## NATIONAL BOARD FOR TECHNICAL EDUCATION PLOT 'B' BIDA ROAD, P. M. B.2239, KADUNA



HIGHER NATIONAL DIPLOMA (HND)

IN

**COMMUNITY HEALTH SCIENCE** 

**CURRICULUM AND COURSE SPECIFICATIONS** 

**AUGUST, 2022.** 

WATIONAL BOARD FOR TECHNICAL EDUCATION

#### **FOREWORD**

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

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

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

I wish to express my deep appreciation to those that made the review of this curriculum possible especially the Community Health Practitioners Registration Board of Nigeria for their financial support and participation. The invaluable contributions of all the members of the committee and resource persons during the national review workshop are appreciated.

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

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

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#### **GENERAL INFORMATION**

#### 1.0 TITLE OF THE PROGRAMME: HIGHER NATIONALDIPLOMA (HND) IN COMMUNITY HEALTH

#### 2.0 GOAL AND OBJECTIVES OF THE PROGRAMME.

#### **2.1 Goal:**

The Higher National Diploma (HND) programme is designed to produce Community Health Practitioners with appropriate and adequate knowledge, skills, attitude and competences for effective delivery of health care services at all health care levels.

#### 2.2 Objectives:

At the end of the programme, the diplomat should be able to perform:

#### A. Community- based functions such as:

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- 1) Explain to the Community the Primary Health Care approach of the Nigerian Health System and his/her role as a member of the health team expected to link the community with the health care system.
- 2) Carry out community mobilization for health action.
- 3) Guide and support the Volunteer Village Health Workers (VVHWs)/Traditional Birth Attendants (TBAs) and Junior Community Health Extension Workers (JCHEWS) to initiate preliminary contact with the leaders.
- 4) Familiarize self with target population and health services within the community.

- 5) Follow-up and provide support for the initial contact made by the Volunteer Village Health Workers/Traditional Birth Attendants and Junior Community Health Extension Workers with the Community Leaders.
- 6) Initiate the formation (and facilitate the effective functioning) of the Health Development Committees.
- 7) Attend health facility and Community Development Committee's meetings in rotation.
- 8) Participate in, and supervise Primary Health Care house numbering and placement of Home-Based Records.
- 9) Update house numbering and placement of Home-Based Records during home visits, and through reports and records from Junior Community Health Extension Workers and Volunteer Village Health Workers/Traditional Birth Attendants.
- 10) Initiate and work with the community and other health workers to carry out community diagnosis and continuous health needs assessments of the Community. (Health needs include areas related to provision of good roads, portable water supply, education, agriculture, nutritional problems, HIV and AIDS, poverty eradication, etc.)
- 11) Initiate and work with the community and other health workers to carry out general community surveys to establish, social and cultural characteristics of the community.
- 12) Work with other health workers and the community members to ensure the community participates in identifying major health problems of the community. These include HIV and AIDS, teenage pregnancies, problems of the elderly and juvenile delinquency. Other important issues include Family Planning, gender inequalities, child protection etc.
- 13) Teach the Volunteer Village Health Workers (VVHWs) / Traditional Birth Attendants (TBAs) and Junior Community Health Extension Workers simple methods of data collection and analysis.
- 14) Participate in the analyses of data collected for decision-making.
- 15) Initiate and/or work with his/her supervising officer and community members to:
  - a) Prioritize health problems
  - b) Plan solutions to identified health needs
  - c) Identify available resources to solve the health problems

- d) Set coverage objectives (targets)
- e) Identify workable interventions.
- 16) Prepare and/or assist the supervising officers in preparing budgets for implementation of plans
- 17) Prepare a schedule of activities for the delivery of services to tackle the priority health problems.
- 18) Work with Supervising Officer, Junior Community Health Extension Workers, and Volunteer Village Health Workers/Traditional Birth Attendants and Community members to carry out plans.
- 19) Develop a monthly work plan with the approval of Supervising Officers.
- 20) Coordinate the work plan of the Junior Community Health Extension Workers and the Volunteer Village Health Workers/Traditional Birth Attendants.
- 21) Manage Junior Community Health Extension Workers and Volunteer Village Health Worker/Traditional Birth Attendants referrals and 'At-Risk' cases within the community using Standing Orders.
- 22) Support Junior Community Health Extension Workers and Volunteer Village Health Workers/Traditional Birth Attendants on health education efforts, and initiate periodic health education and health promotion campaigns within the community.
- 23) Supervise activities of Junior Community Health Extension Workers and Volunteer Village Health Workers/Traditional Birth Attendants and give feedback.
- 24) Assess the achievement of set targets (coverage objectives) by Junior Community Health Extension Workers and Volunteer Village Health Workers/Traditional Birth Attendants.
- 25) Collect and collate records collected by Junior Community Health Extension Workers and Volunteer Village Health Workers/Traditional Birth Attendants and forward these to the Supervising Officer.
- 26) Supervise the operation of the Essential Drug System and the Drug Revolving Fund
- 27) Keep accurate records of activities and health problems as required within the area of coverage
- 28) Analyze and summarize data collected and present in simple graphic form.

- 29) Compile monthly returns and reports, and send to the Supervising Officer and the Community Development Committee.
- 30) Update from Volunteer Village Health Workers/Traditional Birth Attendants records, information on births, deaths and new entrants into the community.
- 31) Decide, in consultation with Community Health Officer where available, when there is need for more Essential Medicines.
- 32) Maintain a roster for regular servicing of equipment, if Community Health Officer is not available.
- 33) Constantly monitor staff and vehicle movements, if Community Health Officer is not available.
- 34) Maintain a roster decided upon with Volunteer Village Health Workers (VVHWs)/Traditional Birth Attendants (TBAs) for meetings, and inform the community.
- 35) Carry out all other duties assigned to him/her by his Supervising Officer.

#### **B.** Clinic-based functions such as:

- 1. Provide integrated Primary Health Care Services (PHC under one roof).
- 2. Organize and run Integrated Primary Health Care Services (where Community Health Officer is not available) based on acquired skills and competencies. These services are listed in the Nigeria National Health Plan and include:
- a) Health Education covering prevention and control of prevailing health problems.
- b) Promotion of water supply and basic sanitation
- Maternal and Child Health, including reproductive health. For example, ensuring all pregnant women are identified and have access to focused antenatal care services (including delivery of normal pregnancies), postnatal care and other specified reproductive health services such as pre-conception care, HCT, Family Planning and contraception.
- d) Promote preventive Maternal and Child healthcare (screening for anaemia, pre-eclampsia and eclampsia, malaria; giving routine drugs and malaria prophylaxis, tetanus toxoid immunization, growth monitoring etc.)
- e) Provide immunization services.
- f) Manage logistics and cold chain system.
- g) Carry out sterilization of equipment according to established protocol.
- h) Treat common conditions and injuries.

- i) Perform simple laboratory tests and examinations; for example, haemoglobin estimation, stool and urine testing, etc., Rapid Diagnostic Kits test for Pregnancy, Malaria, HIV and Syphilis
- j) Keep and check that clinic equipment are safe and in good working order.
- k) Promote mental and dental health.
- 1) Managing clients according to Standing Orders and maintaining high quality of care.
- m) Practice rational drug use.
- 3. Collect and collate monitoring and evaluation data for the National Health Management Information System (NHMIS) from the community and health facility and forward to the Ward level.
- 4. Carry out with Community Health Officer (where available) the day-to-day administration of health services in the target population.

#### 3.0 ENTRY REQUIREMENTS

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

- a. All the requirements for admission into the ND Community Health programme.
- b. ND Community Health with a Minimum of Lower Credit Pass (CGPA of 2.50) and evidence of one-year post ND work experience
- c. In exceptional cases, ND Diplomate in Community Health with a pass grade (CPGA of 2.00. 2.49), with two (2) or more years of work experience may be considered for admission into the HND programme.

#### 4.0 STAFFING REQUIREMENT.

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

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

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

At the point of mounting the programme, there should be a minimum of six (6) Lecturers who should spread from Lecturer II and above with first/second degrees in **Community Health or equivalent**.

#### 4.3 Technical Staff

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

### **4.4 Academic Progression**

PGD and MSc. in Community Health /related areas.

#### **5.0 CAREER PROSPECTS**

Diplomates of the Programme can work in the following establishments/organizations

- Primary Health Care (PHCs)
- Clinics
- Hospitals
- Teaching
- Industries,
- Military/Para-military
- NGOs
- Institutions [Private & Public]
- MDA's etc.

#### **6.0 COURSE DURATION**

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

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#### 7.0 CURRICULUM

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

General Studies/Education

Foundation Courses

Core Courses

Project.

#### 7.2 The General Education component shall include courses in:

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

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

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

#### 8.0 CURRICULUM STRUCTURE

The structure of the programme consists of four semesters of classroom, and workshop/Clinic activities in the institution. Each semester shall be of 17 weeks duration made up of 15 weeks of teaching, i.e. instruction, practical exercise, quizzes, test, etc; and 2 weeks for examinations and registration.

#### 9.0 ACCREDITATION

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

#### 10.0 AWARD OF HIGHER NATIONAL DIPLOMA

**10.1** Conditions for the award of Higher National Diploma include the following:

- a. Satisfactory performance in all prescribed course work, which may include class work, tests, quizzes.
- b. Workshop practice, laboratory work and fieldwork.
- c. Satisfactory performance at all semester examinations.
- d. Satisfactory completion of final year project work.

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

#### **10.2** Higher National Diploma shall be awarded in four classes:

Distinction - CGPA of 3.50 and above

Upper Credit - CGPA of 3.0 - 3.49

Lower Credit - CGPA of 2.50 - 2.99

Pass - CGPA of 2.00 - 2.49

### **10.3** Grading of Courses: Courses shall be graded as follows:

MARKED RANGE	LETTER GRADE	WEIGHTING
75% and above	A	4.00
70% _ 74%	AB	3.50
65% — 69%	В	3.25
60% – 64%	ВС	3.00
55% – 59%	С	2.75
50% – 54%	CD	2.50
45% – 49%	D	2.25

40% – 44%	Е	2.00
Below 40%	F	0.0

#### 11.0 GUIDANCE NOTES FOR TEACHERS

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

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

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

## 12.0 PRACTICAL LOGBOOK

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

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#### FINAL YEAR PROJECT 13.0

Final year students in this programme are expected to carry out a project work on individual basis. The project should, as much as possible incorporate basic elements of design, drawing and complete fabrication of a marketable item or something that can be put to use. Project reports should be well presented and should be properly supervised. The department should make their own arrangement of schedules for project work.

#### 14.0 CONDITION FOR THE AWARD OF THE HND

The HND programme in Community Health shall be accredited by the NBTE before the diplomats are awarded the diploma certificate. Details about the process of accrediting a programme for the award of the Higher National Diploma or National Diploma are available from the office of the Executive Secretary, National Board for Technical Education (NBTE), Plot B, Bida Road, P.M.B. 2239, Kaduna, Nigeria.

#### **CERTIFICATION AND LICENCING** 15.0

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

# CURRICULUM TABLE

#### YEAR I SEMESTER I

COURSE CODE	COURSE TITLE	L	P	CU	СН	TOTAL HOURS PER SEMESTER
GNS 301	Communication in English 1	2	0	2	2	30
GNS 121	Citizenship Education II	2	0	2	2	30
GNS 411	Psychology	2	0	2	2	30
COM 115	Computer Application Packages	2	2	3	3	45
CMH 311	Primary Health Care	1	1	2	2	30
CMS 311	Applied Anatomy & Physiology I	1	1	2	2	30
GNS 213	Medical Sociology	2	0	2	2	30

CMH 312	Social & Behavioral Change	2	1	2	2	30
	Communication					
CMH 313	Human Nutrition	2	1	3	3	45
CMH 314	Community Linkages &	2	1	2	2	30
	Development					
CMH 315	Disaster & Emergency Management	2	1	2	2	30
CMH 316	Maternal Health	2	1	3	3	45
CMH 317	Child Health	1	1	2	2	30
	TOTAL	23	10	29	29	435

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WATTONA P-Practical CU -Course Unit CH-Credit KEY: L: Lecture **T-Tutorial** 

#### YEAR I SEMESTER II

COURSE CODE	COURSE TITLE	L	P	CU	СН	TOTAL HOURS PER SEMESTER
GNS 302	Communication in English	2	0	2	2	30
CMH 321	Symptomatology	1	1	2	2	30
CMH 322	Population Dynamics & Family Planning	1	1	2	2	30
CMH 323	Clinical Skills 1	2	2	2	2	30
CMH 324	Medical Laboratory Science	1	1	,2	12	30
CMH 325	Control of Communicable Diseases	2	2	2	2	30
CMH 326	Accident & Emergency	2	1	3	3	45
CMH 327	Human Resources for Health	1_	1	2	2	30
CMH 328	Primary Health Care Management	1	1	2	2	30
CMH 329	Use of Standing Orders	1	1	2	2	30
CMS 312	Applied Anatomy & Physiology II	1	1	2	2	30
ENT 326	Practice of Entrepreneurship I	2	0	2	2	30
CMH 328	Research Methods	2	0	2	2	30
	TOTAL	19	12	27	27	405

## YEAR II SEMESTER I

COURSE CODE	COURSE TITLE	L	P	CU	СН	TOTAL HOURS PER SEMESTER
CMS 411	Applied Anatomy & Physiology III	1	1	2	2	30
CMH 411	Oral Health Care	1	1	2	2	30
CMH 412	Community Mental Health	2	1	3	,3	45
CMH 413	Clinical Skills II	2	1	2_	2	30
CMH 414	Health Statistics	2	1	2	2	30
CMH 415	Management of HIV/AIDS.	2	1	3	3	45
CMH 416	Occupational Health & Safety	1	1	2	2	30
CMH 417	Reproductive Health	2	1	3	3	30
CMH 418	Non-Communicable Diseases	2	0	2	2	30
STC 222	Introduction to Biochemistry	1_	1	2	2	30
CMH 419	Community Health Geography	2	0	2	2	30
ENT 416	Practice of Entrepreneurship II	1	1	2	2	30
CMH 441	Seminar	0	0	4	0	60
	TOTAL	19	10	31	27	450

#### YEAR II SEMESTER II

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COURSE	COURSE TITLE	$\mathbf{L}$	P	CU	CH	TOTAL HOURS PER
CODE						SEMESTER
CMS 421	Applied Anatomy & Physio logy IV	2	0	2	2	30
CMH 421	Integrated Management of Childhood	1	2	3	3	_45
	Illness.					
CMH 422	Modified Essential Newborn Care	2	1	3	3	45
CMH 423	Community ENT	1	1	2	2	30
	,			<b>\</b>		
CMH 424	Community Eye Care	1	1	2	2	30
CMH 425	Referral & Outreach Services	1	1	2	2	30
CMH 426	Pharmacology of Essential Medicine	1	] 1	2	2	30
CMH 427	Nigerian Health System & PHC	2	0	2	2	30
CMH 428	Accounting System in PHC	2	0	2	2	30
CMH 429	Care of Persons with Special Needs	1	1	2	2	30
CMH 443	Project	0	0	6	0	90
CMH 442	Clinical Posting (SIWES)	0	0	2	0	30
	TOTAL	14	8	30	22	450

#### YEAR I SEMESTER I

1. 11 **PROGRAMME:** HIGHER NATIONAL DIPLOMA IN COMMUNITY HEALTH **COURSE TITLE:** PRIMARY HEALTH CARE. **COURSE CODE: CMH 311 DURATION: 2 Hours Theoretical: - 1Hours Practical: 1 CREDIT UNITS: 2 SCHEDULE:** SEMSTER

**GOAL:** This course is designed to acquaint the student with the concept of PHC and the development of the Nigerian Health System.

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

- 1.0 Understand the concept of Health
- 2.0 Understand the concept of Primary Health Care
- 3.0 Know the contemporary health policies, legislation and guidelines in Primary Health in Nigeria
- 4.0 Understand the role of Nongovernmental Organizations in the Health care delivery system in Nigeria

PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMMUNITY HEALTH. **COURSE: PRIMARY HEALTH CARE. Course Code: CMH 311 Credit Unit: 2 COURSE SPECIFICATION: Theoretical: 1Hours** Practical:1hr **General Objective: 1.0** Understand the concept of Health. **Specific Learning Outcomes Teachers** Learning **Specific Teachers Evaluation Activities** Resources Learning **Activities Outcomes** Define Health Explain 1.1-1-3 1.1 Define Health according to; Cardboard 1.10 • WHO Drawing book according to WHO and Tempo Others Pencil others. **Textbooks** 1.2 Discuss the concepts of Journals Discuss the Health Posters concept of Biomedical Concept Flip chats health **Ecological Concept** Psychosocial Guide Discuss the concept Draw the diagram students to Approaches to • Holistic Concept illustrating the illustrate Health Federal. State and Federal, State 1.3 Discuss the Approaches to local government Discuss and local Health health system. Dimensions of government Health health system Psychology Biomedicine Discuss the Sociology **Determinants** Anthropology of Health 1.4 Discuss Dimensions of Health. Physical Health Social Health • Mental Health

						$\lambda \cup$
	• Spiritual Health					
	<ul> <li>Emotional Health</li> </ul>					
1.5 Dis	cuss the Determinants of				Y	Describe
Hea	alth:				. 10.	briefly the
	<ul> <li>Income and social</li> </ul>					development of
	status					the Nigerian
	<ul> <li>Educational</li> </ul>					Health System
	<ul> <li>Physical</li> </ul>					
	Environment					Discuss the
	<ul> <li>Social support</li> </ul>					cultural
	network					theories of
	• Genetic					disease
	Health Services					causation in
	<ul> <li>Gender</li> </ul>		- C.			Nigeria
1.6 Des	scribe briefly the			`		Discuss
	relopment of the					
	gerian Health System					common sources of
_	Pre-Independence					health care in
	· .					Nigeria
•	Independence	V				Nigeria
•	Post-Independence etc.					Explain the
	1	OV				challenges
1.7 Dis	cuss cultural theories of	M				militating
disease	causation in Nigeria	160				against good
		<b>.</b> .				team work at
	Discuss how these					primary health
	theories influence:					care level
	. 1XV					
•	The acceptance of					
	Modern health care					
•	Actions that people					
	take to get well (					

					$\lambda \cup$
	Health seeking behaviour)  Attitude towards prevention of diseases  1.9 Discuss common sources of health care in Nigeria Self-care, Traditional, Faith-based, Modern  1.10 Discuss Health Team under the following heading Definition Composition Characteristics Function of an ideal health team Challenges militating against good team work at primary health care level				
Gener	al Objective: 2.0: Understand the concept of Primar	y Health Care.			
4-5	2.1 Define PHC according to World Health Organisation (WHO)  2.2 Discuss PHC under the following headings • rationale /need for PHC • Principles of PHC • Components of PHC	Cardboard Drawing book Tempo Pencil Textbooks Journals Posters Flip chats	Make a field trip to a near by PHC clinic	Guide student to a field trip to a near by PHC clinic to observe the difference between PHC and Hospitals	Define PHC according to WHO  Discuss the need, Principles, and components of PHC.

		XU	
<ul> <li>Identification of role of PHC in the Nigerian Health System as being a central focus.</li> <li>The linkage of the PHC system with 2<sup>nd</sup> and 3<sup>rd</sup> tier of NHS.</li> <li>The PHC implementation systems</li> <li>The minimum health</li> </ul>		State the rol of PHC in the Nigerian Health System as being a central focus the linkage of the PHC system.	he em is.
care package at the ward level 2.3 Discuss PHC approach of the Nigerian Health System: • Bottom-up approach		with 2 <sup>nd</sup> and tier of NHS  State PHC implementa	1 3 <sup>rd</sup>
<ul> <li>Emphasis on prevention</li> <li>Cost recovery</li> <li>Quality assurance</li> </ul>	05	Discuss the minimum health care	
2.4 Discuss the challenges facing effective delivery of PHC services	180	package at t ward level	
8	7,	approach of Nigerian Health Syst	f the em
Wh.		Discuss the challenges facing effect	
	25		
4r			

	T		I	T		1.11
						delivery of
						PHC services
Gene	ral Objective: 3.0: Know the con-	temporary health p	lolicies, legislatio	n and guidelines in Pr	imary Health in	Nigeria
6-7	3.1 Define the following terms:	Explain 3.1- 3.3	Textbooks			Explain Health
	Health Policy		Journals			Policy, Health
	Health Legislations		Posters			Legislations
	Guidelines		Flip chats			and Guidelines
	Guidennes		Computers			
	3.2 Explain the various		projectors			Identify various
	contemporary health Policies,					contemporary
	Legislations and Guidelines in					health policies,
	Primary health care in Nigeria.			•		legislation and
	PHC Under One Roof					Guidelines in
	Basic Health Care					PHC.
	Provision Fund (BHCPF),			4		
	Task-Shifting & Task					Explain various
	Sharing,					contemporary
	National Health Policy,					health policies,
	N 111 141 1					legislation and
	National Health Insurance     Salaman (NHIS)	X				Guidelines in
	Scheme (NHIS),	"BD				PHC.
	National Health Act,     National Barradustive	OV				
	• National Reproductive Health Policy,					
	<ul><li>National Health Promotion</li></ul>					
	Policy,	$\mathbf{O}$				
	<ul> <li>National mental Health</li> </ul>					
	Policy,					
	• Patient's Bill of Rights,					
	Etc.					
	3.3 Explain the various					
	contemporary health Policies,					

	Legislations and Guidelines in Primary health care in Nigeria in 3.2 above under the following headings  Objectives  Key Components  Key Updates				COUCA	
Gener	ral Objective: 4.0: Understand the	e role of Non gover	nmental Organiz	ations in the Health o	are delivery syste	em in Nigeria.
8-13	<ul> <li>4.1. Explain the roles of nongovernmental organizations in the health care delivery system in Nigeria.</li> <li>4.2 Define 'Alternative Health care Providers' i.e. traditional healers</li> <li>4.3 Describe the role of Alternative Health Care Providers in Nigeria</li> </ul>	Explain 4.1-4.3	Textbooks Journals Posters Flip chats Textbooks Computer Projector			Explain the roles of Nongovernmental organization in health care delivery system in Nigeria.  Define Alternative Health Care Providers  Describe the role of Alternative Health Care Providers in Nigeria.
	MILONA		27			

PROGRAMME: HND Community Health **COURSE TITLE:** APPLIED ANATOMY AND PHYSIOLOGY I **COURSE CODE: CMS 311 DURATION:** Theoretical: 1Hour **Practical: Credit Unit: 2** 1hour 1ST SEMSTER **CREDIT UNITS: UNIT SCHEDULE: GOAL:** This course is designed to acquaint students with knowledge of the Anatomy and Physiology of the Human Body. **GENERAL OBJECTIVE:** On completion of the course, the student should be able to: 1.0 Know the structure of the human body 2.0 Know the body fluid chemistry 3.0 Discuss the cells, tissues, glands, membranes and organs of the body 4.0 Know tissue structure and function 5.0 Understand blood and its composition 6.0 Understand the cardiovascular system 7.0 Understand lymphatic System

PROGRAMME HIGHER NATIONAL DIPLOMA COMMUNITY HEALTH							
COURS	E: APPLIED ANATOM	Y AND	Course Code	e: CMS 311	Credit Unit: 2		
PHYSIC	DLOGY I						
COLIDG	E SPECIFICATION:	Theoretical Cont	anta Ilana	Practical Content:	1hwa		
COURS	E SPECIFICATION:	Theoretical Cont	ent: Inrs	Practical Content:	inrs -		
General	<b>Objective: 1.0</b> Know the s	tructure of the hum	an body				
Week	Specific Learning	Teachers	Learning	Specific Learning	Teachers	Evaluation	
	Outcomes	Activities	Resources	Outcomes	Activities		
4.0	1 1 7 9 1 0 11		<b>-</b> -	CV			
1-2	1.1 Define the following	Explain $1.1 - 1.3$	Relevant	Identify the		Explain Cells,	
	• Cells		Publications	Systems of the		Tissues, Organs	
	<ul> <li>Tissues</li> </ul>		Audio-visuals	Human Body.		and Systems	
	<ul> <li>Organs Systems</li> </ul>		(video, compact				
	0 -8		disc, DVD,			List the Systems	
	1.2 List the systems that		Internet)			of the Human	
	make up the human		Books		Guide students to	Body.	
	-		Practical anatomy		identify the		
	body,		and physiology		human body	List the types of	
	Cardiovascular	•	Projector		systems	Body Fluids	
	Respiratory	,	computer				
	Digestive etc.						
	1.3 List types of body	'070					
	fluids						
	Blood, Synovial fluids						
	Cerebrospinal fluids						
General	Objective: 2.0: Know the	e body fluid chemis	try				
3-4	2.1 Define Osmosis	Explain 2.1 – 2.6	Audio-visual Ai	Carry out practical	Guide student to	Define terms	
	2.2 Define diffusion.	-	(video, compact	to demonstrate	carry out practical	used in Cellular	
			disc, DVD,	osmosis and	to demonstrate	transportation	
	2.3 State the similarities		Internet) Audio-	diffusion	osmosis and	1	
	and differences between		visual Ai (video,			State the	
			12341111 (11400)		diffusion	similarities and	
					]	Similarities and	

	the processes of		compact disc,			differences
	Osmosis and Diffusion		DVD, Internet)			between the
					<b>6 6 8</b>	processes of
	2.4 Explain how					Osmosis and
	molecules move within					Diffusion.
	and between body					
	compartments.					Explain how
						molecules move
						within and
	2.5 Define intra-and			6 K		between body
	extra-cellular fluids.			(人)		compartments.
	2 6 84040 410 - 3000 00 - 004					
	2.6 State the importance of homeostatic control		_	111-		Define intra-and
						extra-cellular
	of the composition of					fluids.
	these fluids.	11 .1				
	d Objective: 3.0: Discuss the	ne cells, tissues, glai			T	
5-6	3.1 Define a cell.	Explain 3.1 –	Relevant	Draw and Label	Guide student to	Define Cell
	3.2 List the structure of	3.10	Publications	the structure of	draw and label the	
	the cell membrane.			cell membrane.	structure of the	List the structure
	3.3 List the functions of		Audio-visuals		cell membrane	of the cell
	the cell membrane.		(video, compact			membrane and its
	3.4 List Structure of the	$\circ$	disc, DVD,			functions
	plasma membrane. 3.4 List the organelles.		Internet)	Draw the		
	3.5 State the functions of		Books	structures of	Guide students to	List Structure of
	the organelles listed	( ) '		human tissues and		the plasma
	below		Computers	organs using	draw the	membrane
	• -Nucleus,	V		models and	structures of	memorane
	<ul><li>-Nucleus,</li><li>-Mitochondria,</li></ul>		Projectors	visuals	human tissues and	List organelles
	• -Ribosomes		-	VISUAIS	organs using	and their functions
	<ul><li>Endoplasmic</li></ul>				models and	and then functions
	Reticulum,				visuals	
	,		1			
	<ul> <li>Golgi apparatus</li> </ul>		<b>!</b>			

	T				
	<ul> <li>-Lysosomes,</li></ul>		conduct practicals on single cells (epithelium cell)	Guide student to conduct practicals	List the two types of cell division
	cell division		and view under the microscope	on single cells (epithelium cell)	Define Mutation.
	<ul> <li>Mitosis</li> <li>Meiosis</li> <li>3.7 Define Mutation</li> <li>3.8 Define active,     passive and bulk     transport of     substances across cell     membranes.</li> <li>3.9 Compare and contrast     types of Cellular     Transport in</li> <li>3.10 Describe the process     of protein synthesis.</li> </ul>			and view under the microscope	Define active, passive and bulk transport of substances across cell membranes  Compare and contrast types of Cellular Transport  Describe the process of protein synthesis.
General	Objective: 4.0: Know Tissue Structur		1	L	
7-8	4.1 Define the following Explain 4		Draw and describe	Guide students	Explain the terms
	• Epithelial 4.10	Publications	the Structure of	draw and describe	Epithelial,
	• connective		Exocrine and	the Structure of	connective
	tissues,	Audio-visuals	Endocrine glands.	Exocrine and	tissues, muscles
	• muscles,	(video, compact		Endocrine gland	and nervous
	<ul> <li>nervous tissue</li> </ul>	disc, DVD,	Draw the structure		systems and their
	100 7 1	Internet)	of mucous and	Guide the	characteristics
	4.2 Describe the			students to draw	

structures of tissues	Books.	garang	the structure of	
mentioned in 4.1 above	DOOKS.	serous membranes.	mucous and	Describe the
mentioned in 4.1 above		memoranes.		structures of
Describe the	Computers	D 1 1	serous	
functional		Draw a gland.	membranes.	tissues
characteristics of	projectors			
tissues mentioned in			Guide students to	Explain the
4.2 above.			draw a gland.	functions of
4.2 above.				exocrine and
				endocrine glands
4.3 State the capacity of		\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \		
the tissues described		- KO.		List the structure
above				of mucous and
above				serous
4.4 List the				membranes
structure				
and of mucous and		V Y		List the
serous membranes.				functional
4.5 List the				characteristics of
functional				mucous and
characteristics of				serous
mucous and serous				membranes
membranes				momoranos
4.6 Define gland.				Define gland and
Categorize glands				its categories
• endocrine				its categories
<ul> <li>exocrine glands</li> </ul>				Describe the
4.7 Describe the				Structure of
Structure of				Exocrine and
Exocrine and				
Endocrine glands.				Endocrine glands
4.8 Explain the				Explain the
functions of				functions of

	exocrine and endocrine glands.  4.9 State Similarities and differences between the structure and functions of exocrine and endocrine glands  4.10 List the common conditions that affect body tissues.					exocrine and endocrine glands  State Similarities and differences between the structure and functions of exocrine and endocrine glands  List the common conditions that affect body tissues.
	Objective 5.0: Understand	_		T	Γ	
9-10	<ul> <li>5.1 Define Blood.</li> <li>5.2 State the functions of blood</li> <li>5.3 List the component <ul> <li>red blood cells,</li> <li>white blood cells,</li> <li>platelets and</li> <li>plasma</li> </ul> </li> <li>5.4 State the functions and origin of 5.3 above</li> </ul>	Explain 5.1 – 5.8	Relevant Publications  Audio-visuals (video, compact disc, DVD, Internet) Computers projectors	Draw the structure of red blood cells, white blood cells, platelets and plasma	Guide students to draw the structure of red blood cells, white blood cells, platelets and plasma	Define Blood.  State the components and functions of blood  State the functions and chemical composition of plasma  List the five different types of leukocytes
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•		<b>.</b>	<u></u>			
	5.5 State the chemical					Explain the basis
	composition of plasma					of ABO and Rh
					A A	System
	5.6 State functions of					Incompatibilities.
	plasma					
	_					
	5.7 List the five					
	different types of					
	leukocytes					
	5.8 Explain the basis of					
	ABO and Rh			'Y O.		
	System					
	Incompatibilities.			112.		
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	AL OBJECTIVE 6.0 Und			<b>11.1.1</b>		<b>D</b> 11 1
11-12	6.1 Describe the	Explain 6.1 –	Relevant	Draw and label	Guide the	Describe the
	structure and function	6.14	Publications	the human heart.	students to draw	structure and
	of the following				and label the	function of the
	<ul> <li>Heart</li> </ul>		Audio-visuals		human heart.	human heart
	<ul> <li>the arteries,</li> </ul>		(video, compact			
	<ul><li>veins and</li></ul>		disc, DVD,	Demonstrate	Guide students	List the
	<ul> <li>capillaries</li> </ul>	•	Internet)	ways of	on how to	functions and
	<ul> <li>Conducting</li> </ul>		Books.	measuring Blood	measure Blood	components of
	system of the		Computers	Pressure and	Pressure and	heart muscles
	heart.		projectors	Cardiac output	Cardiac output	and structures
	neart.		Projectors	•	•	
	6.2 Describe the human				Guide students	
	heart under the			Identify the sites	on how to	
	following:	V		where pulse can	identify the sites	
				be taken	where pulse can	List the major
	• Size, shape,				be taken	arteries
	chambers and				o cuiton	supplying blood
	location of the					to all major
	heart					body structures
						body structures

<ul> <li>Coronary arteries; the location and functions.</li> <li>The valves of the heart; their locations and functions.</li> <li>6.3 List the components of the following</li> <li>the heart muscles;</li> <li>the structure</li> <li>6.4 List the functions of the following</li> <li>the heart muscles;</li> <li>the heart muscles;</li> <li>the structure</li> <li>6.5 Trace the circulation of blood through the heart and the blood vessels.</li> <li>6.6 List the major arteries supplying blood to all major body structures</li> <li>6.7 Explain the following</li> <li>Drainage involved</li> </ul>		Explain Vinous return to the Heart.  Describe the main factor determining heart rate and cardiac output.  Define pulse and sites where it can be taken.  List the disease conditions of the blood and circulatory system.
<ul><li>6.7 Explain the following</li><li>Drainage involved in returning, blood</li></ul>		

to heart from the body  • Mechanism by which exchange of nutrients, gases and wastes occurs between the blood and the tissues				COLON	
6.8 Describe the main factor determining heart rate and cardiac output.			•		
<ul><li>6.9 Define the following</li><li>Blood Pressure</li><li>Cardiac output</li></ul>					
6.10 State normal range for the following:-  • Blood Pressure  • Cardiac output		35			
6.11 Define pulse	'5D'				
6.12 List the sites where pulse can be taken. 6.14 List the disease conditions of the blood and circulatory system	SAL				
GENERAL OBJECTIVE 7.0 Understa	nd lymphatic Syst	em			

			1	1		
12-13	7.1 Define	Explain 7.1- 7.5	Relevant	Draw the	Guide students to	Define Lymphatic
	Lymphatic		Publications	structures of	draw the	system.
	system.			organs of the	structures of	
			Audio-visuals	lymphatic system	organs of the	List the Organs of
	7.2 List the		(video, compact		lymphatic system	the Lymphatic System.
	Organs of the		disc, DVD, Internet)			System.
	Lymphatic		internet)			List the functions
	System.		Books.			of the Lymphatic
			Projectors	6 1/2		System.
	7.3. List the		Trojectors	、くし、		
	functions of the		computers			List the
	Lymphatic			112.		composition of the
	System.					lymphatic system.
	7.4 List the					
	composition of the					describe the
	lymphatic system.					location of organs
			2			in lymphatic
	7.5 Describe the					systems
	location of the following					
	• lymph,					
	• lymphatic	$-$ 0 $\vee$				
	vessels,	V.				
	<ul> <li>lymph nodes</li> </ul>	UK.				
	<ul><li>tonsils,</li></ul>	MO.				
	<ul> <li>spleen and</li> </ul>	<b>Y</b>				
	<ul> <li>thymus gland</li> </ul>					
	<b>\</b> \\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\		27			
	MILON		37			
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PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMMUNITY HEALTH							
COURSE: SOCIAL AND BEHAVIOURAL	<b>Course Code:</b>	Credit Unit: 2					
COMMUNICATION	CMH 312						
COURSE SPECIFICATION: Theoretical: 1Hours		Practica	l: 1Hour				
General Objective:							
<b>1.0</b> Understand the Concept of Community.							
<b>2.0</b> Know Socio-cultural Factors that influence h	ealth behavior in the con	nmunity					

