



NATIONAL BOARD FOR TECHNICAL EDUCATION

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

NATIONAL DIPLOMA IN DENTAL NURSING CURRICULUM AND COURSE SPECIFICATIONS REVIEWED IN COLLABORATION WITH

**FEDERAL COLLEGE OF DENTAL TECHNOLOGY AND THERAPY,
ENUGU, ENUGU STATE**

SEPTEMBER, 2026

PREFACE

Dental Nursing plays a vital role in the delivery of safe, effective and patient-centred oral healthcare by supporting dental practitioners, maintaining safe clinical environments, preventing cross-infection and promoting oral health among individuals, families and communities. The evolving nature of dental healthcare, advances in clinical practice and technology, increasing emphasis on infection prevention and control, patient safety, preventive care and professional standards have created the need for a curriculum that equips Dental Nursing diplomates with relevant knowledge, practical skills and professional competencies required for contemporary healthcare practice. The National Diploma (ND) Dental Nursing curriculum is designed to produce competent and professionally responsible dental nurses with the knowledge, skills, attitudes and values required to function effectively within dental and oral healthcare settings. The curriculum provides a broad foundation in biomedical sciences, oral health, dental nursing practice, infection prevention and control, pharmacology, pain and anxiety management, emergency care, dental materials, dental prosthetics and dental radiography. It also emphasizes oral health education, community health, patient assessment, clinical documentation, communication and the appropriate use of information and communication technologies, including telemedicine.

Particular attention is given to professional, ethical and legal responsibilities in dental nursing practice. Diplomates are expected to demonstrate respect for patient dignity, confidentiality and informed consent, communicate effectively with patients and members of the healthcare team, and maintain appropriate standards of professional conduct. These competencies are intended to strengthen the graduate's ability to contribute meaningfully to quality dental care while working within the appropriate scope of practice and under the supervision of qualified dental practitioners. The curriculum further promotes preventive and community-oriented approaches to oral healthcare by equipping graduates to provide appropriate oral health education and preventive care, recognise common oral and general pathological conditions, and apply relevant principles of primary healthcare, epidemiology and community health. This approach is intended to strengthen the contribution of Dental Nursing graduates to disease prevention, health promotion and improved access to quality oral healthcare services.

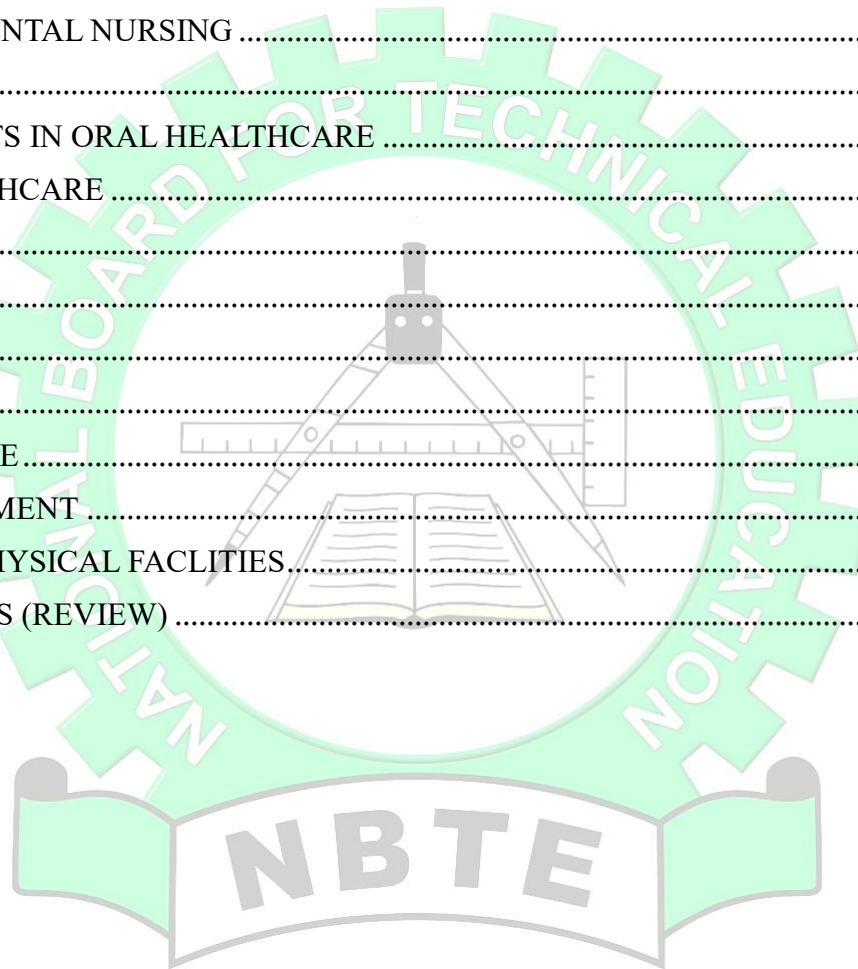
I commend the Management of the Federal College of Dental Technology and Therapy, Enugu for sponsoring the review of the curriculum and all those whose professional knowledge, experience and commitment contribute to the newly revised curriculum. I am confident that its successful implementation will strengthen Dental Nursing education and produce competent, compassionate and ethically responsible practitioners capable of supporting safe, efficient and quality dental healthcare delivery in Nigeria.

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

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GENERAL INFORMATION

1.0 PROGRAMME NOMENCLATURE

National Diploma (ND) Dental Nursing.

2.0 GOAL OF THE PROGRAMME

The programme is designed to produce competent Dental Nurse Technicians who possess the knowledge, skills and professional attitudes required to provide safe, effective and patient-centered dental nursing care, including preventive, supportive and curative services, under the supervision of a qualified dental practitioner, in accordance with established professional standards and ethical principles.

3.0 PROGRAMME OBJECTIVES

At the end of the National Diploma (ND) Dental Nursing programme, the diplomates should be able to:

- i. Apply the basic principles of human anatomy, physiology, microbiology, pathology and other biomedical sciences relevant to dental nursing practice.
- ii. Display knowledge of the structure and functions of the oral cavity, teeth and supporting tissues, and relate these to normal and abnormal oral health conditions.
- iii. Apply the principles of dental nursing in providing safe, effective and patient-centred care before, during and after dental procedures under the supervision of a qualified dental practitioner.
- iv. Demonstrate the clinical skills required to assist with routine dental procedures and maintain an efficient, safe dental clinical environment.
- v. Apply the principles of infection prevention and control, aseptic technique, sterilization, disinfection, and safe waste management to prevent cross-infection in dental practice.
- vi. Deliver appropriate oral health education and preventive care to individuals, families and communities, with emphasis on the prevention of common oral diseases and promotion of good oral hygiene practices.
- vii. Recognize common oral and general pathological conditions and identify their implications for dental nursing care and patient management.
- viii. Demonstrate knowledge and appropriate application of pharmacological principles, including the safe preparation, handling and administration of medicines within the dental nursing scope of practice and under appropriate supervision.
- ix. Apply appropriate principles and techniques for the prevention and management of pain and anxiety associated with dental care, under the direction of the dental practitioner.
- x. Show competence in recognizing and responding appropriately to medical and surgical emergencies that may occur in dental and oral healthcare settings.
- xi. Apply principles of primary healthcare, reproductive health, epidemiology and community health in promoting oral and general health and preventing disease.

- xii. Demonstrate appropriate knowledge and skills in dental materials, dental prosthetics and other materials used in the provision and maintenance of dental care;
- xiii. Apply the principles of dental radiography, including patient preparation, radiation protection, positioning and safe handling of radiographic equipment, in accordance with established guidelines and under appropriate supervision;
- xiv. Exhibit appropriate professional communication and interpersonal skills when interacting with patients, relatives, dental professionals and other members of the healthcare team;
- xv. Apply appropriate principles of patient assessment, clinical documentation, record keeping and communication of relevant patient information in dental practice;
- xvi. Use appropriate information and communication technologies, including telemedicine, to support communication, patient care, health education, clinical practice and access to dental healthcare services;
- xvii. Exhibit knowledge of professional, ethical and legal principles governing dental nursing practice and maintain confidentiality, patient dignity, informed consent and professional conduct.

4.0 ENTRY REQUIREMENTS

Admission into the ND in Dental Nursing shall be through:

- 4.1 Satisfying minimum academic requirements at the Senior Secondary School Certificate Examination (SSCE)/NECO/WAEC/NABTEB/SAISSCE or equivalent qualifications. Candidates must possess at least five (5) credit passes at not more than two sittings in the following subjects: English Language, Mathematics, Biology, Chemistry and Physics.
- 4.2 The Unified Tertiary Matriculation Examination (UTME) organized by the Joint Admissions and Matriculation Board (JAMB), with candidates meeting the minimum admission score.

5.0 DURATION OF THE PROGRAMME

The National Diploma (ND) in Dental Nursing is designed as a non-terminal programme and shall run for two (2) academic sessions, comprising four (4) semesters of full-time study.

The ND qualification shall constitute the first stage of a continuous professional education pathway and shall not be regarded as a terminal qualification. Upon successful completion of the ND programme, diplomates are expected to progress directly to the Higher National Diploma (HND) in Dental Nursing, subject to meeting the prescribed admission and progression requirements.

The programme is therefore structured to ensure progressive development of the knowledge, practical skills, competences, and attitudes required for advanced training at the HND level. Institutions offering the ND programme shall provide appropriate guidance to graduates/ diplomates regarding their progression to the HND programme.

6.0 CURRICULUM STRUCTURE

The curriculum of this programme consists of the following components:

- a. General studies/education
- b. Foundation courses.
- c. Professional courses.
- d. Supervised Industrial Work Experience Scheme (SIWES)
- e. Hospital and Community Practicum

6.1 The General education component (General) shall include courses in:

- Art and Humanities – English Language, Communication, History. These are compulsory.
- Science
- Social Studies – Citizenship (the Nigerian constitution), Political Science, Sociology, Philosophy, Geography, and Entrepreneurship Studies.

Note: The courses Citizenship Education and Entrepreneurship are compulsory. The General Education component shall account for not more than 15% of total contact hours for the programme.

6.2 Foundation Courses include Introduction to Computing, General Microbiology, General Physics and Chemistry, Human Anatomy and Physiology, etc. The number of hours will vary and may account for about 10 – 15% of the total contact hours.

6.3 Professional Courses include Oral Pathology, Clinical Skills in Oral Health Care, Dental Prosthetics, Dental radiography, Medical/Surgical Emergencies in Oral Health Care, etc. These courses give students the theory and practical skills needed to practice in their field of calling at the technician/technologist level.

6.4 Student Industrial Work Experience Scheme (SIWES)/Practicum shall be taken during the vacation following the end of the second semester of the first year. See details of SIWES/Practicum.

6.4.1 Supervisory Field Experience

At the end of the Second Semester of Year Two, students shall proceed for 6 to 8 weeks of supervisory field experience in the areas of internship listed in section 6.4.2

6.4.2 Units of the SIWES

National Diploma in Dental Nursing Students shall undergo supervised practicum experience in the following settings:

i. Immunization and Vaccination Units

- Routine immunization clinics (Primary Healthcare Centres)
- Supplemental Immunization Activities (SIAs)
- Outreach and mobile vaccination campaigns
- Vaccine microplanning and session logistics
- Cold chain monitoring and vaccine storage facilities

ii. Community Public Health Practice

- Community health outreach programmes
- School health immunization drives
- Market and rural vaccination campaigns

7.0 STAFFING REQUIREMENTS

7.1 Core Teaching Staff

A minimum of four (4) core teaching staff who should possess at least an HND or first degree in Nursing or Dental Nursing. The composition staff in the Department should include a mix of relevant specializations in Dental Nursing.

7.2 Technical Staff

Technical staff should be:

i) Technologist

A Technologist is a highly skilled professional trained at the Higher National Diploma (HND) level. They possess advanced technical and practical knowledge in their field and are capable of supervising operations, managing projects, operating modern equipment, and applying technology to solve practical problems.

ii) Technician

A Technician is a middle-level manpower trained at the National Diploma (ND) level. Technicians are responsible for carrying out technical tasks, operating tools and equipment, and assisting technologists and professionals in practical activities.

7.3 Headship of the Department

The Head of Department (HOD) shall not be below the rank of a Senior Lecturer and shall possess appropriate qualification in the discipline/field of Dental Nursing, a valid practicing license from the Nursing and Midwifery Council of Nigeria (NMCN), and relevant post-qualification cognate experience in clinical practice, teaching, and educational management. The HOD shall be responsible for coordinating and manage the affairs of the Department, supervising students and staff, overseeing the practical aspects of the training, and ensuring the effective implementation and coordination of the Department's educational and training programmes.

8.0 ACCREDITATION

The programme shall be approved to commence for an initial period of two (2) years. When the programme reaches its third or fourth semester, a full accreditation exercise shall be carried out by the NBTE before the students can be awarded the National Diploma qualifications. Details about the process of approving and accrediting the programme are available from the Executive Secretary, National Board for Technical Education, P. M. B. 2239, Kaduna.

9.0 CERTIFICATION

A diplomate of this programme shall be awarded a National Diploma (ND) in Dental Nursing.

10. CONDITIONS FOR THE AWARD OF THE ND

10.1 Institutions offering accredited programmes shall award the National Diploma (ND) to candidates who successfully complete the prescribed coursework, examinations, diploma project, and the Students Industrial Work Experience Scheme (SIWES). Candidates should have completed a minimum of 72 to 80 semester credit units depending on the programme.

10.2 National Diplomas shall be classified as follows:

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

10.3 Grading of Courses:

Courses shall be graded as follows:

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

11. GUIDANCE NOTE 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 is transferring.

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

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

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 practice in the ratio 60:40.

12. PRACTICAL LOGBOOK

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

13. FINAL PROJECT

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

14. GUIDELINES ON SIWES PROGRAMME

For the smooth operation of the SIWES, the following guidelines shall apply:

14.1 Responsibility for placement of Students.

- a. Institution offering the ND programme shall arrange to place the students in industry. By the end of second semester of the first academic session, six copies of the master list showing where each student has been placed shall be submitted to the Executive Secretary, NBTE, who shall, in turn authenticate the list and forward it to the Industrial Training Fund, Jos. The Placement Officer should discuss and agree with industry on the following
- b. The Placement Officer should discuss and agree with industry on the following:
 - i. A task inventory of what the student is expected to experience during the period of attachment. It may be wise to adopt the one already approved for each field by the industry-based supervisor.
 - ii. The evaluation of the student by the industry-based supervisor and the institution-based supervisor.
 - iii. The final grading of the student during the period of attachment should be weighted more on the evaluation by the industry-based supervisor.

14.2 Evaluation of Student during the SIWES

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

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

14.3 Grading of SIWES

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

14.4 The Institution-based Supervisor

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

14.5 Frequency of visit

Institutions should ensure that students placed on the attachment are visited within one month of their placement. Other visits shall be arranged so that:

- i. There is another visit six weeks after the first visit; and
- ii. A final visit in the last month of the attachment.

14.6 Stipend for Students in SIWES

The rate of stipend payable shall be determined from time to time by the Federal Government after due consultation with the Federal Ministry of Education, the Industrial Training fund and the NBTE.

14.7 SIWES as a component of the Curriculum

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

Note: Due to the requirements of the programme, all ND I students shall undergo the Students Industrial Work Experience Scheme (SIWES), which is restricted to the following practice areas for a period of four (4) months. The Practicum will be held during the period of the SIWES.

15.0 MANDATORY SKILLS QUALIFICATION

Please, refer to NBTE guidelines for implementation of MSQ in Polytechnics. This can be downloaded from NBTE website (web.nbte.gov.ng).

