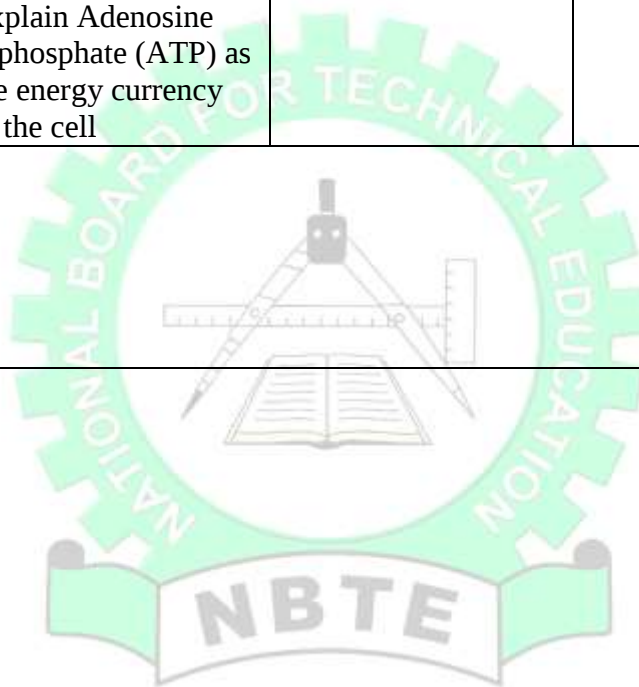
PROGRAMME: NATIONAL DIPLOMA IN COMPLEMENTARY AND ALTERNATIVE MEDICINE						
COURSE TITLE: GENERAL BIOCHEMISTRY		COURSE CODE: CAM 113			CONTACT HOURS: 2Hrs/Week	
		CREDIT UNIT: 2			THEORETICAL: 1Hr/Week	
YEAR: I SEMESTER: I		PRE-REQUISITE:			Practical: 1Hr/Week	
COURSE SPECIFICATION: THEORETICAL						
GOAL: This course is designed to equip students with a foundational understanding of general biochemistry.						
GENERAL OBJECTIVE 1.0: Comprehend the structure, classification, and functions of carbohydrates.						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher's Activities	Resources	Specific Learning Outcome	Teacher's Activities	Resources
1-3	1.1 Describe the basic structures and chemistry of carbohydrates. 1.2 Classify carbohydrates (mono-, di-, poly-saccharides). 1.3 Explain the biological importance of mono-, di-, poly-saccharides.	- Describe the basic structures and chemistry of carbohydrates. - Explain the classification of carbohydrates - Explain the biological importance of mono-, di-, poly-saccharides.	Journals/Publications Audio-visuals (video, compact disc, DVD, Internet) Relevant Textbooks.	Test for carbohydrates	Guide students to: Test for carbohydrates	Laboratory Manual, Reagents, Chemicals Kits, Glass wares, pH Meter, Test Strips.
GENERAL OBJECTIVE 2.0: Understand the structure, properties, and roles of lipids.						
4-6	2.1 Describe the basic structures of lipids. 2.2 Classify lipids into simple, compound and derived lipids. 2.3 Explain the concept of saturated versus unsaturated fats.	- Describe the basic structures of lipids. - Classify lipids into simple, compound and derived lipids. - Explain the concept of saturated versus unsaturated fats.	Journals/Publications Audio-visuals (video, compact disc, DVD, Internet) Relevant Textbooks.	Test for Lipids	Guide students to: Test for Lipids	laboratory Manual, Reagents, Chemicals Kits, Glass wares, pH Meter, Test Strips.

GENERAL OBJECTIVE 3.0: Know the structure, classification, and functions of proteins and enzymes.						
7-9	3.1 Describe amino acids as building blocks of proteins. 3.2 Explain the levels of protein structure. 3.3 Define enzymes and factors affecting their activity. 3.4 Enumerate the classes of enzymes and their levels.	- Describe amino acids as building blocks of proteins. - Explain the levels of protein structure. - Explain the definition of enzymes and factors affecting their activity. - Enumerate the classes of enzymes and their levels.	Journals/Publications Audio-visuals (video, compact disc, DVD, Internet) Relevant Textbooks.	- Identify Amino acids - Identify classes of enzymes	Guide students to - Identify Amino acids - Identify classes of enzymes	laboratory Manual, Reagents, Chemicals Kits, Glass wares, pH Meter, Test Strips.
GENERAL OBJECTIVE 4.0: Understand the nature, function, and importance of nucleic acids.						
10-12	4.1 Describe the chemistry of nucleotides, nucleosides, and nucleic acids. 4.2 Differentiate between DNA and RNA. 4.3 State the role of DNA in heredity and protein synthesis.	- Describe the chemistry of nucleotides, nucleosides, and nucleic acids. - Describe the differences DNA and RNA. - Explain the role of DNA in heredity and protein synthesis.	Relevant Textbooks Publications Audio-visuals (video, compact disc, DVD, Internet) Relevant Textbooks.	Draw the structure nucleic acids	Guide students to: Draw the structure nucleic acids	Video simulation, Models.
GENERAL OBJECTIVE 5.0: Comprehend the principles of bioenergetics and metabolism.						
13-15	5. 1 Outline the basic steps of glycolysis and Krebs cycle. 5. 2 Describe some metabolic pathways: oxidative phosphorylation, gluconeogenesis, beta-	- Outline the basic steps of glycolysis, and Krebs cycle. - Describe some metabolic pathways: oxidative	Journals/Publications Audio-visuals (video, compact disc, DVD, Internet) Relevant Textbooks.			

	oxidation. 5. 3 Explain the principles of bioenergetics. 5. 4 Explain the principle of energy metabolism. 5. 5 Explain adenosine triphosphate (ATP) as the energy currency of the cell.	phosphorylation, gluconeogenesis, beta-oxidation. • Explain the principles of bioenergetics. • Explain the principle of energy metabolism. • Explain Adenosine triphosphate (ATP) as the energy currency of the cell				
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COURSE ASSESSMENT:

Course work:	10%
Test/Assignments:	10%
Practical:	40%
Examination:	40%
Total:	100%



Introduction to Complementary and Alternative Medicine

PROGRAMME: NATIONAL DIPLOMA IN COMPLEMENTARY AND ALTERNATIVE MEDICINE		
COURSE TITLE: INTRODUCTION TO COMPLEMENTARY AND ALTERNATIVE MEDICINE	COURSE CODE: CAM 114	CONTACT HOURS: 4Hrs/Week
	CREDIT UNIT: 4	THEORETICAL: 2Hrs/Week
YEAR: I SEMESTER: I	PRE-REQUISITE:	Practical: 2Hrs/Week
GOAL: This foundational course is designed to equip students with knowledge and skills on Complementary and Alternative Medicine (CAM), its historical roots, global relevance, and ethical considerations—with a focus on Nigerian healthcare integration.		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Understand CAM and distinguish it from conventional medicine; 2.0 Trace the historical development of CAM systems (Traditional African Medicine, Ayurveda, Homeopathy, etc.); 3.0 Understand legal and ethical frameworks governing CAM practice in Nigeria; 4.0 Know the integration of CAM into Nigerian Healthcare.		

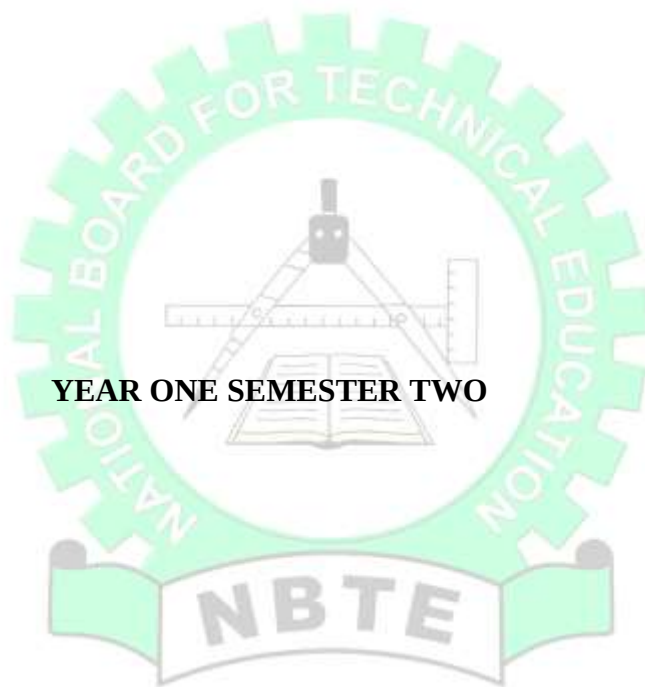


PROGRAMME: NATIONAL DIPLOMA IN COMPLEMENTARY AND ALTERNATIVE MEDICINE						
COURSE TITLE: INTRODUCTION TO COMPLEMENTARY AND ALTERNATIVE MEDICINE		COURSE CODE: CAM 114		CONTACT HOURS: 4Hrs/Week		
		CREDIT UNIT: 4		THEORETICAL: 2Hrs/Week		
YEAR: I SEMESTER: I		PRE-REQUISITE:		Practical: 2Hrs/Week		
COURSE SPECIFICATION: THEORETICAL						
GOAL: This foundational course is designed to equip students with knowledge and skills on Complementary and Alternative Medicine (CAM), its historical roots, global relevance, and ethical considerations—with a focus on Nigerian healthcare integration.						
GENERAL OBJECTIVE 1.0: Understand CAM and distinguish it from conventional medicine.						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher's Activities	Resources	Specific Learning Outcome	Teacher's Activities	Resources
1-3	1.1 Define CAM 1.2 Define conventional medicine (biomedicine) 1.3 Define traditional medicine. 1.4 Explain the historical evolution of CAM globally. 1.5 Highlight the key milestones in CAM 1.6 Highlight the key milestones in Traditional African Medicine (TAM). 1.7 Describe global perspectives: WHO’s role in CAM integration.	• Explain CAM • Explain conventional medicine (biomedicine) • Explain traditional medicine • Explain the historical evolution of CAM globally. • Highlight the key milestones in CAM • Highlight the key milestones in Traditional African Medicine (TAM). • Describe global perspectives: WHO’s role in CAM integration.	Relevant Publications Audio-visuals (video, compact disc, DVD, Internet). Relevant Textbooks			
GENERAL OBJECTIVE 2.0: Trace the historical development of CAM systems (Traditional African Medicine, Ayurveda, Homeopathy etc)						

4-7	2.1 Explain the history of Traditional African Medicine (TAM). 2.2 Explain the principles of Traditional African Medicine. 2.3 Explain the practice of Traditional African Medicine. 2.4 Describe the basic principles of Ayurveda, acupuncture Doshas, Panchakarma, herbal treatments. 2.5 Explain the basic principles of manual manipulative medicine. 2.6 Explain the basic principles of Homeopathy "Like cures like," potentization, remedies. 2.7 Explain the basic principles of Naturopathy Hydrotherapy, nutrition, lifestyle medicine. 2.8 Explain the principles of Unani medicine. 2.9 Explain the principles of Nigerian Indigenous Medicine.	• Explain the history of Traditional African Medicine (TAM). • Explain the principles of Traditional African Medicine. • Explain the practice of Traditional African Medicine. • Describe the basic principles of Ayurveda, acupuncture Doshas, Panchakarma, herbal treatments. • Explain the basic principles of manual manipulative medicine. • Explain the basic principles of Homeopathy "Like cures like," potentization, remedies. • Explain the basic principles of Naturopathy Hydrotherapy, nutrition, lifestyle medicine. • Explain the principles of Unani medicine. • Explain the principles of Nigerian	Relevant Publications Audio-visuals (video, compact disc, DVD, Internet). Relevant Textbooks			
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		Indigenous Medicine.				
GENERAL OBJECTIVE 3.0: Know legal and ethical frameworks governing CAM practice in Nigeria.						
8-11	3.1 Explain the role of Federal and State Ministries of Health in CAM regulation. 3.2 Discuss the role of NBTE in maintaining standards of training for CAM 3.3 Discuss the role of WHO and WAHO in relation to CAM practices. 3.4 Discuss the role of Professional Associations in relation to CAM practices. 3.5 Explain Traditional, Complementary, and Alternative Medicine policies. 3.6 Discuss ethical dilemmas (e.g., false claims, patient safety, cultural sensitivity).	• Explain NAFDAC's role in herbal medicine regulation. • Explain Traditional, Complementary, and Alternative Medicine policies. • Explain ethical dilemmas (e.g., false claims, patient safety, cultural sensitivity).	Relevant Publications Audio-visuals (video, compact disc, DVD, Internet). Relevant Textbooks			
GENERAL OBJECTIVE 4.0: Understand the National Policy on the Integration of CAM into Nigerian Healthcare.						
12-15	4.1 Explain National Policy on Traditional Medicine. 4.2 Explain National Policy on CAM 4.3 Discuss NAFDAC role in drug regulation and control. 4.4 Discuss the role of Standards Organisation of Nigeria (SON), Nigerian Institute for Pharmaceutical Research Development (NIPRD), Nigeria Natural Medicine Development Agency (NNMDA), Nigerian	• Explain National Policy on Traditional Medicine. • Explain National Policy on CAM • Explain NAFDAC role in drug regulation and control. • Explain the role of Standards Organisation of Nigeria (SON), Nigerian Institute for	Relevant Publications Audio-visuals (video, compact disc, DVD, Internet). Relevant Textbooks, Guest speaker (CAM practitioner or NAFDAC official).			

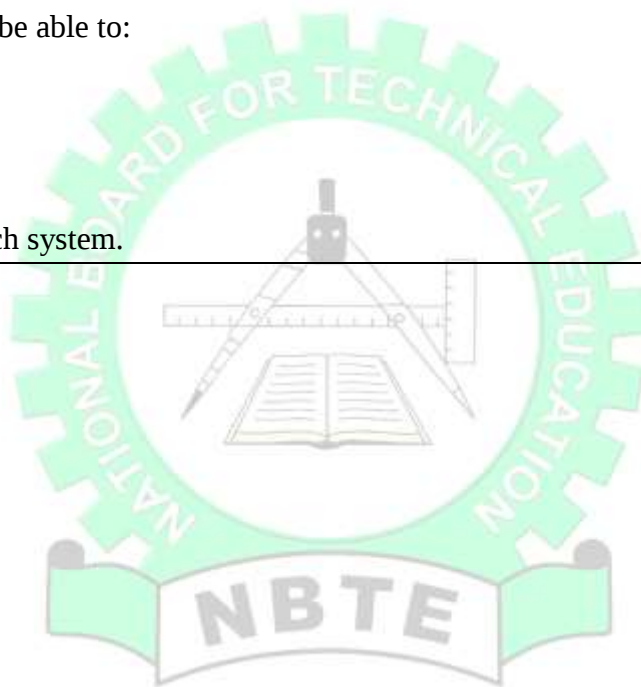
	Institute of Medical Research (NIMR) and other relevant agencies in CAM practice. 4.5 Explain the benefits/drawbacks of CAM-conventional medicine collaboration. 4.6 Explain challenges of CAM in Nigeria: Standardization, research gaps, quackery etc.	Pharmaceutical Research Development (NIPRD), Nigeria Natural Medicine Development Agency (NNMDA), Nigerian Institute of Medical Research (NIMR) and other relevant agencies in CAM practice. • Explain the benefits/drawbacks of CAM-conventional medicine collaboration. • Explain challenges: Standardization, research gaps, quackery.				
COURSE ASSESSMENT: Course work: 20% Test/Assignments: 20% Examination: 60% Total: 100%						



YEAR ONE SEMESTER TWO

Human Anatomy and Physiology II

PROGRAMME: NATIONAL DIPLOMA IN COMPLEMENTARY AND ALTERNATIVE MEDICINE		
COURSE TITLE: HUMAN ANATOMY AND PHYSIOLOGY II	COURSE CODE: CAM 121	CONTACT HOURS: 2Hrs/Week
	CREDIT UNIT: 2	THEORETICAL: 1Hr/Week
YEAR: I SEMESTER: II	PRE-REQUISITE:	Practical: 1Hr/Week
GOAL: This course is designed to equip students with basic knowledge of human anatomy and physiology.		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Understand the gastrointestinal system; 2.0 Understand the urinary system; 3.0 Understand the reproductive system; 4.0 Understand the endocrine system; 5.0 Identify disease conditions associated with each system.		



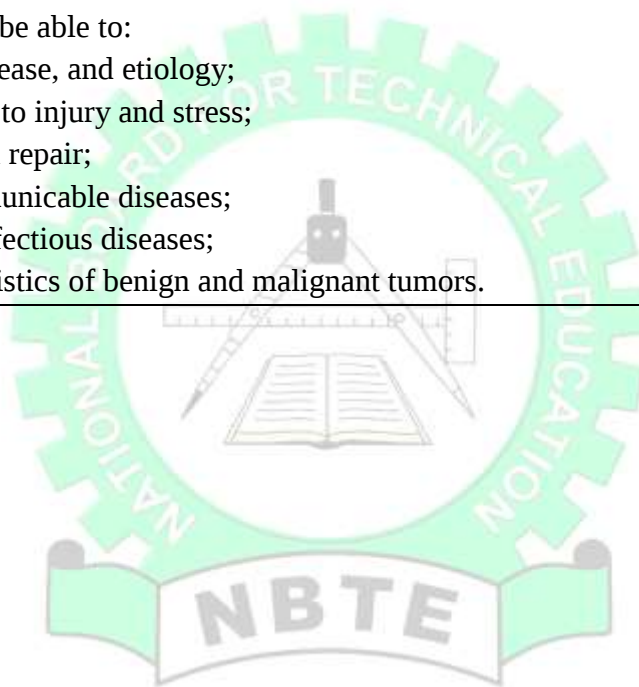
PROGRAMME: NATIONAL DIPLOMA IN COMPLEMENTARY AND ALTERNATIVE MEDICINE						
COURSE TITLE: HUMAN ANATOMY AND PHYSIOLOGY II		COURSE CODE: CAM 121			CONTACT HOURS: 2Hrs/Week	
		CREDIT UNIT: 2			THEORETICAL: 1Hr/Week	
YEAR: I SEMESTER: II		PRE-REQUISITE:			Practical: 1Hr/Week	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to equip students with basic knowledge of human anatomy and physiology.						
GENERAL OBJECTIVE 1.0: Understand the gastrointestinal system.						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher's Activities	Resources	Specific Learning Outcome	Teacher's Activities	Resources
1-3	1.1 Define the gastrointestinal system. 1.2 Describe the gastrointestinal System. 1.3 State the functions of gastrointestinal system, e.g. Absorption, Elimination etc. 1.4 List the organs components of the gastrointestinal system. 1.5 Describe the mechanism of food digestion and absorption with associated enzymes.	• Explain gastrointestinal system • Describe the gastrointestinal System • Explain the functions of gastrointestinal system. • Explain the organs /components of the gastrointestinal system. ✓ Stomach, ✓ Salivary glands, ✓ Intestines • Describe the mechanism of food digestion and absorption with associated enzymes.	Text books, Models, Anatomical models, posters	• Draw a well labelled Gastrointestinal system	Guide students to: • Draw a well labelled Gastrointestinal system	Anatomical models, posters
GENERAL OBJECTIVE 2.0: Understand the urinary system.						
4-6	2.1 Define the urinary system. 2.2 State the functions of urinary system. 2.3 List the organs/components	• Explain the urinary system • Explain the functions of urinary system. • Explain the	Text books, Models, Anatomical models,	• Draw a well labelled nephron of the kidney.	Guide students to: • Draw a well labelled nephron of the	Anatomical models, posters

	of the urinary System. 2.4 Explain the functions of the organs explained in 2.3 above. 2.5 Describe the nephron of the kidney. 2.6 Explain the mechanism and stages of urine formation.	organs/components of the urinary system. • Explain the functions of the organs explained above. • Describe the nephron of the kidney. • Explain the mechanism and stages of urine formation.	posters		kidney.	
GENERAL OBJECTIVE 3.0: Understand the reproductive system.						
7-8	3.1 Define the reproductive system. 3.2 State the functions of reproductive system. 3.3 Explain the Organs components of the reproductive system. 3.4 Explain the functions of the organs explained in 3.3, above. 3.5 Enumerate organs associated with reproductive system.	• Define the reproductive system • Explain the functions of the reproductive system. • Explain the Organs/Components of the reproductive system. • Explain the functions of the organs explained. • above • Explain the organs associated with reproductive system.	Text books, Models, Anatomical models, posters.	• Draw a well labelled reproductive system.	Guide students to: • Draw a well labelled reproductive system.	Anatomical models, posters
GENERAL OBJECTIVE 4.0: Understand the endocrine system.						
9-10	4.1 Define the endocrine system. 4.2 State the functions of endocrine system. 4.3 List the organs or components of the endocrine System (Endocrine glands and their hormones). 4.4 Explain the functions of the endocrine glands and the	• Explain the endocrine system and its functions. • Explain the organs/components of the endocrine System (Endocrine glands and their hormones). • Explain the functions of the endocrine glands and the hormones. • Explain differences	Text books, Models, Anatomical models, posters.	• Draw a well labelled endocrine system.	Guide students to: • Draw a well labelled endocrine system.	Anatomical models, posters

	hormones explained in above. 4.5 Differentiate between endocrine and exocrine glands. 4.6 Enumerate organs associated with endocrine system.	between endocrine and exocrine glands with examples. • Explain organs associated with endocrine system.				
GENERAL OBJECTIVE 5.0: Identify disease conditions associated with each system.						
11-15	5. 1 Define Etiology. 5. 2 List common diseases associated with nervous, muscular, and integumentary systems. 5. 3 Explain the etiology of disease conditions associated with each system in 5.1 above.	• Explain common diseases associated with nervous, muscular, and integumentary systems. • Explain etiology of disease conditions associated with each system above.				
COURSE ASSESSMENT: Course work: 10% Test/Assignments: 10% Practical: 40% Examination: 40% Total: 100%						

Basic Pathology

PROGRAMME: NATIONAL DIPLOMA IN COMPLEMENTARY AND ALTERNATIVE MEDICINE		
COURSE TITLE: BASIC PATHOLOGY	COURSE CODE: CAM 122	CONTACT HOURS: 2Hrs/Week
	CREDIT UNIT: 2	THEORETICAL: 2Hrs/Week
YEAR: I SEMESTER: II	PRE-REQUISITE:	Practical: 0
GOAL: This course is designed to provide students with a foundational understanding of the mechanisms and patterns of diseases.		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Understand the general concepts of health, disease, and etiology; 2.0 Know the body's cellular and tissue responses to injury and stress; 3.0 Understand the processes of inflammation and repair; 4.0 Know common communicable and non-communicable diseases; 5.0 Understand the pathophysiological basis of infectious diseases; 6.0 Know the concepts of neoplasia and characteristics of benign and malignant tumors.		



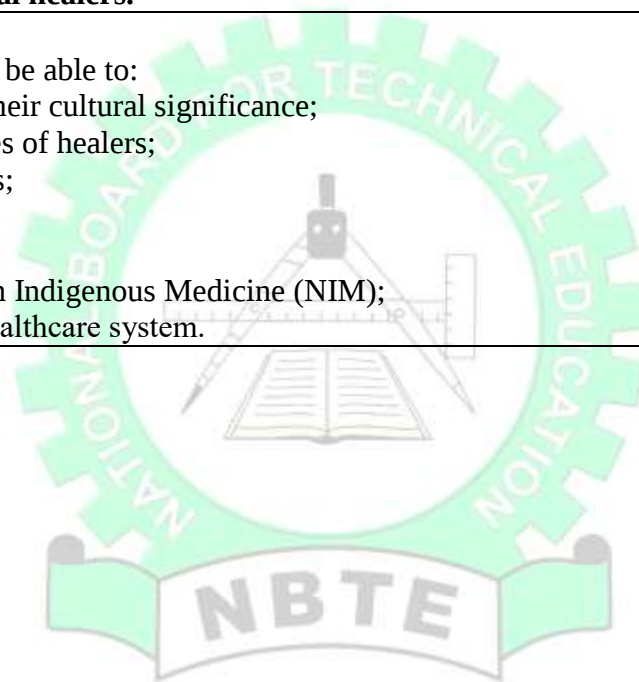
PROGRAMME: NATIONAL DIPLOMA IN COMPLEMENTARY AND ALTERNATIVE MEDICINE						
COURSE TITLE: BASIC PATHOLOGY			COURSE CODE: CAM 122		CONTACT HOURS: 2Hrs/Week	
			CREDIT UNIT: 2		THEORETICAL: 2Hrs/Week	
YEAR: I SEMESTER: II			PRE-REQUISITE:		Practical: 0	
COURSE SPECIFICATION: THEORETICAL						
GOAL: This course is designed to equip students with a foundational understanding of the mechanisms and patterns of diseases.						
GENERAL OBJECTIVE 1.0: Understand the general concepts of health, disease, and etiology.						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher's Activities	Resources	Specific Learning Outcome	Teacher's Activities	Resources
1-2	1.1 Define the following: i. Health; ii. Disease; iii. Disorder; iv. Syndrome; 1.2 Explain the concepts of the following: i. Etiology; ii. Pathogenesis; iii. Clinical manifestations; iv. Necrosis 1.3 Explain the biopsychosocial model of disease.	- Define the following: ✓ Health, ✓ Disease, ✓ Disorder, ✓ Syndrome. - Explain the concepts of the following: ✓ Etiology, ✓ Pathogenesis, ✓ Clinical manifestations, ✓ Necrosis - Explain the biopsychosocial model of disease.	Journals/Publications Audio-visuals (video, compact disc, DVD, Internet) Relevant Textbooks.			
GENERAL OBJECTIVE 2.0: Know the body's cellular and tissue responses to injury and stress.						
3-4	2.1 Describe cellular adaptations: atrophy, hypertrophy, hyperplasia, metaplasia. 2.2 Explain the causes and morphology of cell injury, necrosis, and apoptosis. 2.3 Explain tissue repair.	- Describe cellular adaptations: atrophy, hypertrophy, hyperplasia, metaplasia. - Explain the causes and morphology of cell injury, necrosis, and apoptosis.	Journals/Publications Audio-visuals (video, compact disc, DVD, Internet) Relevant Textbooks.			

