



NATIONAL BOARD FOR TECHNICAL EDUCATION

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

HIGHER NATIONAL DIPLOMA IN HEALTH EDUCATION AND PROMOTION CURRICULUM AND COURSE SPECIFICATIONS

**DEVELOPED
IN
COLLABORATION WITH**

NIGERIAN ASSOCIATION OF HEALTH EDUCATORS (NAHE)

APRIL, 2026

PREFACE

The development of a robust and relevant curriculum is fundamental to the training of competent professionals who can effectively respond to contemporary health challenges. This Curriculum for Higher National Diploma (HND) in Health Education and Promotion Programme represents a significant milestone in strengthening the capacity of health educators to promote healthy behaviours, prevent diseases, and improve the overall well-being of our communities.

The curriculum has been carefully designed to reflect current trends, national priorities, and global best practices in Health Education and Promotion. It aims to equip diplomates with the knowledge, skills, and professional competencies required to function effectively in diverse settings, including schools, healthcare institutions, community organisations and public health agencies.

I wish to extend the appreciations of the Board to the Nigerian Association of Health Educators for sponsoring and remaining committed to advancing the quality of health education in Nigeria. Through this initiative, the Association continues to ensure standardization, relevance, and excellence in the training of Health Educators across the country.

I also wish to express our profound appreciation to the distinguished resource persons whose expertise, dedication, and collaborative efforts made the development of this curriculum possible. Their invaluable contributions, insights, and commitment to academic and professional excellence have greatly enriched the content and structure of this programme.

I also extend our sincere gratitude to the reviewer and editors for their critical evaluation, thoughtful feedback, and meticulous attention to detail, which have significantly enhanced the quality and coherence of this curriculum.

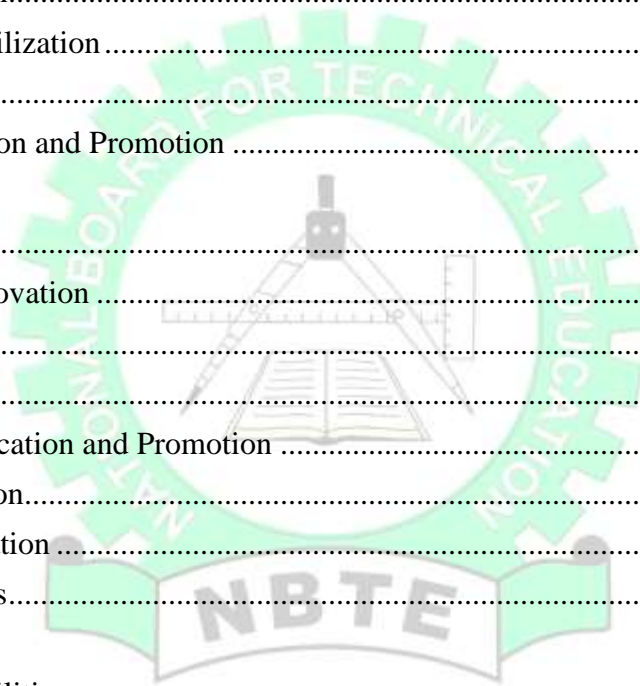
It is our expectation that the curriculum will serve as a dynamic tool for Institutions, educators, and students, fostering innovation, professionalism, and a strong commitment to improving public health outcomes in Nigeria and beyond.

Prof. Idris M. Bugaje
Executive Secretary
National Board for Technical Education
Kaduna
April, 2026

Table of Contents

General Information.....	iv
Curriculum Table	ix
Year I Semester I	1
Personal Health and Sensory Organs Care Education	2
Theory and Practice of Preventive Healthcare.....	10
Advanced Community Health Education and Promotion.....	15
Health Psychology and Counselling	19
Health Care Laws, Policies and Ethics	23
Primary Health Care Services	27
Bio- Statistics and Health Demography.....	31
Food Safety and Nutritional Health Education.....	35
Child Health and Immunization Education.....	42
Year I Semester II	49
Practice of Patient Education	50
Contemporary Health Issues	56
Computer Appreciation in Health Education and Promotion	60
Accident and Emergency Prevention Education.....	64
Advocacy and Health Communication Strategies	70
Theory and Practice of Social Behaviour Change	74
Occupational Health and Safety Education	80
Research Methods in Health Education and Promotion	87

Year II Semester I	94
Substance Use and Abuse Education.....	95
Careers in Health Education and Promotion.....	100
Epidemiology in Health Education and Promotion.....	105
Social, Emotional and Mental Health Education.....	110
Maternal Health Education and Promotion.....	115
Community Engagement and Social Mobilization.....	121
Human Anatomy and Physiology.....	126
Computer Applications in Health Education and Promotion.....	132
Year II Semester II	137
Advanced Health Administration and Innovation.....	138
Family Health Education and Promotion.....	143
Geriatric and Death Education.....	148
Monitoring and Evaluation in Health Education and Promotion.....	156
Consumer Health Education and Promotion.....	161
Sexuality and Reproductive Health Education.....	167
International Health and Related Agencies.....	175
List of Minimum Resources/Physical Facilities.....	185
List of Participants.....	189



GENERAL INFORMATION

1. TITLE OF THE PROGRAMME:

The title of the programme is **Higher National Diploma (HND) In Health Education and Promotion.**

2. GOAL AND OBJECTIVES OF THE PROGRAMME

2.1 Goal of the Programme

The Higher National Diploma (HND) programme in Health Education and Promotion is designed to produce Health Education and Promotion practitioners with adequate knowledge and appropriate skills and attitude for effective deliver and promote preventive, rehabilitative and restorative healthcare services as well as patient education, community outreach, health literacy enhancement, advocacy, policy formulation, mental health support, programme planning, monitoring and evaluation (PME) at National and International levels.

2.2 Objectives of the Programme

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

- i. Carryout Health Education and Promotion services at all levels of Health Care in Nigeria and beyond;
- ii. Support in the development of plans and implementation of effective delivery of Health Education and Promotion services in Health-related agencies, institutions and organizations;
- iii. Disseminate accurate health information to the society at large in order to ameliorate disease burden;
- iv. Conduct Health Education and Promotion intervention programmes on prevailing health problems in the community;
- v. Engage other health workers and the community members to carryout community health needs assessment;
- vi. Collaborate with relevant health workers to conduct health risk assessments during outbreaks;
- vii. Engage stakeholders in the promotion of activities that bring changes in behaviors and attitudes toward positive health practices;
- viii. Assist in the surveillance, investigation and reporting of disease outbreaks in the community;
- ix. Support in the delivery of Primary Health Care (PHC) services;
- x. Assist to organize and carryout health advocacy programmes to promote positive health practices in the community;
- xi. Collect, collate and maintain social mobilization records across communities;
- xii. Collaborate with nutrition specialists to conduct nutritional assessment, education and referral services in the community;
- xiii. Support in the planning and execution of social mobilization activities to promote acceptance and utilization of Routine Immunization (RI) and Supplemental Immunization Activities (SIA);
- xiv. Manage Cold Chain Services in National Health Care Delivery System;
- xv. Interact effectively with patient/client for reassurance on positive health outcomes;
- xvi. Monitor and evaluate health programmes and use the outcomes to recommend strategies to transform health and allied sectors;

xvii. Set up and manage own business in the practice of Health Education and Promotion.

3. ENTRY REQUIREMENTS

The general entry requirements for Higher National Diploma (HND) in Health Education and Promotion shall include:

- a. Possession of a minimum of lower credit in the National Diploma (ND) in Health Education and Promotion;
- b. Possession of evidence of one-year mandatory Health Practicum after ND programme;
- c. Possession of Five (5) credit passes in English Language, Mathematics, Health Education/Health Science/Biology and any other two related subjects (Agricultural Science, Economics, CRS/IRS, Commerce, Chemistry, Physics, Geography, Government, Civic Education) in SSCE, GCE, WASSCE, National Technical certificate (NTC), SAISSCE or equivalent certificates recognized by the Federal Ministry of Education at not more than two sittings.

4. STAFFING REQUIREMENTS

4.1 Headship of the Department:

The Head of Department (HOD) should have HND/B.Sc./B.Sc. (Ed.) and Higher Degrees in Health Education, Health Education and Promotion, not below the rank of a Senior Lecturer and must be a registered and licensed practitioner with Health Education Practitioners of Nigeria (HEPN) and/or Nigerian Association of Health Educators (NAHE).

4.2 Core Teaching Staff:

At the point of mounting the programme, there should be a minimum of four core teaching staff in the Department. The ranks should spread from Lecturer II and above and qualifications of HND/B.Sc./B.Sc. (Ed.) and Higher Degrees in Health Education and/or Health Education and Promotion

4.3 Technical staff

These are technically qualified staff not involved in direct lecturing/instructing, but who provide vital and indispensable services in all facilities used in the implementation of the programme. They should possess at least HND in Health Education and Promotion or relevant disciplines.

5. CAREER AND ACADEMIC PROSPECTS

5.1 Academic Progression

Holders of the HND in Health Education and promotion are eligible for direct admission into relevant post graduate programmes.

5.2 Career prospects

Holders of the HND can work in public or private establishments or organizations such as:

- i Primary Health Care Centers (PHCs);
- ii Clinics;
- iii Hospitals;

- iv Educational Institutions ;
- v Industries;
- vi Military/Para-military;
- vii Non-Governmental Organizations (NGOs) etc. or
- viii Setup their own businesses

6. DURATION

The duration of the programme is two academic sessions consisting of four semesters of 17 weeks minimum each).

7. CURRICULUM

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

- General Studies
- Foundation Courses
- Core Courses
- Project.

The General Education component shall include courses in: Use of English, Entrepreneurship and Communication in English etc. The General Education component shall account for not more than 10-15% of the total contact hours for the programme.

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

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

8. CURRICULUM STRUCTURE

The structure of the programme consists of four semesters of classroom, and workshop activities in the Institution. Each semester shall be of 17 weeks duration made up as follows: 15 weeks of teaching, i.e. instruction, practical exercises, quizzes, test, etc and 2 weeks for examinations and registration.

9. CERTIFICATION

A diplomate of this programme shall be awarded Higher National Diploma (HND) Health Education and Promotion.

10. ACCREDITATION

The programme shall be accredited by the NBTE before the diplomates can be awarded the Higher National Diploma qualifications. Details about the process of accrediting a programme for the award of the HND are available from the Executive Secretary, National Board for Technical Education, P. M. B. 2239, Kaduna, Nigeria.

11. CONDITIONS FOR THE AWARD OF THE HND

11.1 Institutions offering accredited programmes will award the Higher National Diploma to candidates who successfully completed the programme after passing prescribed coursework, examinations, diploma project. Such candidates should have completed a minimum of between 72 and 80 semester credit units depending on the programme.

11.2 Classification of diploma:

The Higher National Diplomas shall be classified 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

11.3 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

12. GUIDANCE NOTES FOR TEACHERS

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

12.2 In designing the units, the principle of the modular system by product has been adopted; thus, making each of the professional modules, when completed, provide the students with technician operative skills, which can be used for employment purposes

12.3. As the success of the credit unit system depends on the articulation of programmes between the institutions and industry, the curriculum content has been written in behavioral objectives, so that it is clear to all, the special Learning objective of the student who successfully completed some of the courses or the diplomates of the programme. There is a slight departure in the presentation of the performance-based curriculum which states categorically, the special learning objective for the students. Also, there is a deliberate attempt to further involve the staff of the department teaching by having another column called Teacher's activities. This is to ensure that the teachers deliver the required learning objectives. There is a third column for the Resources required for each learning objective. Each department is expected to develop its own teaching curriculum from this minimum Guide curriculum and ensure that the resources required are available. The Academic Board of the institution may vet departmental submission on the final curriculum. Our aim is to continue to see to it that a solid internal evaluation system exists in each institution for ensuring minimum standard and quality of education in the programmes offered throughout the TVET Institutions.

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 of theory to practice in the ratio 50:50 or 60:40, or the reverse.

13. PRACTICAL LOGBOOK

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

14. FINAL 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 five students per group, but reporting must be undertaken individually. The project should, as much as possible be related to the programme discipline. Project reports should be well presented and should be properly supervised. The department should make its own arrangement of schedules for project work.

CURRICULUM TABLE

YEAR ONE SEMESTER ONE

S/N	COURSE CODE	COURSE TITLE	L	T	P	CU	CH
1.	GNS 301	Use of English III	2	0	0	2	2
2.	MSQ 311	Principles of Quality Assurance Assessment	1	0	1	2	2
3.	HEP 311	Personal Health and Sensory Organs Care Education	1	0	1	2	2
4.	HEP 312	Theory and Practice of Preventive Healthcare	1	0	1	2	2
5.	HEP 313	Advanced Community Health Education and Promotion	1	0	2	3	3
6.	HEP 314	Health Psychology and Counselling	1	0	1	2	2
7.	HEP 315	Health Care Laws, Policies, and Ethics	1	0	0	1	1
8.	HEP 316	Primary Health Care Services	1	0	2	3	3
9.	HEP 317	Bio-statistics and Health Demography	1	0	1	2	2
10.	HEP 318	Food Safety and Nutritional Health Education	1	0	2	3	3
11.	HEP 319	Child Health and Immunization Education	1	0	2	3	3
TOTAL			12	0	13	25	25

YEAR ONE SEMESTER TWO

S/N	COURSE CODE	COURSE TITLE	L	T	P	CU	CH
1.	GNS 302	Communication in English III	2	0	0	2	2
2.	ENT 326	Practice of Entrepreneurship I	2	0	2	4	4
3.	MSQ 321	Practice of Quality Assurance Assessment	1	0	1	2	2
4.	HEP 321	Practice of Patient Education	1	0	1	2	2
5.	HEP 322	Contemporary Health Issues	1	0	1	2	2
6.	HEP 323	Computer Appreciation in Health Education and Promotion	0	0	1	1	1
7.	HEP 324	Accident and Emergency Prevention Education	1	0	1	2	2
8.	HEP 325	Advocacy and Health Communication Strategies	1	0	2	3	3
9.	HEP 326	Theory and Practice of Social and Behavior Change	1	0	2	3	3
10.	HEP 327	Occupational Health and Safety Education	1	0	1	2	2
11.	HEP 328	Research Methods in Health Education and Promotion	1	0	1	2	2
TOTAL			12	0	13	25	25

YEAR TWO SEMESTER ONE

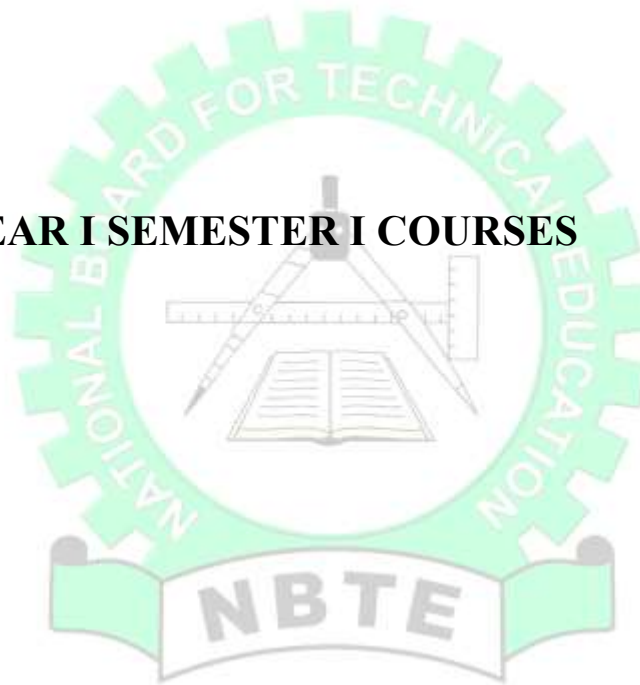
S/N	COURSE CODE	COURSE TITLE	L	T	P	CU	CH
1.	GNS 401	Communication in English IV	2	0	0	2	2
2.	ENT 416	Practice of Entrepreneurship II	2	0	2	4	4
3.	HEP 411	Health Practicum	0	0	4	4	4
4.	HEP 412	Substance Use and Abuse Education	1	0	1	2	2
5.	HEP 413	Careers in Health Education and Promotion	1	0	1	2	2
6.	HEP 414	Epidemiology in Health Education and Promotion	1	0	1	2	2
7.	HEP 415	Social, Emotional and Mental Health Education	1	0	1	2	2
8.	HEP 416	Maternal Health Education and Promotion	1	0	1	2	2
9.	HEP 417	Community Engagement and Social Mobilization	1	0	1	2	2
10.	HEP 418	Human Anatomy and Physiology	1	0	1	2	2
11.	HEP 419	Computer Applications in Health Education and Promotion	1	0	1	2	2
TOTAL			12	0	14	26	26

YEAR TWO SEMESTER TWO

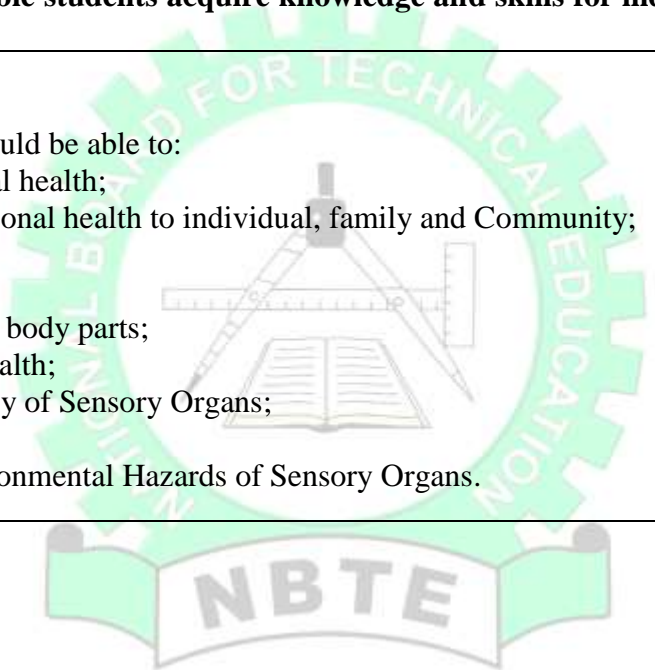
S/N	COURSE CODE	COURSE TITLE	L	T	P	CU	CH
1.	HEP 421	Advanced Health Administration and Innovation	1	0	1	2	2
2.	HEP 422	Family Health Education and Promotion	1	0	1	2	2
3.	HEP 423	Geriatric and Death Education	1	0	1	2	2
4.	HEP 424	Monitoring and Evaluation in Health Education and Promotion Intervention	1	0	1	2	2
5.	HEP 425	Consumer Health Education and Promotion	1	0	1	2	2
6.	HEP 426	Sexuality and Reproductive Health Education	1	0	2	3	3
7.	HEP 427	International Health and Related Agencies	1	0	1	2	2
8.	HEP 428	Seminar in Health Education and Promotion	0	0	2	2	2
9.	HEP 429	Research Project	0	0	4	4	4
TOTAL			7	0	14	21	21

Key: L – Lectures, T – Tutorials, P – Practical, CU - Credit Unit, CH – Contact Hour.

YEAR I SEMESTER I COURSES



PROGRAMME: HIGHER NATIONAL DIPLOMA IN HEALTH EDUCATION AND PROMOTION		
COURSE TITLE: Personal Health and Sensory Organs Care Education	COURSE CODE: HEP 311	Contact Hours: 2 Hours/Week
Year: I Semester: I	Credit Unit: 2	Theoretical: 1 Hour/Week
	Pre-requisite:	Practical: 1 Hour/Week
GOAL: The course is designed to enable students acquire knowledge and skills for individual, family and community health and sensory organs care.		
GENERAL OBJECTIVES		
<p>At the end of this course, the student should be able to:</p> <ol style="list-style-type: none"> 1.0 Understand the concept of personal health; 2.0 Understand the importance of personal health to individual, family and Community; 3.0 Know aspects of personal health; 4.0 Understand postural defects; 5.0 Understand the general care of the body parts; 6.0 Understand the determinants of health; 7.0 Know the Anatomy and Physiology of Sensory Organs; 8.0 Know the care of Sensory Organs; 9.0 Know the Occupational and Environmental Hazards of Sensory Organs. 		



PROGRAMME: HIGHER NATIONAL DIPLOMA IN HEALTH EDUCATION AND PROMOTION							
Course Title: Personal Health and Sensory Organs Care Education				Course Code: HEP 311		Contact Hours: 2 Hours/Week	
Year: I Semester: I				Credit Unit: 2		Theoretical: 1 Hour/Week	
				Pre-requisite: -		Practical: 1 Hour/Week	
COURSE SPECIFICATION: Theoretical and Practical							
GOAL: The course is designed to enable students acquire knowledge and skills for individual, family and community health and sensory organs care.							
General Objective 1.0: Understand the concept of personal health							
THEORETICAL CONTENT				PRACTICAL CONTENT			
Week	Specific Learning Outcome	Teacher's Activities	Resources	Specific Learning Outcome	Teacher's Activities	Resources	
1-2	1.1 Explain the term personal health. 1.2 Explain the factors influencing personal health. 1.3 Explain the relationship between personal hygiene and overall wellbeing. 1.4 Discuss how to maintain personal health. 1.5 Discuss how to assess personal health status to recognise signs of good health.	<ul style="list-style-type: none"> Explain personal health and factors influencing it Explain the relationship between personal hygiene and overall wellbeing Explain how to maintain personal health Explain how to assess personal health status to recognise signs of good health 	Laptop computers, smart board, Projector, Writing Materials, White board, Markers, Internet etc	<ul style="list-style-type: none"> Demonstrate skills for maintaining personal hygiene such as physical activity, sleep and diseases prevention strategies. Recognise signs of good health. 	Guide students to: <ul style="list-style-type: none"> Demonstrate skills for maintaining personal hygiene such as physical activity, sleep and diseases prevention strategies. Assess personal health status by recognising signs of good health. 	Charts and wall diagrams Health Education manuals, textbooks Education videos Personal health diaries/log books etc	
General Objective 2.0: Understand the importance of personal health to individual, family and community.							
	2.1 Explain the	<ul style="list-style-type: none"> Explain the 	Laptop	<ul style="list-style-type: none"> Create health 	Guide students to:	Flipcharts	

3-4	<p>importance of personal health to individual with reference to special population like children, women, adolescents, adults and aged.</p> <p>2.2 Explain the importance of personal health to community with reference to own community.</p> <p>2.3 Explain the importance of personal health to family with reference to nuclear and extended family.</p>	<p>importance of personal health to:</p> <ul style="list-style-type: none"> - Individual - Family - Community <ul style="list-style-type: none"> • Discuss personal health by making reference to: <ul style="list-style-type: none"> - Special population like children, women, adolescents, adults and aged. - Your community. - Nuclear and extended family. 	<p>computers, smart board, Projector, Writing Materials, White board, Markers, Internet etc</p>	<p>messages to demonstrate the importance of personal health to individual, family and community using AI applications.</p>	<ul style="list-style-type: none"> • Download and install AI Applications on their digital devices • Use AI Applications design features • Create health messages to demonstrate the importance of personal health to individual, family and community 	<p>Textbooks PowerPoint slides AI Applications Nail cutters, combs, soaps, water, towels. Educational Videos etc</p>
General Objective 3.0: Know aspects of personal health.						
5-6	<p>3.1 Explain aspects of personal health:</p> <ul style="list-style-type: none"> i Physical, ii Mental, iii Emotional and iv Social health. <p>3.2 Explain the maintenance of balance across areas of Physical, Mental, Emotional and Social</p>	<ul style="list-style-type: none"> • Describe, using audio-visual aid, the aspects of personal health; • Explain with examples such as regular exercise, balanced nutrition, good sleep hygiene and managing stress through mindfulness, 	<p>Laptop computers, smart board, Projector, Writing Materials, White board, Markers, Internet Pictures</p>	<ul style="list-style-type: none"> • Illustrate with audio-visual aid the aspects of personal health; • Monitor simple body vital signs • Demonstrate anger management techniques • Practice effective 	<p>Guide students to:</p> <ul style="list-style-type: none"> • Monitor simple body vital signs • Demonstrate anger management techniques • Practice effective interpersonal communication 	<p>Radio Educational videos Role-play scripts</p>

	<p>health to achieve overall wellness</p> <p>3.3 Discuss the impact of regular exercise, balanced nutrition, good sleep, hygiene and managing stress bearing in mind personal health.</p>	<p>the maintenance of balance across areas of Physical, Mental, Emotional and Social health to achieve overall wellness.</p>		<p>interpersonal communication skills.</p>	<p>skills.</p>	
General Objective 4.0: Understand postural defects.						
7-8	<p>4.1 Explain the term postural defects.</p> <p>4.2 Explain the following terms; movement, balance, and musculoskeletal health in relation to postural defects.</p> <p>4.3 Explain the factors that cause various postural defects like poor habits, genetic predisposition or structural abnormalities by citing examples with head posture, kyphosis (rounded upper back), swayback, flat back, lordosis etc.</p> <p>4.4 Explain the management strategies</p>	<ul style="list-style-type: none"> • Explain the terms postural defects; Movement, balance, and musculoskeletal health in relation to postural defects. • Explain factors that cause various postural defects such as poor habits, genetic predisposition or structural abnormalities by citing examples with head posture, kyphosis (rounded upper back), swayback lordosis etc • Explain the management strategies for minor and major postural defects. 	<p>Laptop computers, smart board, Projector, Writing Materials, White board, Markers, Internet etc</p>	<ul style="list-style-type: none"> • Demonstrate correct posture while sitting, standing and walking • Demonstrate correct ways of carrying school bags on the shoulders • Identify from chart and poster types of postural defects • Design chart and posters showing types of postural defects using AI applications 	<ul style="list-style-type: none"> • Demonstrate correct sitting, standing and walking postures. • Demonstrate correct ways of carrying school bags on the shoulders • Display chart and poster showing types of postural defects • Guide students to use AI applications 	<p>Charts, Posters, AI applications, Educational videos, Field play, Reading material etc</p>

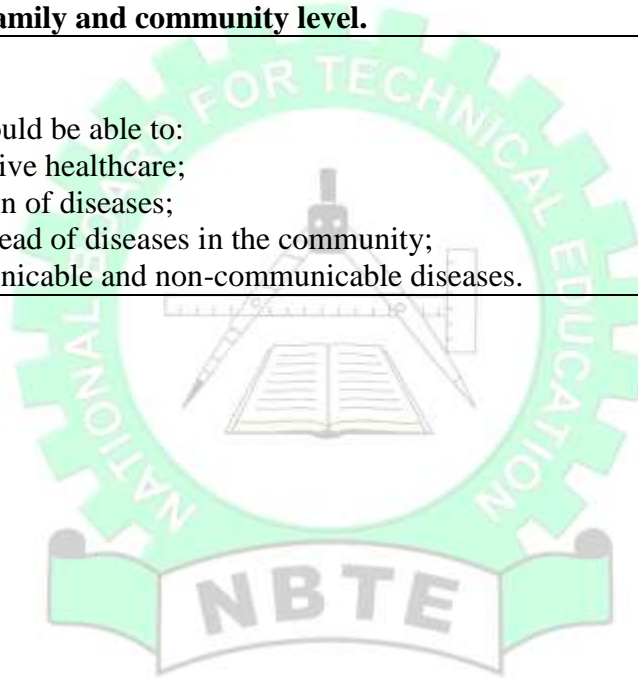
	for minor and major postural defects.				to design chart and posters showing types of postural defects	
General Objective 5.0: Understand the general care of the body parts						
9-10	<p>5.1 Identify general body parts</p> <p>5.2 Explain the terms associated with general care of the body parts.</p> <p>5.3 Explain the importance of maintaining hygiene, ensuring adequate rest and sleep, eating a balanced diet, staying hydrated, exercising regularly</p> <p>5.4 Explain the importance of practicing personal safety.</p>	<ul style="list-style-type: none"> • Explain general body parts and terms associated with general care of the body parts; • Explain the importance of Maintenance of hygiene, ensuring adequate rest and sleep, eating a balanced diet, staying hydrated, Exercising regularly • Explain the need for Practice of personal safety. 	<p>Laptop computers, smart board, Projector, Writing Materials, White board, Markers, Internet Pictures Videos etc</p>	<ul style="list-style-type: none"> • Demonstrate care of dental, nails and feet and hand washing. • Perform simple exercise that promote personal health and physique • Design a poster of what constitute a balanced diet in caring for the whole body using AI applications 	<ul style="list-style-type: none"> • Demonstrate how to practice dental care, nails, and feet, hand washing. • Show how to carry out simple exercise that promote personal health and physique • Display a poster of what constitute a balanced diet in caring for the whole body • Guide 	<p>Charts Posters Educational videos etc</p>

					students to use AI application to design a poster of what constitute a balanced diet in caring for the whole body	
General Objective 6.0: Understand the determinants of health.						
11-12	<p>6.1 Explain individual characteristics and behaviour as determinants of health</p> <p>6.2 Explain physical environment as determinant of health</p> <p>6.3 Explain mental health as a determinant of health</p> <p>6.4 Explain social environment as determinant of health</p> <p>6.5 Explain access to health care services.</p>	<ul style="list-style-type: none"> Explain determinants of health such as: <ul style="list-style-type: none"> Individual characteristics and behaviour, Physical environment, Mental health, Social environment etc Explain access to health care services. 	Laptop computers, smart board, Projector, Writing Materials, White board, Markers, Internet Pictures Videos etc	<ul style="list-style-type: none"> Write a technical report on inspection of the sanitation level of classrooms, hostels. Carry out deep breathing, meditation or guided relaxation sessions Create schedules to balance schooling, rest and leisure. 	Guide students to: <ul style="list-style-type: none"> Inspect the sanitation level of classrooms, hostels. Carry out deep breathing, meditation or guided relaxation sessions Create schedules to balance schooling, rest and leisure. 	Charts Reading texts etc
General Objective 7.0: Know the Anatomy and Physiology of Sensory Organs						

13	<p>7.1 Describe types of sensory organs.</p> <p>7.2 Describe structures of sensory organs.</p> <p>7.3 Explain functions of sensory organs.</p>	<ul style="list-style-type: none"> Describe types of sensory organs Describe structures of sensory organs Explain functions of sensory organs Explain the diagrams of sensory organs 	<p>White Board Marker, Projector Laptop Computer Charts, anatomical models, textbooks</p>	<ul style="list-style-type: none"> Draw well labelled diagrams of sensory organs using simple design tools 	<ul style="list-style-type: none"> Guides student to draw and label sensory organs using free and open source design or drawing tools 	<p>Flip Charts to books and Card board papers Markers Anatomical models, Design tools etc</p>
General Objective 8.0: Know the care of Sensory Organs						
14	<p>8.1 Explain eye-care practices.</p> <p>8.2 Explain Visual acuity.</p> <p>8.3 List eye defects.</p> <p>8.4 Describe hearing mechanism and care.</p> <p>8.5 Explain nose functions and care.</p> <p>8.6 Explain oral hygiene.</p> <p>8.7 Explain skin functions and care.</p> <p>8.8 Discuss the risk factors of sensory organs.</p> <p>8.9 Discuss the disorders or diseases of the sensory organs.</p>	<ul style="list-style-type: none"> Explain five eye-care practices Describe hearing mechanism Explain nose functions Explain oral hygiene Explain skin functions Discuss the risk factors of sensory organs Discuss the disorders/diseases of the sensory organs 	<p>White Board Marker, Projector Laptop Computer</p>	<ul style="list-style-type: none"> Demonstrate the following: <ul style="list-style-type: none"> - Visual hygiene - Preventive care of the ear - Nasal hygiene - Oral hygiene - Preventive measures of the skin Identify eye defects Use Snellen Chart Interpret Snellen Chart 	<p>Guide students to Demonstrate the following:</p> <ul style="list-style-type: none"> - Visual hygiene - Preventive care of the ear - Nasal hygiene - Oral hygiene - Preventive measures of the skin <ul style="list-style-type: none"> Identify eye defects Use Snellen Chart Interpret 	<p>Flip chart Projectors Flip book Video clips Various items for care of the sensory organs e.g. Tooth models, toothbrush samples Snellen Chart Models and charts of sensory organs etc.</p>

					Snellen Chart	
General Objective 9.0: Know the Occupational and Environmental Hazards of Sensory Organs						
15	<p>9.1 State occupational hazards of sensory organs.</p> <p>9.2 State environmental hazards of sensory organs.</p> <p>9.3 Discuss the prevention of occupational hazards of sensory organs.</p> <p>9.4 Discuss the prevention of environmental hazards of sensory organs.</p> <p>9.5 Explain the importance of health talk on the prevention of environmental and occupational hazards of sensory organs.</p>	<ul style="list-style-type: none"> • Explain the occupational and environmental hazards of sensory organs • Discuss the prevention of occupational and environmental hazards of sensory organs • Explain the importance of health talk on the prevention of environmental and occupational hazards of sensory organs 	<p>White Board Marker, Projector, Laptop Computer etc</p>	<ul style="list-style-type: none"> • Give health talk on the following: <ul style="list-style-type: none"> - Care of sensory organs - Prevention of environmental and occupational hazards of sensory organs in the community. 	<p>Prepare students to give health talk on:</p> <ul style="list-style-type: none"> • Care of sensory organs • Prevention of environmental and occupational hazards of sensory organs in the community. 	<p>White Board Marker, Projector, Laptop Computer, PA system, Flip book, Flip charts etc</p>
<p>Course Assessment: Course work: 10% Test/Assignments: 10% Practical: 40% Examination: 40% Total: 100%</p>						

PROGRAMME: HIGHER NATIONAL DIPLOMA IN HEALTH EDUCATION AND PROMOTION		
COURSE TITLE: Theory and Practice of Preventive Healthcare	COURSE CODE:HEP 312	Contact Hours: 2 Hours/Week
Year: I Semester: I	Credit Units: 2	Theoretical: 1 Hour/Week
	Pre-requisite:	Practical: 1 Hour/Week
GOAL: This course is designed to equip learners with knowledge and skills needed to prevent diseases, promote health and improve quality of life at individual, family and community level.		
GENERAL OBJECTIVES:		
<p>At the end of this course, the student should be able to:</p> <ol style="list-style-type: none"> 1.0 Know the key practices in preventive healthcare; 2.0 Understand the levels of prevention of diseases; 3.0 Know the factors that promote spread of diseases in the community; 4.0 Understand the concept of communicable and non-communicable diseases. 		



PROGRAMME: HIGHER NATIONAL DIPLOMA IN HEALTH EDUCATION AND PROMOTION							
Course Title: Theory and Practice of Preventive Healthcare				Course Code: HEP 312		Contact Hours: 2Hours/Week	
				Credit Unit: 2		Theoretical: 1Hour/Week	
Year: I Semester: I				Pre-requisite: -		Practical: 1Hour/Week	
COURSE SPECIFICATION: Theoretical and Practical							
GOAL: This course is designed to equip learners with theoretical knowledge and practical skills needed to prevent diseases, promote health and improve quality of life at individual, family and community level.							
General Objective 1.0: Know the key practices in preventive healthcare							
THEORETICAL CONTENT				PRACTICAL CONTENT			
Week	Specific Learning Outcome	Teacher's Activities	Resources	Specific Learning Outcome	Teacher's Activities	Resources	
1-3	1.1 Define preventive healthcare. 1.2 List key preventive healthcare Practices such as: i Regular screening ii Immunization iii Lifestyle management iv Wellness visits v Proper Nutrition vi Personal Hygiene vii Exercise etc. 1.3 Discuss the importance of preventive healthcare practices.	<ul style="list-style-type: none"> • Explain preventive healthcare • Explain key preventive healthcare Practices such as: <ul style="list-style-type: none"> - Regular screening - Immunization - Lifestyle management - Wellness visits - Proper Nutrition - Personal Hygiene - Exercise etc. • Explain the importance of preventive healthcare Practices 	Laptop Computers, smart board, Projector, Writing Materials, White board, Markers, Internet etc	Plan and carryout the following: <ul style="list-style-type: none"> • Immunization advocacy • Counselling • Community sensitization • Media Campaign etc. 	Guide students to: <ul style="list-style-type: none"> • Plan and carryout the following: • Immunization advocacy • Counselling • Community sensitization • Media Campaign etc. 	Charts Posters AI applications Educational videos Field play Reading materials Charts Cold chain materials	
General Objective 2.0: Understand the levels of prevention of diseases							

4-7	<p>2.1 List the levels of prevention of diseases.</p> <p>2.2 Describe the primary level of disease prevention.</p> <p>2.3 Describe the secondary level of disease prevention.</p> <p>2.4 Describe the tertiary level of disease prevention.</p>	<ul style="list-style-type: none"> • Explain the levels of prevention of diseases <ul style="list-style-type: none"> - Primary level - Secondary level - Tertiary level 	<p>Laptop Computers, smart board, Projector, Writing Materials, White board, Markers, Internet etc</p>	<p>Carryout the following:</p> <ul style="list-style-type: none"> • Vaccination • Health screening • Rehabilitation • Regular medical check-up • Personal hygiene etc. 	<ul style="list-style-type: none"> • Guide students to carry out the following: <ul style="list-style-type: none"> - Vaccination - Health screening - Rehabilitation - Regular medical check-up - Personal hygiene etc. 	<p>White Board Marker, Projector Laptop Computer Chair PA system Flip book Flip charts Cold chain box etc</p>
General Objective 3.0: Know the factors that promote spread of diseases in the community						
8-12	<p>3.1 Explain factors promoting diseases in the community</p> <p>3.2 Explain the biological factors influencing occurrence of diseases in the community</p> <p>3.3 Explain the environmental factors influencing occurrence of diseases in the community such as; poor water, poor air quality and social determinant of health.</p> <p>3.4 Explain personal factors influencing occurrence of diseases</p>	<ul style="list-style-type: none"> • Discuss the factors for promoting diseases in the community; <ul style="list-style-type: none"> - Biological factors like presence of pathogens and susceptible hosts. - Environmental factors such as poor water, poor air quality and social determinant of health. - personal factors influencing occurrence of diseases in the community such 	<p>Laptop computers, smart board, Projector, Writing Materials, White board, Markers, Internet Pictures etc</p>	<ul style="list-style-type: none"> • Conduct self-assessment of lifestyles habits and report (diet, exercise, sleep, hygiene). • Participate in infection prevention drills (use of face masks, cough etiquette) 	<p>Guide students to:</p> <ul style="list-style-type: none"> • Conduct self-assessment of lifestyles habits and report (diet, exercise, sleep, hygiene). • Participate in infection prevention drills (use of face masks, cough etiquette) 	<p>Role Play Charts, posters and Reading materials Video clips, etc</p>

	in the community such as poor nutrition, lack of exercise, poor personal hygiene	as poor nutrition, lack of exercise, poor personal hygiene				
General Objective 4.0: Understand the concept of communicable and non-communicable diseases						
13-15	<p>4.1 Explain the following terms;</p> <p>i Communicable</p> <p>ii Non-communicable diseases.</p> <p>4.2 List examples of communicable and non-communicable diseases.</p> <p>4.3 Explain pathogen and lifestyles as against communicable and non-communicable diseases.</p> <p>4.4 Discuss the prevention and control programs for communicable and non-communicable diseases.</p>	<ul style="list-style-type: none"> • Explain the terms communicable and non-communicable diseases with examples such as; Tuberculosis, Covid-19, Cholera, Hypertension, Diabetes, etc. • Explain pathogen and lifestyles as against communicable and non-communicable diseases. • Analyse the prevention and control programs for communicable and non-communicable diseases, such as; National Program on Immunization, National Malaria Elimination program, Water Sanitation and 	<p>Laptop Computers, smart board, Projector, Writing Materials, White board, Markers, Internet etc</p>	<ul style="list-style-type: none"> • Identify signs and symptoms of diseases. • Identify pathogen through the use of microscope. 	<p>Guide the students to:</p> <ul style="list-style-type: none"> • Identify signs and symptoms of diseases. • Identify pathogen through the use of microscope. 	<p>White Board; Marker; Projector; Laptop; Computer; Chair; Flip book; Flip charts; Electron Microscope. etc.</p>

		Hygiene (WASH), etc.				
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Course Assessment:

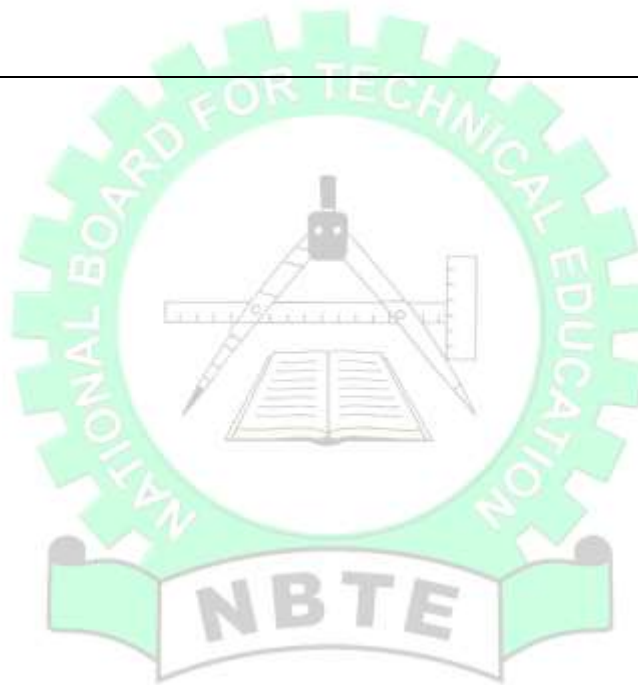
Course work: 10%

Test/Assignments: 10%

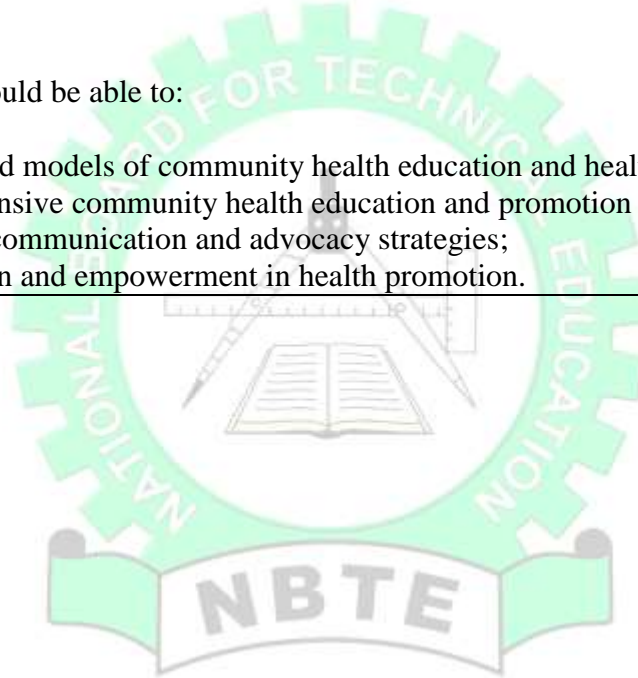
Practical: 40%

Examination: 40%

Total: 100%



PROGRAMME: HIGHER NATIONAL DIPLOMA IN HEALTH EDUCATION AND PROMOTION		
COURSE TITLE: Advanced Community Health Education and Promotion	COURSE CODE: HEP 313	Contact Hours: 3 Hours/Week
Year: I Semester: I	Credit Unit: 3	Theoretical: 1 Hour/Week
	Pre-requisite:	Practical: 2 Hours/Week
GOAL: This course is designed to equip students with the knowledge, competencies and leadership skills for planning, implementing, evaluating and sustaining community-based health education and health promotion programmes.		
GENERAL OBJECTIVES		
At the end of this course, the student should be able to:		
<ol style="list-style-type: none"> 1.0 Understand the concept, theories and models of community health education and health promotion; 2.0 Understand the design of comprehensive community health education and promotion programmes; 3.0 Know the application of advanced communication and advocacy strategies; 4.0 Understand community participation and empowerment in health promotion. 		