CURRICULUM TABLE

YEAR I SEMESTER I

S/N	COURSE CODE	COURSE TITLE	L	T	P	CU	CH
1.	GNS 101	Use of English I	1	0	1	2	2
2.	GNS 111	Citizenship Education I	2	0	0	2	2
3.	MSQ 111	Mandatory Skills Qualification	1	0	1	2	2
4.	COM 111	Introduction to Computing	2	0	2	4	4
5.	STC 101	General Chemistry I	2	0	1	3	3
6.	STB 101	General Biology I	2	0	1	3	3
7.	STP 101	General Physics I	2	0	1	3	3
8.	EHT 111	Introduction to Environmental Health	2	0	0	2	2
9.	DNP 111	Introduction to Microbiology	1	0	1	2	2
10.	DNP 112	Human Anatomy and Physiology I	1	0	2	3	3
11.	DNP 113	Foundation of Dental Nursing I	1	0	2	3	3
12.	DNP 114	Oral Health Education I	1	0	1	2	2
TOTAL			18	0	13	31	31

YEAR I SEMESTER II

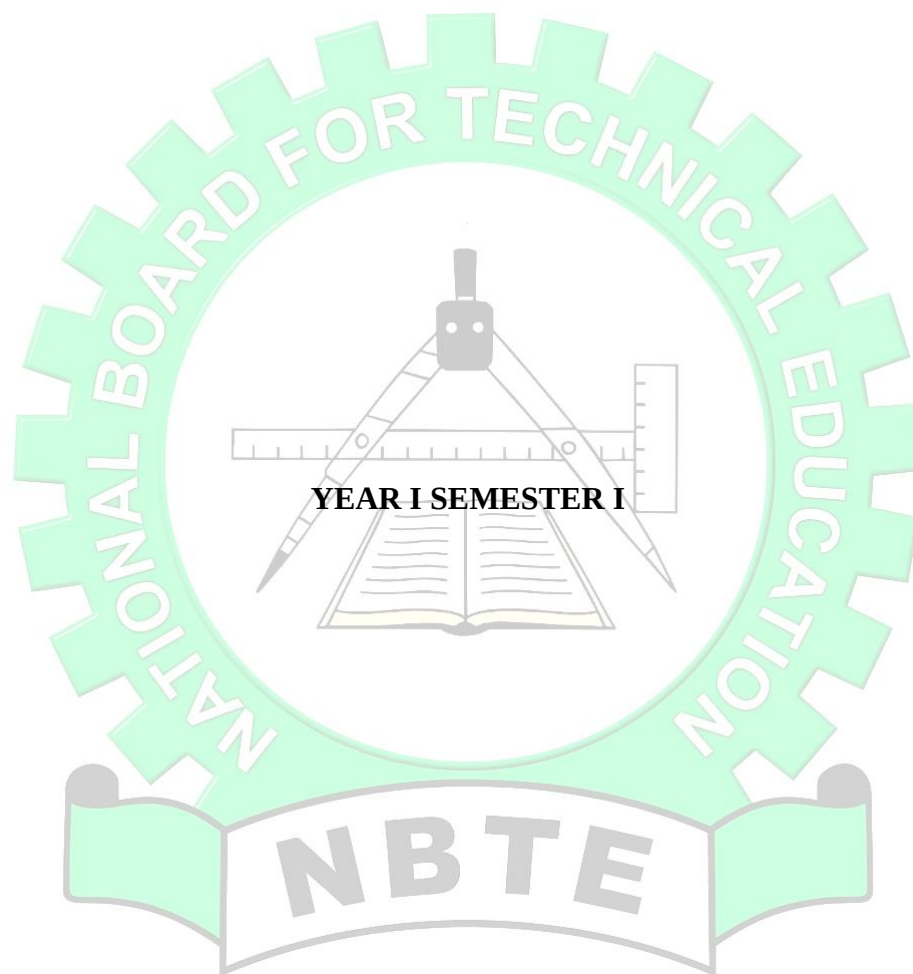
S/N	COURSE CODE	COURSE TITLE	L	T	P	CU	CH
1.	GNS 102	Communication in English I	2	0	0	2	2
2.	GNS 121	Citizenship Education II	1	0	1	2	2
3.	ENT 126	Introduction to Entrepreneurship I	2	0	1	3	3
4.	DNP 121	Human Nutrition	1	0	1	2	2
5.	DNP 122	Human Anatomy and Physiology II	1	0	1	2	2
6.	DNP 123	Science of Dental Materials I	1	0	2	3	3
7.	DNP 124	Oral Health Education II	1	0	2	3	3
8.	DNP 125	Introduction to Clinical Skills	1	0	2	3	3
9.	DNP 126	Foundation of Dental Nursing II	1	0	2	3	3
10.	DNP 127	Introduction to Pharmacology	1	0	1	2	2
11.	DNP 128	Pain and Anxiety Control in Dental Health Practice I	1	0	1	2	2
12.	DNP 129	General Pathology I	1	0	1	2	2
TOTAL			14	0	15	29	29

YEAR II SEMESTER I

S/N	COURSE CODE	COURSE TITLE	L	T	P	CU	CH
1.	GNS 201	Use of English II	1	0	1	2	2
2.	ENT 216	Introduction to Entrepreneurship II	2	0	1	3	3
3.	DNP 211	Clinical Skills in Oral Health Care I	1	0	2	3	3
4.	DNP 212	Reproductive Health	2	0	0	2	2
5.	DNP 213	Oral Anatomy and Embryology	1	0	2	3	3
6.	DNP 214	Oral Pathology I	1	0	2	3	3
7.	DNP 215	Epidemiology and Biostatistics in Oral Health	1	0	1	2	2
8.	DNP 216	Primary Health Care	1	0	1	2	2
9.	DNP 217	Medical and Surgical Emergencies in Oral Health	1	0	2	3	3
10.	DNP 218	Research Methodology	2	0	0	2	2
11.	DNP 219	Students' Industrial Work Experience Scheme (SIWES)	0	0	4	4	4
TOTAL			13	0	16	29	29

YEAR II SEMESTER II

S/N	COURSE CODE	COURSE TITLE	L	T	P	CU	CH
1.	GNS 202	Communication in English II	2	0	0	2	2
2.	DNP 221	Use of Equipment/Instruments in Oral Health Care	1	0	1	2	2
3.	DNP 222	Clinical Skills in Oral Health Care II	1	0	1	2	2
4.	DNP 223	General Pathology II	1	0	1	2	2
5.	DNP 224	Dental Prosthetics I	1	0	1	2	2
6.	DNP 225	Oral Pathology II	1	0	2	3	3
7.	DNP 226	Dental Radiography	1	0	2	3	3
8.	DNP 227	Introduction to Telemedicine	1	0	1	2	2
9.	DNP 228	Health Information Management	2	0	1	3	3
10.	DNP 229	Final Year Project	0	0	4	4	4
TOTAL			11	0	14	25	25

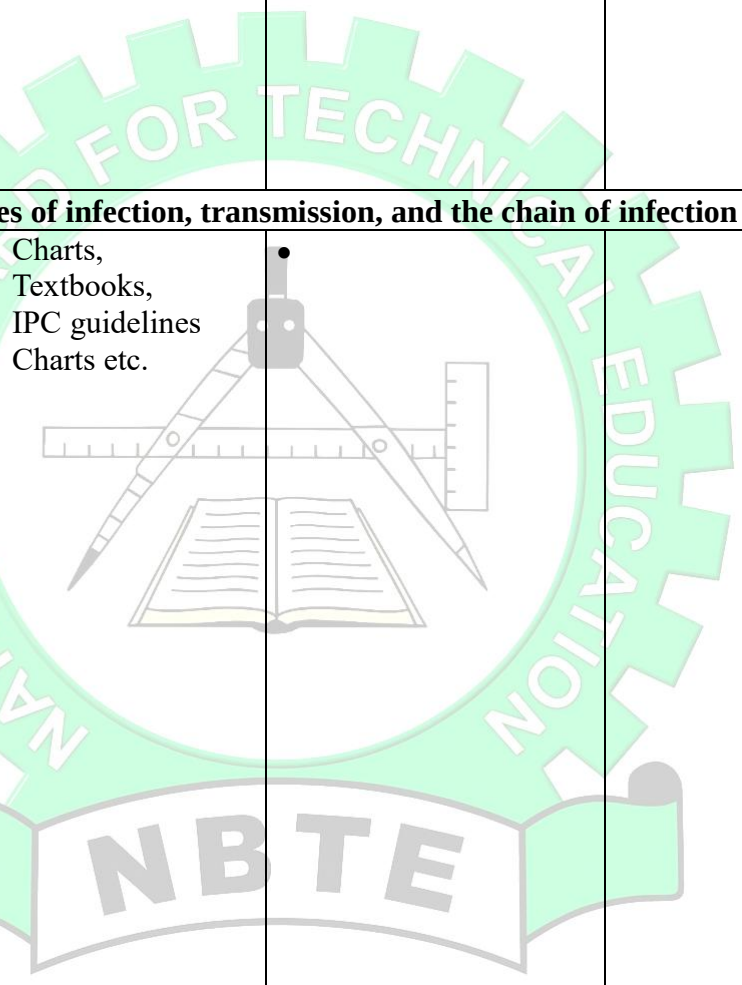


INTRODUCTION TO MICROBIOLOGY

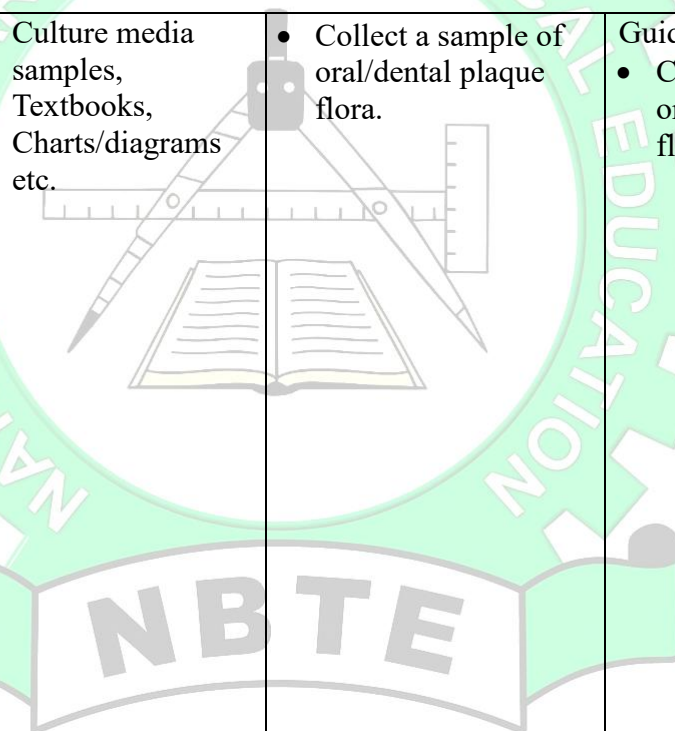
PROGRAMME: NATIONAL DIPLOMA IN DENTAL NURSING		
COURSE TITLE: INTRODUCTION TO MICROBIOLOGY	COURSE CODE: DNP 111	CONTACT HOURS: 2 HOURS/WEEK
	CREDIT UNIT: 2	THEORETICAL: 1 HOUR/WEEK
YEAR: I SEMESTER: I	PRE-REQUISITE	PRACTICAL: 1 HOUR/WEEK
GOAL: This course is designed to equip students with knowledge and skills in the fundamental principles of microbiology as applied to the dental and clinical environment.		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Understand the scope of microbiology and microorganisms and their relevance to dental nursing practice; 2.0 Understand the normal microbial flora of the oral cavity and its role in health and disease; 3.0 Understand the principles of infection, transmission, and the chain of infection in the dental setting; 4.0 Demonstrate safe and correct aseptic technique in the laboratory and clinical environment; 5.0 Understand the preparation and preservation of culture media for inoculation, isolation, and incubation using standard microbiological techniques; 6.0 Understand sterilization and disinfection for laboratory and clinical instruments; 7.0 Understand principles of infection prevention and control (IPC), including standard precautions, in a dental care setting.		

PROGRAMME: NATIONAL DIPLOMA IN DENTAL NURSING						
COURSE TITLE: INTRODUCTION TO MICROBIOLOGY				COURSE CODE: DNP 111		CONTACT HOURS: 2 HOURS/WEEK
				CREDIT UNIT: 2		THEORETICAL: 1 HOUR/WEEK
YEAR: I SEMESTER: I				PRE-REQUISITE:		PRACTICAL: 1 HOUR/WEEK
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to equip students with knowledge and skills in the fundamental principles of microbiology as applied to the dental and clinical environment.						
General Objective 1.0: Understand the scope of microbiology and microorganisms and their relevance to dental nursing practice.						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher's Activities	Resources	Specific Learning Outcome	Teacher's Activities	Resources
1-2	1.1 State the history and scope of microbiology. 1.2 Explain the relevance of microbiology to dentistry and dental nursing. 1.3 Explain microorganisms. 1.4 Explain the classification of microorganisms. 1.5 Describe the structure of microorganisms (i.e cell wall, capsule, flagella,	• Discuss the history and scope of microbiology. • Discuss the relevance of microbiology to dentistry and dental nursing. • Describe microorganisms • Discuss the classification of microorganisms. • Explain the structure of microorganisms	Textbooks, Wall charts/posters, Projector/short videos etc.	• Perform gram staining. • Observe the structure of microorganisms under a microscope. • Pour growth culture on Petri dishes and agar slants. • Preserve growth culture on Petri dishes and agar slants. • Inoculate microorganism on agar by various	Guide students to: • Perform gram staining. • Observe the structure of microorganisms under a microscope. • Pour growth culture on Petri dishes and agar slants. • Preserve growth culture on Petri dishes and agar slants.	Microscopes, Slides, Reagent for Gram staining, PPE, Laboratory safety chart.

	spores) and the principle of Gram staining. 1.6 Explain the factors affecting microbial growth (temperature, pH, oxygen, nutrients). 1.7 Explain gram staining techniques. 1.8 Describe microorganisms associated with dental caries and periodontal disease.	(i.e cell wall, capsule, flagella, spores) and the principle of Gram staining. • Discuss the factors affecting microbial growth (temperature, pH, oxygen, nutrients). • Describe gram staining techniques. • Explain microorganisms associated with dental caries and periodontal disease.		methods (streaking, stabbing, dropping).		
General Objective 2.0: Understand the normal microbial flora of the oral cavity and its role in health and disease.						
3	2.1 Describe the normal (resident) and transient flora of the oral cavity. 2.2 Explain the role of normal flora of the oral cavity	• Explain the normal (resident) and transient flora of the oral cavity. • Discuss the role of normal flora of the oral	Charts, Oral microbiology textbook etc.	• Demonstrate hand washing technique to prevent normal flora to become transient flora.	Guide students to: • Demonstrate hand washing technique to prevent normal flora to become transient flora.	Running water, Hand wash, Hand sanitizer.

	in health versus disease. 2.3 Explain the conditions in which normal flora can become pathogenic.	cavity in health versus disease. Describe the conditions in which normal flora can become pathogenic.				
General Objective 3.0: Understand the principles of infection, transmission, and the chain of infection in the dental setting.						
4-6	3.1 Explain the principles of infection. 3.2 Explain the modes of transmission of diseases relevant to dental practice. 3.3 Explain the concepts of pathogenicity, virulence and infection. 3.4 Describe the chain of infection: reservoir, portal of exit, portal of entry, susceptible host. 3.5 Describe common blood-	- Describe the principles of infection. - Explain the modes of transmission of diseases relevant to dental practice. - Discuss the concepts of pathogenicity, virulence and infection. - Explain the chain of infection: reservoir, portal of exit, portal of entry, susceptible host. - Explain	Charts, Textbooks, IPC guidelines Charts etc. 			