- 3.0 Understand the general concept of Social and Behavioural Change Communication (SBCC
- 4.0 Understand Community Mobilization for Health Action
- **5.0** Know the current trends in health promotion WALTONAL BOARD FOR FECHIN

1.2 Describe the organizational structure of a community under the following headings:  • Types of leadership of leadership end decision-making  • Organizational structure (modern and traditional)  General Objective: 2.0 Know State-cultural Factors that influence health behavior in the community and traditional and cultural practices that influence health behavior in the community  1.2 Describe the organizational community as a health worker in a community among themselves to practice leadership and how to community as a health worker in a community.  1.2 Discuss the organizational structure of a community.  1.3 Discuss the organizational structure of a community.  1.4 Satisfactory among themselves to practice leadership and how to community as a health worker in a community.  2.1 Explain harmful traditional and cultural practices that influence health behavior in the community.  2.1 Explain harmful traditional and cultural practices that influence health behavior in the community.  2.1 Explain traditional and cultural practices that influence health behavior in the community.	PROGRA	MME: HIGHER NATI	ONAL DIPLOM	A IN COMMUN	ITY HEALTH	<u> </u>			
COURSE SPECIFICATION:   Theoretical: 1 Hour   General Objective: 1.0 Understand the Concept of Community	COURSE	: SOCIAL AND BEHA	VIOURAL	Course Code: C	CMH 312	Credit Unit: 2			
General Objective: 1.0 Understand the Concept of Community   Week   Specific Learning   Teachers   Activities   Teachers   Teachers   Activities   Teachers   Teachers   Teachers   Teachers   Teachers   Activities   Teachers   Teachers   Teachers   Teachers   Activities   Teachers   Tea	CHANGI	E COMMUNICATION				, 10			
Teachers		COURSE SPECIFICATION: Theoretical: 1 Hours Practical: 1Hour							
Coutcomes	General (	Objective: 1.0 Understand	the Concept of Co	mmunity					
1.1 Define Community 1.2 Describe the organizational structure of a community under the following headings:  • Types of leadership • Household structure (power and decision-making • Organizational structure (modern and traditional)  • General Objective: 2.0 Know Sorte cultural Factors that influence health behavior in the community  - Textbooks Journals Posters  Flip chats Projectors community and how to community among themselves to practice leadership and how to community as a health worker in a community  • General Objective: 2.0 Know Sorte cultural Factors that influence health behavior in the community  4-5  2.1 Explain 2.1- 2.5  Textbooks Journals Posters  Types of leadership Styles of leadership and how to community as a health worker in a community  • General Objective: 2.0 Know Sorte cultural Factors that influence health behavior in the community  Explain 2.1- 2.5  Textbooks Journals Posters  Watch videos showing case showing case studies of cultural practices that influence health behavior and how to community organizational practices that influence health behavior in the community  Explain traditional and cultural practices that influence health behavior in the community	Week	_		Resources	_		Evaluation		
1.2 Describe the organizational structure of a community under the following headings:  Types of leadership of leadership of leadership and decision-making  Organizational structure (modern and traditional)  General Objective: 2.0 Know So to cultural Factors that influence health behavior in the community  Lambda of the community are community and health worker in a community are dominity.  It is a not how to community as a health worker in a community are community.  It is a not how to community are community are community are community.  It is a not how to community are community are community are community.  It is a not how to community are community are community.  It is a not how to community are community are community.  It is a not how to community are community are community.  It is a not how to community are community are community.  It is a not how to co									
4-5 2.1 Explain harmful traditional and cultural practices that influence Explain 2.1- 2.5 Textbooks Journals Posters Studies of cultural practices that	1-3	<ul> <li>1.2 Describe the organizational structure of a community under the following headings:</li> <li>Types of leadership Styles of leadership</li> <li>Household structure (power and decision-making</li> <li>Organizational structure (modern</li> </ul>	Explain 2.1- 2.5	Journals Posters Flip chats Projectors	and how to communicate to the community as a health worker in a	to organize and form a community among themselves to practice leadership and how to communicate to the community as a health worker in a	organizational structure of a		
traditional and cultural practices that influence	General (	Objective: 2.0 Know Socio	o-cultural Factors t	hat influence heal	th behavior in the com	munity			
FIID CHAIS   STUDENT USING   INTIDIENCE NEAR	4-5	traditional and cultural	Explain 2.1- 2.5	Journals	showing case	Demonstrate to student using			

	health behaviours		Computer	and traditional	_	behavior negatively
	negatively.			activities that	case studies of	and positively
			projector	influence health	cultural and	
	2.2 Explain health			behavior in a	traditional	Explain ways of
	interventions to			community example	activities that	encouraging and
	overcome them			polio immunization	influence health	promoting them.
				in the northern part	behavior in a	
	2.3 Explain traditional			of Nigeria	community	
	and cultural practices			orrigoria	example. polio	Identify some
	that influence health			\ \ \ \ \ \	immunization	harmless traditional
	behaviours positively.			(人)	in the northern	and cultural
	2.4 F1-:				part of Nigeria	practices that have
	2.4 Explain ways of			112		neither helpful nor
	encouraging and					harmful effect on
	promoting them 2.5 Identify some					health behaviours in
	harmless traditional					the community.
	and cultural practices					
	that have no effect on					
	health behaviours in					
01:4	the community.	1	: 1 1D 1 :	1.01	(CDCC)	
6-8	ve 3.0: Understand the general 3.1 Define Social					Define Social
0-8		Explain 3.1- 3.18	Text Books`	carry out inter Personal	Demonstrate to	
	Behaviour	3.16	Journals	Communication and	student how to	Behavioral Change
	Change		Posters	Counselling (IPCC)	carry out inter	Discuss
	3.2 Discuss Inter		Flip chats	Counselling (IFCC)	Personal	interpersonal
	Personal		Computers		Communication	communication and
	Communication		projectors		and	counselling (IPCC)
	and Counselling		Projectors		Counselling	
	(IPCC)				(IPCC)	Differentiate
	3.3 Explain				demonstrating	between Health
	interpersonal				the barriers to	Education and
	interpersonal				effective IPCC	Health Promotion

communication	
skills.	Explain the
3.4 Discuss barriers	principles of Health Promotion
to effective	Promotion
IPCC	Explain the basic
3.5 Explain	elements of
strategies for	communication
overcoming	
barriers to	Describe health
interpersonal	communication and
communication	its importance.
3.6 Define	Describe various
counselling	channels of
3.7 Describe	communication in
empathic	health practices.
communication	_
3.8 State the	Explain need for
Difference	use of multi-mix
between Health	communication channel in health
Education and	Practice.
Health	Tractice.
Promotion	Describe the
3.9 Explain the	process of health
principles of	communication.
Health	
Promotion	Explain the
3.10 Explain the	guidelines for message
basic elements	development
of	development
communication	Describe the
	various educational

 		 		XU
3.11 Describe				technologies used
health				in health
communication				communication
and its			. 10	E1-1 64 414
importance				Explain factors that facilitate effective
3.12 Describe				health
various channels				communication.
of				
communicating			V	Explain the barrier
health messages				to effective health
to individuals,				communication
families and				
communities e.g				
Traditional,				
• Electronic,				
• Print)				
,				
3.13 Explain the need				
for use of multi-				
mix				
communication channel.				
3.14Describe the				
process of health				
communication.				
3.15Explain the	0			
guidelines for				
message	$\sim$			
development.				
3.16 Describe the various				
educational				
Cuucationai	<u> </u>	1	1	

	technologies used					
	in health				N	
	communication.				<b>^</b> \	
	3.17 Explain factors					
	that facilitate					
	effective health					
	communication					
	3.18Discuss the					
	barriers to					
	effective health			• D		
	communication					
	with respect to use			170		
	of:					
	<ul> <li>Traditional</li> </ul>					
	<ul> <li>electronic and</li> </ul>			CA,		
	• print media)					
General (	Objective: 4.0 Understand	Community Mobil	lization for Health	Action		
9-11	4.1 Define	Explain 4.1- 4.5	Textbooks		Demonstrate to	Define Community
	Community	Zapium III III	Journals		student how to	Mobilization.
	Mobilization.		Posters	Carry out a practical	mobilize the	TVIOOIIIZMITOII.
	17100IIIZatioii.		I OBCCID			
			Flip chats	session to mobilize	community	Discuss the
	4.2 Discuss the		Flip chats Computers	session to mobilize	community	Discuss the importance of
	4.2 Discuss the importance of		Computers	the community	community	importance of
	importance of		_		community	importance of community
	importance of community		Computers		community	importance of community mobilization for
	importance of community mobilization for		Computers		community	importance of community
	importance of community	~O1.	Computers		community	importance of community mobilization for health action.
	importance of community mobilization for health action.	201	Computers		community	importance of community mobilization for health action.  Discuss the
	importance of community mobilization for health action.  4.3 Explain	80r.	Computers		community	importance of community mobilization for health action.  Discuss the importance of
	importance of community mobilization for health action.  4.3 Explain methods of	801.	Computers		community	importance of community mobilization for health action.  Discuss the importance of community
	importance of community mobilization for health action.  4.3 Explain methods of community	801.	Computers		community	importance of community mobilization for health action.  Discuss the importance of community mobilization for
	importance of community mobilization for health action.  4.3 Explain methods of community mobilization for	20r.	Computers		community	importance of community mobilization for health action.  Discuss the importance of community
	importance of community mobilization for health action.  4.3 Explain methods of community mobilization for health action	801.	Computers		community	importance of community mobilization for health action.  Discuss the importance of community mobilization for
	importance of community mobilization for health action.  4.3 Explain methods of community mobilization for	801.	Computers		community	importance of community mobilization for health action.  Discuss the importance of community mobilization for

	<ul> <li>Group         Discussions etc.</li> <li>4.4 Explain the         importance of         community         participation and         ownership of health         action</li> <li>4.5 Describe         various health         development         committees in         PHC e.g         <ul> <li>LGA PHC                 implementation                 committee,</li> <li>Health facility,</li> <li>Ward, Village,</li> <li>Community,                 etc.</li> </ul> </li> </ul>				Discuss the importance of community participation and ownership of health action.  Discuss various health development committees in PHC.
General 12-15	<ul><li>Objective 5. 0: Know the</li><li>5.1 Define health promotion</li><li>5.2 Discuss the current</li></ul>	Explain 5.1 to 5.3	alth promotion Textbooks Journals Posters Flip chats		Discuss current trends in health promotion.
	trends in health promotion.  • Health Education to Health Promotion		Computer Projector		
•	M		44		

Focus on social change (IEC, BCC, BCSC, SBCC)  5.3 Explain artificial intelligence assistance medicine	
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PROGRAMME: HN	D COMMUNITY HEALTH						
COURSE TITLE: HUMAN NUTRITION							
COURSE CODE: CMH	COURSE CODE: CMH 313						
<b>DURATION: 45</b>	Theoretical: - 2Hours		Practical: 1 Hours				
<b>CREDIT UNITS: 3 UNIT</b>		SCHEDULE:	1ST SEMSTER				

**GOAL:** This course is designed to equip students with the knowledge and skills to provide community nutrition services.

- 1.0 Know the concept of human nutrition
- 2.0 Know how to provide comprehensive nutrition services
- 3.0 Understand the concept of house hold food security
- 4.0 Know the strategies for proper Nutrition Education
- 5.0 Know the management of nutritional disorders at community level
- 6.0 Understand Community Management of Acute Malnutrition (CMAM)
- 7.0 Know the relationship between HIV and AIDs and Nutrition

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PROGRAMME: HIGHER NATIONAL DIPLOM COMMUNITY HEALTH							
COURSE: HUMAN NUTRITION		Course Code: CMH 313	Credit Unit: 3				
COURSE SPECIFICATION:	Duration: 45	Theoretical: 2Hours	Practical: 1Hours				

General Objective: 1.0 Know the concept of Human Nutrition.

Week	Specific Learning	Teachers	Resources	Specific Learning	Teachers	Evaluation
	Outcomes	Activities		Outcomes	Activities	
1-2	1.1 Define Nutrition	Explain 1.1-	Textbooks			Define
		1.8	Journals			Nutrition
	1.2 Define food		Posters			
			Flip chats			Define Food
	1.3 List the classes of		Computers			
	food		projector			list the
						classes of
	1.4 State the					food
	importance of					
	Nutrition and food					State the
	to man			prepare a nutritious food	Guide student	importance of
	Growth				to prepare a	Nutrition and
	• Development etc.		CO.		nutritious food	food to man.
	1.5 Define Adequate					Define
	nutrition					Adequate
						nutrition.
	1.6 List the components					
	of adequate					List the
	nutrition and diet.	$\sigma \sim$				components
						of adequate
	1.7 List the factors					nutrition and
	predisposing to					diet
	undernutrition					
						List the
	I KU.					factors
						predisposing

	1.8 List the factors					to
	predisposing to					undernutritio
	over-nutrition.				~ D.	n.
Gener	ral Objective 2: Know how	to provide com	rehensive nutrition	l services		11.
2-3	2.1 Define	Explain 2.1 –	Textbooks	Services		Explain
<b>4-</b> 3	comprehensive	2.2	Journals		$\triangleright$	comprehensiv
	services.	2.2	Posters			e nutrition
	services.					services in
	2.2 List Comprehensive		Flip chats	JCAN		the clinic and
	nutrition services in		Computer			community.
	the clinic and		Projector			Community.
	community.		Trojector	30		
	community.					
Gener	ral Objective 3: Understand	the concept of l	house hold food sec	curity		
4-5	3.1 Define household	Explain 3.1-	Relevant			Define
	food security.	3.2	Publications			household
			Audio-visuals			food security.
	3.2 Explain strategies		(video, compact			
	that support		disc, DVD,			Identify
	household food		Internet)			strategies that
	security at various		Books			support
	levels		Computer			household
	<ul> <li>Village</li> </ul>		Projector			food security
	• Ward	0)	U			at various
	<ul> <li>Community</li> </ul>	NY				levels
	, and the second					icveis
Gener	ral Objective 4: Know the s	trategies for pro	per Nutrition Educa	ation		
6-7	4.1 Define nutrition	Explain 4.1 –	Relevant		Guide student	Define
	education.	4.3	Publications	Cuido atudant to managa a	to prepare a	Nutrition
			Audio-visuals	Guide student to prepare a	proper	Education.
	•		(video, compact	proper notorious food for	notorious food	
	4.2 List the strategies in		disc, DVD,	neonatal, infant, toddler,	for neonatal,	List Nutrition
	achieving 4.1		Internet)	adult and old	infant, toddler,	Education
	above.		Books		adult and old	strategies.
			48			
	<i>(</i> 4)					

<ul> <li>4.3 Discuss Focusing on nutrition of vulnerable groups like 0-5 years</li> <li>Giving energy rich foods from 6 months of age frequently; at least 4-5 feeds daily</li> <li>Discouraging the use of breast milk substitutes and commercial complementary foods.</li> </ul>					
				T	
5.1 Classify nutritional disorders.  5.2 Identify individuals with nutritional disorders.  5.3 Identify children at risk of developing malnutrition.  5.4 Identify other nutritional disorders  • Anemia • Vitamin A deficiency	Explain 5.1 – 5.5	Relevant Publications Audio-visuals (video, compact disc, DVD, Internet) Books Computers projectors	carry out practical on the preparation of a balance diet	Guide student to carry out practical on the preparation of a balance diet	Classify nutritional disorders.  Identify individuals with nutritional disorders.  Identify children at risk of developing malnutrition.  List nutritional
	nutrition of vulnerable groups like 0-5 years  • Giving energy rich foods from 6 months of age frequently; at least 4-5 feeds daily  • Discouraging the use of breast milk substitutes and commercial complementary foods.  1 Objective 5: Know the nutritional disorders.  5.1 Classify nutritional disorders.  5.2 Identify individuals with nutritional disorders.  5.3 Identify children at risk of developing malnutrition.  5.4 Identify other nutritional disorders  • Anemia  • Vitamin A	nutrition of vulnerable groups like 0-5 years  • Giving energy rich foods from 6 months of age frequently; at least 4-5 feeds daily  • Discouraging the use of breast milk substitutes and commercial complementary foods.  I Objective 5: Know the management of nutritional disorders.  5.1 Classify Explain 5.1 – 5.5  5.2 Identify individuals with nutritional disorders.  5.3 Identify children at risk of developing malnutrition.  5.4 Identify other nutritional disorders  • Anemia  • Vitamin A	nutrition of vulnerable groups like 0-5 years  • Giving energy rich foods from 6 months of age frequently; at least 4-5 feeds daily  • Discouraging the use of breast milk substitutes and commercial complementary foods.  1 Objective 5: Know the management of nutritional disorders  5.1 Classify Explain 5.1 – Relevant Publications Audio-visuals (video, compact disc, DVD, Internet)  5.2 Identify individuals with nutritional disorders.  5.3 Identify children at risk of developing malnutrition.  5.4 Identify other nutritional disorders  • Anemia  • Vitamin A	nutrition of vulnerable groups like 0-5 years  • Giving energy rich foods from 6 months of age frequently; at least 4-5 feeds daily  • Discouraging the use of breast milk substitutes and complementary foods.  1 Objective 5: Know the management of nutritional disorders at community level  5.1 Classify nutritional disorders.  5.2 Identify individuals with nutritional disorders.  5.3 Identify children at risk of developing malnutrition.  5.4 Identify other nutritional disorders  • Anemia  • Vitamin A	nutrition of vulnerable groups like 0-5 years  Giving energy rich foods from 6 months of age frequently; at least 4-5 feeds daily  Discouraging the use of breast milk substitutes and commercial complementary foods.  I Objective 5: Know the management of nutritional disorders at community level    5.1 Classify nutritional disorders.

	<ul> <li>Iodine deficiency disorder.</li> <li>5.5 List nutritional assessment methods</li> <li>height for weight</li> <li>height for age</li> <li>Mid-upper arm circumference, etc.</li> <li>Objective 6: Understand</li> </ul>	Community Ma	pagement of A oute	Malnutrition (CMAM)		assessment methods.
10-11	6.1 Define Malnutrition 6.2 List common diseases associated with Malnutrition. 6.3 Describe Community Management of Acute Malnutrition (CMAM). 6.4 Describe the principles of CMAM. 6.5 List the components of CMAM. 6.6 Describe how CMAM can be implemented in different settings.	Explain 6.1-6.7	Relevant Publications Audio-visuals (video, compact disc, DVD, Internet) Books. Computer projector	carry out practical on the preparation of a balance diet	Guide student to carry out practical on the preparation of a balance diet	Define Malnutrition  List common diseases associated with Malnutrition  Describe Community Management of Acute Malnutrition (CMAM).  Describe the principles of CMAM.

	6.7 Identify SAM in the community and in the health facilities.				JCA'	Describe how CMAM can be implemented in different settings.
	Objective 7: Know the I			u Nutrition		71 .10
12-13	7.1 Identify common health issues that affect nutrition intake by PLWHIV.	Explain 7.1 – 7.5	Relevant Publications Audio-visuals (video, compact disc, DVD,			Identify common health issues that affect nutrition
	7.2 List the nutritional needs of PLWHIV.		Internet) Books.	( N		intake by PLWHIV.
	7.3 List options of feeding for PLHIV women.					List the nutritional needs of PLWHIV.
	<ul><li>7.4 Identify children at risk of developing malnutrition.</li><li>7.5 Describe the</li></ul>	,25	<b>5</b>			List options of feeding for PLHIV women.
	process of feeding that HIV positive mothers must follow to prevent transmission to their babies.	30k				Describe the process of feeding that HIV positive mothers must
	Supporting the mother's decision to breastfeed					follow to prevent transmission

	<ul> <li>counselling</li> <li>Teaching her proper positioning and attachment</li> </ul>			babies.
	<ul> <li>Putting the baby to breast immediately after birth</li> </ul>			€22
Genera	al Objective 8: Understand	the concept of	child nutrition	1 1
13-14	8.1 Describe Child Nutrition	Explain 8.1 – 8.2	Relevant Publications Audio-visuals	Explain Nutrition
	8.2 List the component of Infant and Young		(video, compact disc, DVD,	List the compon
	Child Feeding (IYCF)  • Counselling  • Exclusive  breastfeeding  for 6 months		Internet) Projector computer	Infant an Young G Feeding (IYCF).
	Age appropriate complementary foods		EQ.	
		BO.		
	NA			
	MILONA			
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PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMMUNITY HEALTH						
COURSE TITLE: COMMUNITY LINKAGES AND DEVELOPMENT.						
COURSE CODE: CMH 314						
DURATION: 2 Hours Theoretical: 1Hours Practical: 1hour						
CREDIT UNIT: 2	2		SCHEDULE:			
GOAL: This course i	GOAL. This course is designed to acquaint the student with knowledge and skills to aid community entry, and for conducting situation					

analyses and community diagnosis.

- 1.0 Understand the concept of Community
- 2.0 Understand the importance of Community diagnosis
- 3.0 Know the concept of Community Mobilization
- **4.0** Know how to carry out Situation analysis

Week	Specific Learning Outcomes	Teachers Activities	Resources	Specific Learning Outcomes	Teachers Activities	Evaluation
1-3	1.1 Define community  1.2 Identify the basic components of community  • social component,  • cohesion,  • Physical components  • cultural component  • Membership, etc.  1.3 explain the Characteristics of a Community.  1.4 List different types of community.	Explain 1.1- 1.4	Relevant Publications Audio-visuals (video, compact disc, DVD, Internet Books Computers projectors	form groups mimicking different types of communities	Guide student to form groups mimicking different types of communities	Define community  Identify the basic components of community  Explain the Characteristics of Community  List different types of community

Conor	ral Objective: 2.0 Understa	nd the Importance of	f Community Diag	mocie		
4-6	2.1 Define Community	Explain 2.2-2.6	Relevant	Sketch map (or	Guide students	Define Community
4-0	Diagnosis.	Explain 2.2-2.0	Publications	obtain sketch map of	on how to	Diagnosis.
	Diagnosis.		Publications	_		Diagnosis.
	2.2 E1-i 4b			the community)	Sketch map (or	I.14
	2.2 Explain the		Audio-visuals	C 1 4	obtain sketch	Identify the
	rationale for		(video,	Conduct	map of the	rationale for
	Community Diagnosis.		compact disc,	interviews/surveys	community)	Community
			DVD, Internet)	of social groups in		Diagnosis.
	2.3 Explain the roles			the community	Guide students	
	of Community				to Conduct	Identify the roles of
	Diagnosis in PHC.		Computers	•	interviews/surve	Community
					ys of social	Diagnosis in PHC.
	2.4 List common				groups in the	
	methods used in		projectors		community	List common
	community diagnosis					methods used in
	<ul> <li>observation,</li> </ul>		(			community
	<ul> <li>interview,</li> </ul>					diagnosis in 2.4.
	• group					
	discussion,					List the steps in
	Review of					carrying out
	existing					community
	records.					diagnosis in 2.5
	2.5 List the steps in					
	carrying out					
	community diagnosis:-					Explain the steps in
	<ul> <li>Make entry through</li> </ul>	OPE				carrying out
	the LGA into the					community
	community					diagnosis
	<ul> <li>Identify boundaries</li> </ul>					
	of the community					
	• List of resources					
	• List of resources available in the					
	community e.g.					
	industries,					

					1	
	<ul> <li>attitudes affecting</li> </ul>					
	health					
					A V	
	2.6 Explain the steps					
	in carrying out					
	community diagnosis					
	• •					
	listed in 2.5 above	2.2				
	al Objective: 3.0 Know the		_ •	Γ	1	
7-9	3.1 Define Community	Explain 3.1-3.5	Relevant			Define Community
	Mobilization.		Publications			Mobilization.
	3.2 Explain Community		Audio-visuals			Explain
	Mobilization.					Community
			(video,			Mobilization
	3.2 List role of		compact disc,			Wiodinzation
	Community		DVD, Internet)			List role of
	_					
	Mobilization in PHC					Community
	<ul> <li>Immunization</li> </ul>		Computers			Mobilization
	<ul> <li>ANC services</li> </ul>					
						List steps involved
	3.3 List steps involved		projectors			in Community
	in Community		_			Mobilization
	Mobilization.					
	.3.4 Define advocacy.					Define advocacy
	.5.4 Define advocacy.					Define advocacy
Genera	al Objective: 4.0 Know ho	w to carry out Situat	ion analysis	•	•	
10-13	4.1 List the steps in	Explain $4.1 - 4.4$	Relevant			List the steps in
10 10	situation analysis.		Publications			situation analysis.
	ordanion analysis.					List the instruments
	4.2 List the instruments	_	Audio-visuals			used in situation
	used in situation		(video,			
			compact disc,			analysis.
	analysis.		DVD, Internet)			
	4.3 Explain the		Computara			Explain the
	importance of		Computers			importance of
	situation analysis in		projectors			situation analysis in

Primary Health		Primary Health
Care.		Care.
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4.4 List the steps in		List the steps in
situation analysis.		situation analysis.

PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMMUNITY HEALTH

COURSE TITLE: DISASTER AND EMERGENCY MANAGEMENT.

COURSE CODE: CMH 315

DURATION: Theoreticel: 1Hours Practical: 1 hour

CREDIT UNITS: 2 SCHEDULE:

- 1.0 Understand the basic concepts of community health in disaster and complex emergencies management
- 2.0 Know the types and phase of disaster and emergency
- 3.0 Know the professional responsibilities of a Community Health Practitioner during disaster and emergencies
- 4.0 Understand community health priorities in emergencies
- 5.0 Understand SENDAI FRAMEWORK
- 6.0 Know the impacts of disaster and emergencies on Health
- 7.0 Know the Responsibilities of Community Health Practitioners in disaster and complex emergencies
- 8.0 Know the "Actors" in Humanitarian Response.

PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMMUNITY HEALTH									
COURSE TITLE: DISASTER AND EMERGENCY MANAGEMENT.									
COURSE CODE: CMH 315									
DURATION: Theoreticel: 1Hours Practical: 1hour									
CREDIT U	CREDIT UNITS: 2 SCHEDULE:								
COURSE SPECIFICATION:									
General O	<b>bjective: 1.0</b> Understand t	the Basic Concepts	of Community I		omplex Emergenci	ies Management.			
Theoretica				Practical Content					
Week	Specific Learning	Teachers	Learning	Specific Learning	Teachers	Evaluation			
	Outcomes	Activities	Reources	Outcomes	Activities				
1-2	1.1 Define Disaster 1.2 Define complex Emergencies.  1.3 Explain the Basic concepts of community disasters and complex emergencies:	Explain 1.1 – 1.3	Relevant Publications  Audio-visuals (video, compact disc, DVD, Internet) Projectors computers			Define Disaster. Define complex Emergencies.  Explain the Basic concepts of community disasters and complex emergencies			
	bjective: 2.0 Know the Ty				Т				
2-3	2.1 State the types of disasters	Explain 2.1-2.2	Relevant Publications	Watch videos on types of disasters	Demonstrate to student using	State the types of disasters			

	<ul> <li>Natural e.g flood, earthquake</li> <li>Man made e.g wars, train crash</li> <li>Hybrid</li> <li>2.2 Explain the phases of disaster: <ul> <li>Disaster mitigation,</li> <li>response,</li> <li>recovery,</li> <li>preparednes s,</li> </ul> </li> <li>Environmental management,</li> <li>Post disaster</li> </ul>		Audio-visuals (video, compact disc, DVD, Internet) Computers projectors		videos on types of disaster	Explain the phases of disaster
	epidemiological surveillance, Contingency		COL			
Conoral	plans etc.  Objective: 3.0 Know the Pro-	ofaccional Pacnosc	ibilities of a Comp	unity Health Practition	ar During Disaster	and Emergencies
4-5	3.1 State the professional responsibilities of a Community Health Practitioner during Disaster and Emergencies:-  • Disaster Communication and Resilience	Explain 3.1	Relevant Publications Audio-visuals (video, compact disc, DVD, Internet) Projector computer	nunity Health Practition	er During Disaster	State the professional responsibilities of a Community Health Practitioner during Disaster and Emergencies

	<ul><li>Risk Communication</li><li>Resilience</li></ul>				O)CKII
Genera	al Objective: 4.0 Understand c	community health p	oriorities in emerg	encies	
6-7	<ul> <li>4.1 Explain health priorities and concern.</li> <li>4.2 List community health priorities in emergencies:-</li> <li>Nutrition,</li> <li>Water and basic sanitation, health</li> <li>Communicable diseases,</li> <li>immunization,</li> <li>Gender issues,</li> <li>Migrant health</li> </ul>	Explain 4.1- 4.2	Relevant Publications Audio-visuals (video, compact disc, DVD, Internet) Computer projector		Explain health priorities and concern.  List community health priorities in emergencies
	al Objective: 5.0 Understand s		T		T
8-9	<ul><li>5.1 Define Sendai</li><li>Framework.</li><li>5.2 State the rationale</li><li>Behind Sendai</li><li>Framework.</li></ul>	Explain 5.1- 5.5	Relevant Publications Audio-visuals (video, compact disc, DVD, Internet)		Define Sendai Framework.  State the rationale Behind Sendai Framework.

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	6.1 Explain the impact of disasters:  Health e.g	1	Publications		impact of disasters
0-11	Objective: 6.0 Know the m 6.1 Explain the impact	Explain 6.1- 6.2	Relevant		Explain the
	Better" in recovery, rehabilitation and reconstruction	BOK			
	"Build Back	N			
	effective response, and to				
	preparedness for				
	disaster		CO,		
	resilience and; • Enhancing		C/F		
	reduction for				
	disaster			<b>K</b> ~	
	risk; • Investing in			177	
	manage disaster				
	governance to			" MA	
	disaster risk				Framework.
	disaster risk; • Strengthening				Sendai
	8.2 Understanding			. 1	contents of
	Framework:				Explain the
	contents of Sendai				reduction.
	8.1 Explain the				Framework for disaster risk
	reduction.				Sendai
	for disaster risk		computer		concept of
	of Sendai Framework		Projector		Explain the

	<ul> <li>Physical injury, psychological trauma,</li> <li>poor nutrition,</li> <li>Environmental</li> <li>epidemics,</li> <li>Death etc.</li> </ul>		Audio-visuals (video, compact disc, DVD, Internet)			Explain the impact of disasters
General	Objective: 7.0 Know the re	sponsibilities of Co	ommunity Health I	Practitioners in disaster	and complex eme	rgencies.
11-12	7.1 Classify roles of Community Health Practitioners in disaster management:-  • Promotive  • Preventive  • Curative  • Rehabilitation 7.2 Explain the types of services rendered by CHP in disaster management:-  • Promotive: Health Education, adequate nutrition etc.  • Preventive: Immunization etc.  • Curative: clinical services etc.	Explain 7.1 – 7.2	Relevant Publications Audio-visuals (video, compact disc DVD, Internet) Projectors computer			Classify roles of Community Health Practitioners in disaster management  Explain the types of services rendered by Community Health Practitioners in disaster management
	<ul> <li>Rehabilitation:</li> </ul>					

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<ul> <li>community resource connection,</li> <li>Guidance on community support etc</li> </ul>	

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General C 12-14	8.1 Explain reasons	Explain 8.1- 8.2	Relevant			Explain reason
	for cooperation		Publications			for cooperation
	in disaster					in disaster
	management. 8.2 State the actors		Audio-visuals			management.
	in disaster		(video,			
	management:-		compact disc,		100	State the acto
			DVD, Internet			in disaster
	<ul> <li>International</li> </ul>		Projectors			management
	Agencies		computers			
	• Non-					
	government					
	Organizations			"17"		
	(NGOs)					
	<ul><li>CBOs, FBOs</li><li>Governments</li></ul>					
	<ul><li>Governments</li><li>Military</li></ul>			O,		
			608			
		BOKE	2,08			
		80 Kg	65			

PROGRAMME:	HIGHER NATIONAL DIPLOMA IN COMMUNITY HEALTH					
<b>COURSE TITLE:</b>	MATERNAL HEALTH					
<b>COURSE CODE:</b>	COURSE CODE: CMH 316					
<b>DURATION: 2 Hours</b>	Theoretical: 2Hours		Practical: 1 Hour			
CREDIT UNITS: 3 UN	NIT	SCHEDULE:				

**GOAL:** This course is designed to enhance students' competence to diagnose and manage maternal conditions and related immediate New born care in line with global standards. The aim is to contribute to the reduction of infant, childhood and maternal mortality.

- 1.0 Understand preconception and pregnancy
- 2.0 Know the concept of Antenatal Care for Positive pregnancy Experience
- 3.0 Understand labour and how to conduct normal delivery using standard protocols
- 4.0 Know complications during labour, delivery and puerperium.
- 5.0 Know how to use Pantograph
- 6.0 Understand the immediate new born care
- 7.0 Know how to provide care during Postpartum period/ postpartum family planning
- 8.0 Understand Forms of motherhood



COURS	SE: MATERNAL HEALTH		<b>Course Code:</b>	CMH 316	Credit Unit: 3	
COURS	SE SPECIFICATION:		Theoretical: 2	Hours	Practical: 1H	ours
General	l Objective: 1.0 Understand preconcep	tion and preg	nancy			
Week	<b>Specific Learning Outcomes</b>	Teachers Activities	Resources	Specific Learning Outcomes	Teachers Activities	Evaluation
1-2	<ul> <li>1.1 Define Pre-conception Care.</li> <li>1.2 Discuss the concept Pre-conception Care</li> <li>1.3 Explain Importance of pre-conception care.</li> <li>1.4 Discuss Services that constitute pre-conception care</li> <li>1.5 Explain Roles of Community Health Practitioners in Preconception care.</li> <li>1.6 Define Pregnancy</li> <li>1.7 Explain the Physiology of</li> </ul>	Explain 1.1- 1.8	Relevant Publications  Audio-visuals (video, compact disc, DVD, Internet Projectors computers	<b>X</b> "	received	Define Preconception Care.  Discuss the concept of Preconception Care  Explain the importance of preconception care.  Discuss services that
	<ul><li>1.7 Explain the Physiology of pregnancy:</li><li>The process of fertilization to</li></ul>					services to constitute conception care.