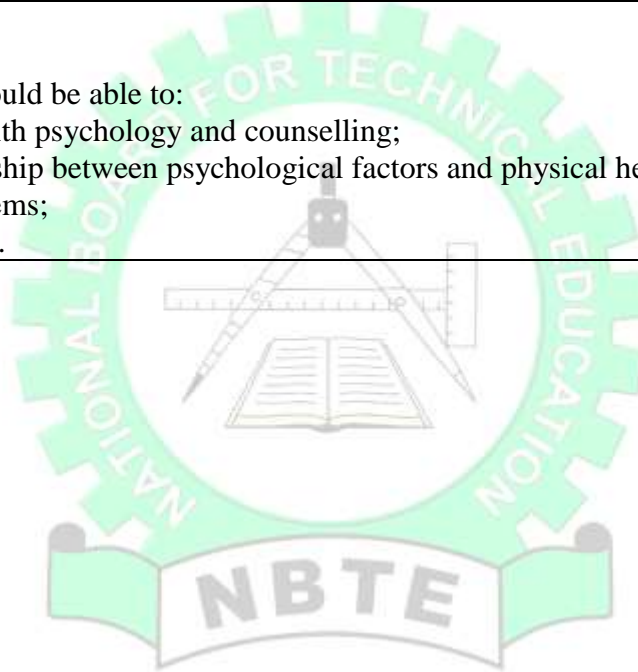


PROGRAMME: HIGHER NATIONAL DIPLOMA IN HEALTH EDUCATION AND PROMOTION						
Course Title: Advanced Community Health Education and Promotion			Course Code: HEP 313		Contact Hours: 3 Hours/Week	
			Credit Unit: 3		Theoretical: 1 Hour/Week	
Year: I Semester: I			Pre-requisite: -		Practical: 2 Hours/Week	
COURSE SPECIFICATION: Theoretical and Practical						
GOAL: This course is designed to equip students with the knowledge, competencies and leadership skills for planning, implementing, evaluating and sustaining community-based health education and health promotion programmes.						
General Objective 1.0: Understand the concept, theories and models of community health education and health promotion						
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 term community health education and promotion. 1.2 Discuss the dimensions of community health education and promotion. 1.3 Discuss the components of community health education. 1.4 State the models and theories in community health education.	<ul style="list-style-type: none"> • Explain the term community health education and promotion • Explain the dimensions of community health education and promotion • Explain the components of community health education • Explain the models and theories in community health education 	Textbooks Charts, posters, maps and Reading materials etc	<ul style="list-style-type: none"> • Carry out simple survey to identify priority community health problems such as malaria, sanitation and nutritional deficiencies. • Organise community health talks and forums to educate on topic such as sanitation hygiene, disease prevention, nutrition education, etc. 	Guide students to: <ul style="list-style-type: none"> • Carry out simple survey to identify priority community health problems such as malaria, sanitation and nutritional deficiencies. • Organise community health talks and forums to educate on topic such as 	Textbooks Charts, posters Charts, info graphics etc

					sanitation hygiene, disease prevention and nutrition education.	
General Objective 2.0: Understand the design of comprehensive community health education and promotion programmes						
4-7	<p>2.1 Discuss the designs of community health and promotion programmes based on cultural, social and environmental contexts.</p> <p>2.2 Explain the design strategies and evaluation for community health education and promotion programmes.</p> <p>2.3 Evaluate the strategies for evaluation of community health programmes against stated objectives.</p>	<ul style="list-style-type: none"> • Explain the designs of community health and promotion programmes based on cultural, social and environmental contexts. • Explain the design strategies and evaluation for community health education and promotion programmes. • Evaluate the strategies for evaluation of community health programmes against stated objectives. 	<p>Textbooks Charts, posters, maps and Reading materials</p>	<ul style="list-style-type: none"> • Compose radio jingles on community health education • Write short drama scripts for health promotion 	<p>Guide students to:</p> <ul style="list-style-type: none"> • Develop radio jingles and write short drama scripts for health promotion 	<p>Audio Recorder PowerPoint and documentary video setc</p>
General Objective 3.0: Know the application of advanced communication and advocacy strategies						
8-12	<p>3.1 Explain the strategies used in community health education and promotion.</p>	<ul style="list-style-type: none"> • Discuss the strategies used in community health education and promotion. 	<p>Textbooks Charts, posters, maps and Reading</p>	<ul style="list-style-type: none"> • Participate in community clean up campaigns. • Role play health 	<p>Guide students to:</p> <ul style="list-style-type: none"> • Participate in community 	<p>Policy documents Video clips Charts</p>

	<p>3.2 Explain strategies in community health education and promotion programmes.</p> <p>3.3 List the materials support for effective health education programme</p>	<ul style="list-style-type: none"> • Demonstrate locally designed strategies and applications in community health education and promotion programmes 	materials etc	educator-client interactions.	<p>clean up campaigns.</p> <ul style="list-style-type: none"> • Role play health educator-client interactions 	Posters
General Objective 4.0: Understand community participation and empowerment in health promotion.						
13-15	<p>4.1 Explain the term community participation in community health programmes.</p> <p>4.2 Discuss community mobilization and empowerment in community health education and promotion.</p> <p>4.3 Explain approaches to the evaluation of community health education and promotion</p>	<ul style="list-style-type: none"> • Explain the term community participation in community health programmes. • Explain community mobilization and empowerment in community health education and promotion. • Explain approaches to the evaluation of community health education and promotion 	Textbooks Charts, posters, maps and Reading materials	<ul style="list-style-type: none"> • Organise community meetings for behaviour change communication • Participate in immunization awareness campaign and malaria prevention programme • Develop simple evaluation tools 	<p>Guide students to</p> <ul style="list-style-type: none"> • Organise community meetings for behaviour change communication • Participate in immunization awareness campaign • Develop simple evaluation tools. 	<p>Focus group discussion guide Checklist Logbooketc</p>
<p>Course Assessment: Course work: 10% Test/Assignments: 10% Practical: 40% Examination: 40% Total: 100%</p>						

PROGRAMME: HIGHER NATIONAL DIPLOMA IN HEALTH EDUCATION AND PROMOTION		
COURSE TITLE: Health Psychology and Counseling	COURSE CODE:HEP 314	Contact Hours: 2 Hours/Week
Year: I Semester: I	Credit Unit: 2	Theoretical: 1 Hour/Week
	Pre-requisite:	Practical: 1 Hour/Week
GOAL: This course is designed to equip students with knowledge and skills in health and counselling psychology.		
GENERAL OBJECTIVES		
<p>At the end of this course, the student should be able to:</p> <ol style="list-style-type: none"> 1.0 Understand the core concepts of health psychology and counselling; 2.0 Understand the concept and relationship between psychological factors and physical health, illness and recovery; 3.0 Know common psychological problems; 4.0 Know basic health counselling skills. 		



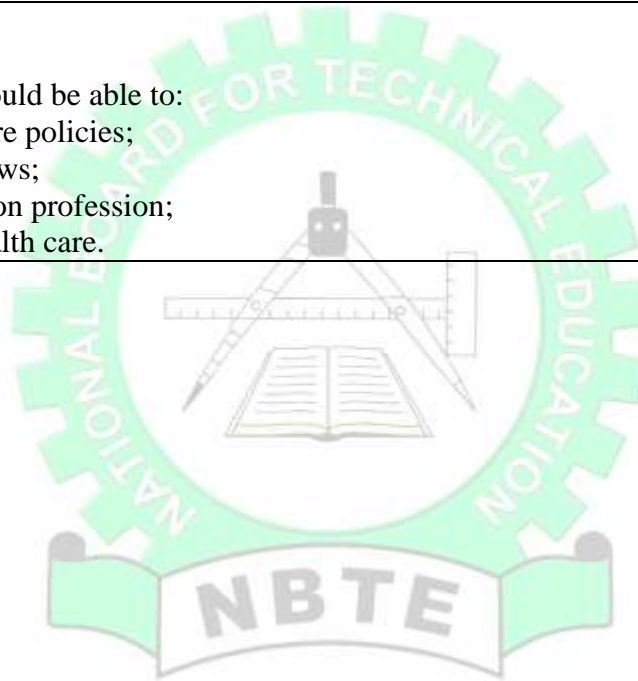
PROGRAMME: HIGHER NATIONAL DIPLOMA IN HEALTH EDUCATION AND PROMOTION							
Course Title: Health Psychology and Counselling				Course Code: HEP 314		Contact Hours: 2Hours/Week	
				Credit Unit: 2		Theoretical: 1Hour/Week	
Year: I Semester: I				Pre-requisite: -		Practical: 1Hour/Week	
COURSE SPECIFICATION: Theoretical and Practical							
GOAL: This course is designed to equip students with knowledge and skills in health and counselling psychology.							
General Objective 1.0: Understand the core concepts of health psychology and counselling.							
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 core concepts in health psychology 1.2 Explain the dimensions of health psychology. 1.3 Explain the concept of health counselling.	<ul style="list-style-type: none"> Explain the core concepts in health psychology Explain the dimensions of health psychology Explain the concept of health counselling 	Laptop Computers, smart board, Projector, Writing Materials, White board, Markers, Internet etc	<ul style="list-style-type: none"> Demonstrate health counselling and interaction between client and health educator 	Guide students to: <ul style="list-style-type: none"> Demonstrate interaction between client and health educator 	Video clips Charts Posters	
General Objective 2.0: Understand the concept and relationship between psychological factors and physical health, illness and recovery							
4-7	2.1 Explain the term psychological factors and physical health. 2.2 Explain the term illness and recovery. 2.3 Explain the underlining factors to psychological health, physical health, illness	<ul style="list-style-type: none"> Explain the term psychological factors and physical health Explain the term illness and recovery Explain the underlining factors to psychological health, physical health, 	Laptop computers, smart board, Projector, Writing Materials, White board, Markers, Internet etc				

	and recovery 2.4 Describe the relationship among psychological factors, physical health, illness and recovery.	illness and recovery • Explain the relationship among psychological factors, physical health, illness and recovery				
General Objective 3.0: Know common psychological problems						
8-12	3.1 Explain the common psychological problems such as anxiety, depression. 3.2 Explain the signs and symptoms of anxiety, depression and stress related disorder. 3.3 Explain simple health interventions and coping mechanism to psychological disorders.	<ul style="list-style-type: none"> • Explain the common psychological problems such as anxiety, depression. • Explain the signs and symptoms of anxiety, depression and stress related disorder. • Explain simple health interventions and coping mechanism to psychological disorders 	Textbooks Charts and Reading materials	<ul style="list-style-type: none"> • Administer simple screening tools for stress, depression and anxiety • Practice relaxation techniques such as deep breathing, meditation and guided imagery. • Design a personal stress management plan 	Guide students to: <ul style="list-style-type: none"> • Administer simple screening tools for stress, depression and anxiety • Practice relaxation techniques such as deep breathing, meditation and guided imagery. • Design a personal stress management plan 	Clipboards Role-play scripts Flipcharts IEC materials Presentation handouts
General Objective 4.0: Know basic health counselling skills						

13-15	<p>4.1 Explain the basic skills used in health counselling</p> <p>4.2 Explain the development of health education and counselling programmes for schools, workplace and communities</p> <p>4.3 Evaluate health education counselling approaches.</p>	<ul style="list-style-type: none"> • Explain the basic skills used in health counselling • Design health education and counselling programmes for schools, workplace and communities • Design and evaluate health education counselling approaches • Explain WHO mental Health Gap Action Programme 	<p>Textbooks Charts and Reading materials</p>	<ul style="list-style-type: none"> • Role play counsellor-client sessions in pairs • Practice active listening, empathy, paraphrasing and questioning. • Develop health education and counselling programmes for schools, workplace and communities 	<p>Guide students to:</p> <ul style="list-style-type: none"> • Role play counsellor-client sessions in pairs • Practice active listening, empathy, paraphrasing and questioning. • Develop health education and counselling programmes for schools, workplace and communities 	<p>Audio recorder Presentation Video clips Posters Flip charts</p>
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Course Assessment:
 Course work: 10%
 Test/Assignments: 10%
 Practical: 40%
 Examination: 40%
Total: 100%

PROGRAMME: HIGHER NATIONAL DIPLOMA IN HEALTH EDUCATION AND PROMOTION		
COURSE TITLE: Health Care Laws, Policies and Ethics	COURSE CODE: HEP 315	Contact Hours: 1 Hour/Week
Year: I Semester: I	Credit Unit: 1	Theoretical: 1 Hour/Week
	Pre-requisite:	Practical: 0
GOAL: This course is designed to equip students with the knowledge of health care laws, policies, and ethics in the health care system.		
GENERAL OBJECTIVES		
<p>At the end of this course, the student should be able to:</p> <ol style="list-style-type: none"> 1.0 Understand the concept of healthcare policies; 2.0 Understand the concept of health laws; 3.0 Understand ethics in health education profession; 4.0 Understand ethical principles in health care. 		

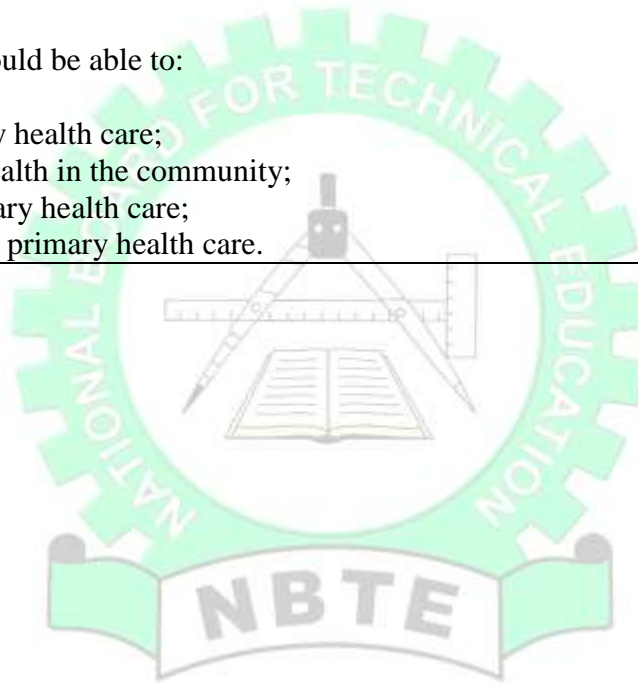


PROGRAMME: HIGHER NATIONAL DIPLOMA IN HEALTH EDUCATION AND PROMOTION						
Course Title: Health Care Policies, Laws and Ethics			Course Code: HEP 315		Contact Hours: 1Hour/Week	
			Credit Unit: 1		Theoretical: 1Hour/Week	
Year: I Semester: I			Pre-requisite: -		Practical: 0	
COURSE SPECIFICATION: Theoretical and Practical						
GOAL: This course is designed to equip students with the knowledge of health care laws, policies, and ethics in the health care system						
General Objective 1.0: Understand the concept of healthcare policies						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher's Activities	Resources	Specific Learning Outcome	Teacher's Activities	Resources
1-3	1.1 Explain healthcare policies. 1.2 Discuss the rationale for the study of healthcare policies, in health education and promotion 1.3 Discuss relevant healthcare policies in Nigeria. 1.4 Explain the process of healthcare policy formulation and implementation.	<ul style="list-style-type: none"> • Explain the term Policies in relation to health care. • Explain the rationale for the study of healthcare policies, in health education and promotion • Explain relevant healthcare policies. 	Laptop Computers, smart board, Projector, Writing Materials, White board, Markers, Internet etc			
General Objective 2.0: Understand the concept of health laws.						

4-6	2.1 Explain health laws. 2.2 Discuss the rationale for the study of healthcare laws, in health education and promotion 2.3 Discuss relevant concepts in healthcare laws. 2.4 Explain major health laws in Nigeria.	<ul style="list-style-type: none"> • Explain health laws. • Explain the rationale for the study of healthcare laws, in health education and promotion • Explain relevant concepts in healthcare laws and major health laws in Nigeria. 	Laptop Computers, smart board, Projector, Writing Materials, White board, Markers, Internet etc			
General Objective 3.0: Understand ethics in health education profession						
7-11	3.1 Explain the term ethics in health care profession. 3.2 List key ethical practices in the practice of health education and promotion such as informed consent, confidentiality, privacy, veracity and fidelity etc. 3.3 State the consequences of violating ethical values in the practice of health.	<ul style="list-style-type: none"> • Explain the term ethics in health care profession. • Explain key ethical practices in the practice of health education and promotion such as informed consent, confidentiality, privacy, veracity and fidelity etc. • Explain the consequences of violating ethical values in the practice of health education 	Laptop computers, smart board, Projector, Writing Materials, White board, Markers, Internet etc Samples of Health laws, Policies and code of Ethics			
General Objective 4.0: Understand the ethical principles in health care						
12-15	4.1 Explain the major types of ethics such	<ul style="list-style-type: none"> • Explain core principles of health 	Laptop computers,			

	<p>as meta-ethics (foundations), normative ethics (moral standard) and applied ethics (real world issues).</p> <p>4.2 Explain core principles of health ethics such as autonomy, beneficence, non-maleficance, justice and truth telling.</p> <p>4.3 State the importance of ethics in health care system such as building trust, guides decision, patient's protection and upholding health education profession.</p> <p>4.4 Explain case scenario depicting practice of ethics in health education and promotion</p>	<p>ethics such as autonomy, beneficence, non-maleficance, justice and truth telling.</p> <ul style="list-style-type: none"> • Explain the importance of ethics in health care system such as building trust, guides decision, patient's protection and upholding health education profession. • Explain case scenario depicting practice of ethics in health education and promotion 	<p>smart board, Projector, Writing Materials, White board, Markers, Internet Pictures</p>			
<p>Course Assessment: Course work: 20% Test/Assignments: 20% Examination: 60% Total: 100%</p>						

PROGRAMME: HIGHER NATIONAL DIPLOMA IN HEALTH EDUCATION AND PROMOTION		
COURSE TITLE: Primary Health Care Services	COURSE CODE:HEP 316	Contact Hours: 3 Hours/Week
Year: I Semester: I	Credit Units:3	Theoretical: 1 Hour/Week
	Pre-requisite:	Practical: 2 Hours/Week
GOAL: This course is designed to enable the student acquire knowledge and skills required to plan, implement, manage and evaluate primary health care services for individual, families and communities.		
GENERAL OBJECTIVES		
At the end of this course, the student should be able to:		
1.0	Understand the concept of primary health care;	
2.0	Understand the determinants of health in the community;	
3.0	Understand the principles of primary health care;	
4.0	Understand the referral systems in primary health care.	

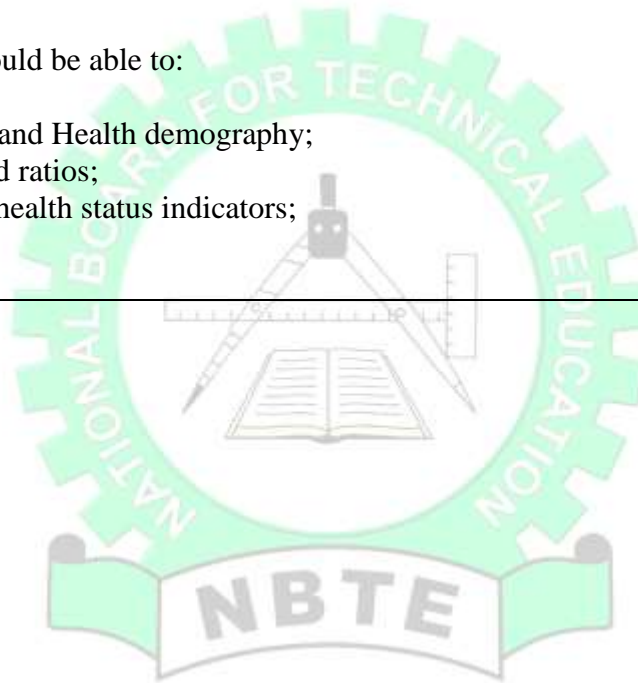


PROGRAMME: HIGHER NATIONAL DIPLOMA IN HEALTH EDUCATION AND PROMOTION						
Course Title: Primary Health Care Services			Course Code: HEP 316		Contact Hours: 3 Hours/Week	
			Credit Unit: 3		Theoretical: 1 Hour/Week	
Year: I Semester: I			Pre-requisite: -		Practical: 2 Hours/Week	
COURSE SPECIFICATION: Theoretical and Practical						
GOAL: This course is designed to acquaint the student knowledge and skills required to plan, implement, manage and evaluate primary health care services for individual, families and communities.						
General Objective 1.0: Understand the concept of primary health care						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher's Activities	Resources	Specific Learning Outcome	Teacher's Activities	Resources
1-3	1.1 Define primary healthcare. 1.2 Explain historical background of primary healthcare. 1.3 Discuss the components of primary healthcare. 1.4 List the approaches of primary healthcare. 1.5 Discuss healthcare delivery system in Nigeria, global and national healthcare coverage, health for all etc.	<ul style="list-style-type: none"> • Explain Primary healthcare • Explain historical background of primary healthcare • Explain the components of primary healthcare • Explain the approaches of primary healthcare • Assess healthcare delivery system in Nigeria, global and national healthcare coverage, health for all etc 	Laptop Computers, smart board, Projector, Writing Materials, White board, Markers, Internet etc			

General Objective 2.0: Understand the determinants of health in the community						
4-7	<p>2.1 Describe the term health in the community.</p> <p>2.2 Explain the determinants of health in the community</p> <p>2.3 Identify the dimensions of optimal health in the community.</p> <p>2.4 List the importance of health in the community.</p>	<ul style="list-style-type: none"> Describe the term health in the community. Explain the determinants of health in the community Identify the dimensions of optimal health in the community. Explain of the importance of health in the community. 	Textbooks Charts and Reading materials	<ul style="list-style-type: none"> Carry out community based visit to households to identify health problems 	Guide students to: <ul style="list-style-type: none"> Carry out household visit to identify health problems 	Checklist Video recorder
General Objective 3.0: Understand the principles of primary health care						
8-11	<p>3.1 Explain the principles of primary health care.</p> <p>3.2 Explain the three tiers of healthcare delivery system in Nigeria.</p> <p>3.3 Discuss the relationship among the three tiers of healthcare delivery system in Nigeria.</p>	<ul style="list-style-type: none"> Explain the principles of primary health care Explain the three tiers of healthcare delivery system in Nigeria Discuss the relationship between the three tiers of healthcare delivery system in Nigeria 	Laptop computers, smart board, Projector, Writing Materials, White board, Markers, Internet Pictures			
General Objective 4.0: Understand the referral systems in primary health care						
12-15	<p>4.1 Define referral in healthcare system.</p> <p>4.2 Discuss two-way</p>	<ul style="list-style-type: none"> Explain referral in healthcare system Explain two-way 	Textbooks Charts and Reading	<ul style="list-style-type: none"> Carryout diseases prevention outreach 	Guide students to: <ul style="list-style-type: none"> Carryout 	Public address system

	<p>referral system in primary healthcare.</p> <p>4.3 Discuss the importance of two-way referral system in primary healthcare.</p> <p>4.4 Discuss community participation and inter-sectoral collaboration in primary health care services.</p>	<p>referral system in primary healthcare</p> <ul style="list-style-type: none"> • Explain the importance of two-way referral system in primary healthcare • Explain community participation and inter- sectoral collaboration in primary health care services. 	<p>materials</p>	<p>activities</p> <ul style="list-style-type: none"> • Complete and process mock referral forms • Evaluate a Primary Health Care activities and submit written reports • Carryout simulation practices on two way referrals 	<p>diseases prevention outreach activities</p> <ul style="list-style-type: none"> • complete and process mock referral forms • Evaluate a PHC activity and submit written report • Carryout simulation practices on two way referrals 	<p>Bell Charts Referral forms</p>
<p>Course Assessment: Course work: 10% Test/Assignments: 10% Practical: 40% Examination: 40% Total: 100%</p>						

PROGRAMME: HIGHER NATIONAL DIPLOMA IN HEALTH EDUCATION AND PROMOTION		
COURSE TITLE: Bio-Statistics and Health Demography	COURSE CODE: HEP 317	Contact Hours: 2 Hours/Week
Year: I Semester: I	Credit Unit: 2	Theoretical: 1 Hour/Week
	Pre-requisite:	Practical: 1 Hour/Week
GOAL: This course is designed to equip students with the knowledge of Bio-statistics and Health demography.		
GENERAL OBJECTIVES		
<p>At the end of this course, the student should be able to:</p> <ol style="list-style-type: none"> 1.0 Know the concept of Bio-Statistics and Health demography; 2.0 Know Health demographic rates and ratios; 3.0 Understand population change and health status indicators; 4.0 Know the rates in biostatistics. 		

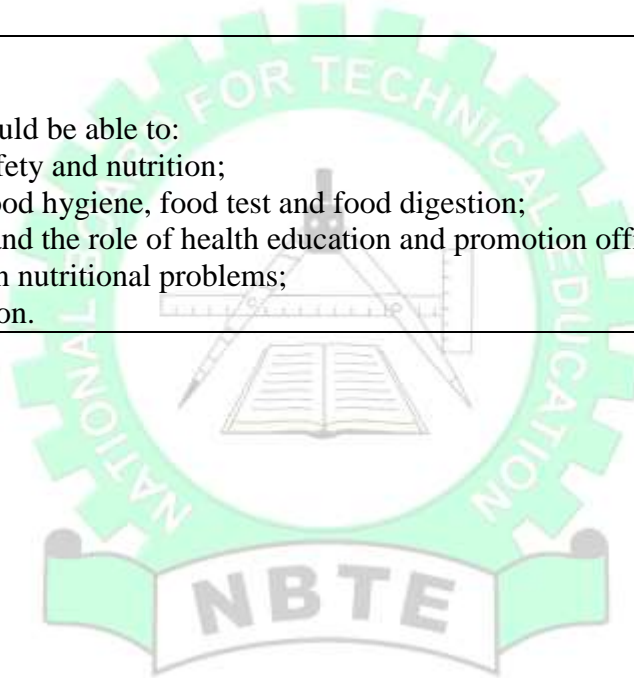


PROGRAMME: HIGHER NATIONAL DIPLOMA IN HEALTH EDUCATION AND PROMOTION							
Course Title: Bio-Statistics and Health Demography				Course Code: HEP 317		Contact Hours: 2Hours/Week	
				Credit Unit: 2		Theoretical: 1Hour/Week	
Year: I Semester: I				Pre-requisite: -		Practical: 1Hour/Week	
COURSE SPECIFICATION: Theoretical and Practical							
GOAL: This course is designed to equip students with the knowledge of Bio-statistics and Health demography.							
General Objective 1.0: Know the concept of Bio-Statistics and Health demography							
THEORETICAL CONTENT				PRACTICAL CONTENT			
Week	Specific Learning Outcome	Teacher's Activities	Resources	Specific Learning Outcome	Teacher's Activities	Resources	
1-3	1.1 Define Bio-statistics. 1.2 Define health demography. 1.3 Explain the demographic factors affecting health of an individual. 1.4 Discuss the role of Bio-Statistics in Health Education and Promotion. 1.5 Explain data collection and collation in Health Education. 1.6 List the sources of data in bio-statistics and demography. 1.7 Explain data presentation in bio-	<ul style="list-style-type: none"> • Explain Bio-statistics • Explain health demography • Explain the demographic factors affecting health of an individual. • Explain the role of Bio-Statistics in Health Education Promotion • Explain data collection and collation in Health Education • Explain the sources of data in bio-statistics and demography 	Laptop Computers, smart board, Projector, Writing Materials, White board, Markers, Internet etc	<ul style="list-style-type: none"> • Visit health units to collect bio-statistics data • Calculate rates, ratio and intervals of health data • Carry out visualisation of the collected data using statistical tools 	Guide students to: <ul style="list-style-type: none"> • Visit health units to assess bio-statistics data • Calculate rates, ratio and intervals of health data 	Location M&E tools Records Charts, statistical tools, computers etc	

	statistics and demography.	<ul style="list-style-type: none"> • Explain data presentation in bio-statistics and demography 				
General Objective 2.0: Know Health demographic rates and ratios						
4-6	<p>2.1 Explain the term health demographic rate.</p> <p>2.2 State the key aspects of health demographic rate.</p> <p>2.3 Discuss the term Health demographic ratios.</p> <p>2.4 Differentiate between health demographic rates and ratios</p> <p>2.5 State the key aspects of health demographic ratios.</p> <p>2.6 Explain the uses of Health demographic ratios.</p>	<ul style="list-style-type: none"> • Discuss Health demographic rate. • Identify factors that affect Health demographic rate. • Explain the importance of Health demographic ratios. • Solve problems involving health demographic rates and ratios • State the applications of Health demographic ratios 	Laptop computers, smart board, Projector, Writing Materials, White board, Markers, Internet etc	<ul style="list-style-type: none"> • Calculate the ratios from disease distribution data from a community 	<p>Guide students to:</p> <ul style="list-style-type: none"> • Calculate the ratios from disease distribution data from a community 	<p>Excel Package</p> <p>SPSS package</p> <p>Charts</p> <p>Word documents package</p> <p>Secondary data</p> <p>Demographic flip book</p>
General Objective 3.0: Understand population change and health status indicators						
7-11	<p>3.1 Define the term population change.</p> <p>3.2 Explain the factors responsible for population change.</p> <p>3.3 Discuss the major health status indicators.</p>	<ul style="list-style-type: none"> • Explain the term population change. • Explain the factors responsible for population change. • Discuss the major health status indicators. 	Laptop computers, smart board, Projector, Writing Materials, White board, Markers,			

	3.4 Discuss the benefits of health indicators to health programmes.	<ul style="list-style-type: none"> • Discuss the benefits of health indicators to health programmes 	Internet Pictures			
General Objective 4.0: Know the rates in biostatistics						
12-15	<p>4.1 Define the following:</p> <ol style="list-style-type: none"> Morbidity rate Death rate Maternal mortality rate. Infant mortality rate Child-prenatal rate Neonatal mortality rate etc. <p>4.2 Explain basic probability concept.</p> <p>4.3 Discuss the application of probability in health Education promotion</p>	<ul style="list-style-type: none"> • Explain the following: <ul style="list-style-type: none"> - Morbidity rate - Death rate - Maternal mortality rate. - Infant mortality rate - Child-prenatal rate - Neonatal mortality rate etc. • Explain basic probability concept • Explain the application of probability in health Education promotion 	Laptop computers, smart board, Projector, Writing Materials, White board, Markers, Internet etc	<ul style="list-style-type: none"> • Compute different demographic rates • Use open source statistical software for health data analysis and visualisation” 	<p>Guide students to:</p> <ul style="list-style-type: none"> • Calculate different demographic rate 	<p>Excel Package SPSS package Charts Word documents package Secondary data Demographic flip book</p>
<p>Course Assessment: Course work: 10% Test/Assignments: 10% Practical: 40% Examination: 40% Total: 100%</p>						


PROGRAMME: HIGHER NATIONAL DIPLOMA IN HEALTH EDUCATION AND PROMOTION		
COURSE TITLE: Food Safety and Nutritional Health Education	COURSE CODE:HEP 318	Contact Hours: 3 Hours/Week
Year: I Semester: I	Credit Unit:3	Theoretical: 1 Hour/Week
	Pre-requisite:	Practical: 2 Hours/Week
GOAL: This course is designed to equip students with the knowledge and skills to handle food safety and nutritional health education.		
GENERAL OBJECTIVES		
<p>At the end of this course, the student should be able to:</p> <ol style="list-style-type: none"> 1.0 Understand the concept of food safety and nutrition; 2.0 Know the classification of food, food hygiene, food test and food digestion; 3.0 Know the food hygiene practices and the role of health education and promotion officers; 4.0 Know various enzymes involved in nutritional problems; 5.0 Know food fallacies and superstition. 		



PROGRAMME: HIGHER NATIONAL DIPLOMA IN HEALTH EDUCATION AND PROMOTION						
Course Title: Food Safety and Nutritional Health Education			Course Code: HEP 318		Contact Hours: 3Hours/Week	
			Credit Unit: 3		Theoretical: 1Hour/Week	
Year: I Semester: I			Pre-requisite: -		Practical: 2 Hours/Week	
COURSE SPECIFICATION: Theoretical and Practical						
GOAL: This course is designed to equip students with the knowledge and skills to handle food safety and nutritional health education						
General Objective 1.0: Understand the concept of food safety and nutrition						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher's Activities	Resources	Specific Learning Outcome	Teacher's Activities	Resources
1-3	1.1 Define food safety. 1.2 Define nutrition. 1.3 Explain the concept of food safety and nutritional education. 1.4 Discuss the role of health education and promotion officers in food safety and nutritional education. 1.5 State the key components of macronutrients such as carbohydrate, proteins and fats. 1.6 State the key components of micronutrients such as vitamin, minerals and water.	<ul style="list-style-type: none"> • Explain food safety • Explain nutrition • Explain the concept of food safety and nutritional Education • Explain the role of health education and promotion officers in food safety and nutritional education • Explain the key components of Macronutrients 	Laptop Computers, smart board, Projector, Writing Materials, White board, Markers, Internet etc	<ul style="list-style-type: none"> • Demonstrate the role of Health Promotion Officers in food safety and nutritional education • Identify sources of macronutrients and micronutrients • Demonstrate proper food combinations (balanced diets) for different age groups. 	Guide students to: <ul style="list-style-type: none"> • Demonstrate the role of health promotion officers in food safety and nutritional education • Demonstrate proper food combinations (balanced diets) for different age groups. 	Videos Pictures PowerPoint presentations Flip charts etc

	<p>1.7 State the importance of nutrients to the body such as:</p> <ul style="list-style-type: none"> i. Health and development, ii. Disease prevention, iii. Energy and function, iv. Mental health and wellbeing. 	<p>such as carbohydrate, proteins and fats.</p> <ul style="list-style-type: none"> • Explain the key components of Micronutrients such as vitamin, minerals and water. • Explain the importance of nutrients to the body 				
General Objective 2.0: Know the classification of food, food hygiene, food test and food digestion						
4-6	<p>2.1 Explain key roles of nutrition in maintenance of body system such as:</p> <ul style="list-style-type: none"> i. Energy production and metabolism ii. Structural integrity and tissue repair iii. Immune system support iv. Cardiovascular and organ health v. Mental health and cognitive functions vi. Chronic disease prevention and weight management. <p>2.2 Explain the key roles of nutrition in maintenance</p>	<ul style="list-style-type: none"> • Explain key roles of nutrition in maintenance of body system such as energy production and metabolism, structural integrity and tissue repair, immune system support, cardiovascular and organ health, mental health and cognitive functions and, chronic disease 	<p>Textbooks Charts and Reading materials etc</p>	<ul style="list-style-type: none"> • Prepare a simple nutrition-body function chart • Present short group demonstrations on how nutrition supports body systems. 	<ul style="list-style-type: none"> • Prepare a simple nutrition-body function chart • Present short group demonstrations on how nutrition supports body systems. 	<p>a Chart Educational Videos</p>

	of body system. 2.3 Explain the relationship among food, nutrient and body maintenance.	prevention and weight management. <ul style="list-style-type: none"> • Explain the key roles of nutrition in maintenance of body system • Explain the relationship among food, nutrient and body maintenance 				
General Objective 3.0: Know food hygiene practices and the role of health education and promotion officers						
7-9	3.1 Classify food by nutrients such as: <ul style="list-style-type: none"> i. Carbohydrates ii. Proteins iii. Fats iv. Vitamin v. Minerals vi. Water. 3.2 Explain hygiene in food preparation 3.3 Explain the role of health education and promotion officers in food hygiene 3.4 Explain food by function such as: <ul style="list-style-type: none"> i. Energy given food ii. Body building foods iii. Body protective foods. 3.5 Describe common	<ul style="list-style-type: none"> • Explain food by nutrients such as carbohydrates, proteins, fats, vitamin, minerals and water. • Explain hygiene in food preparation • Explain the role of health education and promotion officers in food hygiene • Explain food by function such as energy given food, body building foods and body protective foods. 	Textbooks, Charts, Reading materials etc	<ul style="list-style-type: none"> • Sort out local foods into food groups • Demonstrate food hygiene practices during food preparation • Visit food preparation outlets • Practice common food tests such as: <ul style="list-style-type: none"> - Starch (iodine test), - Reducing sugars test (benedict's test), 	Guide students to: <ul style="list-style-type: none"> • Sort out local foods into food groups • Demonstrate food hygiene practices during food preparation • Visit food preparation outlets • Practice common food tests such as: 	Bowl Role-play session, practical manual etc

<p>nutrients test such as:</p> <ol style="list-style-type: none"> i. Starch (iodine test), ii. Reducing sugars test (Benedict's test), iii. Proteins (burette test) and lipids/fats (emulsion test). <p>3.6 Explain the major food digestion stages such as:</p> <ol style="list-style-type: none"> i. Mouth ii. Oesophagus iii. Stomach iv. Small intestine v. large intestine vi. Rectum/ anus. <p>3.7 Describe the processes of food digestion in the body such as:</p> <ol style="list-style-type: none"> i. mechanical digestion, ii. chemical digestion iii. Absorption. <p>3.8 Explain the helping organs in food digestion in the body such as:</p> <ol style="list-style-type: none"> i. salivary gland, ii. pancreas, liver iii. Gallbladder. 	<ul style="list-style-type: none"> • Explain common nutrients test such as starch (iodine test), reducing sugars test (Benedict's test), proteins (burette test) and lipids/fats (emulsion test). • Explain the major food digestion stages such as mouth, oesophagus, stomach, small intestine, large intestine and rectum/ anus. • Explain the processes of food digestion in the body such as mechanical digestion, chemical digestion and absorption. • Explain the helping organs in food digestion in the body such as salivary gland, pancreas, liver and 		<ul style="list-style-type: none"> - Proteins (burette test) - Lipids/fats (emulsion test). • Prepare a structured food for a particular health problem 	<ul style="list-style-type: none"> • starch (iodine test), • reducing sugars test (Benedict's test), • proteins (burette test) • lipids/fats (emulsion test). • Prepare a structured food for a particular health problem 	
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		gallbladder.				
General Objective 4.0: Know various enzymes involved in nutritional problems.						
10-14	<p>4.1 List the enzymes involved in nutritional problems such as:</p> <ol style="list-style-type: none"> i. Methylene Tetrahydrofolate, ii. Methionine Synthase, iii. Phosphatidylethanolamine iv. N-methyltransferase v. Protein Phosphate 2A, vi. Cystathionine synthase etc. <p>4.2 Explain the enzymes involved in nutritional problems of pregnant women, nursing mother and people with special challenges</p> <p>4.3 Describe body and food metabolism</p> <p>4.4 Explain nutritional diseases and conditions</p>	<ul style="list-style-type: none"> • Explain the enzymes involved in nutritional problems of pregnant women, nursing mother and people with special challenges • Explain body and food metabolism in pregnancy 	Textbooks Charts and Reading materials.	<ul style="list-style-type: none"> • Prepare appropriate diet plan for people with special health conditions 	<p>Guide students to:</p> <ul style="list-style-type: none"> • Prepare appropriate diet plan for people with special health conditions 	Sample diet plan, Flip books, Flip charts, practical manuals etc
General Objective 5.0: Know food fallacies and superstition.						
15	<p>5.1 Define food fallacies and superstition</p> <p>5.2 List some of food fallacies and superstition</p> <p>5.3 Explain the dangers of food superstition</p>	<ul style="list-style-type: none"> • Explain food fallacies and superstition • Explain consequences of food fallacies and superstition 	Textbooks Charts and Reading materials etc			