		• Explain tissue repair				
GENERAL OBJECTIVE 3.0: Understand the processes of inflammation and repair						
5-6	3.1 Describe the vascular and cellular events of acute inflammation. 3.2 Differentiate acute from chronic inflammation. 3.3 Describe the process of wound healing and tissue repair.	• Describe the vascular and cellular events of acute inflammation. • Differentiate acute inflammation from chronic inflammation. • Describe the process of wound healing and tissue repair.	Journals/Publications Audio-visuals (video, compact disc, DVD, Internet) Relevant Textbooks.			
GENERAL OBJECTIVE 4.0: Know common communicable and non-communicable diseases.						
7-8	4.1 Define communicable diseases. 4.2 Define non-communicable diseases. 4.3 List common and non-common communicable diseases. 4.4 State the causes and mode of transmission of communicable diseases. 4.5 State the causes of non-communicable diseases. 4.6 Explain the prevention and control of communicable and non-communicable diseases.	• Define Communicable diseases • Define non-communicable diseases • List common and non-common communicable diseases. • State the causes and mode of transmission of communicable diseases. • State the causes of non-communicable diseases. • Explain the prevention and control of communicable and non-communicable diseases.	Journals/Publications Audio-visuals (video, compact disc, DVD, Internet) Relevant Textbooks.			
GENERAL OBJECTIVE 5.0: Understand the pathophysiological basis of infectious diseases.						

9-11	5. 1 Define Pathogens. 5. 2 Define Pathophysiology. 5. 3 Describe the types of infectious agents (bacteria, viruses, fungi, parasites). 5. 4 Explain how pathogens cause disease.	- Describe the types of infectious agents (bacteria, viruses, fungi, parasites). - Explain how pathogens cause disease.	Journals/Publications Audio-visuals (video, compact disc, DVD, Internet) Relevant Textbooks.			
GENERAL OBJECTIVE 6.0: Know the concepts of neoplasia.						
12-15	6.1 Define neoplasia. 6.2 Differentiate between benign and malignant tumors. 6.3 Explain the basis of cancer staging and grading. 6.4 Explain common risk factors for cancer.	- Explain the definition of neoplasia and the difference between benign and malignant tumors. - Explain the basis of cancer staging and grading. - Explain common risk factors for cancer.	Journals/Publications Audio-visuals (video, compact disc, DVD, Internet) Relevant Textbooks.			
COURSE ASSESSMENT: Course work: 20% Test/Assignments: 20% Examination: 60% Total: 100%						

Introduction to Nigerian Indigenous Medicine

PROGRAMME: NATIONAL DIPLOMA IN COMPLEMENTARY AND ALTERNATIVE MEDICINE		
COURSE TITLE: INTRODUCTION TO NIGERIAN INDIGENOUS MEDICINE	COURSE CODE: CAM 123	CONTACT HOURS: 3Hrs/Week
	CREDIT UNIT: 3	THEORETICAL: 2Hrs/Week
YEAR: I SEMESTER: II	PRE-REQUISITE:	Practical: 1Hr/Week
GOAL: This course provides an in-depth exploration of Nigeria's indigenous healing systems, emphasizing cultural preservation, ethical practice, and hands-on learning with traditional healers.		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Understand indigenous healing systems and their cultural significance; 2.0 Know the functions and ethical responsibilities of healers; 3.0 Know Nigerian remedies from natural sources; 4.0 Know Nigerian non herbal remedies; 5.0 Know Diagnostic Methods; 6.0 Know safety, hygiene and first aid in Nigerian Indigenous Medicine (NIM); 7.0 Understand NIM integration into Nigeria's healthcare system.		



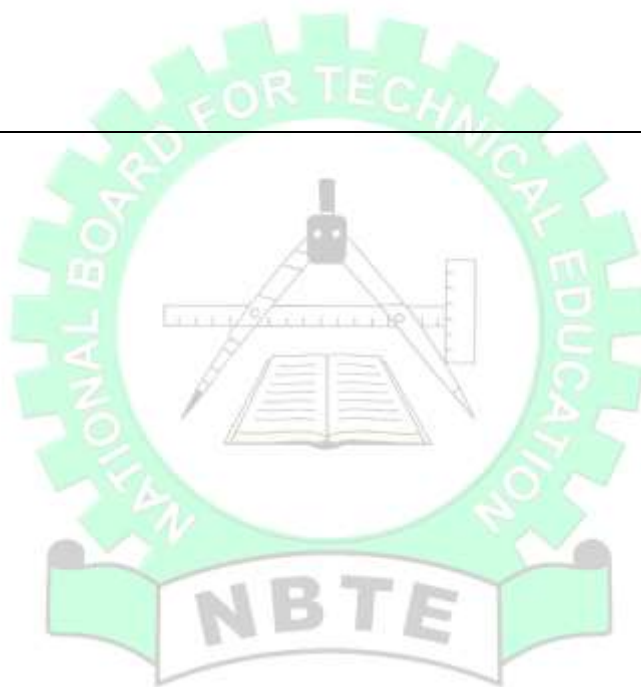
PROGRAMME: NATIONAL DIPLOMA IN COMPLEMENTARY AND ALTERNATIVE MEDICINE						
COURSE TITLE: INTRODUCTION TO NIGERIAN INDIGENOUS MEDICINE		COURSE CODE: CAM 123			CONTACT HOURS: 3Hrs/Week	
		CREDIT UNIT: 3			THEORETICAL: 2Hrs/Week	
YEAR: I SEMESTER: II		PRE-REQUISITE:			Practical: 1Hr/Week	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to equip students with an in-depth exploration of Nigeria’s indigenous healing systems, emphasizing cultural preservation, ethical practice, and hands-on learning with traditional healers.						
GENERAL OBJECTIVE 1.0: Understand indigenous healing systems and their cultural significance.						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher's Activities	Resources	Specific Learning Outcome	Teacher's Activities	Resources
1-2	1.1 Define traditional medicine. 1.2 Explain the Philosophical Foundations: i. Holism, spirituality, and ancestral connections in the various traditions in Nigeria. ii. Concept of illness versus Western biomedical models. 1.3 Explain Historical Context: i. Pre-colonial healing practices versus post-colonial era. ii. Modern revival efforts.	• Explain the definition of traditional medicine. • Explain the Philosophical Foundations: ✓ Holism, spirituality, and ancestral connections in the various traditions in Nigeria. ✓ Concept of illness versus Western biomedical models. • Explain Historical Context: ✓ Pre-colonial healing practices versus post-colonial marginalization. ✓ Modern revival efforts	Relevant Publications Audio-visuals (video, compact disc, DVD, Internet). Relevant Textbooks			
GENERAL OBJECTIVE 2.0: Know the functions and ethical responsibilities of healers.						
3-4	2.1 Define Healer Typologies: Babalawo (Yoruba diviner-healer), Dibia (Igbo spiritual/herbalist), Boka (Hausa	• Explain Healer Typologies: ✓ Babalawo (Yoruba diviner-healer), ✓ Dibia (Igbo	Relevant Publications Audio-visuals (video, compact			

	herbalist) etc. 2.3 Explain the training and knowledge transmission in NIM: Apprenticeship systems, initiation rites etc. 2.4 Explain ethical dilemmas: Confidentiality, informed consent, and conflicts with biomedical ethics etc.	spiritual/herbalist), ✓ Boka (Hausa herbalist). • Explain the training & knowledge transmission in TAM: ✓ Apprenticeship systems, initiation rites • Explain ethical dilemmas: ✓ Confidentiality ✓ informed consent, and ✓ conflicts with biomedical ethics etc	disc, DVD, Internet), Relevant Textbooks, Guest lecture: A practicing Dibia shares case studies etc.			
GENERAL OBJECTIVE 3.0: Know Nigerian remedies from natural sources.						
5-6	3.1 Describe some common Nigerian medicinal plants. 3.2 Discuss the cultivation and processing of common medicinal plants. 3.3 List common medicinal plants. 3.4 Explain the uses of common medicinal plants.	• Explain some common Nigerian medicinal plants: • Discuss the cultivation and processing of common medicinal plants. • Explain common medicinal plants • Explain the uses of common medicinal plants.	Relevant Publications Audio-visuals (video, compact disc, DVD, Internet). Relevant Textbooks	• Identify Nigerian remedies from natural sources.	Guide students to: • Identify Nigerian remedies from natural sources.	
GENERAL OBJECTIVE 4.0: Know Nigerian non herbal remedies.						
7-8	4.1 Define non-herbal remedies. 4.2 Differentiate them from herbal remedies. 4.3 List common non-herbal remedies used in Nigeria. 4.4 Describe the preparation and methods of use of common non-herbal remedies. 4.5 Explain the therapeutic uses of selected Nigerian non-herbal remedies.	• Define non-herbal remedies • Discuss them from herbal remedies. • Explain common non-herbal remedies used in Nigeria. • Explain the preparation and methods of use of common non-herbal remedies. • Give examples of therapeutic uses of selected Nigerian non-herbal remedies.	Relevant Publications Audio-visuals (video, compact disc, DVD, Internet). Relevant Textbooks	• Identify the sources and composition of selected non-herbal remedies. • Recognize safety precautions associated with the use of		

	4.6 Discuss the advantages and limitations of non-herbal remedies. 4.7 Classify Nigerian non-herbal remedies according to their medicinal applications. 4.8 Compare non-herbal remedies with herbal remedies in terms of effectiveness, availability, and usage.	• Discuss the advantages and limitations of non-herbal remedies. • List Nigerian non-herbal remedies according to their medicinal applications. • Compare non-herbal remedies with herbal remedies in terms of effectiveness, availability, and usage.		non-herbal remedies. • Demonstrate appropriate application or administration of selected non-herbal remedies in simple health situations.		
GENERAL OBJECTIVE 5.0: Know Diagnostic Methods.						
9-10	5.1 Define diagnostic methods. 5.2 Explain their importance in NIM. 5.3 Describe the principles and procedures of selected diagnostic methods. 5.4 Differentiate between laboratory, clinical, and imaging diagnostic methods. 5.5 Describe Some Diagnostic Tools in NIM: Divination (Ifá, Afa), pulse reading, dream interpretation.	• Explain diagnostic methods • Explain their importance in NIM. • Discuss the principles and procedures of selected diagnostic methods. • Differentiate between laboratory, clinical, and imaging diagnostic methods. • Describe Some Diagnostic Tools in NIM: Divination (Ifá, Afa), pulse reading, dream interpretation.	Relevant Publications Audio-visuals (video, compact disc, DVD, Internet). Relevant Textbooks	• Identify common diagnostic methods used in disease detection and assessment. • Interpret basic diagnostic findings for common health conditions.	Guide students to: • Identify common diagnostic methods used in disease detection and assessment. • Interpret basic diagnostic findings for common health conditions.	CAM Training Clinic, Practical manual etc
GENERAL OBJECTIVE 6.0: Know safety, hygiene and first aid in NIM.						
11-12	6.1 Define safety, hygiene, and first aid. 6.2 Explain their importance in NIM practice.	• Define safety, hygiene, and first aid. • Explain their importance in NIM practice.	Relevant Publications Audio-visuals (video, compact	• Identify common hazards and safety	Guide students to: • Identify common	CAM Training Clinic, Practical

	6.3 Explain common emergencies and situations requiring first aid. 6.4 Explain Safety and Efficacy in NIM in terms of evidence gaps, risks of adulteration (e.g., Agbo mixtures with steroids).	• Explain common emergencies and situations requiring first aid. • Explain Safety & Efficacy in NIM in terms of evidence gaps, risks of adulteration (e.g., Agbo mixtures with steroids).	disc, DVD, Internet). Relevant Textbooks	measures in the work environment. • Demonstrate proper personal and environmental hygiene practices. • Apply basic first aid procedures for minor injuries and accidents. • Demonstrate the use of PPE	hazards and safety measures in the work environment • Demonstrate proper personal and environmental hygiene practices. • Apply basic first aid procedures for minor injuries and accidents. • Demonstrate the use of PPE	manual etc
GENERAL OBJECTIVE 7.0: Understand NIM's integration into Nigeria's healthcare system.						
13-15	7.1 Describe the Policy & Regulation of NIM in Nigeria: TCAM Board's role, NAFDAC's role in listing approved Herbal Medicines. 7.2 Explain Research and Innovation in NIM: - NIPRD's work on Niprisan (sickle cell drug from Sorghum bicolor). - Nigerian Natural Medicine Development Agency - Other supervisory agencies and stakeholders.	• Describe the Policy & Regulation of TAM in Nigeria: TCAM Board's role, NAFDAC's role in listing approved Herbal Medicines. • Explain Research & Innovation in TAM: - NIPRD's work on Niprisan (sickle cell drug from Sorghum bicolor). • Explain Stigma & Collaboration in TAM: ✓ Case studies of successful TAM-hospital partnerships	Relevant Publications Audio-visuals (video, compact disc, DVD, Internet). Relevant Textbooks Guest lecture: A practicing			

	7.3 Explain Stigma and Collaboration in NIM: Case studies of successful NIM-hospital partnerships (e.g., Lagos University Teaching Hospital).	(e.g., Lagos University Teaching Hospital).				
COURSE ASSESSMENT: Course work: 10% Test/Assignments: 10% Practical: 40% Examination: 40% Total: 100%						



Herbal Medicine and Phytotherapy I

PROGRAMME: NATIONAL DIPLOMA IN COMPLEMENTARY AND ALTERNATIVE MEDICINE		
COURSE TITLE: HERBAL MEDICINE AND PHYTOTHERAPY I	COURSE CODE: CAM 124	CONTACT HOURS: 2Hrs/Week
	CREDIT UNIT: 2	THEORETICAL: 1Hr/Week
YEAR: I SEMESTER: II	PRE-REQUISITE:	Practical: 1Hr/Week
GOAL: This course provides comprehensive training in the identification, preparation, and therapeutic application of Nigerian medicinal plants, integrating traditional knowledge with modern scientific validation to ensure safe and effective practice.		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Understand core concepts of herbal medicine with emphasis on Nigerian flora; 2.0 Know plant constituents, clinical effects and safety profiles; 3.0 Know traditional and modern extraction techniques; 4.0 Know herbs to treat common Nigerian health condition; 5.0 Know Herbal preparation and formulation; 6.0 Understand herbal medicine used in the management of common ailments.		



PROGRAMME: NATIONAL DIPLOMA IN COMPLEMENTARY AND ALTERNATIVE MEDICINE						
COURSE TITLE: HERBAL MEDICINE AND PHYTOTHERAPY I			COURSE CODE: CAM 124		CONTACT HOURS:2Hrs/Week	
			CREDIT UNIT: 2		THEORETICAL: 1Hr/Week	
YEAR: I SEMESTER: II			PRE-REQUISITE:		Practical: 1Hr/Week	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to equip students with comprehensive training in the identification, preparation, and therapeutic application of Nigerian medicinal plants, integrating traditional knowledge with modern scientific validation to ensure safe and effective practice.						
GENERAL OBJECTIVE 1.0: Understand core concepts of herbal medicine with emphasis on Nigerian flora.						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher's Activities	Resources	Specific Learning Outcome	Teacher's Activities	Resources
1-3	1.1 Define herbal medicine, its synonyms (Phytotherapy, herbalism, botanical medicine). 1.2 State the differences between herbal medicine and traditional medicine. 1.3 Explain the historical and cultural Context: i Role of herbs in Nigerian traditional medicine etc. ii Sacred plants (e.g., Newbouldia laevis [fertility rites]). 1.4 List the local/ common/ synonyms and botanical names of indigenous medicinal plants in Nigeria. 1.5 Explain plant collection, identification and preparation methods: Safely harvesting bark/leaves (avoiding	- Explain the definition of herbal medicine, its synonyms (Phytotherapy, herbalism, botanical medicine) and state the difference with traditional medicine. - Explain the Historical and Cultural Context: ✓ Role of herbs in Nigerian traditional medicine. ✓ Sacred plants (e.g., Newbouldia laevis [fertility rites]). - Explain Botanical Identification: ✓ Key medicinal plants: Local names, botanical names, morphology (leaf	Publications Audio-visuals (video, compact disc, DVD, Internet). Relevant Textbooks	- Identify medicinal plants based on their morphological characters. - Collect plants from the field - Prepare herbarium specimens of at least 5 common herbs.	Guide students to: - Identify medicinal plants based on their morphological characters. - Collect plants from the field - Prepare herbarium specimens of at least 5 common herbs.	Practical manuals, herbarium specimens, Dry newspapers, Corrugated cardboard separators, Herbarium press, Straps, belts or ropes,. Medicinal plant garden

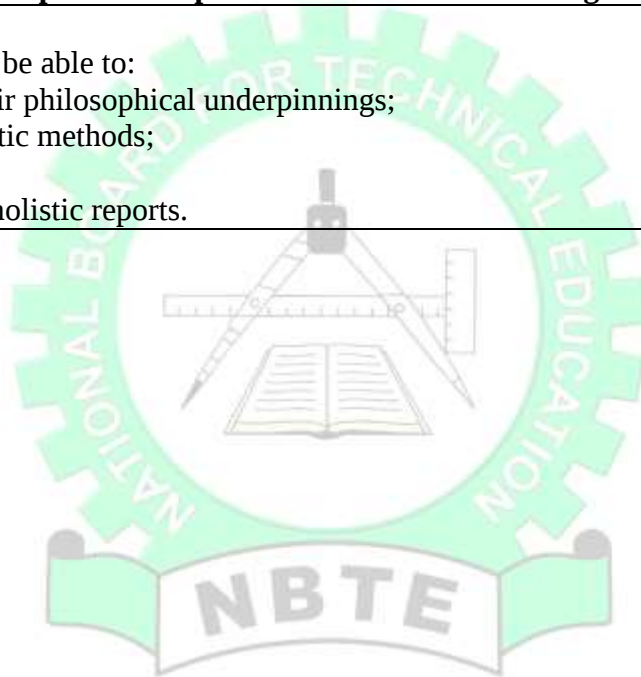
	endangered species).	shape, flowers). • Explain Field techniques: Safely harvesting bark/leaves (avoiding endangered species).				
GENERAL OBJECTIVE 2.0: Know plant constituents, clinical effects and safety profiles.						
4-6	2.1 Describe the major Phytochemicals - Alkaloids (e.g., <i>Cryptolepis sanguinolenta</i> for malaria); - Glycosides; - Tannins. 2.2 Describe Dosage and Toxicity of Plants. - Dosage and toxicity of plants (e.g., <i>Ocimum gratissimum</i> tea for children). - High-risk plants (e.g., <i>Catharanthus roseus</i> [vinca alkaloids]).	• Describe the Major Phytochemicals: ✓ Alkaloids (e.g., <i>Cryptolepis sanguinolenta</i> for malaria). ✓ Tannins ✓ Saponins ✓ Phenolics • Explain Dosage and Toxicity of herbs. ✓ Dosage and toxicity of plants (e.g., <i>Ocimum gratissimum</i> tea for children). ✓ High-risk plants (e.g., <i>Catharanthus roseus</i> [vinca alkaloids]).	Publications Audio-visuals (video, compact disc, DVD, Internet). Relevant Textbooks	• Identify major phytochemicals in some medicinal plants using chemical test.	• Demonstrate the identification of major phytochemicals in some medicinal plants using chemical test.	Practical manual, Reagents & chemicals, glass wares,
GENERAL OBJECTIVE 3.0: Know traditional and modern extraction techniques.						
7-8	3.1 Differentiate the extraction Methods: - Concoction; - Decoctions; - Tinctures (alcohol based, e.g., <i>Garcinia kola</i> for cough); - Infusion; - Maceration; - Soxhlet Extraction;	• Explain the Different Extraction Methods: ✓ Decoctions (e.g., <i>Zingiber officinale</i> [ginger] for nausea). ✓ Tinctures (alcohol-based, e.g., <i>Garcinia kola</i> for cough). • Explain Standardization Challenges	Publications Audio-visuals (video, compact disc, DVD, Internet). Relevant Textbooks	• Demonstrate different extraction methods: Decoction, infusion, maceration.	• Demonstrate different extraction methods: Decoction, infusion, maceration.	Practical manual, Reagents & chemicals, glass wares,

	vii. Percolation. 3.2 Explain Standardization challenges. i Batch variability in Nigerian markets; ii NAFDAC guidelines for herbal products.	✓ Batch variability in Nigerian markets. ✓ NAFDAC guidelines for herbal products.				
GENERAL OBJECTIVE 4.0: Know herbs to treat common Nigerian health conditions.						
9-10	4.1 Describe some disease-specific formulations i. Malaria: <i>Cryptolepis sanguinolenta</i> + <i>Carica papaya</i> leaf. ii. Hypertension: <i>Allium sativum</i> (garlic) + Lemon grass tea. 4.2 Explain some Herb-Drug Interactions.	- Describe some disease-specific formulations ✓ Malaria: <i>Cryptolepis sanguinolenta</i> + <i>Carica papaya</i> leaf. ✓ Hypertension: <i>Allium sativum</i> (garlic) + Lemon grass tea. - Explain some Herb-Drug Interactions ✓ <i>Garcinia kola</i> (bitter kola) + antihypertensives → hypotension.	Publications Audio-visuals (video, compact disc, DVD, Internet). Relevant Textbooks	Demonstrate how to screen herbal prescriptions for interactions.	Demonstrate how to screen herbal prescriptions for interactions.	Practical manual, sample herbal prescriptions.
GENERAL OBJECTIVE 5.0: Know Herbal preparation and formulation.						
11-12	5.1 Explain how herb preparations are made using the following: i. Tea bag ii. Capsules iii. Ointment iv. Lotion v. Tablets vi. Balm vii. Suspension etc.	- Explain how herb preparations are made using the following; ✓ Tea bag ✓ Capsules ✓ Ointment ✓ Lotion ✓ Tablets ✓ Balm ✓ Suspension etc.	Publications Audio-visuals (video, compact disc, DVD, Internet). Relevant Textbooks, etc.	Visit herbal clinics for their clinical experience.	Guide the students to visit herbal clinics for their clinical experience.	Herbal clinic, Botanical Garden.
GENERAL OBJECTIVE 6.0: Understand herbal medicine used in the management of common ailments.						