		_	1		ı	
	pregnancy     Signs of pregnancy     Physiological, anatomical, Psychological and social changes in pregnancy  1.8 Discuss the signs and symptoms of normal and abnormal pregnancy and management					Discuss the roles of community health practitioner in preconception care.  Define pregnancy Explain the physiology of pregnancy.  Discuss the signs and symptoms of normal and abnormal pregnancy and management.
Genera	l Objective: 2.0 Know the Concept of A	Antenatal Care	for Positive preg	nancy Experience		1
2-3	2.1 Define Antenatal Care  2.2 Explain the components of ANC for positive Pregnancy experience;  • Recommendation concerning number of contacts  • Nutritional interventions  • Maternal and foetal assessment	Explain 2.1 - 2.7	Relevant Publications  Audio-visuals (video, compact disc, DVD, Internet Computer projector	Identify danger signs in pregnancy both at the facility and community level  Carry out malaria test using RDT  Administer ACT to those with RDT	Guide students to identify danger signs in pregnancy both at the facility and community level	Define Antenatal Care.  Explain the component of ANC for positive pregnancy experience.

Appropriate timing for	positive test	
ultrasound scan and result	results	
interpretation		
Preventive measures	Investigate and	
Interventions for common      The sixth section is a section in the sixth section in the section is a section in the section in the section is a section in the section in the section in the section is a section in the section	treat other causes	
physiological symptoms	of illness	
Health systems interventions	according to	
2.3 Discuss the concept of Group	national guidelines	
ANC:-	Provide	Discuss
	counselling on	concept of
Discuss the number of meetings     discussions of each meeting with	drug compliance	Group ANC
and timing of each meeting with mothers.	and adverse	
	reaction complete	Discuss the
Formation of cohorts	pharmacovigilance	danger signs in
Describe the process of self-	form and submit	pregnancy
assessment.	to LGA	Explain the
Discuss group support.		concept and
		components of
2.4 Discuss the danger signs in		focused
pregnancy.		Antenatal Care
Identification of danger signs in		(FANC).
pregnancy both at the facility		Davida in the
and community level.		Explain the concept of
		Elimination of
2.5 Explain the concept and		Mother to
components of focused		Child
Antenatal Care (FANC)		Transmission
Birth preparedness and		
complication readiness		Explain
Iron and folic acid supplements     ANG		effective
in ANC		Prevention and
Tetanus toxoid immunization		

Deworming using mebendazole     Intermittent preventive     treatment in pregnancy (IPTp),     use of Insecticide treated nets     (ITNs).	Management of Malaria in Pregnancy.
<ul> <li>2.6 Explain the concept of Elimination of Mother to Child Transmission.</li> <li>Elimination of Mother to Child Transmission (EMTCT) of HIV Primary prevention of HIV infection among women, especially young women.</li> <li>Prevention of unintended pregnancies among HIV-infected women</li> <li>Prevention of HIV transmission from HIV-infected women to their infants.</li> <li>Provision of appropriate treatment, care and support to HIV-infected mothers, their infants and families</li> <li>2.7 Explain Effective Prevention and Management of Malaria in Pregnancy.</li> <li>Effective use of Intermittent Presumptive Treatment (IPT) using Sulphodoxine and</li> </ul>	
Pyrimethamine (SP)	

Genera	l Objective 3.0: Understand labour and	d how to condu	ict normal deliver	ry using standard prot	ocols	
4-5	3.1 Define labour	Explain 3.1- 3.4	Relevant Publications			Define labour
	<ul><li>3.2 Identify signs of false and true labour.</li><li>3.3 Explain infection preventive</li></ul>		Audio-visuals (video, compact disc, DVD, Internet	•		Identify signs of false and true labour under supervision.
	<ul> <li>measures (Hand washing, Use of gloves etc) in the labour room.</li> <li>3.4 Identify the different stages of labour:</li> <li>Stage one labour (Latent phase &lt;4cm &amp; active phase ≥ 5cm)</li> </ul>		Projector computer	MICAL		Discuss the use of infection prevention measures in the
	<ul> <li>Stage two labour (Full dilatation till baby is delivered)</li> </ul>					Labour Room.  Identify the
	<ul> <li>Stage three labour (from when baby is delivered until placenta is delivered) Stage four: From when the placenta is delivered until 4 hours postpartum         Provide supportive care during Labour     </li> <li>Taking normal delivery and Active Management of the Third Stage of Labour</li> </ul>	BOK	3			different stages of labour.
	<ul> <li>(AMTSL) for prevention of excessive loss of blood after delivery uterotonics, controlled cord traction, uterine massage).</li> <li>Delayed cord Clamping/cutting.</li> </ul>					
	d Objective 4.0: Know complications d	uring labour, d	lelivery and puerp	perium		
5-6	4.1 Explain how to recognize complicated cases of pregnancy,	Explain 4.1- 4.3	Relevant Publications	Carry out practical to demonstrate	Guide student to	Explain how to recognize

	·	1	T	T	<b>M</b>
	Labour, Puerperium and prompt referral  4.2 Explain how ro assess complications/ emergency signs, symptom and treatment according to  • Maternal hemorrhage /vaginal bleeding (-anti-shock garments,  • Pre-eclampsia/eclampsia  • Premature rupture of membrane  • Obstructed labour  • Stabilize according to standing order and refer immediately  4.3 Discuss emergency cases;  • Manual removal of placenta  • Application of anti-shock garments  • Administration of parental oxytocin drugs  • Administration of parental anti-convulsion drugs  • Administration of parental anti-biotic drugs	Audio-visuals (video, compact disc, DVD, Internet Projector computer	manual removal of the placenter	carry out practical to demonstrate manual removal of the placenter	complicated cases of pregnancy, Labour, Puerperium and prompt referral
Conoral	Objective 5.0: Know How to use patograph	nh			
			T	T	D '1
6-7		lain 5.1- Relevant			Describe
	5.2 Explain Importance of 5.5	Publications			Patograph
	patograph	Audio-visuals			
	5.3 Components of patograph	(video,			
	5.4 How to use patograph	(1100),			
		•		•	•

	5.5 Describe skills in managing		compact disc			Explain
	labour and delivery using the delivery model and patograph		DVD, Intern	et		Importance of patograph
	denvery moder and patograph		Projector			patograph
			Computer Relevant			Explain how to
			Publications			use skills and
			Audio-visual	le	X,	procedures in
			(video,	15		managing labour and
			compact disc			delivery using
			DVD, Intern	et		the delivery
			Projector			model and
						pantographs
Gener	al <b>Objective 6.0:</b> Understand the new b	orn care	Computer			
8-9	6.1 Describe New born Care and	Explain	Relevant	Carry out	Guide	What is New
	Resuscitation	7.1- 7.5	Publications	practical on how	student to	born Care and
			Audio-	to care for a new	carry out	Resuscitation
	6.2 Explain Immediate New born		visuals	born using toy	practical on	
	Care		(video,	baby	how to care	Explain
	605 111	`	compact disc, DVD,		for a new born using	Immediate New
	6.2 Explain how to ensure		Internet		toy baby	born Care:
	Immediate warmth (drying, Skin to skin contact)	1	Projector		toy buby	
	skiii contact)	<b>W</b>	computer			
	6.3 Discuss Assess breathing &/or	),	Computer			
	Neonatal Resuscitation (Helping					
	Babies Breathe)					
	6.4 Explain apply initiation of					
	6.4 Explain early initiation of breastfeeding within 30 minutes					
	oreastreeding within 50 minutes	1	L		L	1
	MILLO					
			73			
	<i>L</i> .					

				$\lambda \cup$
6.5 Explain clea	n cord care using			
4% Chlorhexidi	ne gel		( ) ( ) ( )	

WATIONAL BOARD FOR FECHNICAL EDUCATION AND THE SOURCE OF THE CHARLES OF THE CHARL

ojective 7.0: Know how to provide of 1.1 Explain post-natal care:	Explain Explain	Relevant	-		
.2 Explain the importance of ostnatal care  Home visitation/contact with mother/infant within 2-3days of birth  Maternal nutrition counselling Post-partum Family Planning Continue Thermal protection (including special care for low-birth weight infant/Kangaroo Mother Care) Daily cord care with 4% Chlorhexidine gel Exclusive breastfeeding through 6 months New born immunization New born eye care (0.5% Erythromicin/Terramycin)  .3 Explain Post-partum family lanning	8.1-8.4	Publications Audiovisuals (video, compact disc, DVD, Internet Projector Computer			Explain post- natal care:  Explain the importance of postnatal care
.4 Discuss conditions and rocedures of Post-Partum FP		75			
· 1	Home visitation/contact with mother/infant within 2-3days of birth Maternal nutrition counselling Post-partum Family Planning Continue Thermal protection (including special care for low-birth weight infant/Kangaroo Mother Care) Daily cord care with 4% Chlorhexidine gel Exclusive breastfeeding through 6 months New born immunization New born eye care (0.5%Erythromicin/Terramycin)  3 Explain Post-partum family anning  4 Discuss conditions and ocedures of Post-Partum FP	Home visitation/contact with mother/infant within 2-3days of birth Maternal nutrition counselling Post-partum Family Planning Continue Thermal protection (including special care for low-birth weight infant/Kangaroo Mother Care) Daily cord care with 4% Chlorhexidine gel Exclusive breastfeeding through 6 months New born immunization New born eye care (0.5% Erythromicin/Terramycin)  3 Explain Post-partum family anning  4 Discuss conditions and rocedures of Post-Partum FP	Authorisostnatal care Home visitation/contact with mother/infant within 2-3days of birth Maternal nutrition counselling Post-partum Family Planning Continue Thermal protection (including special care for low-birth weight infant/Kangaroo Mother Care) Daily cord care with 4% Chlorhexidine gel Exclusive breastfeeding through 6 months New born immunization New born eye care (0.5% Erythromicin/Terramycin)  3 Explain Post-partum family anning  4 Discuss conditions and rocedures of Post-Partum FP	ostnatal care  Home visitation/contact with mother/infant within 2-3days of birth  Maternal nutrition counselling Post-partum Family Planning Continue Thermal protection (including special care for low-birth weight infant/Kangaroo Mother Care) Daily cord care with 4% Chlorhexidine gel Exclusive breastfeeding through 6 months New born immunization New born eye care (0.5% Erythromicin/Terramycin)  3 Explain Post-partum family anning  4 Discuss conditions and rocedures of Post-Partum FP	ostnatal care  Home visitation/contact with mother/infant within 2-3days of birth  Maternal nutrition counselling Post-partum Family Planning Continue Thermal protection (including special care for low-birth weight infant/Kangaroo Mother Care) Daily cord care with 4% Chlorhexidine gel Exclusive breastfeeding through 6 months New born immunization New born eye care (0.5% Erythromicin/Terramycin)  3 Explain Post-partum family anning  4 Discuss conditions and occodures of Post-Partum FP

Genera 11-13	8.1 Define motherhood	Explain	Relevant			Discuss differe
		9.1 to 9.3	Publications		. ^	forms of
	8.2 Discuss different forms of		Audio-		11.	motherhood
	motherhood		visuals			
	Biological mother		(video,			
	• Putative mother		compact disc, DVD,			
	• Surrogate mother		Internet			
	Adoptive mother		Projector	$\mathcal{L}$		
	• Step mother etc.		computer	40.		
	8.3 Explain the effect of good			7,		
	motherhood to children		ľ			
			05			
		ONRO				
		ONSO				
		21/52	76			

PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMMUNITY HEALTH

COURSE TITLE: CHILD HEALTH

COURSE CODE: C MH 317

DURATION: 2 Hours Theoretical: 1Hour Practical: 1Hour

CREDIT UNITS: 2 UNIT SCHEDULE:

Goal: This course is designed to enable the student to acquire the knowledge, attitude and skills that will ensure the physical, mental and social well being of children in the community

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

- 1.0 Know the Rights of the Child as declared by the United Nations.
- 2.0 Know the children who are 'At Risk' for specific conditions
- 3.0 Know Conditions which may expose the child to grave danger
- 4.0 Understand the concept of Integrated Management of Childhood Illness (IMCI).
- 5.0 Know Conditions which may expose the child to grave danger
- 6.0 Understand interventions currently included in the IMCI strategy
- 7.0 Know how to use IMCI algorithm to manage cases of childhood illness
- 8.0 Know how to improve the health system to improve family and community practices to deliver IMCI
- 9.0 Understand concept of Integrated Community Case Management (ICCM) intervention
- 10.0 Know Child survival strategies.

COURS	E: CHILD HEALTH					Course Code: C	CMH 317 C	redit Unit:2
COURS	E SPECIFICATION:	<b>Duration:</b>		Theoretic	cal:1 hou	r	Practical:1 hou	ır
General	<b>Objective: 1.0</b> Know the Ri	ghts of the Child as de	clare	d by the U	nited Nati	ions.		
Week	Specific Learning Outcomes	Teachers Activities	Res	ources	Specific Outcom	c Learning nes	Teachers Activities	Evaluation
1	1,1 Definitions of child and child health  1.2 State the objectives of child health.  1.3 Explain the rationale for child rights  1.4 Discuss the Rights of the Child as declared by the United Nations  1.5 Define the term "At Risk"  1.6 Explain Children who are at risk 1.7 Explain the children who are 'At Risk' of specific conditions:-  • Homelessness • racism, • disability ies,	OKSDIC	boo	lels,				Define Child and Child Health  State the objectives of child health  who are at risk.  Explain the process of screening children

Gener	<ul> <li>substance</li> <li>abuse, poverty,</li> <li>divorce,</li> <li>neglect,</li> <li>teenage parents etc.</li> </ul> 1.8 Explain the process of screening children  al Objective: 2.0 Know the children who are substance.	e 'At Risk' for specific condition	
2		2.1- 2.2 Relevant books, models, Charts, marker and marker board	Identify children 'At Risk''
Gener 3	al Objective: 3.0 Know Conditions which i	3.1 to 3.2 Relevant books, models, Charts	Identify the children who are 'At Risk'

				1		
	<ul> <li>disabilities,</li> </ul>		Audio-		\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\	of specific
	• substance		visuals			conditions
	abuse,		Computers		CK	
	<ul><li>poverty</li></ul>		projectors		10,	Explain the
	• divorce,					process of
	• neglect,					screening
	<ul> <li>teenage parents</li> </ul>					children
	etc.					
	3.2 Explain the process of			C K		
	screening children			( ) X		
	al Objective: 4.0 Understand the co				·	
4	_	Explain 4.1	Audio/visuals			Define
	Management of Neonatal		Relevant			integrated
	and Childhood Illness		textbooks			Management
	(IMNCI)		Computer			of Neonatal
	4.2 Explain the Components		projector			and
	of IMNCI e.g,:					Childhood
	Rationale behind					Illness
	appropriate management		7			(IMNCI)
	and/or referral					Explain the
	Assessment and					Components
	classification of the sick					of IMNCI
	child (>2months up to					
	5years)					
	<ul> <li>General danger signs</li> </ul>					
	Identification of a					
	child's immunization					
	status					
~	Treatment priorities					
Genera	al Objective: 5.0 Know the Condition	ons which may ex	spose the child to	grave danger		
	JAI		80			
	<i>(</i> -1)					

			ı			
5	2.1 Explain the Conditions	Explain 2.1- 2.4	Relevant	Carry out a home visits	\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\	Explain the
	which may expose child to		publications	for Birth		Conditions
	grave danger:		in the	Preparedness,	<b>6 W</b>	which may
			approaches	emergency readiness		expose child
	2.2 Explain the General					to grave
	danger signs which may					danger
	expose the child to grave					
	danger					Explain the
	Lethargic or					General
	unconscious			6 K		danger signs
	<ul> <li>Not able to drink or breastfeed</li> </ul>			(人)		which may
	<ul><li>breastreed</li><li>Convulsions in</li></ul>				Guide on	expose the
			No.		Home visits for	child to grave
	present illness				Birth	danger
	• Vomits everything				Preparedness,	danger
	• Convulsing now				emergency	Explain the
	2.3 Explain the Severe classifications which may				readiness	Severe
	expose the child to grave				readmess	classification
	danger					s which may
	Severe pneumonia					expose the
	or very severe					child to
	disease					
	Severe febrile					grave danger
	illness					Daggunt
	<ul><li>Severe dehydration</li></ul>	( <b>/ / / / / / / / / /</b>				Recount other
	<ul><li>Dysentery</li></ul>	11				
	<ul><li>Severe persistent</li></ul>					conditions
	diarrhea					which may
	<ul><li>Mastoiditis</li></ul>					expose
	<ul><li> Severe complicated</li></ul>					children to
	malnutrition					grave danger
	maniuntuon					

	<ul> <li>Severe uncomplicated malnutrition</li> <li>Severe anaemia</li> <li>Possible serious bacterial infection</li> <li>2.4 Recount other conditions which may expose children to grave danger such as;</li> <li>Haemoglobin below 7gm% or Newborn with haemoglobin below 15gm%</li> <li>Stiff neck and/or bulging fontanels</li> <li>Abdominal pain with rigidity</li> <li>Jaundice</li> <li>Oedema</li> </ul>		
6	<b>Objective: 6.0</b> Understand interventions currently in 6.1 Explain Interventions Explain 6.1 – 6.2	Visuals	Explain
	currently included in IMNCI Strategy e.g.	(pictures, charts etc.)	Interventions currently
		Audio- visuals	included in IMNCI
	<ul><li>Case management</li><li>Improving the health</li></ul>	(video,	Strategy
	system	compact disc, DVD,	Interventions
	Improving family and community practices	Internet	currently
	community practices		included in

		ハし		
6.2 Explain interventions			the ICCM	
currently included in the			strategy	
ICCM strategy	] ( Y			

Genera	al Objective: 7.0 Know how to us	se IMNCI algorithm	to manage cases	of Neonatal and childhood	illness	
Genera 7	7.1 Explain Case Management with IMNCI algorithm  7.2 Enumerate the protocol of history taking, examination, and management of some cases of illness	Explain 7.1- 7.2	Audiovisuals (video, compact disc, DVD, Internet) Relevant textbooks Computer	of Neonatal and childhood  Demonstrate how to use a pulse oximeter	illness	Explain Case Manageme nt with IMNCI algorithm Enumerate the protocol of history
	<ul> <li>7.3 Explain Protocol of history taking, examination, and manage the following cases</li> <li>Cough or difficult breathing</li> <li>SPO 2 reading</li> </ul>		projector		Guide students how to use a pulse oximeter	taking, examination, and management of some cases of illness
	<ul> <li>Fever</li> <li>Diarrhoea</li> <li>Measles</li> <li>Malaria</li> <li>Ear problem</li> <li>Malnutrition Anaemia</li> <li>HIV/AIDS</li> <li>Immunisation and Vitamin A</li> <li>supplementation</li> </ul>	71/5				

	Other Serious					
	Infections.					
	<b>Objective: 8.0</b> Know how to im			family and community pra-	ctices to deliver IN	
8	8.1 Explain Case	Explain 8.1-8.2	Visuals		<b>///</b>	Explain Case
	Management with IMNCI		(pictures,			Management
	algorithm		charts			with IMNCI
	• Essential drug supply		Audio-			algorithm
	and management		visuals			
	Work organization in		(video,			
	the health facilities		compact disc,	CA		
	Referral services and		DVD,	.べし'		
	care		Internet)			
	Quality of Care and					
	Equity of Access		CX			
	Health Management					
	Information Systems		XX			
	· .					
			$\mathcal{O}_{-}$			
	supervision					
	8.2 Discuss Improvement					
	in Family and Community					
	Practices Promoting key	$\circ$				
	household practices	V.				
~		1.5	<u> </u>			
	Objective: 9.0 Understand cond			Management (ICCM) interv	vention	
9	9.1 Explain Interventions	Explain 9.1	Visuals			Discuss
	currently included in the		(pictures,			Improvement
	ICCM strategy		charts			in Family
			Audio-			and
	- The developmental		visuals			Community
	milestone of a child.		(video,			Practices
			compact disc,			Promoting

	- Component of child survival  9.3 Explain barriers to access intervention infant and young feeding/counselling (IYC) caregiver on feeding problem complimentary feeding  • child development strategy  • feeding recommendation for small & special babies  • Prevention of accident  • Deworming/immu nization  • growth monitoring  • good hygienic practice.		DVD, Internet)		key household practices
	Objective: 10. Know the Child				
10-11	10.1 Describe the strategies of child survival in Nigeria	Explain Child survival strategies: e. g	Visuals (pictures, charts		Explain the evidence-based child

10.2 Explain evidence-based child survival interventions	<ul> <li>Growth         monitoring</li> <li>Oral         rehydration         therapy(ORT)</li> <li>Exclusive         breast feeding</li> <li>Immunisation         etc.</li> <li>Explain the         evidence-based         child survival         interventions</li> </ul>	Audiovisuals (video, compact disc, DVD, Internet)		survival interventions  Explain Child survival strategies
MILONN		87		

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## YEAR I SEMESTER II

PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMMUNITY HEALTH

COURSE TITLE: SYMPTOMATOLOGY

**COURSE CODE:** CMH 321

DURATION: 2 Hours Theoretical: - 1Hour Practical: 1Hour

CREDIT UNITS: 2 UNIT SCHEDULE:

**GOAL:** The course is designed to acquaint the students with knowledge and skills on symptoms of diseases to enable students to provide proper and tentative diagnosis of various systemic diseases.

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

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1.0 Understand the Various Symptoms of Diseases.

2.0 Understand the Various forms of Diagnosis.

3.0 Understand Lymphatic Disorder

4.0 Understand Blood Disorders

5.0 Understand Basic Endocrinology

PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMMUNITY HEATLTH								
COUR	SE: SYMPTOMATOLOG	Y	Course Code	•	Credit Uni	t: 2		
			CMH 321		110,			
	SE SPECIFICATION:		retical: 1HR	Practical: 1HR				
Genera	al Objective: 1.0 Understand	the Various Sym	ptoms of Diseases.					
Week	1	Teachers	Resources	Specific Learning	Teachers	Evaluation		
	Outcomes	Activities		Outcomes	Activities			
1-3	1. 1 Define	Explain 1.1 –	Visuals	6 V>-		Define		
	symptomatology	1.2	(pictures, charts			Symptomatology		
	1.25 1: 4 : 1		Audio-visuals	4Ch.		T 1 ' .1		
	1. 2 Explain the rationale		(video, compact	$\sim$		Explain the		
	for symptomatology in		disc, DVD, Internet)marker			rationale for		
	community health.		board, marker			symptomatology		
			board, marker			in community		
						health		
Genera	al Objectives 2.0: Differentia	te the Various Fo	rms of Diagnosis.					
4-6	2.1Define diagnosis	Explain 2.1 to	Visuals			Describe various		
		2.3	(pictures, charts			forms of		
	2.2 Describe various forms		Audio-visuals			Diagnosis		
	of Diagnosis: -		(video, compact			8		
	<ul> <li>Clinical diagnosis</li> </ul>		disc, DVD,					
	<ul> <li>Differential</li> </ul>		Internet)marker					
	Diagnosis		board, marker					
	• Definitive							
	diagnosis	$\mathcal{O}$						
	_	V						
	• Laboratory							
	diagnosis							
		<u> </u>		<u> </u>				
	ALIO,							
	Y		22					
	<i>D</i> ,		89					
	11.							

			_	1						
	2.3 Explain the important of diagnosis before treatment				4.7.					
Gener	General Objectives 3.0: Understand Lymphatic Disorders.									
7-9	3.1 List Lymphatic disorders and their signs:  • Lymphadenopathy • Lymphadenitis • Lymphadenitis • Lymphoma  3.2 List Lymphatic disorders and their symptoms: • Pains • Fever • Enlarged lymph • Nodes  3.3 Explain Integumentary System disorders: • Acne, • Yeast, • Athletic foot, • Skin cancer, • Impetigo • Albinism, • Alopecia, • Psoriasis, • Eczema,	3.1 to 3.4	Text books Journal Pictures	watch videos and charts showing different types of lymphatic disorder	Guide student to watch videos and charts showing different types of lymphatic disorder	List Lymphatic disorders and their signs  List Lymphatic disorders and their symptoms  Explain Integumentary System disorders  Explain Special Sense disorders				

				(U)
• Dermatitis				
• Itching,				
• Rashes,			'L' X.	
• Patches,			10	
Discoloration etc.)			<b>3</b> 2	
3.4 Explain Special Sense disorders:  • Eyes: cataract,				
glaucoma,		~ (		
pterygium,		<b>'\'</b> \'		
refractive errors				
etc.				
Nose: epitaxies,	~ ( )			
polyps, rhinitis,		•		
foreign bodies etc.				
(symptoms such as				
bleeding,				
discharge, flouring nostrils etc.)				
Tongue: glossitis,  aguas concer etc.				
agues, cancer etc. (symptoms such as				
sore, cracks,				
rashes, pains, etc.)				
• Ears: Otitis media,				
Otitis external,				
infectious				
meningitis, acute				
mastoiditis,				
foreign bodies,				

10-13	hearing, vertigo, tinnitus etc.)  Objectives 4.0: Understand 4.1 Define blood disorders	Explain 4.1 to	Audio	conduct practical	Guide	Explain Bloo
S	<ul> <li>4.2 Explain signs and symptom of blood disorders</li> <li>Sickle cell disease</li> <li>Erythroblastosis</li> </ul>	4.2	Visual Computer Projector	using the microscope to view a sickle cell	student to conduct practical using the microscope to view a sickle cell	disorders and their Signs
General	Objectives 5.0: Understand	d Basic Endocrino	ology.	1	1	L
]	<ul><li>5.1 Define</li><li>Endocrinology.</li><li>5.2 Explain</li><li>Hyperthyroidism</li><li>1.1 Explain the causes of Hypothyroidism</li></ul>	Explain 5.1 to 5.3	Visuals (pictures, charts Audio-visuals video, compact disc, DVD, Internet) marker board, marker			Define Endocrinolog Explain the to used in Endocrinolog

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PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMMUNITY HEALTH

COURSE TITLE: POPULATION DYNAMICS AND FAMILY PLANNING

**COURSE CODE: CMH 322** 

**DURATION: 2 Hours Theoretical: 1Hour Practical: 1Hour** 

**CREDIT UNITS: 2 SCHEDULE:** 

GOAL: This course is aimed at equipping students with the knowledge and skills to provide relevant information on Population Dynamics and Family Planning.

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

1.0 Understand population and challenges in the provision of Family Planning services

- 2.0 Know the various methods of family planning
- 3.0 Understand the factors affecting uptake of modern family planning
- 4.0 Understand the concept of infertility and its management

PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEATLTH										
COURS	E: POPULATION DYNA	MISM AND FAMII	LY PLANNING	Course Code: CI	MH 322	Credit Unit:2				
COURS	E SPECIFICATION:	Theoretica	l: 1Hour	Practical:	1Hour					
General Objective: 1.0 Understand population and challenges in the pro-			ision of Family Plannin	ig service.						
Week	Specific Learning Outcomes	Teachers Activities	Learning Resources	Specific Learning Outcomes	Teachers Activities	Evaluation				
1-3	1.1 Define Population.  1.2 Explain the elements of population dynamics e.g. birth rate, death, migration etc.  1.3 Explain Population distribution/changes.  1.4 Explain world population and that of Nigeria:  Causes of population growth Areas of population density in Nigeria  1.5 Explain challenges for population distribution, changes over a period of time	Explain 1.1- 1.6	Text books Journal Pictures Text books Journal Pictures.	Outcomes		Define Population  Explain the Elements of population dynamics  Explain Population distribution.  Explain world population and that of Nigeria.  Explain challenges for population distribution, changes over a period of time				

	<ul><li>(rates of natural increase and migration)</li><li>1. 6 Explain factors that affect population events, birth, death, immigration and emigrations.</li></ul>				CAIL	Identify factors that affect population.
General	Objective 2.0: Know the va	arious methods of fam	ily planning		•	
4-6	<ul> <li>2.1 Explain the Male and female Reproductive system.</li> <li>2.2 Explain the Classification of Family Planning methods;</li> <li>Short Acting</li> <li>Long Acting Reversible and</li> <li>Permanent Methods,</li> <li>2.3 List the types of family planning available</li> <li>Traditional methods</li> <li>Natural methods</li> <li>Barrier Methods</li> <li>Oral Contraceptive Pills</li> <li>Injectable</li> </ul>	Explain 2.1- 2.7	Text books Journal Pictures Computer projector	Demonstrate the steps of administration and removal of family planning methods	Guide student to carry out practical to demonstrate the steps of administration and removal of family planning methods	Explain the Male and female Reproductive system.  Identify the Classification of Family Planning methods  List the types of family planning available  Demonstrate the steps of administration and removal of family planning methods.  Discuss the exclusion criteria and use of Medical

	X U
o DMPA-SC, self-	Eligibility
injection (see	Criteria (MEC.].
Appendix – DMPA-	Discuss how to
SC: A guide for	dispel myths
Trainers of Injection-	
Experienced	
Provider)	
o DMPA-IM	
o NET-EN	
Implants including	
Levoplant	
IUD and hormonal	
IUS	
2.4 Discuss the exclusion	
criteria and use of	
Medical Eligibility	
Criteria (MEC.).	
2.5 Discuss how to	
dispel myths and	
misconception on available FP method.	
available 11 method.	
2.6 Explain post	
postpartum family	
planning methods that	
can be used within 48	
hours.	
2.7 Explain the	
advantages and side	

effects and management								
of complications for each								
method and type of	( V							
Family Planning.	. 10'							
General Objective 3.0: Understand the Factors Affecting uptake of Modern Family Planning.								
Ceneral Objective 3.0: Understand the Factors Affecting uptake of Modern Family Planning.   3.1	to Identify factors that							
Commodities								

10-13	4.1 Define infertility	Explain 4.1- 4.5	Pictures, Charts,	- 10	Define
	4.2 List types of		Models/manneq uins		Infertility.
	infertility		Books, Journals		List types of
	imertinty		Computer,		Infertility.
	4.3 Explain the Causes		Pictures, Charts,		explain the
	of infertility		Models/manneq		Causes of
			uins		infertility
	4 .4 Discuss the		Book		discuss the
	prevention of infertility.				prevention of
	4.5 Explain how to				infertility
	manage couples and				
	individuals with issues				
	related to infertility				
	according to standing				
	orders.				
		- F1	7,		
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		ONSO	99		
		ONSO	99		

**PROGRAMME:** HIGHER NATIONAL DIPLOMA IN COMMUNITY HEALTH

COURSE TITLE: CLINICAL SKILLS 1

**COURSE CODE: CMH 323** 

**DURATION: 4 Hours/Week Theoretical: 1 Hours Practical: 1 Hours** 

**CREDIT UNITS: SCHEDULE:** 

**GOAL:** This course is designed to equip students with the knowledge and skills in practical procedures, which will enhance effective health care delivery course is designed to provide students with basic knowledge of Microbiology and diagnostic skills in medical Laboratory sciences.

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

- 1.0 Understand the procedure involved in clinical skills and Instrumentation in PHC.
- 2.0 Understand the principles of Aseptic Technique in clinical procedures
- 3.0 Understand the diagnostic skills in Community Health Practice
- **4.0** Understand Safety precautions in the Laboratory rate.

PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEATLTH

COURSE: CLINICAL SKILLS I Course Code: CMH 323 Credit Unit: 2

COURSE SPECIFICATION: Theoretical:1 Hour Practical:1Hour

General Objective: 1.0 Understand the procedure involved in clinical skills and Instrumentation in PHC

Week	<b>Specific</b> Learning	Teachers	Resources	Specific Learning	admit	Evaluation
	Outcomes	Activities		Outcomes	Activities	
1-3	1.1 Define Clinical	Explain 1.1- 1.5	Relevant	Identify parts and	Guide student to	Define Clinical
	skills		Publications	uses of the	Identify parts	Skills.
	1. 2 List clinical		Audio-visuals	instruments in 1.4	and uses of the	
	sprocedures		(video, compact		instruments in	Explain the
	instrumentation in PHC		disc, DVD,		1.4 above	Use of each
	facilities: e.g Setting up		Internet.			instrument in
	table and trays for		Computers			clinical
	procedures in:		projectors			procedures.
	<ul> <li>Vital Signs</li> </ul>					
	<ul> <li>ORS, Visual</li> </ul>					Explain the
	<ul> <li>Acquit</li> </ul>		くく			rationale for
	<ul> <li>Weighing</li> </ul>					medical
	• Test for					laboratory
	Glucose and					science in PHC
	Albumin		V			setting.
	HB test					
	<ul> <li>Health</li> </ul>					
	education	,020				
	• Nutrition.	ONT				
	1.3 Explain the Use of	<i>'O'</i>				
	each in 1.2 above.					
	1.4 list the instrument					
	use in clinical					
	procedures e.g:					
	<ul> <li>Sphygmo</li> </ul>					
	manometer					
	<ul> <li>Stethoscope</li> </ul>					

General	<ul> <li>Diagnostic set</li> <li>Forceps</li> <li>Speculums</li> <li>Circumcision kits</li> <li>Anti-shock garment</li> <li>catheter models</li> <li>weighing scales,</li> <li>Patella hammer, etc.</li> <li>1.5 Explain the rationale for medical laboratory science in PHC setting.</li> <li>1 Objective: 2.0 Understand</li> </ul>	nd the principles of A	Aseptic Technique i	in clinical procedures		
			· ·	<u> </u>		
4-6	2.1 Define Aseptic Techniques 2.2 Explain the concept of aseptic technique in clinical procedure  2.3 Describe proper hand washing techniques 2.4 Describe the methods of instrument processing 2.5 list the contents of instrument packs for various procedures (e.g. dressing packs, circumcision pack etc.)	Explain 2.1- 2.8	Relevant Publications  Audio-visuals (video, compact disc, DVD, Internet Computers projectors	conduct a proper hand washing technique  use the instrument in 2.5  Carry out a sterilization of instrument in 2.5	Guide student to conduct a proper hand washing technique  Guide student to use the instrument in 2.5  Guide student to carry out a sterilization of instrument in 2.5	Define Aseptic Techniques  Explain the concept of aseptic technique in clinical procedure  Describe proper hand washing techniques describe the methods of instrument processing

	and how to sterilize					Identify the
	them					contents of
					CV	instrument
	2.6 Define aseptic				. 10.	packs for
	techniques					various
	2.7 Explain the					procedures
	concept of aseptic					D C:
	technique in clinical					Define aseptic
	procedure					techniques
	2.8 Discuss proper			L K		
	hand washing			\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \		
C1	techniques	1 41 11	- ' C'/ II	- 1/1- Do/		
	Objective: 3.0 Understand			N	C-: 1 1	Frantsin (1
7-9	3.1 Explain the	Explain $3.1 - 3.2$	Relevant	Demonstrates	Guide students	Explain the
	rationale for medical		Publications	Skills on specific	on specific	rationale for
	laboratory science in		A 1''1 -	procedures in	procedures in	medical
	PHC setting		Audio-visuals	Community Health	Community	laboratory
			(video, compact	Practice	Health Practice	science in PHC
			disc, DVD, Internet			setting
			Computers			
Conoral	Objective: 4.0 Understand	d Safety precautions	in the Laboratory			
General	Objective. 4.0 Onderstan	d Safety precautions	in the Laboratory			
10-13	4.1 Explain Safety	Explain 4.1- 4.2	Relevant	Carry out practical	Guide student	Describe
	precautions in the	(1)	Publications	on care and	on how to care	Safety
	handling of equipment		Audio-visuals	maintain laboratory	and maintain	precautions in
	in the laboratory work,		(video, compact	instrument listed in	laboratory	the handling of
	e.g.		disc, DVD,	4.1	instrument listed	equipment in
	Autoclave		Internet, marker,		in 4.1	the laboratory
	Hot oven		marker board			work
	<ul> <li>Water bath</li> </ul>					
	✓ Centrifuge and					
			1	1	l	1

Dangero chemica     4.2 Explain universe precautionary measures in the Laboratory, e.g.     Use of F     Leveling chemica reagents	els versal  PPE g of all els and	Explain universal precautionary measures in the Laboratory

PROGRAMME:	HIGHER NATIO	NAL DIPLOM	A IN	CON	MUNITY HEALTH
<b>COURSE TITLE:</b>	MEDICAL LAB	ORATORY S	CIE	ICE	
<b>COURSE CODE:</b>	CMH 324				
<b>DURATION</b> :2Hours/Week	Theoretical: 1Hour				Practical: 1Hour
CREDIT UNITS: 2		XX			

GOAL: This course is designed to equip students with basic knowledge of microbiology and laboratory services

## General Objectives: On completion of this course, the student should be able to:

- 1.0 Understand the history and scope of microbiology
- 2.0 Understand the branches of microbiology
- 3.0 Understand the microscopic examination of micro-organism
- 4.0 know the purpose of diagnostic skills in the laboratory
- 5.0 Understand different types of diagnostic tests in the laboratory
- 6.0 Know different equipment needed in the laboratory and how to sterilize them
- 7.0 Understand different equipment needed in the laboratory and how to sterilize them
- 8.0 know how to collect specimens from a clients and the use of rapid diagnostic kit
- 9.0 Understand Parasitology and different types of parasite and their life cycle
- Understand how to carry out a blood glucose test using one touch basic plus glucose meter Lab result interpretation 10.0
- 11.0 Know how to interpret lab a tests

PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMMUNITY HEALTH

COURSE TITLE: MEDICAL LABORATORY SCIENCE

COURSE CODE: CMH 324

**DURATION**:2Hours/Week Theoretical: 1Hour Practical: 1Hour

**CREDIT UNITS: 2** 

General Objective 1: Understand the history and scope of microbiology

**GOAL:** This course is designed to equip students with basic knowledge of microbiology and laboratory services

Week	Specific Learning	Teachers	Learning	Specific Learning	Teachers	Evaluation
	Outcome	Activities	Resources	Outcome	Activities	
1-2	1.1 Define:	Explain 1.1 –	Relevant			Define:
	<ul> <li>Microbiology</li> </ul>	1.4	Publications			
	<ul> <li>Parasitology</li> </ul>		Audio-visuals			<ul> <li>Microbiology</li> </ul>
	<ul> <li>Histopathology</li> </ul>		(video,			<ul> <li>Parasitology</li> </ul>
	<ul> <li>Hematology</li> </ul>		compact disc,			• Histopatholo
	1.2 Define chemical		DVD,			_
	pathology	00	Internet,			gy
	1.3 Outline the		marker,			Hematology
	scope of		marker board			
	microbiology					Define
	1.4 Explain the role					chemical
	of microbiology					pathology
	in					
	<ul> <li>Medicine</li> </ul>					

		XU	
<ul><li>Agriculture</li><li>Industry, etc</li></ul>			
industry, etc			

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G	eneral Objective 2: Und	derstand the branch	nes of microbiolo	ogy		
3	2.1 Discuss the branches of microbiology  2.2 Explain the connection between micro biology and microscope  2.3 Describe the branches of Microbiology e.g  • Bacteriology  • Mycology  • Protozoology  • Virology  • Helminthology etc	Explain 2.1 – 2.3	Relevant Publications Audio-visuals (video, compact disc, DVD, Internet,			Discuss the branches of microbiology  Explain the connection between microbiology and microscope
General	Objective 3: Understand	the microscopic e	examination of m	icro-organism	1	I.
4	3.1 Explain types of microscopes  • Light microscope,  • Compound microscope  • Dark field microscope  • Phase contrast microscope  • Electron microscope	Explain 3.1 to 3.2	Relevant Publications Audio-visuals (video, compact disc, DVD, Internet, marker, marker board	carry out practical on different types of microscope	Guide student to carry out practical using different types of microscope	Explain types of microscopes

	<ul> <li>3.2 Explain the Characteristics of micro-organisms with examples</li> <li>Viruses</li> <li>Bacteria</li> <li>Protozoa</li> </ul>				JCA
	<ul><li>Fungi</li><li>Helminths     platyhelminths</li><li>Rikettsia</li><li>Mycoplasma</li></ul>			1CAL	
Ganara	• Algae  1 Objective 4: know the pur	nose of diagnosti	e skills in the laboratory		
5	4.1 Explain the term diagnostic skill  4.2 Explain the purpose of diagnostic	Explain 4.1 – 4.2	Relevant Publications Audio-visuals (video, compact disc,		Definition of the term diagnostic ski
	skills		DVD, Internet, marker,		purpose of diagnostic skills
	skills	BON	Internet,		diagnostic
	WILOW				

Cananal	Objective 5. Understand	different types of	diagnostia tasta	in the lehenstony		
	Objective 5: Understand				1	D:cc /
6	5.1 Explain different	Explain 5.1 –	Relevant			Different
	types of laboratory	5.5	Publications			types of
	diagnosis		Audio-visuals			laboratory
			(video,			diagnosis
	5.2 Enumerate the		compact disc,			
	importance of		DVD,			Enumerate the
	laboratory diagnosis		Internet,			importance of
			marker,			laboratory
	5.3 Explain		marker board	·		diagnosis
	Conditions where					
	laboratory				~	Identify
	diagnostic skills are					Conditions
	applicable					where
				CA.		laboratory
	5.5 Explain the					diagnostic
	instruments/ skills			XX		skills are
	used in					applicable
	laboratory diagnosis		0			
	5.5 Demonstrate					
	laboratory diagnostic					
	procedures in					
	systematic order					
	systematic stati					
General	Objective 6: Know diffe	rent equipment ne	eded in the labor	atory and how to steri	lize them	
7	6.1 Define a	Explain 6.1	Relevant	sterilize some	Guide	Define a
-	Laboratory	6.9	Publications	laboratory	student to	Laboratory
	Zusorutory	0.5	Audio-visuals	apparatus	sterilize	Laboratory
	6.2 explain the		(video,	аррагина	some	explain the
	equipment needed in		compact disc,		laboratory	equipment
	a medical laboratory		DVD,		apparatus	needed in a
	a modical laboratory		Internet,		аррагана	medical
	X(),		marker,			laboratory
			marker board			laboratory
		1	marker board	1	I	ĺ

5.3 Describe Microscope (parts and functions)  6.4 Explain the methods of sterilising medical aboratory equipment  6.5 Explain the concept of Quality Assurance in aboratory practice  6.7 Discuss How to maintain aboratory hygiene and safety (e.g. use of personal protective equipment [PPE] etc.)  6.8 List the Does and Don'ts		Describe Microscope (parts and functions)
	111	

	6.12Explain the	Explain 7.1 to	Relevant			List the Does
	instruments/ skills	7.2	Publications			and Donts
	used in laboratory		Audio-visuals			In the
	diagnosis		(video,			Laboratory
	<ul> <li>Centrifuge</li> </ul>		compact disc,			
	<ul> <li>Blood bags</li> </ul>		DVD,			Describe
	<ul> <li>Autoclaves,</li> </ul>		Internet,			different ways
	• test tubes,		marker,			of collecting
	• slides etc.		marker board			Specimens in
	Siracs cic.					the laboratory
	6.13 Demonstrate					for diagnosis
	laboratory diagnostic				<b>Y</b>	
	procedures in					
	systematic order					
General	Objective 8.0 : know ho	w to collect speci	mens from a clie	ents and the use of rapi	id diagnostic kit	
8	7.1 Explain concept	Explain 8.1	Relevant	Carry out practical	Guide	Explain
	of ABO System		Publications	on how to	student to	concept of
			Audio-visuals	collect simple	Practice how	ABO System
	7.2 Explain Concept		(video,	specimens, such as	to	J J
	of rhesus factor		compact disc,	urine, blood,	collect	
			DVD,	sputum etc.	simple	
	7.3 Explain Reasons		Internet,	1	specimens,	
	for transfusion		marker,		such as	
	reaction		marker board	Practice on how	urine, blood,	
				to test blood for	sputum etc.	
	7.4 Discuss Cross		•	НВ,	1	
	matching in 7.3			urine for sugar and	Guide	
	J	<b>1</b>		protein and rapid	student to	
				diagnostic kits test	Practice on	
	7.5 Describe			for malaria, HIV	how	
	different ways of			,	to test blood	
	collecting Specimens				for HB,	
	in the laboratory for				urine for	
	diagnosis				sugar and	

	bjective 9.0: Understa					JCA!
9	8.1 Define Parasitology  8.2 List types of Parasitology  8.3 Enumerate different types of Parasites under the following Headings:  • Protozoans  • Metazoans  • Nematode  • Cestodes  • Helminths  • PlatyHelmint hs  8.4 Explain Public Health Education on the mode of spread of Parasitic Diseases  • Personal Hygiene  • Mass Deworming	Explain 10.1 to 10.2	Relevant Publications Audio-visuals (video, compact disc, DVD, Internet, marker, marker board	Watch videos and charts on the types of parasites	Demonstrate to student using videos and charts the types of parasites	Define Parasitology  List types of Parasitology  Enumerate types of Parasites under the following Headings:  Protoz oans  Metazo ans  Nemat ode  Cestod es  Helmin ths  PlatyH elminth s

General C	<b>Objective</b> 10.0: Understa	and how to carry o	ut a blood glucos	se test using one touch	basic plus gluc	ose meter Lab
10	9.1 Explain Concept of Fasting blood sugar  9.2 Explain Concept of Random blood sugar  9.3 List Parts of one touch basic plus glucose meter and its principles of work	Explain 11.1 – 11.3	Relevant Publications Audio-visuals (video, compact disc, DVD, Internet, marker, marker board	conduct practical on fasten and random blood sugar	Guide student to conduct practical on fasten and random blood sugar	Explain Concept of Fasting blood sugar  Explain Concept of Random blood sugar List Parts of one touch basic plus glucose meter and its principles of work
General C	Objective 11: Know how	to interpret lab te	ests		1	
11	10.1 Explain reference range lab test  10.2 Explain negative lab result  10.3 Explain normal Positive or abnormal lab results 10.4 Explain inconclusive or uncertain lab result	Explain 12.2 – 12.7	Relevant Publications Audio-visuals (video, compact disc, DVD, Internet, marker, marker board	Carryout a lab test and interpret the result	Guide student to Carryout a lab test and interpret the result	Explain Reference range lab test  Explain negative lab result  Explain normal Positive or abnormal lab results  Explain inconclusive

Factors affecting lab test result 10.6 Explain uses of microhematocrit centrifuge 10.7Describe various ranges PCV results for male, female children and during pregnancy		lab re Disc Facto affect test re  Expla of micro it cen Desc vario PCV for m fema	uss ors ting lab esult ain uses ohematocr atrifuge ribe us ranges results aale, le ren and
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DURATION:2 Hours/week	Theoretical: 1Hours	Practical: 1hour
CREDIT UNITS: 2	SCHEDULE:	
	provide students with knowledge and skills in pati	
	inpletion of the course, the student should be able	to:
1.0 Understand the concept of co	ommunicable diseases	
2.0 Understand the prevention a	nd control of communicable diseases	
-		
3.0 Understand the current police	ies and intervention strategies in disease control	
4.0 Understand Emerging and re	e-emerging diseases	
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PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEATLTH							
	E: CONTROL OF COM	MUNICABLE	Course Co	ode: CMH 325	Credit Unit: 2	,	
DISEASE			/XX/ 1	/D) 4: 14TF			
	E SPECIFICATION:   I   Dbjective: 1.0   Understan	Ouration: 2 Ho		Theoretical:1Hour	Practical: 11	Hour	
Week	Specific Learning	Teachers	Learning	Specific Learning	Teachers	Evaluation	
VVCCK	Outcomes	Activities	Resources	Outcomes	Activities	Dvaruation	
1-3	1.1 Define Communicable disease.  1.2 Explain the following Terms: <ul> <li>Infectious agent</li> <li>Susceptible host</li> <li>Route of transmission</li> </ul> <li>1.3 Define the following key epidemiological terms in communicable diseases:         <ul> <li>Incidence</li> <li>Prevalence</li> <li>Endemic</li> <li>Control</li> <li>Prevention</li> <li>Resistance</li> <li>Surveillance</li> <li>Quarantine etc.</li> </ul> </li>	Explain 1.1-1.5	Text books Journal Pictures Computers projectors	Carry out practical on how to properly wash hand and wear face mask to prevent spread of communicable diseases	Demonstrate to	Define Communicable diseases.  Explain Terms used in Communicable Diseases.  Discuss the classification of communicable diseases  Discuss the causative agents, routes of transmission, signs and symptoms and management of the diseases	

1.4 Discuss the following Classification of communicable diseases:  Viral (measles, hepatitis, HIV/AIDS, poliomyelitis etc.)  • Bacterial (tuberculosis, leprosy, typhoid and cholera etc.)  • Rickettsial (syphilis, yaws, dengue fever etc.)  • Protozoan (malaria, amoebiasis, balantidiasis, etc.)  • Fungal (teaniapedis etc.)  • Helminthics (onchocerciasis, ankylostomiasis, dracontiasis etc.)  • Ectoparasitic (scabies, borella, ptiris-pubis)	
Ectoparasitic     (scabies, borella,	

	management of the				1	
	C					<b>\ Y</b>
	diseases listed in 1.4.		1 . 1 .			
	Objective: 2.0 Understand			communicable disease	es	
2	2.1 Discuss the current	Explain 2.1	Text books		. 10	Discuss the current
	approaches in planning	-2.2	Journal			approaches in
	and implementing		Pictures			planning and
	community		Computer			implementing
	interventions to prevent		projector			community
	and control					interventions to
	communicable diseases			A V		prevent and control
						communicable
						diseases
	specific methods of			117		
	controlling					Explain the levels of
	Communicable			· CX		disease prevention
	diseases			<b>, , ,</b> ,		
	General control					
	measures of					
			-0-			
	communicable					
	diseases.					
	2.2 Explain the levels		<b>X</b>			
	of disease prevention					
	<ul> <li>Primordial</li> </ul>					
	prevention	N.K.				
	Primary prevention					
	• Secondary	<b>,                                    </b>				
	prevention					
	• Tertiary prevention					
General	Objective: 3.0 Understand	the current po	licies and inter	vention strategies in di	isease control	1
4-6	3.1 Discuss national	Explain 3.1	Text books			Discuss national
	policies and intervention	_	Journal			policies and
	strategies in disease		Pictures			intervention
			Projector			
	<del>'</del>	l	. J		l	

	control in respect of the	aammutan			strategies in disease
	-	computer			
	following:				control
	• National			. ( )	
	Malaria			, 10	
	Elimination				
	Programme				
	National TBL				
	Control				
	Programme'				
	HIV and AIDS		l V		
	programmes,		<b>X</b> \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \		
	Neglected				
	Tropical		CHAICA		
	Disease				
	Control		$\mathbf{L}_{\mathbf{X}}$		
	Program		VO.		
	(NTDCP)				
	<ul> <li>Standard</li> </ul>				
	Precautions on				
	infection				
	prevention				
	(SP)				
General	Objective: 4.0 Understand I	Emerging and re-emerging d	iseases		
7-10		Explain 4.1 Text books			Explain emerging
		4.2 Journal			and Re-emerging
	diseases e.g, Emerging	Pictures			Diseases
	• Covid 19	Computer			
	Severe Acute	projector			Discuss the factors
	Respiratory				contributing to
	Syndrme				Emerging and Re-
	(SARS)				emerging of
	• Ebola				Diseases.
	Haemorrhagic				
	fever				
L					

XU'
Monkey pox Avian Influencer Re- emerging Diseases Lassa fever Cholera Yellow fever Viral Hemorrhagic Fever Tuberculosis etc.  4.2 Discuss the following factors contributing to Emerging and Re- emerging of the Diseases e.g. Human demographic changes Economic development and changes. Economic development infectious agents Resistance of the vectors. International tray ultigrant commerce etc.

CATION

PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMMUNITY HEALTH

COURSE TITLE: ACCIDENT AND EMMERGENCY

**COURSE CODE: CMH 326** 

DURATION: 3 Hours Theoretical: 2HR Practical: 1HRS

CREDIT UNITS: 3 UNIT SCHEDULE: 1ST SEMSTER

**GOAL:** This course is designed to equip students with the knowledge and skills to manage health emergencies.

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

1.0 Understand the Accident and health Emergencies

2.0 Understand the Types of Emergency Conditions

3.0 Understand how to Prevent Accident at home and in the Community

4.0 Understand how to Manage Emergency Conditions

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PROGRA	MME: NATIO	NAL DIPL	OMA IN COMMUNITY	HEATLTH					
COURSE	: ACCIDENT	Γ AND	Course Code: CMH 326		Credit U	nit: 3			
EMMER					, ^ y				
COURSE Theoretical Content: 2 hours Practical Content: 1 hour									
	CATION:								
General C	<b>Objective: 1.0</b> Unders	stand the Ac	cident and health Emergen	cies					
Week	Specific	Teachers	<b>Learning Resources</b>	Specific -	Teachers	Evaluation			
	Learning	Activities		Learning	Activities				
	Outcomes			Outcomes					
1-3	1. 1 Define	Explain	Pictures, Charts,			Define Accident			
	Accident and	1.1- 1.3	Models/mannequins			and Emergency			
	Emergency		Books		Guide				
			Journals	_	student to	Explain terms			
	1. 2 Explain the			construct a first	t construct a	used in			
	following terms			aid box using	first aid hav	Emergencies.			
	• First Aid		CX	cardboard pape	using				
	<ul> <li>Medical</li> </ul>			and input first	cardboard	Explain the			
	emergency			aid items	paper and	contents of a			
	1071				input first	standard First Aid			
	1.3 List the				aid items	box.			
	contents of a				aid items				
	standard First Aid								
	box and their uses								
General (	Objective 2.0: Under	stand the tyr	pes of Emergency Condition	ns.					
4-6	2.1 Define	Explain	Pictures	carry out first	Demonstrate	Define			
	Emergency	2.1-2.3		aid in situation	to student	Emergency			
	Conditions,		Charts	in 2.2	how to carry	Conditions,			
	2.2 Explain types				out first aid	·			
	of emergency		Models/mannequins		in situation	Explain types of			
	conditions		_		in 2.2	emergency			
•	such as:		Books		111 2.2	conditions			
	Shock								
	Fracture		Journals						

	<ul> <li>Burns</li> </ul>					Explain the Signs,
	<ul> <li>Bleeding</li> </ul>					symptoms,
	<ul> <li>Acute</li> </ul>					management, first
	Abdomen					aid measure and
	<ul> <li>Asphyxia</li> </ul>					prevention of
	<ul> <li>Epistaxis</li> </ul>					Emergency
	<ul> <li>Snake</li> </ul>					Conditions.
	Bite, etc.					
	2.3 Explain the					
	Signs, symptoms,					
	management, first			<b>U</b> ,		
	aid measure and					
	prevention of					
	Emergency					
	Conditions.					
General	Objective 3.0: Under	stand how to	Prevent Accident at Home	e and in the Commu	ınity.	
7-10	3.1 Discuss	Explain	Picture			Discuss Accident
	Accident	3.1 to 3.3_	Charts Models/			preventive
	Preventive		mannequins			measures at home
	Measures at home		Books			and in the
	and in the		Journals			community.
	Community	0,	Computer			community.
	3.2 Explain how	カン	Projector			
	to Keep the					
	environment					
	clean					
	3.3 Explain how					
	to Keep medicine					
	in locked					
	cupboard					
C C		11 .	M F C	<u> </u>		
i ( <del>Jene</del> ra)	Opiective 4.0: Under	stand how to	Manage Emergency Cond	litions		

4	<ul><li>4.1 Define emergency</li><li>4.2 Define emergency conditions</li><li>4.3 Explain how to manage emergency conditions</li></ul>	Explain 4.1 to 4.2	Picture Charts, Models/mannequins Books Journals	Manage emergency conditions according to standing orders. • Keep the environment clean • Keep medicine in locked cupboard • Avoid	Guide students to manage emergency conditions according to standing orders.  • Keep the environment clean  • Keep medicine in locked cupboard  Avoid alcohol	Explain how to manage conditions according to standing orders under supervision.
			126	alcohol		

**PROGRAMME:** HIGHER NATIONAL DIPLOMA IN COMMUNITY HEALTH **COURSE TITLE: HUMAN RESOURCES FOR HEALTH COURSE CODE: CMH 327 DURATION: 2 Hours** Theoretical: 1HR **Practical: 1HR CREDIT UNITS: 2 SCHEDULE: GOAL:** This course is aimed at equipping students with the knowledge and skills to provide relevant information on Population Dynamics and Family Planning. **GENERAL OBJECTIVE:** On completion of the course, the student should be able to: 1.0 Understand the Concept of Human Resources Training 2.0 Understand how to Asses training need for Human Resources 3.0 Understand the concept of budget. 4.0 Understand how to make presentation in a seminar.

PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEATLTH									
COURSE: HUMAN RESOUR	CE FOR HEALTH	Cou	rse Code: CMH 327	Credit Unit: 2					
COURSE SPECIFICATION:	Theoretical Content:1HRS		Practical Content:1HR						
General Objective: 1.0 Understand the Concept of Human Resources Training									

Week	Specific Learning	Teachers	Resources	Specific Learning	Teachers	Evaluation
	Outcomes	Activities		Outcomes	Activities	
1-3	1.1 Define Human	Explain 1.1- 1.5	Journals			Define Human
	Resources Training.		Pictures, Charts,	- A D.		Resources
			Models/mannequi			Training.
	1. 2 Explain Human		ns	' <b>X</b> O'.		
	Resource for Health.		Books			Explain
			Relevant			Human
	1.3 Discuss Types of		Publications			Resource for
	Training for Human		Audio-visuals			Health
	Resources. E.g. in-		(video, compact			
	service training, on-		disc, DVD,			Discuss Types
	job training, Pre-		Internet			of Training for
	service etc.					Human
						Resources.
	1.4 State Importance					State
	of Human Resource					Importance of
	Training for Health					Human
	Services.					Resource
						Training for
	1.5 List the Human					Health
	Resources Needs for	$\sigma$				Services
	Primary Health Care					
	Services by cadre in					List the
	PHC include:					Human
	• CHO					Resources
	• CHEW					Needs, for
	• JCHEW,					Primary Health

Genera	<ul> <li>Nurses/Midw ives,</li> <li>EHO</li> <li>MRO</li> <li>HIMO</li> <li>Pharmacist,</li> <li>Technician, etc.</li> <li>Il Objective 2.0: Underst</li> </ul>	and how to Asses t	raining need for Hur	man Resources.	Care Services in 1.5.
4-7	2.1 Explain ways to assess training need of health workers. E.g:  • Using simple training assessment methods • Supervision on jobs  2.2 Discuss Staff Training Needs with the Superior Officer (CHO).	Explain 2.1- 2.2	Relevant Publications Audio-visuals (video, compact disc, DVD, Internet	itali Resources.	Identify ways to assess training need of health workers  Discuss Staff Training Needs with the Superior Officer (CHO).
Genera	l Objective 3.0: Underst	tand the Concept of	Budget.		
8-11	3.1 Define Budget for training 3.2Explain Budgetary Requirements for training:- • Per diem • Materials (consumables	Explain 3.1- 3.2	Relevant Publications Audio-visuals (video, compact disc, DVD, Internet		Define Budget for Training. Explain Budgetary Requirements for training in 3.2.

						$\Lambda$
	<ul> <li>and non-consumables),</li> <li>feeding</li> <li>Accommodation</li> <li>Logistics</li> <li>Transport etc.</li> </ul>				DICA.	
General	Objective 4.0: Unders	tand How to Make	Presentation in a Ser	ninar.	_	
12-14	4.1 Discuss the Concept and principles of seminar presentations  4.2 Explain the uses, of seminar presentations for health personnel  4.3 Explain the methods of seminar presentations for health personnel  4.4 explain the advantages of seminar presentations for health personnel  4.5 explain the disadvantages of seminar	Explain 4.1 to 4.2	Relevant Publications  Audio-visuals (video, compact disc, DVD, Internet Relevant Publications	conduct a seminar presentation in health	Group student and guide them to conduct a seminar presentation in health	Discuss the Concept and principles of seminar presentations. Explain the uses, methods, advantages and disadvantages of seminar presentations for health personnel.

presentations for	
health personnel.	

WALLOWAL BOMRD FOR

PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMMUNITY HEALTH

COURSE TITLE: PRIMARY HEALTH CARE MANAGEMENT

**COURSE CODE: CMH 328** 

DURATION:2 Hours Theoretical: 1HR Practical: 1 HR

CREDIT UNITS: 2 UNIT SCHEDULE:

**GOAL:** This course is designed to equip the student with managerial knowledge and skills for PHC implementation in all centres and institution

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

1.0 Understand the functions of management

- 2.0 Understand the process of health planning
- 3.0 Understand the organizational structure of PHC management in Nigeria
- 4.0 Understand PHC under One Roof (PHCUOR)

5.0 Understand the concept of PHC Basic Health Care provision

PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEATLTH										
COURS	COURSE: PRIMARY HEALTH CARE MANAGEMENT Course Code: CMH 328 Credit Unit: 2									
COURS	COURSE SPECIFICATION: Theoretical :1Hour Practical:1Hour_									
General	General Objective: 1.0 Understand the functions of management									
Week	Specific Learning	Teachers	Learning	Specific Learning	Teachers	Evaluation				
	Outcomes	Activities	Resources	Outcomes	Activities					
1-3	1.1 Define Management	Explain 1.1- 1.12	Relevant			Define				
			Publications	KO.		Manageme				
	1.2 Discuss the Principles					nt				
	of Management.		Audio-visuals							
			(video, compact			Explain				
	1.3 Comprehend Principles		disc, DVD,			Principles				
	of Management.		Internet			of				
	1.45 6					Manageme				
	1.4 Define supervision		•			nt				
	1.5 Describe the types of					Define				
	supervision					Delegation.				
	super vision					2 cregation.				
	1.6 Outline the qualities of	MEDI				Discuss the				
	a good supervision	, QV				Merits and				
						Demerits of				
	1.7 Outline the purpose of					Delegation.				
	supervision in PHC									
						Describe				
	1.8 Explain the PHC					the				
	supervisory guide					Problems				
						Associated				
	1.9 Describe the					with				
	supervisory check list					Delegation				

	<ul><li>1.10 Define Delegation</li><li>1.11 Discuss the Merits and Demerits of Delegation.</li><li>1.12 Describe the Problems Associated with Delegation.</li></ul>				JCA	Explain the PHC supervisory guide
	d Objective: 2.0 Understand t	<u> </u>	olanning			
4-6	2.1 Describe health Planning and management of a PHC plan  2.2 Explain steps involved in health planning  2.3 Describe process of planning and implementation of a PHC action plan  2.4 Discuss planning cycle  2.5 Explain the process of drafting;  • Micro plan • Work plan	Explain 2.1- 2.5	Relevant Publications  Audio-visuals (video, compact disc, DVD, Internet	prepare and manage a health plan for PHC	Guide student to prepare and manage a health plan for PHC	Describe process of planning and implementa tion of a PHC action plan
Genera	d Objective: 3.0 Understand the	ne organizational stru	cture of PHC manag	gement in Nigeria		
	<b>S</b> 11					
7-9	3.1 Explain Various	Explain 3.1-3.3	Relevant			Explain
	management theories as applied to health e.g.		Publications			Various manageme

	<ul> <li>Scientific theory,</li> <li>X and Y theory,</li> <li>Bureaucratic theory etc.</li> </ul>		Audio-visuals (video, compact disc, DVD, Internet	CATI	nt theories as applied to health
	<ul> <li>3.2 Explain The health team in Nigeria (composition, characteristics and functions).</li> <li>3.3 Explain Ward Health System e.g,</li> <li>The management of the Ward Health System at</li> </ul>				Explain The health team in Nigeria (compositio n, characterist ics and functions
Genera	community level  l <b>Objective: 4.0</b> Understand P	HC under One Roof	(PHCUOR)		
10-12	<ul> <li>4.1 Explain the implementation of PHCUOR</li> <li>4.2 Explain functions of PHCUOR</li> <li>4.3 Explain Strategies of PHCUOR. e.g</li> <li>Principles of PHC under One Roof.</li> <li>Mentorship in PHCUOR</li> </ul>	Explain 4.1-4.3	Relevant Publications  Audio-visuals (video, compact disc, DVD, Internet		Explain the implement ation of PHCUOR Identify functions of PHCUOR

Benefits of mentoring	
4.3 Differentiate between	
mentoring and supervision	

13-15	5.1 Explain basic healthcare provision  5.1 Discuss background of basic health care provision fund (BHCPF)	Explain 5.1- 5.3	Relevant Publications  Audio-visuals (video, compact disc, DVD, Internet	Explain Basic healthcar provision
	<ul><li>5.3 Explain the following:</li><li>BHCPF Gateway</li><li>NHIA Gate way,e.tc</li></ul>			
		ONRO		

PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMMUNITY HEALTH

COURSE TITLE: USE OF STANDING ORDERS

COURSE CODE: CMH 329

DURATION: 2 Hours Theoretical: 1HR Practical: 1Hour

CREDIT UNITS: 2 UNITS SCHEDULE:

GOAL: This course is designed to provide students with knowledge and skills in patient management using PHC Standing Orders.

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

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- 1.0 Understand the historical background of National Standing Orders
- 2.0 Know the layout and format of Standing Orders
- 3.0 Understand the Referral System
- 4.0 Understand the conditions in children or adults, which put them 'At Risk'
- 5.0 Understand the use of Job aids and Standard Operating Procedure (SOP)

PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEATLTH								
	E: USE OF STANDING OR	DERS		Course Code: CMH	329	Credit U		
COURS	E SPECIFICATION: Du	ration: 30	T	heoretical:1Hour	_	Praction	cal: 1Hour	
General	Objective: 1.0 Understand the	historical background	d of National Standi	ng Orders				
Week	Specific Learning	Teachers	Learning	<b>Specific Learning</b>	Teachers		Evaluation	
	Outcomes	Activities	Resources	Outcomes	Activities			
1-3	1.1Define Standing Orders.	Explain 1.1- 1.3	Relevant Publications				Define Standing	
	1.2 Describe the evolution of Standing Orders		Audio-visuals (video, compact	7			Orders.	
	1.3 List the objectives of the Standing Orders		disc, DVD, Internet. Computer				Describe the evolution of Standing	
		180 kg	projector				Crders  List the objectives of the Standing Orders	
	Objective 2.0: Know the layou							
4-6	<ul> <li>2.1 Discuss the Components of Standing Orders</li> <li>Preface</li> <li>Table of content</li> <li>Acknowledgment etc.</li> </ul>	Explain 2.1 – 2.3	Relevant Publications  Audio-visuals (video, compact disc, DVD, Internet.	Demonstrate skills on how to assist in management of clients with different complaints using the Standing	Guide stude how to assi management clients with different complaints the Standin	st in nt of using	Discuss the Component s of Standing Orders  Explain the	
	2.2 Explain the layout of			Orders.		6 314418	layout of	

-				-		
	standing orders, sections by					standing
	age group.		Computer			orders,
	1.82 82 n.L.					sections by
	2.3 Explain steps in the use		projector			age group
	1 *		projector			age group
	of the Standing Orders for					
	situations of different					Identify
	client's e.g. first visit,				$oldsymbol{arphi}$	steps in the
	follow-up, emergency.					use of the
	Transferred to the state of the					Standing
						Orders for
						situations
						of different
				ICHIC		client's e.g.
						first visit,
						1
						follow-up,
	1					emergency.
Genera	l Objective 3.0: Understand the	Referral System				
7-9	3.1 Define Referral System	Explain 3.1-3.2	Relevant	Demonstrate	Guide students on	Explain
			Publications	Referral of a	Referral of a	Referral
	3.2 Explain conditions that			Patient/Client.	Patient/Client	System.
	require a referral			Tationi Chicht.	1 ations Cheft	
	require a referrar	<b>V</b>	_			
			L	1		
Genera	l Objective 4.0: Understand the	ne conditions in child	ren or adults, which	put them 'At Risk'		
10-12	4.1 Define two way	Explain 4.1- 4.3	Relevant	Demonstrate skills	Guide students on	Define
10-12	4.1 Define two-way	Explain 4.1- 4.3				
	Referral System	Y	Publications	on how to fill a	how to fill a referral	two-way
			Audio-visuals	referral form	form	Referral
	4.2 List the indications for		(video, compact			System.
	the referral system		disc, DVD,			
			Internet.			List the
	I KU.		Relevant			indications
			Publications			for the
			1 doneddons			101 1110

General	4.3 Discuss conditions in children or adults, which put them in grave danger  Objective 5.0: Understand the	use of job Aids ar	nd Standard Operating	Procedure (SOP).	referral system  Discuss conditions in children or adults, which put them in grave danger
12-14	5.1 Explain the relevant Job aids and appendices and (SOPs-standard operative procedure):-  • STIs- Syndromique • Management chart • Algorithme for HIV	Explain 5.1	Relevant Publications Audio-visuals (video, compact disc, DVD, Internet.		Explain the relevant Job aids and appendice s and (SOPs- standard operative procedure) :
			141		

PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMMUNITY HEALTH							
COURSE TITLE: APPL	IED ANATOMY AND PHYSIC	OLOGY – II					
COURSE CODE: CMS 32	2						
<b>DURATION: 2Hours</b>	Theoretical:1 Hour		Practical: 1HR				
<b>CREDIT UNITS: 2 UNIT</b>		<b>SCHEDULE:</b>					
<b>GOAL:</b> This course is to equip student with knowledge and skill for structural adaptation of the organs of reproduction to their functions in both							
normal and abnormal condition	ns						

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

- 1.0 Understand the functions of the male and female reproductive systems
- 2.0 Understand the physiological development of fetus to the normal functioning of the body.
- 3.0 Understand the relationship between affiliate organs of urinary and the reproductive organs.

PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMMUNITY HEATLTH										
	SE: APPLIED ANATOM			Course Code: CMH	Credit U	Unit: 2				
	SE SPECIFICATION:   T			ractical: 1 Hour						
Genera	General Objective: 1.0 Understand the functions of the male and female reproductive systems									
Week	Specific Learning	Teachers	Learning	Specific Learning	Teachers	Evaluation				
	Outcomes	Activities	Resources	Outcomes	Activities					
1-5	<ul> <li>1.1 Discuss the application of anatomy and physiology of the structure of female reproductive system:</li> <li>The menstrual cycle/menstruation</li> <li>The female sex hormones</li> <li>ovulation, fertilization and oogenesis</li> <li>Pelvis Hormonal changes at puberty and pregnancy</li> <li>Menopause</li> <li>Breast change s in pregnancy, labour and peuperium</li> <li>Physiology of</li> </ul>	Explain 1.1- 1.2	Relevant Publications, marker, marker board, Audio- visuals (video, compact disc, DVD, Internet	Carry out practical to differentiate between male and female reproductive system	Demonstrate to student the difference between male and female reproductive system	Discuss the application of anatomy and physiology of female reproductive system.  Discuss the application of anatomy and physiology of male reproductive system:				

lactation
1.2 Discuss the

application of anatomy

	and physiological					
	functioning of The					
	structure male				6 W	
	reproductive system:				. 16	
	• Structure of the male					
	reproductive system					
	<ul> <li>Mechanism of</li> </ul>			X.		
	erection and					
	ejaculation					
	<ul> <li>Spermatogenesis</li> </ul>			X \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \		
	<ul> <li>Hormonal changes</li> </ul>					
	at puberty,			<i>(</i> -).		
	Andropause					
	-					
				o the normal function	ing of the body.	
6-10	2.1 Discuss the	Explain 1.1 – 1.2	Relevant			Discuss the
	application of anatomy		Publications, marker, marker			application
	and physiological		board, Audio-			of anatomy and
	functioning of the	X	visuals (video,			physiology
	structure of foetal		compact disc,			of Foetal
	development:	.07	DVD, Internet			Developmen
	Fertilization and					t
	implantation					
	• Embryonic					
	development					
	• The placenta					
	(structure,					
	formation,					
	abnormalities, Foetal					
	placenta exchange)					]

	• Foetal circulation			See charts and		
	(Structure, changes)			videos the	Demonstrate to	
	2.2 The foetal skull			development of	student using	
	(external and internal			the fetus from	charts and videos	
	structures, moulding and			fertilization to	the development	
	its complications,			delivery	of the fetus from	
	injuries)				fertilization to	
<u></u>	<u> </u>		CC:1: -4	C i 1 (1	delivery	
Genera 11-15	d Objective: 3.0 Understa 3.1 Explain the affiliated		etween affiliate organ Relevant	s of urmary and the r	eproductive organs.	Explain th
11-13	-	Explain 5.1 to 5.2	Publications,			affiliated
	organs of reproductive		marker, marker	10		
	system		board, Audio-			organs of
	3.2 Explain the urinary		visuals (video,			reproduct
	system (structure,		compact disc,			system.
	functions, changes		DVD, Internet	1		
	during pregnancy,					
	labour and pueperium)					
		BOYBI				

PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMMUNITY HEALTH

COURSE: RESEARCH METHODS

CODE CODE:
CMH 328

DURATION (Hours/Week) Tutorial: 2 hours Practical: - 0 Total: 2 (30hrs/semester)

Lecture: 2hrs

UNITS: 2

GOAL:

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

- 1.0 Understand the meaning and scope of a library.
- 2.0 Know how to use a library
- 3.0 Know what a research is and how to carry it out
- 4.0 Understand basic principles of probability
- 5.0 Understand the use and importance of some measures of central tendency and measures of dispersion in summarizing data
- 6.0 Know the methodology applied in research
- 7.0 Know the various methods of data collection
- 8.0 Know the various methods of processing data
- 9.0 Understand the presentation of research report.

<b>PROG</b>	PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMMUNITY HEALTH							
COUR	<b>SE:</b> RESEARCH M	ETHODS	<b>Course Code:</b>	CMH 328 Cont	act Hours:	30		
COUR	SE SPECIFICATION:C	H: 2	heoretical: 2Hours		Practical: 0			
Genera	al Objective 1: Understand	the meaning and	scope of a library.					
Week	Specific Learning	Teachers	Learning	Specific Learning	Teachers	Evaluation		
	Objectives	Activities	Resources	Objectives	Activities			
.1-2	1.1 Explain a Library	Ex-plai1.1 – 1.5	Relevant			Explain a		
	1.2 Explain the role of		Publications,	<b>X</b>		Library		
	a library in learning and		marker, marker					
	research		board, Audio-			Explain the		
			visuals (video,			role of a		
	1.3 State the various		compact disc,			library in		
	kinds of library stock		DVD, Internet			learning		
						and		
	1.4 Explain the					research		
	different sections of a					G		
	typical library.	.01				State the		
	1 5 F1-in the					various		
	1.5 Explain the	U.				kinds of		
	different types of	aU.				library stock.		
	libraries	<b>V</b>				Stock.		
	. \					Identify the		
	, D.	<b>V</b>				different		
						sections of		
						a typical		
						library.		

_			
		ICA	Explain the different types of libraries

WATIONAL BOARD FOR FECHNICAL EDW.

Genera	al Objective: 2: Know how	w to use a library			7	
Week	Specific Learning	Teachers	Learning	Specific Learning	Teachers	Evaluation
	Objectives	Activities	Resources	Objectives	Activities	
3-4	2.1 Explain	Explain 2.1 –	Relevant		W,	Explain
	classification.	2.8	Publications,			indexing
	2.2 Explain the		marker, marker			and
	different types of		board, Audio-			abstracting.
	classification scheme		visuals (video,			
	(DDC and LC).		compact disc,			Describe
	2.3 Explain reference		DVD, Internet	MICAL		the use of
	sources.					card
	2.4 Explain types of					catalogues
	serials.					
	2.5 Explain indexing			X		
	and abstracting.					
	2.6 Describe the use of					
	card catalogues.					
	2.7 Explain back of					
	book indexes.					
	2.8 Describe how the					
	library is used in					
	research		<b>X</b>			
Genera	al Objective: 3.0: Know w		nd how to carry it out			
5	3.1 Define the	Explain 3.1 to	Relevant			Define the
	following terms:	3.8	Publications,			following
	Research,	OK.	marker, marker			terms:
	scientific method,		board, Audio-			Research,
	theory,		visuals (video,			scientific
	hypotheses.		compact disc,			method,
	3.2 Describe various		DVD, Internet			theory,
	types of research					hypotheses
	e.g. descriptive,					hypomeses
	exploratory.					
	casual,					

				XU	
	experimental and comparative.  3.3 Explain the stages of a research  • Formulation of a research problem  • Hypothesis  • Justification of the research  • Data collection and analysis  • Findings etc.				
Genera	ıl <b>Objective</b> 4:Understand	hasic principles of	nrohahility		
6	<ul> <li>4.1 Define random variable</li> <li>4.2 Explain the concept of randomness</li> <li>4.3 Define probability</li> <li>4.4 State the laws of probability</li> <li>4.5 Define conditional probability</li> <li>4.6 Solve simple problems involving the laws of probability as they relate to their</li> </ul>	Explain 4.1 -4.6	Relevant Publications, marker, marker board, Audio- visuals (video, compact disc, DVD, Internet		Define random variable  Explain the concept of randomnes s
	disciplines.		150		

 marising data 5.1 Define arithmetic		Relevant		
mean, geometric		Publications,		
mean, median mode		marker, marker		
and harmonic		board, Audio-		
mean.		visuals (video,		
5.2 Compute the		compact disc,		
measures in 5.1		DVD, Internet		
above given:		DVD, Internet		
_ I				
• ungrouped data			. <b>&lt;</b> \( \cdot \)	
• grouped data				D.C.
5.3 Explain the uses of				Define
geometric and				arithmeti
harmonic mean				mean,
5.4 Calculate the				geometri
following, given a	Explain 5.1 –			mean,
set of data:	5.9			median
<ul> <li>quartiles deciles</li> </ul>				mode an
<ul> <li>percentiles</li> </ul>				harmoni
• List the merits and				mean.
demerits of the				
above measures of				
central tendency				
5.5 Define measures of				
dispersion				
5.6 State the	OU.			
importance of the	<b>Y</b>			
measures of				
dispersion				
5.7 Calculate the mean	•			
deviation Semi				
Interquartilo range				

Variance and					
				, <b>^ Y</b>	
standard deviation	n				
5.8 Explain the				( K)	
application of the				W'	
measures of					
deviation defined	in				
5.6 above					
5.9 Calculate the					
measures of the					
dispersion listed i	n				
5.8 given sets of			<b>スし</b>		
data in their					
disciplines.					
<b>General Objective</b> 6: Know t	the methodology applie		, ,		
6.1 Define sampling		Relevant			Define
6.2 Explain the two		Publications,			sampling
major types of		marker, marker			samping
sampling		board, Audio-			Evaloia the
6.3 probability		visuals (video,			Explain the
sampling e.g.		compact disc,			two major
random, systemat	ic,	DVD, Internet			types of
stratified and					sampling
clusters	П 1				probability
6.4 Non-probability	Explain 6.1-6.6				sampling
sampling, e.g.					e.g.
accidental, quotas					random,
and purposive.	. 7				systematic,
6.5 Explain the uses	of				stratified
sampling in their					and
disciplines	<b>X</b> 1				clusters
6.6 State the					
advantages and					
and the state of t					

disadvantages of				
6.2 (a) and 6.2 (b)				
above.			(, ),	
General Objective 7: Know the	various methods of	data collection		
7.1 Define data 7.2 State the types of data: 7.3 primary, and 7.4 secondary data 7.5 Explain the methods of collecting data e.g. observation, questionnaire, interview 7.6 Describe how to design questionnaires for research in their disciplines 7.7 Explain how to administer questionnaires and interview. 7.8 Design sample questionnaires for research in their disciplines 7.9 Administer the questionnaires in 7.6 above	Explain 7.1- 7.9	Relevant Publications, marker, marker board, Audio- visuals (video, compact disc, DVD, Internet		Define data State the types of data: primary, and secondary data

Gene	ral Objective 8:Know the v	rarious methods of	processing data		7	
9	8.1 Explain	Explain 8.1 –	Relevant			Quiz
	organization of	8.5	Publications,		C /V	
	data.		marker, marker			Test
	8.2 Explain the		board, Audio-			
	grouping of data		visuals (video,			Assignmen
	8.3 Explain tabulation		compact disc,			t
	of data		DVD, Internet			
	8.4 Analyse the data					
	result obtained in			<b>6 6 6 6</b>		
	7.6 above					
	8.5 8.5 Present the					
	result of the			16		
	analysis in 8.4					
	above					
<u> </u>		1.1	C 1			
	ral Objective 9: Understand			1		
10	9.1 Explain the general	Explain 9.1 -9.3	Relevant			Quiz
	format of a research		Publications,			TD
	report, e.g.		marker, marker board, Audio-			Test
	Preliminaries e.g.		visuals (video,			
	preface and foreword		compact disc,			Assignmen
	Approval page	O'	■ DVD, Internet			t
	<ul><li>Approvar page</li><li>Title page</li></ul>	V.	D, D, Internet			
	<ul><li>True page</li><li>Dedication</li></ul>	UK.				
	4 1 1 1	OU.				
	<ul><li>Acknowledgement</li><li>Table of contents</li></ul>	<b>1</b>				
	<ul><li>List of illustrations</li></ul>	•				
	e.g. maps/pictures,	V				
	diagrams, figures					
	and tables					
	Introduction					

			7,
Aims and     Objectives			
<ul> <li>Limitations and Delineations</li> </ul>			
<ul><li>Main text</li><li>Conclusions and</li></ul>			
Conclusions and     Recommendations			
• The Appendix			
<ul><li>Glossary</li><li>Bibliography/Refer</li></ul>		680	
ences		ζ,	
9.2 Explain the use of footnotes references		Y	
and bibliography 9.3 Outline the use of			
abbreviations in			
citation			
MICON	155		

## YEAR II SEMESTER I

PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMMUNITY HEALTH

COURSE TITLE: ANATOMY AND PHYSIOLOGY III

**COURSE CODE: CMS 411** 

DURATION:2 Hours Theoretical: 1Hour Practical: 1Hour

CREDIT UNITS: 2 UNIT SCHEDULE:

**GOAL:** This course is designed to acquaint the students with knowledge of the Systems of the Body and their Functions.

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

1.0 Understand the Respiratory System

2.0 Understand the Digestive System

3.0 Understand the Urinary System

PROGR	PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEATLTH							
COURS	E: ANATOMY AND PHYS	SIOLOGY III		Course Code: CMS 411	Credit Unit:2			
COURS	E SPECIFICATION: Du	ration: 2 Hours		Theoretical	1Hour Practi	cal:1Hour		
General	Objective: 1.0 Understand	the Respiratory S	System					
Week	Specific Learning	Teachers	Learning	Specific Learning	Teachers	Evaluation		
	Outcomes	Activities	Resources	Outcomes	Activities			
1-5	1.1 Explain Respiratory System  1.2 Describe the anatomy of the respiratory system  1.3 Describe the physiology of the respiratory system.  1.4 Describe the organs of respiration from the nose to the alveoli.	Explain 1.1 – 1.8	Relevant Publications, marker, marker board, Audio- visuals (video, compact disc, DVD, Internet	Identify parts of the respiratory system	Guide student to identify parts of the respiratory	Explain the functions of the Respiratory System.  Describe anatomy of the respiratory system.  Describe the organs of respiration		
	<ul> <li>1.5 Describe breathing mechanism</li> <li>1.6 Explain the normal functions of the respiratory system.</li> <li>1. 7 Discuss the disease conditions of the respiratory system e.g</li> </ul>	ONR			system	from the nose to the alveoli.  Describe breathing mechanism. explain the normal functions of the respiratory system		

	Pneumonia, bronchitis etc.					
	Pneumonia, pronchius etc.				CA	Discuss the disease conditions of the respiratory system eg, Pneumonia, bronchitis etc.
Genera	al Objective 2.0: Understand	the Digestive Sy	ystem		-1	1
6-10	2.1 Explain Digestive System	Explain 2.1 – 2.7	Relevant Publications, marker, marker	Draw and label the organs of the digestion from the nose to the	Guide students to draw and label the organs	Explain Digestive System.
	2.2 Describe the anatomy of the Digestive system		board, Audio- visuals (video, compact disc,	alveoli.	of the digestion from the nose to the	Describe the Physiology of
	2.3 Describe the Physiology of the Digestive system.		DVD, Internet	,	alveoli	the Digestive system.
	2.4 Identify parts of the Digestive system		\$O_			Identify parts of the Digestive
	2.5 Describe breathing mechanism	18				Discuss the
	2.6 Explain the normal functions of the Digestive system.	$\beta_{OL}$				disease conditions of the Digestive system
	2.7 Discuss the disease conditions of the Digestive system e.g 4 Diarrhea					

	T	1			
	5 Peptic Ulcer				
	6 Duodenal Ulcer				
	7 Growth and				
	8 Cancer etc.				
Genera	l Objective 3.0: Understand	the Urinary System	1		
11-15	3.1 Describe the Urinary	Explain 3.1 –	Relevant		Describe the
	system	3.11	Publications,		Urinary
			marker, marker		system
	3.2 Describe the Anatomy		board, Audio-		
	of the urinary system.		visuals (video,		Describe the
			compact disc,		Anatomy of
	3.3 Describe the		DVD, Internet		the urinary
	physiology of the urinary			<b>F</b>	system
	system				25 2 2 2 2 2 2
			(K).		Describe the
	3.4 Identify the				physiology of
	differences between male		XXX		the urinary
	and female urinary system				system
	and remare armary system		0		
	3.5 Explain the				Identify the
	exposure of male and				differences
	female to urinary				between male
	infections.				and female
	infections.				urinary
	3.6 Discuss the				system
	composition of urine				system
	in:-				Explain the
	111				exposure of
	<ul> <li>Kidney</li> </ul>	V			male and
	Ureters				female to
	<ul><li>Urinary bladder</li></ul>	<b>Y</b>			urinary
	<u> </u>				infections
	etc.				miccholis
	2.7 December the formati				Describe the
	3.7 Describe the functions				Describe the

			<b>X U</b>	
	of the urinary system		i	functions of
	e.g formation of urine		l t	the urinary
	elimination etc.,			system e.g
	, l			formation of
	3.8 Discuss anatomy and		1	arine,
	physiology of the			elimination
	kidney.			etc.,
				,
	3.9 Functions of the			Describe the
	kidney		1	functions of
		11Ch	t	the urinary
	3.10 Formation of urine.			system
	3.11 Discuss the disease			Discuss the
	conditions of the			disease
	urinary system e.g	(X)		conditions of
	Nephritis			the urinary
	Glomerulonephriti	XXX		system
	s			
	kidney failure etc.			
	SONS.			
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PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMMUNITY HEALTH

COURSE TITLE: ORAL HEALTH CARE

COURSE CODE: CMH 411

DURATION:2 Hours Theoretical: 1HR Practical: 1HRS

CREDIT UNITS: 2 UNIT SCHEDULE: SCHE

1.0 Understand Oral Health

- 2.0 Know common Oral Health Problems in the Clinic and in the Community
- **3.0** Know how to mobilize the community on emergency conditions according to standing orders the community to promote positive oral health habits.

PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEATLTH

COURSE: ORAL HEALTH CARE Course Code: CMH 411 Credit Unit:2

COURSE Duration: 2 hours Theoretical: 1Hour Practical: 1Hour SPECIFICATION:

General Objective: 1.0 Understand Oral Health.

Week	Specific Learning	Teachers	Learning	Specific Learning	Teachers	Evaluation
	Outcomes	Activities	Resources	Outcomes	Activities	
1-5	1.1 Define Oral Health  1.2 Explain common oral health problems and its management  1.3 List diseases associated with oral cavity.  1.4 Describe the diseases of the mouth.  1.5 Discuss harmful cultural practices that affect the oral cavity  1.6 Explain the preventive and control measures of mouth infection  1.7 Explain Management of oral health problems	Explain 1.1 – 1.7	Relevant Publications, marker, marker board, Audio- visuals (video, compact disc, DVD, Internet	Demonstrate how to identify and manage common oral health problems in the clinic and in the community.	Guide the students on how to identify and manage common oral health problems in the clinic and in the community	Define Oral Health.  Describe community mobilization to promote positive oral health habits. Explain common oral health problems and its management.  Describe the diseases of the mouth  Discuss harmful cultural practices that affect the oral cavity.

	according to standing orders.				OICATO	Explain management oral health problems using to standing
						orders under
Conor	 al Objective: 2.0 Know Co	ommon Oral haalth D	robloms in the Clinic	and in the Community	,	supervision.
6-10	2.1 Explain the functions of human teeth.  2.2 Describe the Human dentition Formula.  2.3List Oral diseases humans.  2.5 Explain the signs and symptoms of common oral diseases.  2.6 Discuss the preventive measures of common Oral diseases.	Explain 2.1- 2.6	Relevant Publications, marker, marker board, Audio- visuals (video, compact disc, DVD, Internet	Draw a typical Human Teeth	Guide students to draw a typical Human	Explain the functions of human teeth. Describe the Human dentition Formula.  List Oral diseases humans.  Explain the signs and symptoms of common oral diseases.  Discuss the preventive measures of

board, Audiovisuals (video, compact disc, DVD, Internet DVD, Internet DVD, Internet Standing order.  board, Audiovisuals (video, community on emergency conditions according to standing order.  board, Audiovisuals (video, community on emergency conditions according to standing order.  board, Audiovisuals (video, community on emergency conditions according to standing order.  board, Audiovisuals (video, community on emergency conditions according to standing order.
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PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMMUNITY HEALTH

COURSE TITLE: COMMUNITY MENTAL HEALTH

COURSE CODE: CMH 412

DURATION: 2Hours Theoretical: 2HR Practical: 1HR

CREDIT UNITS: 3 UNIT SCHEDULE: GOAL: This course is designed to Promote Positive Mental Health and Manage Mental Illness in the Community.

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

1.0 Understand Community Mental Disorders

2.0 Know how to mobilize the community to Promote Positive Mental Health.

3.0 Understand the Role of the Family and Community in the Management of Mental Disorders.

PROGI	PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEATLTH									
COURS	SE: COMMUNITY ME	NTAL HEA	LTH	Course Code: CMH 412 Credit U			Credit Unit:3			
	COURSE SPECIFICATION: Duration:2 Hours			Hour	retical :2	Pra	ctical: 1 Hour			
Genera	l Objective: 1.0 Underst	tand Commur	nity Mental D	isorders	S.					
Week	Specific Learning Outcomes	Teachers Activities	Resources		Specific Learning Outcomes		Teachers Activities	Evaluation		
1-5	1.1 Define Mental Health  1.2 Explain Mental Health Laws as they affect Primary Health Care.  1.3 Discuss decentralized community based mental care and institutionalized care.  1.4 Explain the different types of mental illnesses Eg  Psychoses Depression	Explain 1.1- 1.6	Relevant Publication marker, ma board, Aud visuals (vicompact d DVD, Inte	arker dio- deo, isc, rnet	carry out practical of how to manage ca in 1.4 in P level before referral	ases PHC	Guide studen to carry out practical on how to mana; cases in 1.4 in PHC level before referra	Care  Discuss  decentralized community based mental care and		

	1	1				
	<ul><li>Anxiety</li><li>Puerperal etc.</li></ul>					List positive mental health habits
	1.5 Discuss the conditions above under the following headings:  • Definition • Causes(econo mic, stress,) • Incidence • Signs and symptoms • Management.  1.6 List positive mental health habits e.g • adequate sleep • nutrition, • holiday etc.					
	d Objective: 2.0. Know h	1		Promote Positive	Mental Health	I
6-10	1.1 Explain Positive Mental Health in the community.	Explain 1.1 – 1.4	Relevant Publications, marker, marker board, Audio-			Explain Positive Mental Health in the community.
	1.2 Discuss support for clients and families in the home management of the mentally illness.		visuals (video, compact disc, DVD, Internet			Discuss support for clients and families in the home

	1.3 Discuss the various resources available at the community level, and from Governmental and Nongovernmental organization to support positive mental health.					management of the mentally illness.  Discuss the various resources available to support positive mental health
	1.4 Describe ways to mobilize the community to promote positive mental health.			CCHI		Describe ways to mobilize the community to promote positive mental health.
	l Objective: 3.0 Understa		•		Anagement of M	
11-15	3.1Explain role of the family and community in the management of mental disorders.  3.2 Explain the role of the family in the identification and management of mentally ill in the home.	Explain 3.1 – 3.7	Relevant Publications, marker, marker board, Audio- visuals (video, compact disc, DVD, Internet	Manage cases of mental disorders.	Guide the students how to manage cases of mental disorders	Explain role of the family and community in the management of mental disorders.  Explain the role of the family in the identification and management of mentally ill in the home
	3.3 Define stigma and stereotypes associated with mental illness.	<b>&gt;</b>				Discuss the effects of stigma and stereotypes on the client,

3.4 Discuss the effects				family and
of stigma and				community.
stereotypes on the				
client, family and				Discuss the
community.				principles of
				rehabilitation of
3.5 Explain how to				the mentally ill in
address stigma and				the community
correct stereotypes in				
the communities e.g			C No	
Interventions to				
address stigma,				
stereotypes and				
misconceptions,				
reduce barriers to				
services				
3.6 Demonstrate				
management of				
mental conditions				
using Standing				
Orders.				
Orders.				
3.7 Discuss the				
principles of				
rehabilitation of the				
mentally ill in the	_(/)			
community.				
Community.				
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<b>~ Y</b>		4.60		
MILONA		169		
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<b>PROGRAMME:</b>	HIGHER NATIONAL I	DIPLOMA				
<b>COURSE TITLE:</b>	CLINICAL SKILLS II					
<b>COURSE CODE:</b>	CMH 413					
<b>DURATION:</b>	Theoretical: - 1Hours	Practical: 1Hour				
<b>CREDIT UNITS: 2</b>	UNIT	SCHEDULE:				

**GOAL:** This course is designed to equip students with knowledge and skills in practical procedures, to enhance effective health care delivery

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

- 1.0 Understand the basic concepts/theories relevant to the community health practice.
- 2.0 Understand the principles of interviewing
- 3.0 Understand the principle of physical examination of clients.
- 4.0 Know how to monitor client's vital signs.
- 5.0 Know the procedure for tepid sponging.
- 6.0 Know how to prepare and administer sugar, salt, solution (SSS) and orally rehydration solution.(ORS)
- 7.0 Understand the principles of aseptic technique in clinical procedure.
- 8.0 Know the procedure involved in wound dressing.
- 9.0 Know the component of cold boxes.
- 10.0Understand the procedures of immunizing patient/client against specific disease.
- 11.0 Know various routes of administration of injection.
- 12.0 Know the storage and administration of medication.
- 13.0 Know how to collect urine specimen.
- 14.0 Understand the procedure for testing urine
- 15.0 Understand how to estimate haemoglobin.
- 16.0 Know how to carry out oral examination and oral hygiene.
- 17.0 Understand the procedure for visual examination
- 18.0 Know the procedure for self-breast examination
- 19.0 Know how to weigh a client.
- 20.0 Know the method for measuring mid-arm circumference.

PROGI	PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMMUNIY HEALTH							
COURS	SE: CLINICALSKILL	S II Course C	ode: CMH 413	Credit 1	Unit:2	/		
	COURSE SPECIFICATION: Duration:			Theoretical:1 Ho		Practical:1 Hour		
General Objective: 1.0 Understand the basic concepts/theories relevant community health practice.								
Week	Specific Learning Outcomes	Teachers Activities	Learning Resources	Specific Learning Outcomes	Teachers Activities	Evaluation		
1	1.1 Define community health  1.2 Explain the rationale of community health  1.3 Explain the roles of community health practitioner providing health services to various communities	Explain 1.1- 1.6	Textbooks Journals Posters Flip chats Computers projectors	Outcomes	Activities	Define community health  Explain the rationale of community health  Explain the roles of community health practitioner providing		
	<ul> <li>1.4 Identify basic need of client within various communities.</li> <li>1.5 Differentiate between health wellness, illness and diseases</li> <li>1.6 Explain the</li> </ul>	SONA				health services to various communities		

		•				
	health/illness					
	Condition					
Genera	al Objective: 2.0 Underst	tand the principles	of interviewing.		<b>1</b>	
2	2.1 Explain the	Explain 2.1 –	Textbooks			Explain the
	need to	2.5	Journals			need to
	communicate		Posters			communicate
	with the client in		Flip chats			with the client
	language he/she		Computers			in language
	understands.		Projectors			he/she
	understands.			, V		understands
	225 1: 4			、くし、		
	2.2 Explain the					Explain the
	process of					process of
	establishing					establishing
	good rapport					good rapport
	with clients.			Describe the	Guide students	with clients
				procedure for	on the procedure	
	2.3 Explain the		0,	<del>*</del>	for interviewing	
	need to make a			interviewing a	client.	
	client comfortable			client.		
	during interview.		<b>Y</b>			
	e.g					
	<ul> <li>Interview and</li> </ul>					
	record	V.				
	<ul> <li>Information</li> </ul>	UK.				
	from the client.	Y(),				
		<b>V</b>				
	2.4 Explain the	<b>V</b>				
	techniques for					
	overcoming					
	language barrier					
	during the interview					

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Genera	l Objective: 3.0 Underst	and the principles	of physical exam	ination of clients.		
Genera 3	3.1 Describe the process of physical examination of client.  3.2 Explain the need for each of the processes described in 3.1above  3.3 Explain various positions for physical examination  3.4 Discuss various methods for carrying out physical examination as:  Inspection Palpation Auscultation, and percussion).	Explain 3.1 – 3.4	Textbooks Journals Posters Flip chats Computers Projectors	Prepare trolley/tray for physical examination  Carry out physical examination according to laid down rules in the standing orders	Guide students on how to prepare trolley/ tray for physical examination  Guide students on how to Carry out physical examination according to laid down rules in the standing orders	Describe the process of physical examination of client.  Identify various positions for physical examination  Identify various methods for carrying out physical examination as;
Genera	l Objective: 4.0 Know b	w to Monitor Cli	ents Vital Signs	1	<u>I</u>	<u> </u>
4	4.1 Define vital signs 4.2 Describe abnormal signs and	Explain 4.1- 4.5	Textbooks Journals Posters Flip chats	Take reading of and asses vital signs	Guide students on how to take readings of and assess vital signs	Define vital signs

	causes of vital signs  4.3 Describe four components of vital signs.  4.4 Describe instruments used in assessing the various vital signs.  4.5 Describe the various sites used in assessing the		Computers Projectors		SICK	Identify abnormal signs and causes of vital signs  Describe four components of vital signs
	various vital sign			9		
Genera	al Objective: 5.0 Know t	he procedure for te	pid sponging.			
5	5.1 Explain tepid water	Explain 5.1 – 5.3	Textbooks Journals Posters	Carryout tepid sponging		Explain tepid water
	5.2 Describe the		Flip chats			Identify
	equipment for tepid sponging		Computers Projectors			the equipment
	tepia sponging	- VA			Guide student to	for tepid
	5.3 Explain	$O_{L}$			carry out tepid	sponging
	reasons for tepid sponging	<b>6</b>			sponging	Explain
	Transponding					reasons
						for tepid
						sponging
	NO.					