Course Assessment:

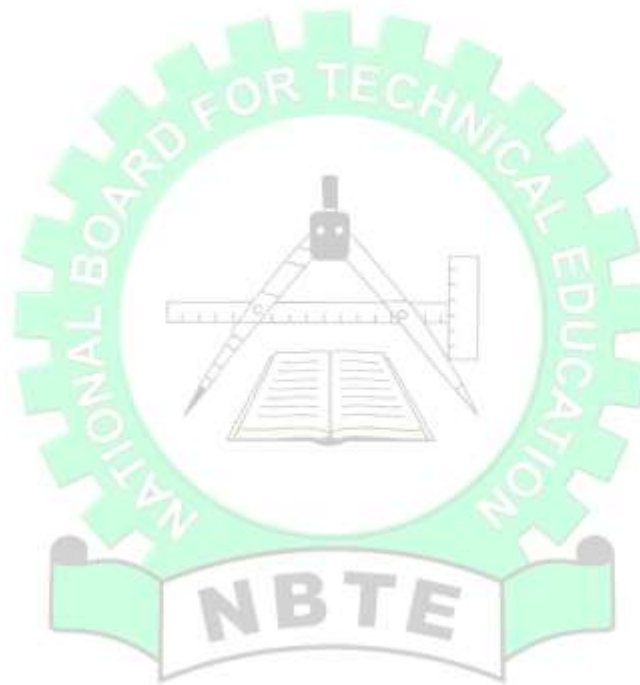
Course work: 10%

Test/Assignments: 10%

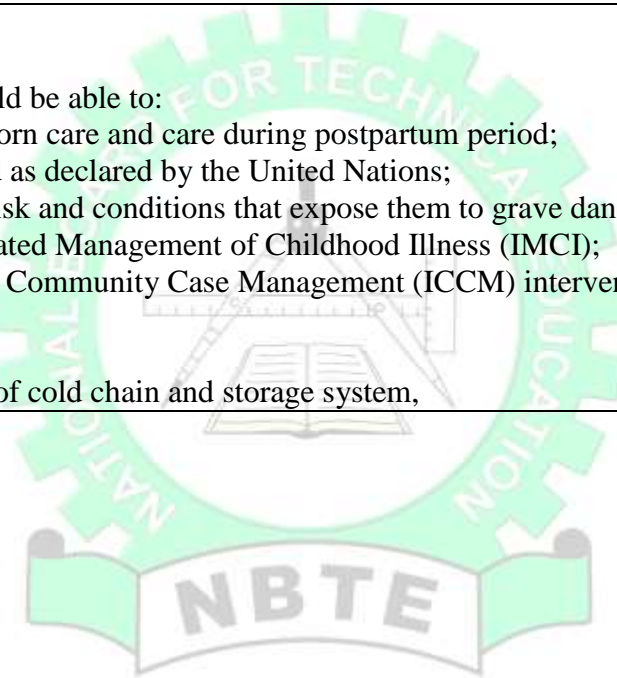
Practical: 40%

Examination: 40%

Total: 100%



PROGRAMME: HIGHER NATIONAL DIPLOMA IN HEALTH EDUCATION AND PROMOTION		
COURSE TITLE: Child Health and Immunization Education	COURSE CODE: HEP 319	Contact Hours: 3 Hours/Week
Year: I Semester: I	Credit Unit: 3	Theoretical: 1 Hour/Week
	Pre-requisite:	Practical: 2 Hours/Week
GOAL: This course is designed to enhance the knowledge and skills of students to promote child health and uptake of immunization services		
GENERAL OBJECTIVES		
At the end of this course, the student should be able to:		
1.0	Understand the immediate new born care and care during postpartum period;	
2.0	Understand the rights of the child as declared by the United Nations;	
3.0	Understand children who are at risk and conditions that expose them to grave danger;	
4.0	Understand the concept of Integrated Management of Childhood Illness (IMCI);	
5.0	Understand concept of integrated Community Case Management (ICCM) intervention;	
6.0	Know the concept of immunity;	
7.0	Know immunization services;	
8.0	Know skills on the management of cold chain and storage system,	



PROGRAMME: HIGHER NATIONAL DIPLOMA IN HEALTH EDUCATION AND PROMOTION							
Course Title: Child Health and Immunization Education			Course Code: HEP 319		Contact Hours: 3Hours/Week		
			Credit Unit: 3		Theoretical: 1Hour/Week		
Year: I Semester: I			Pre-requisite: -		Practical: 2Hours/Week		
COURSE SPECIFICATION: Theoretical and Practical							
GOAL: This course is designed to enhance the knowledge and skills of students to promote child health and uptake of immunization services							
General Objective 1.0: Understand the immediate new born care and care during postpartum period							
THEORETICAL CONTENT				PRACTICAL CONTENT			
Week	Specific Outcome	Learning	Teacher's Activities	Resources	Specific Learning Outcome	Teacher's Activities	Resources
1-2	1.1 Describe the care needed to be given immediately after birth of a new born baby. 1.2 Explain the steps involved in child care during postpartum period. 1.3 Explain the importance of immediate new born care and care during postpartum period		<ul style="list-style-type: none"> Describe the care needed to be given immediately after birth of a newborn. Explain the steps involve in child care during postpartum period. Explain the importance of immediate new born care and care during postpartum period 	Laptop Computers, smart board, Projector, Writing Materials, White board, Markers, Internet etc	<ul style="list-style-type: none"> Demonstrate breastfeeding initiation using baby dolls 	Guide students to: <ul style="list-style-type: none"> demonstrate breastfeeding initiation using baby dolls 	Baby dolls, Delivery kit etc
General Objective 2.0: Understand the rights of the child as declared by the United Nations.							
3-4	2.1 Define a child 2.2 Define rights of a child.		<ul style="list-style-type: none"> Explain a child Explain Rights of a child 	Laptop computers, smart board,	<ul style="list-style-type: none"> Write a technical report of a field trip to Human 	Organise Field Trip to Human Rights	Posters, Flip chars etc

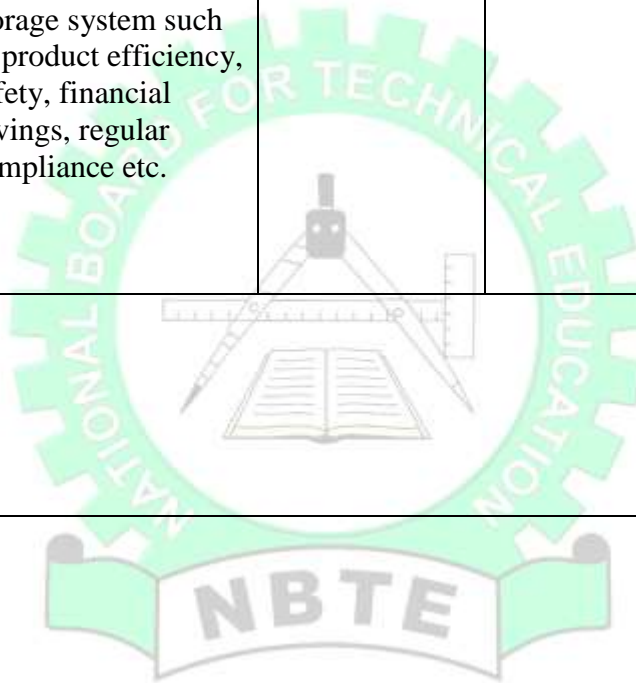
	<p>2.3 Explain the rights of the child as declared by the United Nations.</p> <p>2.4 Discuss violation of child rights.</p> <p>2.5 Discuss the consequences of violating child rights.</p> <p>2.6 Discuss the enforcement of CRA in Nigeria by National Human Right Commission and other stakeholders.</p>	<ul style="list-style-type: none"> • Explain the rights of the child as declared by the United Nations. • Explain violation of child rights and its consequences • Explain Child Right Acts (CRA) of 2003 • Discuss the enforcement of CRA in Nigeria by National Human Right Commission and other stakeholders 	<p>Projector, Writing Materials, White board, Markers, Internet etc</p>	<p>Right Commission and other Child Right Centres</p>	<p>Commission and other Child right centres</p>	
General Objective 3.0: Understand children who are at risk and conditions that expose them to grave danger.						
5-7	<p>3.1 Describe different characteristics of children who are at risk.</p> <p>3.2 Explain different conditions that expose them to grave danger.</p> <p>3.3 List some of the risks associated with children exposed to grave danger.</p>	<ul style="list-style-type: none"> • Describe different characteristics of children who are at risk. • Explain different conditions that expose them to grave danger. 	<p>Textbooks Charts, Reading materials, and manuals.</p>	<ul style="list-style-type: none"> • Write a technical report after visitation to Internally Displaced Persons (IDP) Camps on children who are at risk 	<ul style="list-style-type: none"> • Play short video clips • identify dangerous conditions: <ul style="list-style-type: none"> - Dirty water - Poor housing - Lack of health care - Visitation to IDPs camp 	<p>Video TV set Projector</p>
General Objective 4.0: Understand the concept of integrated management of childhood illness (IMCI)						
8-10	<p>4.1 Explain the term integrated</p>	<ul style="list-style-type: none"> • Explain the term integrated 	<p>Textbooks Charts, Reading</p>	<ul style="list-style-type: none"> • Demonstrate filling of IMCI 	<p>Guide students to:</p>	<p>Flip charts, Case cards</p>

	<p>management of childhood illness (IMCI).</p> <p>4.2 Describe how to use IMCI algorithm to manage case of childhood illness.</p> <p>4.3 Discuss how to improve the health system to deliver IMCI.</p> <p>4.4 Describe how to improve family and community practices of IMCI.</p>	<p>management of childhood illness (IMCI).</p> <ul style="list-style-type: none"> Describe how to use IMCI algorithm to manage case of childhood illness. Discuss how to improve the health system to deliver IMCI. Describe how to improve family and community practices of IMCI. 	<p>materials, and manuals etc</p>	<p>chart and case cards</p>	<ul style="list-style-type: none"> fill IMCI chart, case cards 	<p>etc</p>
General Objective 5.0: Understand concept of integrated Community Case Management (iCCM) intervention						
11	<p>5.1 Define the term Integrated Community Case Management (iCCM).</p> <p>5.2 List various types of Integrated Community Case Management.</p> <p>5.3 State means of preventing (iCCM).</p>	<ul style="list-style-type: none"> Explain the term Integrated Community Case Management (iCCM) Explain various types of Integrated Community Case Management Explain means of preventing (iCCM) 	<p>Laptop computers, smart board, Projector, Writing Materials, White board, Markers, Internet Pictures Videos etc</p>			
General Objective 6.0: Understand the concept of immunity						
12	<p>6.1 Define the term immunity.</p> <p>6.2 Discuss different types of immunity such as:</p>	<ul style="list-style-type: none"> Explain the term immunity. Explain different types of immunity 	<p>Laptop computers, smart board, Projector,</p>			

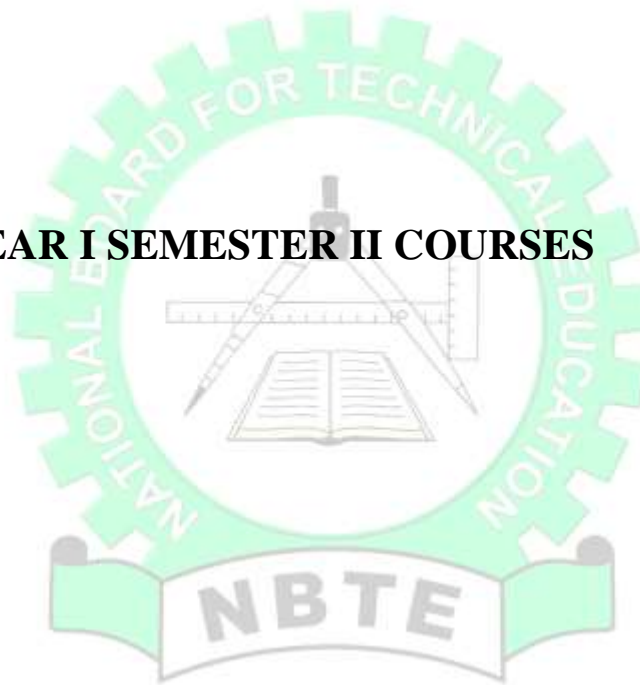
	<p>i. innate immunity ii. adaptive immunity iii. passive immunity.</p> <p>6.3 Describe how immunity works in detection, response and memory.</p> <p>6.4 State some of the immunity system problems such as: i. Allergies ii. Autoimmune diseases etc.</p>	<p>such as innate immunity, adaptive immunity and passive immunity.</p> <ul style="list-style-type: none"> • Explain how immunity works in detection, response and memory. • Explain some of the immunity system problems such as allergies, autoimmune diseases etc. 	<p>Writing Materials, White board, Markers, Internet Pictures Videos etc</p>			
General Objective 7.0: Know immunization services						
13-14	<p>7.1 Define the term immunization and its schedule.</p> <p>7.2 List ways immunization works such as: i. vaccine introduction ii. immune responses iii. future protection.</p> <p>7.3 State the benefits of immunization such as: i. disease prevention, ii. save lives, community protection iii. cost effective.</p> <p>7.4 Explain major types of</p>	<ul style="list-style-type: none"> • Explain the term immunization and its schedule • Explain ways immunization works such as vaccine introduction, immune responses and future protection. • Explain the benefits of immunization such as disease prevention, save lives, community protection and cost effective. • Explain major types of immunization 	<p>Textbooks, Charts, Reading materials, diagrams and posters, Immunization schedule etc</p>	<ul style="list-style-type: none"> • Carryout community engagement and sensitization activities 	<p>Guide students to</p> <ul style="list-style-type: none"> • Carryout community engagement and sensitization activities 	<p>Flip book, Posters, Banners, Fliers, Locations Immunization schedule, Video clips, AI resources etc</p>

	<p>immunization services such as:</p> <ol style="list-style-type: none"> i. routine immunization ii. adult vaccination, iii. travels vaccination iv. outreach programmes. <p>7.5 Enumerate places where to find immunization services such as:</p> <ol style="list-style-type: none"> i. public health centres, ii. hospitals, private clinics iii. mobile units. <p>7.6 Describe the key components of immunization services such as:</p> <ol style="list-style-type: none"> i. education, ii. vaccine delivery, iii. cold chain management iv. record keeping. <p>7.7 Discuss demand generation strategies</p>	<p>services such as routine immunization, adult vaccination, travels vaccination and outreach programmes.</p> <ul style="list-style-type: none"> • Enumerate places where to find immunization services such as public health centres, hospitals, private clinics and mobile units. • Explain the key components of immunization services such as education, vaccine delivery, cold chain management and record keeping. • Explain demand generation strategies 				
General Objective 8.0: Know skills on the management of cold chain and storage system						
15	8.1 Describe ways to manage the cold chain and storage system	<ul style="list-style-type: none"> • Describe ways on how to manage the cold chain and 	Textbooks Charts, Reading materials,	<ul style="list-style-type: none"> • Demonstrate good practices of vaccine storage and 	Guide students to: <ul style="list-style-type: none"> • Demonstrate 	CCEs, CCEs Vaccine

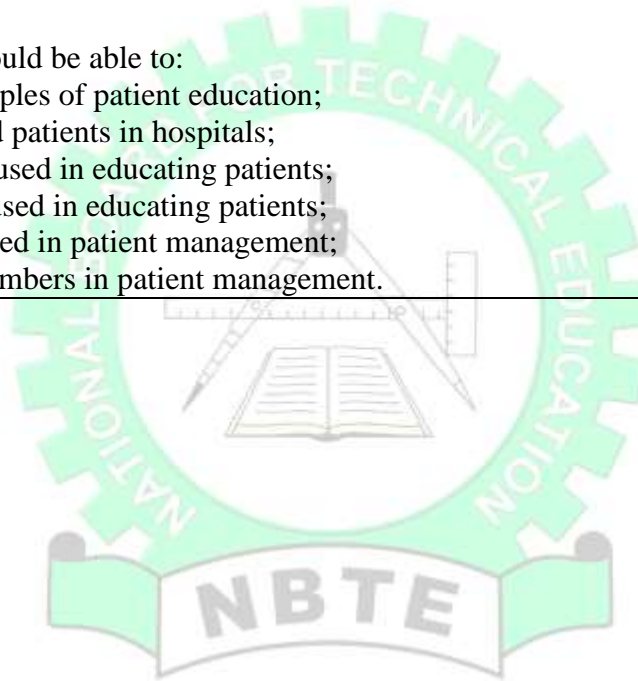
	<p>8.2 State the cold chain equipment (CCE) and its uses</p> <p>8.3 List the procedures of maintaining cold chain equipment</p> <p>8.4 State the importance of cold chain and storage system such as:</p> <ol style="list-style-type: none"> i. Product efficiency ii. Safety, iii. Financial savings iv. Regular compliance etc. 	<p>storage system such as train personals, equipment's, procedures and technology.</p> <ul style="list-style-type: none"> • State the importance of cold chain and storage system such as product efficiency, safety, financial savings, regular compliance etc. 	<p>diagrams and posters.</p>	<p>distribution</p> <ul style="list-style-type: none"> • Maintain CCEs 	<p>good practices of vaccine storage and distribution</p> <ul style="list-style-type: none"> • Maintain CCEs 	<p>Cold, Store/hub Monitoring tools etc</p>
<p>Course Assessment: Course work: 10% Test/Assignments: 10% Practical: 40% Examination: 40% Total: 100%</p>						



YEAR I SEMESTER II COURSES



PROGRAMME: HIGHER NATIONAL DIPLOMA IN HEALTH EDUCATION AND PROMOTION		
COURSE TITLE: Practice of Patient Education	COURSE CODE: HEP 321	Contact Hours: 2 Hours/Week
Year: I Semester: II	Credit Unit: 2	Theoretical: 1 Hour/Week
	Pre-requisite:	Practical: 1 Hour/Week
GOAL: This course is designed to equip students with the knowledge and skills to practice patient education.		
GENERAL OBJECTIVES		
At the end of this course, the student should be able to:		
1.0 Understand the concept and principles of patient education;		
2.0 Understand the right of clients and patients in hospitals;		
3.0 Know the method and specialties used in educating patients;		
4.0 Know the instructional materials used in educating patients;		
5.0 Understand the legal issues involved in patient management;		
6.0 Understand the roles of family members in patient management.		



PROGRAMME: HIGHER NATIONAL DIPLOMA IN HEALTH EDUCATION AND PROMOTION							
Course Title: Practice of Patient Education				Course Code: HEP 321		Contact Hours: 2Hours/Week	
				Credit Unit: 2		Theoretical: 1 Hour/Week	
Year: I Semester: II				Pre-requisite: -		Practical: 1 Hour/Week	
COURSE SPECIFICATION: Theoretical and Practical							
GOAL: This course is designed to equip students with the knowledge and skills to practice patient education.							
General Objective 1.0: Understand the concept and principles of patient education							
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 term patient education. 1.2 Explain the principles of patient education such as: i. Improve health behaviour ii. Enhance understanding, iii. Promote self-management and support informed decision. 1.3 Discuss personnel in patient education such as all health care professionals and family physicians.	<ul style="list-style-type: none"> • Explain the term patient education. • Explain the principles of patient education such as improve health behaviour, enhance understanding, promote self-management and support informed decision. • Explain personnel in patient education such as all health care professionals and family physicians. 	Laptop Computers, smart board, Projector, Writing Materials, White board, Markers, Internet etc	<ul style="list-style-type: none"> • Demonstrate a health condition and correct use of prescribed medication or advise using role play 	Guide students to: <ul style="list-style-type: none"> • Demonstrate a health condition and correct use of prescribed medication or advise using role play 	Flip charts, Posters, Videos etc	
General Objective 2.0: Know the right of clients and patients in hospitals							
	2.1 Define the term	<ul style="list-style-type: none"> • Explain the term 	Textbooks	<ul style="list-style-type: none"> • Conduct mock 	Guide students	Chart	

4-6	<p>patient.</p> <p>2.2 Explain types of patient.</p> <p>2.3 Define the term client.</p> <p>2.4 Explain types of client.</p> <p>2.5 Differentiate with relevant example patient and client.</p> <p>2.6 Explain the right of clients and patients in hospitals</p>	<p>patient.</p> <ul style="list-style-type: none"> • Explain types of patient. • Explain the term client. • Explain types of client. • Differentiate with relevant example patient and client. • Explain the right of clients and patients in hospitals 	<p>Charts, Reading materials, diagrams and posters.</p>	<p>patient rights advocacy sessions.</p> <ul style="list-style-type: none"> • Develop a checklist of patient rights • Demonstrate how to communicate patient rights. 	<p>to:</p> <ul style="list-style-type: none"> • Conduct mock patient rights advocacy sessions, develop a checklist of patient rights and demonstrate how to communicate these to patients. 	
<p>General Objective 3.0: Understand the methods and specialities used in educating patients</p>						
7-10	<p>3.1 Explain the methods used in educating patients such as:</p> <ol style="list-style-type: none"> Teach back method, Demonstration and return; Visual and audio aids; Plain language and analogies; Group classes and workshops; One-on-one teaching and interactive learning. 	<ul style="list-style-type: none"> • Explain the methods used in educating patients such as teach back method, demonstration and return, visual and audio aids, plain language and analogies, group classes and workshops, one-on-one teaching and interactive learning. • Explain specialities involved in patient education such as 	<p>Textbooks Charts, Reading materials, diagrams and posters.</p>	<ul style="list-style-type: none"> • Demonstrate at least 2 patient education methods (one individual teaching, one group teaching) • Deliver a short teaching session using demonstration or role-play • Demonstrate how to monitor and evaluate the various 	<ul style="list-style-type: none"> • Guide students to demonstrate at least 2 patient education methods 	Video

	<p>3.2 Explain specialities involve in patient education such as:</p> <ol style="list-style-type: none"> i. Health educators; ii. Nursing specialities; iii. Medical specialities; iv. Allied health and other specialist. <p>3.3 Explain monitoring and evaluation of various specialities in patient education</p>	<p>health educators, nursing specialities, medical specialities, and allied health and other specialist.</p> <ul style="list-style-type: none"> • Explain monitoring and evaluation of various specialities in patient education 		<p>specialities in patient education</p>		
General Objective 4.0: Understand the instructional materials used in educating patients						
11-12	<p>4.1 Enumerate the instructional materials used in educating patients such as:</p> <ol style="list-style-type: none"> i. Printed materials; ii. Audio materials; iii. Visual materials; iv. Audio-visual materials. <p>4.2 Discuss the importance of the instructional materials used in educating patients.</p> <p>4.3 Describe the principles of the utilization of</p>	<ul style="list-style-type: none"> • Enumerate the instructional materials used in educating patients such as printed materials, audio materials, visual materials and audio-visual materials. • Explain the importance of the instructional materials used in educating patients. • Explain the principles of the utilization of 	<p>Laptop computers, smart board, Projector, Writing Materials, White board, Markers, Internet etc</p>			

	instructional materials in patient education	instructional materials in patient education				
General Objective 5.0: Understand the legal issues involved in patient management						
13	<p>5.1 Explain the legal issues involved in patient management such as:</p> <p>i. Digital health,</p> <p>ii. Tele-health, abuse/neglects and fraud.</p> <p>5.2 Discuss the consequences of breaching legal act of patient management.</p> <p>5.3 Discuss the importance of upholding patient legal issues</p>	<ul style="list-style-type: none"> Explain the legal issues involved in patient management such as digital health, Tele-health, abuse/neglects and fraud. Discuss the consequences of breaching legal act of patient management. Discuss the importance of upholding patient legal issues 	<p>Laptop computers, smart board, Projector, Writing Materials, White board, Markers, Internet Pictures Videos etc</p>			
General Objective 6.0: Know the roles of family members in patient management						
14-15	<p>6.1 List the roles of family members in patient management such as:</p> <p>i. emotional support,</p> <p>ii. communication bridge</p> <p>iii. advocacy,</p> <p>iv. care coordination and assistance</p> <p>v. observation and</p>	<ul style="list-style-type: none"> Explain the roles of family members in patient management such as emotional support, Communication Bridge, advocacy, care coordination and assistance, observation and monitoring, decision 	<p>Textbooks Charts, Reading materials, diagrams and posters.</p>	<ul style="list-style-type: none"> Conduct role-play involving family members in patient education 	<p>Guide student to:</p> <ul style="list-style-type: none"> conduct role-play involving family members in patient education 	<p>Educational video</p>

	<p>monitoring vi. decision making and promoting health.</p> <p>6.2 State the qualities and competencies needed for family roles in patient management</p> <p>6.3 Explain the importance of family presence in patient care</p>	<p>making and promoting health.</p> <ul style="list-style-type: none"> • Explain the importance of family presence in patient care • Explain the qualities and competencies needed for family roles in patient management 				
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Course Assessment:

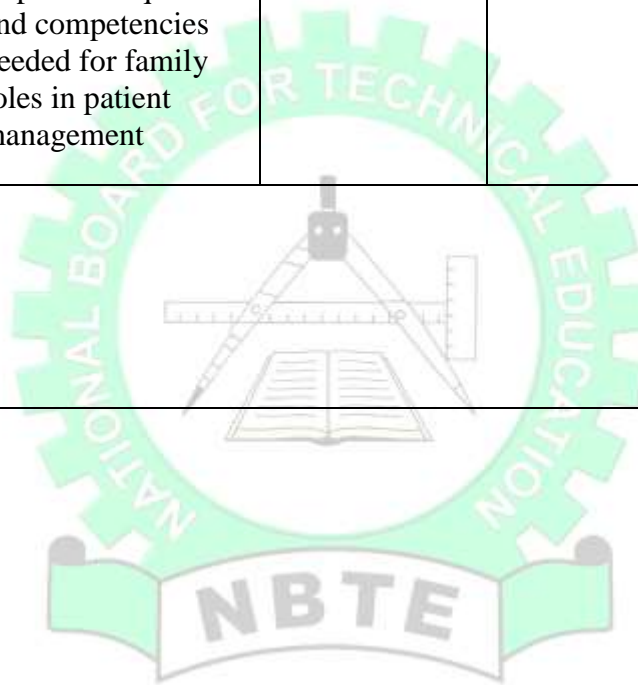
Course work: 10%

Test/Assignments: 10%

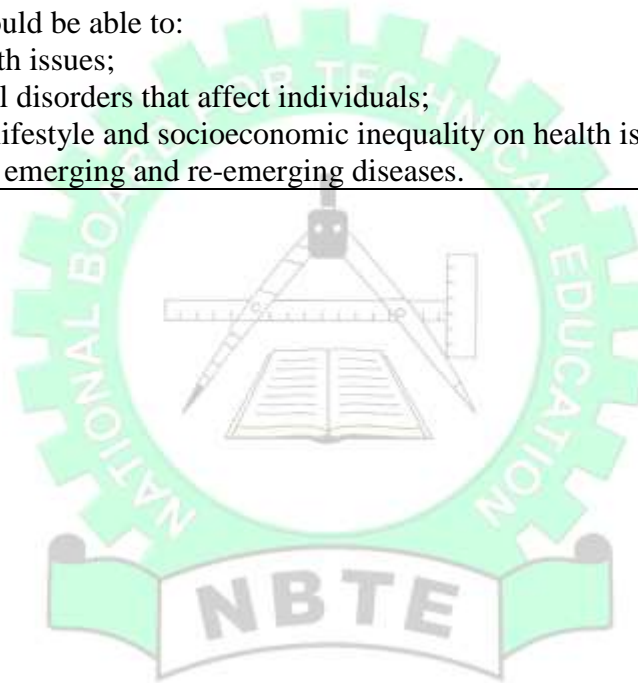
Practical: 40%

Examination: 40%

Total: 100%



PROGRAMME: HIGHER NATIONAL DIPLOMA IN HEALTH EDUCATION AND PROMOTION		
COURSE TITLE: Contemporary Health Issues	COURSE CODE:HEP 322	Contact Hours: 2 Hours/Week
Year: I Semester: II	Credit Unit: 2	Theoretical: 1 Hour/Week
	Pre-requisite:	Practical: Hour/Week
GOAL: The course is designed to provide students with the knowledge of basic contemporary health issues in the society		
GENERAL OBJECTIVES		
At the end of this course, the student should be able to:		
1.0 Understand basic contemporary health issues;		
2.0 Understand the mental and emotional disorders that affect individuals;		
3.0 Understand the impact of pollution, lifestyle and socioeconomic inequality on health issues;		
4.0 Understand the relationship between emerging and re-emerging diseases.		

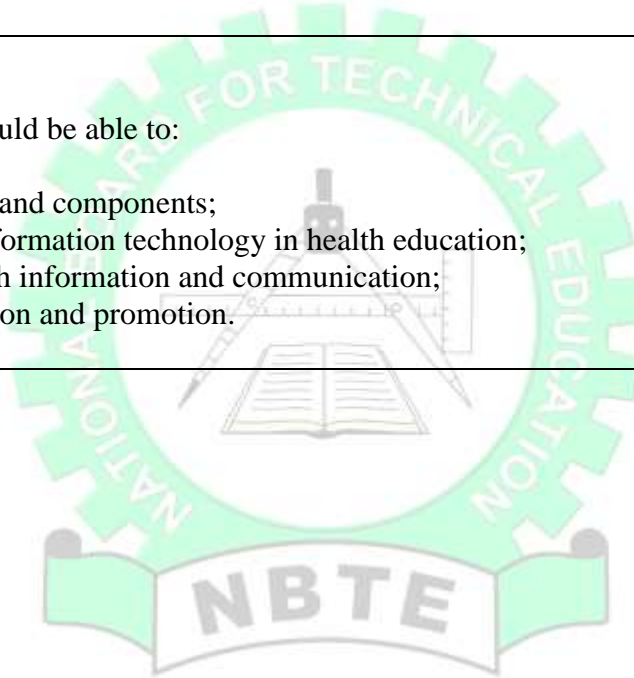


PROGRAMME: HIGHER NATIONAL DIPLOMA IN HEALTH EDUCATION AND PROMOTION							
Course Title: Contemporary Health Issues			Course Code: HEP 322		Contact Hours: 2Hours/Week		
			Credit Unit: 2		Theoretical: 1 Hour/Week		
Year: I Semester: II			Pre-requisite: -		Practical: 1 Hour/Week		
COURSE SPECIFICATION: Theoretical and Practical							
GOAL: The course is designed to provide students with knowledge of basic contemporary health issues in the society							
General Objective 1.0: Understand basic contemporary health issues							
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 concept of contemporary health issues 1.2 List the basic contemporary health issues such as: i. Malaria; ii. Measles; iii. HIV/AIDs; iv. Diabetes; v. Cancer. vi. Hypertension etc. 1.3 Explain means of preventing the occurrence of the contemporary health issues.	<ul style="list-style-type: none"> Explain how the communicable and non-communicable diseases affect the human body and the steps to prevent their occurrence among the populace 	Laptop Computers, smart board, Projector, Writing Materials, White board, Markers, Internet etc	<ul style="list-style-type: none"> Analyse the effect of diseases on individual and society 	Guide students to: <ul style="list-style-type: none"> Analyse the effect of diseases on individual and society 	PPE, charts Posters, Videos etc	
General Objective 2.0: Understand the mental and emotional disorders that affect individuals							
4-6	2.1 Discuss the mental disorders that affect	<ul style="list-style-type: none"> Explain the mental and emotional 	Laptop computers,	<ul style="list-style-type: none"> Demonstrate positive coping 	Guide students to:	Charts Posters	

	<p>2.2 individuals Discuss how emotional disorders affect the populace</p> <p>2.3 Explain the causes of stress and suicide conditions</p> <p>2.4 Explain the preventive measures of stress and suicide conditions</p>	<p>disorders as it affects individuals such as stress and suicide</p> <ul style="list-style-type: none"> • Explain the causes and preventive measures of stress and suicide among the populace 	<p>smart board, Projector, Writing Materials, White board, Markers, Internet etc</p>	<p>strategies such as seeking help, stress management etc.</p>	<ul style="list-style-type: none"> • Demonstrate positive coping strategies such as seeking help, stress management etc. 	<p>Videos</p>
<p>General Objective 3.0: Understand the impact of pollution, lifestyle and socioeconomic inequality on health issues</p>						
7-11	<p>3.1 Explain different types of pollution.</p> <p>3.2 Discuss the impact of pollution to human health.</p> <p>3.3 Discuss global warming.</p> <p>3.4 Discuss the importance of controlling pollution to human health.</p> <p>3.5 Explain how positive healthy lifestyle promotes good health among populace.</p> <p>3.6 Discuss how socioeconomic situation influence human health</p>	<ul style="list-style-type: none"> • Explain the different types of pollution • Explain the impact of pollution to human health • Explain the importance of controlling pollution to human health. • Explain how positive healthy lifestyle promotes good health among populace. • Explain how socioeconomic situation influence human health 	<p>Laptop computers, smart board, Projector, Writing Materials, White board, Markers, Internet Pictures</p>	<ul style="list-style-type: none"> • Demonstrate proper waste disposal and sanitation practices • Write technical report a field trip to waste management centres, recycling centres etc. 	<p>Guide students to:</p> <ul style="list-style-type: none"> • Demonstrate proper waste disposal and sanitation practices • Visit waste management centers, recycling centers etc. 	<p>Field trips</p>

General Objective 4.0: Understand the relationship between emerging and re-emerging diseases						
12-15	<p>4.1 Define exotic, emerging and re-emerging diseases.</p> <p>4.2 Identify reasons contributing to failure of controlling emerging diseases in our environment.</p> <p>4.3 Discuss the solution to overcome emerging and re-emerging diseases affecting the populace.</p> <p>4.4 Discuss the importance of using e-health in controlling emerging diseases among the populace.</p>	<ul style="list-style-type: none"> • Explain exotic, emerging and re-emerging diseases such as COVID-19, Lassa fever, ebola etc., • Discuss reasons for failure to control emerging diseases • Explain the right steps to take in controlling the emerging and re-emerging health issues 	<p>Laptop computers, smart board, Projector, Writing Materials, White board, Markers, Internet etc</p>	<ul style="list-style-type: none"> • Use charts and animation tools to show classification of transmission of diseases 	<p>Guide students to:</p> <ul style="list-style-type: none"> • Use chart to show classification of transmission of diseases • Install open source animation tools 	<p>Flip charts</p> <p>Pictorials</p> <p>Videos, software packages etc</p>
<p>Course Assessment:</p> <p>Course work: 10%</p> <p>Test/Assignments: 10%</p> <p>Practical: 40%</p> <p>Examination: 40%</p> <p>Total: 100%</p>						

PROGRAMME: HIGHER NATIONAL DIPLOMA IN HEALTH EDUCATION AND PROMOTION		
COURSE TITLE: Computer Appreciation in Health Education and Promotion	COURSE CODE: HEP 323	Contact Hours: 1 Hour/Week
Year: I Semester: II	Credit Unit: 1	Theoretical: 0
	Pre-requisite:	Practical: 1 Hour/Week
Goal: This course is designed to introduce students to basic principles of computer technology, information management and equip them with the essential ICT skills to enhance planning, implementation and evaluation of health education programme		
GENERAL OBJECTIVES		
<p>At the end of this course, the student should be able to:</p> <ol style="list-style-type: none"> 1.0 Understand basic computer concept and components; 2.0 Know computer applications and information technology in health education; 3.0 Apply internet Technology for health information and communication; 4.0 Integrate IT tools into health education and promotion. 		



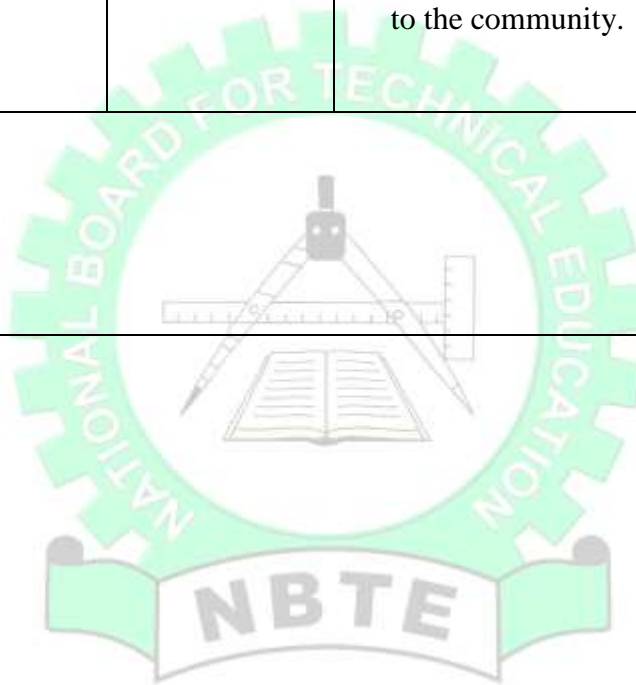
PROGRAMME: HIGHER NATIONAL DIPLOMA IN HEALTH EDUCATION AND PROMOTION						
Course Title: Computer Appreciation in Health Education and Promotion			Course Code: HEP 323		Contact Hours: 1 Hour/Week	
			Credit Unit: 1		Theoretical: 0	
Year: I Semester: II			Pre-requisite: -		Practical: 1 Hour/Week	
COURSE SPECIFICATION: Practical						
GOAL: This course is designed to introduce students to basic principles of computer technology, information management and equip them with the essential ICT skills to enhance planning, implementation and evaluation of health education programme						
General Objective 1.0: Understand basic computer concept and components						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher's Activities	Resources	Specific Learning Outcome	Teacher's Activities	Resources
1-3				1.1 Identify hardware 1.2 Install software. 1.3 Manage operating systems. 1.4 Use file management techniques essential for operating computers in a health professional environment.	Guide the students to: <ul style="list-style-type: none"> • Identify hardware • Identify and install software • Manage operating systems, • Use file management techniques essential for operating computers in a health professional environment. 	Laptop Computers, smart board, Projector, Writing Materials, White board, Markers, Internet Software etc
General Objective 2.0: Know computer applications and information technology in health education						
4-6				2.1 Demonstrate proficiency in using word processing 2.2 Demonstrate proficiency in	Guide students to: <ul style="list-style-type: none"> • Demonstrate proficiency in using word processing • Demonstrate 	Laptop Computers, smart board, Projector, Writing

			<p>2.3 Demonstrate proficiency in presentation software.</p> <p>2.4 Create, analyse, and present health education materials and data.</p>	<p>proficiency in spreadsheets</p> <ul style="list-style-type: none"> • Demonstrate proficiency in presentation software • Create, analyse, and present health education materials and data 	<p>Materials, White board, Markers, Internet Sampled data</p>
General Objective 3.0: Apply internet Technology for health information and communication					
7-11			<p>3.1 Safely navigate the internet to search for evidence-based health data.</p> <p>3.2 Utilize email and messaging apps for professional communication</p> <p>3.3 Leverage online tools for health promotion.</p>	<p>Guide students to:</p> <ul style="list-style-type: none"> • Safely navigate the internet to search for evidence-based health data • Utilize email and messaging apps for professional communication • Leverage online tools for health promotion. 	<p>Laptop Computers, smart board, Projector, Writing Materials, White board, Markers, Internet</p>
General Objective 4.0: Integrate IT tools into health education and promotion					
12-15			<p>4.1 Apply computer-based instruction and information systems to facilitate health education and promotion programmes.</p> <p>4.2 Use computer</p>	<p>Guide students to:</p> <ul style="list-style-type: none"> • Apply computer-based instruction and information systems to facilitate health education and promotion programmes 	<p>Laptop Computers, smart board, Projector, Writing Materials, White board, Markers,</p>

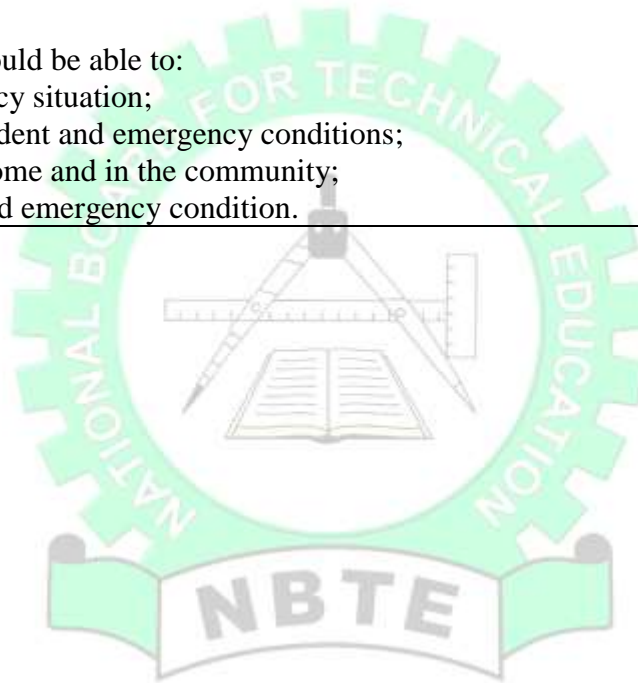
				<p>applications to monitor health trends.</p> <p>4.3 Use computer applications to improve the delivery of health information to the community.</p>	<ul style="list-style-type: none"> • Use Computer applications to monitor health trends, • Use computer applications to improve the delivery of health information to the community. 	Internet
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Course Assessment:

Course work:
 Test/Assignments: 10%
 Practical: 50%
 Examination: 40%
Total: 100%

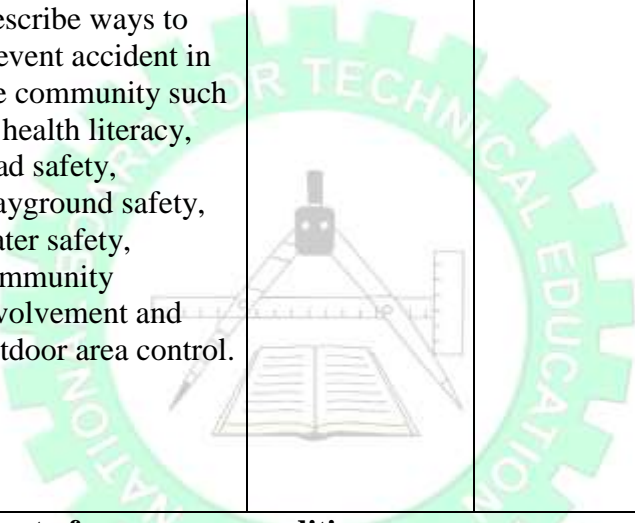


PROGRAMME: HIGHER NATIONAL DIPLOMA IN HEALTH EDUCATION AND PROMOTION		
COURSE TITLE: Accident and Emergency Prevention Education	COURSE CODE: HEP 324	Contact Hours: 2 Hours/Week
Year: I Semester: II	Credit Unit: 2	Theoretical: 1 Hour/Week
	Pre-requisite:-	Practical: 1 Hour/Week
GOAL: This course is designed to equip students with the knowledge and skills to prevent and manage emergency situations		
GENERAL OBJECTIVES		
<p>At the end of this course, the student should be able to:</p> <ol style="list-style-type: none"> 1.0 Understand accident and emergency situation; 2.0 Understand different types of accident and emergency conditions; 3.0 Know prevention of accident at home and in the community; 4.0 Know management of accident and emergency condition. 		