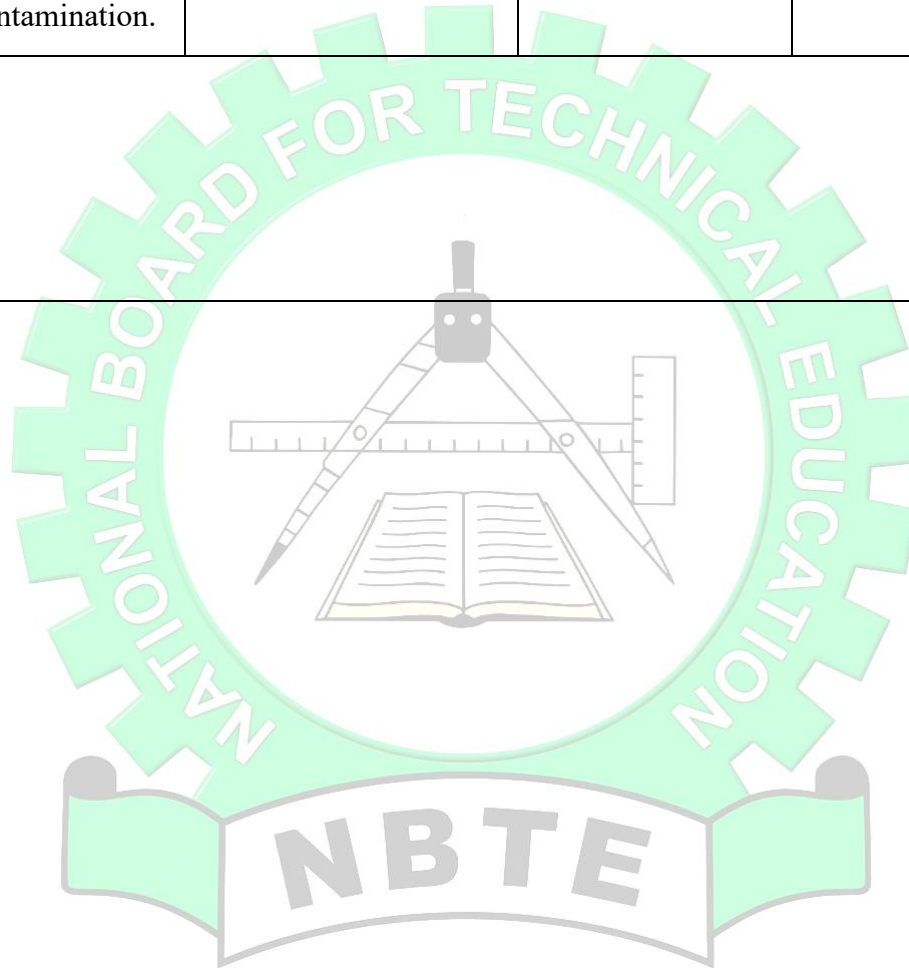
	borne pathogens of clinical concern (Hepatitis B/C, HIV) and occupational exposure risk.	common blood-borne pathogens of clinical concern (Hepatitis B/C, HIV) and occupational exposure risk.				
General Objective 4.0: Understand safe and correct aseptic technique in the laboratory and clinical environment.						
7-9	4.1 Explain the principles of aseptic technique required for safe laboratory and clinical microbiological practice. 4.2 Explain the importance of aseptic techniques in the laboratory. 4.3 Describe sources of contamination and appropriate measures to maintain aseptic laboratory environment. 4.4 Explain the	• Discuss the principles of aseptic technique required for safe laboratory and clinical microbiological practice. • Discuss the importance of aseptic techniques in the laboratory. • Explain sources of contamination and appropriate measures to maintain aseptic laboratory environment.	Aseptic technique checklist/rubric	• Demonstrate correct hand hygiene. • Apply aseptic technique. • Demonstrate safe handling, cleaning, disinfection and sterilization of dental instruments. • Dispose contaminated materials.	Guide students to: • Demonstrate correct hand hygiene. • Apply aseptic technique. • Demonstrate safe handling, cleaning, disinfection and sterilization of dental instruments. • Dispose contaminated materials.	Hand washing basin, Alcohol based sanitizer, Liquid soap, Disposable paper, Towels, Colour coded clinical bins, Hot air oven, Sterilizer, Kidney dishes, Sterile swabs, Specimen containers, Instrument trays, Running water, Disposable syringes, Cleaning brushes, PPEs.

	disposal of contaminated materials, sharps, and laboratory waste safely.	• Discuss the disposal of contaminated materials, sharps, and laboratory waste safely.				
General Objective 5.0: Understand the preparation and preservation of culture media for inoculation, isolation, and incubation using standard microbiological techniques.						
10-12	5.1 Explain the following: i. Inoculation; ii. Isolation; iii. Incubation. 5.2 Explain the principles and requirement of for the preparation of culture media. 5.3 Describe the nutritional requirements of microorganisms. 5.4 Describe types of culture media (simple, enriched, selective, differential). 5.5 Explain	• Describe the following - Inoculation - Isolation - Incubation • Discuss the principles and requirement of for the preparation of culture media. • Explain the nutritional requirements of microorganisms. • Discuss types of culture media (simple, enriched, selective, differential). • Discuss	Culture media samples, Textbooks, Charts/diagrams etc. 	• Collect a sample of oral/dental plaque flora.	Guide students to: • Collect a sample of oral/dental plaque flora.	Prepared and dehydrated culture medial, Deionized water, Conical flask, Measuring cylinder, Petri dishes, Bunsen Burner, Autoclave, Hot air oven, Refrigerator, Weighing balance, Sterile forceps.

	conditions for the preservation of culture media. 5.6 Explain conditions for microbial growth (aerobic, anaerobic, facultative, microaerophilic). 5.7 Outline methods of culturing and identifying microorganisms. 5.8 Relate dental plaque and biofilm formation to microbial growth and culture principles.	conditions for the preservation of culture media. - Describe conditions for microbial growth (aerobic, anaerobic, facultative, microaerophilic) - Enumerate methods of culturing and identifying microorganisms Relate dental plaque and biofilm formation to microbial growth and culture principles.				
General Objective 6.0: Understand sterilization and disinfection for laboratory and clinical instruments.						
13-14	6.1 Explain sterilization. 6.2 Describe disinfection. 6.3 Describe	- Discuss sterilization. - Explain disinfection. - Explain different	Culture media samples, Textbooks, Charts/diagrams etc.	Carry out different methods of sterilization and disinfection.	Guide students to: Carry out different methods of sterilization and disinfection.	Autoclave, Alcohol based disinfectant.

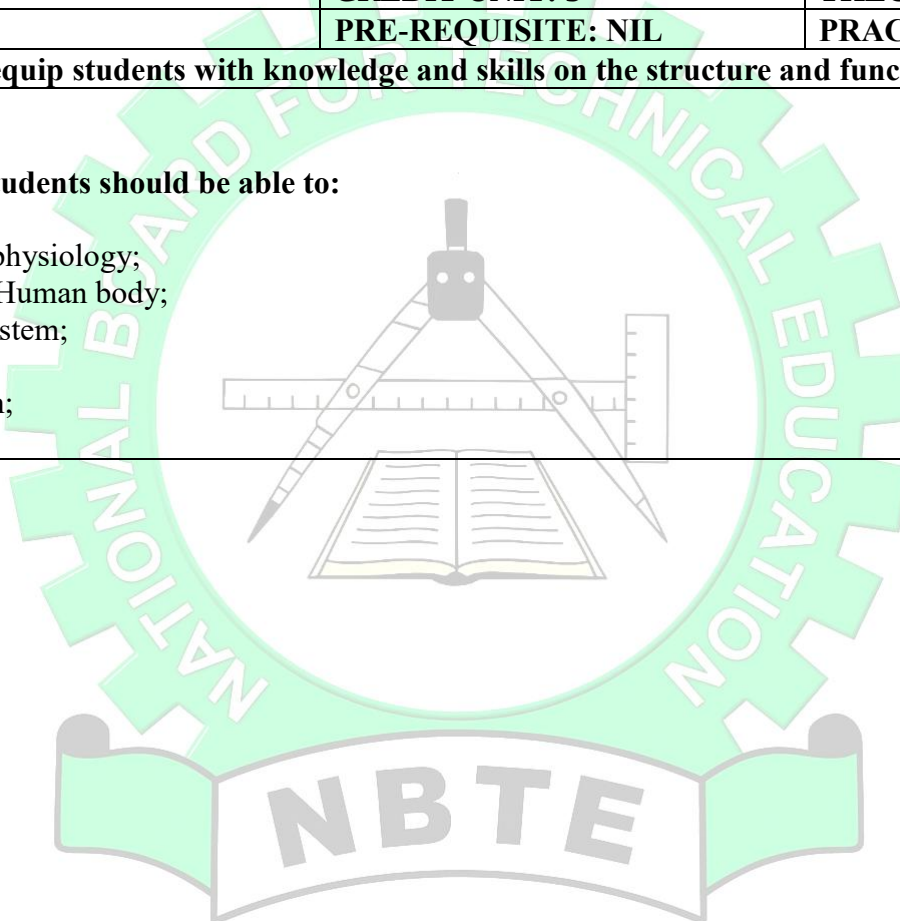
	different methods of sterilization and disinfection. 6.4 Explain the importance of sterilization and disinfection.	methods of sterilization and disinfection. • Discuss the importance of sterilization and disinfection.				
General Objective 7.0: Understand principles of infection prevention and control (IPC), including standard precautions, in a dental care setting.						
15	7.1 Explain the principles and importance of Infection, prevention and Control (IPC). 7.2 Describe common sources and routes of infection. 7.3 Explain safe segregation, handling, disposal of healthcare waste. 7.4 Explain standard infection prevention and control measures to reduce risk of cross contamination.	• Discuss the principles and importance of Infection, prevention and Control (IPC). • Explain common sources and routes of infection. • Discuss safe segregation, handling, disposal of healthcare waste. • Describe standard infection prevention and control	PPE (gloves, gowns, masks, eye protection), IPC guidelines etc.			

		measures to reduce risk of cross contamination.				
Course Assessment:						
Course work: 10%						
Test/Assignment: 10%						
Practical: 40%						
Examination: 40%						
Total: 100%						



HUMAN ANATOMY AND PHYSIOLOGY I

PROGRAMME: NATIONAL DIPLOMA IN DENTAL NURSING		
COURSE: HUMAN ANATOMY AND PHYSIOLOGY I	COURSE CODE: DNP 112	CONTACT HOURS: 3 HOURS/WEEK
	CREDIT UNIT: 3	THEORETICAL: 1 HOUR/WEEK
YEAR: I SEMESTER: I	PRE-REQUISITE: NIL	PRACTICAL: 2 HOURS/WEEK
GOAL: This course is designed to equip students with knowledge and skills on the structure and function of the human body systems.		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Understand human anatomy and physiology; 2.0 Know the various systems of the Human body; 3.0 Understand the Cardiovascular system; 4.0 Understand the skeletal system; 5.0 Understand the respiratory system; 6.0 Understand lymphatic system.		



PROGRAMME: NATIONAL DIPLOMA IN DENTAL NURSING						
COURSE: HUMAN ANATOMY AND PHYSIOLOGY I			COURSE CODE: DNP 112		CONTACT HOURS: 3HOURS/WEEK	
			CREDIT UNIT: 3		THEORETICAL: 1 HOUR/WEEK	
YEAR: I SEMESTER: I			PRE-REQUISITE:		PRACTICAL: 2 HOURS/WEEK	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to equip students with knowledge and skills on the structure and function of the human body systems.						
General Objective 1.0: Understand human anatomy and physiology.						
THEORETICAL CONTENT				PRACTICAL CONTENT Compulsory		
Week	Specific Learning Outcome	Teacher’s Activities	Resources	Specific Learning Outcome	Teacher’s Activities	Resources
1-2	1.1 Define Anatomy. 1.2 Define Physiology. 1.3 State the relationship between Anatomy and Physiology. 1.4 Explain the concepts: i. Anatomical position; ii. Anatomical planes; iii. Anatomical terms of movements; iv. Body cavities. 1.5 Describe the following terms: i. Cell; ii. Tissue; iii. Organs; iv. Systems.	• Explain anatomy, physiology and the relationship between them • Explain the concepts: - Anatomical position, - Anatomical planes - Anatomical terms of movements - Body cavities • Explain the following terms: - Cell - Tissue - Organs - Systems	Relevant Publications, Audio-visuals (video, compact disc, DVD, Internet), Books etc.	• Identify: - Cell - Tissue - Organs - Systems • Demonstrate - Anatomical position - Anatomical Planes - Body cavities	Guide students to: • Identify: - Cell - Tissue - Organs - Systems • Demonstrate - Anatomical position - Anatomical Planes - Body cavities	Models/Charts, Microscopes.

General Objective 2.0: Know the various systems of the human body.

3	2.1 Define a system. 2.2 List the systems of the human body. 2.3 Describe the systems mentioned in 2.2 above.	• Explain system. • List the systems of the human body i.e. - Musculo Skeletal System - Respiratory System - Cardiovascular System - Genito-Urinary System - Digestive System - Male Reproductive System - Female Reproductive System - Special Senses - Endocrine System - Integumentary System - Nervous System - Lymphatic System etc.	Relevant Publications, Audio-visuals (video, compact disc, DVD, Internet), Books etc.			
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General Objective 3.0: Understand the cardiovascular system.

4-5	3.1 Define the cardiovascular system. 3.2 State the functions of cardiovascular system. 3.3 List the organs/components of the cardiovascular system. 3.4 Explain the classification of the blood vessels. 3.5 Describe the human heart. 3.6 Explain the types of blood circulation. 3.7 Describe the human blood. 3.8 Describe the body fluids. 3.9 Explain the types of blood cells and their functions.	• Explain cardiovascular system. • Explain the functions of cardiovascular system. • Explain the organs/components of the cardiovascular system: -Blood Vessels -Heart etc. • Explain the human heart. • Explain the classification the blood vessels. • Describe the human heart. • Explain types of blood circulation. - Arterial - Venous - Coronary - Pulmonary. • Explain the human blood. • Explain the body Fluids. • Explain the types • Blood Cells and their functions	Relevant Publications, Audio-visuals (video, compact disc, DVD, Internet), Books etc.	• Identify the cardiovascular system using models and charts. • Draw Human Heart. • Label the Human Heart.	Guide students to: • Identify the cardiovascular system using models and charts. • Draw Human Heart. • Label the Human Heart.	Models, Charts, Audio visuals.
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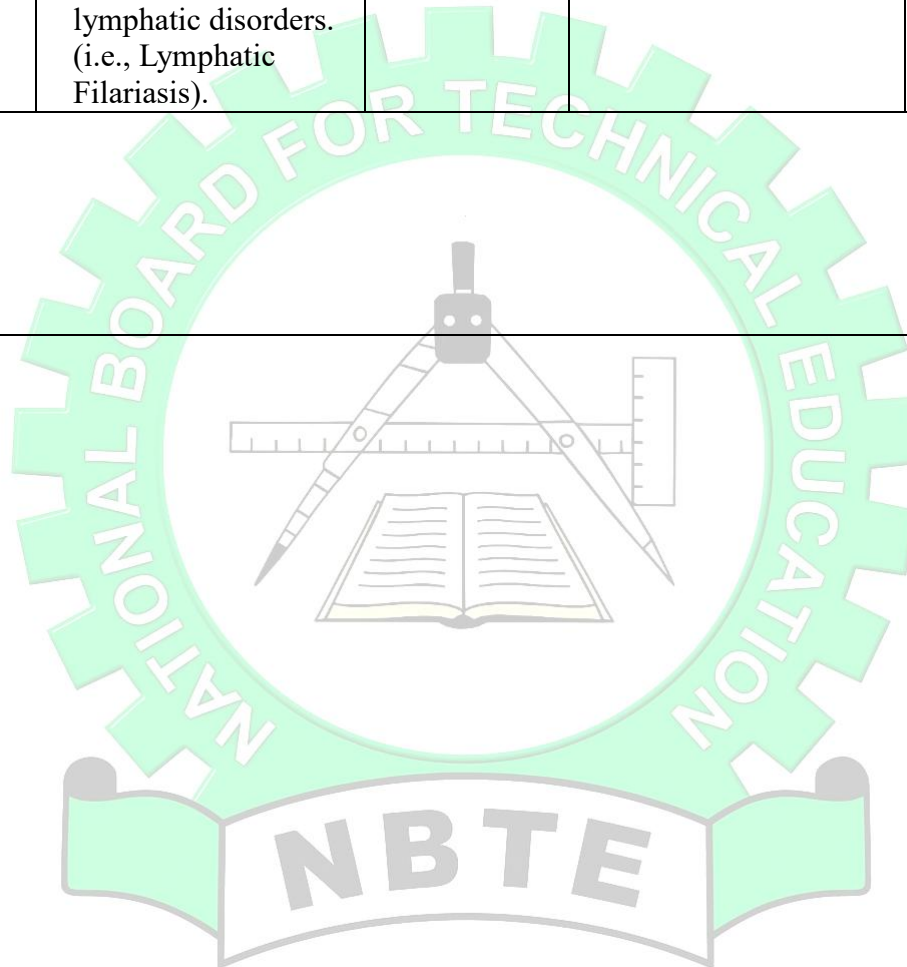
		- Red Blood Cells (RBC) - White Blood Cells (WBC) - Platelets etc.				
General Objective 4.0: Understand the skeletal system.						
6-8	4.1 Define skeletal systems. 4.2 Describe the types of skeletal systems. 4.3 State the functions of skeletal system. 4.4 Classify the various bones of human skeletal system. 4.5 Describe cavities of human body. 4.6 Describe pathophysiology of skeletal system disorders.	• Explain skeletal systems. • Describe the types of skeletal systems. • State the functions of skeletal system. • Explain the various bones of the human skeletal system. • Explain the cavities of the Human body: - Cranial Cavity - Thoracic - Pelvic Cavity - Abdominal Cavity etc. • Describe pathophysiology of skeletal system disorders (i.e., Septic Arthritis, Osteomyelitis, Osteoarticular Tuberculosis).	Relevant Publications, Audio-visuals (video, compact disc, DVD, Internet), Books etc.	• Demonstrate the skeletal systems using charts and models • Draw Human Skeletal System. • Label the Human Skeletal System.	Guide students to: • Demonstrate the skeletal systems using charts and models • Draw Human Skeletal System. • Label the Human Skeletal System	Models, Charts, Audio visuals.
General Objective 5.0: Understand the respiratory System						