13-15	6.1 Identify sicknesses and disorders and common herbal remedies. i. Malaria a. Neem (dogon yaro) b. Willow plants (Tazargade) c. Lemon grass etc ii. Ulcer a. Moringa (zogale) b. Jute plant (ewedu) c. Chilli pepper etc iii. Diabetes a. Mangoes b. Stone breaker c. Bitter leaf etc iv. Hypertension a. Guava leaves b. Hibiscus flower (zobo) c. Pineapple peel etc	• Explain sicknesses and disorders • Malaria ✓ Neem (dogon yaro) ✓ Willow plants (Tazargade) ✓ Lemon grass • Ulcer ✓ Moringa (zogale) ✓ Jute plant (ewedu) ✓ Chilli pepper • Diabetes ✓ Mangoes ✓ Stone breaker ✓ Bitter leaf • Hypertension ✓ Guava leaves ✓ Hibiscus flower (zobo) ✓ Pineapple peel	Textbooks, Audio visual aids, Charts.	• Visit CAM hospitals • Demonstrate the treatment protocol	Guide students to; • Visit CAM hospitals • Demonstrate the treatment protocol	Logistics,
COURSE ASSESSMENT Course work: 10% Test/Assignments: 10% Practical: 40% Examination: 40% Total: 100%						

Principles of Holistic Diagnostics

PROGRAMME: NATIONAL DIPLOMA IN COMPLEMENTARY AND ALTERNATIVE MEDICINE		
COURSE TITLE: PRINCIPLES OF HOLISTIC DIAGNOSTICS	COURSE CODE: CAM 125	CONTACT HOURS: 2Hrs/Week
	CREDIT UNIT: 2	THEORETICAL: 1Hr/Week
YEAR: I SEMESTER: II	PRE-REQUISITE:	Practical: 1Hr/Week
GOAL: This course is designed to equip students with integrative assessment techniques, combining global alternative diagnostic systems with Nigerian traditional methods to develop comprehensive patient evaluations that bridge conventional and CAM approaches.		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Understand global diagnostic systems and their philosophical underpinnings; 2.0 Know evidence-supported alternative diagnostic methods; 3.0 Know indigenous assessment systems; 4.0 Understand global and Nigerian methods for holistic reports.		



PROGRAMME: NATIONAL DIPLOMA IN COMPLEMENTARY AND ALTERNATIVE MEDICINE						
COURSE TITLE: PRINCIPLES OF HOLISTIC DIAGNOSTICS		COURSE CODE: CAM 125		CONTACT HOURS: 2Hrs/Week		
		CREDIT UNIT: 2		THEORETICAL: 1Hr/Week		
YEAR: I SEMESTER: II		PRE-REQUISITE:		Practical: 1Hr/Week		
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to equip students with integrative assessment techniques, combining global alternative diagnostic systems with Nigerian traditional methods to develop comprehensive patient evaluations that bridge conventional and CAM approaches.						
GENERAL OBJECTIVE 1.0: Understand global diagnostic systems and their philosophical underpinnings.						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher's Activities	Resources	Specific Learning Outcome	Teacher's Activities	Resources
1-3	1.1 Describe the key energetic principles across TCM (Qi), Ayurveda (Doshas), and Yoruba healing traditions ("Emi" [life force]). 1.2 Analyze differences and possible integration points between traditional diagnostic methods and biomedical science. 1.3 Describe pulse diagnosis, divination, symptoms observations, using differential diagnostic approach.	- Describe the key energetic principles across TCM (Qi), Ayurveda (Doshas), and Yoruba healing traditions ("Emi" [life force]). - Explain how to analyze differences and possible integration points between traditional diagnostic methods and biomedical science. - Describe pulse diagnosis,	Publications Audio-visuals (video, compact disc, DVD, Internet). Relevant Textbooks.	Demonstrate how to Map TCM pulse positions (Cun, Guan, Chi) to Nigerian herbalists' wrist assessments.	Guide students to: Demonstrate how to Map TCM pulse positions (Cun, Guan, Chi) to Nigerian herbalists' wrist assessments.	Practical manual, TCM pulse chart.

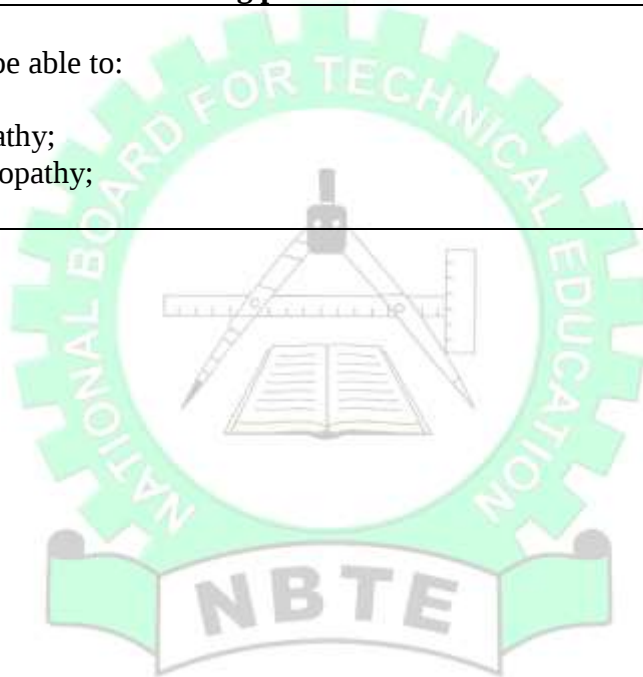
		divination, symptoms observations, using differential diagnostic.				
GENERAL OBJECTIVE 2.0: Know evidence-supported alternative diagnostic methods.						
4-5	2.1 Explain basic assessments using tongue, pulse, and iris indicators to support energetic and physical diagnosis. 2.2 Describe diagnostic approach signs within the frameworks of TCM and iridology, with reference to specific body systems and imbalances. 2.3 Explain other advanced diagnostic equipment in CAM	- Describe how to perform basic assessments using tongue, pulse, and iris indicators to support energetic and physical diagnosis. - Explain how to interpret diagnostic approach signs within the frameworks of TCM and iridology, with reference to specific body systems and imbalances. - Use other advanced diagnostic equipment	Publications Audio-visuals (video, compact disc, DVD, Internet). Relevant Textbooks.	Demonstrate how to analyze tongues/pulses with guided charts.	Guide students to: Demonstrate how to analyze tongues/pulses with guided charts.	Practical manuals, guided tongues and pulses, charts.
GENERAL OBJECTIVE 3.0: Know indigenous assessment systems.						
6-8	3.1 Describe the key principles and techniques of Yoruba Ifá divination, Igbo Afia diagnosis, Hausa scrying	Describe the key principles and techniques of	Publications Audio-visuals (video,	Demonstrate how to record at least 3 diagnostic signs	Demonstrate how to record at least 3 diagnostic signs	Guest Workshop: Ifá priest

	as traditional health assessment tools etc. 3.2 Explain symbolic and physical signs (e.g., Opele patterns, facial symmetry, water/sand formations) in relation to physical and spiritual health. 3.3 Explain the relevance and potential integration of these indigenous diagnostic systems within holistic or complementary healthcare settings.	Yoruba Ifá divination, Igbo Afia diagnosis, Hausa scrying as traditional health assessment tools. • Explain how to interpret symbolic and physical signs (e.g., Opele patterns, facial symmetry, water/sand formations) in relation to physical and spiritual health. • Explain how to evaluate the relevance and potential integration of these indigenous diagnostic systems within holistic or complementary healthcare settings.	compact disc, DVD, Internet). Relevant Textbooks. Guest Workshop: Ifá priest demonstrates Opele casting (with cultural protocols).	from a traditional healer's assessment.	from a traditional healer's assessment.	demonstrates Opele casting (with cultural protocols). Practical Manual, documentation materials.
GENERAL OBJECTIVE 4.0: Understand global and Nigerian methods for holistic reports.						

9-15	4.1 Correlate traditional diagnostic findings with biomedical interpretations for better clinical insight. 4.2 Recognize culturally specific concepts and link them with physiological or psychological conditions. 4.3 Identify red flag symptoms that require prompt referral to biomedical healthcare services.	• Explain how to correlate traditional diagnostic findings with biomedical interpretations for better clinical insight. • Explain how to recognize culturally specific concepts and link them with physiological or psychological conditions. • Explain how to identify red flag symptoms that require prompt referral to biomedical healthcare services.	Publications Audio-visuals (video, compact disc, DVD, Internet). Relevant Textbooks.	• Demonstrate how to carry out a supervised patient assessment.	• Demonstrate how to carry out a supervised patient assessments.	Practical manual, guided charts.
COURSE ASSESSMENT: Course work: 10% Test/Assignments: 10% Practical: 40% Examination: 40% Total: 100%						

Introduction to Naturopathy

PROGRAMME: NATIONAL DIPLOMA IN COMPLEMENTARY AND ALTERNATIVE MEDICINE		
COURSE TITLE: INTRODUCTION TO NATUROPATHY	COURSE CODE: CAM 126	CONTACT HOURS: 2Hrs/Week
	CREDIT UNIT: 2	THEORETICAL: 1Hr/Week
YEAR: I SEMESTER: II	PRE-REQUISITE:	Practical: 1Hr/Week
GOAL: This course is designed to equip students with knowledge and skills to provide evidence-based training in naturopathic methods, integrating modern techniques with Nigerian traditional cleansing practices.		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Understand the philosophy of Naturopathy; 2.0 Understand Principles and practice of Naturopathy; 3.0 Understand the branches and methods in Naturopathy; 4.0 Comprehend personalized treatment protocols.		



PROGRAMME: NATIONAL DIPLOMA IN COMPLEMENTARY AND ALTERNATIVE MEDICINE							
COURSE TITLE: INTRODUCTION TO NATUROPATHY		COURSE CODE: CAM 126			CONTACT HOURS: 2Hrs/Week		
		CREDIT UNIT: 2			THEORETICAL: 1Hr/Week		
YEAR: I SEMESTER: II		PRE-REQUISITE:			Practical: 1Hr/Week		
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL							
GOAL: This course is designed to equip students with evidence-based training in naturopathic detoxification methods, integrating modern hydrotherapy techniques with Nigerian traditional cleansing practices, while emphasizing safety, cultural relevance, and scientific validity.							
GENERAL OBJECTIVE 1.0: Understand the philosophy of Naturopathy.							
THEORETICAL CONTENT				PRACTICAL CONTENT			
Week	Specific Learning Outcome		Teacher's Activities	Resources	Specific Learning Outcome	Teacher's Activities	Resources
1-4	1.1	Define Naturopathy.	- Explain the definition of Naturopathy - Describe the physiological roles of the liver, kidneys, skin, and lymphatic system in the body's detoxification processes. - Explain how to differentiate between Phase I and Phase II liver detoxification pathways. - Explain how supportive lifestyle or herbal interventions may enhance the function of these detox pathways.	Publications Audio-visuals (video, compact disc, DVD, Internet). Relevant Textbooks			
	1.2	Describe the physiological roles of the liver, kidneys, skin, and lymphatic system in the body's detoxification processes.					
	1.3	Differentiate between Phase I and Phase II liver detoxification pathways.					
	1.4	Explain how supportive lifestyle or herbal interventions may enhance the function of these detox pathways.					
	1.5	Differentiate between endogenous and exogenous toxins, with examples relevant to the Nigerian context.					
	1.6	Identify common sources of toxin exposure in Nigerian					

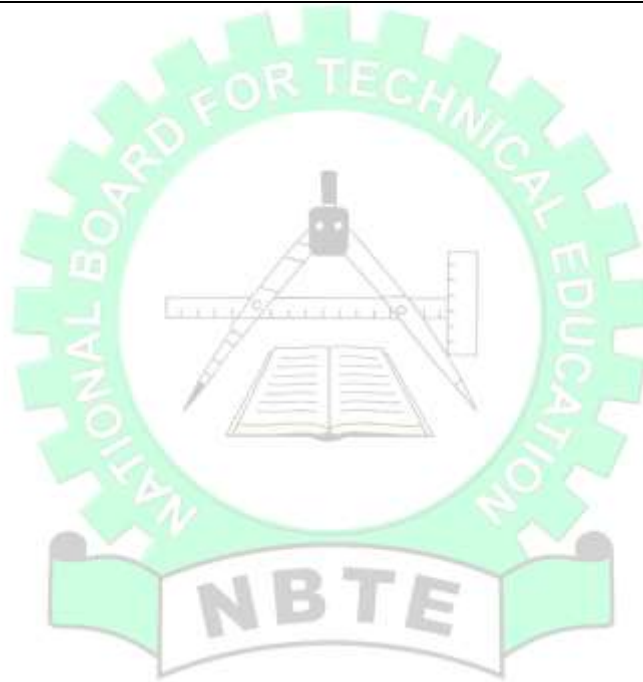
	environments and diets. 1.7 Discuss basic strategies for reducing toxin load and promoting elimination. 1.8 Describe traditional detoxification practices among various Nigerian communities. 1.9 Compare the principles and herbs used in traditional cleanses to those in modern naturopathic detox protocols. 1.10 Evaluate how traditional and modern detox philosophies can be integrated for holistic care.	• Explain how to differentiate between endogenous and exogenous toxins, with examples relevant to the Nigerian context. • Explain how to identify common sources of toxin exposure in Nigerian environments and diets. • Discuss basic strategies for reducing toxin load and promoting elimination. • Describe traditional detoxification practices among Yoruba and Hausa communities. • Explain how to compare the principles and herbs used in traditional cleanses to those in modern naturopathic detox protocols. • Explain how to evaluate how traditional and modern detox philosophies can be integrated for				
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		holistic care.				
GENERAL OBJECTIVE 2.0: Understand Principles and practice of Naturopathy.						
5-10	2.1 Describe the theories of holism and vitalism. 2.2 Describe the principles of holism and vitalism. 2.3 Adapt hydrotherapy practices to suit tropical environments and available local infrastructure. 2.4 Discuss safe and effective use of hydrotherapy as part of integrative detox programmes. 2.5 Differentiate between intermittent and prolonged fasting, including physiological effects and clinical indications. 2.6 Identify potential risks and contraindications of fasting, especially in vulnerable populations. 2.7 Design safe, evidence-informed fasting protocols for general wellness or detox purposes. 2.8 Explain the rationale behind colon cleansing practices in detoxification. 2.9 Critically evaluate the scientific evidence regarding the benefits and risks of enemas and colon	• Explain the principles of holism and vitalism. • Explain the principles of holism and vitalism. • Explain how to adapt hydrotherapy practices to suit tropical environments and available local infrastructure. • Demonstrate safe and effective use of hydrotherapy as part of integrative detox programmes. • Explain how to differentiate between intermittent and prolonged fasting, including physiological effects and clinical indications. • Explain how to identify potential risks and contraindications of fasting, especially in vulnerable	Publications Audio-visuals (video, compact disc, DVD, Internet). Relevant Textbooks	• Prepare a safe electrolyte-replenishing drink (coconut water + lime + sea salt).	Guide students to: • Prepare a safe electrolyte-replenishing drink (coconut water + lime + sea salt).	Practical manual, chemicals & reagents, glass wares.

	2.10	hydrotherapy. Educate clients on safe alternatives or precautions when considering colon detox therapies.	populations. • Explain how to design safe, evidence-informed fasting protocols for general wellness or detox purposes. • Explain the rationale behind colon cleansing practices in detoxification. • Explain how to critically evaluate the scientific evidence regarding the benefits and risks of enemas and colon hydrotherapy. • Explain how to educate clients on safe alternatives or precautions when considering colon detox therapies.				
GENERAL OBJECTIVE 3.0: Understand the branches and methods in Naturopathy.							
9-12	3.1	Explain the following branches of Naturopathy: - Music and dance therapy; - Light and heat therapy; - Diet and Nutrition; - Colon irrigation; - Reflexology;	• Explain the following branches of Naturopathy: ✓ Music and dance therapy ✓ Light and heat therapy ✓ Diet and Nutrition	Publications Audio-visuals (video, compact disc, DVD, Internet). Relevant Textbooks, Journals/Publications, Audio-Visual Materials	• Interview a traditional healer about detox rituals (with consent) in a field survey. • Demonstrate how to test pH/acidity of	Guide students to • Demonstrate how to interview a traditional healer about detox rituals (with consent) in a	Practical manual, chemicals & reagents, glass wares, documentation materials.

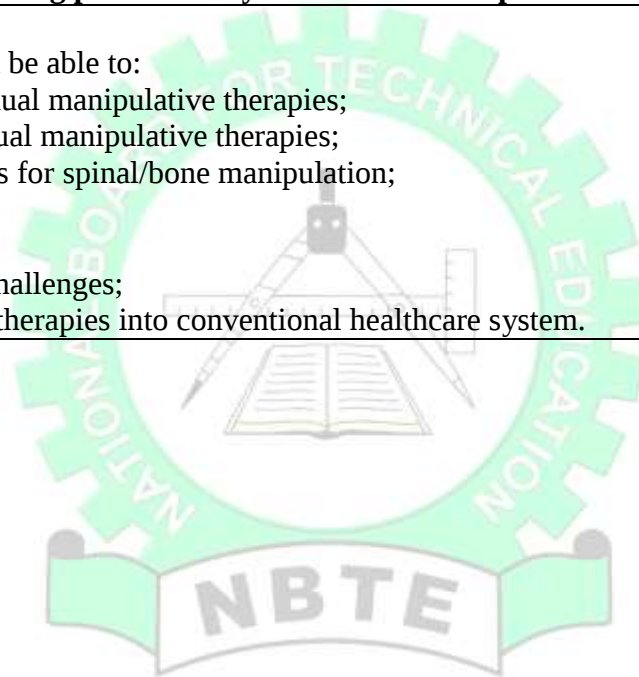
	vi. Massage and deep tissue manipulation; vii. Aromatherapist etc. 3.2 Describe the role of traditional, herbal and spiritual detox practices in Nigerian cultural medicine. 3.3 Evaluate the potential health benefits and safety risks associated with these practices, including toxicity concerns.	✓ Colon irrigation ✓ Reflexology ✓ Massage ✓ Aromatherapist etc. - Describe the role of traditional herbal and spiritual detox practices in Nigerian cultural medicine. - Explain how to evaluate the potential health benefits and safety risks associated with these practices, including toxicity concerns.		common detox teas (e.g., Hibiscus sabdariffa [Zobo]).	field survey. Demonstrate how to test pH/acidity of common detox teas (e.g., Hibiscus sabdariffa [Zobo]).	
GENERAL OBJECTIVE 4.0: Comprehend personalized treatment protocols.						
13-15	4.1 Identify individuals at risk and adjust detox interventions to prevent harm in populations with chronic or sensitive conditions. 4.2 Explain culturally appropriate detox strategies using local diets. 4.3 Discuss basic monitoring tools to ensure safety and effectiveness of detox interventions.	- Explain how to identify individuals at risk and adjust detox interventions to prevent harm in populations with chronic or sensitive conditions. - Explain how to implement culturally appropriate detox strategies using local diets and basic monitoring tools to	Naturopathic doctor + traditional healer (joint session on bridging gaps),. Publications Audio-visuals (video, compact disc, DVD, Internet). Relevant Textbooks.	Demonstrate how to design a 3-day detox plan for an urban Nigerian with hypertension.	Guide students to Demonstrate how to design a 3-day detox plan for an urban Nigerian with hypertension.	Practical manual, chemicals & reagents, glass wares,.

		ensure safety and effectiveness.				
COURSE ASSESSMENT: Course work: 10% Test/Assignments: 10% Practical: 40% Examination: 40% Total: 100%						



Introduction to Chiropractic and Osteopathic Techniques

PROGRAMME: NATIONAL DIPLOMA IN COMPLEMENTARY AND ALTERNATIVE MEDICINE		
COURSE TITLE: INTRODUCTION TO CHIROPRACTIC AND OSTEOPATHIC TECHNIQUES	COURSE CODE: CAM 127	CONTACT HOURS: 2Hrs/Week
	CREDIT UNIT: 2	THEORETICAL: 1Hr/Week
YEAR: I SEMESTER: II	PRE-REQUISITE:	Practical: 1Hr/Week
GOAL: This course provides specialized training in manual therapy techniques, blending evidence-based spinal manipulation with Nigerian traditional bone-setting methods, while prioritizing patient safety and cultural competence.		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Understand the historical perspectives of manual manipulative therapies; 2.0 Understand the principle and practice of manual manipulative therapies; 3.0 Understand scientific and cultural frameworks for spinal/bone manipulation; 4.0 Know evidence-based manipulative methods; 5.0 Know TBS with modern safety standards; 6.0 Understand legal and collaborative practice challenges; 7.0 Understand integrating manual manipulative therapies into conventional healthcare system.		



PROGRAMME: NATIONAL DIPLOMA IN COMPLEMENTARY AND ALTERNATIVE MEDICINE						
COURSE TITLE: INTRODUCTION TO CHIROPRACTIC AND OSTEOPATHIC TECHNIQUES			COURSE CODE: CAM 127		CONTACT HOURS: 2Hrs/Week	
			CREDIT UNIT: 2		THEORETICAL: 1Hr/Week	
YEAR: I SEMESTER: II			PRE-REQUISITE:		Practical: 1Hr/Week	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to equip students with specialized training in manual therapy techniques, blending evidence-based spinal manipulation with Nigerian traditional bone-setting methods, while prioritizing patient safety and cultural competence.						
GENERAL OBJECTIVE 1.0: Understand the historical perspectives of manual manipulative therapies.						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher's Activities	Resources	Specific Learning Outcome	Teacher's Activities	Resources
1-2	1.1 Discuss the historical perspectives of Bone setting. 1.2 Discuss the historical perspectives of Osteopathy. 1.3 Discuss the historical perspectives of Chiropractic. 1.4 Explain the Philosophy of Bone setting, Osteopathy and Chiropractic.	• Narrate the historical perspectives of Bone setting. • Facilitate discussion on the historical perspectives of Osteopathy. • Explain the historical perspectives of Chiropractic. • Discuss philosophy of Bone setting, Osteopathy and Chiropractic.	Publications Audio-visuals (video, compact disc, DVD, Internet). Relevant Textbooks			
GENERAL OBJECTIVE 2.0: Understand the principle and practice of manual manipulative therapies.						
3-4	2.1 Explain the principles of Bone setting. 2.2 Explain the principles of	• Discuss the principles of Bone setting.	Publications Audio-visuals (video, compact			

	Osteopathy. 2.3 Explain the principles of Chiropractic. 2.4 Discuss the practice and Techniques of Bone setting. 2.5 Discuss the practice and Techniques of Osteopathy. 2.6 Discuss the practice and techniques of Chiropractic.	• Discuss the principles of Osteopathy. • Discuss the principles of Chiropractic. • Use audio visual aids to explain the practice and Techniques of Bone setting. • Use audio visual aids to discuss the practice and Techniques of Osteopathy. • Use audio visual aids to explain the practice and techniques of Chiropractic.	disc, DVD, Internet). Relevant Textbooks			
GENERAL OBJECTIVE 3.0: Understand scientific and cultural frameworks for spinal/bone manipulation.						
5-6	3.1 Define chiropractic and osteopathic techniques. 3.2 Differentiate between subluxation theory and biomechanical approaches to spinal manipulation. 3.3 Compare Western and Nigerian traditional manual therapies in terms of techniques, beliefs, and safety considerations.	• Explain chiropractic and osteopathic techniques. • Differentiate between subluxation theory and biomechanical approaches to spinal manipulation. • Compare Western	Registered bone-setter on bridging traditional/modern practice. Publications Audio-visuals (video, compact disc, DVD, Internet). Relevant Textbooks	• Carry out Comparative Analysis: X-rays of TBS-treated fractures versus orthopedic reductions. • Carry out palpation exercises on anatomical models.	Guide students to: • Carry out Comparative Analysis: X-rays of TBS-treated fractures versus orthopedic reductions. • Carry out	Anatomical models, practical manuals

		and Nigerian traditional manual therapies in terms of techniques, beliefs, and safety considerations.			palpation exercises on anatomical models.	
GENERAL OBJECTIVE 4.0: Understand evidence-based manipulative methods.						
7-8	4.1 Explain the principle of soft tissue manipulation and massage therapies. 4.2 Explain the principles and basic applications of Low Velocity Latitude Application (LVLA) thrusts in different spinal regions, with modifications for local body types. 4.3 Discuss indigenous and Western soft tissue techniques in terms of purpose, technique, and therapeutic outcomes. 4.4 Explain safe and culturally respectful manual therapy approaches into holistic musculoskeletal care.	• Explain the principles and basic applications of High Velocity Latitude Application (HVLA) thrusts in different spinal regions, with modifications for local body types. • Discuss indigenous and Western soft tissue techniques in terms of purpose, technique, and therapeutic outcomes. • Explain safe and culturally respectful manual therapy approaches into holistic musculoskeletal care.	Publications Audio-visuals (video, compact disc, DVD, Internet). Relevant Textbooks	• Demonstrate different message techniques	Guide students to: • Demonstrate different message techniques	Practical manuals, Mannequins, anatomical models
GENERAL OBJECTIVE 5.0: Know Traditional Bone Setting (TBS) with modern safety standards.						