PROGRAMME: HIGHER NATIONAL DIPLOMA IN HEALTH EDUCATION AND PROMOTION							
Course Title: Accident and Emergency Prevention Education				Course Code: HEP 324		Contact Hours: 2Hours/Week	
				Credit Unit: 2		Theoretical: 1Hour/Week	
Year: I Semester: II				Pre-requisite: -		Practical: 1Hour/Week	
COURSE SPECIFICATION: Theoretical and Practical							
GOAL: This course is designed to equip students with the knowledge and skills to prevent and manage emergency situations							
General Objective 1.0: Understand accident and emergency situation							
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 terms accident and emergency situation. 1.2 List causes of accident and emergency situation. 1.3 List the needs for accident and emergency unit.	<ul style="list-style-type: none"> • Explain the terms accident and emergency situations. • Explain causes of accident and emergency situation • State the needs for accident and emergency unit. 	Laptop Computers, smart board, Projector, Writing Materials, White board, Markers, Internet etc	<ul style="list-style-type: none"> • Identify various emergency situations • Identify causes of accidents 	Guide students to: <ul style="list-style-type: none"> • Identify various emergency situations • Identify causes of accidents 	Charts Road signs	
General Objective 2.0: Understand different types of accident and emergency conditions							
4-6	2.1 List types of accident: i. Fire; ii. Water; iii. Road; iv. Falls; v. Burns etc 2.2 Describe the major types of emergency conditions:	<ul style="list-style-type: none"> • Explain types of accident. • Describe the major types of emergency conditions. • Explain natural disaster such as; earthquakes, floods, storm, wildfires 	Textbooks Charts, Reading materials and manuals Posters Flip books Flyers	<ul style="list-style-type: none"> • Simulate the different types of accident to the students 	Guide students to <ul style="list-style-type: none"> • Simulate the different types of accident 	videos, clips, banners, Posters Flip books Flyers	

	<ul style="list-style-type: none"> i. Cardiovascular emergency ii. Respiratory emergency iii. Trauma emergency iv. Neurological emergency v. Allergic/infection emergency vi. Abdominal pain emergency vii. Diabetes emergency viii. Mental health crises emergency. <p>2.3 Enumerate natural disasters: earthquakes, floods, storm, wildfires etc</p>					
General Objective 3.0: Know prevention of accident at home and in the community						
7-11	<p>3.1 Define accident prevention.</p> <p>3.2 Describe ways to prevent accident at home such as;</p> <ul style="list-style-type: none"> i. General awareness through health education ii. Minimizing slips iii. Good lighting, 	<ul style="list-style-type: none"> • Explain accident prevention. • Explain ways to prevent accident at home such as general awareness through health education minimizing slips, good lighting, ensuring chemical 	Textbooks Charts, Reading materials and manuals.	<ul style="list-style-type: none"> • Demonstrate real time examples of accident preventions • Use various accident prevention tools such as; <ul style="list-style-type: none"> - Fire extinguishers - Life jacket 	<p>Guide students to carry out accident preventive measures</p> <ul style="list-style-type: none"> • Use various accident prevention tools such as; • Fire 	Videos of accidents, clips, Poster, Fire extinguisher, Life jacket, PPEs, etc.

	<p>iv. Ensuring chemical and medication safety</p> <p>v. Preventing burns.</p> <p>3.3 Explain the proper uses of various accident prevention tools.</p> <p>3.4 Describe ways to prevent accidents in the community such as:</p> <p>i. Health literacy;</p> <p>ii. Road safety,</p> <p>iii. Playground safety;</p> <p>iv. Water safety;</p> <p>v. Community involvement</p> <p>vi. Outdoor area control.</p>	<p>and medication safety, preventing burns.</p> <ul style="list-style-type: none"> • Explain the proper uses of various accident prevention tools. • Describe ways to prevent accident in the community such as health literacy, road safety, playground safety, water safety, community involvement and outdoor area control. 		<p>- PPEs etc.</p>	<p>extinguisher</p> <ul style="list-style-type: none"> • Life jacket • PPEs etc. 	
General Objective 4.0: Know management of emergency conditions						
12-15	<p>4.1 List common accidents:</p> <p>i. Burns</p> <p>ii. Cuts</p> <p>iii. Falls</p> <p>iv. Shock</p> <p>v. Road traffic accidents,</p> <p>vi. Drowning etc.</p> <p>4.2 Describe the ways to</p>	<ul style="list-style-type: none"> • Discuss common accidents such as burns, cuts, falls, shock etc. • Explain the ways to assess the situation (such as check for safety, identify the issue and call for help), (Danger, 	<p>Textbooks</p> <p>Charts, Reading materials and manuals.</p>	<ul style="list-style-type: none"> • Manage emergency conditions using basic first aid practices • Identify various emergency hotlines 	<p>Guide students to</p> <ul style="list-style-type: none"> • Carry out activities to manage emergency conditions • Identify various emergency 	<p>Projector,</p> <p>Video, Clips,</p> <p>First aid box etc.</p>

	<p>assess the situation</p> <ol style="list-style-type: none"> i. Check for safety, ii. Identify the issue and iii. Call for help, iv. Danger, response, airways, breathing and circulation <p>4.3 Explain ways to respond to common accident:</p> <ol style="list-style-type: none"> i. Stop bleeding ii. Apply antiseptic iii. Cover with bandage iv. Clean with water etc. <p>4.4 Explain the equipment required to treat common accident:</p> <ol style="list-style-type: none"> i. Bandages ii. Antiseptic wipes, iii. Pain relievers iv. Gauze pads etc. <p>4.5 Explain ways to provide basic first aid</p> <p>4.6 Explain road safety guidelines in accident prevention and management</p>	<p>response, airways, breathing and circulation (Dr.ABC))</p> <ul style="list-style-type: none"> • Explain ways to respond to common accident such as stop bleeding, apply antiseptic, cover with bandage, clean with water etc. • Explain the equipment required to treat common accident such as bandages, antiseptic wipes, pain relievers, gauze pads etc. • Explain ways to provide basic first aid • Explain road safety guidelines in accident prevention and management 			<p>hotlines</p>	
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Course Assessment:

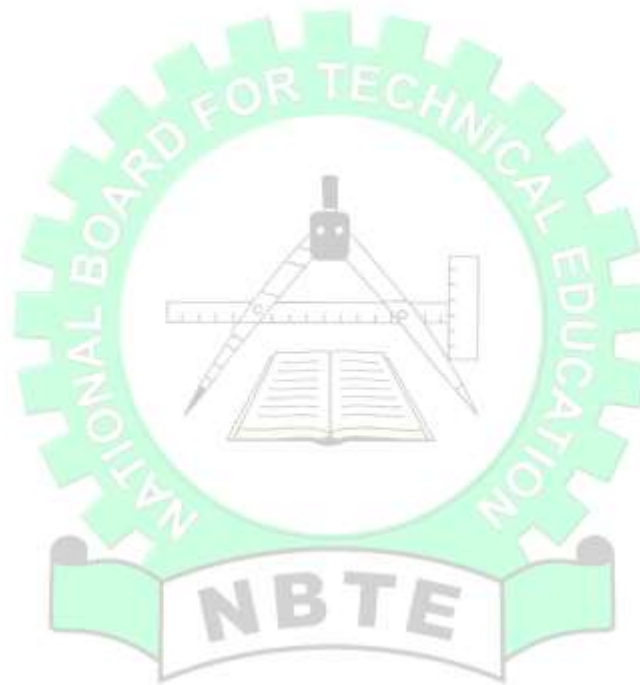
Course work: 10%

Test/Assignments: 10%

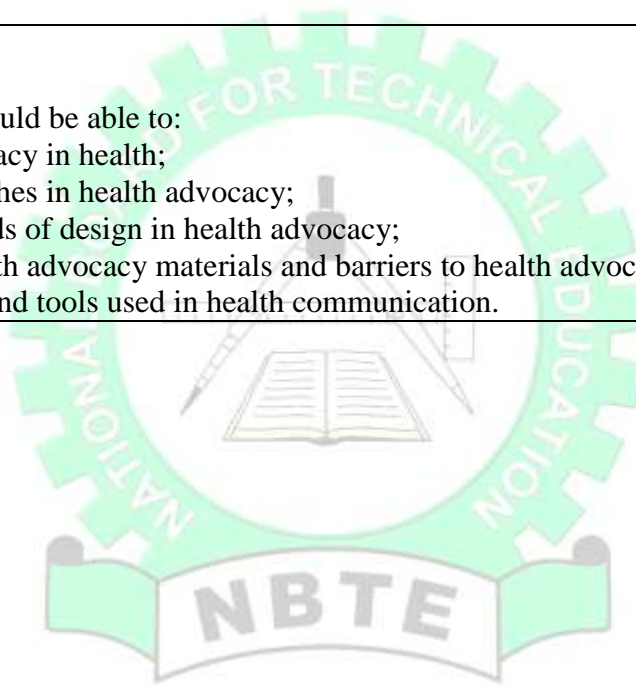
Practical: 40%

Examination: 40%

Total: 100%



PROGRAMME: HIGHER NATIONAL DIPLOMA IN HEALTH EDUCATION AND PROMOTION		
COURSE TITLE: Advocacy and Health Communication Strategies	COURSE CODE: HEP 325	Contact Hours: 2 Hours/Week
Year: I Semester: II	Credit Unit: 3	Theoretical: 1 Hour/Week
	Pre-requisite:	Practical: 2 Hours/Week
GOAL: This course is designed to provide students with knowledge and skills to carryout health advocacy and basic communication.		
GENERAL OBJECTIVES		
At the end of this course, the student should be able to:		
1.0 Understand the concept of advocacy in health;		
2.0 Know the principles and approaches in health advocacy;		
3.0 Know the procedures and methods of design in health advocacy;		
4.0 Understand various types of health advocacy materials and barriers to health advocacy;		
5.0 Know communication methods and tools used in health communication.		

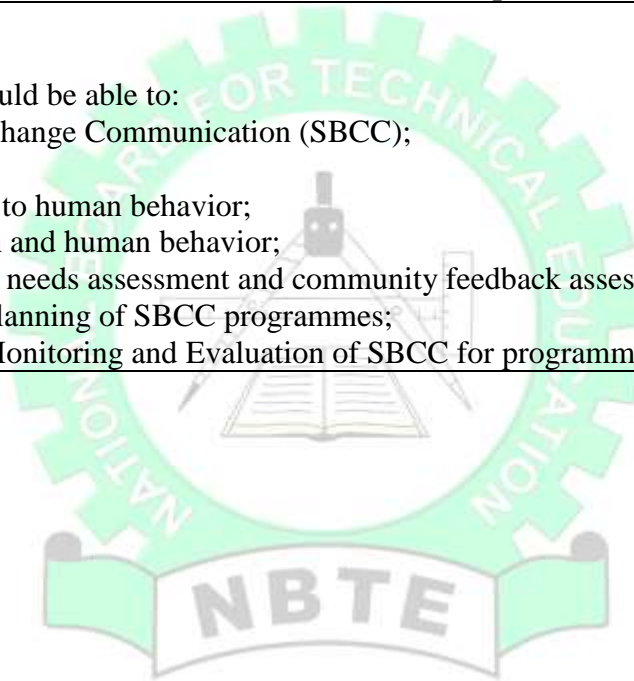


PROGRAMME: HIGHER NATIONAL DIPLOMA IN HEALTH EDUCATION AND PROMOTION						
Course Title: Advocacy and Health Communication Strategies			Course Code: HEP 325		Contact Hours: 3Hours/Week	
			Credit Unit: 3		Theoretical: 1Hour/Week	
Year: I Semester: II			Pre-requisite: -		Practical: 2Hours/Week	
COURSE SPECIFICATION: Theoretical and Practical						
GOAL: This course is designed to provide students with knowledge and skills to carryout health advocacy and basic communication.						
General Objective 1.0: Understand the concept of advocacy in 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 the concept of advocacy in health 1.2 List the types of health advocacy 1.3 Explain the types of health advocacy	<ul style="list-style-type: none"> Explain the concept of advocacy in relation to health Explain the types of health advocacy 	Laptop Computers, smart board, Projector, Writing Materials, White board, Markers, Internet etc			
General Objective 2.0: Know the principles and approaches in health advocacy						
4-5	2.1 List the principles of health advocacy 2.2 Discuss the principles of health advocacy 2.3 State the approaches in health advocacy 2.4 Explain the approaches used in health advocacy	<ul style="list-style-type: none"> List the principles of health advocacy Discuss the principles of health advocacy Explain the approaches used in health advocacy List critical 	Laptop computers, smart board, Projector, Writing Materials, White board, Markers, Internet etc	<ul style="list-style-type: none"> Simulate the principles of health advocacy Simulate different approaches used in health advocacy 	Guide students to: <ul style="list-style-type: none"> simulate the principles of health advocacy Simulate 	Educational videos, banners, flip books, role play, Posters, flyers, projector etc.

	2.5 Identify critical stakeholders that can be involved in advocacy visit	stakeholders that can be involved in advocacy visit			approaches used in health advocacy	
General Objective 3.0: Know the procedures and methods of design in health advocacy						
6-8	3.1 State the steps in advocacy for health 3.2 Discuss the procedures for design advocacy of health messages. 3.3 Explain the methods for design advocacy for health messages	<ul style="list-style-type: none"> • Explain the steps in advocacy for health • Discuss the procedures for design advocacy of health messages • Explain the methods for design advocacy for health messages 	Laptop computers, smart board, Projector, Writing Materials, White board, Markers, Internet Pictures Videos etc	<ul style="list-style-type: none"> • Design advocacy for health message following the steps and procedures • Design advocacy for health messages using appropriate methods 	Guide students to: <ul style="list-style-type: none"> • Design advocacy for health message following the steps and procedures • Design advocacy for health messages using appropriate methods 	Textbooks, models, charts Education videos, radio, banners, flip books, role play, Posters, flyers, projector Advocacy kit etc
General Objective 4.0: Understand various types of health advocacy materials and barriers to health advocacy						
9-12	4.1 List types of advocacy materials/ tools 4.2 Explain various types of advocacy materials used in health programme 4.3 List barriers to health advocacy	<ul style="list-style-type: none"> • Identify types of advocacy materials • Explain various types of advocacy materials used in health programme • List barriers to health advocacy 	Laptop computers, smart board, Projector, Writing Materials, White board, Markers, Internet etc	Use advocacy materials in health programmes.	Show types of advocacy materials used in health programmes	

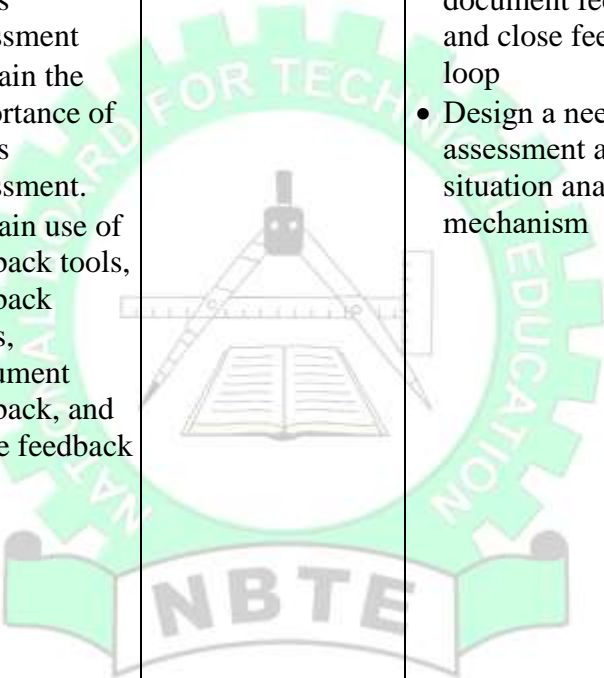
	4.4	Explain the solutions to barriers to health advocacy	<ul style="list-style-type: none"> Explain the solutions to barriers to health advocacy 				
General Objective 5.0: Know communication methods and tools used in health communication							
13-15	5.1	List types of communication methods used in health education	<ul style="list-style-type: none"> Explain types of communication methods used in health education 	Laptop computers, smart board, Projector, Writing Materials, White board, Markers, Internet Pictures Videos etc	<ul style="list-style-type: none"> Apply various methods of communication in Health Education and Promotion Identify tools used in Health Education and Promotion Demonstrate the use of tools in Health Education and Promotion 	Guide students to: <ul style="list-style-type: none"> Demonstrate various methods of communication in health education and promotion Demonstrate the use of tools in health education and promotion 	Textbooks, food models, charts Education videos, radio, banners, flip books, role play, Posters, flyers, projector PA system Cinema
	5.2	Explain various communication methods used in health education	<ul style="list-style-type: none"> Explain various communication methods used in health education 				
	5.3	Examine the merit and demerit of each communication method used in health education	<ul style="list-style-type: none"> Examine the merit and demerit of each communication method used in health education 				
	5.4	List tools used in health communication	<ul style="list-style-type: none"> List tools used in health communication 				
	5.5	Explain various tools used in health communication	<ul style="list-style-type: none"> Explain various tools used in health communication 				
Course Assessment: Course work: 10% Test/Assignments: 10% Practical: 40% Examination: 40% Total: 100%							

PROGRAMME: HIGHER NATIONAL DIPLOMA IN HEALTH EDUCATION AND PROMOTION		
COURSE TITLE: Theory and Practice of Social and Behavior Change (SBC)	COURSE CODE:HEP 326	Contact Hours: 3 Hours/Week
Year: I Semester: II	Credit Unit: 3	Theoretical: 1 Hour/Week
	Pre-requisite:	Practical: 2 Hour/Week
GOAL: This course is designed to equip the student with knowledge and skills for improving health outcomes through targeted communication strategies linked to evidence-based data aimed at positive behavior change among key populations.		
GENERAL OBJECTIVES		
<p>At the end of this course, the student should be able to:</p> <ol style="list-style-type: none"> 1.0 Understand Social and Behavior Change Communication (SBCC); 2.0 Understand the ethics of SBC; 3.0 Understand health theories related to human behavior; 4.0 Understand the dynamics of health and human behavior; 5.0 Know audience for SBCC through needs assessment and community feedback assessment; 6.0 Understand Strategic design and planning of SBCC programmes; 7.0 Understand the Implementation, Monitoring and Evaluation of SBCC for programme impact. 		

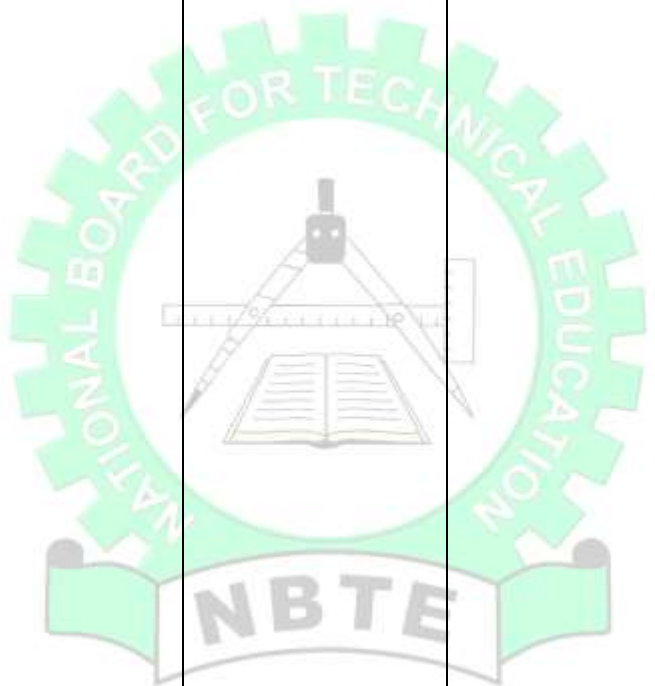


PROGRAMME: HIGHER NATIONAL DIPLOMA IN HEALTH EDUCATION AND PROMOTION							
Course Title: Theory and Practice of Social and Behaviour Change (SBC)				Course Code: HEP 326		Contact Hours: 3Hours/Week	
Year: I Semester: II				Credit Unit: 3		Theoretical: 1 Hour/Week	
				Pre-requisite: -		Practical: 2 Hour/Week	
COURSE SPECIFICATION: Theoretical and Practical							
GOAL: This course is designed to equip the student with knowledge and skills for improving health outcomes through targeted communication strategies linked to evidence-based data aimed at positive behaviour change among key populations.							
General Objective 1.0: Understand Social and Behaviour Change Communication (SBCC).							
THEORETICAL CONTENT				PRACTICAL CONTENT			
Week	Specific Outcome	Learning	Teacher's Activities	Resources	Specific Learning Outcome	Teacher's Activities	Resources
1-2	1.1 Define Social and Behaviour Change Communication. 1.2 Enumerate core principles of SBCC: i. Right to fulfilment; ii. Right to Local partnership iii. Right to Ownership 1.3 List fundamental principles of people-centred approach		<ul style="list-style-type: none"> • Explain the Social and Behaviour Change Communication • Explain Core Principles of SBC 	Textbooks, charts, diagram, projector, Marker Board Textbooks, charts, diagram, projector, Marker Board etc	<ul style="list-style-type: none"> • Role-play core principles of SBC • Demonstrate fundamental principles of people-centred approach using short drama 	Guide students to: <ul style="list-style-type: none"> • Role-play core principles of SBC • Demonstrate fundamental principles of people-centred approach using short drama 	Projector, Video clips, Short Drama scripts etc

General Objective 2.0: Understand the Ethics of SBC						
3	2.1 Define ethics. 2.2 Define values and harmful cultural practices. 2.3 Explain the statement of SBC ethical values. 2.4 Explain SBC ethical principles.	<ul style="list-style-type: none"> • Explain ethics, values, SBC ethical alues and harmful cultural practices • Explain SBC ethical principles 	Textbooks, charts, diagram, projector, Marker Board			
General Objective 3.0: Understand health theories related to human behaviour						
4-5	3.1 Explain Social behaviour theory. 3.2 Explain ecological theory. 3.3 Explain health believe model. 3.4 Explain Social change theories. 3.5 Describe the application of social behaviour change theories.	<ul style="list-style-type: none"> • Explains health theories related to human behaviour • Explain the application of social behaviour change theories 	Textbooks, charts, diagram, projector, Marker Board Theoretical Models			
General Objective 4.0: Understand the dynamics of human behaviour						
6	4.1 Define human behaviour. 4.2 Define human behaviour dynamics 4.3 List factors that determine behavioural	<ul style="list-style-type: none"> • Explain the dynamics of human behaviour 	Textbooks, charts, diagram, projector, Marker Board			

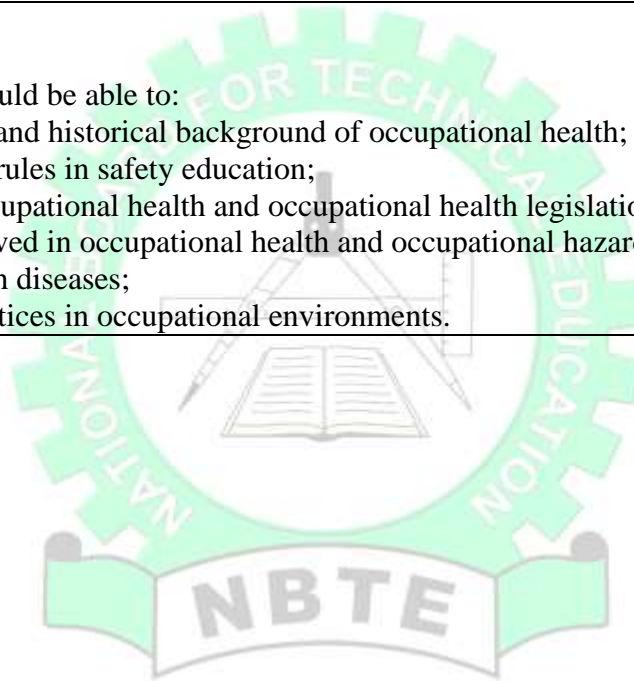
	change.					
General Objective 5.0 Know audience for SBCC through needs assessment and Community Feedback Mechanism (CFM).						
7-8	<p>5.1 Define needs assessment.</p> <p>5.2 Explain how to interact with audience for SBCC through needs assessment.</p> <p>5.3 Discuss the importance of needs assessment and situation analysis</p> <p>5.4 Explain use of feedback tools such as:</p> <ol style="list-style-type: none"> i. Suggestion boxes ii. Community meetings or dialogues iii. Client satisfaction surveys iv. Hotlines or SMS platforms v. Focus group discussions vi. Observation checklists vii. Exit interviews at service points <p>5.5 Explain feedback loops such as:</p>	<ul style="list-style-type: none"> • Explains audience for SBCC through needs assessment • Explain the importance of needs assessment. • Explain use of feedback tools, feedback loops, Document feedback, and Close feedback loop 	<p>Textbooks, charts, diagram, projector, Marker Board</p> 	<ul style="list-style-type: none"> • Demonstrate use of feedback tools, feedback loops, document feedback, and close feedback loop • Design a needs assessment and situation analysis mechanism 	<p>Guide students to</p> <ul style="list-style-type: none"> • Demonstrate use of feedback tools, feedback loops, Document feedback, and Close feedback loop • Design a needs assessment and situation analysis mechanism 	<p>Sample, Suggestion boxes</p> <p>Video clips, Posters, Charts, Radio, Audio visuals, Public Address systems, Mobile Phones</p>

	<ul style="list-style-type: none"> i. Ensure programmes respond to community needs ii. Promote accountability iii. Improve programme effectiveness <p>5.6 Describe document feedback:</p> <ul style="list-style-type: none"> i. Track issues and trends ii. Support decision-making iii. Provide evidence for reporting iv. Ensure transparency v. Explain close feedback loop: vi. Community meetings vii. Radio announcements viii. SMS messages ix. Notice boards x. Follow-up visits xi. Stakeholder briefings 					
<p>General Objective 6.0 Understand Strategic design and planning of SBCC programmes.</p>						



11-12	6.1 Define strategy. 6.2 Explain design and planning. 6.3 Explain strategic design and planning of SBCC programmes.	<ul style="list-style-type: none"> Explain Strategic design and planning of SBCC Programmes 	Textbooks, charts, diagram, projector, Marker Board	<ul style="list-style-type: none"> Draw a strategic design and planning of SBCC programmes 	Guide students to <ul style="list-style-type: none"> Draw a Strategic design and planning of SBCC programmes 	projector, Marker Board PA system Sample strategic documents
General Objective 7.0 Know the Implementation, Monitoring and Evaluation of SBCC for programme impact.						
14 -15	7.1 Explain the implementation of SBCC programmes. 7.2 Explain the monitoring of SBCC programmes. 7.3 Explain steps involved in Evaluating the impact of SBCC programmes.	<ul style="list-style-type: none"> Explain the implementation and monitoring of SBCC programmes Explain the Evaluation of the impact of SBCC programmes 	Textbooks, charts, diagram, projector, Marker Board Textbooks, charts, diagram, projector, Marker Board	<ul style="list-style-type: none"> Evaluate the impact of SBCC programme 	<ul style="list-style-type: none"> Show steps involved in Evaluating the impact of SBCC programme 	Textbooks, charts, diagram, projector, Marker Board Evaluation guide, checklist
<p>Course Assessment: Course work: 10% Test/Assignments: 10% Practical: 40% Examination: 40% Total: 100%</p>						

PROGRAMME: HIGHER NATIONAL DIPLOMA IN HEALTH EDUCATION AND PROMOTION		
COURSE TITLE: Occupational Health and Safety Education	COURSE CODE: HEP 327	Contact Hours: 2 Hours/Week
Year: I Semester: II	Credit Unit:2	Theoretical: 1 Hour/Week
	Pre-requisite:	Practical: 1 Hour/Week
GOAL: This course is designed to equip students with the knowledge of concept, rationale and skills of occupational health, and safety education.		
GENERAL OBJECTIVES		
<p>At the end of this course, the student should be able to:</p> <ol style="list-style-type: none"> 1.0 Understand the concept, rationale and historical background of occupational health; 2.0 Understand the concept and basic rules in safety education; 3.0 Understand the components of occupational health and occupational health legislations; 4.0 Know the roles of personnel involved in occupational health and occupational hazards in health; 5.0 Understand the occupational health diseases; 6.0 Know the safety measure and practices in occupational environments. 		



PROGRAMME: HIGHER NATIONAL DIPLOMA IN HEALTH EDUCATION AND PROMOTION						
Course Title: Occupational Health and Safety Education			Course Code: HEP 327		Contact Hours: 2Hours/Week	
			Credit Unit: 2		Theoretical: 1 Hour/Week	
Year: I Semester: II			Pre-requisite: -		Practical: 1Hour/Week	
COURSE SPECIFICATION: Theoretical and Practical						
GOAL: This course is designed to equip students with the knowledge of concept, rationale and skills of occupational health, and safety education.						
General Objective 1.0: Understand the concept, rationale and historical background of occupational health						
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 term occupational health. 1.2 Describe the rationale for occupational health and safety. 1.3 Explain the historical background of occupational health programme.	<ul style="list-style-type: none"> • Explain the term occupational health. • Describe the rationale for occupational health and safety. • Explain the historical background of occupational health programme. 	Laptop Computers, smart board, Projector, Writing Materials, White board, Markers, Internet etc			
General Objective 2.0: Understand the concept and basic rules in safety education						
4-5	2.1 Define safety education. 2.2 List the basic rules of safety practices such as; i. Follow instruction ii. Be aware of your	<ul style="list-style-type: none"> • Explain safety education • Describe the basic rules of safety practices such as follow instruction, be aware of your 	Laptop computers, smart board, Projector, Writing Materials, White board,	<ul style="list-style-type: none"> • Demonstrate basic rules of safety practices • Use protective devices • Write reports on hazards or 	Supervise the students during the practical classes	Practical manuals, PPE, computers etc

	<p>surrounding</p> <p>iii. Use protective devices,</p> <p>iv. Report hazards or incidents, etc</p> <p>2.3 State the functions of safety education such as prevent accident and injuries, promote awareness and risk management, teaches emergency response skills, and supports overall wellbeing and safety culture.</p>	<p>surroundings, use protective gear, report hazards or incidents, etc</p> <ul style="list-style-type: none"> • Explain the functions of safety education such as prevent accident and injuries, promote awareness and risk management, teaches emergency response skills, supports overall wellbeing and safety culture 	<p>Markers, Internet etc</p>	<p>incidents etc</p> <ul style="list-style-type: none"> • Design posters on safety education such as prevent accident and injuries, promote awareness and risk management, teaches emergency response skills, and supports overall wellbeing and safety culture 		
General Objective 3.0: Understand the components of occupational health and occupational health legislations						
6-8	<p>3.1 Identify the major components of occupational health such as:</p> <p>i. Hazard identification and risk assessment</p> <p>ii. Safety policies and planning, implementation and control</p> <p>iii. Monitoring and evaluation and continuous improvement.</p>	<ul style="list-style-type: none"> • Explain the major components of occupational health such as hazard identification and risk assessment, safety policies and planning, implementation and control, monitoring and evaluation and continuous improvement. • Describe occupational health legislations such as 	<p>Laptop computers, smart board, Projector, Writing Materials, White board, Markers, Internet Pictures etc</p>			

	<p>3.2 Explain occupational health legislations such as employer responsibility, worker right and duties, risk management and enforcement.</p> <p>3.3 List the aims and objectives of occupational health.</p>	<p>employer responsibility, worker right and duties, risk management and enforcement.</p> <ul style="list-style-type: none"> • Explain the aims and objectives of occupational health 				
General Objective 4.0: Know the roles of personnel involved in occupational health and occupational hazards						
9-11	<p>4.1 Define occupational hazard.</p> <p>4.2 Identify the personnel involved in occupational health such as:</p> <ol style="list-style-type: none"> Health educators, Occupational physicians and nurses, Hygienist and safety professional Ergonomist, health safety managers and supervisors Workers and health safety committee and representatives etc. <p>4.3 Describe occupational health hazard such as</p>	<ul style="list-style-type: none"> • Explain occupational hazard • Identify the personnel involved in occupational health such as health educators, occupational physicians and nurses, hygienist and safety professionals, ergonomist, health safety managers and supervisors, workers and health safety committee and representatives. • Describe occupational health hazard such as physical, chemical, 	<p>Textbooks Charts, Reading materials and manuals etc</p>	<ul style="list-style-type: none"> • Role play emergency scenario. • Use safety equipment • Conduct mock drills (fire extinguishers, first aid etc) 	<p>Guide students to</p> <ul style="list-style-type: none"> • Role play emergency scenario. • Use safety equipment • Conduct mock drills (fire, first aid) 	<p>Flips, Videos, Projectors, banners, First aid box, Models, Fire extinguisher, PPEs Emergency hotlines etc.</p>

	physical, chemical, mechanical ergonomic, psychosocial hazards.	mechanical ergonomic, psychosocial hazards.				
General Objective 5.0: Understand occupational health diseases						
11-13	<p>5.1 Define occupational health disease.</p> <p>5.2 Explain the major occupational health diseases such as:</p> <ol style="list-style-type: none"> Respiratory diseases, Musculoskeletal disorder, Skin diseases, hearing loss, Cancers, infections and mental health disorder. <p>5.3 Describe ways of preventing diseases in work places such as:</p> <ol style="list-style-type: none"> Hygiene practices, Use Personal Protective Equipment (PPE) Conduct regular health screenings and monitoring Promote vaccination, Control environmental hazards 	<ul style="list-style-type: none"> Explain occupational health disease Explain the major occupational health diseases such as respiratory diseases, musculoskeletal disorder, skin diseases, hearing loss, cancers, infections and mental health disorder. Explain ways of preventing diseases in work places such as hygiene practices, use Personal Protective Equipment(PPE), conduct regular health screenings and monitoring, promote vaccination, control environmental hazards, encourage health habits 	<p>Laptop computers, smart board, Projector, Writing Materials, White board, Markers, Internet Pictures Videos etc</p>			

	vi. Encourage health habits.					
General Objective 6.0: Understand safety measure and practices in homes, schools, and community						
14-15	<p>6.1 Discuss safety measures in homes, schools and community such as:</p> <ol style="list-style-type: none"> i. Risk assessments ii. Training and education, iii. Emergency plans, iv. Regular inspections and maintenance v. Reporting and investigating incidents etc <p>6.2 Discuss the various safety practices in homes, schools and community such as:</p> <ol style="list-style-type: none"> i. Wearing PPE ii. Following procedures iii. Maintaining equipment iv. Staying alert and focused, reporting hazards, v. Participating in safety training. <p>6.3 Enumerate the importance of safety</p>	<ul style="list-style-type: none"> • Explain safety measure in homes, schools and community such as risk assessments, training and education, emergency plans, regular inspections and maintenance, reporting and investigating incidents etc • Explain the various safety practices in homes, schools and community such as wearing PPE, following procedures, maintaining equipment, staying alert and focused, reporting hazards, participating in safety training. • Enumerate the importance of safety measures and 	Textbooks Charts, Reading materials and manuals.	<ul style="list-style-type: none"> • Demonstrate safety practices in home, school and community. 	Guides the students to demonstrate safety practices in home, school and community	videos, projectors, posters, banners, flip books

	measures and practices such as: i. Preventing injuries and illnesses, ii. Reduce absenteeism and turnover, iii. Boost productivity and morale, and ensure compliance and regulations.	practices such as preventing injuries and illnesses, reduce absenteeism and turnover, boost productivity and morale, and ensure compliance and regulations.				
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Course Assessment:

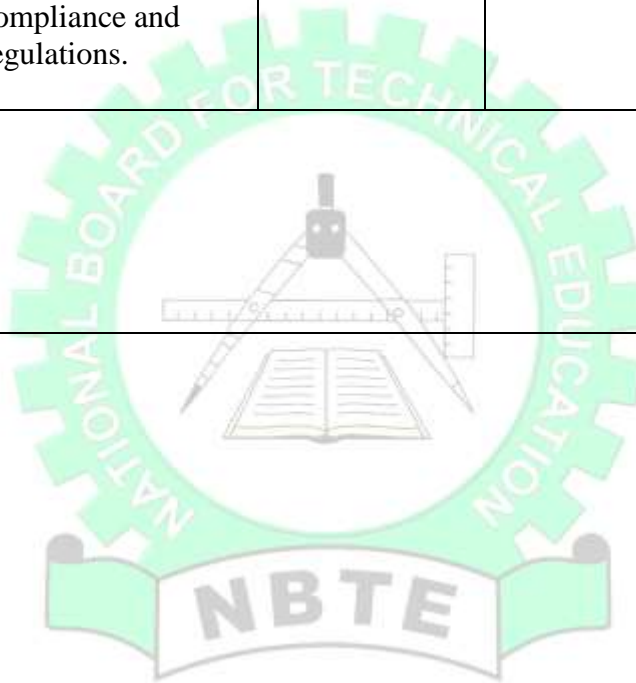
Course work: 10%

Test/Assignments: 10%

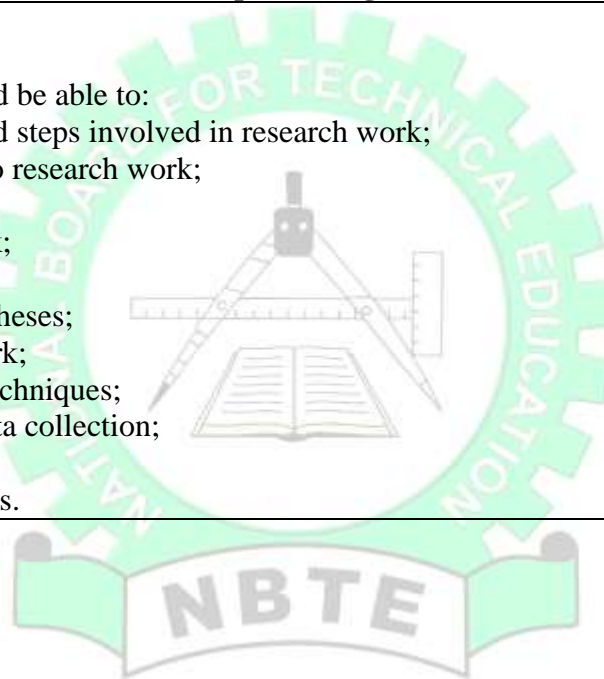
Practical: 40%

Examination: 40%

Total: 100%



PROGRAMME: HIGHER NATIONAL DIPLOMA IN HEALTH EDUCATION AND PROMOTION		
COURSE TITLE: Research Methods in Health Education and Promotion	COURSE CODE: HEP 328	Contact Hours: 2 Hours/Week
Year: I Semester: II	Credit Unit:2	Theoretical: 1 Hour/Week
	Pre-requisite:	Practical: 1 Hour/Week
GOAL: This course is designed to equip students with research skills and knowledge to prepare them for project research work as well as make them inquisitive and discretional in presenting research outcomes in a logical order		
GENERAL OBJECTIVES		
<p>At the end of this course, the student should be able to:</p> <ol style="list-style-type: none"> 1.0 Know the concept, types, process and steps involved in research work; 2.0 Understand the scientific approach to research work; 3.0 Know how to review literature; 4.0 Know how to design a research work; 5.0 Understand research problem; 6.0 Understand the formulation of hypotheses; 7.0 Understand variables in research work; 8.0 Understand sample and sampling techniques; 9.0 Know the tools and techniques of data collection; 10.0 Understand data analysis techniques; 11.0 Know how to report research findings. 		