9-11	5.1 Define respiration and respiratory system. 5.2 List the organs of the respiratory system. 5.3 State the functions of the respiratory organs. 5.4 Explain the mechanism of respiration. 5.5 Describe pathophysiology of respiratory disorders.	• Explain respiration. • Explain the organs of the respiratory system. • Explain the functions of the respiratory System. • Explain the mechanism of respiration. • Describe pathophysiology of respiratory disorders. (i.e., Pneumonia, Tuberculosis, Influenza).	Relevant Publications, Audio-visuals (video, compact disc, DVD, Internet), Books etc.	• Identify organs of the respiratory system.	Guide students to: • Identify organs of the respiratory system.	Charts, Models.
General Objective 6.0: Understand lymphatic System						
12-15	6.1 Define lymphatic system. 6.2 List the organs of the lymphatic system. 6.3 State the functions of the lymphatic system. 6.4 Explain composition of lymph. 6.5 Explain the components of the lymphatic system. 6.6 Explain organs associated with lymphatic system. 6.7 Describe	• Explain lymphatic system. • Explain the organs of the lymphatic system. • Explain the functions of the lymphatic system. • Explain composition of lymph. • Explain the components of the lymphatic system. • Explain organs associated with	Relevant Publications, Audio-visuals (video, compact disc, DVD, Internet), Books etc.	• Identify organs of the lymphatic system and their components using charts and models.	Guide students to: • Identify organs of the lymphatic system using charts and models.	Charts, Models, Audio-visuals.

	pathophysiology of lymphatic disorders.	lymphatic system • Describe pathophysiology of lymphatic disorders. (i.e., Lymphatic Filariasis).				
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Course Assessment:

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



FOUNDATION OF DENTAL NURSING I

PROGRAMME: NATIONAL DIPLOMA IN DENTAL NURSING		
COURSE TITLE: FOUNDATION OF DENTAL NURSING I	COURSE CODE: DNP 113	CONTACT HOURS: 3 HOURS/WEEK
	CREDIT UNIT: 3	THEORETICAL: 1 HOUR/WEEK
YEAR: I SEMESTER: I	PRE-REQUISITE:	PRACTICAL: 2 HOURS/WEEK
GOAL: This course is designed to equip the students with the basic knowledge and skills of principles and practice of Dental Nursing care.		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Know the basic concepts and tools relevant to dental nursing practice; 2.0 Understand the principles of assessment, diagnosis and prognosis relevant to dental nursing practice; 3.0 Understand the principles of physical care of clients in dental nursing practice; 4.0 Know the scientific reasoning for basic dental care/ nursing actions; 5.0 Understand the role of community and family in the care of patients with oral health problems; 6.0 Understand communication process in dental nursing care; 7.0 Understand the structure and functions of health care institutions and agencies.		

PROGRAMME: NATIONAL DIPLOMA IN DENTAL NURSING						
COURSE TITLE: FOUNDATION OF DENTAL NURSING			COURSE CODE: DNP 113		CONTACT HOURS: 3 HOURS/WEEK	
			CREDIT UNIT: 3		THEORETICAL: 1 HOUR/WEEK	
YEAR: I SEMESTER: I			PRE-REQUISITE: NIL		PRACTICAL: 2 HOURS/WEEKS	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to equip the students with the basic knowledge and skills of principles and practice of Dental Nursing care.						
GENERAL OBJECTIVE 1.0: Know the basic concepts and tools relevant to dental nursing practice						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher’s Activities	Resources	Specific Learning Outcome	Teacher’s Activities	Resources
1-2	1.1 Define dental nursing. 1.2 Explain the history and evolution of dental nursing. 1.3 Explain the principles of dental nursing. 1.4 Explain ethics of dental nursing practice. 1.5 Describe a dental nurse. 1.6 Explain the qualities of a good dental nurse. 1.7 Describe clients’ needs. 1.8 Describe relevant tools used in dental nursing. 1.9 Explain the categories of tools used in dental nursing.	• Explain dental nursing. • Discuss the history and evolution of dental nursing. • Describe the principles of dental nursing. • Discuss ethics of dental nursing practice. • Describe a dental nurse. • Describe the qualities of a good dental nurse. • Describe clients’ needs. • Discuss relevant	Projector, Public addressing system, Whiteboard/ Marker, Computer system etc.	• Identify relevant tools in dental nursing. • Draw relevant tools in dental nursing. • Identify the relevant tools in dental nursing practice. • Categorize the relevant tools in dental nursing practice.	Guide students to: • Identify relevant tools in dental nursing. • Draw relevant tools in dental nursing. • Categorize relevant tools in dental nursing practice.	Vital signs equipment, Examination sets.

		tools used in dental nursing. • Discuss the categories of tools used in dental nursing.				
General Objective 2.0: Understand the principles of assessment, diagnosis and prognosis relevant to dental nursing practice						
3-5	2.1 Define the terms assessment, diagnosis, and prognosis in relation to dental practice. 2.2 Explain the importance of patient assessment in dental nursing. 2.3 Outline the different stages involved in the assessment of a dental patient. 2.4 Explain the information obtained during a patient's medical and dental history. 2.5 Describe common methods used by the dental team to assess oral health. 2.6 Discuss the role of the dental nurse during patient assessment and examination. 2.7 Describe differences	• Explain the terms assessment, diagnosis, and prognosis in relation to dental practice. • Describe the importance of patient assessment in dental nursing. • Highlight the different stages involved in the assessment of a dental patient. • Explain the information obtained during a patient's medical and dental history. • Describe common methods used by the dental team to assess oral health. • Discuss the role of the dental nurse	Projector, Public addressing system, Whiteboard/Marker, Computer system etc.	• Carry out hierarchal steps of assessment for dental patient. • Document assessment finding. • Communicate assessment finding to patient. • Demonstrate appropriate support for the patient before, during, and after dental assessment. • Role play consent acquiring for assessment.	Guide students to: • Carry out hierarchal steps of assessment for dental patient. • Document assessment finding. • Communicate assessment finding to patient. • Demonstrate appropriate support for the patient before, during, and after dental assessment. • Conduct role play consent acquiring for assessment.	Vital signs tools, Mannequin Models, Audio/visuals, Assessment forms, Consent forms.

	between clinical signs and symptoms of common oral conditions. 2.8 Discuss the meaning and purpose of diagnosis in dental practice. 2.9 Explain the role of the dentist and other members of the dental team in making a diagnosis. 2.10 Explain prognosis and the factors that may influence it. 2.11 Describe factors that can affect the prognosis of common dental conditions. 2.12 Highlight the importance of accurate documentation and communication of assessment findings. 2.13 Describe appropriate support for the patient before, during, and after dental assessment. 2.14 Describe the limits of the dental nurse's role in assessment, diagnosis, and prognosis. 2.15 Explain the importance	during patient assessment and examination. • Describe Differences between clinical signs and symptoms of common oral conditions. • Discuss the meaning and purpose of diagnosis in dental practice. • Explain the role of the dentist and other members of the dental team in making a diagnosis. • Explain prognosis and the factors that may influence it. • Describe factors that can affect the prognosis of common dental conditions. • Highlight the importance of accurate documentation and communication of assessment findings.				
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	of maintaining patient confidentiality and obtaining appropriate consent during assessment.	- Describe appropriate support for the patient before, during, and after dental assessment. - Describe the limits of the dental nurse's role in assessment, diagnosis, and prognosis. - Explain the importance of maintaining patient confidentiality and obtaining appropriate consent during assessment.				
General Objective 3.0: Understand the principles of physical care of clients in dental nursing practice						
6-8	3.1 Explain physical care of patients/clients. 3.2 Explain oral care in dental nursing. 3.3 Describe the procedures for the reception, admission, referral and discharge of dental patients. 3.4 Explain Pressure areas and pressure sores, and factors responsible for	- Describe physical care of patients/clients. - Describe oral care in dental nursing. - Explain the procedures for the reception, admission, referral and discharge of dental patients. - Discuss Pressure	Projector, Public addressing system, Whiteboard/Marker, Computer system etc.	- Demonstrate the processes involved in the treatment of pressure areas and sores. - Make occupied and unoccupied bed. - Identify bed accessories. - Carry out physical care and rehabilitation of a	Guide students to: - Demonstrate the processes involved in the treatment of pressure areas and sores. - Make occupied and unoccupied bed. - Identify bed	Bed Mannequin, Bed linen, Bed pan, Trolley, Foot board, Oxygen cylinder, Bed rails, Brush, Gauze, Sputum

	pressure sores. 3.5 Describe the process involved in the treatment of pressure areas and sores, and its prevention. 3.6 Define bed making and its requirements. 3.7 Categorize types of beds under the heading: cots, occupied bed, unoccupied bed, special bed etc. 3.8 Explain the principles governing bed making. 3.9 Define bed accessories. 3.10 List bed accessories commonly required in the hospitals. 3.11 Describe procedures for care of bed accessories. 3.12 Explain the process of physical rehabilitation of a patient to include positioning, active and passive exercises, etc.	areas and pressure sores, and factors responsible for pressure sores. • Explain the process involved in the treatment of pressure areas and sores, and its prevention. • Explain bed making and its requirements. • Enumerate types of beds under the heading: cots, occupied bed, unoccupied bed, special bed etc. • Discuss the principles governing bed making. • Explain bed accessories. • Identify bed accessories commonly used in hospital settings and its uses. • Explain procedures for care of bed accessories. • Discuss the process		patient. • Carry out oral care for patient by: - Preparation of instrument - Check color of lip and dryness, saliva production - Examination of oral cavity.	accessories. • Carry out physical care and rehabilitation of a patient.	bowl, Wooden spatula, Tweezer, Petroleum jelly, Tooth paste etc
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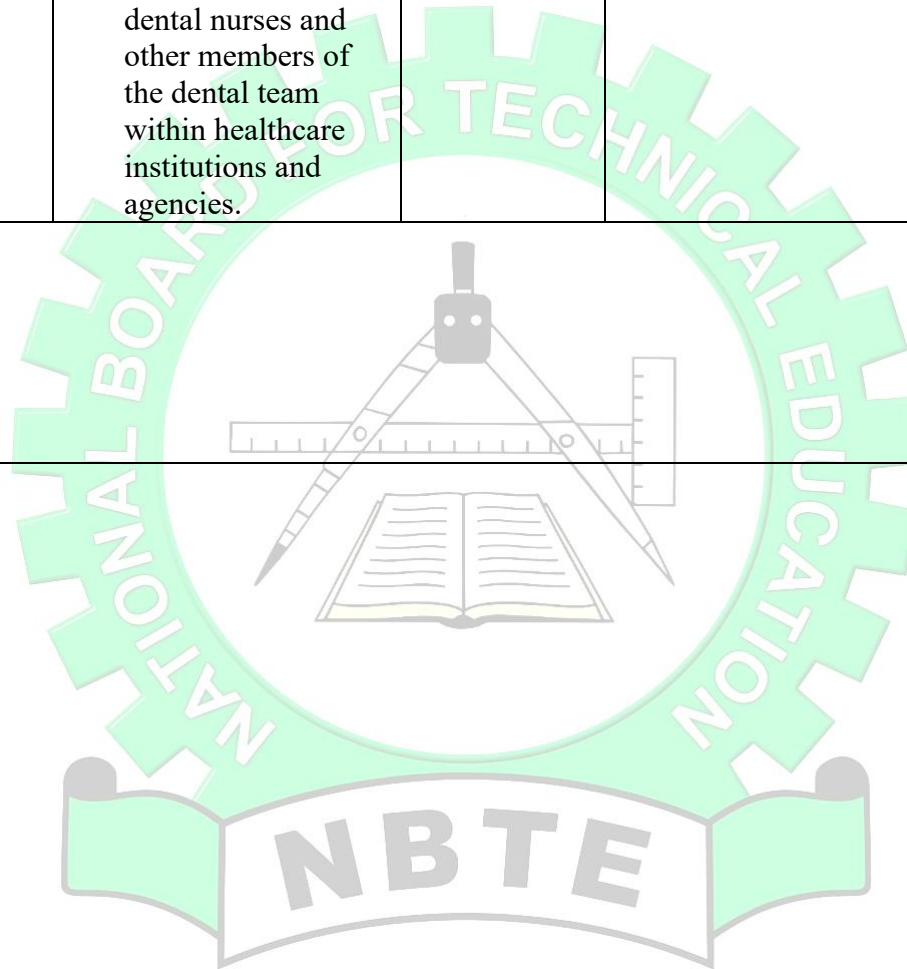
		of physical rehabilitation of a patient to include positioning, active and passive exercises, etc.				
General Objective 4.0: Know the scientific reasoning for basic dental care/ nursing actions						
9	4.1 Explain scientific rationale for dental nursing actions. 4.2 Describe the components of dental nursing process (planning, assessment/ diagnosis, implementation and evaluation). 4.3 Describe problem solving techniques applied in dental nursing practice. 4.4 Explain the theories of needs. 4.5 State the rules guiding the decision of a nurse before putting up a treatment plan.	• Describe scientific rationale for dental nursing actions. • Explain the components of dental nursing process (planning, assessment/ diagnosis, implementation and evaluation). • Explain problem solving techniques applied in Dental Nursing practice: • Explain the theories of needs. • Outline the rules guiding the decision of a nurse before putting up a treatment plan.	Projector, Public addressing system, Whiteboard/ Marker, Computer system etc.			
General Objective 5.0: Understand the role of community and family in the care of patients with oral health problems.						