9-10	5.1 Describe common techniques used in Nigerian traditional bone-setting, including herbal and manual interventions. 5.2 State benefits associated with TBS practices, particularly in cervical manipulation and fracture management. 5.3 State risks associated with TBS practices, particularly in cervical manipulation and fracture management. 5.4 Discuss strategies to safely integrate or refer TBS-treated patients into conventional care pathways when complications are suspected.	• Explain common techniques used in Nigerian traditional bone-setting, including herbal and manual interventions. • Explain benefits associated with TBS practices, particularly in cervical manipulation and fracture management. • Explain risks associated with TBS practices, particularly in cervical manipulation and fracture management. • Explain strategies to safely integrate or refer TBS-treated patients into conventional care pathways when complications are suspected.	Publications Audio-visuals (video, compact disc, DVD, Internet). Relevant Textbooks	• Document techniques at a bone-setter's clinic (with consent) during a field visit.	Guide students to: • Document techniques at a bone-setter's clinic (with consent) during a field visit.	Practical manual, documentation materials
GENERAL OBJECTIVE 6.0: Understand legal and collaborative practice challenges.						

11-12	6.1 Explain the legal and regulatory requirements for practicing manual therapies under MDCN and TCAM Board oversight. 6.2 Discuss the medicolegal risks associated with manual therapy. 6.3 Explain effective referral and communication pathways between traditional/manual therapy providers and biomedical professionals.	• Explain the legal and regulatory requirements for practicing manual therapies under MDCN and TCAM Board oversight. • Explain how to assess the medico legal risks associated with manual therapy, including adverse event liability. • Explain how to coordinate effective referral and communication pathways between traditional/manual therapy providers and biomedical professionals.	Publications Audio-visuals (video, compact disc, DVD, Internet). Relevant Textbooks	• Obtain informed consent from a skeptical patient during a role-play.	Guide students to: • Obtain informed consent from a skeptical patient during a role-play.	Practical manual
GENERAL OBJECTIVE 7.0: Understand integrating manual manipulative therapies into conventional healthcare system.						
13-15	7.1 Explain the national policy on Traditional and CAM integration to healthcare system. 7.2 Discuss the limitation of Traditional and CAM practice. 7.3 Explain integration and collaboration. 7.4 Explain the importance of referral in Traditional and CAM	• Explain the national policy on Traditional and CAM integration to healthcare system Discuss the limitation of Traditional and CAM practice.	Publications Audio-visuals (video, compact disc, DVD, Internet). Relevant Textbooks			

		• Explain integration and collaboration • Explain the importance of referral in Traditional and CAM				
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COURSE ASSESSMENT:

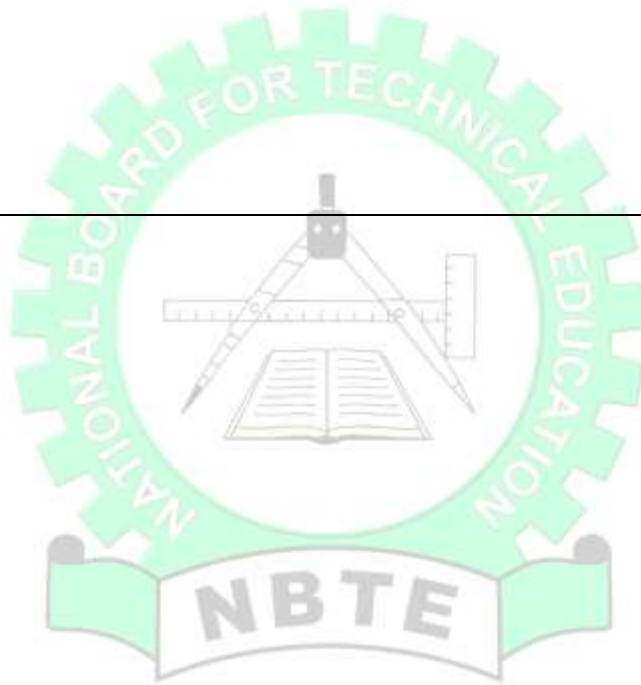
Course work: 10%

Test/Assignments: 10%

Practical: 40%

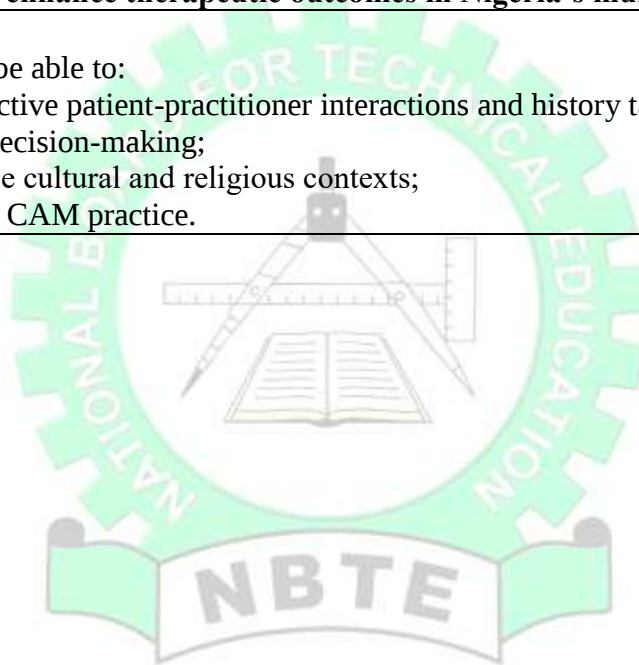
Examination: 40%

Total: 100%



Communication and Patient Counseling in Complementary and Alternative Medicine

PROGRAMME: NATIONAL DIPLOMA IN COMPLEMENTARY AND ALTERNATIVE MEDICINE		
COURSE TITLE: COMMUNICATION AND PATIENT COUNSELING IN COMPLEMENTARY AND ALTERNATIVE MEDICINE	COURSE CODE: CAM 128	CONTACT HOURS: 2Hrs/Week
	CREDIT UNIT: 2	THEORETICAL: 1Hr/Week
YEAR: I SEMESTER: II	PRE-REQUISITE:	Practical: 1Hr/Week
GOAL: This course is designed to equip students with basic communication knowledge and skills of ethical counseling techniques to build trust, ensure patient confidentiality, safety, and enhance therapeutic outcomes in Nigeria's multicultural healthcare environment.		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Understand core communication skills for effective patient-practitioner interactions and history taking; 2.0 Know ethical dilemmas and ensure informed decision-making; 3.0 Understand communication to Nigeria's diverse cultural and religious contexts; 4.0 Know conflicts, doubts, and misinformation in CAM practice.		



PROGRAMME: NATIONAL DIPLOMA IN COMPLEMENTARY AND ALTERNATIVE MEDICINE						
COURSE TITLE: COMMUNICATION AND PATIENT COUNSELING IN COMPLEMENTARY AND ALTERNATIVE MEDICINE		COURSE CODE: CAM 128		CONTACT HOURS: 2Hrs/Week		
		CREDIT UNIT: 2		THEORETICAL: 1Hr/Week		
YEAR: I SEMESTER: II		PRE-REQUISITE:		Practical: 1Hr/Week		
COURSE SPECIFICATION: THEORETICAL						
GOAL: This course is designed to equip students with essential communication skills and ethical counseling techniques to build trust, ensure patient safety, and enhance therapeutic outcomes in Nigeria’s multicultural healthcare environment.						
GENERAL OBJECTIVE 1.0: Understand core communication skills for effective patient-practitioner interactions and history taking.						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher's Activities	Resources	Specific Learning Outcome	Teacher's Activities	Resources
1-3	1.1 Explain the principles of therapeutic Communication such as: i. Active listening; ii. Ask appropriate questions; iii. Empathy; iv. Non-verbal cues (eye contact, posture) ; v. Avoiding medical jargon (using culturally appropriate language). 1.2 Discuss CAM-Specific Challenges: i. Explaining non-conventional treatments ii. Managing patient skepticism or over-optimism about herbal cures. 1.3 Explain possible drug remedy interaction.	- Explain the principles of Therapeutic Communication such as: ➤ Active listening ➤ Ask appropriate questions ➤ Empathy ➤ Non-verbal cues (eye contact, posture). ➤ Avoiding medical jargon (using culturally appropriate language). - Explain CAM-Specific Challenges: - Explaining non-conventional treatments (e.g., "How	Publications Audio-visuals (video, compact disc, DVD, Internet). Relevant Textbooks			

		does homeopathy work?"). - Managing patient skepticism or over-optimism about herbal cures. - Explain possible drug remedy interaction.				
GENERAL OBJECTIVE 2.0: Know ethical dilemmas and ensure informed decision-making.						
4-7	2.1 Explain Informed Consent in CAM such as: - Disclosing risks/benefits of herbal medicine, spiritual therapies. - Handling placebo use ethically 2.2 Explain contraindications for therapies. 2.3 Explain the need to obtain consent of the patient. 2.4 Explain procedures or therapies to the patient before starting treatment. 2.5 Discuss Nigerian Legal & Ethical Guidelines NAFDAC regulations on herbal claims. Avoiding malpractice (e.g., false promises about "HIV cures").	- Explain Informed Consent in CAM such as: ✓ Disclosing risks/benefits of herbal medicine, spiritual therapies. - Handling placebo use ethically - Explain contraindications for therapies - Explain the need to obtain consent of the patient. - Explain procedures or therapies to the patient before starting treatment. - Explain Nigerian Legal & Ethical Guidelines. NAFDAC regulations on herbal claims. - Explain malpractice	Publications Audio-visuals (video, compact disc, DVD, Internet). Relevant Textbooks			

		(e.g., false promises about "HIV cures").				
GENERAL OBJECTIVE 3.0: Understand communication to Nigeria's diverse cultural and religious contexts.						
8-11	3.1 Explain cultural beliefs in Health Communication such as: i. Respectful address for elders; ii. Gender sensitivities (e.g., male practitioners counseling female patients, etc.); 3.2 Discuss Faith-Based Objections i. Responding to patients who distrust CAM for religious reasons. 3.3 Explain culturally based objections	• Explain Cultural Nuances in Health Communication. ✓ Respectful address for elders ✓ Gender sensitivities (e.g., male practitioners counseling female patients). • Explain Faith-Based Objections ✓ Responding to patients who distrust CAM for religious reasons. • Explain culturally based objections	Publications Audio-visuals (video, compact disc, DVD, Internet). Relevant Textbooks			
GENERAL OBJECTIVE 4.0: Know conflicts, doubts, and misinformation in CAM practice.						
12-15	4.1 Outline common patient concerns 4.2 Explain De-escalation Techniques: i. Reflective listening; ii. Acknowledging emotions; iii. When to refer to biomedical care. 4.3 Discuss conflict resolution techniques.	• Explain common patient concerns • Explain De-escalation Techniques ✓ Reflective listening, acknowledging emotions. ✓ When to refer to biomedical care.	Publications Audio-visuals (video, compact disc, DVD, Internet). Relevant Textbooks			

COURSE ASSESSMENT:

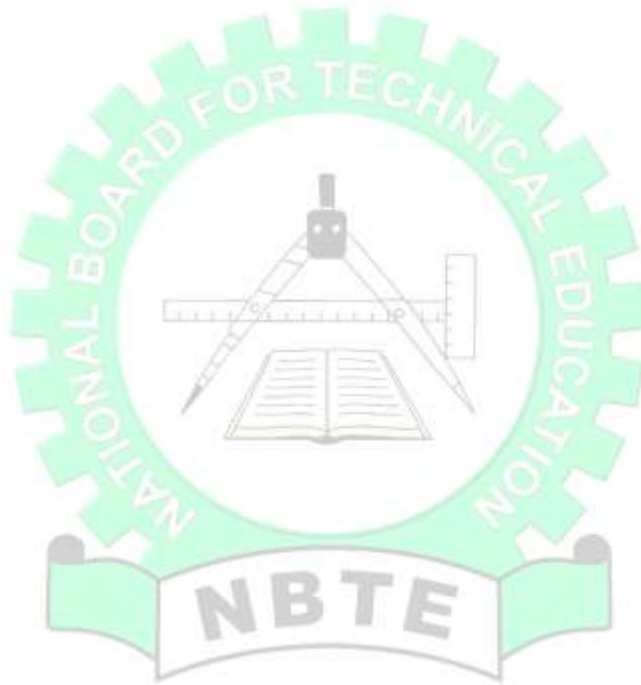
Course work: 10%

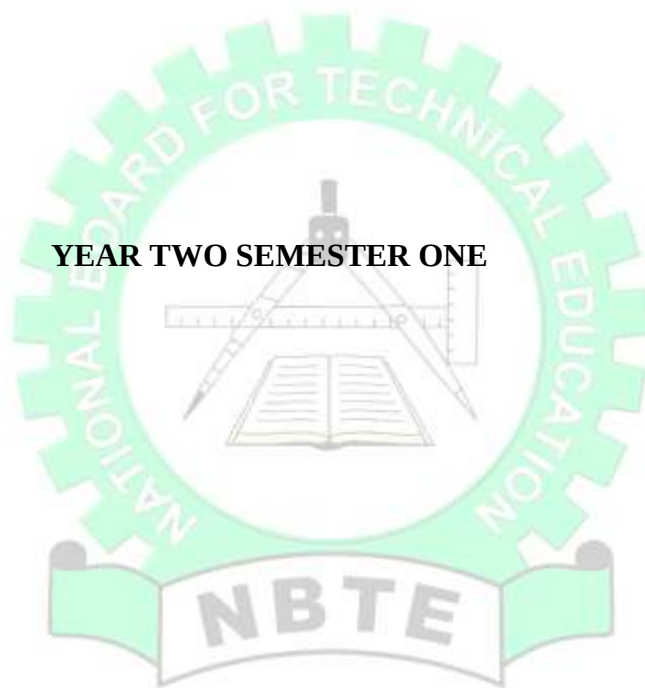
Test/Assignments: 10%

Practical: 40%

Examination: 40%

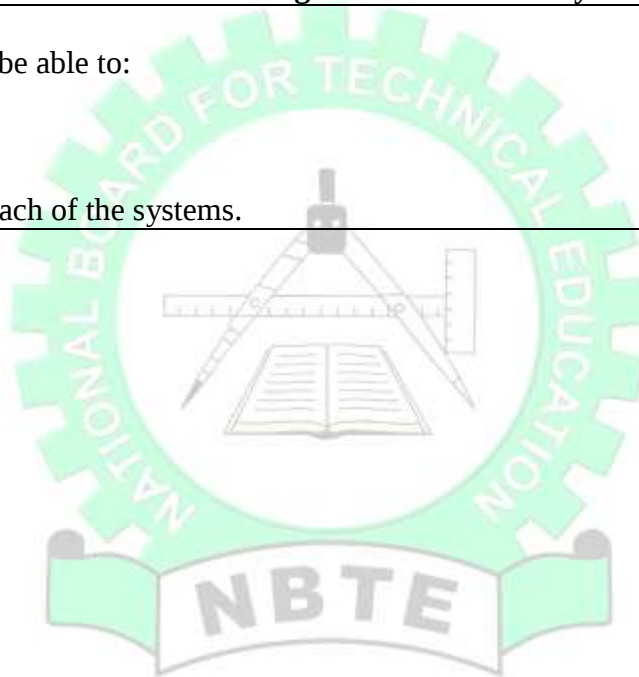
Total: 100%





Human Anatomy and Physiology III

PROGRAMME: NATIONAL DIPLOMA IN COMPLEMENTARY AND ALTERNATIVE MEDICINE		
COURSE TITLE: HUMAN ANATOMY AND PHYSIOLOGY III	COURSE CODE: CAM 211	CONTACT HOURS: 3Hrs/Week
	CREDIT UNIT: 2	THEORETICAL: 1Hr/Week
YEAR: II SEMESTER: I	PRE-REQUISITE: HUMAN ANATOMY AND PHYSIOLOGY II	Practical: 2Hrs/Week
GOAL: This course is designed to equip students with basic knowledge of human anatomy and physiology.		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Understand the Nervous System; 2.0 Understand the Muscular System; 3.0 Understand the Integumentary System; 4.0 Know the disease conditions associated with each of the systems.		



PROGRAMME: NATIONAL DIPLOMA IN COMPLEMENTARY AND ALTERNATIVE MEDICINE						
COURSE TITLE: HUMAN ANATOMY AND PHYSIOLOGY III		COURSE CODE: CAM 211			CONTACT HOURS: 3Hrs/Week	
		CREDIT UNIT: 3			THEORETICAL: 1Hr/Week	
YEAR: II SEMESTER: I		PRE-REQUISITE: HUMAN ANATOMY AND PHYSIOLOGY II			Practical: 2Hrs/Week	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to equip students with basic knowledge of human anatomy and physiology.						
GENERAL OBJECTIVE 1.0: Understand the Nervous System.						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher's Activities	Resources	Specific Learning Outcome	Teacher's Activities	Resources
1-4	1.1 Define the Nervous System. 1.2 State the functions of the Nervous System. 1.3 Explain the organs/components of the Nervous System. 1.4 Explain the classification of the nervous system. 1.5 Explain the functions of the organs explained in 1.3 above. 1.6 Enumerate organs associated with nervous system.	• Explain the Nervous System • Explain the functions of Nervous System. • Explain the organs/components of the Nervous System. • Explain the classification of the nervous system. • Explain the functions of the organs explained above. • Explain organs associated with nervous system.	Text books, Models, Audio-Visual, Charts	• Identify the nervous system in an anatomical model and charts.	• Demonstrate the identification of the nervous system in an anatomical model and charts.	Text books, Models, Audio-Visual, Charts
GENERAL OBJECTIVE 2.0: Understand the Muscular System.						
5-8	2.1 Define the muscular system. 2.2 State the functions of muscular system. 2.3 Explain the organs/components of the muscular System.	• Explain the muscular system • State the functions of muscular system • Explain the	Text books, Models, Audio-Visual, Charts	• Identify the muscular system in an anatomical model and charts.	• Demonstrate the identification of the muscular system in an	Text books, Models, Audio-Visual,

	2.4 Describe the structures of the muscular system. 2.5 Explain the functions of the organs explained in 2.3 above. 2.6 Enumerate organs associated with muscular system.	organs/components of the muscular System - Describe the structures of the muscular system. - Explain the functions of the organs explained above. - Enumerate organs associated with muscular system.			anatomical model and charts.	Charts
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GENERAL OBJECTIVE 3.0: Understand the Integumentary System.

9 -12	3.1 Define the integumentary system. 3.2 List the functions of the integumentary system. 3.3 Explain the Organs/Components of the integumentary System Explain the functions of the organs explained in 3.3 above. 3.4 Explain the glands of the integumentary system (exocrine glands). 3.5 Explain the functions and secretions of the glands listed in 3.5 above. 3.6 Enumerate organs associated with integumentary system.	- Explain the functions of the organs explained in. 3.2 above. - 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 above - Enumerate organs associated with integumentary system.	Text books, Models, Audio-Visual, Charts	Identify the integumentary system in an anatomical model and charts.	Demonstrate the identification of the integumentary system in an anatomical model and charts.	Text books, Models, Audio-Visual, Charts
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GENERAL OBJECTIVE 4.0: Know Disease Conditions Associated with each of the Systems.

13-15	4.1 List common diseases associated with nervous, muscular and integumentary systems. 4.2 Define the etiology of disease conditions associated with each system in 4.1 above. 4.3 State the prevention of diseases mentioned in 4.1 above.	• Explain common diseases associated with nervous, muscular and integumentary systems Explain the etiology of disease conditions associated with each system in 4.1 above. • State the prevention of diseases mentioned in 4.1 above.	Text books, Models, Audio-Visual, Chart			
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COURSE ASSESSMENT:

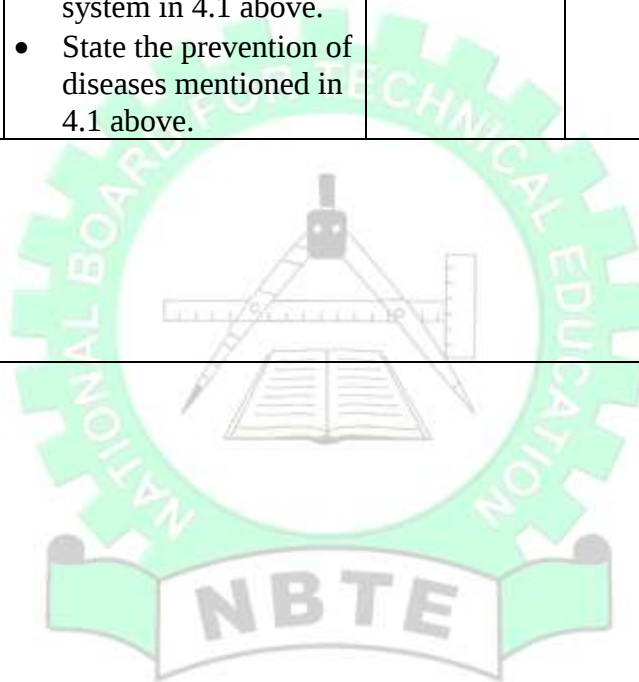
Course work: 10%

Test/Assignments: 10%

Practical: 40%

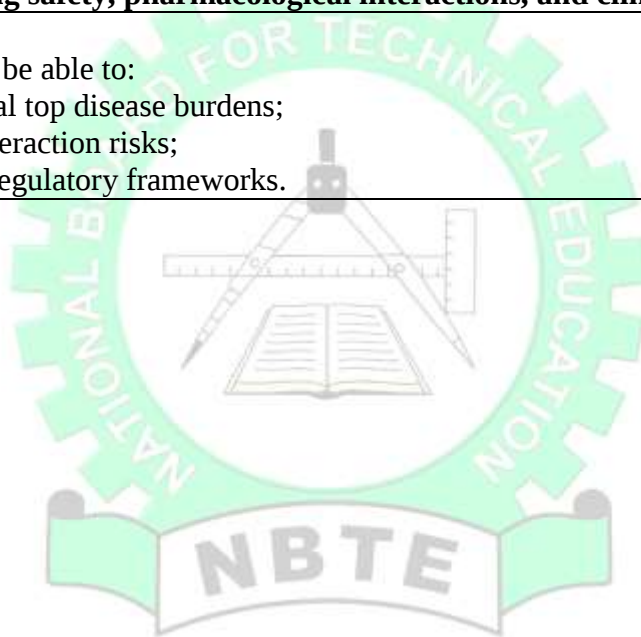
Examination: 40%

Total: 100%



Herbal Medicine and Phytotherapy II

PROGRAMME: NATIONAL DIPLOMA IN COMPLEMENTARY AND ALTERNATIVE MEDICINE		
COURSE TITLE: HERBAL MEDICINE AND PHYTOTHERAPY II	COURSE CODE: CAM 212	CONTACT HOURS: 3Hrs/Week
	CREDIT UNIT: 3	THEORETICAL: 1Hr/Week
YEAR: II SEMESTER: I	PRE-REQUISITE: Herbal Medicine and Phytotherapy I	Practical: 2Hrs/Week
GOAL: This course is designed to equip students with specialized expertise in formulating evidence-based herbal protocols for chronic diseases prevalent in Nigeria, while emphasizing safety, pharmacological interactions, and clinical application.		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Understand targeted herbal protocols for global top disease burdens; 2.0 Know prediction and mitigation of clinical interaction risks; 3.0 Understand practice alignment with national regulatory frameworks.		