PROGRAMME: HIGHER NATIONAL DIPLOMA IN HEALTH EDUCATION AND PROMOTION							
Course Title: Research Methods in Health Education and Promotion				Course Code: HEP 328		Contact Hours: 2 Hours/Week	
				Credit Unit: 2		Theoretical: 1Hour/Week	
Year: I Semester: II				Pre-requisite: -		Practical: 1Hour/Week	
COURSE SPECIFICATION: Theoretical and Practical							
GOAL: This course is designed to equip students with research skills and knowledge to prepare them for project research work as well as make them inquisitive and discretionary in presenting research outcome in a logical order							
General Objective 1.0: Know the concept, types, process and steps involved in research work							
THEORETICAL CONTENT				PRACTICAL CONTENT			
Week	Specific Learning Outcome	Teacher's Activities	Resources	Specific Learning Outcome	Teacher's Activities	Resources	
1	1.1 Define research. 1.2 Explain types of research. 1.3 Discuss the problems of research work e.g. conceptualization, generalization etc. 1.4 Discuss steps in research process. 1.5 Explain the characteristics of research. 1.6 Explain ethical considerations in research work.	<ul style="list-style-type: none"> Explain research, its types and problems. Explain the characteristics of a research work and its steps. Explain ethical considerations in research work 	Textbooks, whiteboards, marker, laptop, overhead projectors, journals, writing materials etc				
General Objective 2.0: Understand the scientific approach to research work.							
2	2.1 Discuss the scientific methods in research. 2.2 State the aims of science in research	<ul style="list-style-type: none"> Explain the methods, aims and functions of science in research 	Laptop computers, smart board, Projector,				

	<p>2.3 Explain the functions of science in research.</p> <p>2.4 Compare science and common sense in research.</p>	<ul style="list-style-type: none"> • Explain the differences between science and common sense in research 	<p>Writing Materials, White board, Markers, Internet etc</p>			
General Objective 3.0: Know how to review literature.						
3-4	<p>3.1 State the relevance of literature review in research work.</p> <p>3.2 Outline the sources of literature.</p> <p>3.3 Explain Appendix, organization and referencing styles</p> <p>3.4 Explain referencing tools such as: i. Mendeley; ii. Endnote, iii. Jabref etc.</p>	<ul style="list-style-type: none"> • Explain the relevance of literature review in research. • Explain the sources of literature • Describe the organization and referencing styles • Explain referencing tools such as Mendeley, Endnote, Jabref etc. 	<p>Textbooks, whiteboards, marker, laptop, overhead projectors, journals, writing materials etc</p>	<ul style="list-style-type: none"> • Review previous research reports, journals, textbooks to articulate its literature and sources. • Use referencing tools such as Mendeley, Endnote, Jabref etc. 	<ul style="list-style-type: none"> • Organise trip to a library and other archives to see various literature and their sources • Use referencing tools such as Mendeley, Endnote, Jabref etc. 	<p>Logistics, journals, text books, newspapers internet, archives, presentations</p>
General Objective 4.0: Know how to design a research work.						
5-6	<p>4.1 Explain research design such as; i. Descriptive ii. Experimental iii. Mixed method etc.</p> <p>4.2 Discuss the purposes of research design.</p> <p>4.3 Explain the principles of research design.</p> <p>4.4 Identify design criteria.</p>	<ul style="list-style-type: none"> • Explain the meaning, purpose and principles of research design. • Explain design criteria. 	<p>Textbooks, whiteboards, marker, laptop, overhead projectors, journals, writing materials etc</p>	<ul style="list-style-type: none"> • Write a research proposal 	<p>Guide the student to write research proposal</p>	<p>Previous research works, journals, books, presentations</p>

	4.5 Describe the process of writing a research proposal					
General Objective 5.0: Understand Research Problem.						
7-8	5.1 Define research problem. 5.2 Formulate research problem. 5.3 Identify the steps in the evaluation of a research problem. 5.4 State the features of a researchable problem. 5.5 Critique sample research problem.	<ul style="list-style-type: none"> • Explain research problem. • Describe sample research problems. • Describe the formulation of research questions. • Explain the steps in the evaluation of research problem. • Explain researchable problem and its features 	Textbooks, whiteboards, marker, laptop, overhead projectors, journals, writing materials etc	<ul style="list-style-type: none"> • Analyse sample research problems and formulate research question 	Guide students to analyze various samples of research problems and the ways of correcting them.	Previous research works, journals, books, presentations
General Objective 6.0: Understand the formulation of hypotheses.						
9	6.1 Define hypotheses. 6.2 Explain the null and alternate hypotheses. 6.3 Explains the difference between null and alternate hypotheses. 6.4 State the relationship between hypotheses and research questions	<ul style="list-style-type: none"> • Explain hypotheses and its characteristics. • Differentiate between null and alternate hypotheses. • Explain the relationship between hypotheses and research questions 	Textbooks, whiteboards, marker, laptop, overhead projectors, journals, writing materials etc	<ul style="list-style-type: none"> • Present previous research works and compare the hypotheses to identify null and alternate hypotheses in previously presented research works 	Guide students to formulate and analyse hypotheses.	Previous research works, journals, books, presentations
General Objective 7.0: Understand variables in Research Work						

10	<p>7.1 Define variables in research work</p> <p>7.2 Explain types of variables.</p> <p>7.3 Discuss consideration for choice of variables.</p> <p>7.4 Explain the relevance of variables to research work.</p>	<ul style="list-style-type: none"> • Explain variables, their types and relevance. • Explain consideration in the choice of variables. • Explain the relevance of variables to research outcomes 	<p>Laptop computers, smart board, Projector, Writing Materials, White board, Markers, Internet Pictures Videos etc</p>			
General Objective 8.0: Understand sample and sampling techniques						
11	<p>8.1 Explain the following:</p> <p>i. Population;</p> <p>ii. Population Sample;</p> <p>iii. Population Sample Size.</p> <p>8.2 Explain types of sampling techniques.</p> <p>8.3 Discuss the need for samples.</p>	<ul style="list-style-type: none"> • Explain population, sample and representation. • Describe types of sampling techniques. • Explain the need for sample within a population 	<p>Books, journals, internet, chalk board, writing materials</p>	<ul style="list-style-type: none"> • Demonstrate a community as a population and create a sample and representation from the population using different sampling techniques 	<p>Organise field trip to a chosen community and show the process of arriving at a sample or representation from that community</p>	<p>Books, journals, presentations, materials for references, Chosen Community</p>
General Objective 9.0: Know the tools and techniques for data collection						
12	<p>9.1 Define research instrument.</p> <p>9.2 Discuss types of research instruments</p> <p>9.3 Enumerate characteristics of research instruments.</p> <p>9.4 State the problems</p>	<ul style="list-style-type: none"> • Explain research instrument. • Explain types of research instruments • Explain characteristics of research instruments. • Explain the 	<p>Textbooks, whiteboards, marker, laptop, overhead projectors, journals, writing materials.</p>	<ul style="list-style-type: none"> • Identify and design research instruments. • Demonstrate Qualitative and Quantitative data collection skills 	<p>Guide students to:</p> <ul style="list-style-type: none"> • Identify and design research instruments. • Demonstrate Qualitative 	<p>Sampled research tools, journals, proceedings research reports.</p>

	associated with various research instruments	problems associated with various research instruments			and Quantitative data collection skills	
General Objective 10.0: Understand data analysis techniques						
13	<p>10.1 Define data analysis.</p> <p>10.2 Discuss the tools for data analysis.</p> <p>10.3 Differentiate between quantitative and qualitative data analysis.</p> <p>10.4 Explain limitations of tools for data analysis.</p>	<ul style="list-style-type: none"> • Explain data analysis. • Explain the tools for data analysis. • Explain the difference between quantitative and qualitative data analysis. • Explain limitations of tools for data analysis. 	Textbooks, whiteboards, marker, laptop, overhead projectors, journals, writing materials.	<ul style="list-style-type: none"> • Use different data analysis tools such as EXCEL, SPSS etc. 	<p>Guide students to:</p> <ul style="list-style-type: none"> • Identify different data analysis tools and its presentation in previous work such as EXCEL, SPSS etc. 	Books, journals, research work, presentation Data analysis packages
General Objective 11.0: Know how to report research findings						
14-15	<p>11.1 Define research report writing.</p> <p>11.2 Identify the contents of research report writing.</p> <p>i. Preliminaries</p> <p>ii. Introduction</p> <p>iii. Literature review</p> <p>iv. Methodology</p> <p>v. Analysis</p> <p>vi. Results</p> <p>vii. Discussion</p> <p>viii. Conclusion</p>	<ul style="list-style-type: none"> • Explain research report writing • Explain the contents of research report writing. <ul style="list-style-type: none"> - Preliminaries - Introduction - Literature review - Methodology - Analysis - Results - Discussion - Conclusion 	Textbooks, whiteboards, marker, laptop, overhead projectors, journals, writing materials.	<ul style="list-style-type: none"> • Demonstrate good research report writing 	Guide students to demonstrate good research report writing	Journals, research work, presentation Sample previous research reports or guides. Reference guide

	ix. Recommendation x. Reference xi. Appendix 11.3 Discuss the importance of accurate presentation of research report.	- Recommendation - Reference • Appendix • Explain the importance of accurate presentation of research report				
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Course Assessment:

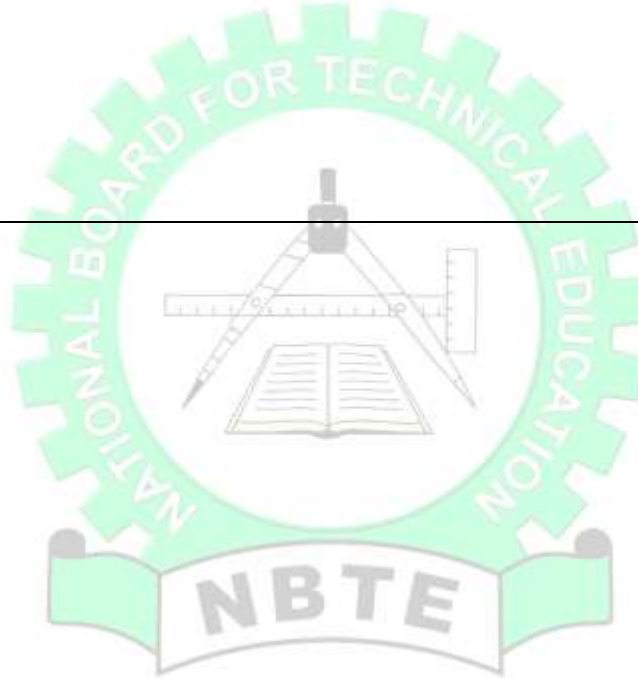
Course work: 10%

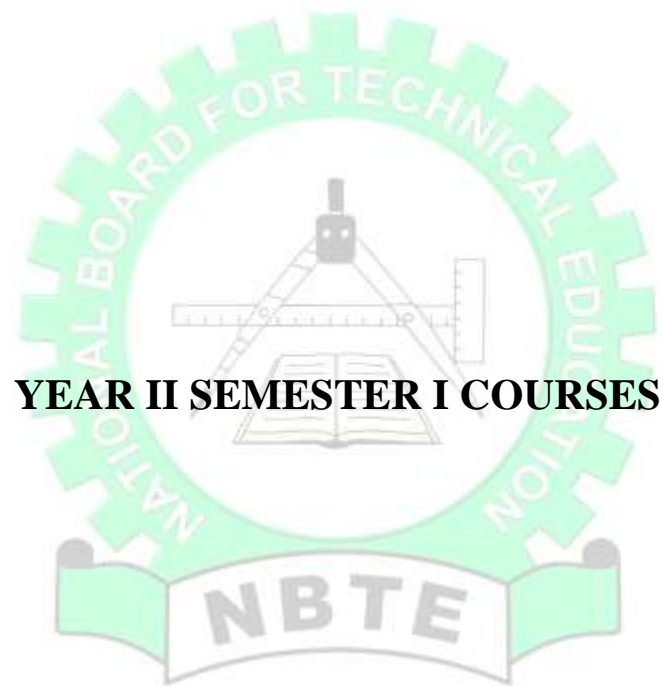
Test/Assignments: 10%

Practical: 40%

Examination: 40%

Total: 100%





YEAR II SEMESTER I COURSES

PROGRAMME: HIGHER NATIONAL DIPLOMA IN HEALTH EDUCATION AND PROMOTION		
COURSE TITLE: Substance Use and Abuse	COURSE CODE:HEP 412	Contact Hours: 2 Hours/Week
Year: II Semester: I	Credit Unit:2	Theoretical: 1 Hour/Week
	Pre-requisite:	Practical: 1 Hour/Week
GOAL: This course is designed to equip students with the knowledge of substance use and abuse.		
GENERAL OBJECTIVES		
At the end of this course, the student should be able to:		
1.0 Know the classifications of drugs;		
2.0 Know the harmful effects of drugs;		
3.0 Know the prevention and control measures of drug abuse.		



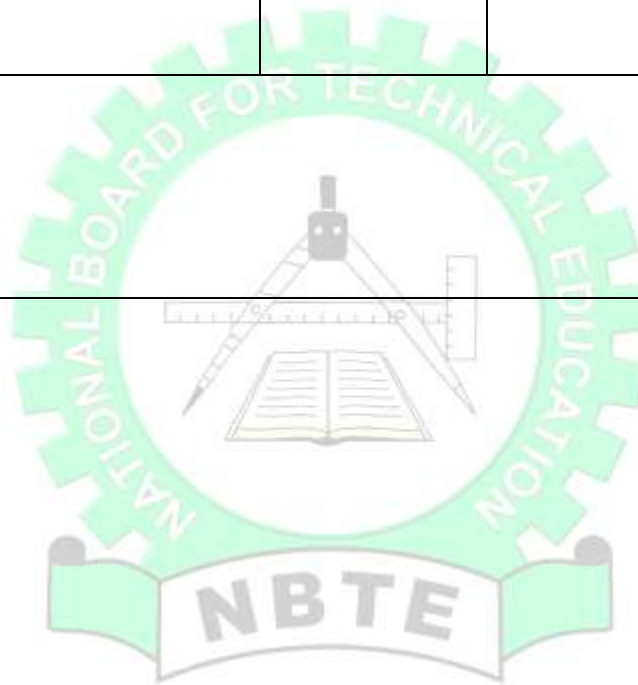
PROGRAMME: HIGHER NATIONAL DIPLOMA IN HEALTH EDUCATION AND PROMOTION							
Course Title: Substance Use and Abuse				Course Code: HEP 412		Contact Hours: 2Hours/Week	
				Credit Unit: 2		Theoretical: 1Hour/Week	
Year: II Semester: I				Pre-requisite: -		Practical: 1Hour/Week	
COURSE SPECIFICATION: Theoretical and Practical							
GOAL: This course is designed to equip students with the knowledge of substance use and abuse.							
General Objective 1.0: Know the classifications of drugs							
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 terms drug abuse and drug misuse 1.2 Differentiate between drug use, abuse and misuse. 1.3 Explain the major classifications of drug abuse. 1.4 Discuss the causes of substance abuse such as: i. Emotional health disorder; ii. Peer pressure; iii. Lack of family involvement; iv. Family history of addiction	<ul style="list-style-type: none"> • Explain drug abuse and misuse • Differentiate between drug use, abuse and misuse. • Identify and explain the major classifications of drug abuse. • Discuss the causes of substance abuse 	Textbooks Charts, Reading materials, and manuals etc	<ul style="list-style-type: none"> • Identify the major classification of drugs. • Dramatize the influence of peer pressure on drug abuse. 	Guide students to: <ul style="list-style-type: none"> • Identify the major classification of drugs. • Dramatize the influence peer pressure on drug abuse 	Drugs Charts, Reading materials, practical manuals etc	
General Objective 2.0: Know the harmful effects of drugs.							
	2.1 Discuss the harmful	• Discuss the harmful	Textbooks	• Design diagrams	Guide students	Charts	

<p>5-11</p>	<p>effects of drugs such as:</p> <ol style="list-style-type: none"> i. Alcohol; ii. Sedative; iii. Tobacco; stimulants iv. Narcotic drugs etc. <p>2.2 Explain the Psychological harmful effects of drugs such as:</p> <ol style="list-style-type: none"> i. Depression; ii. Anxiety; iii. Addiction etc <p>2.3 Explain the physiological effects of drugs such as:</p> <ol style="list-style-type: none"> i. Liver diseases; ii. Lung damage; iii. Heart problem etc. <p>2.4 Explain the social effects of drug misuse/abuse such as:</p> <ol style="list-style-type: none"> i. Job loss; ii. Poor academic performance; iii. Crime, family conflicts 	<p>effects of drugs such as alcohol, sedatives, tobacco, stimulants and narcotic drugs etc.</p> <ul style="list-style-type: none"> • Explain the Psychological harmful effects of drugs such as depression, anxiety, addiction • Explain the physiological effects of drugs such as liver diseases, lung damage, heart problem etc. • Explain the social effects of drug misuse/abuse such as job loss, poor academic performance, crime, family conflicts, poor interpersonal relationship etc. • Explain drug addiction and dependence 	<p>Charts, Reading materials, and manuals.</p>	<p>on the harmful effects of drug abuse using AI applications</p> <ul style="list-style-type: none"> • Dramatize the harmful effects of drugs in humans • Write technical report (s) on field trip to Psychiatric Hospital and drug abuse centres. 	<p>to:</p> <ul style="list-style-type: none"> • design a diagram on the harmful effects of drug abuse • Dramatize the harmful effects of drugs in humans • Embark on field trip to psychiatric hospital and drug abuse centres. 	<p>Charts, Reading materials, and manuals Rehabilitation centres Health facilities</p>
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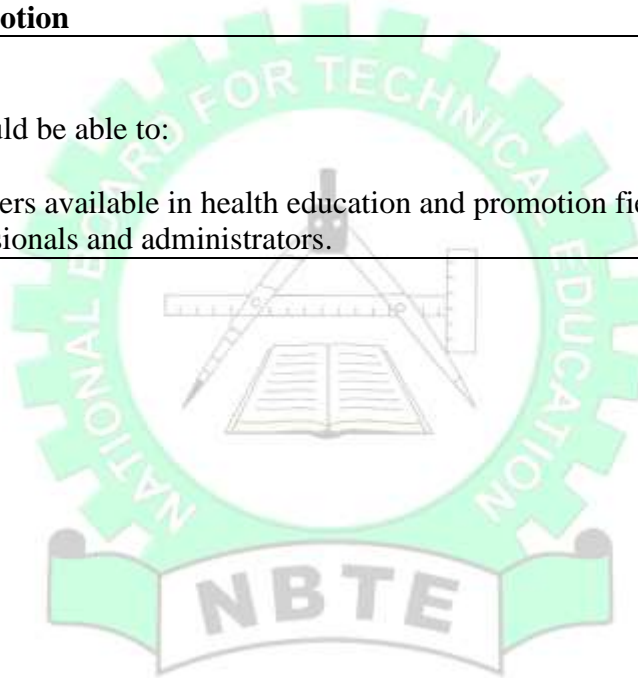
	iv. poor interpersonal relationship etc.					
	2.5 Explain drug addiction and dependence					
General Objective 3.0: Understand the prevention and control measures of drug abuse						
12-15	<p>3.1 Explain the preventive measures against drug abuse such as:</p> <ol style="list-style-type: none"> Health education and awareness, Family based programmes, School based intervention, Promoting healthier alternatives, Media campaign. <p>3.2 Explain the control measures of drug abuse such as:</p> <ol style="list-style-type: none"> Policy and regulation Law enforcement treatment and rehabilitation Community coalition and workplace policies. <p>3.3 Explain drug enforcement agencies</p>	<ul style="list-style-type: none"> Explain the prevention measures of drug abuse such as health education and awareness, family based programmes, school based intervention, promoting healthier alternatives, media campaign. Explain the control measures of drug abuse such as policy and regulation, law enforcement, treatment and rehabilitation, community coalition and workplace policies. Explain drug enforcement agencies and their functions Mention examples of drug enforcement 	<p>Textbooks Charts, Reading materials, and manuals.</p>	<ul style="list-style-type: none"> Dramatize two control measures of drug abuse. Write technical reports on industrial visit to NDLEA and other drug abuse and rehabilitation centres. 	<p>Guide students to:</p> <ul style="list-style-type: none"> Dramatize two control measures of drug abuse. Students visit NDLEA and drug abuse and rehabilitation centres other drug abuse centers office to interact with the officials 	<p>NDLEA Vehicles Videos</p>

	<p>and their functions 3.4 State examples of drug enforcement agencies and their functions : NDLEA in Nigeria , DEA in United States and UNODC for United Nations</p>	<p>agencies and their functions: NDLEA in Nigeria, DEA in United States and UNODC for United Nations</p>				
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Course Assessment:
 Course work: 10%
 Test/Assignments: 10%
 Practical: 40%
 Examination: 40%
Total: 100%



PROGRAMME: HIGHER NATIONAL DIPLOMA IN HEALTH EDUCATION AND PROMOTION		
COURSE TITLE: Career in Health Education and Promotion	COURSE CODE:HEP 413	Contact Hours: 2 Hours/Week
Year: II Semester: I	Credit Unit: 2	Theoretical: 1 Hour/Week
	Pre-requisite:	Practical: 1 Hour/Week
GOAL: This course is designed to equip students with the knowledge of the concept of career, prospects and careers available in health education and promotion		
GENERAL OBJECTIVES		
<p>At the end of this course, the student should be able to:</p> <ol style="list-style-type: none"> 1.0 Understand the concept of career; 2.0 Understand the prospects and careers available in health education and promotion field; 3.0 Understand the health care professionals and administrators. 		



PROGRAMME: HIGHER NATIONAL DIPLOMA IN HEALTH EDUCATION AND PROMOTION						
Course Title: Career in Health Education and Promotion			Course Code: HEP 413		Contact Hours: 2 Hours/Week	
			Credit Unit: 2		Theoretical: 1 Hour/Week	
Year: II Semester: I			Pre-requisite: -		Practical: 1 Hour/Week	
COURSE SPECIFICATION: Theoretical and Practical						
GOAL: This course is designed to equip students with the knowledge of the concept of career, prospects and careers available in health education and promotion						
General Objective 1.0: Understand the concept of career						
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 term career in health education and promotion. 1.2 Explain the roles involved in health education and promotion jobs such as: i. Health educator ii. Promoter and officer or coordinator in some settings. 1.3 List the academic qualifications of a Health Education and Promotion Officers such as: i. ND	<ul style="list-style-type: none"> Define the term career in health education and promotion. Identify the roles involve in health education and promotion jobs such as health educator, promoter and officer or coordinator in some settings. List the academic qualifications of a Health Education and Promotion Officers such as ND, HND, B.Ed, B,Sc, M.Ed, 	Laptop Computers, smart board, Projector, Writing Materials, White board, Markers, Internet etc			

	<ul style="list-style-type: none"> ii. HND iii. B.Ed iv. B.Sc v. M.Ed vi. Ph.D 	Ph.D				
General Objective 2.0: Understand the prospects and careers available in health education and promotion profession.						
5-11	<p>2.1 Define career prospects in health education and promotion</p> <p>2.2 Explain the prospects and career available in health education and promotion such as:</p> <ul style="list-style-type: none"> i. Community and public health ii. Education and academia, iii. Management and administration, iv. Data and research, corporate and non-profits. <p>2.3 Describe health career opportunities in international organizations such as:</p> <ul style="list-style-type: none"> i. WHO; ii. UNICEF, iii. UNAIDS, iv. USAID etc 	<ul style="list-style-type: none"> • Explain career prospects in health education and promotion • Explain the prospects and career available in health education and promotion such as community and public health, education and academia, management and administration, data and research, corporate and non-profits. • Describe health careers opportunities in international organizations such as WHO, UNICEF, UNAIDS, USAID 	<p>Textbooks</p> <p>Charts, Reading materials, and manuals etc</p>	<ul style="list-style-type: none"> • Write technical report on a field trip undertaken to health establishment 	<p>Guide students to:</p> <ul style="list-style-type: none"> • Visit health establishment • Write technical report on the field trip to health establishment 	<p>Charts</p> <p>Video clips</p> <p>Flip etc</p>

General Objective 3.0: Understand the health care professionals and administrators						
12-15	<p>3.1 Define professionalism in health education and promotion.</p> <p>3.2 List health career professionals and administrators' health educators work with:</p> <ol style="list-style-type: none"> i. Health Promoters; ii. Health Teachers; iii. Public Health; Specialist, iv. Nutritionist, Nurses, v. Epidemiologist, vi. Community health officers etc <p>3.3 Discuss the relationship between health educators and other health professionals such as:</p> <ol style="list-style-type: none"> i. Paediatrics ii. Surgery iii. Family medicine iv. Gynaecology v. psychiatric vi. Orthopaedics vii. Immunology and 	<ul style="list-style-type: none"> • Explain professionalism in health education and promotion • Identify health career professionals and administrators such as Health Educators, Health Promoters, Health Teachers, Public Health Specialist, Nurses, Nutritionist, Epidemiologist • Discuss the major medical specialties in career health education and promotion such as internal medicine, paediatrics, surgery, family medicine, gynaecology, psychiatric, orthopaedics, immunology and physical, rehab and preventive medicine. 	<p>Laptop computers, smart board, Projector, Writing Materials, White board, Markers, Internet Pictures</p>			

	physical rehab and preventive medicine.					
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Course Assessment:

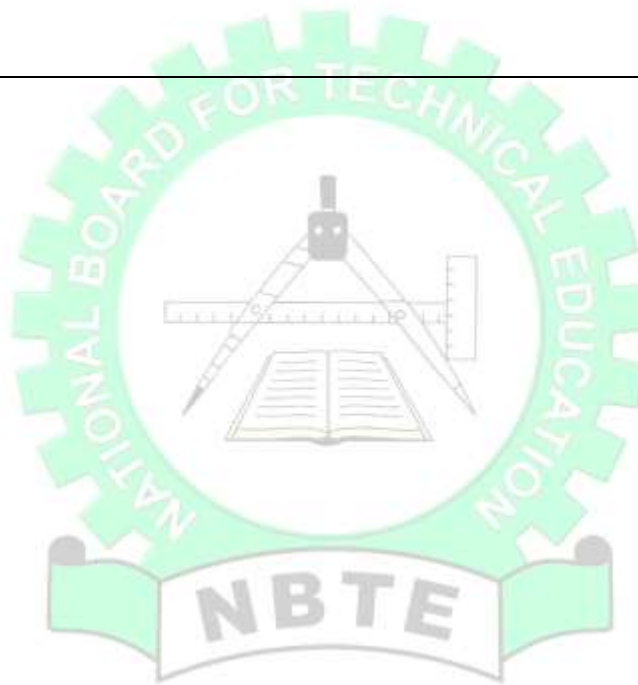
Course work: 10%

Test/Assignments: 10%

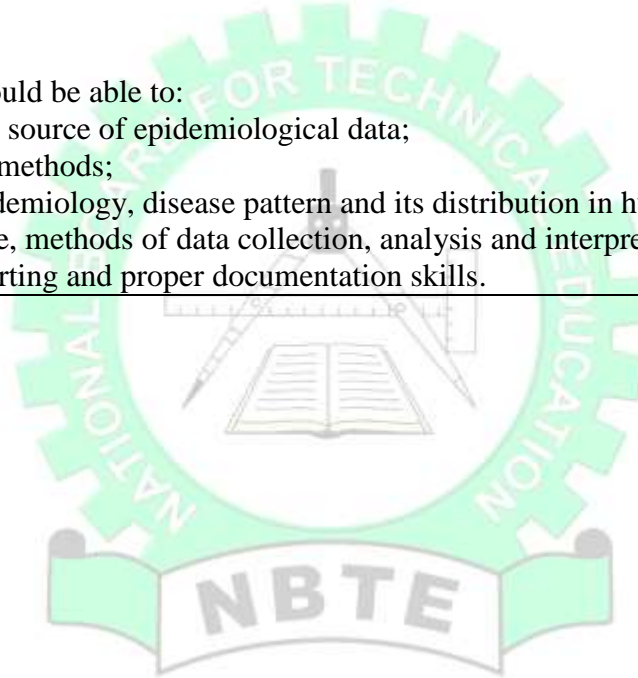
Practical: 40%

Examination: 40%

Total: 100%



PROGRAMME: HIGHER NATIONAL DIPLOMA HEALTH EDUCATION AND PROMOTION		
COURSE TITLE: Epidemiology in Health Education and Promotion	COURSE CODE: HEP 414	Contact Hours: 2 Hours/Week
Year: II Semester: I	Credit Unit: 2	Theoretical: 1 Hour/Week
	Pre-requisite:	Practical: 1 Hour/Week
GOAL: This course is designed to equip students with the knowledge of and skills in diseases distribution and determinants in a population as well as proper record keeping of health data.		
GENERAL OBJECTIVES		
<p>At the end of this course, the student should be able to:</p> <ol style="list-style-type: none"> 1.0 Understand the concept, aim and source of epidemiological data; 2.0 Understand the epidemiological methods; 3.0 Understand the principles of epidemiology, disease pattern and its distribution in human population; 4.0 Know the concept of surveillance, methods of data collection, analysis and interpretation; 5.0 Know the concept of health reporting and proper documentation skills. 		



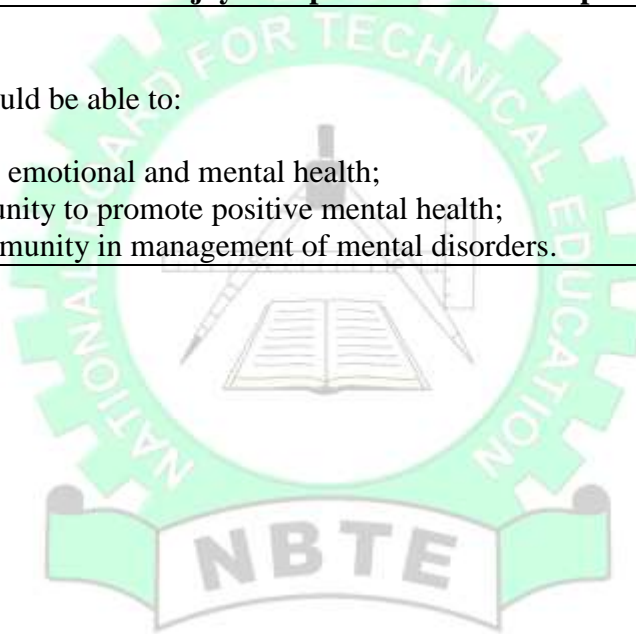
PROGRAMME: HIGHER NATIONAL DIPLOMA HEALTH EDUCATION AND PROMOTION							
Course Title: Epidemiology in Health Education and Promotion				Course Code: HEP 414		Contact Hours: 2 Hours/Week	
				Credit Unit: 2		Theoretical: 1Hour/Week	
Year: II Semester: I				Pre-requisite: -		Practical: 1Hour/Week	
COURSE SPECIFICATION: Theoretical and Practical							
GOAL: This course is designed to equip students with the knowledge of and skills in diseases distribution and determinants in a population as well as proper record keeping of health data.							
General Objective 1.0: Understand the concept, aim and source of epidemiological data							
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 term epidemiology. 1.2 Explain the major aims of epidemiology. 1.3 Explain five uses of epidemiology 1.4 List the sources of epidemiological data such as: i. Hospital records, ii. laboratory records, iii. Diseases surveillance systems, iv. Vital registration v. National surveys, vi. Census 1.5 List types of epidemiological data	<ul style="list-style-type: none"> Define the term epidemiology. Explain the major aims of epidemiology. Explain five uses of epidemiology. Explain the sources of epidemiological data such as: hospital records, laboratory records, diseases surveillance systems, vital registrations, national surveys, census. Explain the types of epidemiological data - Descriptive Data 	Textbooks Charts, Reading materials, and manuals etc	<ul style="list-style-type: none"> Identify major sources of epidemiological data in relation to morbidity, mortality, demographic variables etc 	Guide students to <ul style="list-style-type: none"> Interact with data in epidemiology units Display the sources of epidemiological data to students. Guide students in observing and identifying epidemiological data on field trip to health care delivery 	Hospital M&E records	

	<p>1.6 Discuss descriptive data (data from Person such as age, sex, etc,</p> <p>1.7 Explain data from places such as:</p> <ol style="list-style-type: none"> i. Village, city ii. Town iii. Data from Time such as daily, weekly, monthly, annually. 	<p>(data from Person such as age, sex, etc.,</p> <p>- Data from Place such as village, city, town and data from Time such as daily, weekly, monthly, annually.</p>			facility	
General Objective 2.0: Understand the epidemiological methods						
4-6	<p>2.1 Explain the major epidemiological methods such as:</p> <ol style="list-style-type: none"> i. Descriptive, ii. Analytic, iii. Experimental. <p>2.2 Explain the types of analytic epidemiology such as:</p> <ol style="list-style-type: none"> i. Case control study ii. Cohort study. <p>2.3 Explain the examples of experimental epidemiology such as:</p> <ol style="list-style-type: none"> i. Clinical trials ii. Vaccine trials 	<ul style="list-style-type: none"> • Explain the major epidemiological methods such as descriptive, analytic, observational and experimental. • Explain the types of analytic epidemiology such as: case control study and cohort study. • Explain the examples of experimental epidemiology such as : clinical trials and vaccine trials 	<p>Laptop computers, smart board, Projector, Writing Materials, White board, Markers, Internet etc</p>			
General Objective 3.0: Understand the principles of epidemiology, disease pattern and its distribution in human population						
7-9	<p>3.1 Discuss the key principles of epidemiology such as:</p>	<ul style="list-style-type: none"> • State and discuss the key principles of epidemiology such 	<p>Textbooks Charts, Reading materials, and</p>	<ul style="list-style-type: none"> • Design epidemiological triangle and label it 	<p>Guide students to:</p> <ul style="list-style-type: none"> • Display 	<p>Flip charts Posters Flip books</p>

	<p>i. Systematic approach,</p> <p>ii. Comparison group</p> <p>iii. Hypothesis testing</p> <p>iv. Causation versus association and epidemiological triangle.</p> <p>3.2 Explain different disease pattern in human population.</p> <p>3.3 Discuss disease distribution in human population.</p>	<p>as systematic approach, comparison group, hypothesis testing, causation versus association and epidemiological triangle.</p> <ul style="list-style-type: none"> • Explain different disease pattern in human population. • Discuss disease distribution in human population. 	<p>manuals.</p>	<ul style="list-style-type: none"> • Identify different disease pattern in human population. 	<p>chats on epidemiological chats to students.</p> <ul style="list-style-type: none"> • Display chats on diseases distribution by person, place and time 	<p>Video clips</p>
General Objective 4.0: Understand the concept of surveillance and methods of data collection, analysis and interpretation						
10-12	<p>4.1 Define the concept of surveillance.</p> <p>4.2 Explain the importance of surveillance.</p> <p>4.3 Explain data collection, analysis and interpretation</p> <p>4.4 Explain the steps in disease surveillance.</p>	<ul style="list-style-type: none"> • Define the concept of surveillance and state five importance of surveillance • Explain data collection, analysis and interpretation • Explain the steps in disease surveillance 	<p>Textbooks Charts, Reading materials, and manuals</p>	<ul style="list-style-type: none"> • Demonstrate the steps in disease surveillance • Role play factors affecting data collection 	<p>Guide students to:</p> <ul style="list-style-type: none"> • Demonstrate the steps in disease surveillance • Role play factors affecting data collection 	<p>Textbooks Charts, Reading materials, and manuals Surveillance reporting forms Investigation forms Line listing form</p>
General Objective 5.0: Understand the concept of health reporting and proper documentation skills						
13-15	<p>5.1 Define health reporting.</p> <p>5.2 Explain proper</p>	<ul style="list-style-type: none"> • Define health reporting • Explain proper 	<p>Textbooks Charts, Reading materials, and</p>	<ul style="list-style-type: none"> • Demonstrate the procedures in reporting health 	<p>Guide students to:</p> <ul style="list-style-type: none"> • Demonstrate 	<p>Flip charts Sample reports</p>

	<p>reporting formats such as:</p> <ol style="list-style-type: none"> i. Daily ii. Weekly iii. Monthly iv. Annually <p>5.3 List five commonly reported health data:</p> <ol style="list-style-type: none"> i. Mortality; ii. Morbidity; iii. Patience attendance; iv. Laboratory and diagnostic data, v. Public health/Environmental data, health services and resource data <p>5.4 Explain steps in health reporting and documentation.</p>	<p>reporting formats such as: daily, Weekly, Monthly and Annually</p> <ul style="list-style-type: none"> • Explain commonly reported health data: mortality, morbidity, patience attendance, laboratory and diagnostic data, public health/Environmental data, health services and resource data • Explain steps in health reporting 	<p>manuals</p>	<p>interventions</p>	<p>the procedures in reporting health interventions</p>	<p>Posters Flyers</p>
<p>Course Assessment: Course work: 10% Test/Assignments: 10% Practical: 40% Examination: 40% Total: 100%</p>						

PROGRAMME: HIGHER NATIONAL DIPLOMA IN HEALTH EDUCATION AND PROMOTION		
COURSE TITLE: Social, Emotional and Mental Health Education	COURSE CODE:HEP 415	Contact Hours: 2 Hours/Week
Year: II Semester: I	Credit Units: 2	Theoretical: 1 Hour/Week
	Pre-requisite:	Practical: 1 Hour/Week
GOAL: This course is designed to equip students with the knowledge and skills to educate the community to cope with stressful situations, adapt to the environment and enjoy interpersonal relationship.		
GENERAL OBJECTIVES		
At the end of this course, the student should be able to:		
1.0	Understand the concept of social, emotional and mental health;	
2.0	Know the mobilization of community to promote positive mental health;	
3.0	Know the role of family and community in management of mental disorders.	