Gener	ral Objective: 6.0 Know	how to prepare an	d administer salt	sugar solution (SSS) and	oral rehydration solu	ition (ORS)
6	6.1 List the	Explain 6.1 –	Textbooks	Identify the	Guide students	List the
	components of	6.2	Journals	equipment used in	on how to	components of
	salt, sugar,		Posters	preparations of salt,	prepare salt,	salt, sugar,
	solution.		Flip chats	sugar, solution	sugar, solution	solution
			Computers Projectors			
	6.2 explain the needs		Projectors			List the
	for administration of					components of
	sugar, salt, solution.					salt, sugar,
<u> </u>			6 1 .			solution
				que in clinical procedure		To 01
7	7.1 Define	Explain 7.1-	Textbooks			Define aseptic
	aseptic	7.4	Journals Posters			techniques,
	techniques,		Flip chats			sterilization and
	sterilization and		Computers			disinfection
	disinfection.		projectors			Describe the
						method of
	7.2 Explain the					sterilization of
	concept of			Demonstrate the use	Guide students	instrument,
	aseptic			of mast, gloves and	on how	equipment and
	technique.			gown	Demonstrate the	materials
					use of mast,	
	7.3 Describe the				gloves and gown	Describe the
	method of					method of
	sterilization of	V				disinfection
	instrument,					
	equipment and					
	materials					
	(physical/chemical)					
	Sterilize					

-						
	instruments, equipment and materials.  7.4 Describe the method of disinfection, concurrent,				SICK	
	terminal, etc.					
Conora	al Objective: 8.0 Know t	ha procedure invol	ved in wound dra	ecina		
8	8.1 Define wound. 8.2 Describe types of wounds e.g, • Incise • Puncture  8.3 Identify the classes of wound.  8.4 Explain Care for drains in wounds.  8.5 Describe principles and techniques of bandaging.	Explain 8.1 – 8.5	Textbooks Journals Posters Flip chats Computers Projectors	clean and dress a wound	Demonstrate to student how to clean and dress a wound	Define wound.  Describe types of wounds  Identify the classes of wound  Describe principles and techniques of bandaging
	d Objective: 9.0 Know t	T		1		T
9	<ul><li>9.1 Explain cold boxes and the uses</li><li>9.2 Describe content</li></ul>	Explain 9.1- 9.3	Textbooks Journals Posters Flip chats			Explain cold boxes and their uses

		ı				
	of cold boxes		Computers			
			Projectors			
	9.3 Explain				CA	
	the cold				. 10'	
	chain system					
	Maintain a					
	cold chain					
	system					
Gener	ral Objective: 10.0 Unde	rstand the procedu	res of immunizing	g patient/client against sp	ecific disease	1
10	10.1 Explain	Explain 10.1 –	Textbooks			Explain
	immunity	10.5	Journals			immunity
			Posters			
	10.2 List the types of		Flip chats			List types of
	nunity		Computers	LX,		immunity
			Projectors	O,		
	10.3 Identify the					Identify the
	various route for			Carryout	Guide students	various route
	administering			immunization	on how to	for
	vaccines				Carryout	administering
				Apply aseptic	immunization	vaccines
	10.4 Explain the			technique in		
	concept of Self-			immunization		
	immunization tray	10				
	10.5 Explain	OVI				
	the factors that	( ) '				
	affect					
	communities					
	communities					
Conor	ral Objective: 11.0 Know	y verious routes of	administration of	liniaations		
11	11.1 List various	Explain 11.1-	Textbooks			List various
11	routes of	11.4	Journals	Carryout	Guide student	routes of
	administering	11.4	Posters	administration of	to Carryout	Toutes of
	maniminate i i i g		1 031013			

	injections.  11.2 Describe the various methods of administering injection.  11.3 Explain the equipment needed for the various		Flip chats Computers Projectors	injection by aseptic techniques	administration of injection by aseptid Techniques	administering injections  Describe the various methods of administering injection
	method of injection.  11.4 Explain the sites for injection.		COS-			
Gene	12.1 explain the route of drugs administration.  12.2 Describe the procedures for drugs administration through various routes  Orally	w the storage and a Explain 12.1 12.3	Textbooks, marker board, marker, projector,	Set tray/trolleys for administration of medication  Administer drugs through various routes.	Guide student on how to Set tray/trolleys for administration of medication  Guide student on how to Administer drugs through various routes.	Explain the route of drugs administration  Describe the procedures for drugs administration through various routes

	<ul> <li>Rectally</li> <li>topically, etc</li> <li>12.3 Calculate ratio</li> <li>for dilution of lotion</li> </ul>				ICA	
	and rate of flow of					
	infusion.					
	al Objective: 13.0 Know			1		T
13	13.1 Explain the various urine specimen e.g early morning, mid-stream, 24hour-specimen, etc.  13.2 Explain the various containers for collecting urine specimen e.g clear or sterile containers.  Collect urine specimen for laboratory test.	Explain 13.1- 13.2	Textbooks, marker board, marker, projector,	Identify the various containers for collecting urine specimen	Guide student to Identify the various containers for collecting urine specimen	Explain the various urine specimen  Identify the various containers for collecting urine specimen
Gener	al Objective 14: Unders	and the procedure	for testing urine			
14	14.1 Explain the reagents for different testing of urine e.g.  • Albusticks • Clinite set	Explain 14.1- 14.2	Textbooks, marker board, marker, projector,	Interpret urine for various indication.	Guide students to interpret urine for various indication	Explain the reagents for different testing of urine

	ablets,     clinistick,     accetest ablet.     Observe the     color, odour,     quantity     reaction and     specific     gravity of     urine     specimen, etc  14.2 Explain the test     of urine for various     indication.					
14	15.1 Define hemoglobin  15.2 Describe the functions of the hemoglobin  15.3 Explain the component of hemoglobin  15.4 discuss the hemoglobin level for children, adult, male, female and pregnant women  General Objective 16.0:	Explain 15.1- 15.4	Textbooks, marker board, marker, projector,	Conduct practical on hemoglobin estimation (HB and PCV)	Guide student to conduct practical on hemoglobin estimation (HB and PCV)	Define hemoglobin  Describe the functions of the hemoglobin  Explain the component of hemoglobin

			T	1		
	16.1 Define oral	Explain 16.1-	Textbooks,	Draw the		Define oral health.
14	health.	16.6	marker board,	anatomy of the		health.
	1.25		marker,	buccal cavity	CA	
	16.2 Describe types		projector,		1, 10,	Describe types
	of teeth			Commissions and an existing		of teeth
	16.3 List			Carry out mouth examination		
	diseases			examination		
	associated with			~ \(\lambda\)	Guide	
	oral cavity.				student to	
	1645 114				Draw the	
	16.4 Explain the				anatomy of	
	causes of the				the buccal	
	disease of the				cavity Guide student to	
	mouth.			$\mathcal{O}$	Carry out mouth	
					examination	
	16.5 Explain				CAMPILITATION .	
	instruments used				Guide student to	
	in mouth					
	examination.					
	16.6 Explain the					
	preventive and	OV.				
	control measures of	<b>Y()</b> ,				
	mouth infection.					
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	ALION					
	XU,					
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Genera	al Objective: 17: Under	rstand the procedur	e for visual exam	ination		
15	17.1 Define vision.  17.2 Explain various method if carrying out visual acquity  17.3 Explain the fine level of vision.  .	Explain 17.1- 17.3	Textbooks Journals Posters Flip chats Computers projectors Textbooks Journals Posters Flip chats Computers  Projectors	Carry out visual acquity test.  Interpret visual acquicty Test result	Guide students on how to Carry out visual acquity test.  Demonstrate how to Interpret visual acquity test result	Define vision.  Identify various method if carrying out visual acquity.
15	18.1 Define breast  18.2 Describe the anatomy of	Explain 18.1 – 18.5	Textbooks Journals Posters Flip chats	Carry out breast examination	Guide students on how to Carry out breast examination	Describe the anatomy of breast

	T	1				
	breast  18.3 Discuss the various steps in				, cA	
	breast					
	examination.			<b>(</b>		
	18.4 Discuss					
	diseases that can					
	affect the breast					
	18.5 Describe			112		
	how to clean and					
	care for the					
	breast.					
	1011 11 10 17					
Genera	al Objective 19: Know	how to weigh a cl	ient			
15	19.1 Define weight	Explain 19.1-	Textbooks			Describe
		19.3	Journals			procedure for
	19.2 Describe	$  \circ \rangle$	Posters			determining
	procedure for	V.	Flip chats	weight a client using	Demonstrate to	weght of a client
	determining weight	U.		weighing balance	student how to	Chefit
	of a client	$\sigma_{\mathcal{O}}$			weight a client	
	10.2 Evalois a saul	V			using weighing balance	
	19.3 Explain normal and abnormal weight				Darance	
	for different age					
Corr	group					
Genei	cal Objective 20: Know	v me memoa for n	ieasuring mid-arn	i circumierence		

15	00 1 D '1			
10	20.1 Describe	Explain the	Textbooks	Describe
	Measurement of	procedure for	Journals	Measureme
	mid-arm	determining	Posters	of mid-arm
	Circumference of a	nutritional status	Flip chats	Circumfere
	child.	of a child using		e of a child.
		mid-arm		
		Circumference.		
			S LECKING.	
		BOKE		
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**PROGRAMME:** HIGHER NATIONAL DIPLOMA IN COMMUNITY HEALTH **COURSE TITLE:** HEALTH STATISTICS **COURSE CODE: CMH 414 DURATION:2 Hours** Theoretical: - 1HR **Practical: 1HR** 

**CREDIT UNITS: 2 UNIT SCHEDULE:** 

**GOAL:** This course is designed to equip students with the knowledge and skills of statistics in relation to health.

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

- 1.0 Understand the nature, scope and uses of statistics in the healthcare system
- 2.0 Know rates and ratio in Health statistics
- 3.0 Understand Sampling Techniques
- 4.0 Know variables
- 5.0 Understand the measures of Central Tendency

PROG	RAMME: NATIONAL D	OIPLOMA IN	COMMU	UNITY HE	EATLTE	I			
COUR	SE: HEALTH STATIST	TICS		Cou	urse Co	de: CMH 414		Credit U	Jnit: 2
COUR	COURSE SPECIFICATION: Duration: 2 H			on: 2 Hours	s Th	eoretical: 1 Hour	_	Praction	cal:1 Hour
Genera	al Objective: 1.0 Understa	nd the nature,	scope and	uses of stat	tistics in	the healthcare system	n		
Week	Specific Learning	Teachers	I	Learning		<b>Specific Learning</b>	Teachers		Evaluation
	Outcomes	Activities	F	Resources		Outcomes	Activities		
1-3	1.1 Explain the scope	Explain 1.1 -		Relevant boo					Explain the
	and uses of statistics in			Statistical ch	nat 🔻				scope and
	health care system.			Posters					uses of
				Models					statistics in
	1.2 Define health and			Computer					health care
	vital statistics		p	projector					system
	1.3 List various sources			1					Define
	of health statistics		<b>()</b>	<b>7</b> ,					health and
	1.4 Explain the		$\sim$						statistics
	importance of vital								Statistics
	statistics in health								List various
									sources of
	1.5 Explain Sampling								health
	techniques	8							statistics
	1.6 Explain various								г 1:
	types of sampling and								Explain
	their importance								Measures of
	1.7 Define variables								Central Tendency
	1.7 Define variables								lendency

	1.8 List types of variables  1.9 Explain measures of Central Tendency:  • Mean • Median • Mode  1.10 Explain Measures of Central Tendency  1.11 List, explain and compute the various measures of Central Tendency				List, explain and compute the various measures of Central Tendency
4-6	2.1 Explain the Calculation of rates and ratios in health statistics 2.2 Explain the calculation of different types of rates and ratios	Explain 2.1-2.2	Mathematical sets Chats Computers projectors		Explain the Calculation of rates and ratios in health statistics  Explain the calculation of different types of rates and ratios

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Gener	al Objective: 3.0 Understar	nd Sampling Techniq	ues			
7-10	3.1 Define sample 3.2 list the sampling techniques related to health 3.3 Explain the sampling technique listed above	Explain 3.1- 3.3	Mathematical sets Chats Computers	TCAL		Define sample list the sampling techniques related to health
Gener	al Objective: 4.0 Know var	riables				
11-12	<ul><li>4.1 Explain variables</li><li>4.2 Explain Independent variable</li><li>4.3 Explain Dependent variable</li></ul>	Explain 4.1 – 4.3	Mathematical sets Chats Computers Projectors, marker, marker board			Explain variables  Explain Independent variable  Explain Dependent variable
	al Objective: 5.0 Understan				1	<u> </u>
12-15	<ul><li>1.1 Define central tendency</li><li>1.2 Describe the measures of Central Tendency</li></ul>	Explain 5.1-5.2	Mathematical sets Chats Computers projectors	Compute the indices to measures Central Tendency e.g Mean, Median, Mode, range	Guide students to compute the indices to measures Central Tendency e.g	Describe the measures of Central Tendency

	Mean, Median,	
	Mode, range	
	AV	

Mean, N. Mode, range

Mean, R. Mode, range

PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMMUNITY HEALTH						
COURSE TITLE: MANAGEMENT OF HIV/AIDS						
COURSE CODE: CMH 415						
<b>DURATION:2 Hours</b> Theoretical: - 2	DURATION:2 Hours Theoretical: - 2 Hour Practical: 1Hour					
CREDIT UNITS: 3 UNIT SCHEDULE:						

**GOAL:** This course is designed to enable students to acquire the knowledge and skills required to diagnose, prevent, manage and rehabilitate HIV/AIDS patients in our communities

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

- 1.0 Understand the general overview of HIV and AIDS
- 2.0 Know the Pathophysiology and natural progression of HIV and AIDS
- 3.0 Understand laboratory investigations on HIV and AIDS
- 4.0 Understand the concept of HIV Counselling and Testing (HCT)
- 5.0 Understand ARV drugs and the importance of adherence to the drugs
- 6.0 Know the management, prevention and control of HIV and AIDS using the Standing Orders
- 7.0 Know the care and support needs of People Living with HIV and AIDS
- 8.0 Know the nutritional needs of People Living with HIV and AIDS
- 9.0 Know the concept of Prevention of Mother to Child Transmission (EMTCT)
- 10.0 Understand management of vulnerable children
- 11.0 Know the rights of clients and the responsibilities of care providers
- 12.0 Understand the concept of referral and networking in HIV and AIDS management
- 13.0 Know the concept of Monitoring and Evaluation (M&E) in HIV and AIDS intervention

PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEATLTH						
COUR	SE: MANAGEMENT OF	HIV/AIDS	Course Co	ode: CMH 415		Credit Unit:3
COUR	SE SPECIFICATION:	<b>Duration:</b>	,	Theoretical: 2 Hour	Prac	ctical: 1Hour
Genera	al Objective: 1.0 Understand	the general overvie	ew of HIV and AID	OS		
Week	Specific Learning	Teachers	Learning	Specific Learning		Evaluation
	Outcomes	Activities	Resources	Outcomes	Activities	
1	1.1 Discuss the general overview of HIV and AIDS	Explain 1.1- 1.8	Relevant books, Statistical chat Computer projector	Mickey		Discuss the general overview of HIV and AIDS
	1.2 Describe the signs and symptoms suggestive of HIV and AIDS.		KC)			Describe the signs and symptoms suggestive of HIV and AIDS.
	1.3Describe the epidemiology of HIV and AIDS	<b>(</b>	05,	Carry out a HIV	Guide student to	Describe the epidemiology of HIV and AIDS
	1.4 Discuss the modes of transmission of HIV	Ga.		test	carry out a HIV test	Explain the factors that predispose
	1.5 Explain the factors					transmission of
	that predispose transmission of HIV	$O_{L}$				HIV
	1.6 Enumerate Factors	V				
	that predispose					
	transmission of HIV					
	1.7 Explain risk/vumerable groups:					

CSWs, MSM, multiple sex partners, etc.  1.8 Explain the impact of HIV and AIDS, i.e. social, economic, psychological, health impact impact  2 2.1 Describe HIV and AIDS stages (1-4 stages)  • Progressive stages of HIV and AIDS  2.2 Explain Pathophysiology and natural progression of HIV and AIDS  2.3 Discuss the types and life cycle of HIV and AIDS  2.4 Describe the natural progression of HIV and AIDS  2.5 Explain Pathophysiology and natural progression of HIV and AIDS  2.6 Discuss the types and life cycle of HIV  2.7 Describe the natural progression of HIV and AIDS  2.8 Discuss the types and life cycle of HIV  2.9 Describe the natural progression of HIV and AIDS  2.1 Describe the natural progression of HIV and AIDS  2.2 Explain Pathophysiology and natural progression of HIV and AIDS  2.3 Discuss the types and life cycle of HIV  2.4 Describe the natural progression of HIV and AIDS  3 Discuss the types and life cycle of HIV  2.5 Explain factors affecting HIV and AIDS  3 disease progression energic progression of HIV and AIDS							
1.8 Explain the impact of HIV and AIDS, i.e. social, economic, psychological, health impact  2 2.1 Describe HIV and AIDS stages (1-4 stages)  • Progressive stages of HIV and AIDS  2.2 Explain Pathophysiology and natural progression of HIV and AIDS  2.3 Discuss the types and life cycle of HIV  2.4 Describe the natural progression of HIV and AIDS  2.5 Explain factors affecting HIV and AIDS  disease progression e.g.							
HIV and AIDS, i.e. social, economic, psychological, health impact  General Objective 2.0: Know the Pathophysiology and natural progression of HIV and AIDS  2.1 Describe HIV and AIDS stages (1-4 stages)  • Progressive stages of HIV and AIDS  2.2 Explain Pathophysiology and natural projectors  • Progressive stages of HIV and AIDS  2.3 Discuss the types and life cycle of HIV  2.4 Describe the natural progression of HIV and AIDS  2.5 Explain factors affecting HIV and AIDS disease progression e.g.						1.7.	of HIV and AIDS
social, economic, psychological, health impact  General Objective 2.0: Know the Pathophysiology and natural progression of HW and AIDS  2.1 Describe HIV and AIDS stages (1-4 stages)  • Progressive stages of HIV and AIDS  2.2 Explain Pathophysiology and natural progression of HIV and AIDS  2.2 Explain Pathophysiology and natural progression of HIV and AIDS  2.3 Discuss the types and life cycle of HIV  2.4 Describe the natural progression of HIV and AIDS  2.5 Explain factors affecting HIV and AIDS disease progression e.g.		1 * *				110	
Psychological, health impact   Pathophysiology and natural progression of HJW and AIDS		I **					
General Objective 2.0: Know the Pathophysiology and natural progression of HIV and AIDS  2.1 Describe HIV and AIDS stages (1-4 stages)  • Progressive stages of HIV and AIDS  2.2 Explain Pathophysiology and natural projectors  • Progression of HIV and AIDS  2.3 Discuss the types and life cycle of HIV  2.4 Describe the natural progression of HIV and AIDS  2.5 Explain factors affecting HIV and AIDS disease projects and e.g.		1					
General Objective 2.0: Know the Pathophysiology and natural progression of HIV and AIDS stages (1-4 stages)  Progressive stages of HIV and AIDS and natural projectors  Progressive stages of HIV and AIDS  2.2 Explain Pathophysiology and natural progression of HIV and AIDS  2.3 Discuss the types and life cycle of HIV  2.4 Describe the natural progression of HIV and AIDS  2.5 Explain factors affecting HIV and AIDS disease progression e.g.							
2 2.1 Describe HIV and AIDS stages (1-4 stages)  • Progressive stages of HIV and AIDS  2.2 Explain Pathophysiology and natural progression of HIV and AIDS  2.3 Discuss the types and life cycle of HIV  2.4 Describe the natural progression of HIV and AIDS  2.5 Explain factors affecting HIV and AIDS disease progression e.g.		impact					
AIDS stages (1-4 stages)  Progressive stages of HIV and AIDS  2.2 Explain Pathophysiology and natural progression of HIV and AIDS  Discuss the types and life cycle of HIV  2.4 Describe the natural progression of HIV and AIDS  2.5 Explain factors affecting HIV and AIDS disease progression e.g.	Gene	eral Objective 2.0: Know the l	Pathophysiology and	d natural progression	of HIV and AIDS		
Progressive stages of HIV and AIDS  2.2 Explain Pathophysiology and natural progression of HIV and AIDs  2.3 Discuss the types and life cycle of HIV  2.4 Describe the natural progression of HIV and AIDs  2.5 Explain factors affecting HIV and AIDS disease progression e.g.  Computers projectors  Explain Pathophysiology and natural progression of HIV and AIDs  Discuss the types and life cycle of HIV  Describe the natural progression of HIV and AIDS	2		Explain $2.1 - 2.5$	Relevant			Describe HIV and
Progressive stages of HIV and AIDS  2.2 Explain Pathophysiology and natural progression of HIV and AIDs  Discuss the types and life cycle of HIV  2.4 Describe the natural progression of HIV and AIDS  2.5 Explain factors affecting HIV and AIDS disease progression e.g.  projectors  Explain Pathophysiology and natural progression of HIV and AIDS  Discuss the types and life cycle of HIV  Describe the natural progression of HIV and AIDS		AIDS stages (1-4 stages)		textbooks			AIDS stages
HIV and AIDS  2.2 Explain Pathophysiology and natural progression of HIV and AIDS  2.3 Discuss the types and life cycle of HIV  2.4 Describe the natural progression of HIV and AIDS  2.5 Explain factors affecting HIV and AIDS disease progression e.g.				Computers			
2.2 Explain Pathophysiology and natural progression of HIV and AIDs  Discuss the types and life cycle of HIV  2.4 Describe the natural progression of HIV and AIDS  2.5 Explain factors affecting HIV and AIDS  disease progression e.g.				projectors			Explain
2.2 Explain Pathophysiology and natural progression of HIV and AIDs  2.3 Discuss the types and life cycle of HIV  2.4 Describe the natural progression of HIV and AIDS  2.5 Explain factors affecting HIV and AIDS disease progression e.g.		HIV and AIDS					Pathophysiology
Pathophysiology and natural progression of HIV and AIDs  2.3 Discuss the types and life cycle of HIV  2.4 Describe the natural progression of HIV and AIDS  2.5 Explain factors affecting HIV and AIDS disease progression e.g.		225 1:					and natural
natural progression of HIV and AIDs  2.3 Discuss the types and life cycle of HIV  2.4 Describe the natural progression of HIV and AIDS  2.5 Explain factors affecting HIV and AIDS disease progression e.g.				0,			progression of HIV
HIV and AIDs  2.3 Discuss the types and life cycle of HIV  2.4 Describe the natural progression of HIV and AIDS  2.5 Explain factors affecting HIV and AIDS disease progression e.g.							and AIDs
2.3 Discuss the types and life cycle of HIV  2.4 Describe the natural progression of HIV and AIDS  2.5 Explain factors affecting HIV and AIDS disease progression e.g.							
life cycle of HIV  2.4 Describe the natural progression of HIV and AIDS  2.5 Explain factors affecting HIV and AIDS disease progression e.g.		THV and AIDS	X				Discuss the types
life cycle of HIV  2.4 Describe the natural progression of HIV and AIDS  2.5 Explain factors affecting HIV and AIDS disease progression e.g.		2.3 Discuss the types and					and life cycle of
2.4 Describe the natural progression of HIV and AIDS  2.5 Explain factors affecting HIV and AIDS disease progression e.g.			OV				HIV
2.4 Describe the flatural progression of HIV and AIDS  2.5 Explain factors affecting HIV and AIDS disease progression e.g.							
AIDS  2.5 Explain factors affecting HIV and AIDS disease progression e.g.		2.4 Describe the natural	UK.				Describe the
AIDS  2.5 Explain factors affecting HIV and AIDS disease progression e.g.		progression of HIV and	<b>10</b> .				
affecting HIV and AIDS disease progression e.g.		-	<b>6</b>				of HIV and AIDS
affecting HIV and AIDS disease progression e.g.							
affecting HIV and AIDS disease progression e.g.		2.5 Explain factors					
disease progression e.g.		affecting HIV and AIDS					
vital factor, now generic		viral factor, host genetic					

	factor, host immune factor host cellular factor					
Gener	al Objective 3.0 Understand	laboratory investiga	ations on HIV and A	IDS		
3	<ul> <li>3.1 Define HIV laboratory investigations</li> <li>3.2 Explain methods of HIV laboratory investigation</li> <li>3.3 Discuss and interpret laboratory results e.g. CD4 count, viral load,</li> </ul>	Explain 3.1 – 3.3	Relevant textbooks Computers projectors	carry out laboratory test for HIV	Guide student to carry out laboratory test for HIV	Define HIV laboratory investigations  Explain methods of HIV laboratory investigation  Discuss and interpret laboratory results
	LFT					Tesuits
Gener	al Objective 4.0 Understand	the concept of HIV	Counselling and Tes	sting (HCT)	l	L
4	<ul> <li>4.1 Explain the concepts of HIV Counselling and Testing (HCT)</li> <li>4.2 Discuss the benefits of HCT</li> <li>4.3 Explain the differences between HIV pre and post-test</li> </ul>	Explain 4.1 – 4.7	Relevant textbooks Computers projectors	form groups and conduct practical on HIV counselling	Guide student to form groups and conduct practical on HIV counselling	Explain the concepts of HIV Counselling and Testing (HCT)  Discuss the benefits of HCT  Explain the differences
	counseling  4.4 Describe the various steps involved in pre-test counseling					between HIV pre and post-test counseling  Describe the various steps

(						
	4.5 Explain the term post-testing counselling.				~ ~ ~	involved in pre-test counseling
	4.6 Differentiate discordant and concordant couples in HIV and AIDS				27/1/	Explain the term post-testing counselling.
	4.7Describe the role of culture on effective HIV and AIDS counselling and testing.			CAL		Differentiate discordant and concordant couples in HIV and AIDS
						Describe the role of culture on effective HIV and AIDS counselling and testing.
Gener	al Objective 5.0: Understand	ARV drugs and th	ne importance of adhe	erence to the drugs		
5		Explain 5.1 – 5.8		rence to the drugs		Explain the goals of ARV therapy List classes of ARV medications
	5.3 List classes of ARV medications	Obi				Describe the different stages of adverse reactions to ARV
	5.4 Describe the different stages of adverse reactions to ARV					Explain the need of adherence to ARV

	5.5 Explain the need of adherence to ARV  5.6 List factors that enhance adherence to ART  5.7 List factors associated with poor adherence to ARV  5.8 List factors associated with poor adherence to ARV  5.8 Explain strategies for improving adherence to ARV					List factors that enhance adherence to ART  List factors associated with poor adherence to ARV
Gener	al Objective 6.0 Know the m			IV and AIDS using the	e Standing Ord	lers
6	6.1 Discuss common opportunistic infections  6.2 Discuss the steps in preventing exposure to opportunistic infections  6.3 Explain the prophylaxis for opportunistic infections in PLHWIV	Explain 6.1 – 6.6				Discuss common opportunistic infections  Discuss the steps in preventing exposure to opportunistic infections  Explain the prophylaxis for opportunistic
		·	107	·		

HIV and AIDS  5.5 Explain the multi-	<b>X</b>
sectorial approaches to HIV and AIDS prevention	Explain measure for prevention ar control of HIV a AIDS
secondary)  5.6 Describe universal precautions in the management of HIV and AIDS in healthcare settings	Explain the mult sectorial approaches to HI and AIDS prevention

7	<b>7.1</b> Explain the care and	Explain $7.1 - 7.3$	Relevant			Explain the multi-
	support needs of HIV and		textbooks		'10.	sectorial
	AIDS clients		Computers			approaches to HIV
			projectors			and AIDS
	7.2 Evalsia alaments of			X		prevention
	7.2 Explain elements of care and support for HIV					
	and AIDS clients i.e.					Identify elements
	medical/physical,					of care and suppor
	psychological, home					for HIV and AIDS
	level, community level,					clients
	primary health care,					
	secondary health care and					Discuss common
	tertiary health levels.					health issues
						affecting
	7.3 Discuss common					nutritional intake
	health issues affecting					by PLWHIV
	nutritional intake by					
	PLWHIV					
		POKEN				
		POWS				
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Gener	al Objective 8.0 Know the n	utritional needs of F	People Living with H	IV and AIDS	
8	8.1 Describe relationship	Explain 8.1 – 8.3	Relevant	. ( )	Describe
	between HIV and AIDS		textbooks	<i>' 10.</i>	relationship
	and nutrition		Computers		between HIV and
			Projectors,		AIDS and nutrition
	8.2 Discuss common		marker, marker		
	health issues affecting		boars		Discuss common
	nutritional intake by				health issues
	PLWHIV				affecting nutritional
	8.3 Describe the process			TCAL	intake by PLWHIV
	of infant feeding by HIV				
	positive mothers to child				
Gener	ral Objective 9.0 Know the c	oncept of Prevention	n of Mother to Child	Transmission (EMTCT)	
9	9.1 Explain the strategies	Explain 9.1- 9.3	Relevant		Explain the
	for EMTCT and		textbooks		strategies for
	Elimination of mother to		Computers		EMTCT and
	Child transmission		Projectors,		Elimination of
	(EMTCT)		marker, marker		mother to Child
			boars		transmission
	9.2. Describe the				(EMTCT)
	intervention for EMTCT	.00			
					Describe the
	9.3 Explain factors that				intervention for
	facilitate MTCT				EMTCT
					Explain factors that
					facilitate MTCT
	al Objective 10.0 Understan		lnerable children		
10	10.1 Define vulnerable	Explain 10.1 –	Relevant		Define vulnerable
	children (VC)	10.2	textbooks		children
			Computers		(VC)Explain the
					measures for

	1	1		,	
	10.2 Explain the measures		Projectors,		prevention of HIV
	for prevention of HIV		marker, marker		transmission to
	transmission to vulnerable		boars		vulnerable children
	children				
Gene	ral Objective 11.0 Know the	rights of clients and	the responsibilities of	of care providers	<del> </del>
11	11.1 Explain ethical	Explain 11.1 –	Relevant		Explain ethical
	principles' for HIV and	11.4	textbooks		principles' for HIV
	AIDS		Computers		and AIDS
			D · ·		
	11.2Discuss Approaches		Projectors,		Discuss
	to ethical decision making		marker, marker		Approaches to
	in health care		boars	<b>X</b> 0.	ethical decision
	in nearth care				
	11.071			Michi	making in health
	11.3 Identify approaches				care
	to ethical decision-making				
	in health care				Identify approaches
					to ethical decision-
	11.4 Explain rights of the				making in health
	HIV and AIDS patient				care
					Explain rights of
					the HIV and AIDS
					patient
C	101111	1.1	1 1 4 1'	· HD7 1 ADC	
	ral Objective 12.0 Understand			in HIV and AIDS managem	<u> </u>
12	12.1 Explain referral and	Explain 12.1-	Relevant		Explain referral
	types of referral systems	12.4	textbooks		and types of referral
	12.2 Diamagna 6	6	Computers		systems
	12.2 Discuss reasons for	~	Projectors,		D
	referral		marker, marker		Discuss reasons for
	12.3 Discuss basic		boars		referral
	elements of Explain tips				
	for successful referral.				Discuss basic
					elements of Explain

	1		1	1		
	12.4 Describe referral network				1	tips for successful referral.
Gener	ral Objective 13.0 know the o	concept of Monitori	l ng and Evaluation (N	⊥ M&E) in HIV and AID	S intervention	
13	13.1 Explain the concept of Monitoring and Evaluation (M&E)  13.2 Explain the importance of Monitoring and Evaluation (M&E)  13.3 Explain the M & E framework for the healthcare sector for HIV and AIDS in Nigeria  13.4 Discuss HIV and AIDS M & E indicators  13.5 State factors that ensure data quality assurance for HIV and AIDS	Explain 13.1- 13.5	Relevant textbooks Computers Projectors, marker, marker boars	monitor and evaluate HIV and AIDs patient	Demoistrate to student how to monitor and evaluate HIV and AIDs patient	Explain the importance of Monitoring and Evaluation (M&E)  Discuss HIV and AIDS M & E indicators
	ANTION		202			

PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMMUNITY HEALTH

COURSE TITLE: OCCUPATIONAL HEALTH AND SAFETY

COURSE CODE: CMH 416

DURATION: Theoretical: 1Hours Practical: 1Hours

CREDIT UNITS: 2 UNIT SCHEDULE:

**GOAL:** This course is designed to equip students with the knowledge and skills to promote, protect and prevent early deviation from normal health of workers in their work environment.

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

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

PROGRA	AMME: NATIONAL DIPLO	MA IN COMM	IUNITY HEAT	<b>FLTH</b>		
COURSE	E: OCCUPATIONAL HEALT	TH AND SAFI	ET <b>Y</b>	Course Code	: CMH Credi	t Unit:2
COLIDGE			1.	416		1 477
		uration:		Theoretical: 1	Hours Practica	al: 1Hours
	Objective: 1.0 Understand Occu	•		T		
Week	Specific Learning	Teachers	Learning	Specific	Teachers	Evaluation
	Outcomes	Activities	Resources	Learning	Activities	
				Outcomes	•	
1-2	1.1 Define Occupational	Explain 1.1	Relevant			Define Occupational
	Health	- 1.6	textbooks	. (		Health
			Computers	<b>( ( .</b> )		
	1.2 Discuss the principles		Projectors,			Discuss the principles
	and practice Occupational		marker,			and practice
	Health and Safety Good sanitation practices		marker boars			Occupational Health and Safety Good
	<ul><li>keeping toilets</li></ul>					sanitation practices
	clean(and why),					sumumon practices
	• learn about safe					List and classify
	disposal of garbage					common occupational
	and children's feaces					disease
	1.3 Explain occupational					Explain the types,
	Diseases under the					causes, routes of
	following					entry, clinical presentation and
	<ul><li>Biological</li><li>Bacteria-Cataract</li></ul>					control, preventive
	<ul><li>Bacteria-Cataract</li><li>Arthritis</li></ul>					measures for
	<ul><li>Arumus</li><li>Viral –HIV/AIDS</li></ul>					addressing the
	Helminthiasis					occupational diseases
	• Chemical					
	<ul> <li>Pneumoconiosis</li> </ul>					
	• Silicosis					
	Bargasosis					

		(U)
<ul> <li>Tuberculosis</li> <li>. Psycho-social</li> <li>stress conditions</li> <li>Neurosis</li> <li>Psychosis etc.</li> </ul> 1.4 Describe each of the diseases mentioned in 1.3 above under the following headings: <ul> <li>Causes/sources</li> <li>Signs and symptoms</li> <li>Prevention and control</li> <li>treatment according to Standing Orders</li> <li>Referral Follow up</li> </ul> 1.5 List and classify common occupational disease e.g <ul> <li>Occupational lung disease —</li> <li>Occupational</li> </ul>		
disease –		
<ul> <li>Occupational injuries</li> <li>Occupational cancer</li> <li>Accidents etc.</li> </ul>		
1.6 Explain the types, causes, routes of entry, clinical presentation and		

			T	T		
	control, preventive measures for addressing the occupational diseases listed above				A.	
<b>General</b> appropria	<b>Objective: 2.0</b> Understand com	mon occupation	al health hazard	s in the communit	ty and be able to	o manage them
3-4	2.1 Explain occupational health hazards  2.2 Discuss Physical hazards e.g  Noise Light Vibrations Heat etc.  2.3 Explain Chemical hazards e.g Gases Lead Mercury Fumes Solids Solvents etc. biological	Explain 2.1-2.3	Relevant textbooks Computers Projectors, marker, marker boars	Carry out practical on how 2.2 can be manage	Demonstrate to student a practical on how 2.2 can be manage	Explain occupational health hazards  Discuss Physical hazards  Explain Chemical hazards
	Objective: 3.0 Know Occupation			classification		
5-6	3.1 Explain Occupational Diseases	Explain 3.1 – 3.3	Relevant textbooks Computers			Explain Occupational Diseases
	3.2 Discuss Occupational Diseases e.g  Viruses Bacteria		Projectors, marker, marker boars			

			1			
	• Fungi					<b>Y</b>
	<ul> <li>Protozoa</li> </ul>					
	<ul> <li>Parasites</li> </ul>				CK	
	3.3 Explain Psycho-social				10,	
	Stress e.g.					
	Poor work					
	environment					
	<ul> <li>Poor motivation to</li> </ul>					
	work					
General	Objective: 4.0 Know hazards in t	he home and	prevent approp	priately		
7-8	Ĭ	Explain 4.1	Books,	Carry out a	Demonstrate	Define home hazard
	-	- 4.3	Journals	practical on	to student	Identify causes of
	4.2 explain causes of home		Projectors	how to prevent	how to	home hazards
	hazards		computers	hazards	Carry out a	
	4.3 List methods of				practical on	
	prevention of home				how to	
	hazards				prevent	
					hazard	
Conoral	Objective: 5.0 Understand Factory	y Act			Hazaru	
9-10		Explain 5.1	Books,			Discuss the Factory
7 10	I N	– 5.2	Journals			ACT
	5.2 Describe the Factory	3.2	Projectors			Describe the Factory
	ACT in relation to					ACT in relation to
	occupational health		computers			occupational health
	services					services
General	Objective: 6.0 Understand Industr	rial Accidents	and safety		1	
11-12	Ĭ	Explain 6.1	Books,			Explain the causes,
	_	- 6.2	Journals			prevention/control o
	industrial accidents		Projectors			industrial accidents
			J			
	6.2 Explain the		computers			Explain the
	Preventions /control of		1			Preventions /control
	industrial accidents e.g					of industrial acciden
	Y					
1		20	)7			
7.						
<b>b</b>						