PROGRAMME: NATIONAL DIPLOMA IN COMPLEMENTARY AND ALTERNATIVE MEDICINE						
COURSE TITLE: HERBAL MEDICINE AND PHYTOTHERAPY II		COURSE CODE: CAM 212			CONTACT HOURS: 3Hrs/Week	
		CREDIT UNIT: 3			THEORETICAL: 1Hr/Week	
YEAR: II SEMESTER: I		PRE-REQUISITE: Herbal Medicine and Phytotherapy I			Practical: 2Hrs/Week	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to equip students with specialized expertise in formulating evidence-based herbal protocols for chronic diseases prevalent in Nigeria, while emphasizing safety, pharmacological interactions, and clinical application.						
GENERAL OBJECTIVE 1.0: Understand targeted herbal protocols for global top disease burdens.						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher's Activities	Resources	Specific Learning Outcome	Teacher's Activities	Resources
1-4	1.1 Discuss evidence-based herbal protocols using standardized African and Asian botanicals for managing diabetes, hypertension, and arthritis. 1.2 Explain herb-drug interactions and contraindications relevant to chronic disease management globally. 1.3 Compare herbal preparation delivery methods (e.g., topical versus oral). 1.4 Explain the clinical implications of different herbal preparations.	- Describe how to formulate evidence-based herbal protocols using standardized African and Asian botanicals for managing diabetes, hypertension, and arthritis. - Explain how to assess herb-drug interactions and contraindications relevant to chronic disease management in Nigerian populations. - Describe how to compare delivery	Publications Audio-visuals (video, compact disc, DVD, Internet). Relevant Textbooks	- Identify a blend for a diabetic client using local herbs. - Demonstrate drug-herb interaction mapping (e.g., garlic + ACE inhibitor risks) in a prescription.	- Identify a blend for a diabetic client using local herbs. - Demonstrate Drug-herb interaction mapping (e.g., garlic + ACE inhibitor risks) in a prescription.	Practical manual, glass wares.

		methods (e.g., topical versus oral) and explain the clinical implications of different herbal preparations.				
GENERAL OBJECTIVE 2.0: Know prediction and mitigation of clinical interaction risks.						
5-8	2.1 Explain how specific herbs and food compounds influence drug metabolism through enzyme induction or inhibition. 2.2 Explain the impact of herbal constituents on drug absorption and bioavailability. 2.3 Explain how to prevent or manage clinically relevant herb-drug interactions in patient care.	- Explain how specific herbs and food compounds influence drug metabolism through enzyme induction or inhibition. - Explain how to evaluate the impact of herbal constituents on drug absorption and bioavailability. - Describe how to apply this knowledge to prevent or manage clinically relevant herb-drug interactions in patient care.	Publications Audio-visuals (video, compact disc, DVD, Internet). Relevant Textbooks	Use interaction checker software with Nigerian herb database.	Guide students to: Use interaction checker software with Nigerian herb database.	Computer system with internet, practical manual, sample herbal prescriptions.
GENERAL OBJECTIVE 3.0: Understand practice alignment with national regulatory frameworks.						
9-15	3.1 Explain key NAFDAC regulatory requirements related to dosage limits, banned combinations, and herbal product safety. 3.2 Discuss proper documentation	Explain how to interpret key NAFDAC regulatory requirements related to dosage limits, banned	Publications Audio-visuals (video, compact disc, DVD, Internet).	Analyze case studies on adverse drug reactions using the NAFDAC yellow form.	Guide students to: Analyze case study on adverse drug reactions using the NAFDAC	Practical manual, NAFDAC yellow form

	practices for herbal product manufacturing and clinical use. 3.3 Explain the procedure to report adverse effects or unsafe herbal interactions through appropriate national regulatory channels.	combinations, and herbal product safety. • Demonstrate proper documentation practices for herbal product manufacturing and clinical use. • Describe how to report adverse effects or unsafe herbal interactions through appropriate national regulatory channels.	Relevant Textbooks		yellow form.	
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COURSE ASSESSMENT:

Course work: 10%

Test/Assignments: 10%

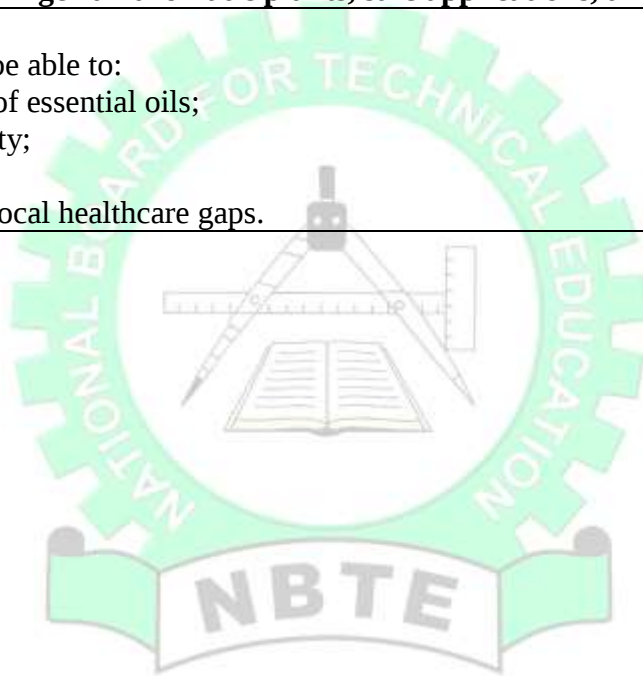
Practical: 40%

Examination: 40%

Total: 100%

Aromatherapy and Essential Oils

PROGRAMME: NATIONAL DIPLOMA IN COMPLEMENTARY AND ALTERNATIVE MEDICINE		
COURSE TITLE: AROMATHERAPY AND ESSENTIAL OILS	COURSE CODE: CAM 213	CONTACT HOURS: 3Hrs/Week
	CREDIT UNIT: 3	THEORETICAL: 1Hr/Week
YEAR: II SEMESTER: I	PRE-REQUISITE:	Practical: 2Hrs/Week
GOAL: This course is designed to provide students with knowledge and skills of scientific and practical training in the therapeutic use of essential oils, with emphasis on locally available Nigerian aromatic plants, safe applications, and evidence-based blending for holistic health.		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Understand the science and cultural relevance of essential oils; 2.0 Know extraction techniques and assess oil purity; 3.0 Know oils for evidence-based health benefits; 4.0 Understand risks mitigation and adaptation to local healthcare gaps.		



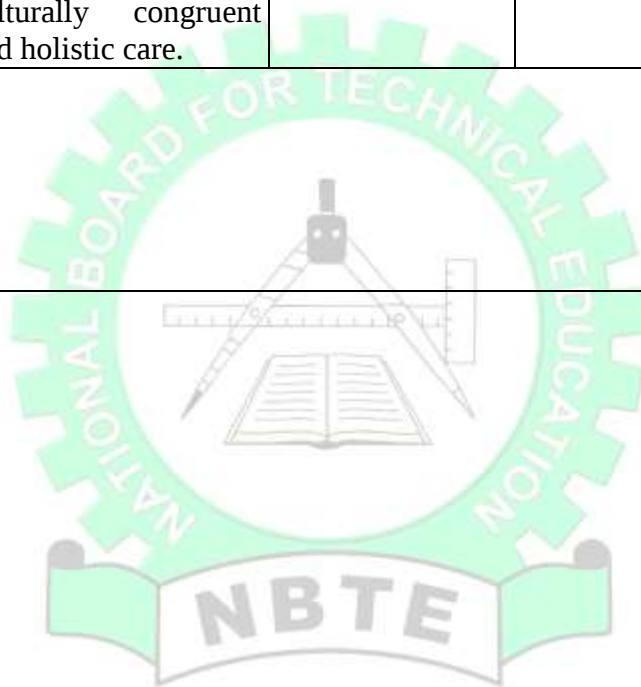
PROGRAMME: NATIONAL DIPLOMA IN COMPLEMENTARY AND ALTERNATIVE MEDICINE						
COURSE TITLE: AROMATHERAPY AND ESSENTIAL OILS		COURSE CODE: CAM 213			CONTACT HOURS: 3Hrs/Week	
		CREDIT UNIT: 3			THEORETICAL: 1Hr/Week	
YEAR: II SEMESTER: I		PRE-REQUISITE:			Practical: 2Hrs/Week	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to equip students with scientific and practical training in the therapeutic use of essential oils, with emphasis on locally available Nigerian aromatic plants, safe applications, and evidence-based blending for holistic health.						
GENERAL OBJECTIVE 1.0: Understand the science and cultural relevance of essential oils.						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher's Activities	Resources	Specific Learning Outcome	Teacher's Activities	Resources
1-4	1.1 Define aromatherapy and Bach flower essence. 1.2 Explain the principles of aromatherapy and Bach flower essence. 1.3 Define essential oils and their chemical nature. 1.4 Describe the historical use of aromatic plants in diverse cultures of Nigeria. 1.5 Explain the historical use aromatherapy in Nigeria. 1.6 Discuss aromatherapy in traditional African and CAM practices involving aromatic plants. 1.7 Explain the continuity and transformation of aromatic plant use in contemporary Nigerian health practices. 1.8 Outline essential oil-bearing plants using common and	- Explain aromatherapy and Bach flower essence. - Explain the principles of aromatherapy and Bach flower essence. - Explain essential oils and their chemical nature. - Describe the historical use of aromatic plants in diverse cultures of Nigeria healing traditions. - Explain the historical use aromatherapy in Nigeria. - Discuss aromatherapy in traditional African and CAM practices involving aromatic plants.	Publications Audio-visuals (video, compact disc, DVD, Internet). Relevant Textbooks	- Demonstrate basic skills in sensory evaluation (e.g., smell tests) and recognition of essential oils. - Identify the qualitative presence of phytochemicals. - Identify essential oil-bearing plants	Guide students to - Demonstrate basic skills in sensory evaluation (e.g., smell tests) and recognition of essential oils. - Carry out basic extraction of essential oils e.g., lemon grass Eucalyptus, Scent leaves etc. - Identify the qualitative presence of phytochemicals.	Practical manual, Essential oils samples, glass wares. Plant specimens, Pestle and mortar, Solvent, Distiller, Reagents.

	botanical names. 1.9 Discuss key chemical and therapeutic properties of selected Nigerian and international essential oils.	• Explain the continuity and transformation of aromatic plant use in contemporary Nigerian health practices. • Outline essential oil-bearing plants using common and botanical names. • Differentiate key chemical and therapeutic properties of selected Nigerian and international essential oils.				
GENERAL OBJECTIVE 2.0: Know extraction techniques and assess oil purity.						
5-7	2.1 Describe the principles, steps, and appropriate plant types for steam distillation, cold pressing and solvent extraction. 2.2 Differentiate between these techniques based on the type of plant materials and desired oil quality. 2.3 Demonstrate basic understanding of how to set up or identify extraction apparatus for common essential oil sources in Nigeria. 2.4 Describe common signs and indicators of adulterated or synthetic essential oils in	• Describe the principles, steps, and appropriate plant types for steam distillation, cold pressing, and solvent extraction. • Explain how to differentiate between these techniques based on the type of plant material and desired oil quality. • Demonstrate basic understanding of how to set up or identify extraction apparatus for common essential oil	Publications Audio-visuals (video, compact disc, DVD, Internet). Relevant Textbooks	• Carry out traditional and modern extraction of essential oils e.g., Lemon grass Eucalyptus, Scent leaves etc. • Demonstrate the different physical and chemical test to detect adulterated essential oils.	Guide students to • Carry out traditional and modern extraction of essential oils e.g. lemon grass Eucalyptus, Scent leaves etc. • Carry out traditional and modern extraction of essential oils e.g., lemon grass Eucalyptus, Scent leaves etc.	Practical manual, Essential oils samples, glass wares.

	Nigerian retail environments. 2.5 Explain NAFDAC's labeling and quality control standards for essential oils sold in Nigeria. 2.6 Evaluate the authenticity and regulatory compliance of essential oil products using available guidelines.	sources in Nigeria. • Explain how to identify common signs and indicators of adulterated or synthetic essential oils in Nigerian retail environments. • Explain NAFDAC's labelling and quality control standards for essential oils sold in Nigeria. • Explain how to evaluate the authenticity and regulatory compliance of essential oil products using available guidelines.			• Demonstrate the different physical and chemical test to detect adulterated essential oils.	
GENERAL OBJECTIVE 3.0: Know oils for evidence-based health benefits.						
8-11	3.1 Describe the therapeutic uses of selected essential oils for specific conditions, such as wound care and stress etc. 3.2 Differentiate between routes of administration (e.g., inhalation versus topical) and their effectiveness for specific ailments. 3.3 Describe basic aromatherapy protocols for treating common conditions in Nigerian clinical or home settings.	• Describe the therapeutic uses of selected essential oils for specific conditions, such as wound care and stress. • Explain the difference between routes of administration (e.g., inhalation versus topical) and their effectiveness for specific ailments.	Publications Audio-visuals (video, compact disc, DVD, Internet). Relevant Textbooks	• Demonstrate the practical use of essential oils e.g. for wound care. • Blend different essential oils. • Apply basic aromatherapy protocols for treating common conditions in Nigerian clinical or home settings.	Guide students to • Demonstrate the practical use of essential oils e.g., for wound care. • Apply basic aromatherapy protocols for treating common conditions in Nigerian clinical or home settings.	Practical manual, Essential oils samples, glass wares.

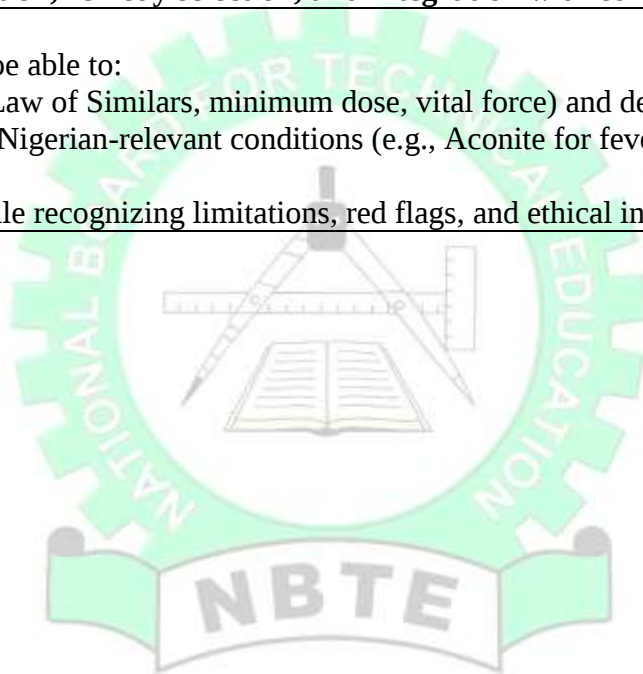
	3.4 Explain classification essential oils based on their volatility into top, middle, and base notes.	• Explain how to apply basic aromatherapy protocols for treating common conditions in Nigerian clinical or home settings. • Explain how to Classify essential oils based on their volatility into top, middle, and base notes.				
GENERAL OBJECTIVE 4.0: Understand risks mitigation and adaptation to local healthcare gaps.						
12-15	4.1 Describe dilution ratios for essential oils based on usage area and client profile. 4.2 Describe major contraindications and safety concerns for commonly used oils in Nigerian contexts. 4.3 Describe best practices to minimize risk when using essential oils on sensitive populations (e.g., infants, hypertensive patients). 4.4 Discuss the spiritual and cultural significance of aromatic oils in Nigerian traditional medicine systems. 4.5 Describe the integration of clients' spiritual beliefs into aromatherapy care plans when appropriate. 4.6 Explain effective collaboration with traditional healers and herbalists to	• Describe dilution ratios for essential oils based on usage area and client profile. • Describe major contraindications and safety concerns for commonly used oils in Nigerian contexts. • Describe best practices to minimize risk when using essential oils on sensitive populations (e.g., infants, hypertensive patients). • Discuss the spiritual and cultural significance of aromatic oils in Nigerian traditional medicine systems. • Describe the integration of clients'	Publications Audio-visuals (video, compact disc, DVD, Internet). Relevant Textbooks	• Calculate correct dilution ratios for essential oils based on usage area and client profile. • Apply essential oils based on usage area.	Guide students to • Calculate correct dilution ratios for essential oils based on usage area and client profile. • Apply essential oils based on usage area.	Essential Oils Solvents Glass wares.

	ensure culturally congruent and holistic care.	spiritual beliefs into aromatherapy care plans when appropriate. • Explain effective collaboration with traditional healers and herbalists to ensure culturally congruent and holistic care.				
COURSE ASSESSMENT: Course work: 10% Test/Assignments: 10% Practical: 40% Examination: 40% Total: 100%						



Homeopathy Fundamentals

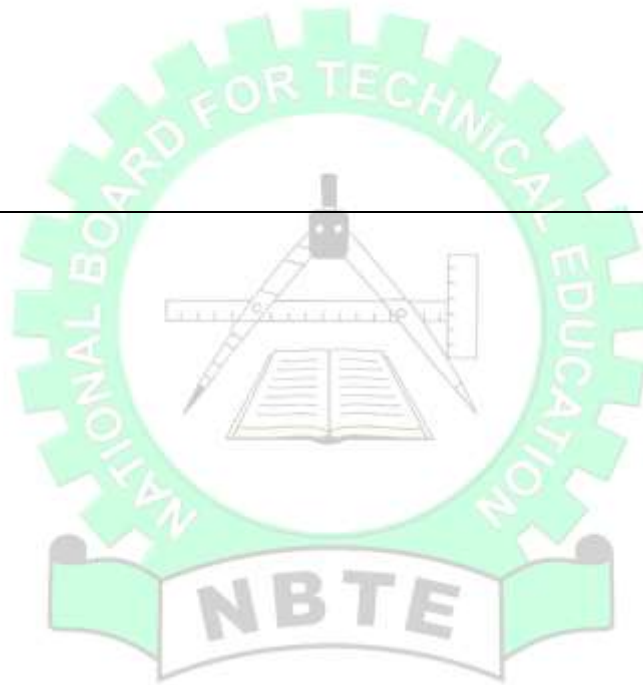
PROGRAMME: NATIONAL DIPLOMA IN COMPLEMENTARY AND ALTERNATIVE MEDICINE		
COURSE TITLE: HOMEOPATHY FUNDAMENTALS	COURSE CODE: CAM 214	CONTACT HOURS: 3Hrs/Week
	CREDIT UNIT: 3	THEORETICAL: 1Hr/Week
YEAR: II SEMESTER: I	PRE-REQUISITE:	Practical: 2Hrs/Week
GOAL: This course is designed to provide students with knowledge and skills in classical homeopathic principles and practice, adapted for the Nigerian context, with emphasis on safe application, remedy selection, and integration with conventional care.		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Know the core principles of homeopathy (Law of Similars, minimum dose, vital force) and demonstrate the process of remedy preparation; 2.0 Understand key homeopathic remedies for Nigerian-relevant conditions (e.g., Aconite for fever, Arsenic for poisoning) and justify their selection based on symptoms; 3.0 Understand remedy selection strategies while recognizing limitations, red flags, and ethical integration with conventional medicine.		



PROGRAMME: NATIONAL DIPLOMA IN COMPLEMENTARY AND ALTERNATIVE MEDICINE						
COURSE TITLE: HOMEOPATHY FUNDAMENTALS		COURSE CODE: CAM 214			CONTACT HOURS: 3Hrs/Week	
		CREDIT UNIT: 3			THEORETICAL: 1Hr/Week	
YEAR: II SEMESTER: I		PRE-REQUISITE:			Practical: 2Hrs/Week	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to provide students with knowledge and skills in classical homeopathic principles and practice, adapted for the Nigerian context, with emphasis on safe application, remedy selection, and integration with conventional care.						
GENERAL OBJECTIVE 1.0: Know the core principles of homeopathy (Law of Similars, minimum dose, vital force) and demonstrate the process of remedy preparation.						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher's Activities	Resources	Specific Learning Outcome	Teacher's Activities	Resources
1-5	1.1 Describe the historical roots, core principles, and evolution of homeopathy from Europe to contemporary Nigerian settings. 1.2 Explain foundational concepts such as the Law of Similar, minimum dose, and vital force in relation to clinical reasoning. 1.3 Demonstrate basic understanding of homeopathic remedy preparation, including source identification and potency selection.	- Describe the historical roots, core principles, and evolution of homeopathy from Europe to contemporary Nigerian settings. - Explain foundational concepts such as the Law of Similars, minimum dose, and vital force in relation to clinical reasoning. - Demonstrate basic understanding of homeopathic remedy preparation, including source identification and potency selection.	Publications Audio-visuals (video, compact disc, DVD, Internet). Relevant Textbooks	Demonstrate Dilution/succussion with water and safe analogs.	Demonstrate Dilution/succussion with water and safe analogs.	Practical Manual, chemicals & reagents, glass wares.
GENERAL OBJECTIVE 2.0: Understand key homeopathic remedies for Nigerian-relevant conditions (e.g., Aconite for fever, Arsenic for poisoning) and justify their selection based on symptoms.						

6-10	2.1 Discuss matching homeopathic remedies to common acute and chronic conditions, using classical indications. 2.2 Explain selection of appropriate remedies for Nigerian-specific contexts, taking into account local symptom expressions and environmental factors. 2.3 Discuss the practical use, sourcing, and cultural appropriateness of remedies in Nigerian homeopathic practice.	• Explain how to match homeopathic remedies to common acute and chronic conditions, using classical indications. • Describe how to select appropriate remedies for Nigerian-specific contexts, taking into account local symptom expressions and environmental factors. • Explain how to evaluate the practical use, sourcing, and cultural appropriateness of remedies in Nigerian homeopathic practice.	Publications Audio-visuals (video, compact disc, DVD, Internet). Relevant Textbooks	• Demonstrate Patient interviews for remedy selection in a role-play. • Demonstrate how to identify where or how common remedies can be accessed or substituted in Nigeria. • Evaluate the efficacy of homeopathic remedies in their localities.	• Demonstrate Patient interviews for remedy selection in a role-play. • Demonstrate how to identify where or how common remedies can be accessed or substituted in Nigeria.	Practical manual.
GENERAL OBJECTIVE 3.0: Understand remedy selection strategies while recognizing limitations, red flags, and ethical integration with conventional medicine.						
11-15	3.1 Describe appropriate strategies for selecting homeopathic remedies using repertories and case analysis. 3.2 Discuss the limitations of homeopathy and identify conditions that require biomedical intervention. 3.3 Describe how homeopathy can ethically and safely complement conventional treatments within integrated care settings.	• Explain how to apply appropriate strategies for selecting homeopathic remedies using repertories and case analysis. • Explain how to recognize the limitations of homeopathy and identify conditions that require biomedical intervention.	Publications Audio-visuals (video, compact disc, DVD, Internet). Relevant Textbooks	• Demonstrate how to match symptoms to remedies using a physical or digital homeopathic repertory.	• Demonstrate how to match symptoms to remedies using a physical or digital homeopathic repertory.	Practical manual, computer system with internet, homeopathy remedy charts.

		• Demonstrate how homeopathy can ethically and safely complement conventional treatments within integrated care settings.				
COURSE ASSESSMENT: Course work: 10% Test/Assignments: 10% Practical: 40% Examination: 40% Total: 100%						



Acupuncture

PROGRAMME: NATIONAL DIPLOMA IN COMPLEMENTARY AND ALTERNATIVE MEDICINE		
COURSE TITLE: ACUPUNCTURE	COURSE CODE: CAM 215	CONTACT HOURS: 3Hrs/Week
	CREDIT UNIT: 3	THEORETICAL: 1Hr/Week
YEAR: II SEMESTER: I	PRE-REQUISITE:	Practical: 2Hrs/Week
GOAL: This course is designed to provide students with knowledge and skills in fundamental Traditional Chinese Medicine (TCM) principles.		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Understand core principles of Traditional Chinese Medicine (TCM) and its adaptation to Nigerian practice; 2.0 Understand theories of acupuncture; 3.0 Know needling techniques in TCM; 4.0 Comprehend acupuncture to local health priorities.		



PROGRAMME: NATIONAL DIPLOMA IN COMPLEMENTARY AND ALTERNATIVE MEDICINE						
COURSE TITLE: ACUPUNCTURE		COURSE CODE: CAM 215			CONTACT HOURS: 3Hrs/Week	
		CREDIT UNIT: 3			THEORETICAL: 1Hr/Week	
YEAR: II SEMESTER: I		PRE-REQUISITE:			Practical: 2Hrs/Week	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to provide students with knowledge and skills in fundamental Traditional Chinese Medicine (TCM) principles.						
GENERAL OBJECTIVE 1.0: Understand core principles of Traditional Chinese Medicine (TCM) and its adaptation to Nigerian practice.						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher's Activities	Resources	Specific Learning Outcome	Teacher's Activities	Resources
1-4	1.1 Explain the core concepts of Traditional Chinese Medicine (TCM). 1.2 Describe how these TCM concepts relate to and differ from African traditional healing practices. 1.3 Describe how cultural sensitivity and understanding affects TCM practices in Nigeria. 1.4 Describe the 12 pairs meridians and their associated organs and functions. 1.5 Describe the therapeutic uses of key acupoints. 1.6 Explain how acupuncture can support common health conditions like pain and fatigue.	- Explain the core concepts of Traditional Chinese Medicine (TCM), including Qi, Yin-Yang, and the Five Elements theory. - Describe how these TCM concepts relate to and differ from African traditional healing practices. - Describe how cultural sensitivity and understanding affects TCM practices in Nigeria. - Describe the 12 pairs meridians and their associated organs and functions.	Publications Audio-visuals (video, compact disc, DVD, Internet). Relevant Textbooks	Demonstrate how to trace meridians on an Acupuncture doll, charts.	Guide students to: Demonstrate how to trace meridians on an Acupuncture doll, charts.	Acupuncture dolls and charts with meridian line. Virtual reality apps (e.g., 3D Acupoints).