PROGRAMME: HIGHER NATIONAL DIPLOMA IN HEALTH EDUCATION AND PROMOTION						
Course Title: Social, Emotional and Mental Health Education			Course Code: HEP 415		Contact Hours: 2 Hours/Week	
			Credit Unit: 2		Theoretical: 1 Hour/Week	
Year: II Semester: I			Pre-requisite: -		Practical: 1 Hour/Week	
COURSE SPECIFICATION: Theoretical and Practical						
GOAL: This course is designed to equip students with the knowledge and skills to educate the community to cope with stressful situations, adapt to the environment and enjoy interpersonal relationship.						
General Objective 1.0: Understand the concept of social, emotional and mental health.						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher's Activities	Resources	Specific Learning Outcome	Teacher's Activities	Resources
1-5	1.1 Define the term social health. 1.2 Define the term emotional health. 1.3 Define the term mental health. 1.4 Explain the relationship among social, emotional and mental health (SEMH). 1.5 Explain historical development of mental health. 1.6 Explain reasons for mental health education. 1.7 Explain the relationship between mental health and personality.	<ul style="list-style-type: none"> • Explain the following terms: <ul style="list-style-type: none"> i. Social health ii. Emotional health iii. Mental health • Explain the relationship between social, emotional and mental health (SEMH) • Explain historical development of mental health • Explain reasons for mental health education • Explain the relationship between mental health and personality 	Laptop Computers, smart board, Projector, Writing Materials, White board, Markers, Internet etc			

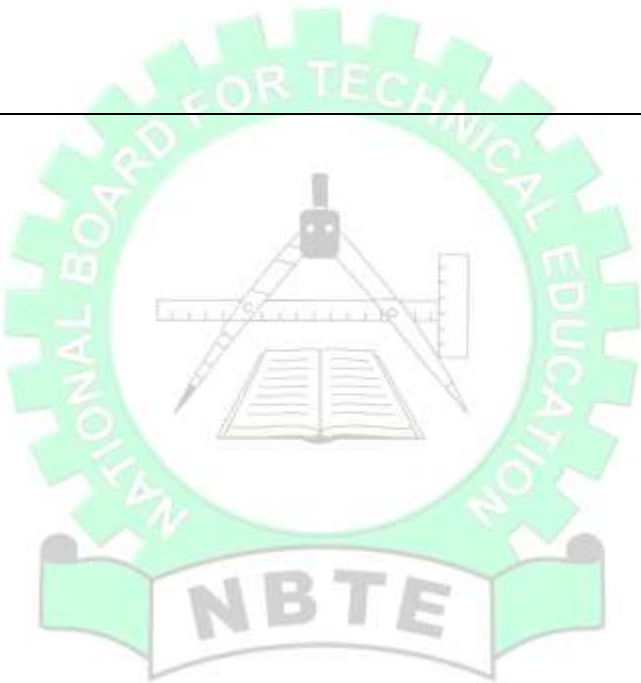
	1.8 Explain personality development.	<ul style="list-style-type: none"> Explain personality development using traits and type theory, psychosexual and psychosocial theories of Sigmund Freud and Eric Erickson respectively. 				
General Objective 2.0: Know determinants of mental health and ways of promoting it.						
6-10	<p>2.1 Explain the three determinants of mental health.</p> <p>2.2 Explain ways of promoting mental health.</p> <p>2.3 Describe the major ways of mobilizing the community to promote positive mental health.</p>	<ul style="list-style-type: none"> Explain the three determinants of mental health: <ol style="list-style-type: none"> Self Hereditary Environment Explain ways of promoting mental health: <ol style="list-style-type: none"> Adequate rest Sleep Recreation Exercise Adequate diet Coping skills Defence mechanism Stress management Describe the major ways of mobilizing the 	Laptop computers, smart board, Projector, Writing Materials, White board, Markers, Internet etc	<ul style="list-style-type: none"> Dramatize ways of promoting mental health through: <ol style="list-style-type: none"> Rest; Sleep; Exercise etc Demonstrate the major ways of mobilizing the community to promote positive mental health 	<p>Guide students to:</p> <p>Dramatize ways of promoting mental health through:</p> <ul style="list-style-type: none"> - Rest - Sleep - Exercise etc <p>Demonstrate the major ways of mobilizing the community to promote positive mental health</p>	<p>Sleeping mat</p> <p>Projector</p> <p>Video clip</p> <p>Posters</p> <p>Flyers</p> <p>models</p>

		community to promote positive mental health.				
General Objective 3.0: Know the role of family and community in management of mental disorders.						
11-15	<p>3.1 Explain mental disorder.</p> <p>3.2 Explain common types of mental disorders/illness.</p> <p>3.3 Explain causes of mental disorders</p> <p>3.4 Explain signs and symptoms of mental disorder.</p> <p>3.5 Explain the prevention and management of mental disorder.</p> <p>3.6 Explain the role of family in management of mental disorders.</p> <p>3.7 Explain the role of community in management of mental disorders.</p>	<ul style="list-style-type: none"> • Explain mental disorder • Explain common types of mental disorders/illness : <ul style="list-style-type: none"> - Depressive disorder, - Anxiety disorder, - Psychotic disorder, Bipolar - Related disorder, Personality disorder, - Substance use Abuse disorder. • Explain causes of mental disorders • Explain signs and symptoms of mental disorder. • Explain the prevention and management of mental disorder • Explain the role of family in management of mental disorders 	<p>Laptop computers, smart board, Projector, Writing Materials, White board, Markers, Internet Pictures</p>	<ul style="list-style-type: none"> • Demonstrate ways of preventing and managing mental disorder. • Dramatize the roles of family in the management of mental disorder 	<p>Guide students to: Demonstrate ways of preventing and managing mental disorder.</p> <p>Dramatize the roles of family in the management of mental disorder</p>	<p>sleeping mat Projector Video clip Posters Flyers models</p>

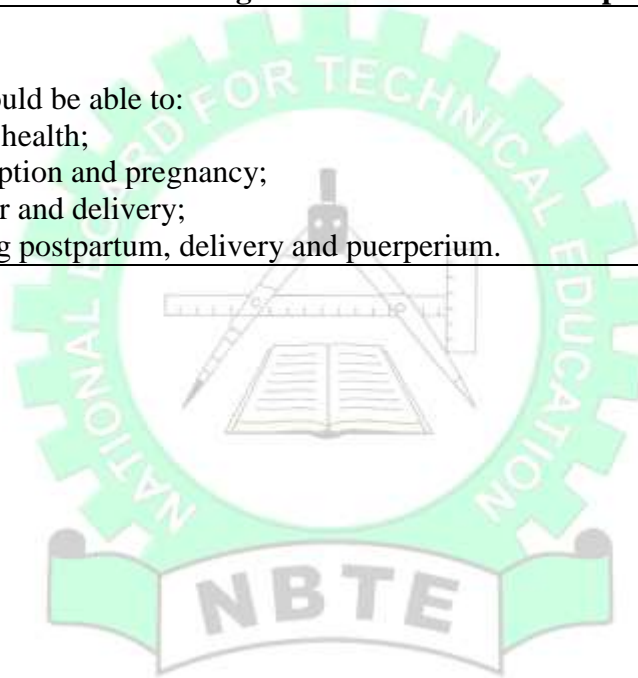
		<ul style="list-style-type: none">• Explain the role of community management of mental disorders.				
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Course Assessment:

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



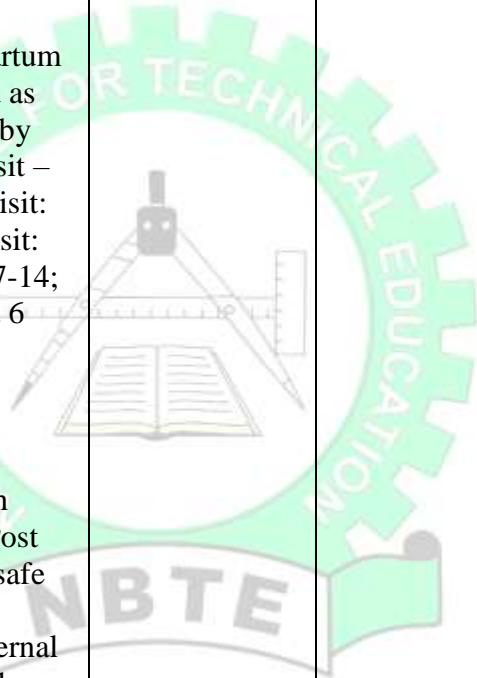
PROGRAMME: HIGHER NATIONAL DIPLOMA IN HEALTH EDUCATION AND PROMOTION		
COURSE TITLE: Maternal Health Education and Promotion	COURSE CODE: HEP 416	Contact Hours: 2Hours/Week
Year: II Semester: I	Credit Unit: 2	Theoretical: 1 Hour/Week
	Pre-requisite:	Practical: 1 Hour/Week
GOAL: This course is designed to enhance the knowledge and skills of students to promote health of mothers.		
GENERAL OBJECTIVES		
<p>At the end of this course, the student should be able to:</p> <ol style="list-style-type: none"> 1.0 Understand the concept of maternal health; 2.0 Understand the concept of preconception and pregnancy; 3.0 Know the concept of antenatal, labor and delivery; 4.0 Understand the complications during postpartum, delivery and puerperium. 		



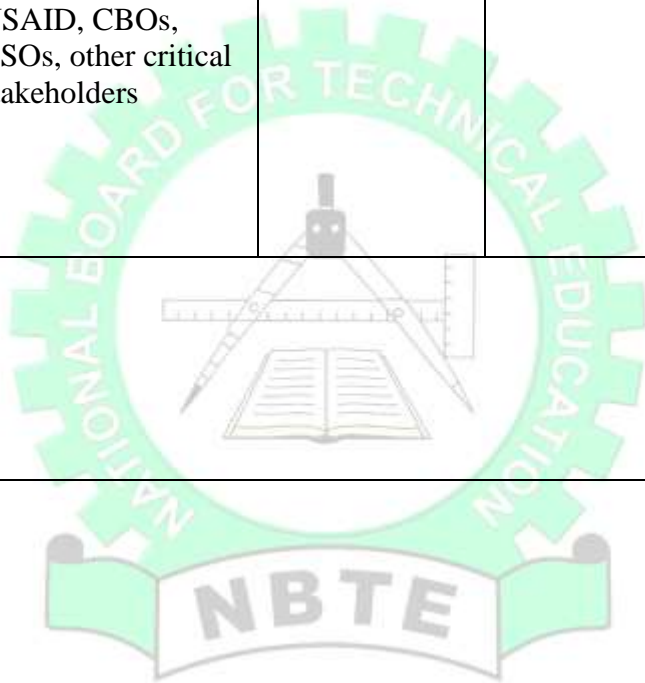
PROGRAMME: HIGHER NATIONAL DIPLOMA HEALTH EDUCATION AND PROMOTION							
Course Title: Maternal Health Education and Promotion			Course Code: HEP 416		Contact Hours: 2 Hours/Week		
			Credit Unit: 2		Theoretical: 1 Hour/Week		
Year: II Semester: I			Pre-requisite: -		Practical: 1 Hour/Week		
COURSE SPECIFICATION: Theoretical and Practical							
GOAL: This course is designed to enhance the knowledge and skills of students to promote health of mothers.							
General Objective 1.0: Understand the concept of maternal health							
THEORETICAL CONTENT				PRACTICAL CONTENT			
Week	Specific Learning Outcome	Teacher's Activities	Resources	Specific Learning Outcome	Teacher's Activities	Resources	
1-3	1.1 Define concept of maternal health. 1.2 Explain the goals of maternal health. 1.3 Explain the concept of maternal health education. 1.4 Discuss the importance of maternal health education.	<ul style="list-style-type: none"> • Explain the concept of maternal health • Explain the goals of maternal health • Explain the concept of maternal health education • Explain the importance of maternal health education 	Laptop Computers, smart board, Projector, Writing Materials, White board, Markers, Internet etc				
General Objective 2.0: Understand the concept of preconception and pregnancy							
4-7	2.1 Explain the concept of preconception. 2.2 Explain the concept of pregnancy. 2.3 Explain common danger signs in pregnancy: severe headache, vaginal bleeding, severe	<ul style="list-style-type: none"> • Explain the concept of preconception. • Explain the concept of pregnancy. • Explain common danger signs in pregnancy: severe headache, vaginal bleeding, severe 	Textbooks Charts, Reading materials, and manuals etc	<ul style="list-style-type: none"> • Make slides and poster presentation on the danger signs in pregnancy and its prevention 	Guide students to: Educate on the danger signs in pregnancy and its prevention	Charts Flip books PA systems Flyers Video clips Pictures Pamphlets etc	

	abdominal pain, hands, feet and face swollen.	abdominal pain, hands, feet and face swollen.				
	2.4 Discuss the procedure of educating on the danger signs in pregnancy	<ul style="list-style-type: none"> • Explain the procedure of educating on the danger signs in pregnancy 				
General Objective 3.0: Know the concept of antenatal, labour and delivery						
8-11	3.1 Explain the concept of antenatal care 3.2 State the objectives of antenatal care services in pregnancy 3.3 Explain the importance of antenatal care services in pregnancy 3.4 Explain the components of antenatal care such as: i. History taking ii. physical examination iii. Laboratory test iv. Immunization v. Nutritional support vi. Health education etc. 3.5 Explain the concept of labour and stages 3.6 Discuss different forms of	<ul style="list-style-type: none"> • Explain the concept of antenatal care • State the objectives of antenatal care services in pregnancy • Explain the importance of antenatal care services in pregnancy • Explain the components of antenatal care such as: History taking, physical examination, laboratory test, immunization, nutritional support, health education etc. • Explain the concept of labour and stages • Explain different forms of 	Textbooks Charts, Reading materials, and manuals.	Give health talks on the following: <ul style="list-style-type: none"> • Importance of antenatal services in pregnancy • Various services in antenatal care etc. 	Guide students to: <ul style="list-style-type: none"> • Give health talks on the following: • Importance of antenatal services in pregnancy • Various services in antenatal care etc. 	Charts Flip books PA systems Flyers Video clips Pictures Pamphlets

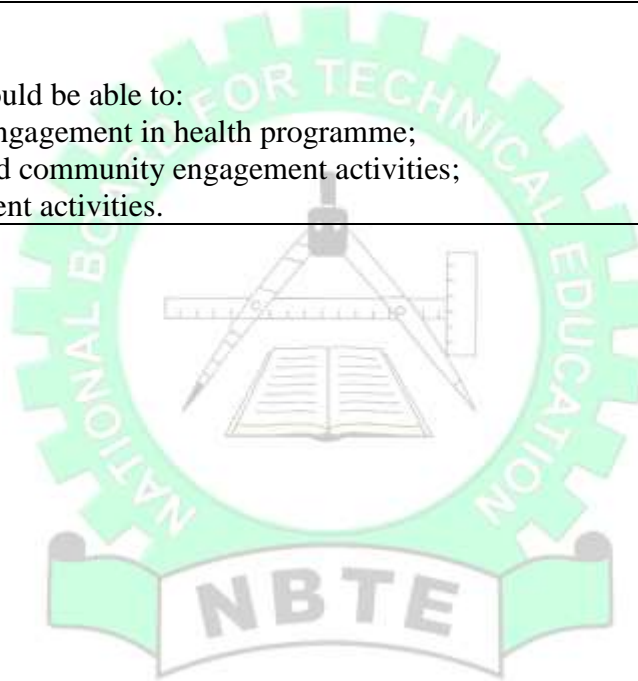
	<p>complications during labour.</p> <p>3.7 Discuss different forms of complications during puerperium</p> <p>3.8 Describe the term delivery model.</p> <p>3.9 List the major forms of delivery model.</p> <p>3.10 Discuss antenatal visit scheduled as recommended by WHO</p>	<p>complications during labour.</p> <ul style="list-style-type: none"> • Explain different forms of complications during puerperium • Explain the term delivery model. • Explain the major forms of delivery model. • Explain antenatal visit scheduled as recommended by WHO 				
General Objective 4.0: Understand the complications during labour, delivery and puerperium period						
12-15	<p>4.1 Define postpartum period</p> <p>4.2 Explain the objectives of postpartum care.</p> <p>4.3 Explain the components of postpartum care such as:</p> <ol style="list-style-type: none"> Physical assessment Prevention of complication; Nutrition and hygiene; Breastfeeding support; 	<ul style="list-style-type: none"> • Explain postpartum period • Explain the objectives of postpartum care. • Explain the components of postpartum care such as: physical assessment, prevention of complications, nutrition and hygiene, breastfeeding support, emotion and 	<p>Laptop computers, smart board, Projector, Writing Materials, White board, Markers, Internet etc</p>			

<p>v. Emotion and mental care and family planning</p> <p>4.4 Discuss pregnancy complications such as:</p> <ol style="list-style-type: none"> i. VVF and RVF ii. Sepsis iii. Ectopic pregnancy iv. Abortions etc. <p>4.5 Discuss postpartum visit scheduled as recommended by WHO:</p> <ol style="list-style-type: none"> i. First visit – day3 ii. Second visit: Day3 iii. Third visit: Between days 7-14 iv. Fourth visit: At 6 weeks. <p>4.6 Explain the strategies for prevention of maternal health problems e.g</p> <ol style="list-style-type: none"> i. Post abortion care, ii. Safe motherhood strategies, iii. Maternal and child health education <p>4.7 Discuss agencies responsible for the strategies for the prevention of maternal</p>	<p>mental care and family planning</p> <ul style="list-style-type: none"> • Discuss pregnancy complications such as VVF and RVF, Sepsis, Ectopic pregnancy and Abortions etc. • Explain postpartum visit scheduled as recommended by WHO: First visit – day3;Second visit: Day3; Third visit: between days 7-14; fourth visit: At 6 weeks. • Explain the strategies for prevention of maternal health problems e.g Post abortion care, safe motherhood strategies, maternal and child health education. • Explain agencies responsible for the strategies for the prevention of maternal health 				
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	<p>health</p> <p>4.8 Discuss the roles of government and development partners in maternal mortality reduction such as:</p> <ol style="list-style-type: none"> i. WHO; ii. UNICEF; iii. UNFEA; iv. USAID; v. CBOs; vi. CSOs,; vii. Other critical stakeholders 	<ul style="list-style-type: none"> • Explain the roles of government and development partners in maternal mortality reduction such as WHO, UNICEF, UNFEA, USAID, CBOs, CSOs, other critical stakeholders 				
<p>Course Assessment: Course work: 10% Test/Assignments: 10% Practical: 40% Examination: 40% Total: 100%</p>						



PROGRAMME: HIGHER NATIONAL DIPLOMA IN HEALTH EDUCATION AND PROMOTION		
COURSE TITLE: Community Engagement and Social Mobilization	COURSE CODE:HEP 417	Contact Hours: 2 Hours/Week
Year: II Semester: I	Credit Units:2	Theoretical: 1 Hour/Week
	Pre-requisite:	Practical: 1 Hour/Week
GOAL: This course is designed to provide students with knowledge and skill in implementing community engagement and social mobilization programmes.		
GENERAL OBJECTIVES		
<p>At the end of this course, the student should be able to:</p> <ol style="list-style-type: none"> 1.0 Know the value of community engagement in health programme; 2.0 Know the social mobilization and community engagement activities; 3.0 Know the community development activities. 		



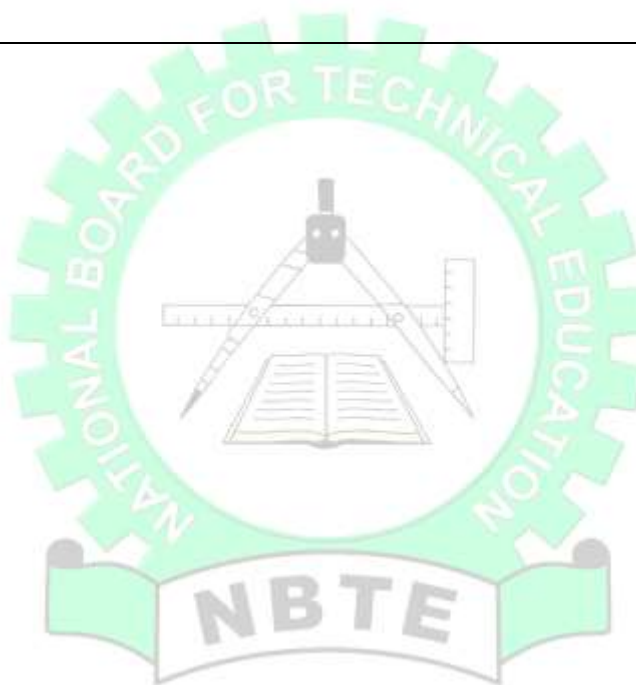
PROGRAMME: HIGHER NATIONAL DIPLOMA IN HEALTH EDUCATION AND PROMOTION							
Course Title: Community Engagement and Social Mobilization			Course Code: HEP 417		Contact Hours: 2Hours/Week		
			Credit Unit: 2		Theoretical: 1 Hour/Week		
Year: II Semester: I			Pre-requisite: -		Practical: 1Hour/Week		
COURSE SPECIFICATION: Theoretical and Practical							
GOAL: This course is designed to provide students with knowledge and skill in implementing community engagement and social mobilization programmes							
General Objective 1.0: Know the value of community engagement in health programme							
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 term community 1.2 Explain the concept of community engagement. 1.3 Discuss the approaches to engage the community. 1.4 List ways to link communities with external resources to help overcome health programme issues. 1.5 State ways to promote community members' participation that will recognize diversity and equity among community members	<ul style="list-style-type: none"> Explain the concept and approaches to community in health programme Explain ways to link communities with external resources to help overcome health programme issues and Explain the dimensions involve in community engagement to achieve expected health outcome Explain how to conduct the community 	Laptop Computers, smart board, Projector, Writing Materials, White board, Markers, Internet etc	<ul style="list-style-type: none"> Demonstrate different approaches to engage community Demonstrate how to link communities with external resources that will help overcome target health problems Write technical reports on field visits to locations or community regarding important or particular health issues. 	Guide students to: <ul style="list-style-type: none"> Demonstrate different approaches to engage community Demonstrate how to link communities with external resources that will help in overcome target health problems 	Posters Charts health education manuals, video clips simulation	

	<p>mostly affected by the health programme issues.</p> <p>1.6 Explain the dimensions involve in community engagement to achieve expected health outcomes.</p> <p>1.7 Explain how to design/conduct the community engagement process.</p> <p>1.8 State rationale for community engagement in health programme.</p>	<p>engagement process</p> <ul style="list-style-type: none"> • Explain rationale for community engagement in health programme 			<ul style="list-style-type: none"> • Field visits to locations or community important for particular health issues 	
General Objective 2.0: Know the social mobilization and community organizing programme						
5-8	<p>2.1 Explain the principles of social mobilization programme.</p> <p>2.2 Discuss the strategies of social mobilization activities.</p> <p>2.3 Explain design and implementation of effective community campaigns.</p> <p>2.4 State ways to mobilize resources and build community participation</p>	<ul style="list-style-type: none"> • Explain the principles of social mobilization programme • Discuss the strategies of social mobilization activities • Explain how to design and implement effective community campaigns 	<p>Laptop computers, smart board, Projector, Writing Materials, White board, Markers, Internet etc</p>	<ul style="list-style-type: none"> • Demonstrate the strategies of social mobilization activities • Design effective community health campaigns 	<ul style="list-style-type: none"> • Demonstrate the strategies of social mobilization activities • design effective community health campaigns 	<p>Education videos, flip books Posters, banner, flyers, projector</p>

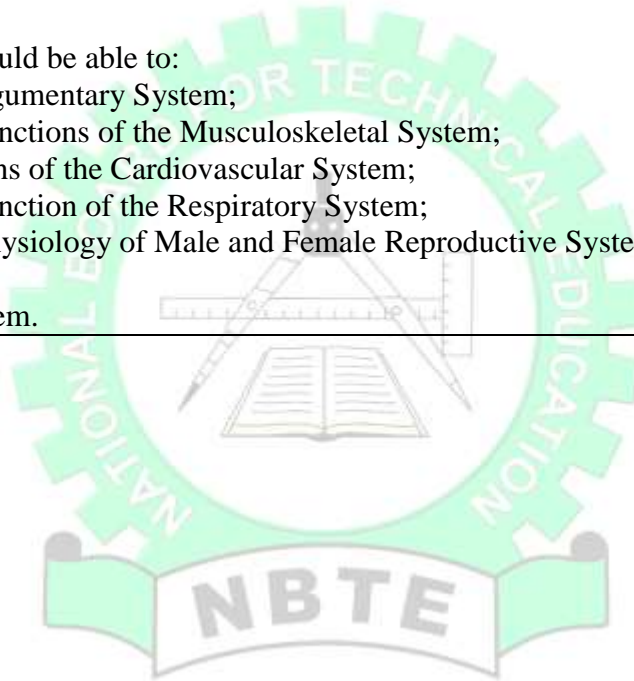
	2.5 Explain the means of evaluating the impact of community organizing efforts					
General Objective 3.0: Know the community development activities						
9-15	<p>3.1 Discuss the philosophy of community development.</p> <p>3.2 Explain the basic principles of community development.</p> <p>3.3 Differentiate between community development and community organization.</p> <p>3.4 Examine different strategies of community participation and mobilization.</p> <p>3.5 Discuss how to design the community development plans</p> <p>3.6 list ways to evaluate community development plans</p> <p>3.7 Discuss challenges affecting participatory</p>	<ul style="list-style-type: none"> • Explain the basic principles of community development • Differentiate between community development and community participation and mobilization • Explain how to design the community development plans 	<p>Laptop computers, smart board, Projector, Writing Materials, White board, Markers, Internet Pictures Videos etc</p>	<ul style="list-style-type: none"> • Demonstrate different strategies of community participation and mobilization • Design a community development plan 	<p>Guide students to:</p> <ul style="list-style-type: none"> • Demonstrate different strategies of community participation and mobilization • Design a community development plan 	<p>Textbooks, models, charts, Charts, models, educational videos, radio, projector etc</p>

	development in the community					
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Course Assessment: Course work: 10% Test/Assignments: 10% Practical: 40% Examination: 40% Total: 100%						
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PROGRAMME: HIGHER NATIONAL DIPLOMA IN HEALTH EDUCATION AND PROMOTION		
COURSE TITLE: Human Anatomy and Physiology	COURSE CODE: HEP 418	Contact Hours: 2 Hours/Week
Year: II Semester: I	Credit Unit:2	Theoretical: 1Hour/Week
	Pre-requisite:	Practical: 1Hour/Week
GOAL: The course is designed to acquaint the students with the knowledge of Human Anatomy and Physiology		
GENERAL OBJECTIVES		
<p>At the end of this course, the student should be able to:</p> <ol style="list-style-type: none"> 1.0 Understand the concept of Integumentary System; 2.0 Understand the structure and functions of the Musculoskeletal System; 3.0 Know the structure and functions of the Cardiovascular System; 4.0 Understand the structure and function of the Respiratory System; 5.0 Understand the anatomy and physiology of Male and Female Reproductive Systems; 6.0 Know the Lymphatic System; 7.0 Understand the Endocrine System. 		



PROGRAMME: HIGHER NATIONAL DIPLOMA IN HEALTH EDUCATION AND PROMOTION							
Course Title: Human Anatomy and Physiology				Course Code: HEP 418		Contact Hours: 2 Hours/Week	
				Credit Unit: 2		Theoretical: 1 Hour/Week	
Year: II Semester: I				Pre-requisite: -		Practical: 1 Hour/Week	
COURSE SPECIFICATION: Theoretical and Practical							
GOAL: The course is designed to acquaint the students with the knowledge of Human Anatomy and Physiology							
General Objective 1.0: Understand the concept of Integumentary System							
THEORETICAL CONTENT				PRACTICAL CONTENT			
Week	Specific Learning Outcome	Teacher's Activities	Resources	Specific Learning Outcome	Teacher's Activities	Resources	
1-2	1.1 Explain the concept of Integumentary System 1.2 Identify the organs of Integumentary System 1.3 Explain the functions of organs of Integumentary System.	<ul style="list-style-type: none"> • Explain the concept of Integumentary System • Explain the organs of Integumentary System • Explain the functions of organs of Integumentary System 	Laptop Computers, smart board, Projector, Writing Materials, White board, Markers, Internet etc	<ul style="list-style-type: none"> • Design a chart that identify the organs of integumentary system • Observe models of skin • Draw and label the outer layers of the body • Use virtual laboratory to study the functions of integumentary system organs 	Guide students to: <ul style="list-style-type: none"> • Design a chart that Identify the organs of Integumentary System • Observe models of skin • Draw and label the outer layers of the body 	Charts, Posters, Educational videos, models, Sketch of Human skinetc	
General Objective 2.0: Understand the structure and functions of the Musculoskeletal System							
3-4	2.1 Explain the term Musculoskeletal System. 2.2 List the organs of	<ul style="list-style-type: none"> • Explain the term Musculoskeletal system • List the organs of 	Laptop computers, smart board, Projector,	<ul style="list-style-type: none"> • Design a chart that identifies the organs of musculoskeletal 	Guide students to: <ul style="list-style-type: none"> • Design a chart that 	Charts Posters Educational	

	Musculoskeletal System. 2.3 Explain the functions of organs of Musculoskeletal System.	<ul style="list-style-type: none"> Musculoskeletal System Explain the functions of organs of Musculoskeletal System 	Writing Materials, White board, Markers, Internet etc	<ul style="list-style-type: none"> system using design tools. Design a chart that explain the functions of organs of musculoskeletal system 	<ul style="list-style-type: none"> Identify the organs of Musculoskeletal System Design a chart that Explain the functions of organs of Musculoskeletal System 	<ul style="list-style-type: none"> videos Model of Human Skeletonetc
General Objective 3.0: Know the structure and functions of the Cardiovascular System						
5-6	<ul style="list-style-type: none"> 3.1 Explain the term Cardiovascular System. 3.2 List the organs of Cardiovascular System. 3.3 Explain the functions of organs of Cardiovascular System. 3.4 Discuss how to take care of the cardiovascular system. 	<ul style="list-style-type: none"> Explain the term Cardiovascular System List the organs of Cardiovascular System Explain the functions of organs of Cardiovascular System 	Laptop computers, smart board, Projector, Writing Materials, White board, Markers, Internet Pictures Videos etc	<ul style="list-style-type: none"> Design a chart that identify the organs of cardiovascular system Design a chart that explain the functions of organs of cardiovascular system 	<ul style="list-style-type: none"> Guide students to: Design a chart that Identify the organs of Cardiovascular System Design a chart that Explain the functions of organs of Cardiovascular System 	<ul style="list-style-type: none"> Charts Posters Educational videos, software packages etc
General Objective 4.0: Understand the structure and function of the Respiratory System						
7-8	<ul style="list-style-type: none"> 4.1 Explain the term Respiratory System. 4.2 List the organs of Respiratory System 	<ul style="list-style-type: none"> Explain the term Respiratory System List the organs of Respiratory System 	Laptop computers, smart board, Projector,	<ul style="list-style-type: none"> Design a chart that Identify the organs of respiratory system 	<ul style="list-style-type: none"> Guide students to: Design a chart that 	<ul style="list-style-type: none"> Charts Posters Educational videos,

	<p>4.3 Explain the functions of organs of Respiratory System.</p> <p>4.4 Explain common health challenges associated with Respiratory System.</p>	<ul style="list-style-type: none"> • Explain the functions of organs of Respiratory System 	<p>Writing Materials, White board, Markers, Internet etc</p>	<ul style="list-style-type: none"> • Design a chart that explain the functions of organs of respiratory system • Demonstrate breathing 	<p>Identify the organs of Respiratory System</p> <ul style="list-style-type: none"> • Design a chart that Explain the functions of organs of Respiratory System • Demonstrate breathing 	<p>software packages etc</p>
<p>General Objective 5.0: Understand the anatomy and physiology of Male and Female Reproductive Systems</p>						
9-10	<p>5.1 Explain the anatomy and physiology of Male and female Reproductive Systems</p> <p>5.2 List the organs of Male and female Reproductive Systems</p> <p>5.3 Explain the functions of organs of both Male and female Reproductive Systems</p> <p>5.4 Discuss health challenges in female and male reproductive systems.</p>	<ul style="list-style-type: none"> • Explain the anatomy and physiology of Male and female Reproductive System • Explain the organs of Male and female Reproductive System • Explain the functions of organs of Male and female Reproductive System 	<p>Laptop computers, smart board, Projector, Writing Materials, White board, Markers, Internet Pictures Videos etc</p>	<ul style="list-style-type: none"> • Design a chart and explain the male and female reproductive system • Design a chart that identifies the organs of male and female reproductive system. • Design a chart that explain the functions of organs of male and female reproductive 	<p>Guide students to:</p> <ul style="list-style-type: none"> • Design a chart and explain the Male and female Reproductive System • Design a chart that Identify the organs of Male and female Reproductive 	<p>Charts Posters Educational videos, software packages etc</p>

				system	System	
					<ul style="list-style-type: none"> Design a chart that Explain the functions of organs of Male and female Reproductive System 	
General Objective 6.0: Know the Lymphatic System						
11-12	6.1 Explain the term Lymphatic System. 6.2 List the organs of Lymphatic System. 6.3 Explain the functions of organs of Lymphatic System.	<ul style="list-style-type: none"> Explain the term Lymphatic System List the organs of Lymphatic System Explain the functions of organs of Lymphatic System 	Laptop computers, smart board, Projector, Writing Materials, White board, Markers, Internet Pictures Videos etc	<ul style="list-style-type: none"> Design a chart that identify the organs of lymphatic system Design a chart that explains the functions of organs of lymphatic system. 	Guide students to: <ul style="list-style-type: none"> Design a chart that Identify the organs of Lymphatic System Design a chart that Explain the functions of organs of Lymphatic System 	Charts Posters Educational videos
General Objective 7.0: Understand the Endocrine System						
13-15	7.1 Explain the term Endocrine System. 7.2 List the organs and hormones of the	<ul style="list-style-type: none"> Explain the term Endocrine System List the organs of Endocrine System 	Laptop computers, smart board, Projector,	<ul style="list-style-type: none"> Design a chart that identifies the organs of endocrine system. 	Guide students to: <ul style="list-style-type: none"> Design a chart that 	Charts Posters Educational

	<p>Endocrine System. 7.3 Explain the functions of organs and the hormones of Endocrine System.</p>	<ul style="list-style-type: none"> Explain the functions of organs of Endocrine System 	<p>Writing Materials, White board, Markers, Internet Pictures Videos etc</p>	<ul style="list-style-type: none"> Design a chart that explains the functions of organs of endocrine system. 	<p>Identify the organs of Endocrine System</p> <ul style="list-style-type: none"> Design a chart that Explain the functions of organs of Endocrine System 	<p>videos</p>
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Course Assessment:

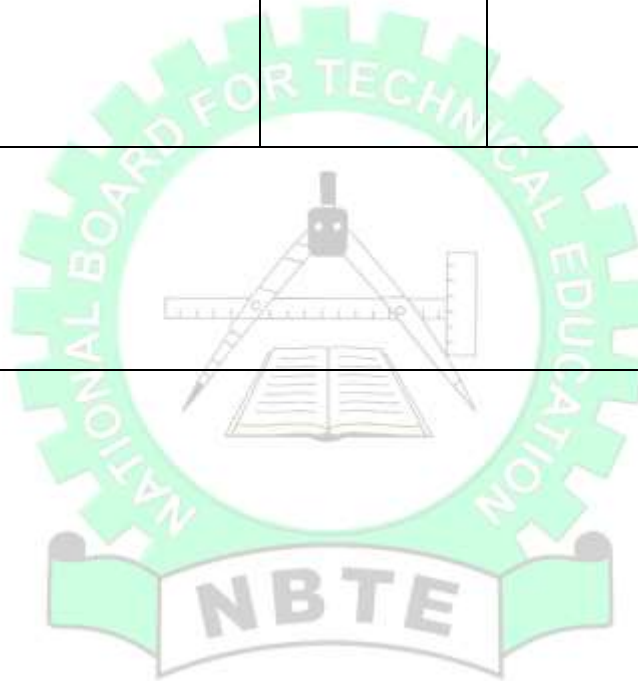
Course work: 10%

Test/Assignments: 10%

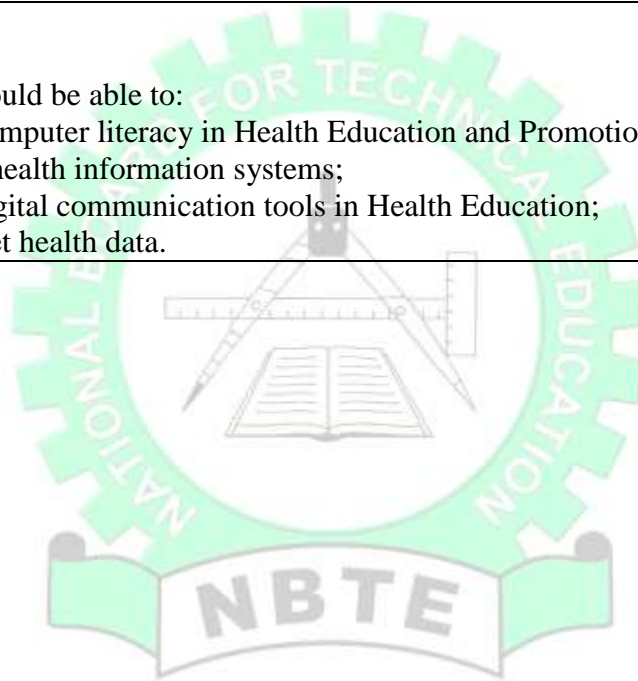
Practical: 40%

Examination: 40%

Total: 100%



PROGRAMME: HIGHER NATIONAL DIPLOMA IN HEALTH EDUCATION AND PROMOTION		
COURSE TITLE: Computer Application in Health Education and Promotion II	COURSE CODE: HEP 419	Contact Hours: 2 Hours/Week
Year: II Semester: I	Credit Unit: 2	Theoretical: 1 Hour/Week
	Pre-requisite: HEP 323	Practical: 1 Hour/Week
GOAL: This course is designed to equip students with the basic knowledge and practical skills to effectively apply computer technologies in Health Education and Promotion		
GENERAL OBJECTIVES		
<p>At the end of this course, the student should be able to:</p> <ol style="list-style-type: none"> 1.0 Understand the importance of computer literacy in Health Education and Promotion; 2.0 Understand the management of health information systems; 3.0 Understand the application of digital communication tools in Health Education; 4.0 Understand, analyze and interpret health data. 		