10-12	5.1 Define community and family in relation to oral healthcare. 5.2 Explain the importance of family involvement in maintaining good oral health. 5.3 Describe common oral health problems affecting individuals and families in the community. 5.4 Describe the role of parents and caregivers in promoting good oral hygiene practices. 5.5 Explain the influence of family habits and lifestyle on oral health and the impacts of community health workers. 5.6 Describe factors that can contribute to good or poor oral health (Socio economic, environmental, cultural etc). 5.7 Describe methods and importance of oral health education and promotion within the family and community (nutrition,	• Explain community and family in relation to oral healthcare. • Explain the importance of family involvement in maintaining good oral health. • Highlight common oral health problems affecting individuals and families in the community. • Describe the role of parents and caregivers in promoting good oral hygiene practices. • Explain the influence of family habits and lifestyle on oral health and the impacts of community health workers. • Discuss factors that can contribute to good or poor oral health (Socio economic, environmental,	Projector, Public addressing system, Whiteboard/ Marker, Computer system etc.	• Carry out oral health education and promotion. • Identify factors that can contribute to good or poor oral health.	Guide students to: • Carry out oral health education and promotion. • Identify factors that can contribute to good or poor oral health.	Public addressing system, Models.
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	lifestyle modification etc). 5.8 Describe the role of schools, community organizations, and other institutions in oral health promotion. 5.9 Explain appropriate communication when providing oral health education to patients, families, and community members. 5.10 Explain the role of the dental nurse in supporting community and family-based oral health promotion.	• Discuss methods and importance of oral health education and promotion within the family and community (nutrition, lifestyle modification etc). • Describe the role of schools, community organizations, and other institutions in oral health promotion. • Describe appropriate communication when providing oral health education to patients, families, and community members. • Discuss the role of the dental nurse in supporting community and family-based oral health promotion.				
General Objective 6.0: Understand Communication process in dental nursing care.						
13	6.1 Explain communication in dental nursing.	• Discuss communication in dental nursing.	Projector, Public	• Demonstrate good communication skills expected of	Guide students to: • Demonstrate	Public addressing

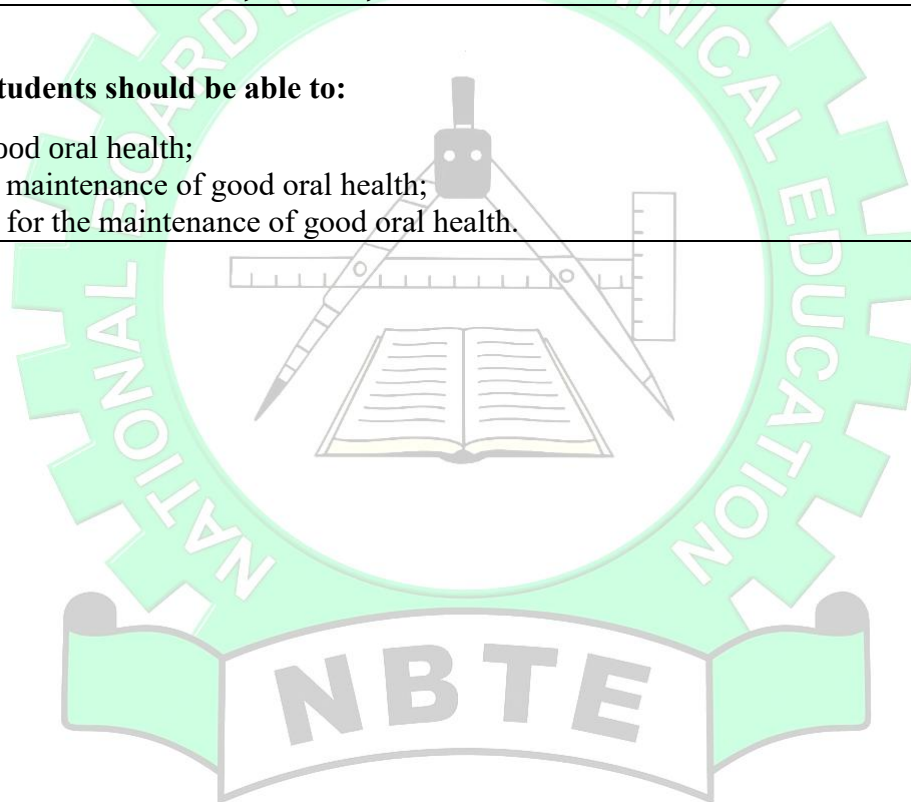
	6.2 Describe types of communication in dental nursing practice. 6.3 Explain the importance of communication in dental nursing practice.	- Explain types of communication in dental nursing practice. - Discuss the importance of communication in dental nursing practice.	addressing system, Whiteboard/Marker, Computer system etc.	dental nurses.	good communication skills expected of dental nurses.	system, Flip charts, Audio visuals, Pictorials, Charts, Video clips.
General Objective 7.0: Understand the structure and functions of health care institutions and agencies						
14-15	7.1 Describe the different types of healthcare institutions and agencies involved in the provision of dental and general healthcare services. 7.2 Describe the organizational structure and administrative hierarchy of all levels of healthcare institutions and agencies. 7.3 Explain the functions and responsibilities of major departments, units, and healthcare professionals within healthcare institutions. 7.4 Explain the role of dental nurses and other	- Explain the different types of healthcare institutions and agencies involved in the provision of dental and general healthcare services. - Explain the organizational structure and administrative hierarchy of all levels of healthcare institutions and agencies. - Discuss the functions and responsibilities of major departments, units, and healthcare professionals within	Projector, Public addressing system, Whiteboard/Marker, Computer system etc.			

	members of the dental team within healthcare institutions and agencies.	healthcare institutions. • Discuss the role of dental nurses and other members of the dental team within healthcare institutions and agencies.				
Course Assessment: Course work: 10% Test/Assignment: 10% Practical: 40% Examination: 40% Total: 100%						



ORAL HEALTH EDUCATION I

PROGRAMME: NATIONAL DIPLOMA IN DENTAL NURSING		
COURSE TITLE: ORAL HEALTH EDUCATION I	COURSE CODE: DNP 114	CONTACT HOURS: 2 HOURS/WEEK
	CREDIT UNIT: 2	THEORETICAL: 1 HOUR/WEEK
YEAR: I SEMESTER: I	PRE-REQUISITE: NIL	PRACTICAL: 1 HOUR/WEEK
GOAL: This course is designed to equip students with the knowledge and skills to promote good oral health, prevent oral diseases, and provide effective oral health education to individuals, families, and communities.		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Understand the importance of good oral health; 2.0 Know the materials required for maintenance of good oral health; 3.0 Know the correct diet necessary for the maintenance of good oral health.		

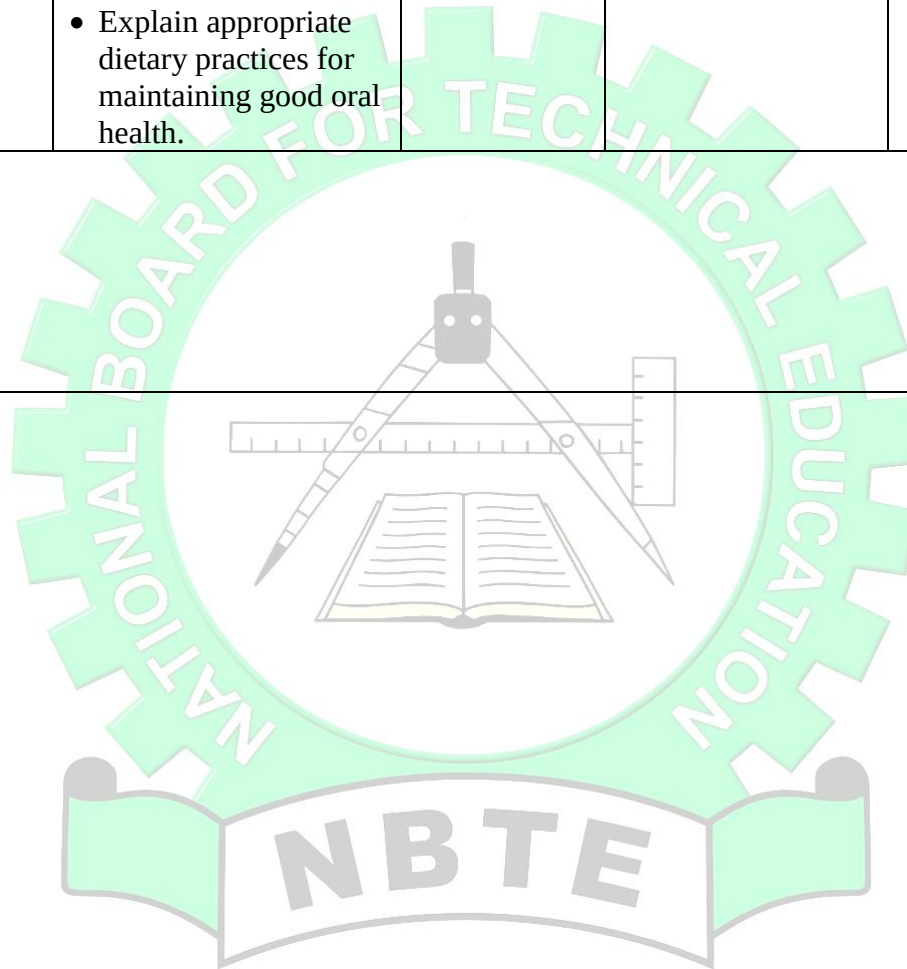


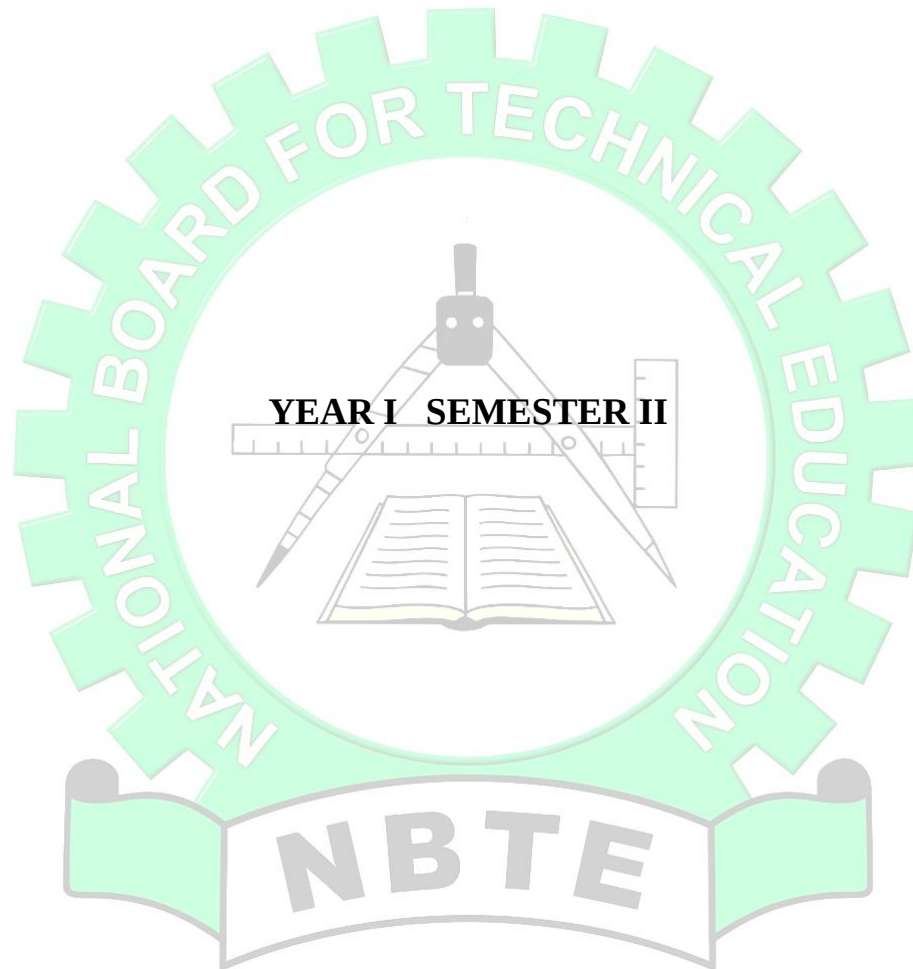
PROGRAMME: NATIONAL DIPLOMA IN DENTAL NURSING						
COURSE TITLE: ORAL HEALTH EDUCATION			COURSE CODE: DNP 114		CONTACT HOURS: 2 HOURS/WEEK	
			CREDIT UNIT: 2		THEORETICAL: 1 HOUR/WEEK	
YEAR: I SEMESTER: I			PRE-REQUISITE: NIL		PRACTICAL: 1 HOUR/WEEK	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to equip students with the knowledge and skills to promote good oral health, prevent oral diseases, and provide effective oral health education to individuals, families, and communities						
GENERAL OBJECTIVE 1.0: Understand the importance of good oral health						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher’s Activities	Resources	Specific Learning Outcome	Teacher’s Activities	Resources
1-5	1.1 Define health. 1.2 Explain oral health and oral hygiene. 1.3 Explain the importance of good oral health to general health and wellbeing. 1.4 List the health risks associated with poor oral health. 1.5 Describe common oral diseases associated with poor oral health. 1.6 Explain the role of preventive oral health practices. 1.7 State the relationship between oral and general health. 1.8 Describe the structures in	• Explain health. • Describe oral health and oral hygiene. • Discuss the importance of good oral health to general health and wellbeing. • State the health risks associated with poor oral health. • Explain common oral diseases associated with poor oral health. • Discuss the role of preventive oral health practices. • Outline the relationship between oral and general health.	White Board/ Markers, Textbooks, Projector etc.	• Demonstrate proper tooth-brushing techniques using a dental model/typodont. • Demonstrate proper flossing/interdental cleaning techniques. • Examine a dental model. • Identify signs of good and poor oral hygiene. • Demonstrate how to give a basic oral health education talk to	Guide students to: • Demonstrate proper tooth-brushing techniques using a dental model/typodont. • Demonstrate proper flossing/interdental cleaning techniques. • Examine a dental model. • Identify signs of good and poor oral hygiene. • Demonstrate how to give a basic oral health	Dental models/ typodonts, Toothbrushes, Toothpaste, Dental floss/interdental brushes, Mouth mirrors and basic examination instruments, Oral health education posters and charts, Oral hygiene demonstration, Videos, PPE.

	the mouth that can aid maintenance of good oral health.	Explain the structures in the mouth that can aid maintenance of good oral health.		a patient.	education talk to a patient.	
General Objective 2.0: Know the materials required for maintenance of good oral health.						
6-10	2.1 Describe materials used for maintaining good oral hygiene. 2.2 Differentiate between various oral hygiene materials and their appropriate uses. 2.3 Explain the importance of fluoride in toothpaste. 2.4 Describe a good toothbrush and its types. 2.5 Outline the various tooth brushings techniques. 2.6 Explain the advantages and disadvantages of each brushing techniques. 2.7 Describe Brushing techniques. 2.8 Describe the composition of toothpaste. 2.9 Outline the various types of chewing sticks. 2.10 Explain advantages and disadvantages of the chewing sticks on the teeth and the gingivae.	- Explain materials used for maintaining good oral hygiene. - Differentiate between various oral hygiene materials and their appropriate uses. - Discuss the importance of fluoride in toothpaste. - Describe a good toothbrush and its types. - Enumerate the various tooth brushings techniques. - Discuss the advantages and disadvantages of each brushing techniques. - Explain Brushing techniques. - Discuss the composition of toothpaste.	White Board/ Markers, Textbooks, Projector etc.	- Identify toothbrushes, toothpaste, dental floss, interdental brushes, and other oral hygiene aids. - Demonstrate the correct use of different oral hygiene materials. - Select appropriate oral hygiene aids for given patient scenarios. - Demonstrate the cleaning, care, and storage of oral hygiene materials.	Guide students to: - Identify toothbrushes, toothpaste, dental floss, interdental brushes, and other oral hygiene aids. - Demonstrate the correct use of different oral hygiene materials. - Select appropriate oral hygiene aids for given patient scenarios. - Demonstrate the cleaning, care, and storage of oral hygiene materials.	Different types of toothbrushes, Fluoride and non-fluoride toothpaste samples, Dental floss and interdental brushes, Mouthwash samples, Tongue cleaners, Denture cleaning materials, where applicable, Dental models/ typodonts, Demonstration charts and patient education leaflets.