	• use of personal protective equipment [PPE],			1
	• engineering			<i>1</i> 0'
	Administrative  • Collaboration with			
	Occupational			
	Authorities			
	bjective: 7.0 Know how to collabor	rate with occupational	authorities and governr	nent regulating bodies to promo
	ng environments			
13-14	governments/agencies and	plain 7.1 Books, Journals Projectors		Describe the role governments/age
	organizations in promoting safety in work	Projectors computers		and organization promoting safety
	environments e.g	computers	•	work environme
	Local government	,(,\(\sigma\),		
	State Ministry of			
	Health Federal			
	Ministries of Health			
	Ministry of	O'		
	Environment and Labour			
	Local and	•		
	International			
	My BOW.	208		
		208		
74				
76				

PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMMUNITY HEALTH						
COURSE TITLE: REPRODUCTIVE HEALTH						
COURSE CODE: CMH 41	COURSE CODE: CMH 417					
<b>DURATION:2</b>	Theoretical: 2HR	Practical: 1Hour				
CREDIT UNITS: 3 UNIT	Γ	SCHEDULE:				
GOAL: This course is designed to equip students with the knowledge and skills to provide reproductive health care services.						
CENTED AT OBTECTIVE	0 1 1 0.1		<u> </u>			

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

- 1.0 Understand the concept of Reproductive Health and Rights
- 2.0 Understand the anatomy and physiology of the male and female reproductive system
- 3.0 Know reproductive health disorders
- 4.0 Understand abortion and post abortion care
- 5.0 Understand the concept of Female Genital Mutilation and Cutting
- 6.0 Understand Reproductive Health Cancers

7.0 Know Gender Concept and Gender Based Violence

PROGRAMME:	GRAMME: HIGHER NATIONAL DIPLOMA IN COMMUNITY HEATLTH						
COURSE: REPRODUCTI	VE HEALTH		Course Code: CMH 417	Credit Unit	: 3		
COURSE	<b>Duration:</b>	T	Theoretical: 2Hour	Practical: 1H	lour		
<b>SPECIFICATION:</b>							
General Objective: 1.0 Understand the concept of Reproductive Health and Rights							
1							

Week	Specific Learning Outcomes	Teachers Activities	Learning Resources	Specific Learning Outcomes	Teachers Activities	Evaluation
1-2	1.1 Describe the concept of Reproductive Health and Rights  1.2 Define Reproductive Health Rights Components of Reproductive Health  1.3 Define the Human Right to reproduce  1.4 State the Reproductive Rights  1.5 Explain the factors that could influence reproductive health and rights e.g. Housing,	Explain 1.1 – 1.7	Relevant publications (Picture, charts, model etc.)  Computers  projectors	Demonstrate to student the role of a mother and father	Demonstrate to student the role of a mother and father	Describe the concept of Reproductive Health and Rights  Define Reproductive Health Rights Components of Reproductive Health  Define the Human Right to reproduce  State the Reproductive Rights
	Economy, poor water supply etc.					Identify the factors that could influence

						<u>'</u>
	1.6 Discuss Gender and sex roles- roles of father, mother and children in Reproductive Health  1.7 Discuss the importance of male involvement in sexual and reproductive health care					reproductive health and right.  Discuss the importance of male involvement in sexual and reproductive health care
Gener	ral Objective: 2.0 Understar	nd the anatomy and	d physiology of the	male and female reproduc	tive system	
3-4	2.1 Discuss Anatomy and physiology of male reproductive system including process of sperm formation  2.2 Explain Anatomy and physiology of female reproductive system including phases of menstrual cycle and menstruation  2.3 Explain the Functions of male and female reproductive systems	Explain 2.1 – 2.17	Charts, visual, models Books, journal Models charts Computers projectors	Watch videos and charts on how to care for the male and female reproductive system	Demonstrate with videos to student videos and charts on how to care for the male and female reproductive system	Discuss Anatomy and physiology of male reproductive system including process of sperm formation  Explain Anatomy and physiology of female reproductive system including phases of

2. 4 Discuss		menstrual cycle
Management of STIs		and
and HIV/AIDS		menstruation
		<b>O</b> ,
2.5 Discuss the		Explain the
syndromic approach to		Functions of
STIs Management		male and
		female
2.6 Discuss common		reproductive
STIs in the community	ICHED	systems
2.7 Discuss the		Explain
provision of syndromic		Management of
management of STIs		STIs and
and HIV/AIDS		HIV/AIDS
2.8 Discuss STIs		Discuss the
prevention and safe sex		provision of
practices		syndromic
2.9 Discuss		management of
complications of STIs		STIs and
		HIV/AIDS
2.10 Explain Syndromic		
management of STIs		Discuss STIs
and HIV/AIDS using		prevention and
Algorithms		safe sex practices
		practices
2.11 Discuss		Explain
information and		Syndromic
education on HIV		management of

	counselling and testing(				STIs and
	HCT)				HIV/AIDS
				CV	using
	2.14 Discuss			. W'	Algorithms
	Menopause and				Discuss
	Andropause				information
			X.		and education
	2.15 Explain Pre and				on HIV
	post-menopausal		~ V		counselling ar
	syndrome				testing (HCT
	2.16 Explain Managing		7		Explain
	menopausal syndrome				Reproductive Health Service
	according to Standing				Health Service
	Orders				
	Oldolo				
	2.17 Explain Other	<b>.</b> 0			
	harmful practices				
	related to female	$oldsymbol{igstyle}$			
	reproductive health				
	reproductive neutri				
Gener	ral Objective: 3.0 Know reproductive heal	th disorders			
<b>5-6</b>	3.1 Explain Explain 3.1- 3.				Explain
	Reproductive Health	models			Reproductive
	Services	Books, journal			Health Service
		Models charts			<b>.</b>
	3.2 Describe	Computers projectors			Describe
	Reproductive Health	projectors			Reproductive
	Disorders e.g				Health
					Disorders
N		213			
/Y					

	<ul> <li>Menstrual disorders</li> <li>Sexual dysfunction</li> <li>Infertility</li> <li>Menopause and Andropause</li> </ul>				D)CN)	
7-8	4.1 Define Abortion  4.2 Types and causes of abortion  4.3 Discuss abortion and post abortion care  4.4 What are the Complications of abortion  4.5 Discuss When to refer patient with abortion complications	Explain 4.1 – 4.5	Charts, visual, models Books, journal Models charts Computers projectors			Define Abortion  Types and causes of abortion  Discuss abortion and post abortion care  What are the Complications of abortion  Discuss Wher to refer patien with abortion complications
Gener	ral Objective: 5.0 Understa	nd the concept of	of Female Genital M 214	utilation and Cutting	<u>g</u>	

	<u></u>		<u></u>					
9-10	5.1 Define FG/Cutting	Explain 5.1 –	Relevant		<b>A</b>	Define		
	(FGM/C)	5.5	Textbooks			FG/Cutting		
			Journals			(FGM/C)		
	5.2 Explain types of		Computers		<b>9</b> ,			
	FGM/C		projectors			Explain types		
						of FGM/C		
	5.3 Explain the							
	Complications of					Explain the		
	FGM/C					Complications		
						of FGM/C		
	5.4 Discuss the							
	Management of FGM/C					Discuss the		
	according to Standing					Management of		
	Orders					FGM/C		
	Orucis					according to		
	5.5 Discuss					Standing to		
			0 )			Orders		
	Medicalization of					Orders		
	FGM/C		) `			D 1 1 1		
	Education and					Explain the		
	counselling on	0,				Medicalization		
	prevention of FGM/C	.00				of FGM/C		
						Education and		
						counselling on		
	0/					prevention of		
	. 0					FGM/C		
Conor	General Objective: 6.0 Understand Reproductive Health Cancers							
11-12	6.1 Define cancer	Explain 6.1 –	Charts, visual,			Define cancer		
11-12	o.i Doime cuncer	6.4	models					
	211							
			Books, journal					
				· · · · · · · · · · · · · · · · · · ·				

6.2 Discuss				N. Y.	Discuss
reproductive health		Models charts			reproductive
cancers		Computors			health cancers
6.3 Discuss Types of		Computers projectors			Discuss Types
cancer of the		projectors			of cancer of the
reproductive organs e.g					reproductive
					organs
<ul> <li>Ovaries</li> </ul>					
<ul> <li>Prostate</li> </ul>			<b>6 1 1 1 1 1 1 1 1 1 1</b>		
Breast			<b>スし</b>		
Testicular					
1 65 67 67 67 67					
6.4 Explain risk factors					
of reproductive health					
cancer Prevention of		XX			
cervix al cancer					
Vaccination					
Screening and early					
diagnosis of					
reproductive cancer					
Visual inspection	$\circ$				
with Acetic	V.				
Acid(VIA)	16.				
	),				
specific antigen					
(PSA)					
Referral of					
diagnosed cancer to					
appropriate centers					

Genera	al Objective: 7.0 Know G	ender Concept and	l Gender Based Vic	olence		
13-14	7.1 Definition of gender  7.2 Discuss gender	Explain 7.1 – 7.5	Relevant Textbooks Journals	acine C	CA	Definition of gender
	concept and gender based violence		Computers projectors	(0)		Discuss gender concept and gender based
	7.3 Explain gender mainstreaming			CAN		violence  Explain gender
	7.4 Gender- based violence e.g  • Rape		1			mainstreaming  Explain
	<ul><li>Abuse</li><li>Assault</li><li>battery and</li><li>FGM/C.</li></ul>		KC			Gender- based violence
	7.5 Discuss existing gender policies and guidelines	20/40	<i>y</i>			
	<ul> <li>National Guidelines on Gender-based Violence in Nigeria</li> </ul>	Kra				
	• The Violence against Persons (Prohibition) Act. (2015)					
	<ul> <li>National Plan of Action: Addressing Gender-based</li> </ul>					

Violence and	
HIV/AIDS	
Intersections	

WATIONAL BOARD FOR FECHNICAL EDW.

PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMMUNITY HEALTH

**COURSE TITLE: NON- COMMUNICABLE DISEASES** 

**COURSE CODE: CMH 418** 

<b>DURATION: 2 Hours</b>	Theoretical: 2HR	Practical: 0
CREDIT UNITS: 2 UNIT	SCHEDULE:	

**GOAL:** The course is designed to equip the student with the knowledge of non-communicable diseases and aims to reduce the incidence of non-communicable diseases and their complications in the communities.

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

- 1.0 Understand the concept of non-communicable diseases
- 2.0 Know the prevention and control of non-communicable diseases
- 3.0 Know the current policies and intervention strategies in diseases control

PROGRAMME:	HIGHER NATIONAL DIPLOMA		
COURSE: NON- COMM	UNICABLE DISEASES	Course Code: CMH 418	Credit Unit: 2
COURSE	<b>Duration: 2 Hours</b>	Theoretical: 2 Hours	Practical: 0
SPECIFICATION:			

General Objective: 1.0 Understand the concept of non-communicable diseases

Week	Specific Learning	Teachers	Learning	Specific Learning	Teachers	Evaluation
,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	Outcomes	Activities	Resources	Outcomes	Activities	
1-5	1.1 Define demographic transition  1.2 Explain the concepts of	Explain 1.1 – 1.6	Relevant Publications Audio-visuals (video, Compact disc, DVD, Internet)	Milia		Discuss the concept of Basic Health Care
	demographic transition		Books Computers projector			Explain the concepts of demographic
	1.3 Define non- communicable diseases					transition
	1.4 List common NCDs • hypertension	150				Define non- communicab le diseases
	<ul> <li>coronary disease,</li> <li>diabetes mellitus,</li> <li>sickle cell disease,</li> </ul>	80h.				List common NCDs
	• enzyme deficiency (G6PD –					

	glucose-6-					
	phosphate					
	hydrogenase)				A V	
	,					
	• stroke,					
	cancers,					
	• Asthma,					
	• Asuma,					
	1.7.01 '0					
	1.5 Classify			C		
	NCD			<b>X</b> ()'		
	1.6 Explain the			IM'		
	diseases					
	listed above		~ [	<b>X</b> •		
	according to			<b>)</b> `		
	Standing		XX			
	Order and					
	under the					
	following					
	headings:					
	• Causes,					
	• signs and					
	symptoms,					
	<ul> <li>risk factors,</li> </ul>					
	<ul> <li>prevention,</li> </ul>					
	<ul> <li>control and</li> </ul>	<b>6</b> 0'				
	management	<b>6</b>				
Genera	l Objective: 2.0 Know	the prevention and	control of non-comr	nunicable diseases		
6-10		Explain 2.1- 2.5	Textbooks			Discuss the
	factors to	<u>*</u>	Journals			concept of
	NCDs		Posters			Basic Health
	2.2 Explain		Flip chats			Care
	magnitude of		The chair			
	magnitude of				]	

the trend of NCD risk factors  2.3 Explain NCD risk reduction methodologi es in the community  2.4 Explain Current approaches in planning community intervention to prevent and control NCDs  2.5 Explain Current approaches in implementing community interventions to prevent and control NCDs  2.6 Explain Current approaches in implementing community interventions to prevent and control NCDs  2.7 Explain Current approaches in implementing community interventions to prevent and control NCDs  2.8 Explain Current approaches in implementing community intervention sto prevent and control NCDs  2.9 Explain Current approaches in implementing community intervention sto prevent and control NCDs  2.6 Explain Current approaches in implementing community intervention sto prevent and control NCDs  2.7 Explain Current approaches in implementing community intervention sto prevent and control NCDs  2.8 Explain Current approaches in implementing stopped approaches in implementing community intervention stopped approaches in implementing stopped approaches in implementing community intervention stopped approaches in implementing stopped appro						
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Current approaches in planning community interventions to prevent and control NCDs  2.5 Explain Current approaches in implementing community interventions to prevent and control NCDs  Explain Current and control NCDs  Explain Current approaches in implementing community interventions to prevent and control NCDs  g community interventions to prevent and control NCDs						es in the
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and control NCDs  2.5 Explain Current approaches in implementing community interventions to prevent and control NCDs  g community intervention s to prevent and control NCDs	interventions					_
NCDs  2.5 Explain Current approaches in implementing community interventions to prevent and control NCDs  NCDs  Explain Current approaches in implementing growth and control NCDs  NCDs						
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interventions to prevent and control NCDs  implementin g community intervention s to prevent and control NCDs	implementing	$\circ$				
prevent and control NCDs  g community intervention s to prevent and control NCDs	community					
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NCDs community intervention s to prevent and control NCDs	prevent and control	~/ ),				
intervention s to prevent and control NCDs	-					
and control NCDs	1.525					
NCDs NCDs						-
General Objective: 3.0 Know the current policies and intervention strategies in diseases control						NCDs
	<b>General Objective: 3.0</b> Know	v the current policies	and intervention stra	ategies in diseases contro	,1	

11-15	3.1 Explain the Current national / state policies and intervention strategies in NCD control in respect of non-communicable diseases  3.2 List some national policies and guidelines for NCD  3.3 List the roles of the industries in NCD prevention and Control	Explain 3.1 – 3.3	Textbooks Journals Posters Flip chats Computers projectors		Explain the Current national / state policies and intervention strategies in NCD control in respect of non- communicab le diseases  List some national policies and guidelines for NCD  List the roles of the industries in
			223		NCD prevention.

COURSE CODE: CMH 419	MUNITY HEALTH GEOGRAPH		T. W.
DURATION:2Hours/Week	Theoretical: 2 Hours	Practical: 0	<del>//                                   </del>
CREDIT UNITS: 2	to further improve the student's level		to identify the eff
	well as the impact of the environment		to identify the ch
	completion of the course, the student s		
	Communities, Mega cities and Urbaniz		
2.0 Know the Climate change		6 100	
3.0 Understand how to solve env	ironmental health problems using, coo	des	
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PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMMUNITY HEALTH

COURSE TITLE: COMMUNITY HEALTH GEOGRAPHY

COURSE CODE: CMH 419

DURATION:2Hours/Week Theoretical: 2 Hours Practical: 0

CREDIT UNITS: 2 SCHEDULE:

**GOAL:**This course is intended to further improve the student's level of proficiency and knowledge to identify the effects of humans on their environment as well as the impact of the environment on health of humans.

General Objective 1: Understand Geography and Communities, Mega cities and Urbanization

Week	Specific Learning	Teachers	Learning	Specific Learning	Teachers	Evaluation
-	Outcomes	Activities	Resources	Outcomes	Activities	
1-5	1.1 Discuss		Computers	187		Describe the
	Community	Explain 1.1-	projectors			nervous system
	health	1.3	Relevant	· LX		
	Geography		textbooks	CO,		Explain the
	1.2Explain		Flip Charts, and Books			development,
	Geography and		DOOKS			organization and structures of the
	natural					nervous system
	environment					nervous system
	1.3 Discuss effects of		<b>,</b> ,			
	urbanization to					
	primary health					
	delivery in	-()				
	Nigeria	00				
	1.4 Explain the					
	consequences of					
	rural-urban drift					
	to human					
	population.					

WATIONAL BOARD FOR TECHNICAL EDUCATION

6-10	2.1 Discuss Climate	Explain 2.1-	computers	,	Discuss Clima
	change and it is	2.2	projectors		change and it i
	causes		Relevant	11.	causes
			textbooks		
	2.2 Explain effects		Flip Charts, and		Identify effect
	of climate change to		Books		climate change
	human population in				human popula
	the community				in the commun
General		how to solve env	vironmental health problems using	g, codes	1
11-15	3.1 Discuss ways to	Define	Computers	9	Define Hazard
	salvage environment	Hazards,	projectors		Geographical
	and rural	Geographical	Relevant		information
	communities from	information	textbooks		system.
	hazards	system.	Flip Charts, and		
	Inchi Go		Books		Explain types
	3.2 Integrate	Explain types			GIS materials
	Geographic	of GIS			community he
		materials in			practice
	Information Systems	community			
	(GIS) into childhood	health practice			
	and family case				
	study.				
		~( ),			
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	XU,				
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## YEAR II SEMESTER II

PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMMUNIY HEALTH

COURSE TITLE: APPLIED ANATOMY AND PHYSIOLOGY IV

**COURSE CODE: CMS 421** 

DURATION: Theoretical: - 1HR Practical: Hour

CREDIT UNITS: 2 UNIT SCHEDULE:

**GOAL:** This course is intended to enable students acquire the knowledge of structure and functions of the nervous systems and special systems.

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

- 1.0 Understand the anatomy and physiology of the nervous system
- 2.0 Know the structure and functions of the special senses

PROGRAMME: HIGHERNATIONALDIPLOMA COURSE: APPLIED ANATOMY AND PHYSIOLOGY IV **Course Code: CMS 421 Credit Unit:2** COURSE SPECIFICATION: **Practical: Hour** Theoretical: 1Hour

Week	Specific Learning Outcomes	Teachers Activities	Learning Resources	Specific Learning Outcomes	Teachers Activities	Evaluation
1-8	1.1 Describe the nervous system	Explain 1.1 – 1.6	Computers	KU.		Describe the nervous
	1.2 Explain the		projectors	W.		system
	development,		Relevant			Explain the
	organization and		textbooks			developmen
	structures of the					t,
	nervous system		Flip Charts, and			organization and
	1.3 Explain the		Books			structures of
	Classification of the					the nervous
	nervous system					system
	1.4 Explain the	.0				
	structure and functions					
	of the nervous tissue					
	1.5 Explain the structure of the brain	80				
	• The brain					
	<ul><li>Diencephalon</li></ul>					
	Pons varolii					
	Medulla					
	oblongata					

	<ul> <li>The cerebellum (structure and functions of the lobes0</li> <li>The spinal cord (structure, function and spinal Nerve (Reflex)</li> <li>The peripheral nervous system</li> <li>1.6 Explain the structure, organization and function of Autonomic nervous</li> </ul>				
	system		0,		
<u> </u>	, and the second	1.6			
9-15	2.1 Explain Special Senses of the Body.  Organs of the special senses (the eye, the ear, the nose, the tongue, the skin,)  Mechanism of sight hearing, balance, smell, taste, touch)	Explain 2.1	Anatomical Models Flip Charts, and Books Computers Projectors Relevant textbooks		Explain Special Senses of the Body

PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMMUNITY HEALTH						
COURSE TITLE:	COURSE TITLE: INTEGRATED MANAGEMENT OF CHILDHOOD ILLNESS					
COURSE CODE: CM	<b>H</b> 421					
<b>DURATION: 2Hours</b>	DURATION: 2Hours Theoretical: 1HR Practical: 2HR					
CREDIT UNITS: 3 UNITS SCHEDULE:						

**GOAL:** This course is designed to enable the student to acquire the knowledge, attitude and skills that will ensure the physical, mental and social wellbeing of children in the community.

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

- 1.0 Understand the concept of Integrated Management of Childhood Illness (IMCI).
- 2.0 Know Conditions which may expose the child to grave danger
- 3.0 Know interventions currently included in the IMCI strategy
- 4.0 Understand how to use IMCI algorithm to manage cases of childhood illness
- 5.0 Know how to improve the health system to deliver IMCI
- 6.0 Understand how to improve family and community practices of IMCI and the concept of ICCM intervention
- 7.0 Know Child survival strategies

PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEATLTH										
COUR	SE: INTEGRATED MA	NAGEMENT O	F	Course Code:	CMH 421	Credit Unit: 3				
	CHILDHOOD ILLNESS									
COUR	COURSE SPECIFICATION: Duration: 2Hours Theoretical: 1Hour Practical:2Hour									
Genera	al Objective: 1.0 Understand the conce	pt of Integrated M	lanagement of (	Childhood Illness	(IMCI).					
Wee	Specific Learning Outcomes	Teachers	Learning	Specific	Teachers	Evaluation				
k		Activities	Resources	Learning	Activities					
				Outcomes						
1-2	1.1 Define integrated Management of	Explain 1.1-	Textbooks	•		Define integrated				
	Neonatal and Childhood Illness	1.5	Journals	7		Management of				
	(IMNCI)		Posters			Neonatal and				
			Flip chats			Childhood Illness				
	1.2 Explain the Components of		Computers			(IMNCI)				
	IMNCI		Projectors							
						Explain the				
	1.3 Explain the Rationale behind					Components of				
	appropriate management and/or					IMNCI				
	referral									
	1 4 Evalsia the Assessment and					Explain the				
	1.4 Explain the Assessment and classification of the sick child	1				Rationale behind				
	(>2months					appropriate				
	(>2months					management and/or referral				
	up to 5years) and General danger					гетептат				
	signs					Explain the				
						Identification of a				
	1.5 Explain the Identification of a					child's immunization				
	child's immunization status					status				
						status				
	Treatment priorities									

Cono	20 Objective: 20 Know the Conditions	which may evno	se the child to grave (	langer	
Gene 3-4	2.1 Explain the condition which may expose child to grave danger:  2.2 Discuss General danger signs e.g  • Lethargic or unconscious • Not able to drink or breastfeed • Convulsions in present illness • Vomits everything • Convulsing now  2.3 Explain Severe classifications of exposing a child to grave danger • Severe pneumonia or very severe disease • Severe febrile illness • Severe dehydration • Dysentery • Severe persistent diarrhea • Mastoiditis • Severe complicated malnutrition • Severe uncomplicated malnutrition • Severe anemia • Possible serious bacterial infection  2.4 Recount other conditions which may expose children to grave danger such as;	which may expo Explain 2.1- 2.4	Relevant publications in the approaches Textbooks Journals Posters Flip chats Computers projectors	langer	Explain the condition which may expose child to grave danger  Explain Severe classifications of exposing a child to grave danger  Recount other conditions which may expose children to grave danger

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Communication	<ul> <li>Hemoglobin below 7gm% or Newborn with hemoglobin below 15gm%</li> <li>Stiff neck and/or bulging fontanels</li> <li>Abdominal pain with rigidity</li> <li>Jaundice Oedema</li> </ul>		in the BOICL		DUC	
	al Objective: 3.0 Know interventions cu			strategy	1	
5-6	<ul> <li>.3.1 Explain the interventions currently included in IMNCI Strategy e.g</li> <li>Case management</li> <li>Improving the health system</li> <li>Improving family and community practices</li> <li>3.2 Explain the interventions currently included in the ICCM strategy</li> </ul>	Explain 3.1-3.2	Visuals (pictures, charts etc.) Audio- visuals (video, compact disc, DVD, Internet)Tex tbooks Journals Posters	2Ch-		Explain the interventions currently included in IMNCI Strategy  Explain the interventions currently included in the ICCM strategy
Gener	ral Objective: 4.0 Understand how to use	IMNCI algorithm	n to manage ca	ases of Neonatal a	nd childhood il	lness.
7-8	<ul> <li>4.1 Explain Case Management with IMNCI algorithm</li> <li>Case Management with IMNCI algorithm</li> <li>4.2 Enumerate the protocol of history taking, examination, and management of some cases of illness</li> <li>4.3 Explain the Protocols of history taking, examination, and manage the following cases</li> </ul>	Explain 4.1 – 4.3	Visuals (pictures, charts etc.) Audio- visuals (video, compact disc, DVD, Internet) Textbooks	Demonstrate how to use a pulse oximeter	Guide students on how to use a pulse oximeter	Explain Case Management with IMNCI algorithm  Enumerate the protocol of history taking, examination, and management of some cases of illness

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Conor	<ul> <li>Cough or difficult breathing</li> <li>SPO 2 reading</li> <li>Fever</li> <li>Diarrhea</li> <li>Measles</li> <li>Malaria</li> <li>Ear problem</li> <li>Malnutrition Anemia</li> <li>HIV/AIDS</li> <li>Immunisation and Vitamin A supplementation</li> <li>Other Serious Infections.</li> </ul> al Objective: 5.0 Knowhow to improve to	ha haalth systam	Journals, Posters Flip chats Computers Projectors		Sic	
				<u>.1</u>	1	
9-10	<ul> <li>5.1 Explain Case Management with IMNCI algorithm</li> <li>5.2 Explain Essential drug supply and management</li> <li>5.3 Explain Work organization in the health facilities</li> <li>5.4 Explain Referral services and care</li> <li>5.5 Discuss Quality of Care and Equity of Access</li> <li>5.6 Explain Health Management Information Systems</li> </ul>	Explain 5.1-5.7	Visuals (pictures, charts etc.) Audio- visuals (video, compact disc, DVD, Internet) Textbooks Journals Posters Flip chats Computers Projectors			Explain Case Management with IMNCI algorithm  Explain Essential drug supply and management  Explain Work organization in the health facilities  Explain Referral services and care  Discuss Quality of Care and Equity of Access

5.7 Explain Management and supervision		Explain Health Management Information Systems

Gener	al Objective: 6.0 Understand how to im	prove family and	community practices	of IMCI and the con-	cept of ICCM intervention
11-12	6.1 Explain the concept of Improvement in Family and Community Practices 6.2 Explain on Promoting key household practices 6.3 Discuss Interventions currently included in the ICCM strategy 6.4 Discuss the development of milestone of a child.	Explain 6.1 – 6.10	Visuals (pictures, charts etc.) Audio- visuals (video, compact disc, DVD, Internet Textbooks Journals	of fivici and the con-	Explain the concept of Improvement in Family and Community Practices  Explain on Promoting key household practices  Discuss Interventions
	<ul><li>6.5 Discuss the components of child survival strategies</li><li>6.6 Explain the evidence-based child survival interventions</li></ul>	20 KOS	Posters Flip chats Computers Projectors		currently included in the ICCM strategy  Discuss the developmental milestone of a child
	<ul> <li>6.7 Explain barriers to access intervention infant and young feeding/counselling</li> <li>(IYC) caregiver on feeding problem</li> <li>Complimentary feeding</li> </ul>				Discuss the components of child survival strategies  Explain the evidence-based child survival interventions

	6.8 Discuss the child development strategy 6.9 Explain feeding recommendation for small & special babies				מנס	Identify barriers to access intervention infant and young feeding/counselling Explain feeding recommendation for small & special babies
13-14	<ul> <li>6.10 Explain ICCM intervention, as it involve training and equipping Community health practitioners how to use IMCI chart book let for classifying and treating sick children at community level, e.g</li> <li>malaria,</li> <li>pneumonia,</li> <li>diarrhea,</li> <li>TB</li> <li>Malnutrition and/or newborn care</li> <li>al Objective: 7.0 Know Child survival stream</li> </ul>	Explain 7.1	Textbooks Journals Posters Flip chats Computers projectors			Describe the concept of integrated community case management (ICCM) of common childhood illnesses as a strategy to improve child health
14-15	7.1 Describe Child survival strategies. 7.2 Explain importance of the following strategies of child survival		Textbooks Journals Posters Flip chats Computers Projectors	Demonstrate how to apply Child survival strategies	Guide students on how to apply Child survival strategies	Describe Child survival strategies.  Explain importance of the following strategies of child survival
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PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMMUNITY HEALTH COURSE TITLE: MODIFIED ESSENTIAL NEWBORN CARE

**COURSE CODE: CMH 422** 

DURATION: Duration: 2 Hours Theoretical: 2HR Practical: 1

CREDIT UNITS: 3 UNIT SCHEDULE:

**GOAL:** This course is designed to enhance students' ability to diagnose and manage New born and childhood conditions, illnesses and emergencies in line with global models so as to contribute to the reduction of infant and child mortality.

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

- 1.0 Know the needs of the New born
- 2.0 Know the immediate care of the New born
- 3.0 Understand essential care for every baby
- 4.0 Know the common new born problems

- 5.0 Understand the care of babies with special needs including essential care for the small baby
- 6.0 Understand skills on how to help babies breathe using models
- 7.0 Know factors affecting new born health in the hospital

PROG	PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMMUNITY HEATLTH						
COUR	COURSE: MODIFIED ESSENTIAL NEWBORN CARE Course Code: CMH 422 Credit Unit:3						
COUR	SE SPECIFICATION:	Duration: 3 I	Hours		Theoretical: 2H	lours	Practical: 1
Genera	al Objective: 1.0 Know the ne	eds of the New born					1
Week	Specific Learning	Teachers	Learning	Specif	fic Learning	Teachers	Evaluation
	Outcomes	Activities	Resources	Outco	omes	Activities	
1-2	<ul> <li>1.1 Define the term 'Newborn'</li> <li>1.2 Discuss basic physiology of the Newborn</li> <li>1.3 The basic needs of newborn</li> <li>Breathing</li> <li>Warmth</li> </ul>	Explain 1.1 – 1.3	Books Computer Projector Journals Audio-visual, marker, marker board.	725			Define the term 'New-born' Discuss basic physiology of the New born The basic needs of new born
	al Objective: 2.0 Know the im					1	
3-4	<ul> <li>2.1 Discuss Immediate New born Care e.g</li> <li>Ensure Immediate warmth (drying, Skin to skin contact)</li> <li>Assess breathing &amp;/or Neonatal Resuscitation (Helping Babies Breathe)</li> <li>Early initiation of breastfeeding within 30 minutes</li> </ul>	Explain 2.1	Lecture notes Pictures Charts Books Journals				Discuss Immediate new born Care

		1		_	
	• Clean cord care using				
	4% Chlorhexidine gel				
Gener	ral Objective: 3.0 Understand e	ssential care for ever	y baby		
5-6	3.1 Explain the Essential Care for Every baby  • Maintain warmth (continue skin-to-skin care, delay bathing for 24 hours)  • Eye care with 0.5% Erythromycin ointment/Tobramycin ointment  • Continuous exclusive breastfeeding  • Vitamin K injection • Immunization	Explain 3.1	Lecture notes Pictures Charts Books Journals		Explain the Essential Care for Every baby
Gener	ral Objective: 4.0 Know the con	nmon New born pro	blems		
7-8	4.1 Explain Common New born Problems:	Explain 4.1	Lecture notes Books Journals publication		Explain Common New born Problems

1.	1. <b>General Objective: 5.0</b> Understand the care of babies with special needs including essential care for the small baby							
9-10	<ul> <li>5.1 Discuss Special Care for the small babies:</li> <li>Prolonged skin-to-skin care (Kangaroo Mother care)</li> <li>Continuous and intermittent KMC</li> <li>Art of KMC: Making KMC wraps</li> <li>Monitoring baby in KMC and follow up till discharge from KMC</li> </ul>	Explain 5.1	Lecture notes Pictures Charts Books Journals	Demonstrate how to care for a new born	Guide student to Demonstrate how to care for a new born	Discuss Special Care for the small babies		
	al Objective: 6.0 Understand the		, -	e using models				
11-12	<ul> <li>6.1 Explain the Practicum to competence in using the 3 'Action Plans' and models to:</li> <li>(Help Babies Breathe HBB)</li> <li>provide Essential Care For Every Baby</li> <li>provide Essential Care For Small Babies</li> </ul>	Explain 6.1	Lecture notes Pictures Charts Books Journals	Carry out practical on how to assist a baby in 6.1 using doll baby	Demonstrate to students a practical on how to assist a baby in 6.1 using doll baby	Explain the Practicum to competence in using the 3 'Action Plans' and models		
Genera	al Objective: 7.0 Know factors	s affecting new born	health in the hos	pital				
13-14	7.1 Explain ICCM intervention, as it in volve training and equipping	Explain 7.1 to 7.2	Lecture notes Pictures Charts			Explain ICCM intervention		

Community health	Books	Explain how to
practitioners	Journals	use IMCI chart
7.2 Explain how to use		booklet
IMCI chart booklet for		. \\\\\\
classifying and treating sick		
children at community level,		
e.g		
malaria, pneumonia,		
diarrhea, TB, Malnutrition		
and/or newborn care		

	TIONAL DIPLOMA IN COMMUNITY HEALT ITY EAR, NOSE AND THROAT CARE	11
COURSE CODE: CMH 423	III LIM, NOSE AND HIROAT CARE	
DURATION: 2 Hours	Theoretical: 1 Hours	Practical: 1hrs
CREDIT UNITS: 2	,	1
GOAL: This course is designed to red	uce the incidence of preventable Ear, Nose and Thr	oat conditions in the community
	etion of the cour se, the student should be able to:	
1.0 Understand the anatomy of the Ear	, Nose and Throat organs	
2.0 Know the complications from Ear,	Nose and Throat diseases	
3.0 Appreciate skills in mobilizing the	community to identify the link between unsafe Ear	, Nose and Throat
4.0 Know the care for people with disa	bilities including rehabilitation services	
5.0 Recognize and treat Ear, Nose and	Throat diseases	
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AL		

PROGRA	MME:	HIGHER NATIO	ONAL DIPI	LOMA	IN COMMUNITY HEAI	TH .	
COURSE	: COMMUNITY EAR,	NOSE AND THRO	OAT	Cours	e Code: CMH 423	Credit U	Jnit:2
CARE							
COURSE	: SPECIFICATION:		<b>T</b>	heoretic	al:1Hour	Practical:1	Hour
General Objective 1.0: Understand the anatomy			atomy of the	e Ear, N	ose and Throat organ		
Week	Specific Learning	Teachers	Learning	Specific Learning		Teachers	Evaluation
	Outcome	Activities	Resources		Outcome	Activities	
1-3	1.1. Describe the	Explain 1.1 – 1.3	Marker be	oard,	conduct practical to see	Guide student	Describe the
	following Organs:		marker,		the anatomy of ENT	to conduct	following
	• Ear, and -		projectors			practical to	Organs:
	Nose		videos lec	ture		see the	• Ear,
	<ul> <li>Throat and</li> </ul>		notes		<b>40</b>	anatomy of	and -
	Tongue					ENT	Nose
	1.2 Explain						• Throat
	individuals with			. ()			and
	special needs		4				Tongue
				ν,	<b>,</b>		
	1.3 Describe						
	common causes of						
	disabilities						
	bjective 2: Know the co	1			iseases treatment	Т	T
4-5	2.1 Discuss the	Explain 2.1 and	Marker be	oard,			Discuss the
	complications from	2.2	marker,				complications
	Ear, Nose and	OV	projectors				from Ear, Nose
	Throat		videos lec	ture			and Throat
	diseases/conditions	U.	notes				diseases/conditi
		Y( ),					ons
	2.2 Explain referral						
	centres for specialist	V					Explain
	care						referral centres
							for specialist
							care

General Objective 3: Apprec	iate skills in mobilizing the	e community to ide	ntify the link between unsafe	Ear. Nose and T	hroat
General Objective 3: Apprece 6-8  3.1 Explain to the community top ear cleaning, not picking, and the care. 3.2 explain extensively how diseases of the eye or both can affect the throat vise versa  3.1 Explain informative presentations the can be shared with local schools, yellows, and community gatherings to highlight the potential consequences of unsafe ENT practices and emphasize the importance of adopting safe here.	he Discuss how to communicate to the communities on topics concerning cleaning ENT  t and Explain informative presentations that can be shared with local schools, youth clubs, and community gatherings to highlight the potential consequences of unsafe ENT practices and emphasize the importance of adopting safe	Books Journals Audio-visual	Convey important messages through Stage street plays that portray scenarios related to unsafe ENT practices and their repercussions  Carry out a hands-on workshops where participants can learn safe methods of ear cleaning, nasal hygiene, and throat care. Provide demonstrations using appropriate tools and techniques	Guide studem to convey important messages.	Explain to the community topics on ear cleaning, nose picking, and throat care.