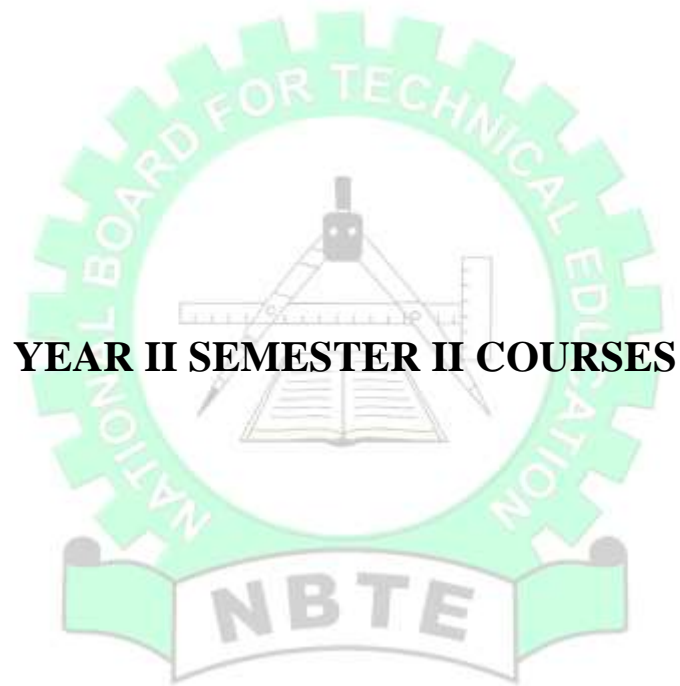


PROGRAMME: HIGHER NATIONAL DIPLOMA IN HEALTH EDUCATION AND PROMOTION						
Course Title: Computer Application in Health Education and Promotion			Course Code: HEP 419		Contact Hours: 2 Hours/Week	
			Credit Unit: 2		Theoretical: 1 Hour/Week	
Year: II Semester: I			Pre-requisite: HEP 323		Practical: 1 Hour/Week	
COURSE SPECIFICATION: Theoretical and Practical						
GOAL: This course is designed to equip students with the basic knowledge and practical skills to effectively apply computer technologies in Health Education and Promotion						
General Objective 1.0: Understand the importance of computer literacy in Health Education and Promotion						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher's Activities	Resources	Specific Learning Outcome	Teacher's Activities	Resources
1-4	1.1 Describe basic computer concepts, hardware, software, and operating systems. 1.2 Explain how to operate basic computer applications e.g i. Electronic Health record; ii. Hospital management systems AI; iii. Digital classrooms; iv. Telemedicine and tele health applications, SPSS, Kobocollect, EPI INFO, Stata, Office productivity	<ul style="list-style-type: none"> Explain the basic computer concepts, hardware, software, and operating systems and their applications in health education and promotion. Explain how to operate basic computer applications e.g Electronic Health records, Hospital management systems AI, Digital classrooms, telemedicine and tele health applications, SPSS, Kobocollect, EPI INFO, Stata, Office productivity 	Laptop Computers, smart board, Projector, Writing Materials, White board, Markers, Internet etc	<ul style="list-style-type: none"> Navigate MS Word document, MS Excel spread sheets, Power Point presentation tools etc Use MS Word to generate reports, articles, term papers etc Use MS Excel spread sheets to process and visualise health data Use MS Power Point to prepare presentation slides 	Guide students to: <ul style="list-style-type: none"> Navigate and process word document, EXCEL spreadsheets, power point presentation tools, etc Demonstrate to students how to navigate health-related software and online platforms confidently 	Laptop Computers, smart board, Projector, Writing Materials, White board, Markers, Internet etc

	softwares (EXCELL, Microsoft word etc.) Atlas.ti 1.3 Explain how to navigate health-related software and online platforms.	softwares (EXCELL, Microsoft word etc.) Atlas.ti • Explain and show how to navigate health-related software and online platforms confidently.		• Navigate health-related software and online platforms confidently		
General Objective 2.0: Understand the management of health information systems						
5-7	2.1 Explain the use of computers in managing health data. 2.2 Describe electronic health records (EHRs), databases, and data security. 2.3 Describe input, retrieve, and update of patient's or community health data 2.4 Explain the application of principles of data security and confidentiality in digital health systems.	<ul style="list-style-type: none"> Describe the use of computer in managing health data Explain electronic health records (EHRs), databases, and data security. Explain how to input, retrieve, and update patient's or community health data using electronic health records (EHRs). Describe the application of data security and confidentiality principles in digital health system such as encryption, access 	Laptop computers, smart board, Projector, Writing Materials, White board, Markers, Internet etc	<ul style="list-style-type: none"> Use computers to manage health data Identify electronic health records, data bases and how to apply data security Input, retrieve and update patient or community health data using electronic health records 	<p>Demonstrate the use of computers in managing health data</p> <p>Show samples of electronic health records, data bases and how to apply data security</p> <p>Demonstrate how to input, retrieve and update patient or community health data using electronic health records</p>	Practical manuals,

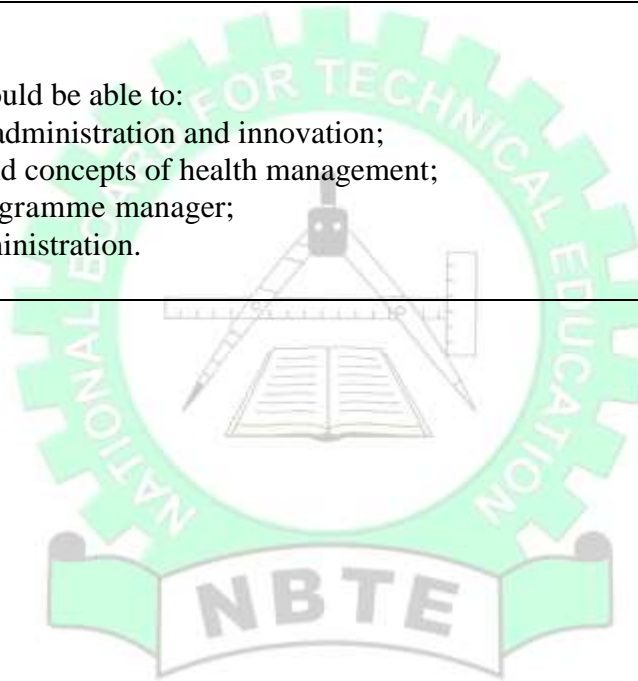
		control, anonymization, regular audit compliance etc.				
General Objective 3.0: Understand the application of digital communication tools in Health Education						
8-11	<p>3.1 Describe the use of digital tools for effective communication with patients, communities, and stakeholders</p> <p>3.2 Explain the application of multimedia and online platforms for health campaigns.</p> <p>3.3 Explain the design of multimedia health education materials (videos, infographics, interactive modules).</p> <p>3.4 Describe the use of email, social media, and online platforms to disseminate health promotion messages.</p>	<ul style="list-style-type: none"> Explain how to use digital tools for effective communication with patients, communities, and stakeholders for health campaigns (SMS/WhatsApp, social media, Email newsletters, video conferencing, mobile app for community engagement). Discuss how to create multimedia health education materials (videos, infographics, interactive modules). Explain how to use email, social media, and online platforms to disseminate health promotion 	Laptop computers, smart board, Projector, Writing Materials, White board, Markers, Internet Pictures etc	<ul style="list-style-type: none"> Use digital tools for health campaigns (SMS, social media platforms, email newsletters, video conferencing, mobile app for community engagement etc.). Design multimedia health education materials (videos, infographics, interactive modules). Use email, social media, and online platforms to disseminate health promotion messages. 	<p>Guide students to:</p> <ul style="list-style-type: none"> Use digital tools for health campaigns (SMS/WhatsApp, social media, Email newsletters, video conferencing, mobile app for community engagement etc). Design multimedia health education materials (videos, infographics, interactive modules). Use email, 	Laptop computers, smart board, Projector, Writing Materials, White board, Markers,

		messages.			social media, and online platforms to disseminate health messages.	
General Objective 4.0: Understand how to analyse and interpret health data						
12-15	<p>4.1 Describe the application of statistical and analytical software to interpret health data.</p> <p>4.2 Describe the use of computers for epidemiological studies and health research</p> <p>4.3 Describe how to generate charts, graphs, and reports to support evidence-based health decisions.</p>	<ul style="list-style-type: none"> Describe the application of statistical and analytical software to interpret health data. Describe the use of computers for epidemiological studies and health research Explain types of charts, graphs, and reports to support evidence-based health decisions and how to generate them. 	Laptop computers, smart board, Projector, Writing Materials, White board, Markers, Internet etc	<ul style="list-style-type: none"> Navigate Statistical and analytical software (SPSS, R, SAS, Stata, Excel ect). Use Statistical software to analyse and visualize simple health data sets 	Guide students to: <ul style="list-style-type: none"> Navigate in Statistical and analytical software (SPSS, R, SAS, Stata, EXCEL ect). 	Laptop computers, smart board, Projector, Writing Materials, White board, Markers
<p>Course Assessment: Course work: 10% Test/Assignments: 10% Practical: 40% Examination: 40% Total: 100%</p>						



YEAR II SEMESTER II COURSES

PROGRAMME: HIGHER NATIONAL DIPLOMA IN HEALTH EDUCATION AND PROMOTION		
COURSE TITLE: Advanced Health Administration and Innovation	COURSE CODE: HEP 421	Contact Hours: 2 Hours/Week
Year: II Semester: II	Credit Unit:2	Theoretical: 1 Hour/Week
	Pre-requisite:	Practical: 1 Hour/Week
GOAL: This course is designed to equip the students with knowledge and skills to plan, implement and evaluate health services.		
GENERAL OBJECTIVES		
<p>At the end of this course, the student should be able to:</p> <ol style="list-style-type: none"> 1.0 Understand the concept of health administration and innovation; 2.0 Understand the basic principles and concepts of health management; 3.0 Know the qualities of a health programme manager; 4.0 Know the principles of health administration. 		

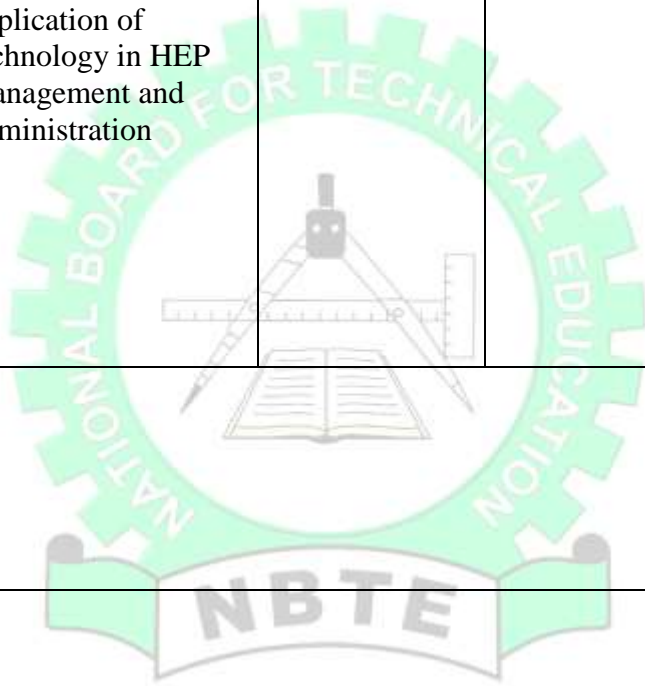


PROGRAMME: HIGHER NATIONAL DIPLOMA IN HEALTH EDUCATION AND PROMOTION						
Course Title: Advanced Health Administration and Innovation			Course Code: HEP 421		Contact Hours: 2Hours/Week	
			Credit Unit: 2		Theoretical: 1 Hour/Week	
Year: II Semester: II			Pre-requisite: -		Practical:1Hour/Week	
COURSE SPECIFICATION: Theoretical and Practical						
GOAL: This course is designed to equip the students with knowledge and skills to plan, implement and evaluate health services.						
General Objective 1.0: Understand the concept of health administration and innovation						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher's Activities	Resources	Specific Learning Outcome	Teacher's Activities	Resources
1-4	1.1 Define administration. 1.2 Define innovation. 1.3 Explain the concept of management. 1.4 Differentiate between administration and management. 1.5 Define health administration and management. 1.6 Explain the administration and management challenges. 1.7 Discuss innovations in administration and management of health education and promotion activities.	<ul style="list-style-type: none"> • Explain the following concept: -Administration -Innovation -Management. • Differentiate between administration and management • Explain health administration and management • Discuss the administration and management challenges. • Discuss innovations in administration and management of 	Laptop Computers, smart board, Projector, Writing Materials, White board, Markers, Internet etc			

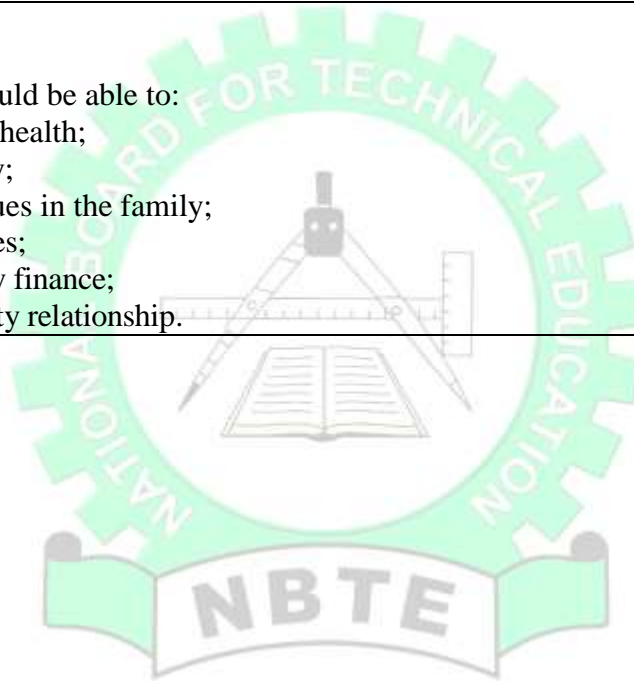
		health education and promotion activities.				
General Objective 2.0: Know the basic principles and concepts of health management						
5-7	<p>2.1 State the basic management theories.</p> <p>2.2 Explain traditional administrative theories.</p> <p>2.3 Explain basic management theories</p> <p>2.4 List the management functions.</p> <p>2.5 Explain management functions.</p> <p>2.6 Explain organizational structure.</p>	<ul style="list-style-type: none"> • Explain the basic management theories • Explain traditional administrative theories • Explain basic management theories • Explain the management functions • Explain management functions • Explain organizational structure 	Textbooks, Lecture Notes, Chart	<ul style="list-style-type: none"> • Draw organizational structure using software packages. 	<p>Guide students to</p> <ul style="list-style-type: none"> • Draw organizational structure 	<p>Flip book</p> <p>Flex banner</p> <p>Diagram chart</p> <p>Pictures</p> <p>Marker</p> <p>Marker board</p>
General Objective 3.0: Know the qualities of a health programme manager						
8-11	<p>3.1. Define a health programme manager.</p> <p>3.2. Explain the qualities of an effective health programme manager.</p> <p>3.3. List leadership styles, and leadership roles in health management..</p> <p>3.4. Explain motivation and communication in health management.</p> <p>3.5. Explain the</p>	<ul style="list-style-type: none"> • Explain manager in relation to health programme • Explain the qualities of an effective health programme manager • Explain leadership styles, leadership roles, motivation and communication in health management 	Textbooks, Lecture Notes etc	<ul style="list-style-type: none"> • Identify qualities and roles of an effective manager • Role play showcasing the qualities of a manager 	<p>Guide the students to:</p> <ul style="list-style-type: none"> • Identify qualities and roles of an effective manager • Role play showcasing the qualities of a manager 	<p>Flip book</p> <p>Flex banner</p> <p>Diagram chart etc</p>

	<p>competence of health manpower.</p> <p>3.6. Explain the process of health manpower, planning, development and recruitment.</p> <p>3.7. Explain the relationship between various health professionals.</p>	<ul style="list-style-type: none"> Analyse the competence of health manpower Explain the process of health manpower, planning, development and recruitment Explain the relationship between various health professionals 				
General Objective 4.0: Know the principles of health administration.						
12-15	<p>4.1. Explain principles of health administration.</p> <p>4.2. Explain the components of the health programme.</p> <p>4.3. Explain system approaches in Health administration.</p> <p>4.4. Explain health policy and programme planning.</p> <p>4.5. Explain resources and their management.</p> <p>4.6. State the steps in health programme administration.</p> <p>i. Health</p>	<ul style="list-style-type: none"> Explain principles of health administration Explain the components of the health programme. Explain system approaches in Health administration. Explain health policy and programme planning. Identify resources and their management. State the steps in health programme administration. <ul style="list-style-type: none"> Health programme planning Health programme 	Textbooks, Lecture Notes, Projector	<ul style="list-style-type: none"> Prepare a SWOT analysis of the organization. Prepare 5 Ws of Planning, Gant chart etc. Demonstrate preparation of duty rosters 	<ul style="list-style-type: none"> Show students how to prepare organogram of an organization. Draw out SWOT analysis of the organization Prepare 5 Ws of Planning, Gant chart etc. Guide students to design a duty roster. 	Flip book, Chart, sample organogram, projector, Makers

	<p>programme planning</p> <p>ii. Health programme implementation</p> <p>iii. Health programme monitoring & evaluation</p> <p>iv. Health information management</p> <p>4.9 Explain the application of technology in HEP management and administration.</p>	<p>implementation</p> <ul style="list-style-type: none"> ▪ Health programme monitoring & evaluation ▪ Health information management • Explain the application of technology in HEP management and administration 				
<p>Course Assessment: Course work: 10% Test/Assignments: 10% Practical: 40% Examination: 40% Total: 100%</p>						



PROGRAMME: HIGHER NATIONAL DIPLOMA IN HEALTH EDUCATION AND PROMOTION		
COURSE TITLE: Family Health Education and Promotion	COURSE CODE: HEP 422	Contact Hours: 2 Hours/Week
Year: II Semester: II	Credit Unit: 2	Theoretical: 1 Hour/Week
	Pre-requisite:	Practical: 1 Hour/Week
GOAL: This course is designed to equip students with the knowledge of health and lifestyle in relation to family health education issues.		
GENERAL OBJECTIVES		
<p>At the end of this course, the student should be able to:</p> <ol style="list-style-type: none"> 1.0 Understand the concept of Family health; 2.0 Know the institutions of the family; 3.0 Know the various socio-health issues in the family; 4.0 Know parenting and parenting styles; 5.0 Understand the dynamics of Family finance; 6.0 Understand school home community relationship. 		



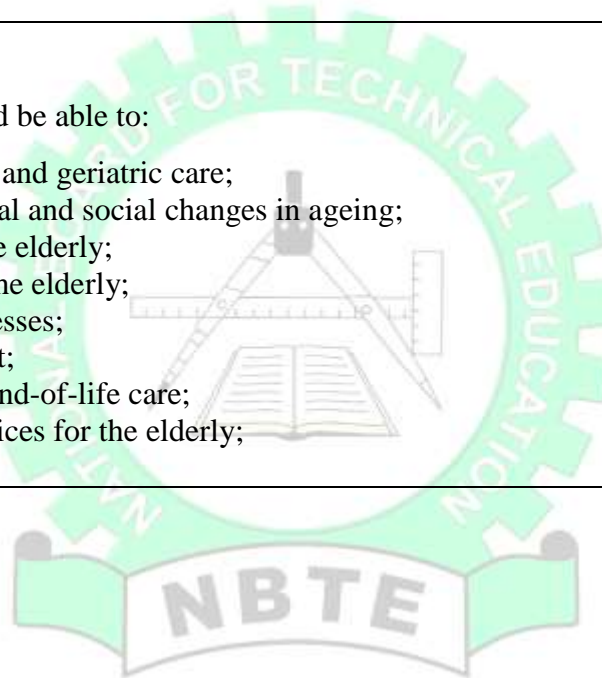
PROGRAMME: HIGHER NATIONAL DIPLOMA IN HEALTH EDUCATION AND PROMOTION							
Course Title: Family Health Education and Promotion			Course Code: HEP422		Contact Hours: 2 Hours/Week		
			Credit Unit: 2		Theoretical: 1Hour/Week		
Year: II Semester: II			Pre-requisite: -		Practical: 1 Hour/Week		
COURSE SPECIFICATION: Theoretical and Practical							
GOAL: This course is designed to equip students with the knowledge of health and lifestyle in relation to family health education issues.							
General Objective 1.0: Understand the concept of Family health							
THEORETICAL CONTENT				PRACTICAL CONTENT			
Week	Specific Learning Outcome	Teacher's Activities	Resources	Specific Learning Outcome	Teacher's Activities	Resources	
1-2	1.1 Define health in terms of: i. Wellness ii. Lifestyle iii. Health determinants iv. Models 1.2 Define family. 1.3 Define family health. 1.4 Define family health education.	<ul style="list-style-type: none"> Define health: Wellness Lifestyle health determinants models Define family Define family health Define family health education 	Laptop Computers, smart board, Projector, Writing Materials, White board, Markers, Internet etc				
General Objective 2.0: Know the institutions of the family.							
3-5	2.1 Explain family in terms of: i. Nature ii. Types iii. Role and functions 2.2 Explain family as the core of early childhood education	<ul style="list-style-type: none"> Describe nature, types, roles and functions of a family Explain the relationship between family and early childhood education 	Laptop computers, smart board, Projector, Writing Materials, White board, Markers,	<ul style="list-style-type: none"> Demonstrate family members and role play. 	Guide students to: <ul style="list-style-type: none"> Observe while demonstrating family 	Chairs, Tables Video clip Charts Poster PA system	

	<p>2.3 Explain marriage and divorce.</p> <p>2.4 Explain family as an agent of social change</p> <p>2.5 Identify various adolescents' issues in the family.</p> <p>2.6 Discuss solutions to adolescents' issues in the family</p>	<ul style="list-style-type: none"> • Explain reasons for divorce • Explain family as an agent of social change • Identify various adolescents' issues in the family • Discuss solutions to adolescents' issues in the family 	Internet etc		members and roles.	
General Objective 3.0: Know the various socio-health issues in the family.						
6-8	<p>3.1 Discuss the concept of socio-health issues.</p> <p>3.2 Explain childhood illness in the family</p> <p>3.3 Discuss prevention of childhood illness, adolescent health problems and care of the elderly in the family</p> <p>3.4 Explain Family and stress under the following:</p> <ol style="list-style-type: none"> Stress Stages of stress Source of stress Coping strategies of stress <p>3.5 Identify various family lifestyle issues</p>	<ul style="list-style-type: none"> • Narrate socio-health issues. • Explain childhood illness in the family • Explain prevention of childhood illness, adolescent health problems and care of the elderly in the family • Explain Family and stress under the following: <ul style="list-style-type: none"> - stress - stages of stress - source of stress - coping strategies of stress • Discuss various family lifestyle 	Laptop computers, smart board, Projector, Writing Materials, White board, Markers, Internet Pictures	<ul style="list-style-type: none"> • Use AI applications to illustrate various socio-health family issues: <ul style="list-style-type: none"> - Childhood illness - Family and stress - Family lifestyle • Give health talk on child immunization schedules and other lifestyle issues in the family. 	<p>Guide the students to</p> <ul style="list-style-type: none"> • Identify various socio-health family issues: <ul style="list-style-type: none"> - Childhood illness - Family and stress - Family lifestyle • Give health talk on child immunization schedules and other lifestyle issues in the 	<p>Flip book, Flip chart, Video clip, Posters, Projector</p> <p>Sample child health card, Models, AI applications, computers etc</p>

	<ul style="list-style-type: none"> i. Nutrition; ii. Exercise; iii. Obesity; iv. Sexually Transmitted Infections (STIs); v. Pelvic inflammatory Diseases (PID); vi. Female Genital Mutilation (FGM) etc. vii. Child spacing in the family 	<p>issues</p> <ul style="list-style-type: none"> • Nutrition • Exercise • Obesity • Sexually Transmitted Infections (STIs) • Female Genital Mutilation (FGM) etc. • Child spacing in the family 			family.	
General Objective 4.0: Know parenting and parenting styles						
9-11	<ul style="list-style-type: none"> 4.1 Define parenting. 4.2 List types of parenting styles. 4.3 Discuss parenting styles. 4.4 Explain the implications of the different parenting styles. 	<ul style="list-style-type: none"> • Explain Parenting • Explain types of parenting styles • Explain Parenting styles • Explain the implications of the different parenting styles 	Laptop computers, smart board, Projector, Writing Materials, White board, Markers, Internet Pictures			
General Objective 5.0: Understand the dynamics of Family finance						
12-13	<ul style="list-style-type: none"> 5.1 Explain the concept of family finance. 5.2 Discuss the dynamics of family finance 5.3 Explain the roles of different family 	<ul style="list-style-type: none"> • Explain the concept of family finance • Explain the dynamics of family finance • Explain the roles of 	Laptop computers, smart board, Projector, Writing Materials,			

	members in the family's finances	different family members in the family's finances	White board, Markers, Internet Pictures			
General Objective 6.0: Understand school home community relationship						
14-15	<p>6.1 Discuss school health programmes.</p> <p>6.2 Explain the components of school health programmes</p> <p>6.3 Discuss the roles of health educators in health promoting schools.</p> <p>6.4 Explain school health policy.</p>	<ul style="list-style-type: none"> • Explain school health programmes • Explain the components of school health programmes • Explain the roles of health educators in health promoting schools • Explain school health policy 	<p>Laptop computers, smart board, Projector, Writing Materials, White board, Markers, Internet Pictures</p> <p>Policy documents</p>			
<p>Course Assessment: Course work: 10% Test/Assignments: 10% Practical: 40% Examination: 40% Total: 100%</p>						

PROGRAMME: HIGHER NATIONAL DIPLOMA IN HEALTH EDUCATION AND PROMOTION		
COURSE TITLE: Geriatric and Death Education	COURSE CODE: HEP 423	Contact Hours: 2 Hours/Week
Year: II Semester: II	Credit Units: 2	Theoretical:1 Hour/Week
	Pre-requisite:	Practical: 1 Hour/Week
GOAL: This course is designed to equip learners with knowledge and skills on ageing, care of the elderly, death education, grief management and end-of-life care to improve quality of life and dignity in old age.		
GENERAL OBJECTIVES		
At the end of this course, the student should be able to:		
<ol style="list-style-type: none"> 1.0 Understand the concept of ageing and geriatric care; 2.0 Understand physical, psychological and social changes in ageing; 3.0 Understand health problems of the elderly; 4.0 Understand care and support for the elderly; 5.0 Understand death and dying processes; 6.0 Understand grief and bereavement; 7.0 Understand death education and end-of-life care; 8.0 Understand policies and care services for the elderly; 9.0 Understand the theories of aging. 		



PROGRAMME: HIGHER NATIONAL DIPLOMA IN HEALTH EDUCATION AND PROMOTION							
Course Title: Geriatric and Death Education			Course Code: HEP 423		Contact Hours: 2Hours/Week		
			Credit Unit: 2		Theoretical: 1Hour/Week		
Year: II Semester: II			Pre-requisite: -		Practical: 1 Hour/Week		
COURSE SPECIFIFCATION: Theoretical and Practical							
GOAL: This course is designed to equip learners with knowledge and skills on ageing, care of the elderly, death education, grief management and end-of-life care to improve quality of life and dignity in old age.							
General Objective 1.0: Understand the concept of ageing and geriatric care							
THEORETICAL CONTENT				PRACTICAL CONTENT			
Week	Specific Learning Outcome	Teacher's Activities	Resources	Specific Learning Outcome	Teacher's Activities	Resources	
1-2	1.1 Explain ageing. 1.2 Define geriatric care 1.3 List the stages of ageing. 1.4 Describe ageing characteristics.	<ul style="list-style-type: none"> • Explain Ageing • Explain geriatric care • List the stages of ageing • Explain ageing characteristics 	Laptop Computers, smart board, Projector, Writing Materials, White board, Markers, Internet, video Clips etc	<ul style="list-style-type: none"> • Identify elderly persons in the community • Identify ageing characteristics 	Guide students to: <ul style="list-style-type: none"> • Identify elderly persons in the community • Identify ageing characteristics 	Charts, posters, Video Clips etc	
General Objective 2.0: Understand changes in ageing							
3-4	2.1 Explain physical changes in ageing. 2.2 Explain psychological changes in ageing. 2.3 Explain mental changes like memory loss and depression with examples such as: forgetfulness and	<ul style="list-style-type: none"> • Explain physical changes in ageing • Explain psychological changes in ageing • Explain mental changes like memory loss and depression with 	Laptop computers, smart board, Projector, Writing Materials, White board, Markers, Internet etc	<ul style="list-style-type: none"> • Write a technical report on field observation of ageing changes in elderly persons through home visits 	Guide students in field observation	Charts, Videos' Home visits	

	loneliness. 2.4 Explain social changes like retirement and isolation with examples such as reduced income and loss of friends or spouse.	examples such as forgetfulness and loneliness. • Explain social changes like retirement and isolation with examples such as reduced income and loss of friends or spouse				
General Objective 3.0: Understand health problems of the elderly						
5-7	3.1 Identify common diseases in old age. 3.2 Explain causes of geriatric diseases. 3.3 Discuss prevention of diseases in elderly.	<ul style="list-style-type: none"> • Discuss diseases like arthritis, hypertension, diabetes, Cancer, Dementia etc • Explain causes such as ageing, poor lifestyle, and genetics with examples like inactivity leading to arthritis and poor diet causing hypertension. • Discuss prevention through healthy lifestyle and care with examples like balanced diet, regular exercise, and routine medical check-ups. 	Laptop computers, smart board, Projector, Writing Materials, White board, Markers, Internet Pictures Videos etc	<ul style="list-style-type: none"> • Identify signs and symptoms of elderly diseases 	Guide students to: <ul style="list-style-type: none"> • Identify signs and symptoms of elderly diseases 	Charts, posters, video Clips etc
General Objective 4.0: Understand care and support for the elderly						

8-9	<p>4.1 Explain elderly care practices.</p> <p>4.2 Describe family and community support</p> <p>4.3 Explain nutrition and hygiene for elderly</p> <p>4.4 Discuss geriatric pregnancy, its myths and misconceptions.</p>	<ul style="list-style-type: none"> • Explain care giving techniques and support systems • Describe support systems with examples such as family care, community assistance, and social services helping the elderly with daily needs. • Explain proper nutrition and hygiene with examples such as balanced meals, regular bathing, oral care, and clean living environments. • Explain geriatric pregnancy, its myths and misconceptions 	<p>Laptop computers, smart board, Projector, Writing Materials, White board, Markers, Internet etc</p>	<ul style="list-style-type: none"> • Demonstrate basic care for elderly (feeding, hygiene) etc. 	<p>Supervise practical demonstrations</p>	<p>Charts</p>
<p>General Objective 5.0: Understand death and dying</p>						
10	<p>5.1 Define death and dying.</p> <p>5.2 Explain stages of dying.</p> <p>5.3 Explain signs of approaching death.</p>	<ul style="list-style-type: none"> • Define death as the end of life and dying as the process leading to it, e.g. terminal illness or natural death in old age. • Explain stages of 	<p>Laptop computers, smart board, Projector, Writing Materials, White board,</p>	<ul style="list-style-type: none"> • Simulate real-life scenarios of death and dying 	<p>Guide group discussions</p>	<p>Videos, reading materials, charts</p>

		<p>dying using examples from the Kübler-Ross model: denial, anger, bargaining, depression, and acceptance.</p> <ul style="list-style-type: none"> • Explain signs such as reduced consciousness, irregular breathing, and loss of appetite as indicators of imminent death. 	<p>Markers, Internet Pictures Videos etc</p>			
General Objective 6.0: Understand grief and bereavement						
11	<p>6.1 Define grief and bereavement.</p> <p>6.2 Explain stages of grief.</p> <p>6.3 Discuss coping strategies during grief.</p>	<ul style="list-style-type: none"> • Define grief as the emotional response to loss and bereavement as the period of mourning, using examples like loss of a spouse or close family member. • Explain stages of grief with examples from the Kübler-Ross model: denial, anger, bargaining, depression, and acceptance. • Identify coping strategies such as counseling, support 	<p>Laptop computers, smart board, Projector, Writing Materials, White board, Markers, Internet Pictures Videos etc</p>	<ul style="list-style-type: none"> • Carryout grief counselling 	<p>Guide students to:</p> <ul style="list-style-type: none"> • Carryout grief counselling 	<p>Charts, videos</p>

		groups, prayer, and social engagement to help manage grief.				
General Objective 7.0: Understand death education and end-of-life care						
12	<p>7.1 Explain death education.</p> <p>7.2 Discuss end-of-life care.</p> <p>7.3 Explain importance of palliative care.</p>	<ul style="list-style-type: none"> • Explain death education as teaching about death, dying, and coping with loss. Eg classroom discussions and community awareness programs. • Discuss end-of-life care as supporting terminally ill patients, with examples like pain management, emotional support, and hospice services. • Explain palliative care as improving quality of life for patients with serious illness, with examples like symptom relief, counseling, and family support. 	<p>Laptop computers, smart board, Projector, Writing Materials, White board, Markers, Internet Pictures Videos etc</p>	<ul style="list-style-type: none"> • Develop care plan for terminally ill patients 	<p>Guide students in care planning and home visit</p>	<p>Charts, posters</p>

General Objective 8.0: Understand policies and care services for the elderly						
13	<p>8.1 Explain national policies on ageing and elderly care.</p> <p>8.2 List social services available for the elderly.</p> <p>8.3 Discuss roles of government, NGOs and families in elderly care.</p>	<ul style="list-style-type: none"> • Discuss policies on ageing and elderly welfare • Explain roles of government and support organizations 	<p>Laptop computers, smart board, Projector, Writing Materials, White board, Markers, Internet Pictures Videos etc</p>	<ul style="list-style-type: none"> • Identify elderly care services within the community • Prepare report on available support systems 	<p>Guide Home Visit, community survey and reporting</p>	<p>Charts, posters, reports</p>
General Objective 9.0: Understand the theories of aging						
14-15	<p>9.1 List different theories of aging.</p> <p>9.2 List different theories of death.</p> <p>9.3 Discuss the theories of aging such as wear and tear, longevity theory, cross-linking theory endocrine theory etc.</p> <p>9.4 Discuss the theories of death such as existential theory of death, dream theory, biological death theory etc.</p> <p>9.5 Explain the application of the aging theories</p>	<ul style="list-style-type: none"> • Explain different theories of aging • Explain different theories of death • Explain the theories of aging such as wear and tear, longevity theory, Cross-linking theory endocrine theory etc. • Explain the theories of death such as existential theory of death, dream theory, biological death theory etc. • Explain the application of the aging theories 	<p>Laptop computers, smart board, Projector, Writing Materials, White board, Markers, Internet Pictures Videos etc</p>			

	9.6 Explain the application of the death theories	<ul style="list-style-type: none">• Explain the application of the death theories				
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Course Assessment:

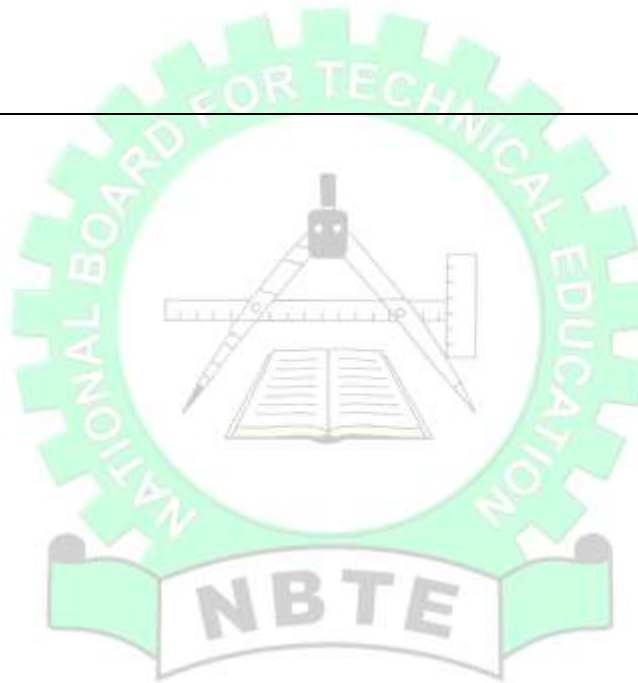
Course work: 10%

Test/Assignments: 10%

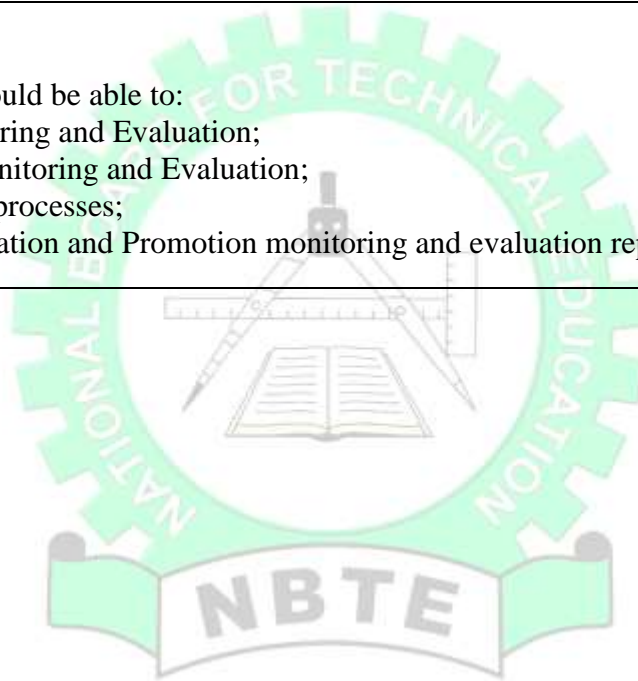
Practical: 40%

Examination: 40%

Total: 100%



PROGRAMME: HIGHER NATIONAL DIPLOMA IN HEALTH EDUCATION AND PROMOTION		
COURSE TITLE: Monitoring and Evaluation in Health Education and Promotion	COURSE CODE:HEP 424	Contact Hours: 2 Hours/Week
Year: II Semester: II	Credit Unit: 2	Theoretical: 1 Hour/Week
	Pre-requisite:	Practical: 1 Hour/Week
GOAL: This course is designed to provide the students with the fundamental knowledge and skills of Monitoring and Evaluation processes		
GENERAL OBJECTIVES		
<p>At the end of this course, the student should be able to:</p> <ol style="list-style-type: none"> 1.0 Understand the concept of Monitoring and Evaluation; 2.0 Understand the Techniques of Monitoring and Evaluation; 3.0 Know monitoring and evaluation processes; 4.0 Know Preparation of Health Education and Promotion monitoring and evaluation report. 		



PROGRAMME: HIGHER NATIONAL DIPLOMA IN HEALTH EDUCATION AND PROMOTION							
Course Title: Monitoring and Evaluation in Health Education and Promotion				Course Code: HEP 424		Contact Hours: 2Hours/Week	
				Credit Unit: 2		Theoretical: 1Hour/Week	
Year: II Semester: II				Pre-requisite: -		Practical: 1Hour/Week	
COURSE SPECIFICATION: Theoretical and Practical							
GOAL: This course is designed to provide the students with the fundamental knowledge and skills of Monitoring and Evaluation processes.							
General Objective 1.0: Understand the concept of Monitoring and Evaluation.							
THEORETICAL CONTENT				PRACTICAL CONTENT			
Week	Specific Outcome	Learning	Teacher's Activities	Resources	Specific Learning Outcome	Teacher's Activities	Resources
1-3	1.1 Define the concept of Monitoring. 1.2 Define the concept of Evaluation 1.3 Explain the purposes of Monitoring and Evaluating of Projects Under: i. Probing/ Investigation ii. Assessment iii. Supervision iv. Follow up v. Feed back vi. Cross checking vii. Tracking viii. Measurement 1.4 Discuss Monitoring in terms of:		<ul style="list-style-type: none"> • Explain the concepts of Monitoring and Evaluation • Describe the purposes of Monitoring and Evaluating of Projects • Explain Monitoring and Evaluation. • Explain principles of Monitoring and Evaluation in health programs • Explain principles of Monitoring and Evaluation in health programs 	Laptop Computers, smart board, Projector, Writing Materials, White board, Markers, Internet etc			

	<p>i Concurrent tracking of events, activity, programme</p> <p>ii Supervision of Events and activities</p> <p>iii Direct Participation in Events and activities</p> <p>1.5 Discuss Evaluation for:</p> <p>i Specific period;</p> <p>ii On the spot assessment targeted at results only</p> <p>1.6 List the principles of Monitoring and Evaluation in health programmes</p>					
General Objective 2.0: Understand the Techniques of Monitoring and Evaluation						
4-6	<p>2.1 Explain the following Evaluation Techniques for evaluation of programme:</p> <p>i. Written Questionnaires;</p> <p>ii. Informal Oral Interview;</p> <p>iii. Structured interviews;</p> <p>iv. Group discussion Methods;</p> <p>v. Observation</p> <p>vi. Survey;</p>	<ul style="list-style-type: none"> • Explain Evaluation Techniques, types and indicators for evaluation of programme • Explain the importance of indicators in monitoring and evaluation. 	<p>Textbooks</p> <p>Charts, posters and Reading materials</p> <p>Techniques</p> <p>Sample tools</p>	<ul style="list-style-type: none"> • Conduct evaluation techniques • Identify monitoring indicators 	<p>Guide students to:</p> <ul style="list-style-type: none"> • Conduct evaluation techniques • Identify monitoring indicators 	<p>Sample questionnaire</p> <p>Sample survey case study guide</p> <p>Checklist</p> <p>Existing records</p> <p>Community visits etc</p>

	<p>vii. Case Studies; viii. Checklist; ix. Slides Photos or Drawings</p> <p>2.2 Explain Monitoring Indicators</p> <p>2.3 Discuss types of indicators e.g. i. Quantitative Indicators/Output indicators. ii. Qualitative indicators/Outcome indicators.</p> <p>2.4 State the importance of indicators in monitoring and evaluation.</p>					
General Objective 3.0: Know monitoring and evaluation processes.						
7-11	<p>3.1 Explain the development of logical frameworks for health program monitoring</p> <p>3.2 Describe design of indicators for health education programs</p> <p>3.3 Explain the procedures for data collection methods in HEP and M&E</p> <p>3.4 Explain electronic</p>	<ul style="list-style-type: none"> • Explain the development of logical frameworks for health programs • Describe how to design indicators for health education programs • State the procedure for data collection methods in M&E • Explain electronic data collection tools. 	Textbooks Charts, posters and Reading materials	<ul style="list-style-type: none"> • Develop framework for evaluation using one of the techniques • Design indicators for health education programs • Apply data collection methods in M&E 	Guide students to: <ul style="list-style-type: none"> • Develop logical frameworks for health programs • Design indicators for health education programs • Apply data 	Charts Posters Educational videos Locations Data collection tools

	<p>data collection tools such as:</p> <ol style="list-style-type: none"> i. ODK ii. Kobo collect iii. Google Forms etc. 				<p>collection methods in M&E</p>	
General Objective 4.0: Know Preparation of Health Education and Promotion monitoring and evaluation reports						
12-15	<p>4.1 Define report in Monitoring and Evaluating (M&E)</p> <p>4.2 Explain the preparation of M&E reports.</p> <p>4.3 State the importance of M&E reports.</p>	<ul style="list-style-type: none"> • Explain Preparation of HEP monitoring and evaluation reports and its importance. 	<p>Textbooks</p> <p>Charts, posters and r eading materials etc</p>	<ul style="list-style-type: none"> • Prepare Health Education and Promotion M&E reports • Evaluate health Education and promotion intervention report for result and dissemination. 	<p>Guide students to:</p> <ul style="list-style-type: none"> • Prepare HEP M&E reports • Evaluate health Education and promotion intervention report for result and dissemination 	<p>Report templates, projector Case study documents Short Video clips of HEP interventions etc</p>
<p>Course Assessment:</p> <p>Course work: 10%</p> <p>Test/Assignments: 10%</p> <p>Practical: 40%</p> <p>Examination: 40%</p> <p>Total: 100%</p>						

PROGRAMME: HIGHER NATIONAL DIPLOMA IN HEALTH EDUCATION AND PROMOTION		
COURSE TITLE: Consumer Health Education and Promotion	COURSE CODE: HEP 425	Contact Hours: 2 Hours/Week
Year: II Semester: II	Credit Unit: 2	Theoretical: 1 Hour/Week
	Pre-requisite:	Practical: 1 Hour/Week
GOAL: This course is designed to equip student with the concept of consumer health education, consumer regulatory bodies and their roles.		
GENERAL OBJECTIVES		
At the end of this course, the student should be able to:		
1.0 Understand the concept of consumer health education and consumer regulatory bodies;		
2.0 Understand health product and its safety;		
3.0 Understand rights of a consumer;		
4.0 Understand the concept of quackery, nostrum and advertisement of health product.		