		- Outline the various types of chewing sticks. - Discuss advantages and disadvantages of the chewing sticks on the teeth and the gingivae.				
General Objective 3.0: Know the correct diet necessary for the maintenance of good oral health						
11-15	3.1 Define diet. 3.2 State the components of balanced diet. 3.3 Explain the importance of diet to general health. 3.4 List the food necessary for good oral health. 3.5 Describe the effect of food in the formation of caries and periodontitis. 3.6 Describe foods and drinks that may increase the risk of dental caries. 3.7 Explain the relationship between diet, oral hygiene, and dental caries. 3.8 Explain self-cleansing foods. 3.9 Discuss examples of self-cleansing foods. 3.10 Discuss appropriate dietary practices for	- Explain diet. - List the components of balanced diet. - Discuss the importance of diet to general health. - State the food necessary for good oral health. - Explain the effect of food in the formation of caries and periodontitis. - Describe foods and drinks that may increase the risk of dental caries. - Discuss the relationship between diet, oral hygiene, and dental caries. - Explain self-cleansing	White Board, Markers, Projector, Textbooks etc.	- Identify foods and drinks according to their potential effects on oral health. - Examine sample food labels and identify sources of added sugars. - Develop a simple oral-health-friendly daily meal plan. - Demonstrate how to provide dietary advice for prevention of dental caries. - Conduct a short dietary counselling session using a	Guide students to: - Identify foods and drinks according to their potential effects on oral health. - Examine sample food labels and identify sources of added sugars. - Develop a simple oral-health-friendly daily meal plan. - Demonstrate how to provide dietary advice for prevention of dental caries. - Conduct a short dietary counselling	Food and drink samples or pictures, Food packaging and nutrition labels, Sugar-content demonstration materials, Dietary assessment/food diary forms, Oral health diet charts/posters, Sample meal-planning templates, Patient education leaflets.

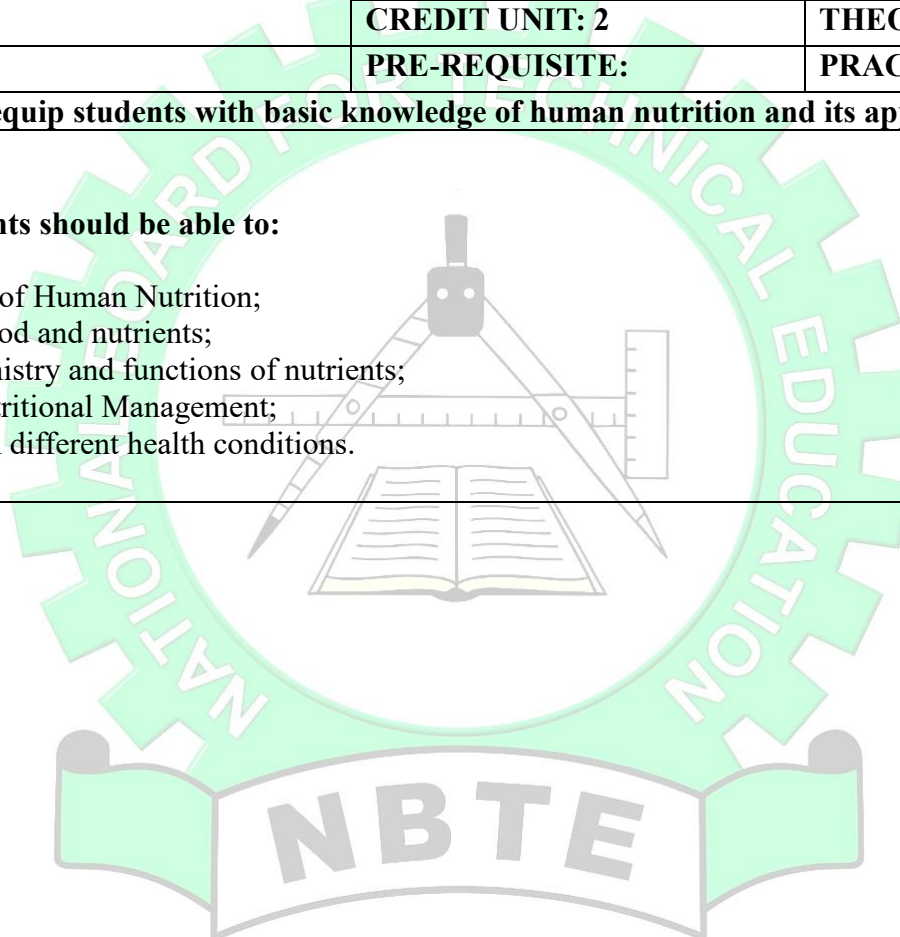
	maintaining good oral health.	foods. • Discuss examples of self-cleansing foods. • Explain appropriate dietary practices for maintaining good oral health.		sample patient scenario.	session using a sample patient scenario.	
Course Assessment: Course work: 10% Test/Assignment: 10% Practical: 40% Examination: 40% Total: 100%						





HUMAN NUTRITION

PROGRAMME: NATIONAL DIPLOMA IN DENTAL NURSING		
COURSE TITLE: HUMAN NUTRITION	COURSE CODE: DNP 121	CONTACT HOURS: 2 HOURS/WEEK
	CREDIT UNIT: 2	THEORETICAL: 1 HOUR/WEEK
YEAR: I SEMESTER: II	PRE-REQUISITE:	PRACTICAL: 1 HOUR/WEEK
GOAL: This course is designed to equip students with basic knowledge of human nutrition and its application to nursing care.		
GENERAL OBJECTIVES: At the end of this course, the students should be able to: 1.0 Understand the fundamentals of Human Nutrition; 2.0 Understand man's need for food and nutrients; 3.0 Know the sources, basic chemistry and functions of nutrients; 4.0 Understand the aspects of Nutritional Management; 5.0 Understand the role of food in different health conditions.		



PROGRAMME: NATIONAL DIPLOMA IN DENTAL NURSING						
COURSE TITLE: HUMAN NUTRITION			COURSE CODE: DNP 121		CONTACT HOURS: 2 HOURS/WEEK	
			CREDIT UNIT: 2		THEORETICAL: 1 HOUR/WEEK	
YEAR: I SEMESTER: II			PRE-REQUISITE:		PRACTICAL: 1 HOUR/WEEK	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to equip students with basic knowledge of human nutrition and its application to nursing care.						
GENERAL OBJECTIVE 1.0: Understand the fundamentals of Human Nutrition						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher’s Activities	Resources	Specific Learning Outcome	Teacher’s Activities	Resources
1-3	1.1 Define the following terms: i. Nutrition; ii. Food; iii. Nutrients; iv. Nutritionist; v. Nutritional care; vi. Nutrition education 1.2 Outline the history of nutrition. 1.3 Classify foods in terms of their constituents and nutrients. 1.4 Explain digestion, absorption and utilization of nutrients. 1.5 Enumerate the roles of a nurse in the promotion of good nutrition in the hospital and community. 1.6 Explain the roles of	• Explain the following terms - Nutrition - Food - Nutrients - Nutritionist - Nutritional care - Nutrition education • Discuss the history of nutrition. • Classify foods in terms of their constituents and nutrients. • Describe digestion, absorption and utilization of nutrients. • Discuss the roles of	Text books, Charts, White board, marker, Multimedia, Projector/ Laptops, Compact disk showing the various aspects of Nutrition etc.			

	professional bodies in the field of Nutrition. 1.7 Explain the importance of nutrition education at primary, secondary and tertiary health care levels.	a nurse in the promotion of good nutrition in the hospital and community. - Describe the roles of professional bodies in the field of Nutrition. - Discuss the importance of nutrition education at primary, secondary and tertiary health care levels.				
General Objective 2.0: Understand man's need for food and nutrients						
4-6	2.1 State the need for food and nutrients. 2.2 Describe an adequate diet. 2.3 Describe the metabolism of nutrients in terms of: - Metabolic rate - Body Mass Index (BMI) etc. 2.4 Outline how to modify nutritional intake to meet special needs of all age groups. 2.5 Explain the effect of nutrition on growth and	- Outline the need for food and nutrients. - Explain an adequate diet. - Explain the metabolism of nutrients in terms of: - Metabolic rate - Body Mass Index (BMI) etc. - Outline how to modify nutritional intake to meet special needs of all	Text books, Charts, White board, marker, Multimedia, Projector/ Laptops, Compact disk showing the various aspects of Nutrition etc.	Monitor the effect of nutrition on the growth and development of human beings over a period of time.	Guide students to: Monitor the effect of nutrition on the growth and development of human beings over a period of time.	Weighing scale, Growth monitoring chart, Shakers strip.

	development. 2.6 Describe how to monitor the effects of nutrition on growth/development. 2.7 Explain the factors that affect nutrition, food selection and habits e.g. - Body needs; - Culture and ethnic factors (food taboos, myths and fads); - Religion; - Socio-economic status; - Availability of food; - Geographical Factors; - Health status. 2.8 Explain the inter relationship of the factors listed in 2.7 above:	age groups. - Discuss the effect of nutrition on growth and development. - Explain how to monitor the effects of nutrition on growth/development. - Discuss the factors that affect nutrition, Food selection and habits e.g. - Body needs - Culture and ethnic factors (food taboos, myths and fads). - Religion - Socio-economic status - Availability of food - Geographical factors - Health status. - Discuss the inter relationship of the factors listed in 2.7 above:				
General Objective 3.0: Know the sources, basic chemistry and functions of nutrients						

7-10	3.1 Define carbohydrates, proteins, fats/ oil, water, minerals and vitamins. 3.2 Classify carbohydrates into i.e. i. Mono-saccharides; ii. Disaccharides and; iii. Polysaccharides. 3.3 Describe carbohydrates namely: Glucose, fructose, sucrose, cellulose etc. under the following headings: Structure, Functions, Food sources, 3.4 Classify proteins into animal, plant, origin, types giving examples of each. 3.5 Explain proteins under the following headings: Structure Amino acid contents, Functions, Protein qualities, Protein balance. 3.6 Classify fats and oils into saturated and unsaturated, giving examples of each. 3.7 Explain fat and oil under the following headings: Structure, Essential fatty	• Explain carbohydrates, proteins, fats/ oil, water, minerals and vitamins. • Categorise carbohydrates into i.e. - Mono-saccharides, - Disaccharides and - Polysaccharides • Explain carbohydrates namely: glucose, fructose, sucrose, cellulose etc. under the following headings: - Structure - Functions - Food sources • Itemize proteins into animal, plant, origin, types giving examples of each. • Describe proteins under the following headings: - Structure - Amino acid contents - Functions - Protein qualities - Protein balance	Charts, Films, Books, Slides, Multimedia, Projector/Lap tops, White board/ marker etc.	• Demonstrate purification of water using various methods. • Prepare different classes of foods listed in 3.1-3.14.	Guide students to: • Demonstrate purification of water using various methods. • Prepare different classes of foods listed in 3.1-3.14.	Samples of protein, Carbohydrate, Fats/oil foods Samples of foods containing vitamins and minerals, Water, Sample of well water and tap water, Water test kit.
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	acid, Functions, Food sources and give examples of each. 3.8 Classify and give examples of minerals under the following headings: - Minor Elements; - Major Elements; - Trace Elements. 3.9 Describe minerals under the following headings: - Chemical structure; - Functions; - Food sources. 3.10 Classify Vitamins under the following headings: - Fat soluble vitamins; - Water soluble vitamins; - Substance with vitamin-like properties. 3.11 Explain Vitamins under the following headings: - Structure; - Function; - Food sources. 3.12 Classify Water under the following headings: - Hard water; - Soft water; - Spring water; - Aerated water.	- Classify fats and oils into saturated and unsaturated, given examples of each. - Discuss fat and oil under the following headings: - Structure - Essential fatty acid - Functions - Food sources and give examples of each. - Classify and give examples of minerals under the following headings: - Minor Elements - Major Elements - Trace Elements - Explain minerals under the following headings: - Chemical structure - Functions - Food sources - Classify Vitamins under the following headings: - Fat soluble vitamins				
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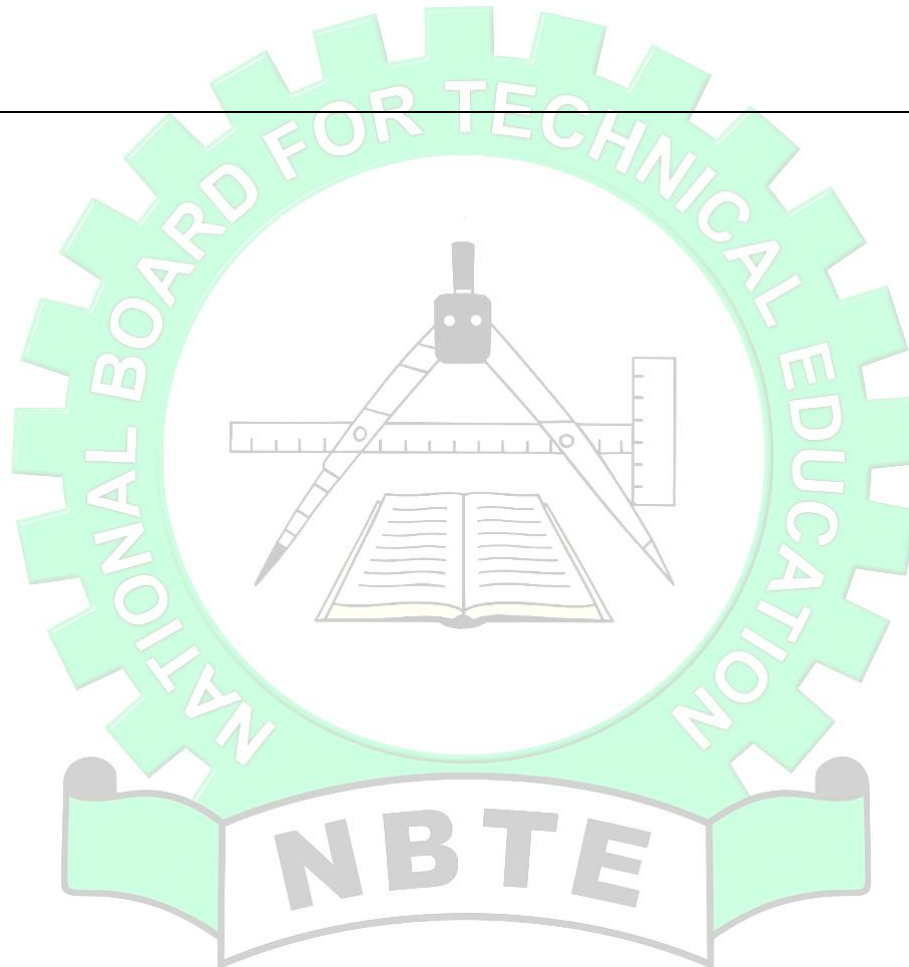
	3.13 Explain Water under the following headings: - Structure; - Functions; - Water balance. 3.14 Differentiate between well water and tap water.	- Water soluble vitamins - Substance with vitamin-like properties • Discuss Vitamins under the following headings: - Structure - Function - Food sources • Classify Water under the following headings: - Hard water - Soft water - Spring water - Aerated water • Discuss Water under the following headings: - Structure - Functions - Water balance • Differentiate between well water and tap water.				
General Objective 4.0: Understand the aspects of nutritional management						
11-13	4.1 List sources of food. 4.2 Explain the distribution of food, price and effect of consumption on	• State sources of food • Discuss the distribution of food, price and effect of	Charts, Films, Books, Slides,	• Prepare a budget and menu for a family. • Purchase food for a family.	Guide students to: • Prepare budget menu. • Plan menu.	Sample of an adequate diet chart, Samples of

	individuals and families. 4.3 Explain the following: i. Budgeting; ii. Menu planning; iii. Purchasing of food 4.4 Describe food production. 4.5 Outline the different methods of food preservation and storage. 4.6 Explain the need for proper handling of food to prevent food poisoning. 4.7 Explain the importance of education and supervision of food handlers/ peddlers at homes, hospitals, schools and public places. 4.8 Describe how to plan an adequate diet. 4.9 Explain the roles of government, organization communities and families in food supply, preservation and intake.	consumption on individuals and families. • Explain the following: - Budgeting - Menu planning - Purchasing of food • Explain food production. • Outline the different methods of food preservation and storage. • Discuss the need for proper handling of food to prevent food poisoning. • Discuss the importance of education and supervision of food handlers/ peddlers at homes, hospitals, schools and public places. • Explain how to plan an adequate diet. • Discuss the roles of government, organisation, communities and	Multimedia, Projector/Lap tops, White board/ marker etc.	• Reserve a named food. • Plan an adequate diet for individual and families. • Prepare a named food.	• Purchase food for a family. • Produce a named food. • Preserve a named food. • Store a named food. • Plan an adequate diet for individual and families. • Prepare a named food.	different food stuffs and water, Other ingredients, Cooking utensils, Refrigerator , Cooker/ stove.
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		families in food supply, preservation and intake.				
General Objective 5.0: Understand the role of food in different health conditions						
14-15	5.1 Describe the relationship between Nutrition and Health. 5.2 List common nutrition related diseases e.g. i. Protein - energy malnutrition (kwashiorkor/ marasmus) ii. Scurvy iii. Rickets etc. 5.3 Explain the causes of the diseases listed in 5.2 above. 5.4 Explain the preventive measures against the occurrence of the diseases listed in 5.2 above	• Explain the relationship between Nutrition and Health. • Enumerate common nutrition related diseases e.g. - Protein - energy malnutrition (kwashiorkor/ marasmus) - Scurvy - Rickets etc. • Discuss the causes of the diseases listed in 5.2 above. • Describe the preventive measures against the occurrence of the diseases listed in 5.2 above	Charts, Films, Books, Slides, Multimedia projector/Lap tops, White board/ marker			