		T		T		
					tools and	
					techniques	
General (	Objective 4.0: Know the o	care for people with	disabilities includin	g rehabilitation services		
9-11	4.1.Discuss unsafe	Explain 4.1- 4.3	Lecture notes	Carry out a practical on	Demonstrate	. Identify
	practices in the		Books	how to care for people	to student	unsafe
	community		Journals	with ENT disorder	how to care	practices in the
	associated with		publication		for people	community
	disorders of the ear,				with ENT	associated with
	nose and throat				disorder	disorders of the
				C 1/2		ear, nose and
	4.2. Discuss the					throat
	process of					
	mobilizing the					Discuss the
	community against					process of
	unsafe Ear, Nose and					mobilizing the
	Throat practices			<b>O</b>		community
						against unsafe
	4.3. Describe					Ear, Nose and
	resources in the					Throat
	community for the					practices
	promotion of Ear,					
	Nose and Throat					
	care					
	Objective 5.0: Recognize				_	
11-13	5.1 Describe the	Explain 5.1 -5.4	notes		Demonstrate	Describe the
	Instruments to be use	UI.	Pictures		to student	Instruments to
	in examination and	aU'	Charts		how to use	be use in
	management of Ear,		Bookd		the	examination
	Nose and Throat		Journals		instrument in	and
					5.1	management of
	5.2 Explain disease					Ear, Nose and
	conditions of the					Throat
	Ear, Nose and					
	Throat organs					

 			XU
<ul> <li>5.3 Enumerate the signs and symptoms of Ear, Nose and Throat disorders.</li> <li>5.4 Discuss the importance of early recognition and treatment of Ear, Nose and Throat disorders</li> </ul>		CALCOL	Explain disease conditions of the Ear, Nose and Throat organs
disorders	50 to 5 to		
	248		

PROGRAMME: :HIGHER NATIONAL DIPLOMA IN COMMUNITY HEALTH

COURSETITLE: COMMUNITY EYE CARE

COURSECODE: CMH 424

DURATION Theoretical:1Hour Practical:-1Hour

CREDIT UNITS: 2

GOAL: The course is designed to acquaint the student with skills to identify eye conditions, manage and refer cases for specialized care.

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

- 1.0 Know the common eye conditions.
- 2.0 Understand the major causes of blindness in Nigeria
- 3.0 Know the procedure to test visual acuity.
- 4.0 Know the process of eye examination
- 5.0 Know how to prevent blindness through health education.

Genera	Objective 1.0: Know the con	nmon eye conditions	S.			
Week	Specific Learning	Teachers	Learning	Specific Learning	Teachers	Evaluation
	Outcome:	Activities	Resources	Outcome:	Activities	
2	1.1 Describe the conditions in	Explain 1.1- 1.2	Marker board,	carry out practical on	Guide student to	Explain the
	the eye		marker, projectors, videos lecture notes	how to clean the eyes and application of eye	carry out practical on how to clean the	dos and don'ts to
	1.2 Explain the dos and		videos fecture notes	medication medication	eyes and	eye
	don'ts to eye			~ V	application of eye	conditions
	conditions				medication	
	Objective 2.0: Understand Maj				1	ı
3-5	2.1 Describe the	explain 2.2- 2.3				Describe
	epidemiology of the causes		marker, projectors, videos lecture notes			the epidemiolo
	of blindness.		videos recture notes			gy of the
	2.2 Discuss major causes		XX			causes of
	of blindness in Nigeria					blindness
	or bindiess in regent					
	2.3 Discuss eye diseases					
	that can lead to blindness					
	<b>Objective 3.0:</b> Know the proce	edures to test Visual	acuity.			
6-8	1.1 Describe the procedure for	.02	Marker board,	Carry out a visual	Demonstrate to	Describe the
	testing visual acuity 1.2 Describe the materials for	Ligtonotoriolo	marker, projectors, videos lecture notes	acuity test	student the steps to follow in testing	procedure for testing visual
	testing visual acuity	List materials required for the	videos fecture notes		acuity	acuity
	1.3 Describe process of	test				acarty
	Recording and interpreting					Describe the
	findings					materials for
						testing visua acuity
						acuity
	I VO.					Describe
						process of

						)
				ス		Recording
			-		•	and
			\			interpreting
						findings

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General	Objective 4.0: Know the process	ss of eye examinatio	n			
7-9	4.1 Describe the procedure for examining the eyes and eye lids.	Explain 4.1 – 4.2	Marker board, marker, projectors, videos lecture notes	Assemble the ophthalmoscope instrument for examining the eyes.	Demonstrate to student how to assemble the	Describe the procedure for
	4.2 Explain how to assemble the ophthalmoscope instrument for examining the eyes.			. Chl	ophthalmoscop e instrument for examining the eyes.	examining the eyes and eye lids.
	4.3 Describe how to examine eye and eye lids.					
	4.4 Explain how to record and interpret findings of examination of eye and eye lids.		2/60			
General	Objective 5.0 Know how to Pre 5.1 Explain common eye	Explain 5.1 – 5.4				Explain
10-12	diseases in the community.	Explain 5.1 – 5.4	marker, projectors, videos lecture notes			common eye diseases in the community.  Explain the
	5.2 Explain the causes of common eye diseases in a community.					causes of common eye diseases in a community.
	5.3 Explain how to frace the epidemiology of common eye disease in a					trace the epidemiolog

community	y of con
5.4 Explain how to plan	eye dise in a
health education for	commu
community	
membersin5.1above	Plan ho
	education
	commu
	membe
	5.1abov

PROGRAMME: HIGHER NATIONAL DIPLOMA COMMUNITY HEALTH

COURSE: REFERRAL AND OUTREACH SERVICES

COURSE CODE: CMH 425

DURATION: 2Hours Theoretical:-1 Hour Practical:-1 Hour

CREDIT UNITS: 2

GOAL: This course is designed to equip students with the knowledge and skills required to conduct referral and outreach services in the community.

GENERALOBJECTIVES: On completion of the course, the students should be able to:

1.0 Understand the Concept Referral Health Services

2.0 Know the 2-way referral system

3.0 Understand the Concept of outreach services

Week	Specific Learning	Teachers	Resources	Specific Learning	Teachers	Evaluation
	Outcome	Activities		Outcome	Activities	
1-5	1.1 Describe concept of	Define Referral	Marker board,			Define
	referral health services	Services	marker, projectors,	X		Referral
			videos lecture notes	MICAL		Services
	1.2 Describe the		notes	CA		
	component of referral	Explain the		、くし、		Evaloia 4ho
	system	component of referral				Explain the
	1.3 Explain Components	system: e.g - The health system				component of referral
	of referral system.	- Service providers				system
	·	- Initiating facilities				
		-Referral				
		practicalities	<b>2</b>			
		- Receiving facilities				
General	Objective 2: Know the 2-v	way referral system				
6-10	2.1 Describe the two-way	, -	Marker board,			Describe the
	referral and referral	referral.	marker, projectors,			two-way
	structure:	- List HMIS tools	videos lecture notes			referral and
	HMIS tools used for the two-way referral		notes			referral structure:
	including the referral	referral, e.g referral				structure.
	form and record	form and recording				
	keeping	book or register				
	• Diagram of the 2-					
	way referral system					
		1	1	1	1	l
			255			
	71/2					
	12.					

			<b>/</b>	<b>J</b> ,
showing normal and				
emergency paths	the 2-way referral			
	system, showing normal and			
	emergency paths	•		
2.2 Describe Steps in	8 71			
patients' referral such as				
• Explain the				
condition to the				
patientcare giver				
• Discus with the				
patient how to travel				
Administer pr-				
referral medication				
(if necessary) system				
2.3 Describe criteria for				
identifying client to be				
referred				
<ul> <li>Illness not responding</li> </ul>	OV			
to treatment				
<ul> <li>When in doubt accept</li> </ul>	U.			
referral form low or	<b>U</b>			
upper levels as	V			
necessary etc				
2.3 Describe				
advantage and dis				
advantage and dis				<u> </u>

			1/2	
d rs ng				
of	605			
d the concept of outreach	services			I.
Explain 3.1	Marker board, marker, projectors, videos lecture notes	Carry out practical sessions on how to conduct and implement outreach services	Demonstrate to students practical sessions on how to conduct and implement outreach services	Describe outreach services:
	Explain 3.1 an	and the concept of outreach services  Explain 3.1  Marker board, marker, projectors, videos lecture notes  nic	nd the concept of outreach services  Explain 3.1 Marker board, marker, projectors, videos lecture notes  nic mic	and the concept of outreach services    Explain 3.1

	XU'
Mode of outreach and	
mobile health services	
Specialized services	
during outreach i.e.	
Ante natal care,	
Immunization,	
General Outpatient	
services etc	
Barriers and enablers	
for outreach services	KO,

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**PROGRAMME: HND Community Health** 

PHARMACOLOGY OF ESSENTIAL MEDICINE **COURSE TITLE:** 

**COURSE CODE: CMH 426** 

**DURATION: 2 Hours Theoretical: - 1Hours Practical: 1** 

**SCHEDULE: CREDIT UNITS: 2** 

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

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

1.0 Understand the sources and classes of drugs

- 2.0 Know the purpose and concept of Essential Drugs Programme
- 3.0 Know the Drug Revolving fund and its operations
- 4.0 Know how to maintain pre-packing and dispensing of medicine Ad c.

PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMMUNITY HEATLTH							
COUR	SE: PHARMACOLOG	GY OF ESSENTIAL	MEDICINE	Course Code: CI	MH 426 Credit	Unit:2	
COUR		<b>Duration: 2 Hours/</b>	Week	Theoretical: 1Hour	's	Practical:	
-	IFICATION:					1Hour	
Gener	al Objective 1: Understar	nd the sources and clas	sses of drugs				
Week	Specific Learning	Teachers	Learning	Specific Learning	<b>Teachers Activities</b>	Evaluation	
	Outcomes	Activities	Resources	Outcomes			
1-3	1.1 Define Drug	Explain 1.1- 1.4	Relevant			Define Drug	
	<ul> <li>1.2 Explain the sources of drugs</li> <li>1.3 Classify drugs using their generic names</li> <li>1.4 describe ways by which drugs are metabolized and excreted</li> </ul>		Publications Audio-visuals (video, compact disc, DVD, Internet) Projector computer			Identify the sources of drugs  Classify drugs using their generic names  Identify ways by which drugs are metabolized and excreted	
	al Objective 2 Know the	<u> </u>		Programme		T = 0.	
4-6	2.1 Define essential	Explain 2.1- 2.6	Relevant Publications			Define essential	
	medicines		Audio-visuals			medicines	
	2.2 List the purpose of	<b>1</b>	(video, compact			List the purpose	
	an Essential		disc, DVD,			of an Essential	
	Medicines List	<b>X</b>	Internet)			Medicines	
	M.						

	-				Y
	2.3 List the drugs in				 List the drugs in
	the Essential				the Essential
	Medicines				Medicines
	2.4 List the		Books		List the
	advantages of an				advantages of an
	essential medicines		Projector		essential
				~ \ \	medicines
	2.5 Discuss the		computer		
	indications and				Discuss the
	dosages, contra-			MICK	indications and
	indications and side				dosages, contra-
	effects of essential				indications and
	medicines			9	side effects of
					essential
	2.6 List the essential		0,		medicines
	medicines in the				
	Volunteer Village				List the essential
	Health Workers/TBAs		X		medicines in the
	kit		•		Volunteer Village
		.0.			Health
	101111111111111111111111111111111111111	1 D D 1 : E	1 1''		Workers/TBAs kit
	al Objective: 3.0 Know t			ns	
7-9	3.1 Define Drug	Discuss 3.1 – 3.4	Relevant		Define Drug
	Revolving Fund		Publications Audio-visuals		Revolving Fund
	3.2 State the purposes		(video, compact		
	of DRF		disc, DVD,		State the
	3.3 State the	^	Internet)		purposes of DRF
	advantages of a		Books		
			Computer		

		-				
Conor	Drug Revolving Fund  3.4 Discuss barriers to the effective running of a Drug Revolving Fund		Projectors	as of medicine	CD)CW,	State the advantages of a Drug Revolving Fund Discuss barriers to the effective running of a Drug Revolving Fund
	al Objective: 4.0 Know 1			ng of medicine	T	T
10-12	<ul> <li>4.1 Explain prepacking</li> <li>4.2 Explain dispensing of medicine</li> <li>4.3 State the advantages of prepacking medicines</li> <li>4.4 State the disadvantages of prepacking medicines</li> <li>4.5 Define Drug logistics management</li> <li>4.6 List the challenges facing</li> </ul>	Explain 4.1 – 4.6	Relevant Publications  Audio-visuals (video, compact disc, DVD, Internet)  Books  Computers projectors	Supervise the Community Development Committee and VHWs/TBA on the operation of DRF	Guide students how to supervise the Community Development Committee and VHWs/TBA on the operation of DRF	What is prepacking and dispensing of medicine  State the advantages of prepacking medicines  State the disadvantages of prepacking medicines  Define Drug logistics management

			人	
drug supplies and		•		List the
storage			ト	challenges facing
				drug supplies and
				storage

PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMMUNITY HEALTH							
COURSE TITLE: NIGERIAN HEALTH SYSTEM AND PRIMARY HEALTH CARE							
COURSE CODE: CMH 427							
DURATION:1 Hour	Theoretical: 2Hour Practical: 0						
CREDIT UNITS: 2	SCHEDULE:						
<b>GOAL:</b> This Course is designed to enable the	students understand the philoso	phy of Nigerian Health of	care system, concept				
of population and sustainable development.							
<b>GENERAL OBJECTIVE:</b> On completion of	the course, the student should	be able to:					
1.0 Understand the common terms relating to the healthcare system, evolution/ stages of development and policies in							
	•	-	-				
Nigeria							

- 2.0 Know the philosophy of the Nigerian Health Care system
- 3.0 Know the various factors affecting health globally and in Nigeria
- 4.0 Know the influence of national sustainable development interventions on the health status of a nation

PROGRAMME: NATIONAL DIP								
COURSE: NIGERIAN HEALTH	Course Code: CMH 427			it Unit:2				
HEALTH CARE				C V				
COURSE SPECIFICATION:	<b>Duration: 2 Hour</b>	Theoretical:1Hour	Practical:0					
General Objective 1.0: Understand the common terms relating to the healthcare system, evolution/stages of development and policies in Nigeria								

Week	Specific Learning Outcomes	Teachers Activities	Learning Resources	_	eachers ctivities	Evaluation
1-3	1.1 Discuss the following:  Health Policy Health system Population Population Policy Development  1.2 Describe the various stages of development of health system in Nigeria  1.3 Discuss Policy issues and managerial tools in health development to include Health information Health manpower development Health research Health research Healthcare financing	Explain 1.1-1.3	Relevant Publications  Audio-visuals (video, compact disc, DVD, Internet)  Books  Computers  projectors	outcomes 14	etivities	Explain the common terms relating to the healthcare system  Describe the various evolution/ stages of development and policies in Nigeria  Discuss Policy issues and managerial tools in health development

2.1 Explain the philosophy of the Nigerian Healthcare system.  Process Structure Ethics of health care\ 2.2 Discuss policy formulation  Definition Types Process Importance to health 2.3 Explain Managerial tools in health development to include Health manpower development  Health information Health manpower development  Explain 2.1- 2.4  Relevant Publications Audio-visuals (video, compact disc, DVD, Internet) Books Computer Projectors  Explain the philosop of the Nigerian Healthcare system  Discuss policy formulation  Explain Managerial tools in health development
<ul> <li>Health technology</li> <li>Health research</li> <li>2.4 Discuss the Nigerian Strategic Health</li> </ul>

	T		1		
	<ul> <li>Health care financing</li> <li>The Nigerian         Strategic Health         Development Plan         (NSHDP)     </li> </ul>				
General	<b>Objective: 3</b> Know the various	factors affecting	ng health globally	and in Nigeria	
4-6	3.1 Explain the various factors affecting health globally and in Nigeria to include:  • Socio economic  • Cultural  • environmental and  • personal factors  • Political climate and Bureaucracy  • Poverty and health  Structure	Explain 3.1	Anatomical Models Computers projectors Relevant textbooks Flip Charts, and Books		Explain the various factors affecting health globally and in Nigeria
	Objective: 4.0 Know the influe		sustainable devel	opment interventions on th	e health status of a nation
7-9	4.1 Describe approaches to health in different political systems and development levels (developed and developing)	Explain 4.1- 4.6	Anatomical Models Flip Charts, and Books Computers projectors Relevant textbooks		Describe approaches to health in different political systems and development level  Discuss the Sustainable

	of  ems  s of  epment  abuting  s the  ent  Gs)  e and  e  ent  Gs)	Flip Charts, and		Development Goals (SDGs)
4.5 Explair Purposes o sustainable	f			

development goals	
4.6 Discuss the	
Roles of CHEW in the	
implementation of	
SDGs	

PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMMUNITY HEALTH

COURSE TITLE: ACCOUNTING SYSTEM IN PHC

COURSE CODE: CHM 428

DURATION: Theoretical: - 2 Hour Practical: 0

CREDIT UNITS: 2 UNIT SCHEDULE:

**GOAL:** The course is designed to acquaint the student with skills to identify eye conditions, manage and refer cases for specialized care.

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

- 1.0 Understand the basic principles of accounting systems
- 2.0 Know the difference between government and commercial accounting procedures
- 3.0 Know the various books used in accounting
- 4.0 Understand the concept of Budgeting

COUR	SE: ACCOU	NTING SYSTEM IN P	НС	Course Code: CMH	428	Credit Unit:2
	FICATION:	<b>Duration: 2 Hour</b>		Theoretical: 2Hour	9	Practical:0
Genera	al Objective 1.0: Unders	stand the basic principles	s of accounting sys	tems		
Week	Specific Learning Outcomes	Teachers Activities	Learning Resources	Specific Learning Outcomes	Teachers Activities	Evaluation
1-5	<ul> <li>1.1 Define Accounting systems in PHC.</li> <li>1.2 Discuss Principles of accounting</li> <li>1.3 List Types of money (invisible and visible)</li> </ul>	y	Relevant Publications Audio-visuals (video, compact disc, DVD, Internet) Books Computer Projectors			Define accounting systems in PHC.  Discuss Principles of accounting  List Types of money (invisible and visible)
				mercial accounting proceed	dures	
6-9	<ul> <li>4.4 Explain government accounting</li> <li>4.5 Explain commerciate accounting</li> <li>4.6 Explain the differences between government accounting and commercial</li> </ul>	BONK	Relevant Publications Audio-visuals (video, compact disc, DVD, Internet) Books Computer Projectors			Explain the differences between government accounting and commercial accounting procedures

HIGHER NATIONAL DIPLOMA IN COMMUNITY HEALTH

**PROGRAMME:** 

accounting		N.	
procedures		CV	

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Genera	al Objective: 3 Know the	various books used in a	accounting		
Genera 10-13	3.1 Discuss books used in accounting  Book of original entry Ledger, Cash Book Imprest, Stock Account Book Balance Sheet Voucher Sheet	various books used in a Explain 3.1- 3.5	Computers projectors Relevant textbooks Flip Charts, and Books		Discuss books used in accountin  Describe double entry Book  Define budget  Explain the implication and effects of
	<ul> <li>Vouchers,</li></ul>		605-167		improper budgeting.  Explain Financial report  Explain how to
	3.3 Explain the implication and effects of improper budgeting.  3.4 Explain Financial report  3.5 Explain how to	120 NS			order, receive and stock supplies and how to keep inventory of expendable supplies

		1	1			
	order, receive and					
	stock supplies and				<b>* * * *</b>	
	how to keep					
	inventory of					
	expendable					
	supplies					
Gener	al Objective: 4 Understand	the concept of budge	ting			
14-15		Explain 4.1 – 4.4	Computers			Define budget
	4.2 Explain the		projectors			Explain the
	implication and			30		implication
	effects of improper		Relevant			and effects
	budgeting.		textbooks			of improper
	adageting.		Flip Charts, and			budgeting.
	4.3 Explain		Books			budgeting.
	Financial report		DOOKS	•		Explain
	Timanetai report					Financial
	4.4 Explain how to					
	order, receive and					report
	1					Evaloia
	stock supplies					Explain how to
	455					order,
	4.5 Explain how to keep	.01				receive and
	inventory of expendable					stock
	supplies	UK.				supplies
						Explain how to
						keep inventory of
						expendable
						supplies
	1/2					supplies
	MILION					
	XU.					
			274			
			2/4			

PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMMUNITY HEALTH CARE OF PERSONS WITH SPECIAL NEEDS **COURSE TITLE: COURSE CODE: CMH 429** Practical: 1HRS **DURATION: Lecture: - 1HR Tutorial: -**Total:-30 HRS **SCHEDULE: CREDIT UNITS:** 2 UNIT

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

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

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

PROGRAM	MME: HIGHER NATIO	NAL DIPLOM	IA IN COMM	UNITY HEA	LTH		
COURSE:	CARE OF PERSONS W	ITH SPECIAL	Course Co	de: CMH 429		Credit Un	it:2
NEEDS						1. C.X	
COURSE S	SPECIFICATION:	<b>Duration: 2 I</b>	Hours/Week		Theoreti	ical: 1Hours	Practical:1hour
General Ol	<b>bjective: 1.0</b> Understand t	he concept of di	sability				
Week	Specific Learning	Teachers	Learning	Specific Lea	rning	Teachers	Evaluation
	Outcomes	Activities	Resources	Outcomes	N	Activities	
1-3	1.1. Define the following:  Disability impartment 1.2 Describe individuals with special needs  1.3 Explain common causes of disabilities	Explain 1.1 – 1.3	Relevant Textbooks Journals Audio- visual Pictures Charts Books		, ·		Define Disability and Impartment  Identify individuals with special needs  Identify common causes of disabilities
	bjective: 2 Know the diff			1			
4-6	2.1.Explain disability conditions  2.2.Explain the following concepts	Explain 2.1 – 2.10	Lecture notes Pictures Charts Books				Identify disability conditions  Explain
	<ul><li>Paralysis including poliomyelitis</li><li>Loss of a limb(s)</li></ul>		Journals				Paralysis, Loss of a Limb,

•	Blindness					Blindness,
•	Deafness				A A	Deafness and
•	Spinal bifidaetc.				. 16	Spinal bifida
dis	3. Explain mental sabilities in relation to				00	Explain the following mental disabilities
•	Cerebral palsy					disabilities
•	Down's syndrome (Mongolism) Hydrocephalusetc.			A.C.		<ul><li>Cerebral palsy</li><li>Down's</li></ul>
	4. Explain social sability, e.g.		<i>(</i> )			syndrome (Mongolis m)
•	Single parenthood					• hydroceph
•	Motherless children					alusetc.
	cared for by					Discuss
	grannies/guardians		),			causes of
•	Orphans Low income earners					learning
•	etc.	0,				disability
		$\circ$				
2.5	Explain learning					Explain -
	sability					clinical features of
	)					learning
	5 Discuss causes of					disability
lea	rning disability					answorming
	Explain -clinical					Discuss
	atures of learning					preventive
	sability					measure
		l				

	<ul> <li>2.8. Discuss preventive measure</li> <li>2.9 Explain -referral procedure</li> <li>2.10. Explain follow up of people with learning disabilities</li> </ul>			CAL	DICK	Explain - referral procedure  Explain follow up of people with learning disabilities
General C	<b>Objective: 3</b> Understand co	mmon disability	y conditions in	the community		
7-9	3.1 Explain methods of providing care for different persons with disabilities in the community  3.2 Discuss ways of managing persons with disabilities in line with Standing Orders	Explain 3.1-3.2	Relevant Textbooks Journals Audio- visual Pictures Charts Books	Refer disability conditions to appropriate places	Guide the students on ways to refer disability conditions to appropriate places	Identify methods of providing care for different persons with disabilities in the community  Discuss ways of managing persons with disabilities in line with Standing Orders
	<b>Objective: 4.0</b> Know the ca	ire for people wi	ı			
10-12	4.1. Define rehabilitation		Lecture notes	Identify rehabilitation centres	Guide the students to	Explain rehabilitation

		(e.g. Schools for the	identify	Explain
4.2. Explain	Books	blind, etc.).	rehabilitation	rehabilitation
rehabilitation procedure			centres (e.g.	procedure for
for different disability	Journals		Schools for the	different
conditions	publication		blind, etc.).	disability
				conditions
4.3. Discuss importance				Discuss
of rehabilitation				importance of
		<b>6 W</b> •		rehabilitation

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

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

25	Consumables (surgical blades, Needles & syringes, Catheters, infant	10 packets of each
	urine bags, Dressing, etc.) hand towel/paper towels, tourniquets,	
	intravenous giving (iv) sets etc.	
26	Sterilizer	2
27	Stretcher	2
28	Instrument for dressing, incision and Delivery kits	10 assorted instruments (2 of
		each type)
29	Thermometer and forceps holding jar	5
30	Anatomical models organs	20
31	Charts of organs and systems	20
32	Bed and beddings	2
33	Audio-visual aids (Projector, Tv Set, PAS etc.)	3
34	Life sized models	5
35	Ambu kit (adult & infant)	2 of each type 3
36	Breast models	5
37	Catheter model (male and female)	5
38	Child birth simulator	2
39	CPR Manikin (adult & infant)	1 of each type
40	Dual sex Anatomical Torso	1
41	Dual sex anatomical torso with open back (28 parts)	1
42	Intubation Model (adult & infant)	2 of each type
43	Mamanatalie	2
44	Neonatalie	5
45	Maternal Pelvis Model	2
46	Resuscitation trays (Ambu bag, suction bulb, 2 galipots, 1 kidney	2 Sets
	dish, stethoscope, hand gloves)	
47	Skeleton (Articulated)	2
48	Testicle Model	2
49	Anatomy posters/ photograph	2 for each system
50	Partograph forms/ Charts	50/1
51	Screens	2
52	Food demonstration items (assorted)	10

53	Snellen's charts	4
54	Tongue depressor (plastic, wooden and metal)	5 each
55	Nail scrubbing brush	5
56	Intravenous (iv) giving set, Cannula/scalp vein needles (different sizes)	1 packet Different sizes
57	Drip stand	2
58	Tourniquet	5
59	Pedal waste bin	2
60	Suction apparatus (mechanical & electronic	2 of each type
61	Umbilical cord clamps	1 packet
62	Anti-shock garment	1
63	Kangaroo pouch/ 6 yards cloth wrapper	2
64	Suture materials (chromic catgut, silk, nylon, suturing needles)	1pkts each
65	Implant insertion and removal kits (Commodity, disinfectant, 2 Galipots for wet and dry swab, surgical gloves, kidney dish	2
66	IUD insertion kits (surgical gloves, Vaginal speculum, sponge holding forceps, single-tooth tenaculum, Gallipot with swab, uterine sounds, scissor and commodity)	2
67	WHO Medical Eligibility Criteria Wheel (MEC)	50
68	Basic counselling strategy (BCS)Plus	2
	MONSTRATION CLINIC/TEACHING HEALTH CENTRE	
S/N	Description	Quantity
1	Stretcher	2
2	Instrument for dressing, (gallipot, sponge holding forceps, straight scissors, dissecting forceps, needle holder, suturing materials)	As appropriate
3	Incision and drainage Materials (scapel, scapel-holder, toothed artery forceps, sponge holding forceps)	As appropriate
4	Delivery kits	2 sets
5	Equipment for sterilization (autoclave, sterilizer)	2 each
6	Cold-chain (Cold Box. Vaccine carrier (Geostyle), Ice packs different sizes 2 each, Refrigerator 1	
7	Bed and beddings	6

8	Screens	3
9	Snellen charts	4
10	Diagnostic set	3
11	Weighing scale for adult/children	2 of each
12	Weighing scale with height	1
13	Stethoscope	5
14	Foetal stethoscope	5
15	Food demonstration items	10 assorted
16	HMIS records	As applicable
17	Treatment protocol (Treatment cards)	As applicable
18	SOP and other treatment protocol (Standing orders CHO/CHEW and JCHEW)	1
19	Sphygmomanometer (Mercury, Aneroid and Digital (micro life),	3 of each type
20	Glucometer	5
21	Examination couch	2
22	Oral, Rectal and digital Thermometers	10 of each
23	Trolleys	3
24	Wash hand Bowls/ Sink	5
25	Surgical scissors and forceps, Scalpel	2 of each type
26	Essential drugs	As applicable
27	Personal protective equipment (hand gloves - 1 pack, aprons - 10 gowns - 3, face masks- 2 packs, boots (different sizes)	,
28	Pedal waste bin	5
29	Thermometer jar	3 of each 5
30	Forceps holding jar/Cheatle forceps	5
31	NG. Tubes	1 pack
32	IV giving set / scalp vein needles, cannula (different sizes),	1 pack each
33	Drip stand & tourniquet	6
34	Tongue depressors (Wooden)	2
35	Suture materials (chromic catgut, silks, nylon, suturing needles)	1 pack each
36	Umbilical cord Clamps	1 pack
37	Kangaroo pouch (for KMC)/ 6 yards Cloth wrapper	1

38	Implant insertion & removal kit (Commodity, disinfectant, 2 Galipots	1 set	
	for wet and dry swab, surgical gloves, kidney dish, single-tooth		
	tenaculum,		
39	IUD insertion kit (surgical gloves, Vaginal speculum, sponge holding	1	
	forceps, tenaculum, Galli pot with swab, uterine sounds, commodity)		
40	WHO MEC Wheel	3	
41	Gallipot & kidney dish (different sizes)	5 each	
42	Partograph chart	1	
43	Partograph forms	100	
44	Ambu kit (infants & adult)	2 Each	
45	Pulse Oximeter	1	
SIDE LA	BORATORY		
S/N	Description	Quantity	
1	Refrigerator (1 chest & 1medium)	2	
2	Microscope (monocular and binocular)	2 of each type	
3	Manual centrifuge	5	
4	Rough balance	2	
5	Salhi Haemoglobinometer	3	
6	Hot Air Oven	1	
<b>FURNIT</b>	URE		
S/N	Description	Quantity	
1	Long bench	2	
2	Working benches/platforms	As appropriate	
3	Long stools	75	
4	Tables	1	
CHEMIC	CAL AND REAGENTS		
S/N	Description	Quantity / Bottles	
1	Acetone	1 litre	
2	Methyl alcohol	1 litre	
3	Ethanol	1 litre	
4	Sulphuric acid	1 litre	
5	Hydrochloric acid	1 litre	

6	Absolute alcohol	1 litre
7	Giemsa Stain	2 bottles
8	Lieshman Stain	2 bottles
9	Field Stain A	2 ,,
10	Field Stain B	2 ,,
11	Acetic acid	1 litre
12	Ethanol	1 ,,
13	Iodine Crystals	2 bottles
14	Methylene blue	2 ,,
15	Hydrogen Peroxide	2 ,,
16	Benedict Solution	2 ,,
17	Carbol Fucshin	2 ,,
CONSU	MABLES/ Equipment/ Materials	•
S/N	Description	Quantity
1	Filter Paper	2 packs
2	Pocket Mask	2,,
3	Combi 2 for Protein test	2
4	Clinistix Strip Reagent	2
5	Glucometer	2
6	Urinometer	2
7	Spirit Lamp	10 pcs.
8	Glass Slide	2 packs
9	Cover Slips	2 ,,
10	Long Test Tubes	2 ,,
11	Conical Centrifuge Tubes	2 ,,
12	Taliquist Paper for HB	2 ,,
13	Cotton Wool	2,,
14	Lancet (Pricking Needles)	2 ,,
15	Kidney Dishes	5
16	First Aid Box	2

## TEACHING STAFF REQUIRED QUALIFICATIONS

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

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

- Health Education
- Primary Health Care
- Public Health
- Social Work/ Medical Sociology
- HIV/AIDs and STIs
- Maternal & Child Health (MCH)
- Reproductive Health
- Microbiology

WILON

- Parasitology/Entomology
- d. Must be a Registered Community Health Practitioner (RCHP)

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