PROGRAMME: HIGHER NATIONAL DIPLOMA IN HEALTH EDUCATION AND PROMOTION						
Course Title: Consumer Health Education and Promotion		Course Code: HEP 425		Contact Hours: 2 Hours/Week		
		Credit Unit: 2		Theoretical: 1 Hour/Week		
Year: II Semester: II		Pre-requisite: -		Practical: 1 Hour/Week		
COURSE SPECIFICATION: Theoretical and Practical						
GOAL: This course is designed to equip student with the concept of consumer health education, consumer regulatory bodies and their roles.						
General Objective 1.0: Understand the concept of consumer health education and consumer regulatory bodies						
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 term consumer health education. 1.2 List the consumer regulatory bodies such as: i. NAFDAC, ii. CCPC, iii. NDLEA, iv. SON etc 1.3 Explain the roles of consumer regulatory bodies such as: i. Providing education and information to consumers, ii. Monitoring compliance with	<ul style="list-style-type: none"> • Explain the term consumer health education. • Explain the consumer regulatory bodies such as NAFDAC, CCPC, NDLEA, SON • Discuss the roles consumer regulatory bodies such as providing education and information to consumers, monitoring compliance with regulations, setting standards for health 	Laptop Computers, smart board, Projector, Writing Materials, White board, Markers, Internet Relevant textbooks etc			

	<p>regulations</p> <p>iii. Setting standards for health care services and products</p> <p>iv. Investigating complaints and taking enforcement action etc</p>	<p>care services and products, investigating complaints and taking enforcement action</p>				
General Objective 2.0: Understand health product and its safety						
4-7	<p>2.1 Explain the term health product.</p> <p>2.2 State the stages involve in maintenance of health product safety such as pre- market approval, manufacturing, post-market surveillance, risk management, compliance and enforcement.</p> <p>2.3 Discuss the benefits of health product safety such as protection from harm or adverse effects, effective treatment of prevention of disease, trust in healthcare systems and products,</p>	<ul style="list-style-type: none"> Describe the uses of health product. Discuss maintenance of health product safety Discuss the benefits of health product safety. 	<p>Textbooks</p> <p>Charts, Reading materials, and manuals etc</p>	<ul style="list-style-type: none"> Demonstrate the benefits of health products 	<p>Guide students to:</p> <ul style="list-style-type: none"> Demonstrate the benefits of health products 	<p>posters, clips, flip books, videos etc</p>

	<p>reduced healthcare costs, improved public health outcomes.</p> <p>2.4 Explain the social marketing strategies of health products (4Ps+i.e. Price, Place, Promotion, People, Process and Physical Evidence)</p>					
General Objective 3.0: Understand rights of a consumer						
8-10	<p>3.1 Define consumer rights.</p> <p>3.2 List the consumer rights such as:</p> <ol style="list-style-type: none"> i. right to safety, ii. right to information iii. right to choose, iv. right to be heard v. right to redress. <p>3.3 Describe ways to become a knowledgeable consumer such as:</p> <ol style="list-style-type: none"> i. research products/services before buying, ii. read labels, iii. understand your needs and priorities, 	<ul style="list-style-type: none"> • Explain consumer rights. • List the consumer rights such as right to safety, right to information, right to choose, right to be heard, right to redress. • Describe ways to become a knowledgeable consumer such as research products/services before buying, read labels, understand your needs and priorities, compare options and prices, ask questions and 	<p>Laptop computers, smart board, Projector, Writing Materials, White board, Markers, Internet Pictures etc</p>			

	iv. compare options and prices, v. ask questions and seek advice when needed.	seek advice when needed.				
General Objective 4.0: Understand the concept of quackery, nostrum and advertisement of health product						
11-15	<p>4.1 Explain the term quackery.</p> <p>4.2 Describe the term nostrum.</p> <p>4.3 List the types of quacks in the health sector such as:</p> <ol style="list-style-type: none"> Fake medical practitioners Unlicensed pharmacies/chemists Counterfeit medicine sellers, Health scammers. <p>4.4 Explain the various ways of advertisement of health product such as:</p> <ol style="list-style-type: none"> Radio, Television, Social media, Newspapers/ magazines etc <p>4.5 List the stages of health product advertisement such as:</p>	<ul style="list-style-type: none"> Explain the term quackery. Describe the term nostrum. List the types of quacks in the health sector such as fake medical practitioners, unlicensed pharmacies/chemists , counterfeit medicine sellers, health scammers Explain the various ways of advertisement of health product such as radio, television, social media, and newspapers/ magazine. Identify the stages of health product advertisement such as pre- launch 	Textbooks Charts, Reading materials, and manuals etc	<ul style="list-style-type: none"> Conduct health talk session. Identify labelling on health products 	Guide students to: <ul style="list-style-type: none"> Conduct health talk session. Identify labelling on health products 	poster video Flipbook, charts, projector, sample of products etc

	<ul style="list-style-type: none"> i. Pre- launch planning, ii. Regulatory approval, iii. Creative development, iv. Media selection. Launch and monitoring 	planning, regulatory approval, creative development, media selection. Launch and monitoring				
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Course Assessment:

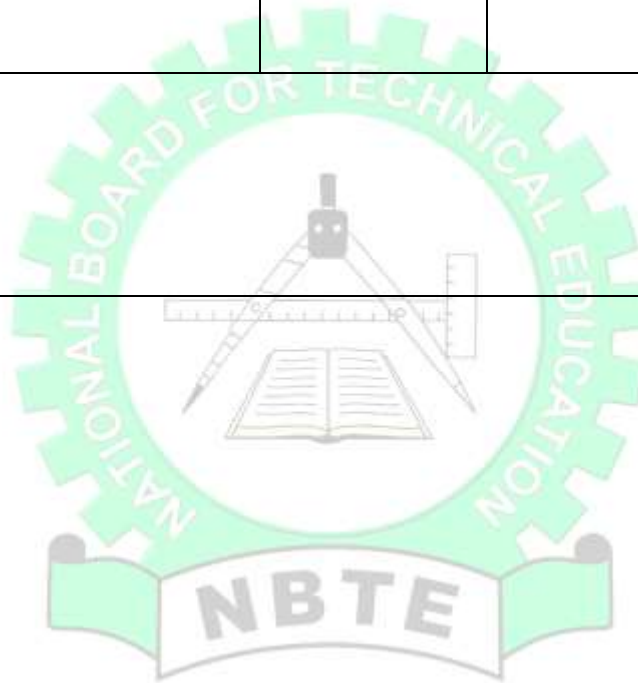
Course work: 10%

Test/Assignments: 10%

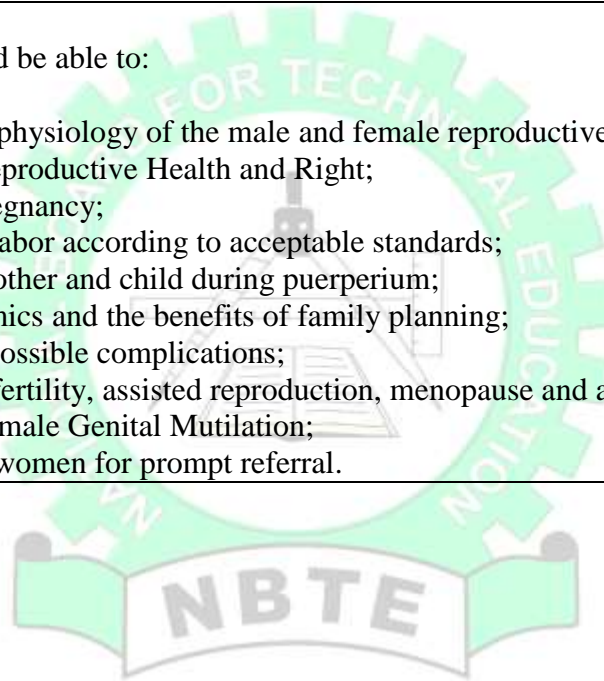
Practical: 40%

Examination: 40%

Total: 100%



PROGRAMME: HIGHER NATIONAL DIPLOMA IN HEALTH EDUCATION AND PROMOTION		
COURSE TITLE: Sexuality and Reproductive Health Education	COURSE CODE:HEP 426	Contact Hours: 3 Hours/Week
Year: II Semester: II	Credit Unit: 3	Theoretical: 1 Hour/Week
	Pre-requisite:	Practical:2 Hours/Week
GOAL: This course is designed to equip the student with the knowledge and skills to provide sexuality and reproductive health care in the society.		
GENERAL OBJECTIVES		
At the end of this course, the student should be able to:		
1.0	Understand the anatomy and physiology of the male and female reproductive systems;	
2.0	Understand the concept of Reproductive Health and Right;	
3.0	Understand the process of pregnancy;	
4.0	Understand the processes of labor according to acceptable standards;	
5.0	Understand the care of the mother and child during puerperium;	
6.0	Understand population dynamics and the benefits of family planning;	
7.0	Understand abortion and its possible complications;	
8.0	Understand the concept of infertility, assisted reproduction, menopause and andropause;	
9.0	Understand the concept of Female Genital Mutilation;	
10.0	Know the 'At Risk' pregnant women for prompt referral.	



PROGRAMME: HIGHER NATIONAL DIPLOMA IN HEALTH EDUCATION AND PROMOTION							
Course Title: Sexuality and Reproductive Health Education				Course Code: HEP 426		Contact Hours: 2 Hours/Week	
				Credit Unit: 3		Theoretical: 1 Hour/Week	
Year: II Semester: II				Pre-requisite: -		Practical: 2 Hours/Week	
COURSE SPECIFICATION: Theoretical and Practical							
GOAL: This course is designed to equip the student with the knowledge and skills to provide sexuality and reproductive health care in the society.							
General Objective 1.0: Understand the anatomy and physiology of the male and female reproductive systems.							
THEORETICAL CONTENT				PRACTICAL CONTENT			
Week	Specific Outcome	Learning	Teacher's Activities	Resources	Specific Learning Outcome	Teacher's Activities	Resources
1-2	1.1 Explain the anatomy and physiology of the male and female reproductive systems. 1.2 Explain the significance of the male and female reproductive organs in relation to family planning. 1.3 Explain the physiology of menstruation and the phases of the cycle 1.4 Explain menstrual disorders. 1.5 Explain the process of sperm formation. 1.6 Explain the types of		<ul style="list-style-type: none"> Explain anatomy and physiology of the male and female reproductive systems. Explain the significance of family planning. Explain the physiology of menstruation Describe the process of sperm formation. Identify menstrual disorders. Discuss the types of sexual 	White Board Marker, Projector Laptop Computer Models Charts Textbooks et	<ul style="list-style-type: none"> Draw and label the male and female reproductive organs 	Guides student to draw and label the male and female reproductive organs	Flip books Card board papers Markers Models Charts etc.

	sexual dysfunctions.	dysfunctions				
General Objective 2.0: Understand the concept of Reproductive Health and Right.						
3-4	2.1 Define Reproductive Health. 2.2 Define the right of a human to reproduce 2.3 Explain the factors that could influence Reproductive Health and Right e.g. i. Housing ii. Economy iii. Poor water supply etc. 2.4 Explain the role of the father, mother and child in Reproductive Health and Rights. 2.5 Explain specific adolescent reproductive health services/ youth friendly services. 2.6 Explain syndromic management of STIs and HIV/AIDS.	<ul style="list-style-type: none"> Define Reproductive Health. Define the right of a human to reproduce Explain the factors that could influence Reproductive Health and Right e.g. housing, economy, poor water supply, etc. Explain the role of the father, mother and child in Reproductive Health and Rights. Explain specific adolescent reproductive health services. 	White Board Marker, Projector Laptop Computer	<ul style="list-style-type: none"> Give health talks on reproductive health such as right of a woman to reproduce, factors etc. 	Guide the student to: Provide information and education on reproductive health such as right of a woman to reproduce, factors etc.	Flip chart Projectors Flip book Video clips
General Objective 3.0: Understand the process of pregnancy.						
5	3.1 Define the term pregnancy. 3.2 Describe the physiology of pregnancy from	<ul style="list-style-type: none"> Explain the term pregnancy. Describes the physiology of pregnancy from 	White Board Marker, Projector Laptop Computer	<ul style="list-style-type: none"> Manage pregnant mothers during the antenatal period: - Take History 	Demonstrate the Management of pregnant mothers during	Posters Flip book Fliers PA system Models of

	<p>fertilization to delivery.</p> <p>3.3 Explain the probable and positive signs of pregnancy.</p> <p>3.4 Explain the physiological and psychological changes during pregnancy.</p>	<p>fertilization to delivery.</p> <ul style="list-style-type: none"> • Explain the probable and positive signs of pregnancy. • Explain the physiological and psychological changes during pregnancy. 		<ul style="list-style-type: none"> - Give health talks - Provide Nutritional counselling - Explain importance of rest and sleep, exercises, etc. 	<p>the antenatal period:</p> <ul style="list-style-type: none"> • Take History • Give health talks • Nutritional counselling • Explain importance of rest and sleep e. Exercises, etc. 	<p>food demonstration items</p> <p>Weighing scale</p> <p>Sphygmomanometer</p>
General Objective 4.0: Understand the Processes of Labour.						
6	<p>4.1 Define normal Labour.</p> <p>4.2 Explain Labour Preparedness and danger signs in pregnancy</p> <p>4.3 Describe the signs of Labour.</p>	<ul style="list-style-type: none"> • Defines normal Labour. • Explain labour preparedness and danger signs in pregnancy • List the signs of Labour. 	<p>White Board</p> <p>Marker,</p> <p>Projector</p> <p>Laptop Computer</p>	<ul style="list-style-type: none"> • Give health talk on the process of labour and danger signs in pregnancy 	<p>Guide students to Give health talk on the process of labour and danger signs in pregnancy</p>	<p>Flip book</p> <p>PA system</p> <p>Projector</p>
General Objective 5.0: Understand the care of the mother and child during puerperium.						
7-8	<p>5.1 Define the term Puerperium.</p> <p>5.2 Explain postnatal care according to acceptable standards.</p> <p>5.3 Explain any abnormality of the mother and baby.</p> <p>5.4 Explain Referral of</p>	<ul style="list-style-type: none"> • Explain the term Puerperium. • Instruct on how to Provide postnatal care according to acceptable standards. • List possible abnormality of the 	<p>White Board</p> <p>Marker,</p> <p>Projector</p> <p>Laptop Computer</p>	<ul style="list-style-type: none"> • Educate mothers on care of the baby and self-care; • Demonstrate immunization. • Demonstrate Exclusive breast feeding personal 	<ul style="list-style-type: none"> • Guide students to: <ul style="list-style-type: none"> - Educate mothers on care of the baby and self-care; - Demonstrate Immunization 	<p>Health facility,</p> <p>Sample immunization schedule,</p> <p>flip book</p>

	<p>serious abnormality and follow-up.</p> <p>5.5 Explain the following:</p> <ol style="list-style-type: none"> i. Proper nutrition and weaning diet. ii. Family planning. iii. Proper care of the baby 	<p>mother and baby.</p> <ul style="list-style-type: none"> • Describe Referral system in serious abnormality and follow-up. • Explain health education on: • Proper nutrition and weaning diet. • Family planning. • Proper care of the baby 		<p>hygiene etc</p> <ul style="list-style-type: none"> • Give health education talk on: <ul style="list-style-type: none"> - Proper nutrition and weaning diet. - Family planning. - Proper care of the baby 	<ul style="list-style-type: none"> - Demonstrate exclusive breast feeding, personal hygiene etc - Explain proper nutrition and weaning diet. - Talk on Family planning. - Discuss proper care of the baby 	
General Objective 6.0 Understand population dynamics and the benefits of family planning.						
9	<p>6.1 Explain population dynamics and National Population Policies.</p> <p>6.2 Explain Family Planning.</p> <p>6.3 Explain family planning methods and types available.</p> <p>6.4 Explain the advantages and disadvantages of each method and type.</p> <p>6.5 Explain standard</p>	<ul style="list-style-type: none"> • Explain of Population Dynamics and National Population Policies. • Explain Family Planning. • Explain family planning methods and types available. • Explains the advantages and disadvantages of 	<p>White Board Marker, Projector Laptop Computer</p>	<ul style="list-style-type: none"> • Give health talk on family planning to promote acceptance and utilization in the community • Manage family planning clinics, prescribe and administer commodities. 	<p>Guide students to give health talk on family planning to promote acceptance and utilization in the community</p>	<p>Flip book on family planning PA system Samples FP commodities</p>

	<p>equipment for setting up a family planning clinic.</p> <p>6.6 Explain the acceptance of family planning services in the community</p>	<p>each method and type.</p> <ul style="list-style-type: none"> • Explain standard equipment for setting up a family planning clinic. • Explain acceptance of family planning services in the community 				
General Objective 7.0: Understand abortion and its possible complications.						
10	<p>7.1 Define abortion</p> <p>7.2 Explain the various types and causes of Abortion.</p> <p>7.3 Discuss post-abortion care.</p> <p>7.4 List the possible complications of abortion.</p> <p>7.5 Explain importance of referring clients with complications to the appropriate quarters.</p>	<ul style="list-style-type: none"> • Explains the term abortion • Describe types and causes of Abortion. • Discuss post-abortion care. • Enumerate the possible complications of abortion. • Enumerate the importance of referring clients with complications to the appropriate quarters. 	<p>White Board Marker, Projector Laptop Computer</p>	<ul style="list-style-type: none"> • Counsel clients on post-abortion family planning 	<p>Guide students to Counselling client on post-abortion family planning</p>	<p>Flip book on family planning PA system Samples FP commodities</p>
General Objective 8.0 Understand the concept of infertility, assisted reproduction, Menopause and Andropause.						
11-13	<p>8.1 Discuss infertility under:</p> <p>i. Definition</p> <p>ii. Types</p>	<ul style="list-style-type: none"> • Explains infertility under: <ul style="list-style-type: none"> ▪ Definition ▪ Types 	<p>White Board Marker, Projector Laptop Computer</p>	<ul style="list-style-type: none"> • Counsel couples and individuals concerning difficulties in 	<ul style="list-style-type: none"> • Guide students to counsel couples and 	<p>Flip book on family planning PA system</p>

	<p>iii. Causes iv. Prevention</p> <p>8.2 Explain counselling process for couples and individuals concerning difficulties in getting pregnant</p> <p>8.3 Discuss various assisted reproduction such as: i. IUI, ii. IVF, iii. Surrogacy, iv. Adoption etc.</p> <p>8.4 Define menopause and andropause</p> <p>8.5 Explain pre-and post-menopausal symptoms.</p>	<ul style="list-style-type: none"> ▪ Causes ▪ Prevention • Describes counselling process for couples and individuals concerning difficulties in getting pregnant • Discuss various assisted reproduction such as IUI, IVF, Surrogacy, Adoption etc. • Explain the meaning of menopause and andropause • Explain pre-and post-menopausal symptoms. 	<p>White Board Marker, Projector</p>	<p>getting pregnant</p> <ul style="list-style-type: none"> • Role play counselling session regarding assisted reproduction available • Give health talk on andropause and menopause management 	<p>individuals concerning difficulties in getting pregnant</p> <ul style="list-style-type: none"> • Role play counselling session regarding assisted reproduction available • Educate for andropause and menopause management 	<p>SOP key messages for andropause and menopause management</p>
General Objective 9.0 Understand the concept of Female Genital Mutilation.						
14	<p>9.1 Define Female Genital Mutilation (FGM)</p> <p>9.2 List the types of FGM.</p> <p>9.3 List the complications of FGM.</p> <p>9.4 Discuss preventive measures to FGM.</p>	<ul style="list-style-type: none"> • Explain concept of Female Genital Mutilation • Explain preventive measures to FGM. 	<p>White Board Marker, Projector Laptop Computer</p>	<ul style="list-style-type: none"> • Create public awareness on the prevention of FGM using social media 	<p>Guide the student to create public awareness on the prevention of FGM.</p>	<p>Flip book Flip chart PA system Posters Flyers</p>
General Objective 10.0 Know the 'At Risk' pregnant women for prompt referral						

15	<p>10.1 Define the term At Risk.</p> <p>10.2 Define the pregnant woman.</p> <p>10.3 Identify features of at-risk pregnant women.</p> <p>10.4 Explain the complications of at-risk pregnancy.</p> <p>10.5 Explain the implications of adolescent sexual behaviours and pregnancy</p>	<ul style="list-style-type: none"> • Explain the term At Risk. • Explain the pregnant woman. • Identify features of at-risk pregnant women. • Explain the complications of at-risk pregnancy. • Explain the implications of adolescent sexual behaviours and pregnancy 	<p>White Board Marker, Projector Laptop Computer</p>	<ul style="list-style-type: none"> • Identify 'At Risk' pregnant women • Refer identified cases appropriately. 	<ul style="list-style-type: none"> • Guide students To identify 'At Risk' pregnant women • Refer identified cases appropriately 	<p>Flip book Flip chart PA system Video clip</p>
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Course Assessment:

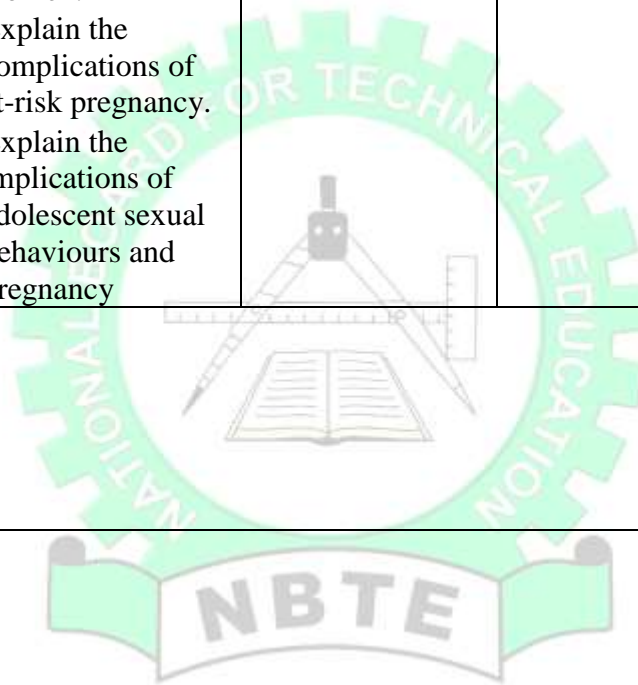
Course work: 10%

Test/Assignments: 10%

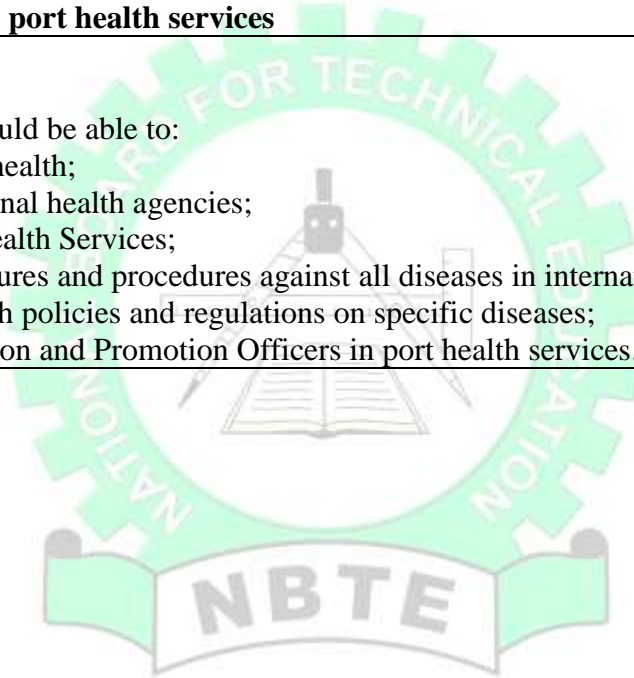
Practical: 40%

Examination: 40%

Total: 100%



PROGRAMME: HIGHER NATIONAL DIPLOMA IN HEALTH EDUCATION AND PROMOTION		
COURSE TITLE: International Health and Related Agencies	COURSE CODE:HEP 427	Contact Hours: 2 Hours/Week
Year: II Semester: II	Credit Unit: 2	Theoretical: 1 Hour/Week
	Pre-requisite:	Practical: 1 Hour/Week
GOAL: This course is designed to equip the students with adequate knowledge of international Health regulations, prevention and control of diseases and port health services		
GENERAL OBJECTIVES		
<p>At the end of this course, the student should be able to:</p> <ol style="list-style-type: none"> 1.0 Understand the concept of global health; 2.0 Understand national and international health agencies; 3.0 Know the fundamentals of Port Health Services; 4.0 Understand the International measures and procedures against all diseases in international health regulations; 5.0 Understand the international Health policies and regulations on specific diseases; 6.0 Know the duties of Health Education and Promotion Officers in port health services. 		



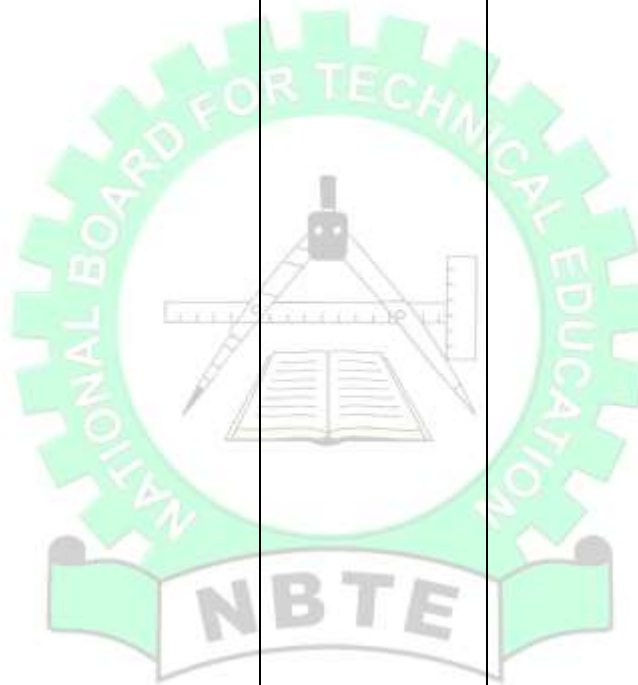
PROGRAMME: HIGHER NATIONAL DIPLOMA IN HEALTH EDUCATION AND PROMOTION						
Course Title: International Health and Related Agencies			Course Code: HEP 427		Contact Hours: 2 Hours/Week	
			Credit Unit: 2		Theoretical: 1 Hour/Week	
Year: II Semester: II			Pre-requisite: -		Practical: 1 Hour/Week	
COURSE SPECIFICATION: Theoretical and Practical						
GOAL: This course is designed to equip the students with adequate knowledge of international Health regulations, prevention and control of diseases in port health services						
General Objective 1.0: Understand the concept of global health						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher's Activities	Resources	Specific Learning Outcome	Teacher's Activities	Resources
1-2	1.1 Explain the concept of global health 1.2 Explain the key aspects of global health 1.3 Explain the distinction between global and international health 1.4 Explain one health approach in global health	<ul style="list-style-type: none"> Explain the concept of global health Explain the key aspect of global health Explain the distinction between global and international health Explain one health approach in global health 	Laptop Computers, smart board, Projector, Writing Materials, White board, Markers, Internet etc	<ul style="list-style-type: none"> Draw a chart on the distinction between global and international health using software packages 	Guide students to draw a chart on the distinction between global and international health	Charts Writing materials, computers, software packages etc
General Objective 2.0: Understand national and international health agencies						
3	2.1 Define national health agency. 2.2 List the classification of national health agency.	<ul style="list-style-type: none"> Explain national health agency Explain the classification of national health 	Laptop Computers, smart board, Projector, Writing			

	<p>2.3 List the types of national health agency</p> <p>2.4 Define international health agency.</p> <p>2.5 List the classification of international health agency.</p> <p>2.6 List the types of international health agency.</p>	<p>agency</p> <ul style="list-style-type: none"> • Explain the types of national health agency • Explain international health agency • Explain the classification of international health agency • Explain the types of international health agency 	<p>Materials, White board, Markers, Internet etc</p>			
<p>General Objective 3.0: Know the fundamentals of Port Health Services</p>						
4-5	<p>3.1 Discuss the historical background of international health services.</p> <p>3.2 Explain international health services</p> <p>3.3 List the objectives of international health regulations</p> <p>3.4 Explain the purposes of port health services</p> <p>3.5 Define the following terms in line with international health regulations:</p> <p>i. <i>Aedesaegypti</i> index;</p> <p>ii. Aerosol;</p>	<ul style="list-style-type: none"> • Give background of international health services. • Explain the terms associated with international health services. • List diseases of international regulation. • Explain international regulations 	<p>Laptop Computers, smart board, Projector, Writing Materials, White board, Markers, Internet etc</p>			

	<p>iii. Isolation; iv. Infected person; v. Imported case; vi. Medical examination, vii. Valid certificate viii. free pratique ix. Yellow card</p> <p>3.6 Discuss the diseases of international health regulations as follows: i. Plague, ii. Cholera, iii. Yellow fever etc.</p> <p>3.7 Discuss the Health importance of the diseases in International Health Regulations</p>					
General Objective 4.0: Understand the International measures and procedures against diseases in international health regulations						
6-7	<p>4.1 Define the concept of quarantine 4.2 Discuss quarantine signals and flags in port health services 4.3 Discuss the importance of the following port health documents in port</p>	<ul style="list-style-type: none"> • Explain the quarantine signals and its usage • Explain the importance of the following port health documents in port health services and their preparation 	<p>Sample Certificates, charts, books, journals, Models etc</p>	<ul style="list-style-type: none"> • Demonstrate the stages and process of the quarantine signals and documents involved in port health services 	<p>Organise field trip to various port stations in the country for further understanding of the port health services and duties</p>	<p>Certificates, logistics for movement to, Airport, sea port and land borders in the country etc</p>

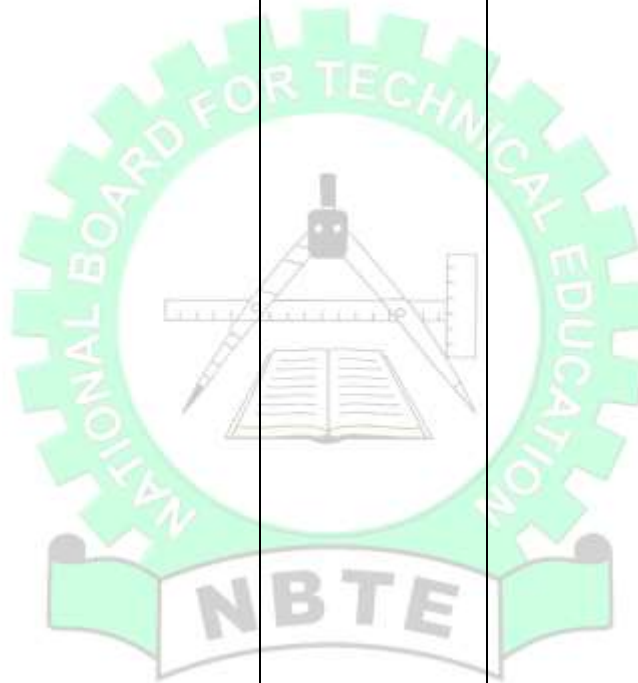
	<p>health services and their preparation:</p> <ol style="list-style-type: none"> i. Bill of health, ii. Maritime declaration of Health, iii. Aircraft General Declaration, Derating certificate, iv. Derating exemption certificate, v. International certificate for vaccination or revaccination against yellow-fever and cholera. 					
General Objective 5.0: Understand the international Health regulations on specific diseases						
8-11	<p>5.1 Explain port health regulations, the epidemiology, vaccination and control measures on plague:</p> <ol style="list-style-type: none"> i. Incubation period of plague ii. Vaccination against plague iii. Periodic derating of Ship 	<ul style="list-style-type: none"> • Explain port health regulations, the epidemiology, vaccination and control measures on plague: 	<p>Books, journals, lecture notes, projector, slides, certificates, Chemicals disinfectants, spraying equipment</p>	<ul style="list-style-type: none"> • Demonstrate how to collect water and food samples for analysis • Support in carrying out disinfection of water and food receptacles. • Write technical reports on in 	<p>Guide students to;</p> <ul style="list-style-type: none"> • Observe the procedure for collecting water and food samples. • Visit to ports 	<p>Food and water samples, laboratory reagents and equipment, chemical disinfectants, Resource persons</p>

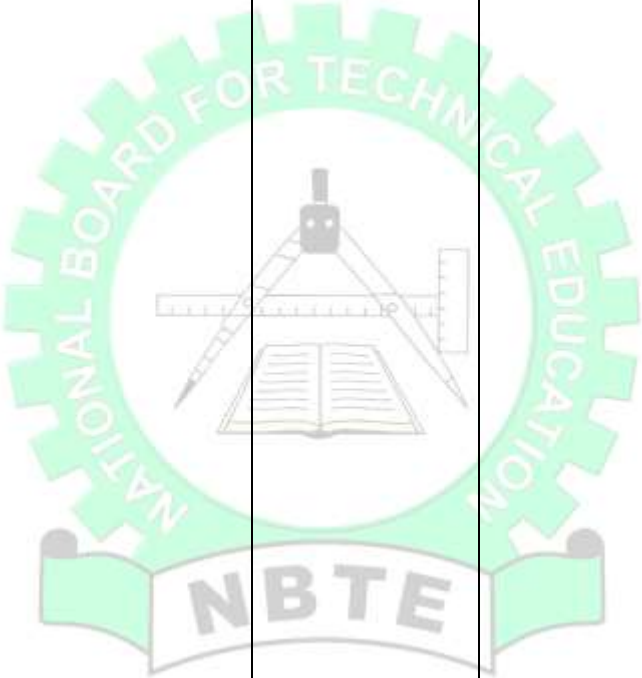
<ul style="list-style-type: none"> iv. Issuance of derating certificate or a derating exemption certificate (Environmental Sanitation Certificate) v. Isolation vi. Disinfecting and disinfestations vii. Quarantine. <p>5.2 Explain epidemiology and special provision in relations to cholera:</p> <ul style="list-style-type: none"> i. Incubation period of cholera ii. Surveillance of isolation iii. Removal and safe disposal of any water, food, human, wastes and any other matter which is considered to be contaminated iv. Disinfection of water tanks and food handling equipment v. Bacteriological examination of 			<p>industrial visit to ports</p>		
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	<p>food stuffs at the country of final destination</p> <p>5.3 Explain epidemiology and special port health provisions related to Yellow fever:</p> <ol style="list-style-type: none"> i. Incubation period of Yellow-fever ii. Yellow-fever vaccination iii. Isolation when necessary. 					
General Objective 6.0: Know the duties of Health Education and Promotion Officers in port						
12-15	<p>6.1 Discuss the duties of Health Education and Promotion Officers in relation to port health services such as:</p> <ol style="list-style-type: none"> i. Health Education for Travellers and Port Users: Provide health information and guidance to passengers, crew, and port workers on disease prevention, hygiene, and vaccination requirements. 	<ul style="list-style-type: none"> • Explain the duties and demonstrate how to carry them out 	<p>Books, journals, lecture notes, projector, slides, certificates, posters, banners, SOPs etc</p>	<ul style="list-style-type: none"> • Carry out sensitization of port users (passengers, crew members, and port workers) • Write technical report on industrial visit to Isolation Centres 	<ul style="list-style-type: none"> • Organise field trip to ports to carry out sensitization of port user in terms of: • Giving a morning health talk to port workers • Checking posters and educational displays • Advising travelers on vaccination 	<p>Ports, inspection log book Logistic for the trip Test kit, posters, banners SOPs etc</p>

	<p>ii. Disease Prevention and Control Activities; Support health screening, inspections, and infection control measures to prevent the spread of diseases at the port.</p> <p>iii. Community Health Promotion; Educate port workers and related staff on occupational health, healthy lifestyles, and disease prevention.</p> <p>iv. Surveillance Support; Assist in monitoring and reporting diseases, identifying sick travellers, and keeping health activity records.</p> <p>v. Emergency and Outbreak Response;</p>				<p>requirements</p> <ul style="list-style-type: none"> • Supporting temperature or symptom screening • Recording health education activities • Surveillance Support • Visit to isolation centers 	
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	<p>Help respond to public health emergencies by providing information, supporting quarantine measures, and assisting during outbreaks.</p> <p>vi. Environmental Health Promotion; Promote sanitation, waste management, safe food and water practices, and vector control within the port area.</p> <p>vii. Administrative Duties; Prepare reports, maintain records, and help plan and organize health education programs.</p> <p>viii. International Health Regulations' (IHR) support; Assist in</p>					
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	implementing international health rules, including vaccination verification and traveller health documentation.					
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Course Assessment:

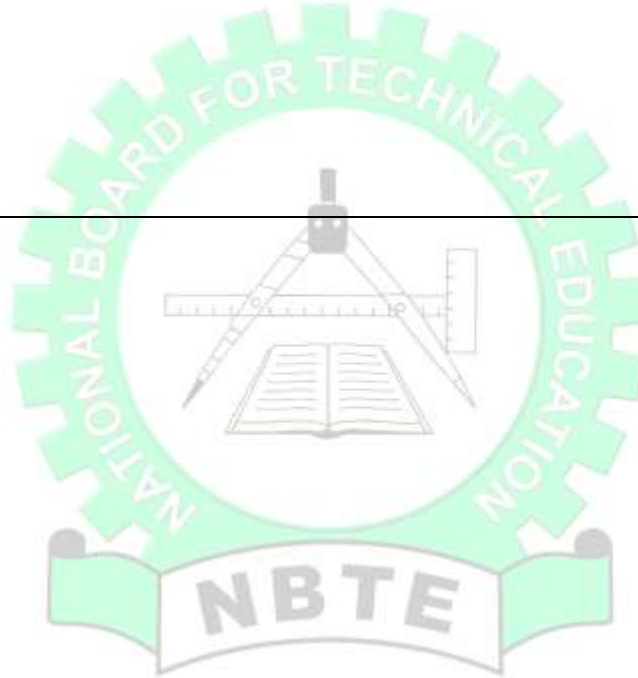
Course work: 10%

Test/Assignments: 10%

Practical: 40%

Examination: 40%

Total: 100%



LIST OF MINIMUM RESOURCES/PHYSICAL FACILITIES

A. DEMONSTRATION ROOM/SKILLS LABORATORY		
S/N	DESCRIPTION	QUANTITY REQUIRED
1.	Sphygmomanometer (Aneroid, Mercury and Digital)	4/stream
2.	Stethoscope (bell and Diaphragm)	4/stream
3.	Wash hand basin	4
4.	Trolleys	4
5.	Weighing scales (infant & adults)	4
6.	Weighing scales with height	4
7.	Hanging weighing scale	1
8.	Mid-upper arm circumference strip (measuring tape--2)	40
9.	Vaccine carriers	4
10.	Cold box with icepacks	2
11.	Pen Torches	4
12.	Microscope	4
13.	Stretcher	2
14.	Thermometer	20
15.	Anatomical models organs	2
16.	Charts of organs and systems	10

17.	Breast models	1
18.	CPR Manikin (adult & infant)	1 of each type
19.	Dual sex Anatomical Torso	1
20.	Dual sex anatomical torso with open back (28 parts)	1
21.	Neonatalie	2
22.	Skeleton (Articulated)	2
23.	Anatomy posters/ photograph	2 for each system
24.	Screens	2
25.	Food demonstration items (assorted)	10 assorted
26.	Snellen's charts	10
27.	Tongue depressor (plastic, wooden and metal)	5 each
28.	Tourniquet	5
29.	Pedal waste bin	5
30.	WHO Medical Eligibility Criteria Wheel (MEC)	2
31.	Basic counselling strategy (BCS)Plus	2
32.	Banner	Various
33.	Tooth Brush	Assorted
34.	Posters	Assorted
35.	Charts	Assorted
36.	Flip books	Assorted

37.	Video Clips	Assorted
38.	Pictorials	Assorted
B. DEMONSTRATION CLINIC/TEACHING HEALTH CENTRE		
1.	Description	Quantity
2.	Pulse Oximeter	2
3.	Stretcher	2
4.	Cold-chain (Cold Box. Vaccine carrier (Geostyle), Ice packs different sizes 2 each, Refrigerator 1	1 each
5.	Screens	2
6.	Snellen charts	10
7.	Weighing scale for adult/children	2 of each
8.	Weighing scale with height	2
9.	Stethoscope	8
10.	Food demonstration items	10 assorted
11.	HMIS records	As applicable
12.	Referral forms	As applicable
13.	Standard Operational Procedures (SOP-HEP)	10
14.	Trolleys	2
15.	Wash hand Bowls/Sink/veronica bucket	2
16.	First Aid Kit	4

17.	Personal protective equipment (hand gloves - 1 pack, aprons - 10, gowns - 3, face masks- 2 packs, boots (different sizes)	1set each
18.	Pedal waste bin	2
19.	Thermometer jar	10
20.	Tongue depressors (Wooden)	20
21.	WHO MEC Wheel	
C. AUDIO VISUAL LABORATORY		
S/N	Description	Quantity
1.	Projector/ Smartboard	1
2.	Projector Screen	1
3.	Flip Chart/book	8
4.	Computer set	2
5.	Posters	Various
6.	Printer	1
7.	Public Address System	1
8.	Mega phone	5
9.	Video Camera	2
10.	TV set/ Smart TV	2

LIST OF WORKSHOP PARTICIPANTS

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