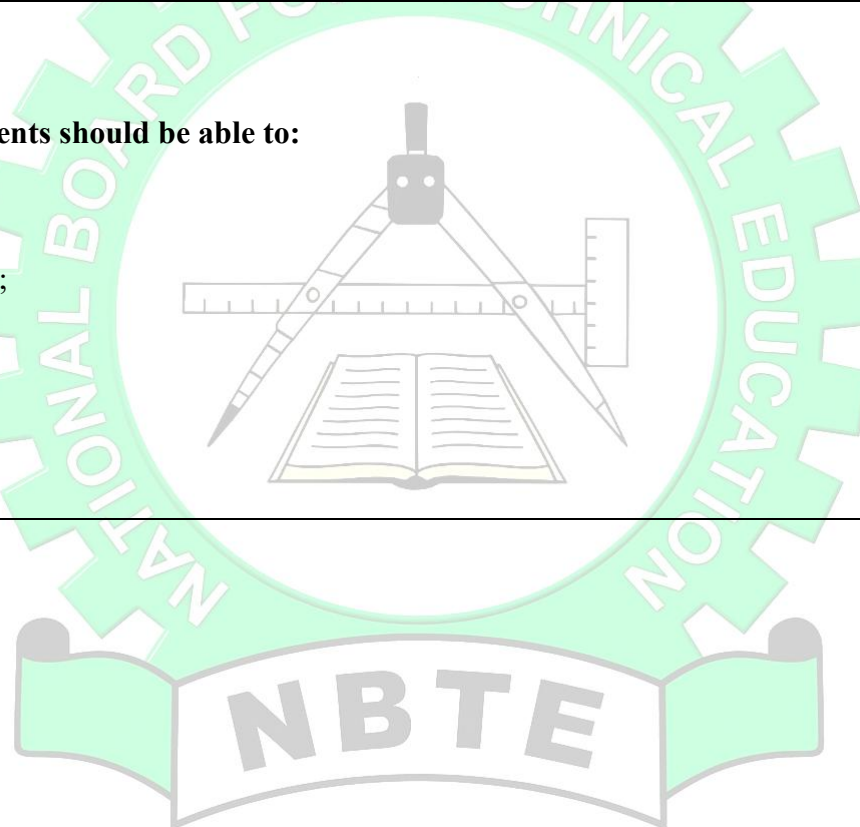
Course Assessment:

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



HUMAN ANATOMY AND PHYSIOLOGY II

PROGRAMME: NATIONAL DIPLOMA IN DENTAL NURSING		
COURSE: HUMAN ANATOMY AND PHYSIOLOGY II	COURSE CODE: DNP 122	CONTACT HOURS: 2 HOURS/WEEK
	CREDIT UNIT: 2	THEORETICAL: 1 HOUR/WEEK
YEAR: I SEMESTER: II	PRE-REQUISITE: DNP 112	PRACTICAL: 1 HOUR/WEEK
GOAL: This course is designed to equip students with knowledge and skills on human anatomy and physiology		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Understand the Digestive System; 2.0 Understand the Urinary System; 3.0 Understand the Reproductive system; 4.0 Understand the Endocrine system; 5.0 Understand the muscular system; 6.0 Understand integumentary system; 7.0 Understand the nervous system; 8.0 Understand the sense organs.		



PROGRAMME: NATIONAL DIPLOMA IN DENTAL NURSING						
COURSE: ANATOMY AND PHYSIOLOGY II			COURSE CODE: DNP 122		CONTACT HOURS: 2 HOURS/WEEK	
			CREDIT UNIT: 2HRS		THEORETICAL: 1 HOUR/WEEK	
YEAR: I SEMESTER: II			PRE-REQUISITE:		PRACTICAL: 1 HOUR/WEEK	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to equip students with knowledge and skills on human anatomy and physiology						
General Objective 1.0: Understand the Digestive System						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher’s Activities	Resources	Specific Learning Outcome	Teacher’s Activities	Resources
1-2	1.1 Define the digestive system. 1.2 Describe the organs of the digestive system. 1.3 State the functions of the digestive system e.g., ingestions, propulsion, mastication, Absorption, Elimination etc. 1.4 Describe the mechanism of food digestion and absorption with associated enzymes. 1.5 Describe pathophysiology of digestive disorders.	• Explain the digestive system. • Explain the organs of the digestive system. • Outline the functions of the system, e.g. Absorption, Elimination etc. • Discuss the mechanism of food digestion and absorption with associated enzymes. • Discuss pathophysiology of digestive disorders (i.e., Gastro enteritis, Colitis, cholera).	Text books, Anatomical models, Charts, Projectors, White Board, Posters etc.	• Identify organs in digestive system.	Guide students to: • Identify organs in digestive system.	Anatomical charts and models, Posters.

General Objective 2.0: Understand the Urinary System						
3-4	2.1 Define the urinary system. 2.2 Describe the functional anatomy of the urinary system. 2.3 Describe pathophysiology of urinary tract disorder.	- Explain the urinary system. - Discuss the functional anatomy of the urinary System. - Explain pathophysiology of urinary tract disorders [i.e., Urinary Tract Infection (UTI)].	Audio-Visual, Charts, Textbooks, Anatomical models, Posters etc.	Identify organs in urinary system.	Guide students to: Identify organs in urinary system.	Anatomical charts and models, Posters etc.
General Objective 3.0: Understand the Reproductive system						
5-6	3.1 Define the Reproductive system. 3.2 Describe the functional anatomy of the male and female reproductive systems. 3.3 Describe pathophysiology of the male and female reproductive system disorders.	- Define the Reproductive system. - Discuss the functional anatomy of the male and female reproductive systems. - Explain pathophysiology of the male and female reproductive system disorders i.e., Sexually Transmitted Infections (STIs).	Audio-Visual, Charts Textbooks, Anatomical models, Posters etc.	Identify organs in the male and female reproductive systems.	Guide students to: Identify organs in the male and female reproductive systems.	Anatomical charts and models, Posters.
General Objective 4.0: Understand the Endocrine System						
7-8	4.1 Define the endocrine system. 4.2 Describe the	- Explain the endocrine system. - Discuss the functional	Audio-Visual, Charts, Textbooks, Anatomical	Identify organs in endocrine system.	Guide students to: Identify organs in endocrine system.	Anatomical charts and models, Posters.

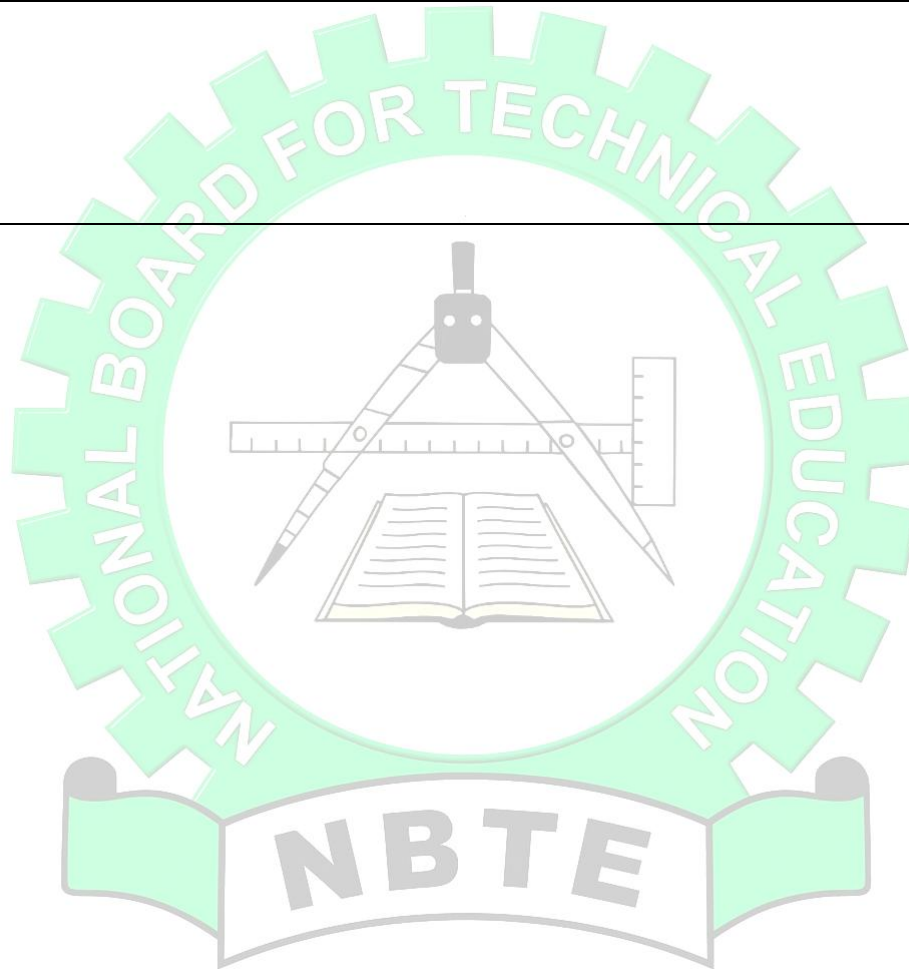
	functional anatomy of the endocrine systems. 4.3 Differentiate between endocrine and exocrine gland with examples. 4.4 Describe pathophysiology of the endocrine system disorders.	anatomy of the endocrine systems. • Distinguish between endocrine and exocrine gland with examples. • Explain pathophysiology of the endocrine system disorders.	models, Posters etc.			
General Objective 5.0: Understand the muscular System						
9-10	5.1 Define muscular system. 5.2 Describe the functional anatomy of the muscular systems. 5.3 Describe pathophysiology of the muscular system disorders.	• Explain muscular system. • Discuss the functional anatomy of the muscular systems. • Explain pathophysiology of the muscular system disorders (i.e., infectious myositis).	Audio-Visual, Charts, Textbooks, Anatomical models, Posters etc.	• Identify organs in muscular system.	Guide students to: • Identify organs in muscular system.	Anatomical charts and models, Posters.
General Objective 6.0: Understand the integumentary System						
11-12	6.1 Define the integumentary system.	• Explain the integumentary system.	Audio-Visual, Charts, Textbooks,	• Identify organs in integumentary system.	Guide students to: • Identify organs in integumentary	Anatomical charts and models, Posters.

	6.2 Describe the functional anatomy of the integumentary systems. 6.3 Describe pathophysiology of the integumentary system disorders.	- Discuss the functional anatomy of the integumentary systems. - Explain pathophysiology of the integumentary system disorders.	Anatomical models, Posters etc.		system.	
General Objective 7.0: Understand the nervous System						
13-14	7.1 Define the nervous system. 7.2 Describe the functional anatomy of the nervous systems. 7.3 Describe pathophysiology of the nervous system disorders.	- Explain the nervous system. - Discuss the functional anatomy of the nervous systems. - Discuss pathophysiology of the nervous system disorders (i.e., meningitis).	Audio-Visual, Charts, Textbooks, Anatomical models, Posters etc.	Identify organs in nervous system.	Guide students to: Identify organs in nervous system.	Anatomical charts and models, Posters.
General Objective 8.0: Understand the sense organs						
15	8.1 Describe the structures of the sense organs. 8.2 Describe the functional anatomy of the sense systems. 8.3 Describe pathophysiology of the sense system	- Explain the structures of the sense organs. - Discuss the functional anatomy of the sense systems. - Discuss pathophysiology of the sense system disorders	Audio-Visual, Charts, Textbooks, Anatomical models, Posters etc.	Identify the sense organs.	Guide students to: Identify the sense organs.	Anatomical charts and models, Posters.

	disorders.	(i.e. infectious conjunctivitis, otitis media).				
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Course Assessment:

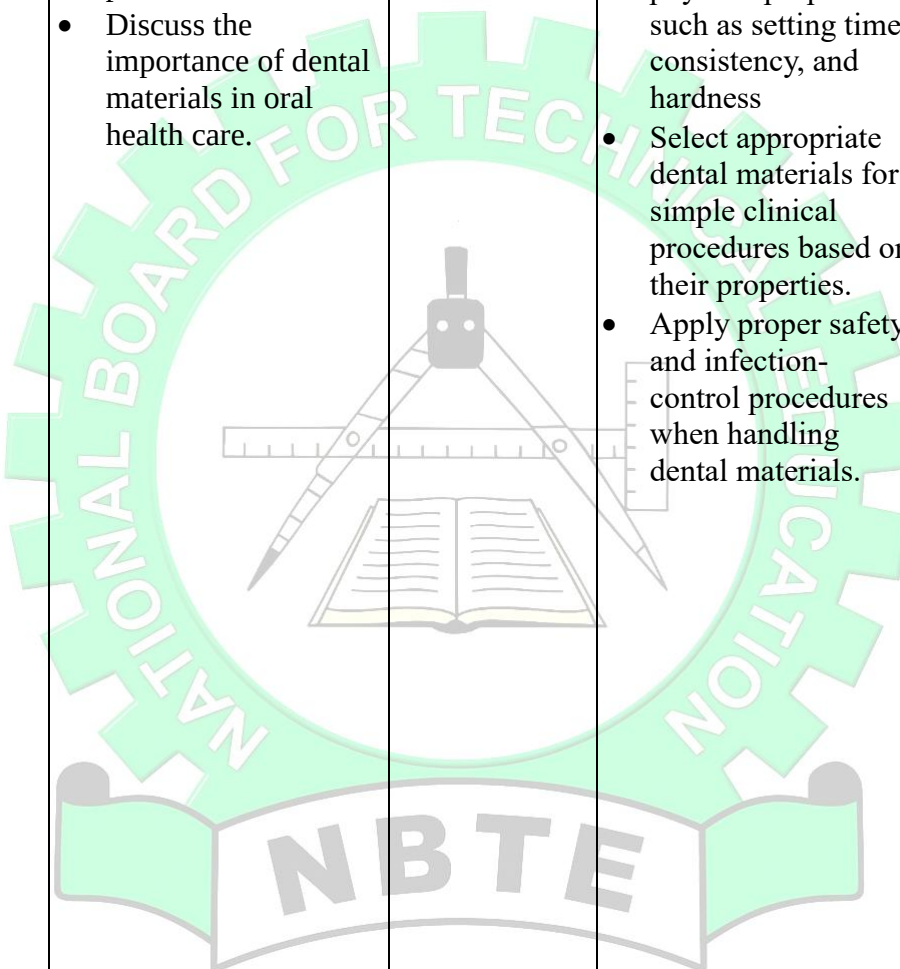
Course work:	10%
Test/Assignment:	10%
Practical:	40%
Examination:	40%
Total:	100%



SCIENCE OF DENTAL MATERIALS

PROGRAMME: NATIONAL DIPLOMA IN DENTAL NURSING		
COURSE TITLE: SCIENCE OF DENTAL MATERIALS	COURSE CODE: DNP 123	CONTACT HOURS: 3 HOURS/WEEK
	CREDIT UNIT: 3	THEORETICAL: 1 HOUR/WEEK
YEAR: I SEMESTER: II	PRE-REQUISITE:	PRACTICAL: 2 HOURS/WEEK
GOAL: This course is designed to equip students with essential knowledge and skills of dental materials, their properties, uses, handling, and safe application in dental practice.		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Understand the classification of dental materials according to their molecular structures, physical and chemical properties; 2.0 Understand the composition of dental materials; 3.0 Understand the uses of dental materials; 4.0 Understand the application of diagnostic techniques and types of impression techniques.		