		- Describe the therapeutic uses of key acupoints. - Explain how acupuncture can support common health conditions like pain and fatigue.				
GENERAL OBJECTIVE 2.0: Understand theories of acupuncture.						
5-7	2.1 Explain Ying and yang theory. 2.2 Explain five elements. 2.3 Explain Zang and fu organs. 2.4 Explain meridian theories.	- Explain Ying and yang theory - Explain five elements - Explain Zang and fu organs - Explain meridian theories	Publications Audio-visuals (video, compact disc, DVD, Internet). Relevant Textbooks			
GENERAL OBJECTIVE 3.0: Know needling techniques in TCM.						
8-11	3.1 Explain needling techniques. 3.2 Describe various types of filiform acupuncture needles and their specific clinical applications. 3.3 Differentiate between insertion angles and techniques appropriate for different anatomical areas and therapeutic goals. 3.4 Explain Nigerian legal framework and professional boundaries regarding the use of acupuncture. 3.5 Describe WHO-recommended	- Explain needling techniques - Describe various types of filiform acupuncture needles and their specific clinical applications. - Differentiate between insertion angles and techniques appropriate for different anatomical areas and therapeutic goals.	Publications Audio-visuals (video, compact disc, DVD, Internet). Relevant Textbooks	- Identify needle types and safe handling. - Identify between insertion angles and techniques appropriate for different anatomical areas and therapeutic goals. - Carry out Sterilization and disposal workflow using WHO guidelines.	Guide students to: - Identify needle types and safe handling. - Identify between insertion angles and techniques appropriate for different anatomical	Acupuncture needles, sterilization and needle disposal equipment,. Safety box, Acupuncture needling pads and dolls, WHO guidelines for disposal infectious materials.

	sterilization practices suitable for resource-limited environments. 3.6 Describe correct needle disposal procedures to prevent cross-contamination and injuries. 3.7 Describe strategies for ensuring compliance with safety standards.	• Explain Nigerian legal framework and professional boundaries regarding the use of acupuncture. • Describe WHO-recommended sterilization practices suitable for resource-limited environments. • Describe correct needle disposal procedures to prevent cross-contamination and injuries. • Describe strategies for ensuring compliance with safety standards.		• Apply correct needle disposal procedures to prevent cross-contamination and injuries. • Carryout sterilization suitable for resource-limited environments. • Apply strategies for ensuring compliance with safety standards.	areas and therapeutic goals. • Carry out Sterilization and disposal workflow using WHO guidelines. • Apply correct needle disposal procedures to prevent cross-contamination and injuries. • Carryout sterilization suitable for resource-limited environments. Apply strategies for ensuring compliance with safety standards.	
GENERAL OBJECTIVE 4.0: Comprehend acupuncture to local health priorities.						
12-15	4.1 Describe appropriate acupoints for managing musculoskeletal conditions. 4.2 Describe targeted acupressure protocols for stress and anxiety.	• Describe appropriate acupoints for managing musculoskeletal	Publications Audio-visuals (video, compact disc, DVD, Internet).	• Assess patient-specific needs (e.g., occupation, lifestyle) to tailor point selection and	Guide students to: • Assess patient-	Practical manual

	4.3 Describe patient-specific needs (e.g., occupation, lifestyle) to tailor point selection and treatment plans. 4.4 Explain how to evaluate safety, efficacy, and cultural acceptance.	conditions. • Explain how to apply targeted acupuncture protocols for stress and anxiety using HT7 and Yintang. • Explain how to assess patient-specific needs (e.g., occupation, lifestyle) to tailor point selection and treatment plans. • Explain how to evaluate safety, efficacy, and cultural acceptance.	Relevant Textbooks	treatment plans.	specific needs (e.g., occupation, lifestyle) to tailor point selection and treatment plans.	
COURSE ASSESSMENT: Course work: 10% Test/Assignments: 10% Practical: 40% Examination: 40% Total: 100%						

Complementary and Alternative Medicine Research Methodology I

PROGRAMME: NATIONAL DIPLOMA IN COMPLEMENTARY AND ALTERNATIVE MEDICINE		
COURSE TITLE: COMPLEMENTARY AND ALTERNATIVE MEDICINE RESEARCH METHODOLOGY I	COURSE CODE: CAM 216	CONTACT HOURS: 3Hrs/Week
	CREDIT UNIT: 3	THEORETICAL: 1Hr/Week
YEAR: II SEMESTER: I	PRE-REQUISITE:	Practical: 2Hrs/Week
GOAL: This course is designed to equip students with knowledge on the fundamental principles and practices of scientific research, with a specific focus on its application in Complementary and Alternative Medicine (CAM).		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Understand the fundamental concepts and importance of research in CAM; 2.0 Comprehend the various types of research designs and their applications; 3.0 Know how to identify viable research problem and formulate a research proposal; 4.0 Understand basic data collection methods relevant to CAM; 5.0 Understand basic data analysis, interpretation and reporting; 6.0 Understand research ethics, intellectual property, and scientific writing.		

PROGRAMME: NATIONAL DIPLOMA IN COMPLEMENTARY AND ALTERNATIVE MEDICINE						
COURSE TITLE: COMPLEMENTARY AND ALTERNATIVE MEDICINE RESEARCH METHODOLOGY I		COURSE CODE: CAM 216			CONTACT HOURS: 3Hrs/Week	
		CREDIT UNIT: 3			THEORETICAL: 1Hr/Week	
YEAR: II SEMESTER: I		PRE-REQUISITE:			Practical: 2Hrs/Week	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to equip students with the fundamental principles and practices of scientific research, with a specific focus on its application in Complementary and Alternative Medicine (CAM).						
GENERAL OBJECTIVE 1.0: Understand the fundamental concepts and importance of research in CAM						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher's Activities	Resources	Specific Learning Outcome	Teacher's Activities	Resources
1	1.1 Define research and its purposes. 1.2 Explain types and purpose of research methods. 1.3 Explain the role of research in evidence-based CAM practice. 1.4 Explain the applications of research in CAM	• Explain the definition of research and its purposes. • Explain types and purpose of research methods. • Explain the role of research in evidence-based CAM practice. • Explain the applications of research in CAM	Publications, Audio-visuals (video, compact disc, DVD, Internet), white board, markers,. Relevant Textbooks etc			
GENERAL OBJECTIVE 2.0: Comprehend the various types of research designs and their applications.						
2-3	2.1 Differentiate between quantitative, qualitative, and mixed-methods research. 2.2 Explain key research designs (e.g., RCT, cohort, case-control). 2.3 Explain the merits and de-merits of	• Explain the differences between quantitative, qualitative, and mixed-methods research.		• Design a simple observational study for a local CAM clinic (e.g., patient satisfaction	Guide the students to; • Design a simple observational study for a	Research protocols, Worksheets

	qualitative, quantitative and mixed methods research.	- Describe key research designs (e.g., RCT, cohort, case-control). - Explain the merits and de-merits of qualitative, quantitative and mixed methods research.		- survey). - Critique the design of a published CAM study.	local CAM clinic (e.g., patient satisfaction survey). Critique the design of a published CAM study.	
GENERAL OBJECTIVE 3.0: Know how to identify a viable research problem and formulate a research proposal.						
4-5	3.1 Formulate a research question and hypothesis. 3.2 Describe the significance of literature review in research. 3.3 Outline the components of a research proposal. 3.4 Explain the significance of research objectives.	- Formulate a research question and hypothesis. - Describe the significance of literature review in research. - Outline the components of a research proposal. - Explain the significance of research objectives.	Publications, Audio-visuals (video, compact disc, DVD, Internet), white board, markers,. Relevant Textbooks etc	- Conduct a basic literature search using online databases. - Develop a mini-research proposal on a chosen CAM topic.	Guide students in literature search, provide feedback on proposals.	Library databases, Proposal templates
GENERAL OBJECTIVE 4.0: Understand basic data collection methods relevant to CAM						
6-8	4.1 Define data. 4.2 Describe different research design and sampling methods. 4.3 Describe data collection tools (questionnaires, interviews, observation). 4.4 Describe data collection methods (questionnaires, interviews, observation).	- Define data - Describe different research design and sampling methods. - Describe data collection tools (questionnaires, interviews, observation).	Publications, Audio-visuals (video, compact disc, DVD, Internet), white board, markers,.	- Develop a simple questionnaire for a CAM-related survey. - Role-play obtaining informed consent from a patient for a study.	- Develop a simple questionnaire for a CAM-related survey. - Role-play obtaining informed	Questionnaire templates, Interview guides, Consent forms.

	4.5 Explain the principle of informed consent.	- Describe data collection methods (questionnaires, interviews, observation. - Explain the principle of informed consent.	Relevant Textbooks etc		consent from a patient for a study.	
GENERAL OBJECTIVE 5.0: Understand basic data analysis, interpretation and reporting.						
9-11	5.1 Explain data analysis. 5.2 Explain descriptive versus inferential statistics. 5.3 Interpret basic statistical results. 5.4 Describe basic statistical tools.	- Explain data analysis - Explain descriptive versus inferential statistics. - Interpret basic statistical results - Describe basic statistical tools	Publications, Audio-visuals (video, compact disc, DVD, Internet), white board, markers,. Relevant Textbooks etc	- Use descriptive statistics to summarize sample data from a CAM survey. - Interpret simple graphs and tables from a research article.	Guide practical sessions.	SPSS/Excel software, Worksheets with sample data.
GENERAL OBJECTIVE 6.0: Understand research ethics, intellectual property, and scientific writing.						
12-15	6.1 Outline the core ethical principles in research (Belmont Report). 6.2 Describe plagiarism and correct referencing. 6.3 Explain intellectual property like patents, trademarks, etc. 6.4 Highlight the basic steps in scientific writing.	- Explain the core ethical principles in research (Belmont Report). - Describe plagiarism and correct referencing. - Explain intellectual property like patents, trademarks, etc. - Explain the basic steps in scientific writing.	Publications, Audio-visuals (video, compact disc, DVD, Internet), white board, markers,. Relevant Textbooks etc	- Analyze an ethical dilemma in a CAM research case study. - Format a reference list in a specified style correctly (e.g., Vancouver).	Facilitate case study discussion	Ethical case studies, Submission guidelines for journals.

COURSE ASSESSMENT:

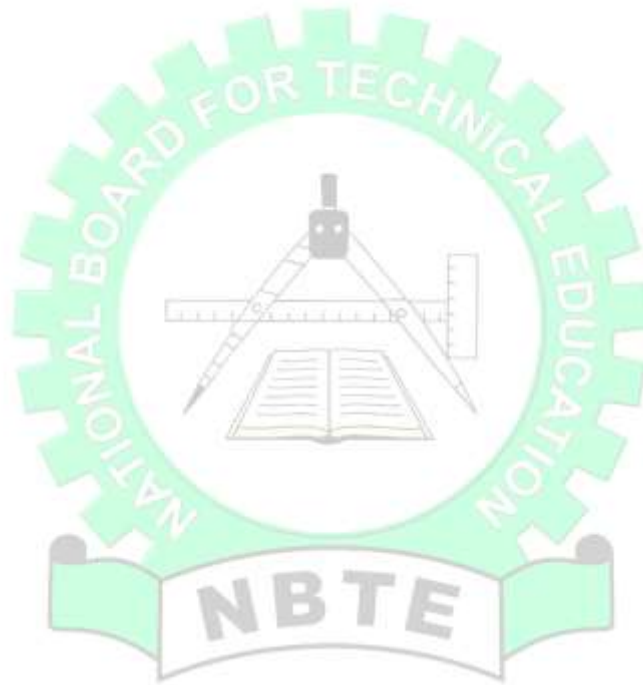
Course work: 10%

Test/Assignments: 10%

Practical: 40%

Examination: 40%

Total: 100%



Clinical Clerkship

PROGRAMME: NATIONAL DIPLOMA IN COMPLEMENTARY AND ALTERNATIVE MEDICINE		
COURSE TITLE: CLINICAL CLERKSHIP	COURSE CODE: CAM 217	CONTACT HOURS: 3Hrs/Week
	CREDIT UNIT: 3	THEORETICAL: 1Hr/Week
YEAR: II SEMESTER: I	PRE-REQUISITE:	Practical: 2Hrs/Week
GOAL: This course is designed to equip students with real-world competency through supervised practice across Nigeria's diverse CAM settings, ensuring workplace readiness and professional identity formation.		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Know the CAM Hospital and Appurtenances; 2.0 Know Hospital Team and Personnel; 3.0 Know how to receive a patient in CAM practice; 4.0 Know consultation procedures; 5.0 Know how to design, execute, and individualize therapeutic order plan.		



PROGRAMME: NATIONAL DIPLOMA IN COMPLEMENTARY AND ALTERNATIVE MEDICINE						
COURSE TITLE: CLINICAL CLERKSHIP		COURSE CODE: CAM 217			CONTACT HOURS: 3Hrs/Week	
		CREDIT UNIT: 3			THEORETICAL: 1Hr/Week	
YEAR: II SEMESTER: I		PRE-REQUISITE:			Practical: 2Hrs/Week	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to equip students with real-world competency through supervised practice across Nigeria’s diverse CAM settings, ensuring workplace readiness and professional identity formation.						
GENERAL OBJECTIVE 1.0: Know the CAM Hospital and Appurtenances.						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher's Activities	Resources	Specific Learning Outcome	Teacher's Activities	Resources
1-3	1.1 Explain the use of Appurtenances in CAM practice. 1.2 Describe the departments and units in hospital. 1.3 Explain the use of hospital appurtenances. 1.4 Explain how to use biologically based, manipulative and body-mind appurtenances etc.	- Explain the use of Appurtenances in CAM practice. - Describe the department and units in hospital. - Explain the use of hospital appurtenances. - Explain how to use biologically based, manipulative and body-mind appurtenances etc.	Textbooks, Lecture notes, Charts etc	Identify Hospital and Appurtenances: Reception, Consulting Room, Wards, Observation Room, Conveniences, Pharmacy, Nurses Room, Refuse Disposal Section, Sterilization Room, etc.	Introduce the students to the Hospital and Appurtenances: Reception, Consulting Room, herbal medicine unit, acupuncture unit, Chiropractic unit, massage unit, detoxification unit, naturopathy unit, dispensing and compounding unit, Wards, Observation Room,	CAM Clinic Hospital/clinic settings

					Conveniences, therapy room, Refuse Disposal Section, Sterilization Room, Etc.	
GENERAL OBJECTIVE 2.0: Know Hospital Team and Personnel.						
4-6	2.1 Explain the function of CAM physicians. 2.2 Explain the function of CAM technologists and technicians. 2.3 Explain the function of CAM therapists. 2.4 Explain the functions of administrative officers in CAM clinics.	- Explain the function of CAM physicians. - Explain the function of CAM technologists and technicians. - Explain the function of CAM therapists. - Explain the functions of administrative officers in CAM clinics.	Textbooks, Lecture notes, Charts etc	Create virtual contents on roles and responsibilities of Hospital Team/Personnel: Doctors, Nurses, Pharmacists, Scientists, Technologists, Technicians, Administration officers, Clerks, Orderlies, etc.	Introduce the student to the Hospital Team/Personnel: Doctors, Nurses, Pharmacists, Scientists, Technologists, Technicians, Administration officers, Clerks, Orderlies, Etc.	Hospital/clinic settings
GENERAL OBJECTIVE 3.0: Know how to receive a patient in CAM practice.						
7-9	3.1 Explain how to politely welcome patients to the hospital. 3.2 Explain biodata collection procedures. 3.3 Explain patient flow in CAM health facility.	- Explain how to politely welcome patient to the hospital. - Explain biodata collection procedures. - Explain patient flow in CAM health facility.	Textbooks, Lecture notes, Charts.	Demonstrate how to receive the patients (client), opening of folder, issuance of card, indexing and filing.	Introduce the student to process of receiving a patient (client), opening of folder, issuance of card, indexing and filing.	Hospital/clinic settings
GENERAL OBJECTIVE 4.0: Know consultation procedures.						

10-12	4.1 Explain history taking. 4.2 Explain procedure of taking vital signs. 4.3 Explain the process of obtaining relevant information from the patient. 4.4 Explain clinical examination. 4.5 Explain referral mechanism. 4.6 Explain listening skills in consultation procedures.	• Discuss the importance of history taking. • State procedure of taking vital signs. • Illustrate the process of obtaining relevant information from the patient. • Discuss the clinical examination procedures • Discuss referral mechanism • Summarize the listening skills	Textbooks, Lecture notes, Charts.	• Demonstrate Case/History taking, checking of vital signs, weight and height, and documentation. • Obtain relevant information from patients • Role play clinical examination • Demonstrate listening skills	Guide students to: • Demonstrate Case/History taking, checking of vital signs, weight and height, and documentation. • Obtain relevant information from patient • Carry out clinical examination • Demonstrate listening skills	Hospital/clinic settings.
GENERAL OBJECTIVE 5.0: Know how to design, execute and individualize therapeutic order plan.						
13-15	5.1 Explain treatment protocol in CAM 5.2 Discuss the process of treatment protocol in CAM 5.3 Explain the limitations of treatment protocol in CAM 5.4 Explain the contraindications of the treatment protocol.	• Explain treatment protocol in CAM • Explain a treatment protocol in CAM • Explain the limitations of treatment protocol in CAM • Explain the contraindications of the treatment protocol.	Textbooks, Lecture notes, Charts.	• Develop a treatment protocol in CAM	Guide students to: • Develop a treatment protocol in CAM	

COURSE ASSESSMENT:

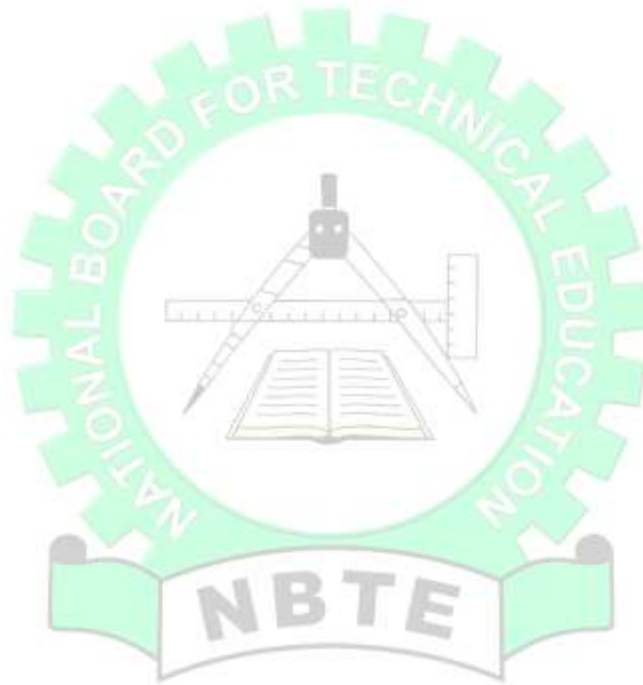
Course work: 10%

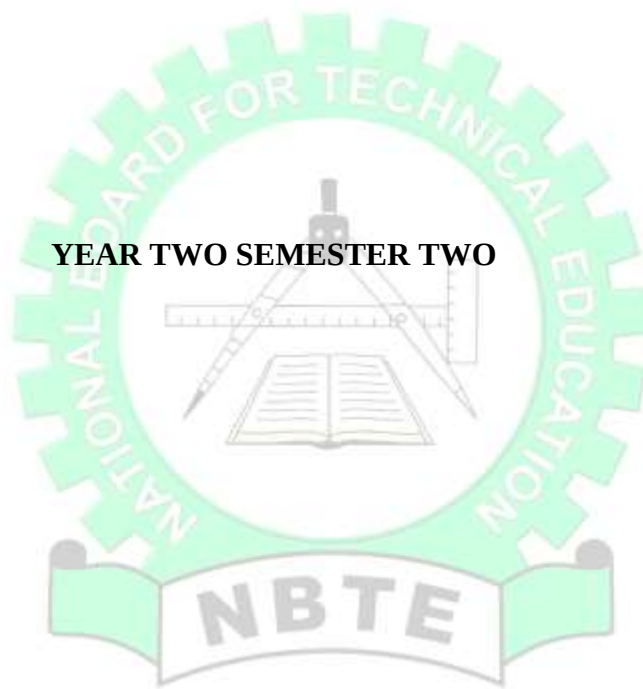
Test/Assignments: 10%

Practical: 40%

Examination: 40%

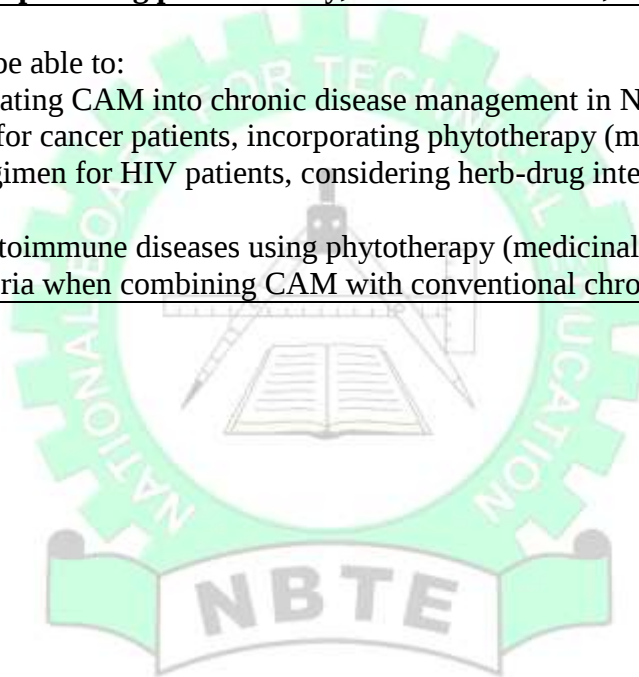
Total: 100%





Complementary and Alternative Medicine in Chronic Disease Management

PROGRAMME: NATIONAL DIPLOMA IN COMPLEMENTARY AND ALTERNATIVE MEDICINE		
COURSE TITLE: Complementary and Alternative Medicine in Chronic Disease Management	COURSE CODE: CAM 221	CONTACT HOURS: 3Hrs/Week
	CREDIT UNIT: 3	THEORETICAL: 1Hr/Week
YEAR: II SEMESTER: II	PRE-REQUISITE:	Practical: 2Hrs/Week
GOAL: This course is designed to equip students with evidence-based training in integrating complementary therapies with conventional care for Nigeria's most prevalent chronic diseases, emphasizing patient safety, cultural relevance, and measurable outcomes.		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Understand evidence-based rationale for integrating CAM into chronic disease management in Nigeria; 2.0 Know culturally adapted CAM palliative plan for cancer patients, incorporating phytotherapy (medicinal plant) and mind-body therapies; 3.0 Understand safe, immune-supportive CAM regimen for HIV patients, considering herb-drug interactions and monitoring parameters (e.g., CD4 counts); 4.0 Know anti-inflammatory CAM protocol for autoimmune diseases using phytotherapy (medicinal plant) and lifestyle interventions; 5.0 Understand ethical guidelines and referral criteria when combining CAM with conventional chronic disease care.		



PROGRAMME: NATIONAL DIPLOMA IN COMPLEMENTARY AND ALTERNATIVE MEDICINE						
COURSE TITLE: COMPLEMENTARY AND ALTERNATIVE MEDICINE IN CHRONIC DISEASE MANAGEMENT		COURSE CODE: CAM 221		CONTACT HOURS: 3Hrs/Week		
		CREDIT UNIT: 3		THEORETICAL: 1Hr/Week		
YEAR: II SEMESTER: II		PRE-REQUISITE:		Practical: 2Hrs/Week		
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to equip students with evidence-based training in integrating complementary therapies with conventional care for Nigeria's most prevalent chronic diseases, emphasizing patient safety, cultural relevance, and measurable outcomes.						
GENERAL OBJECTIVE 1.0: Understand evidence-based rationale for integrating CAM into chronic disease management in Nigeria						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher's Activities	Resources	Specific Learning Outcome	Teacher's Activities	Resources
1-3	1.1 Define chronic diseases and examples. 1.2 Explain the role of CAM in managing chronic diseases (cancer, HIV, autoimmune) within an integrative healthcare framework. 1.3 Describe evidence-based CAM therapies and their mechanisms of action.	- Define chronic diseases and examples - Explain the role of CAM in managing chronic diseases (cancer, HIV, autoimmune) within an integrative healthcare framework. - Describe evidence-based CAM therapies and their mechanisms of action.	Publications Audio-visuals (video, compact disc, DVD, Internet). Relevant Textbooks.			
GENERAL OBJECTIVE 2.0: Know culturally adapted CAM palliative plan for cancer patients, incorporating phytotherapy (medicinal plant) and mind-body therapies.						
4-6	2.1 Define CAM palliative plan. 2.2 Discuss CAM palliative plan for cancer patients using medicinal plants (Annona muricata soursop etc), meditation, and conventional collaboration. 2.3 Discuss cancer cases in CAM requiring referral by identifying red	- Explain how to design a palliative CAM plan for cancer patients using Annona muricata (soursop), meditation, and conventional collaboration. - Explain how identify red	Publications Audio-visuals (video, compact disc, DVD, Internet). Relevant	- Demonstrate how to design palliative CAM plan for cancer patients using Nigerian medicinal plants. - Identify red flags (e.g., rapid tumor	Demonstrate how to design palliative CAM plan for cancer patients using Nigerian medicinal plants.	Practical manual, charts.

	flags.	flags (e.g., rapid tumor progression) requiring referral.	Textbooks.	progression) requiring referral.	• Supervise discussion	
GENERAL OBJECTIVE 3.0: Understand safe, immune-supportive CAM regimen for HIV patients, considering herb-drug interactions and monitoring parameters (e.g., CD4 counts).						
7-9	3.1 Explain the term “immune-supportive CAM strategies”. 3.2 Discuss immune-supportive CAM strategies (e.g., Sutherlandia frutescens, yoga) for HIV patients, aligned with CD4 count monitoring. 3.3 Discuss risks of herb-drug interactions in HIV patients (e.g., ARV and garlic). 3.4 Explain HIV cases in CAM requiring referral by identifying red flags.	- Explain how to propose immune-supportive CAM strategies (e.g., Sutherlandia frutescens, yoga) for HIV patients, aligned with CD4 count monitoring. - Explain how to critique risks of herb-drug interactions (e.g., Antiretrovirals and garlic).	Publications Audio-visuals (video, compact disc, DVD, Internet). Relevant Textbooks.	Demonstrate how to analyze herb-drug interactions from prescriptions for chronic diseases like HIV and Cancer.	Supervise the demonstrations	Practical manuals, case studies. Interaction checklists (e.g., HIV drug-herb guide).
GENERAL OBJECTIVE 4.0: Know anti-inflammatory CAM protocol for autoimmune diseases using phytotherapy (medicinal plant) and lifestyle interventions.						
10-12	4.1 Describe autoimmune disease conditions and anti-inflammatory protocols in CAM 4.2 Explain anti-inflammatory protocols using medicinal plants e.g., Curcuma longa (turmeric) for autoimmune conditions (e.g., rheumatoid arthritis). 4.3 Discuss cultural barriers to CAM adherence in Nigerian patients.	- Explain how to develop anti-inflammatory protocols using Curcuma longa (turmeric) and omega-3 for autoimmune conditions (e.g., rheumatoid arthritis). - Explain how to evaluate cultural barriers to CAM adherence in Nigerian patients.	Publications Audio-visuals (video, compact disc, DVD, Internet). Relevant Textbooks	Demonstrate how to counsel patients on cultural barriers to CAM adherences.	Supervise demonstrations	Practical manual, case studies.
GENERAL OBJECTIVE 5.0: Understand ethical guidelines and referral criteria when combining CAM with conventional chronic disease care.						

13-15	5. 1 Discuss ethical guidelines (e.g., informed consent) when integrating CAM with conventional care. 5. 2 Analyze controversies (e.g., faith healing versus evidence-based CAM). 5. 3 Explain the referral criteria when CAM is to be combined with the conventional medical care.	• Explain how to apply ethical guidelines (e.g., informed consent) when integrating CAM with conventional care. Referral protocols: When to involve oncologists/virologists. • Explain how to analyse controversies (e.g., faith healing versus evidence-based CAM). Nigerian National Policy on Traditional Medicine. • Explain the referral criteria when to be CAM is combined with the conventional medical care.	Publications Audio-visuals (video, compact disc, DVD, Internet). Relevant Textbooks.			
COURSE ASSESSMENT: Course work: 10% Test/Assignments: 10% Practical: 40% Examination: 40% Total: 100%						

Complementary and Alternative Medicine First Aid and Emergency Care

PROGRAMME: NATIONAL DIPLOMA IN COMPLEMENTARY AND ALTERNATIVE MEDICINE		
COURSE TITLE: COMPLEMENTARY AND ALTERNATIVE MEDICINE FIRST AID AND EMERGENCY CARE	COURSE CODE: CAM 222	CONTACT HOURS: 3Hrs/Week
	CREDIT UNIT: 3	THEORETICAL: 1Hr/Week
YEAR: II SEMESTER: II	PRE-REQUISITE:	Practical: 2Hrs/Week
GOAL: This course is designed to provide students with knowledge and skills in essential life-saving skills tailored for CAM practitioners, ensuring they can respond effectively to emergencies in clinical or community settings while adhering to integrative healthcare principles.		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Understand core principles of first aid and their adaptation to CAM environments; 2.0 Understand CPR, choking response, and trauma care tailored to CAM contexts; 3.0 Know how to address emergencies unique to CAM, herbal, spiritual, or manual therapies; 4.0 Develop protocols harmonizing CAM and biomedical responses.		



PROGRAMME: NATIONAL DIPLOMA IN COMPLEMENTARY AND ALTERNATIVE MEDICINE						
COURSE TITLE: COMPLEMENTARY AND ALTERNATIVE MEDICINE FIRST AID AND EMERGENCY CARE		COURSE CODE: CAM 222		CONTACT HOURS: 3Hrs/Week		
		CREDIT UNIT: 3		THEORETICAL: 1Hr/Week		
YEAR: II SEMESTER: II		PRE-REQUISITE:		Practical: 2Hrs/Week		
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to equip students with essential life-saving skills tailored for CAM practitioners, ensuring they can respond effectively to emergencies in clinical or community settings while adhering to integrative healthcare principles.						
GENERAL OBJECTIVE 1.0: Understand core principles of first aid and their adaptation to CAM environments.						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher's Activities	Resources	Specific Learning Outcome	Teacher's Activities	Resources
1-4	1.1 Explain the Scope of Practice: Legal/ethical boundaries for CAM practitioners in emergencies (e.g., when to refer to biomedicine). 1.2 Explain background of first aid and international good Samaritan law in the delivery of first aid services. 1.3 Define first aid. 1.4 Outline first aid items in first aid. 1.5 Explain the use of PPEs in first aid management. 1.6 Explain first aider and first responders (i.e., ambulance services etc.). 1.7 Describe qualities of a good first aider. 1.8 Describe CAM-Specific Risks: i. Adverse reactions to herbs (e.g., anaphylaxis from Moringa). ii. Overdose risks in homeopathy or essential oil use. 1.9 Explain risk management in CAM practice. 1.10 Describe Universal Precautions:	- Explain the Scope of Practice: Legal/ethical boundaries for CAM practitioners in emergencies (e.g., when to refer to biomedicine). - Explain background of first aid and international good Samaritan law in the delivery of first aid services. - Define first aid - Outline first aid items in first aid. - Explain first aider and first responders (i.e., ambulance services etc.). - Describe qualities of a	Relevant Publications Audio-visuals (video, compact disc, DVD, Internet). Relevant Textbooks			

	Infection control (gloves, sanitization) in traditional settings.	good first aider. - Describe CAM-Specific Risks: - Adverse reactions to herbs (e.g., anaphylaxis from Moringa). - Overdose risks in homeopathy or essential oil use. - Explain risk management in CAM practice. - Describe Universal Precautions: Infection control (gloves, sanitization) in traditional settings.				
GENERAL OBJECTIVE 2.0: Understand CPR, choking response, and trauma care tailored to CAM contexts.						
5-7	2.1 Explain management of unconsciousness. 2.2 Explain CPR/AED Use: Modified for low-resource CAM clinics (e.g., without AED access). 2.3 Describe the first aid management of minor Wound/bleeding Care: - Herbal and alternatives therapies for cleansing (e.g., Aloe vera, Ocimum gratissimum). - When to avoid herbs (e.g., deep wounds requiring sutures). 2.4 Explain the management of Burns: TAM approaches (e.g., honey dressings) versus biomedical protocols.	- Explain CPR/AED Use: Modified for low-resource CAM clinics (e.g., without AED access). - Explain Wound/bleeding Care: ✓ Herbal alternatives for cleansing (e.g., Aloe vera, Ocimum gratissimum). ✓ When to avoid herbs (e.g., deep	Relevant Publications Audio-visuals (video, compact disc, DVD, Internet). Relevant Textbooks	- Demonstrate CPR on dummies (practice rescue breaths or compressions). - Apply pressure to stop bleeding. - Demonstrate wound and burns dressings and care using CAM strategies.	Supervise demonstrations.	CPR mannequins (low-cost versions like Laerdal Little Anne). Herbal first aid kits (neem oil, aloe vera, honey). Mock "clinic disaster" setup (e.g., fake smoke

		wounds requiring sutures). • Explain how to manage burns: TAM approaches (e.g., honey dressings) versus biomedical protocols.				machine for fire drills).
GENERAL OBJECTIVE 3.0: Know how to address emergencies unique to CAM, herbal, spiritual, or manual therapies.						
8-11	3.1 Explain the management of Herb-Drug Reactions. 3.2 Discuss recognizing of symptoms (e.g., hypotension from Garcinia kola + antihypertensives). 3.3 Explain management of spiritual crisis: Seizures during rituals versus epileptic episodes. 3.4 Explain management of Bone-Setter complications. 3.5 Explain the management of minor fractures/dislocations missed by traditional healers. 3.6 Explain the management injuries to joint and muscles.	• Explain how to manage Herb-Drug Reactions: ✓ Recognizing symptoms (e.g., hypotension from Garcinia kola + antihypertensive. • Explain how to manage Spiritual Crisis: Seizures during rituals versus epileptic episodes. ✓ Ethical handling of "possession" cases. • Explain how to manage Bone-Setter Complications: • Identifying fractures/dislocations missed by traditional healers.	Relevant Publications Audio-visuals (video, compact disc, DVD, Internet). Relevant Textbooks Guest demo: Licensed nurse critiques traditional bone-setting practices.	• Simulation a drill to demonstrate how to manage a Patient convulsing after herbal enema.	Guide students to: • Simulation drill: Demonstrate how to manage a Patient convulsing after herbal enema.	Practical manual
GENERAL OBJECTIVE 4.0: Develop protocols harmonizing CAM and biomedical responses.						
12-15	4.1 Explain Collaborative Care: 4.2 Discuss communicating with	• Explain Collaborative Care: Communicating	Relevant Publications	• Role-play how to convince a	• Role-play: Demonstrate	Practical manual, case

	EMTs/hospitals about CAM treatments. 4.3 Describe Low-Resource Adaptations such as Improvised splints, transport methods for rural settings. 4.4 Explain Prevention: Patient screening for herb-drug risks pre-treatment.	with EMTs/hospitals about CAM treatments (e.g., "Patient took Cryptolepis for malaria"). • Explain Low-Resource Adaptations: Improvised splints, transport methods for rural settings. • Explain Prevention: Patient screening for herb-drug risks pre-treatment.	Audio-visuals (video, compact disc, DVD, Internet). Relevant Textbooks	reluctant patient to go to the hospital post-seizure. • Demonstrate mass casualty drill (herbal poisoning outbreak).	Convincing a reluctant patient to go to the hospital post-seizure. • Final simulation: Demonstrate Mass casualty drill (herbal poisoning outbreak).	studies
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COURSE ASSESSMENT:

Course work: 10%

Test/Assignments: 10%

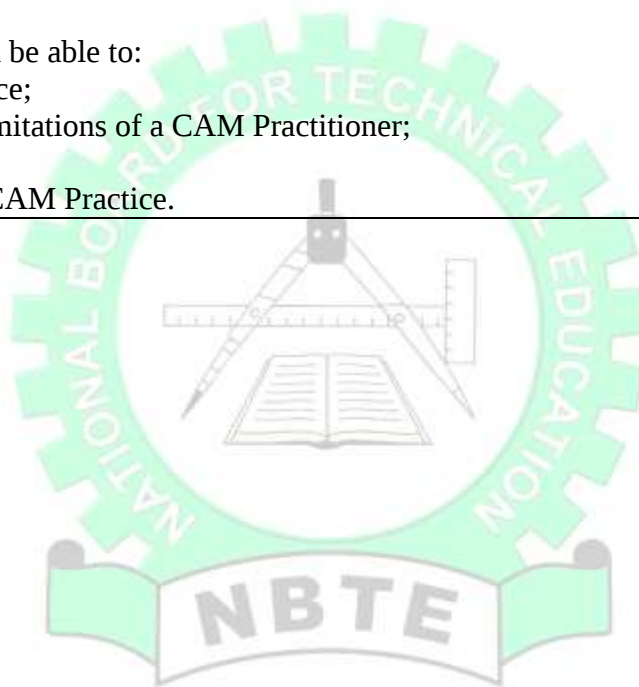
Practical: 40%

Examination: 40%

Total: 100%

Professional Practice and Ethics in Complementary and Alternative Medicine

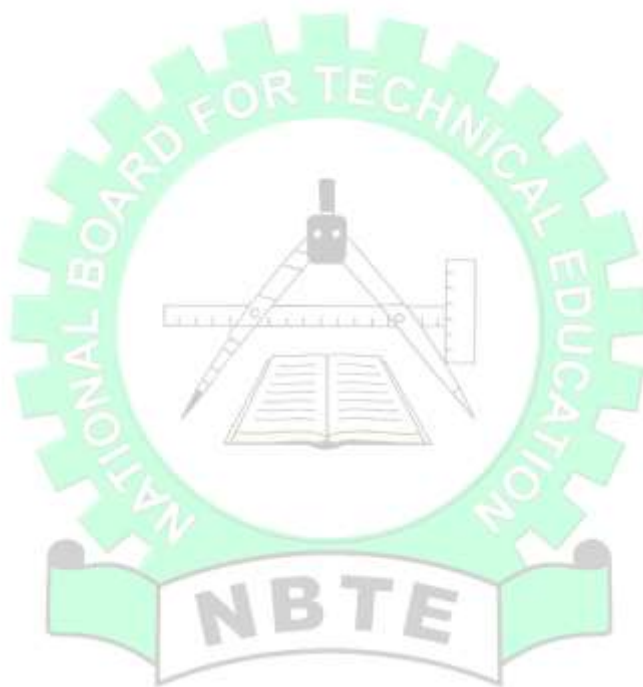
PROGRAMME: NATIONAL DIPLOMA IN COMPLEMENTARY AND ALTERNATIVE MEDICINE		
COURSE TITLE: PROFESSIONAL PRACTICE AND ETHICS IN COMPLEMENTARY AND ALTERNATIVE MEDICINE	COURSE CODE: CAM 223	CONTACT HOURS: 2Hrs/Week
	CREDIT UNIT: 2	THEORETICAL: 2Hrs/Week
YEAR: II SEMESTER: II	PRE-REQUISITE:	Practical: 0
GOAL: This course is designed to instil in the student's ethics and etiquette of the CAM Profession.		
GENERAL OBJECTIVES On completion of this course, the students should be able to: 1.0 Know the ethics and etiquette of CAM Practice; 2.0 Know the professional responsibilities and limitations of a CAM Practitioner; 3.0 Understand legal aspects of CAM Practice; 4.0 Understand the concept of accountability in CAM Practice.		



PROGRAMME: NATIONAL DIPLOMA IN COMPLEMENTARY AND ALTERNATIVE MEDICINE						
COURSE TITLE: PROFESSIONAL PRACTICE AND ETHICS IN COMPLEMENTARY AND ALTERNATIVE MEDICINE		COURSE CODE: CAM 223		CONTACT HOURS: 2HRS/WEEK		
		CREDIT UNIT: 2		THEORETICAL: 2HRS/WEEK		
YEAR: II SEMESTER: II		PRE-REQUISITE:		PRACTICAL: 0		
COURSE SPECIFICATION: THEORETICAL						
GOAL: This course is designed to instill in the student’s ethics and etiquette of the CAM Profession.						
GENERAL OBJECTIVE 1.0: Know the Ethics and Etiquette of CAM Practice						
THEORETICAL CONTENT				PRACTICAL CONTENT		
WEEK	SPECIFIC LEARNING OUTCOME	TEACHER'S ACTIVITIES	RESOURCES	SPECIFIC LEARNING OUTCOME	TEACHER'S ACTIVITIES	RESOURCES
1-4	1.1 Define ethics and etiquette 1.2 Narrate a Brief history of ethics in health care practice. 1.3 Define terms used in CAM professional code of conduct: i. Patients, ii. Clients, iii. Profession, 1.4 Explain the ethical principles of CAM 1.5 List the professional ethics required of a CAM Practitioner: Confidentiality; Privacy; Integrity; respect for client and clients’ relatives; Acceptable mode of dressing; and Patience. 1.6 List unethical behaviors of a CAM practitioner: Lateness; absenteeism, failure to give prompt attention to issues criminal abortion and other unprofessional behaviors.	• Explain the terms ethics and etiquette • Present a brief history of ethics in health care practice. • Explain the terms used in CAM professional code of conduct: patients, clients, profession, etc. • Discuss the ethical principles of CAM • Explain the professional ethics required of a. • CAM practitioner: • Explain unethical behaviors of a	Publications Audio-visuals (video, compact disc, DVD, Internet). Relevant Textbooks			

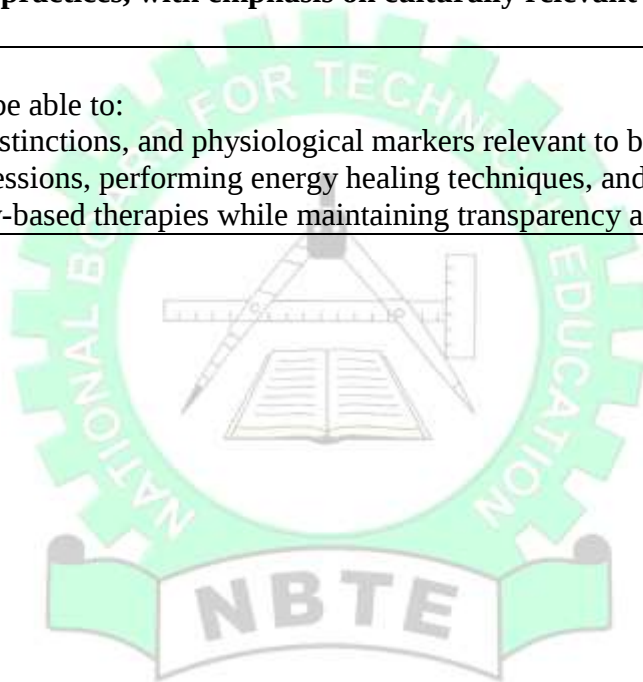
		CAM practitioner:				
GENERAL OBJECTIVE 2.0: Know the professional responsibilities and limitations of a CAM Practitioner.						
5-9	2.1 Explain the professional responsibilities and limitations of a CAM practitioner. 2.2 Explain the concept of patient safety. 2.3 Identify human factors and principles that apply to health care. 2.4 Describe steps to take following adverse events.	• Explain the professional responsibilities and limitations of a CAM practitioner. • Explain the concept of patient safety. • Explain human factors and principles that apply to health care. • Explain steps to take following adverse events.	Publications Audio-visuals (video, compact disc, DVD, Internet). Relevant Textbooks			
GENERAL OBJECTIVE 3.0: Understand legal aspects of CAM Practice.						
10-12	3.1 Explain the legal aspects of CAM Practice including Public Health laws. 3.2 Explain Law of the Federation of Nigeria regulating CAM practice. 3.3 Discuss laws regulating practices globally. 3.4 Discuss WHO guidelines on CAM	• Explain the legal aspects of CAM Practice including Public Health laws. • Explain Law of the Federation of Nigeria regulating CAM practice.				
GENERAL OBJECTIVE 4.0: Understand the concept of accountability in CAM Practice.						
13-15	4.1 Define the term “accountability”. 4.2 Explain the concept of accountability in CAM Practice. 4.3 Explain the roles of professional bodies such as National Association of CAM Practitioners etc.	• Explain the concept of accountability in CAM Practice. • List roles of National Association of CAM Practitioners.	Publications Audio-visuals (video, compact disc, DVD, Internet). Relevant Textbooks			

COURSE ASSESSMENT: Course work: 20% Test/Assignments: 20% Examination: 60% Total: 100%						



Biofeedback and Energy Healing

PROGRAMME: NATIONAL DIPLOMA IN COMPLEMENTARY AND ALTERNATIVE MEDICINE		
COURSE TITLE: BIOFEEDBACK AND ENERGY HEALING	COURSE CODE: CAM 224	CONTACT HOURS: 3Hrs/Week
	CREDIT UNIT: 3	THEORETICAL: 1Hr/Week
YEAR: II SEMESTER: II	PRE-REQUISITE:	Practical: 2Hrs/Week
GOAL: This course is designed to equip students with foundational knowledge, hands-on experience, and ethical grounding in the application of biofeedback technologies and energy healing practices, with emphasis on culturally relevant adaptations and professional integrity in the Nigerian context.		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Understand the scientific principles, cultural distinctions, and physiological markers relevant to biofeedback and energy healing; 2.0 Develop competence in guiding biofeedback sessions, performing energy healing techniques, and managing technical challenges; 3.0 Promote ethical and secular practices in energy-based therapies while maintaining transparency and cultural sensitivity.		



PROGRAMME: NATIONAL DIPLOMA IN COMPLEMENTARY AND ALTERNATIVE MEDICINE						
COURSE TITLE: BIOFEEDBACK AND ENERGY HEALING		COURSE CODE: CAM 224			CONTACT HOURS: 3Hrs/Week	
		CREDIT UNIT: 3			THEORETICAL: 1Hr/Week	
YEAR: II SEMESTER: II		PRE-REQUISITE:			Practical: 2Hrs/Week	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to equip students with foundational knowledge, hands-on experience, and ethical grounding in the application of biofeedback technologies and energy healing practices, with emphasis on culturally relevant adaptations and professional integrity in the Nigerian context.						
GENERAL OBJECTIVE 1.0: Understand the scientific principles, cultural distinctions, and physiological markers relevant to biofeedback and energy healing.						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher's Activities	Resources	Specific Learning Outcome	Teacher's Activities	Resources
1-5	1.1 Define biofeedback and energy healings; and its origin. 1.2 Describe the operating principles of Heart Rate Variability (HRV) monitors and Electromyography (EMG) devices used in stress and muscle tension analysis. 1.3 Compare Reiki with traditional Nigerian energy healing methods highlighting their cultural, philosophical, and procedural differences. 1.4 Interpret stress-related physiological biomarkers such as galvanic skin response (GSR) and peripheral temperature.	- Explain the definition of Define biofeedback and energy healings; and its origin. - Describe the operating principles of HRV monitors and EMG devices used in stress and muscle tension analysis. - Describe how to compare Reiki with traditional Nigerian energy healing methods (e.g., “Igba Iwa”), highlighting their cultural,	Publications Audio-visuals (video, compact disc, DVD, Internet). Relevant Textbooks	- Use of HRV and EMG monitors with mock clients. - Use real-time GSR and temperature readings to assess stress levels during controlled relaxation sessions.	- Demonstrate Hands-on setup and use of HRV and EMG monitors with mock clients. - Demonstrate how to use real-time GSR and temperature readings to assess stress levels during controlled relaxation sessions.	HRV and EMG devices, Practical manual.

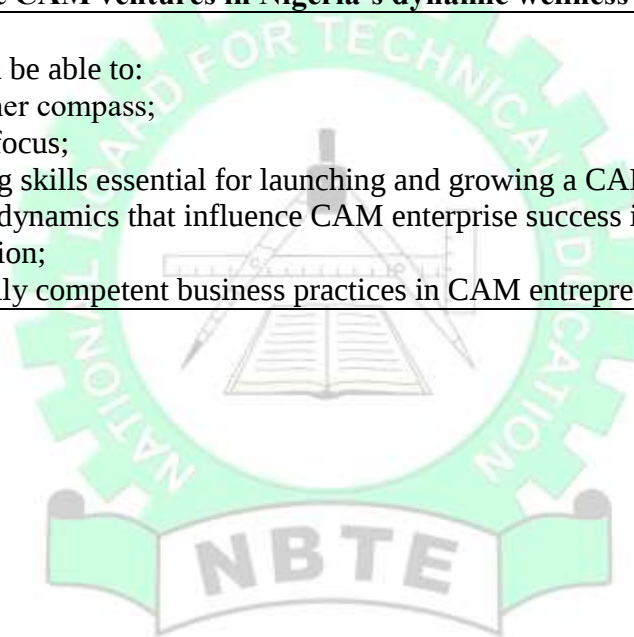
		philosophical, and procedural differences. Explain how to interpret stress-related physiological biomarkers such as galvanic skin response (GSR) and peripheral temperature.				
GENERAL OBJECTIVE 2.0: Develop competence in guiding biofeedback sessions, performing energy healing techniques, and managing technical challenges.						
6-10	2.1 Explain a full HRV coherence training session, including pacing, feedback, and adjustment. 2.2 Explain basic non-contact energy healing techniques, respecting safety, boundaries, and cultural norms. 2.3 Discuss troubleshooting and how to resolve common technical issues with biofeedback devices, including power disruptions and signal interference.	- Explain how to lead a client through a full HRV coherence training session, including pacing, feedback, and adjustment. - Demonstrate basic non-contact energy healing techniques, respecting safety, boundaries, and cultural norms. - Demonstrate how to troubleshoot and resolve common technical issues with biofeedback devices, including power disruptions and signal interference.	Publications Audio-visuals (video, compact disc, DVD, Internet). Relevant Textbooks	- Demonstrate how to guide peers in coherence-building sessions using breathing techniques and visual feedback. - Demonstrate palm hovering, energy channel scanning, and grounding rituals on simulated or volunteer clients. - Demonstrate how to handle power loss or device malfunction in a role-play scenario, ensuring session continuity and client reassurance.	Supervise demonstrations	HRV and EMG devices, Practical manual.

GENERAL OBJECTIVE 3.0: Promote ethical and secular practices in energy-based therapies while maintaining transparency and cultural sensitivity.

11-15	3.1 Discuss the importance of maintaining secular, client-centered language and avoid religious or spiritual claims during sessions. 3.2 Explain the placebo effect and belief-based outcomes of energy healing transparently and respectfully. 3.3 Discuss sensitivity toward clients' cultural and spiritual beliefs without endorsing or contradicting them during treatment.	• Explain how to maintain secular, client-centered language and avoid religious or spiritual claims during sessions. • Explain the placebo effect and belief-based outcomes of energy healing transparently and respectfully. • Demonstrate sensitivity toward clients' cultural and spiritual beliefs without endorsing or contradicting them during treatment.	Publications Audio-visuals (video, compact disc, DVD, Internet). Relevant Textbooks			
COURSE ASSESSMENT: Course work: 10% Test/Assignments: 10% Practical: 40% Examination: 40% Total: 100%						

Complementary and Alternative Medicine Business Development I

PROGRAMME: NATIONAL DIPLOMA IN COMPLEMENTARY AND ALTERNATIVE MEDICINE		
COURSE TITLE: COMPLEMENTARY AND ALTERNATIVE MEDICINE BUSINESS DEVELOPMENT I	COURSE CODE: CAM 225	CONTACT HOURS: 2Hrs/Week
	CREDIT UNIT: 2	THEORETICAL: 1Hr/Week
YEAR: II SEMESTER: II	PRE-REQUISITE: Introduction to Entrepreneurship II	Practical: 1Hr/Week
GOAL: This course is designed to equip students with the knowledge, skills, and ethical frameworks required to build legally compliant, culturally sensitive, and financially sustainable CAM ventures in Nigeria's dynamic wellness economy.		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Understand the healing entrepreneurs' inner compass; 2.0 Understand inner niche and ideal patient focus; 3.0 Build strategic, operational, and marketing skills essential for launching and growing a CAM venture; 4.0 Understand business models, and market dynamics that influence CAM enterprise success in Nigeria; 5.0 Understand legal frameworks and mitigation; 6.0 Know Instill ethical, inclusive, and digitally competent business practices in CAM entrepreneurship.		



PROGRAMME: NATIONAL DIPLOMA IN COMPLEMENTARY AND ALTERNATIVE MEDICINE						
COURSE TITLE: COMPLEMENTARY AND ALTERNATIVE MEDICINE BUSINESS DEVELOPMENT I		COURSE CODE: CAM 225			CONTACT HOURS: 2Hrs/Week	
		CREDIT UNIT: 2			THEORETICAL: 1Hr/Week	
YEAR: II SEMESTER: II		PRE-REQUISITE:			Practical: 1Hr/Week	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to equip students with the knowledge, skills, and ethical frameworks required to build legally compliant, culturally sensitive, and financially sustainable CAM ventures in Nigeria’s dynamic wellness economy.						
GENERAL OBJECTIVE 1.0: Understand the healing entrepreneurs’ inner compass.						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher's Activities	Resources	Specific Learning Outcome	Teacher's Activities	Resources
1-3	1.1 Define healing entrepreneurs. 1.2 Explain visioning meditation. 1.3 Explain values clarification exercise. 1.4 Explain the drafting of mission and vision statement for enterprise.	• Explain healing entrepreneurs • Explain visioning meditation • Explain values clarification exercise • Explain the drafting of mission and vision statement for enterprise.	Publications Audio-visuals (video, compact disc, DVD, Internet). Relevant Textbooks			
GENERAL OBJECTIVE 2.0: Understand inner niche and ideal patient focus.						
4-6	2.1 Explain the analysis of market gap. 2.2 Explain ideal patient focus. 2.3 Explain avatar (demonographics, psychographics, pinpoint, aspirations etc.).	• Explain the analysis of market gap. • Explain ideal patient focus • Explain avatar (demonographics, psychographics, pinpoint, aspirations etc.).	Publications Audio-visuals (video, compact disc, DVD, Internet). Relevant Textbooks			

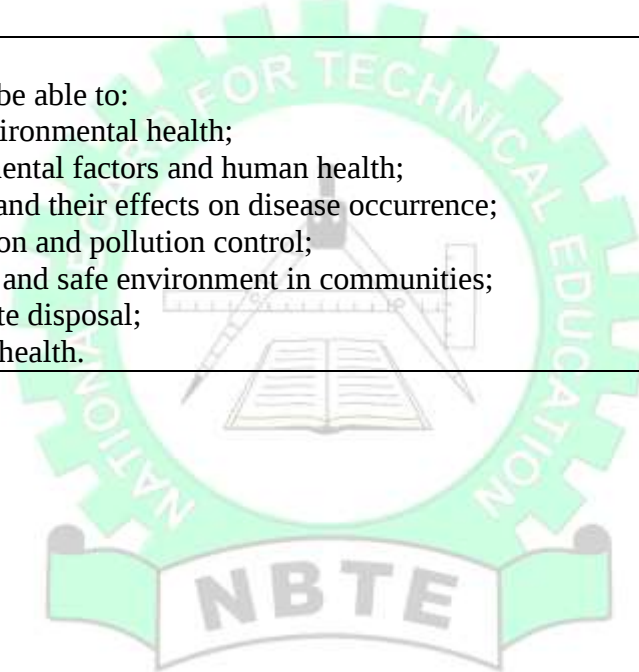
GENERAL OBJECTIVE 3.0: Build strategic, operational, and marketing skills essential for launching and growing a CAM venture.						
7-8	3.1 Describe a comprehensive, investor-ready business plan including financial projections and supply chain risk plans. 3.2 Explain multilingual and faith-sensitive marketing campaigns tailored to Nigeria's cultural and religious diversity. 3.3 Describe efficient clinic workflows integrating online and offline systems for appointment scheduling and herb inventory tracking.	- Describe how to draft a comprehensive, investor-ready business plan including financial projections and supply chain risk plans. - Describe how to design multilingual and faith-sensitive marketing campaigns tailored to Nigeria's cultural and religious diversity. - Explain how to create efficient clinic workflows integrating online and offline systems for appointment scheduling and herb inventory tracking.	Publications Audio-visuals (video, compact disc, DVD, Internet). Relevant Textbooks	Demonstrate how to write a CAM business plan.	Guide students to write CAM business plan.	Practical manual
GENERAL OBJECTIVE 4.0: Understand business models, legal frameworks, and market dynamics that influence CAM enterprise success in Nigeria						
9-10	4.1 Explain business potential of practitioners' deep, merging personal purpose with professional services. 4.2 Describe key CAM business models (e.g., fixed-location clinics, mobile outreach, and tele-CAM services), highlighting cost-benefit trade-offs.	- Explain how to compare key CAM business models (e.g., fixed-location clinics, mobile outreach, and tele-CAM services), highlighting cost-benefit trade-offs. - Explain regulatory requirements,	Publications Audio-visuals (video, compact disc, DVD, Internet). Relevant Textbooks			

	4.3 Explain regulatory requirements, including CAC, NAFDAC, approval processes, state-level TCAM licenses, and relevant tax obligations. 4.4 Explain market dynamics and trends, contrasting urban and rural CAM demands and profiling major competitors.	including NAFDAC approval processes, state-level TCAM licenses, and relevant tax obligations. Explain how to analyze market dynamics and trends, contrasting urban and rural CAM demands and profiling major competitors.				
GENERAL OBJECTIVE 5.0: Understand legal frameworks and mitigation						
11-12	5.1 Explain the protection of Intellectual property. 5.2 Explain sole proprietorship. 5.3 Explain scope of practice documentation. 5.4 Explain informed consent. 5.5 Explain business liability and business insurance.	- Explain the protection of Intellectual property. - Explain sole proprietorship - Explain scope of practice documentation - Explain informed consent - Explain business liability and business insurance.	Publications Audio-visuals (video, compact disc, DVD, Internet). Relevant Textbooks			
GENERAL OBJECTIVE 6.0: Know Instill ethical, inclusive, and digitally competent business practices in CAM entrepreneurship						
13-15	6.1 Describe transparency and integrity by avoiding false health claims and clearly stating practitioner credentials. 6.2 Describe socially inclusive models such as sliding-scale fees and rural outreach	Explain how to promote transparency and integrity by avoiding false health claims and clearly stating practitioner credentials.	Publications Audio-visuals (video, compact disc, DVD, Internet). Relevant	- Practice pitch simulations with real investors. - Regulator role-plays (NAFDAC inspection scenarios)	Supervise simulations and role-plays	Practical manual

	programmes to expand access to underserved communities. 6.3 Explain ethical digital practices, ensuring compliance with health data privacy standards advertising rules on social media.	• Explain how to develop socially inclusive models such as sliding-scale fees and rural outreach programmes to expand access to underserved communities. • Explain how to implement ethical digital practices, ensuring compliance with health data privacy standards.	Textbooks			
COURSE ASSESSMENT: Course work: 10% Test/Assignments: 10% Practical: 40% Examination: 40% Total: 100%						

Introduction to Environmental Health

PROGRAMME: NATIONAL DIPLOMA IN COMPLEMENTARY AND ALTERNATIVE MEDICINE		
COURSE TITLE: INTRODUCTION TO ENVIRONMENTAL HEALTH	COURSE CODE: CAM 226	CONTACT HOURS: 2Hrs/Week
	CREDIT UNIT: 2	THEORETICAL: 1Hr/Week
YEAR: II SEMESTER: II	PRE-REQUISITE:	Practical: 1Hr/Week
GOAL: This course is designed to equip students with an understanding of environmental health concepts and their impact on holistic health, enabling them to recognize environmental determinants of disease and promote healthy environments as part of complementary and alternative healthcare practice.		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Know the basic concepts and principles of environmental health; 2.0 Understand the relationship between environmental factors and human health; 3.0 Know common environmental health hazards and their effects on disease occurrence; 4.0 Understand methods of environmental sanitation and pollution control; 5.0 Know basic strategies for promoting a healthy and safe environment in communities; 6.0 Know waste management and methods of waste disposal; 7.0 Know climate change and its effect on human health.		



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			CREDIT UNIT: 2		THEORETICAL: 2Hrs/Week	
YEAR: II SEMESTER: II			PRE-REQUISITE:		Practical: 0	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to equip students with an understanding of environmental health concepts and their impact on holistic health, enabling them to recognize environmental determinants of disease and promote healthy environments as part of complementary and alternative healthcare practice.						
GENERAL OBJECTIVE 1.0: Know the basic concepts and principles of environmental health.						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher's Activities	Resources	Specific Learning Outcome	Teacher's Activities	Resources
1-3	1.1 Explain environmental health. 1.2 List the components of environmental health. 1.3 Explain the principles of environmental health.	• Discuss environmental health. • Discuss the components of environmental health. • Analyse the principles of environmental health.	Publications Audio-visuals, Internet Relevant Textbooks, writing materials, white board, markers etc.			
GENERAL OBJECTIVE 2.0: Understand the relationship between environmental factors and human health.						
4-6	2.1 Explain Environment. 2.2 Define human health. 2.3 Outline environmental factors. 2.4 Explain the relationship between environmental factors and human health.	• Discuss Environment. • Explain different definitions of human health. • Discuss environmental factors. • Describe the relationship between environmental	Publications Audio-visuals, Internet Relevant Textbooks, writing materials, white board, markers etc.			

		factors and human health.				
GENERAL OBJECTIVE 3.0: Know common environmental health hazards and their effects on disease occurrence.						
7-8	3.1 Define environmental hazards. 3.2 Outline common environmental hazards. 3.3 Explain the effects of environmental hazards on disease occurrence. 3.4 List mitigating factors of environmental health hazards.	• Discuss different definitions of environmental hazards. • Discuss examples of common environmental hazards. • Summarize the effects of environmental hazards on disease occurrence. • Describe mitigating factors of environmental health hazards.	Publications Audio-visuals, Internet Relevant Textbooks, writing materials, white board, markers etc.			
GENERAL OBJECTIVE 4.0: Understand methods of environmental sanitation and pollution control.						
9-10	4.1 Define environmental sanitation. 4.2 State methods of environmental sanitation. 4.3 Define pollution control. 4.4 Outline methods of pollution control.	• Explain environmental sanitation. • Discuss methods of environmental sanitation. • Explain pollution control. • Discuss methods of pollution control.	Publications Audio-visuals, Internet Relevant Textbooks, writing materials, white board, markers etc.			
GENERAL OBJECTIVE 5.0: Know basic strategies for promoting a healthy and safe environment in communities.						

11	5. 1 Explain a healthy and safe environment. 5. 2 Explain the strategies for promoting healthy living. 5. 3 Explain environment in relation to community health.	• Describe a healthy and safe environment. • Illustrate the strategies for promoting healthy living. • Discuss the essence of safe environment in relation to community health.	Publications Audio-visuals, Internet Relevant Textbooks, writing materials, white board, markers etc.			
GENERAL OBJECTIVE 6.0: Know waste management and methods of waste disposal.						
12-13	6.1 Define waste management. 6.2 List types of waste. 6.3 Outline methods of waste disposal. 6.4 Explain the benefits and challenges of waste management in Nigeria.	• Explain waste management. • Discuss types of waste. • Facilitate discussions on methods of waste disposal.	Publications Audio-visuals, Internet Relevant Textbooks, writing materials, white board, markers etc.			
GENERAL OBJECTIVE 7.0: Know climate change and its effect on human health.						
14-15	7.1 Explain climate change. 7.2 Explain the effects of climate change. 7.3 State mitigating factors of climate change control. 7.4 List the agencies in charge of climate change control in Nigeria.	• Discuss climate change, global warming and ozone layer depletion, greenhouse gas emission. • State the effects of climate change. • Discuss strategies to control climate change.	Publications Audio-visuals, Internet Relevant Textbooks, writing materials, white board, markers etc.			

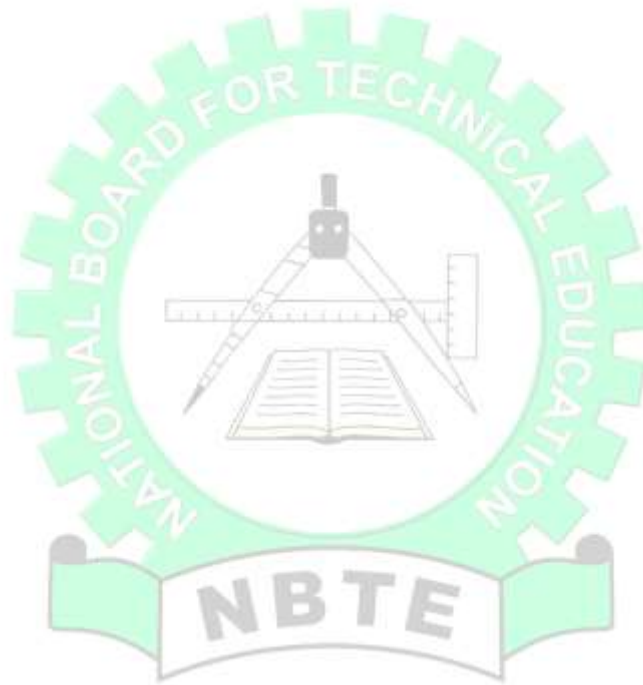
COURSE ASSESSMENT:

Course work: 20%

Test/Assignments: 20%

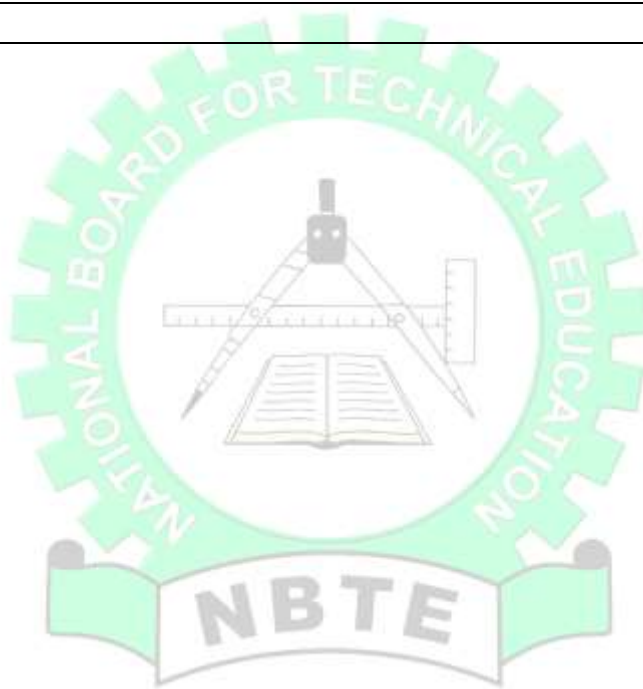
Examination: 60%

Total: 100%



LIST OF MINIMUM RESOURCES/PHYSICAL FACILITIES

S/N	DESCRIPTION OF ITEMS
1.	Biology/Anatomy/ Histology/Pathology Laboratory
2.	Chemistry Laboratory
3.	Nutrition/Physiology Laboratory
4.	Physics Laboratory
5.	Audio Visual Studio
6.	Computer Studio



Complementary and Alternative Medicine Training Clinic

A. Acupuncture and Traditional Chinese Medicine (TCM) Unit.

S/N	DESCRIPTION OF ITEMS	QUANTITY
1.	Acupuncture Needles	2 Packets
2.	Needle Disposal Units	2
3.	Acupuncture Mannequins	Assorted
4.	Moxibustion Supplies	2 sets
5.	TCM Diagnostic Tools	2 sets

B. Cupping Therapy Unit

S/N	DESCRIPTION OF ITEMS	QUANTITY
1.	Cupping Sets	2 sets
2.	Lubricants for Sliding Cupping	2 sets

C. Aromatherapy Unit

S/N	DESCRIPTION OF ITEMS	QUANTITY
1.	Essential Oils (e.g., Lavender, Peppermint, Eucalyptus, Tea Tree, Chamomile, Rosemary).	10 liters each
2.	Carrier Oils (Cold-pressed oils like Jojoba, Sweet Almond, Fractionated Coconut Oil.).	10 liters each
3.	Storage Cabinet (A dark, cool, lockable cabinet for storing essential oils.).	Assorted
4.	Diffusers	Assorted
5.	Blending Supplies (Glass beakers, small amber glass bottles with droppers, funnels, labels.).	Assorted

D. Osteopathy/chiropractic (Manual Therapy) Unit

S/N	DESCRIPTION OF ITEMS	QUANTITY
1.	Treatment Tables	2 Packets
2.	Anatomical Models (Detailed models of the spine, pelvis, knee, shoulder, etc.).	2
3.	Palpation Aids	Assorted
4.	Foam roller	2 sets
5.	Chiropractic Adjustment Tools	2 sets

E. Herbal Medicine/Homeopathy Unit

S/N	DESCRIPTION OF ITEMS	QUANTITY
1.	Herbarium (A collection of dried medicinal herbs in clear jars.).	Assorted
2.	Herbarium preparation kits	2
3.	Tincture Press & Glassware (Beakers, dropper bottles, funnels, amber glass bottles, test tubes, measuring cylinders, pipettes.).	Assorted
4.	Tea Preparation Station (Electric kettles, teapots, tea strainers, mugs.).	Assorted
5.	Drying ovens	Assorted
6.	pH meters	2
7.	Hot plates	2
8.	Digital top loading balance	2
9.	TLC adjustable spreader	2
10.	TLC Chromatography tanks (20 x 20).	4
11.	Analytical Chromatographic columns	4
12.	Soxhlet apparatus	Assorted
13.	Precoated TLC plates	4 packets
14.	Percolator	Assorted
15.	Fume cupboard	Assorted
16.	Student compound microscope	4
17.	Slides and cover slips	2 packets
18.	Extraction solvents (hexane, chloroform, ethyl acetate, ethanol, acetone).	10 liters each
19.	Medicinal plant garden	1

F. Holistic Diagnostics Unit

S/N	DESCRIPTION OF ITEMS	QUANTITY
1	Physical Aids (Large, clear anatomical diagrams and mirrors for student self-practice).	2 sets
2	Visual Aids [High-resolution photographic atlas showcasing various tongue bodies and coatings (e.g., pale, red, purple; thick, yellow, greasy, peeling coatings)].	2 sets
3	Holistic Diagnostics Tools set (Disposable tongue depressors, gloves, penlights for illumination).	2
4	Pulse simulators	2

G. CAM First aid and Emergency Care Unit.

S/N	DESCRIPTION OF ITEMS	QUANTITY
1.	Gauze	Assorted
2.	Plasters	Assorted
3.	Surgical set	2
4.	Cotton wool	Assorted
5.	Bandages	Assorted
6.	Disinfectants	Assorted
7.	Honey	10 liters

H. Naturopathy and Detoxification Unit

S/N	DESCRIPTION OF ITEMS	QUANTITY
1.	Hydrotherapy Unit (Bathtubs for immersion therapies, Portable steam tents).	Assorted
2.	Juicers	Assorted
3.	sprouting trays	2
4.	Traditional tools (calabash sieves for Igbo).	Assorted
5.	IV hydration kits	Assorted
6.	Blood pressure monitor	Assorted

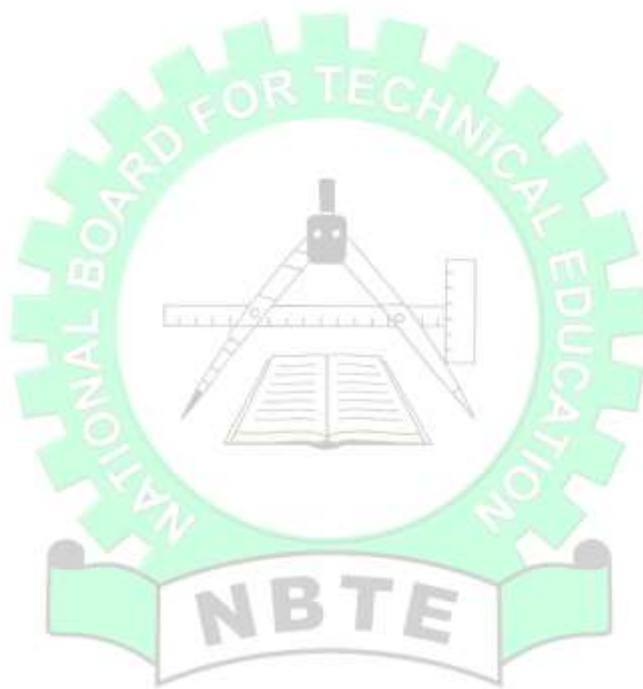
I. Biofeedback and Energy Healing Unit

S/N	DESCRIPTION OF ITEMS	QUANTITY
1.	Biofeedback and Energy Healing	Assorted
2.	HRV Monitor (Heart rate variability)	Assorted
3.	EMG (electromyography)	Assorted

J. General and Administrative Unit

S/N	DESCRIPTION OF ITEMS	QUANTITY
1.	Whiteboard / Flip Chart	Assorted
2.	Storage Cabinets	Assorted
3.	Computer & Projector	Assorted
4.	Hand Sanitizer Stations	Assorted
5.	Client Intake Forms/Charts	Assorted
6.	Fire extinguisher	Assorted

7.	First aid box	Assorted
8.	Personal Protective Equipment	Assorted



LIST OF WORKSHOP PARTICIPANTS

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