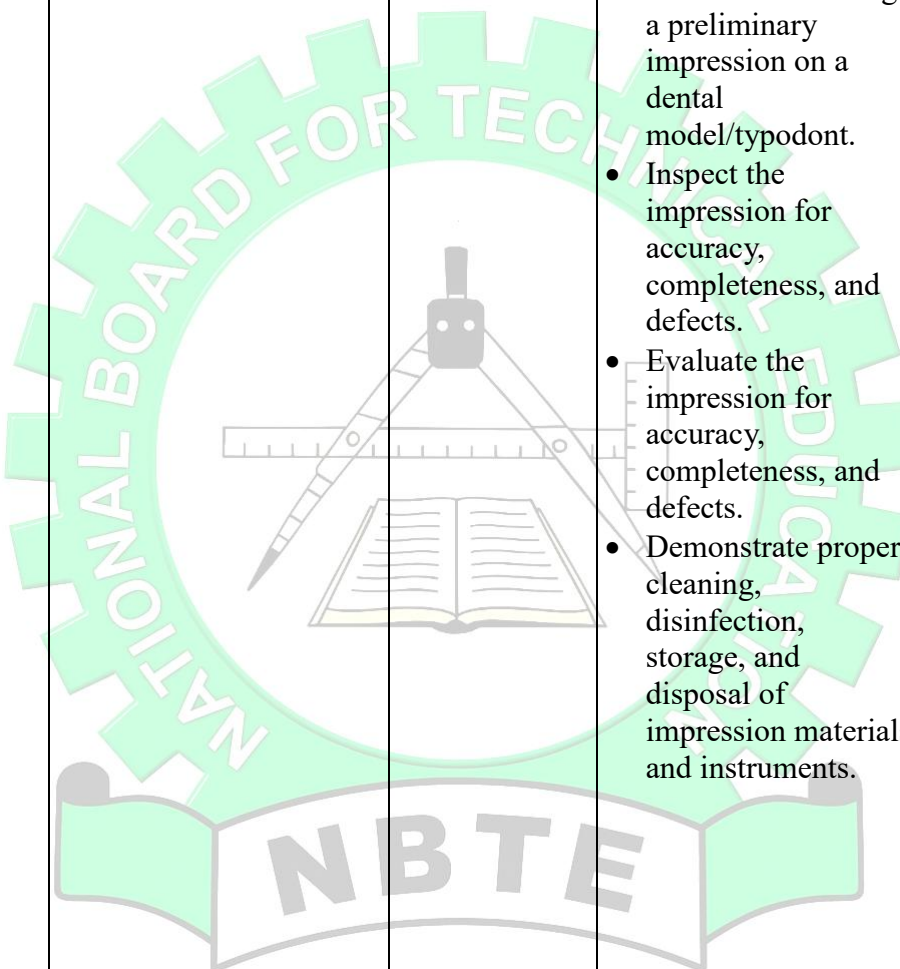
PROGRAMME: NATIONAL DIPLOMA IN DENTAL NURSING						
COURSE TITLE: SCIENCE OF DENTAL MATERIALS			COURSE CODE: DNP 123		CONTACT HOURS: 3 HOURS/WEEK	
			CREDIT UNIT: 3		THEORETICAL: 1 HOUR/WEEK	
YEAR: I SEMESTER: II			PRE-REQUISITE:		PRACTICAL: 2 HOURS/WEEK	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to equip students with essential knowledge and skills of dental materials, their properties, uses, handling, and safe application in dental practice.						
GENERAL OBJECTIVE 1.0: Understand the classification of dental materials according to their molecular structures, physical and chemical properties.						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher’s Activities	Resources	Specific Learning Outcome	Teacher’s Activities	Resources
1-4	1.1 Explain dental materials according to their molecular structures. 1.2 Explain the physical properties of common dental materials. 1.3 Explain the chemical properties of dental materials. 1.4 Differentiate dental materials based on their physical and chemical properties. 1.5 Discuss the relationship between properties of dental materials to their uses in dental practice. 1.6 Describe the importance	- Discuss dental materials according to their molecular structures. - Discuss the physical properties of common dental materials. - Explain the chemical properties of dental materials. - Differentiate dental materials based on their physical and chemical properties. - Discuss the relationship between properties of dental	White Board/Markers, Textbooks etc.	- Identify common dental materials based on their physical appearance and properties. - Handle elected dental materials using appropriate instruments. - Demonstrate the correct mixing and preparation of selected dental materials. - Observe basic physical properties such as setting time, consistency, and	Guide students to: - Identify common dental materials based on their physical appearance and properties. - Handle elected dental materials using appropriate instruments. - Demonstrate the correct mixing and preparation of	Dental material mixing slabs/pads, Spatulas and mixing instruments, Measuring scoops and dispensing equipment, Mixing bowls and rubber cups, Dental models/typodonts, Personal protective equipment, Weighing balance and measuring devices,

	of dental materials in oral health care.	materials to their uses in dental practice. • Discuss the importance of dental materials in oral health care.		hardness. • Record basic physical properties such as setting time, consistency, and hardness • Select appropriate dental materials for simple clinical procedures based on their properties. • Apply proper safety and infection-control procedures when handling dental materials.	selected dental materials. • Observe basic physical properties such as setting time, consistency, and hardness. • Record basic physical properties such as setting time, consistency, and hardness. • Select appropriate dental materials for simple clinical procedures based on their properties. • Apply proper safety and infection-control procedures when handling dental materials.	Water and mixing liquids, Dental hand instruments, Setting-time and manipulation demonstration materials, Charts, Posters, and instructional videos, Laboratory/work benches with adequate ventilation, Waste disposal containers.
General Objective 2.0: Understand the composition of dental materials						

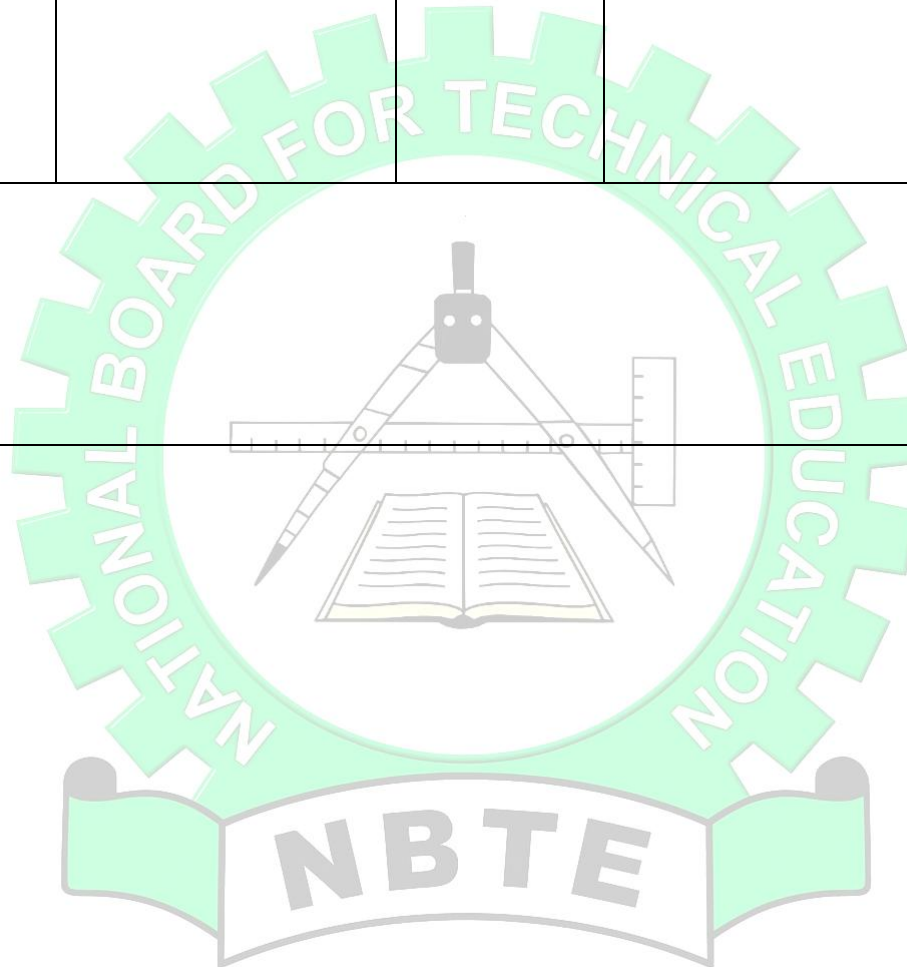
5-8	2.1 Describe the main components of common dental materials: - Model and die materials; - Waxes; - Non-metallic dental base materials etc. 2.2 Explain how the composition in 2.1 above affects the physical properties. 2.3 Differentiate between the components of various dental materials. 2.4 Relate the composition of dental materials to their properties and uses. 2.5 Describe the correct handling and preparation of selected dental material. 2.6 Describe stress -strain relationship in dental materials.	• Explain the main components of common dental materials. - Model and die materials - Waxes - Non-metallic dental base materials etc. • Explain how the composition in 2.1 above affects the physical properties. • Differentiate between the components of various dental materials. • Relate the composition of dental materials to their properties and uses. • Explain the correct handling and preparation of selected dental material. • Discuss stress -strain relationship in dental materials.	White Board/ Markers, Text books etc.	• Identify the components of selected dental materials from samples and labels. • Examine the composition of different dental materials. • Demonstrate the correct measurement and mixing of selected dental materials. • Record changes that occur during the mixing and setting of the materials. • Observe changes that occur during the mixing and setting of the materials. • Handle dental materials safely according to manufacturers' instructions. • Store dental materials safely according to manufacturers'	Guide students to: • Identify the components of selected dental materials from samples and labels. • Examine the composition of different dental materials. • Demonstrate the correct measurement and mixing of selected dental materials. • Observe changes that occur during the mixing and setting of the materials. • Record changes that occur during the mixing and setting of the materials. • Handle dental materials	Gypsum products (dental plaster/stone), Alginate impression material, Dental waxes Zinc oxide– eugenol materials, Glass ionomer filling material, Composite resin samples, Manufacturer's material labels and instructions, Mixing slabs/pads, Rubber mixing bowls and spatulas, Measuring scoops and dispensing devices, Dental models/typodonts, Personal protective equipment, Waste disposal containers, Dental materials textbook/lecture
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				instructions. • Dispose of dental material waste appropriately following infection-control and safety procedures.	safely according to manufacturers' instructions. • Store dental materials safely according to manufacturers' instructions. • Dispose of dental material waste appropriately following infection-control and safety procedures.	notes, Demonstration charts or videos showing the composition and manipulation of dental materials.
General Objective 3.0: Understand the uses of dental materials						
9-11	3.1 Explain common dental materials used in dental practice. 3.2 Outline dental materials used for the following processes: i) Impression techniques; ii) Casting of models; iii) Denture production. 3.3 Relate different dental	• Describe common dental materials used in dental practice. • Enumerate dental materials used for the following processes: - Impression techniques - Casting of models - Denture production	White Board/ Markers, Textbooks, Projector, Models etc.	• Identify samples of common dental materials. • Demonstrate the correct handling and preparation of selected materials for their intended use. • Identify the dental materials use for impression, casting models and denture	Guide students to: • Identify samples of common dental materials. • Demonstrate the correct handling and preparation of selected materials for their intended use. • Identify the	Samples of dental materials Manual, Video guide.

	materials to their appropriate clinical applications. 3.4 Describe the correct handling and preparation of selected materials for their intended use.	- Relate different dental materials to their appropriate clinical applications. - Explain the correct handling and preparation of selected materials for their intended use.		production.	dental materials use for impression, casting models and denture production	
General Objective 4.0: Understand the application of diagnostic techniques and types of impression techniques						
12-15	4.1 Explain diagnostic techniques. 4.2 Explain dental impression techniques. 4.3 Describe common diagnostic techniques used in dental practice. 4.4 Describe the different types of dental impression techniques. 4.5 Differentiate between primary and secondary impressions. 4.6 Explain the applications of different impression techniques in dental practice.	- Discuss diagnostic techniques. - Describe dental impression techniques. - Explain common diagnostic techniques used in dental practice. - Explain the different types of dental impression techniques. - Differentiate between primary and secondary impressions. - Discuss the applications of different impression techniques in dental practice.	White Board/Markers, Textbooks etc.	- Demonstrate basic impression-taking procedures using appropriate materials and instruments. - Demonstrate basic oral examination techniques using a dental model/typodont. - Identify different types of impression trays and impression materials. - Select an appropriate tray and impression material for a given case. - Demonstrate the correct preparation and mixing of	Guide students to: - Demonstrate basic impression-taking procedures using appropriate materials and instruments. - Demonstrate basic oral examination techniques using a dental model/typodont. - Identify different types of impression trays and impression	Dental chair/unit or demonstration workstation, Dental models/typodonts, Mouth mirrors, probes, and examination instruments, Assorted impression trays, Alginate impression material, Mixing bowls and spatulas, Measuring scoops and water-measuring devices, Dental stone/plaster for

			 alginate impression material. • Demonstrate taking a preliminary impression on a dental model/typodont. • Inspect the impression for accuracy, completeness, and defects. • Evaluate the impression for accuracy, completeness, and defects. • Demonstrate proper cleaning, disinfection, storage, and disposal of impression materials and instruments.	materials. • Select an appropriate tray and impression material for a given case. • Demonstrate the correct preparation and mixing of alginate impression material. • Demonstrate taking a preliminary impression on a dental model/typodont. • Inspect the impression for accuracy, completeness, and defects. • Evaluate the impression for accuracy, completeness, and defects. • Demonstrate	pouring impressions, Rubber gloves, face masks, protective gowns, and goggles, Disinfectant and impression-disinfection materials, Kidney dishes/instrument trays, Dental suction equipment, where available, Diagnostic and impression technique charts/videos.
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					proper cleaning, disinfection, storage, and disposal of impression materials and instruments.	
Course Assessment: Course work: 10% Test/Assignment: 10% Practical: 40% Examination: 40% Total: 100%						



ORAL HEALTH EDUCATION II

PROGRAMME: NATIONAL DIPLOMA IN DENTAL NURSING		
COURSE TITLE: ORAL HEALTH EDUCATION II	COURSE CODE: DNP 124	CONTACT HOURS: 3 HOURS/WEEK
	CREDIT UNIT: 3	THEORETICAL: 1 HOUR/WEEK
YEAR: I SEMESTER: II	PRE-REQUISITE:	PRACTICAL: 2 HOURS/WEEK
GOAL: This course is designed to equip students with knowledge and skills in promoting oral health and adopt lifelong oral hygiene practices for themselves and community		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Understand the concepts of oral Health Education; 2.0 Know the materials required for effective oral Health Education; 3.0 Understand the use of Teaching Aids in oral Health Education activities; 4.0 Know patients with various Oral Health problems requiring Health Education intervention; 5.0 Understand delivering health talk to clients /patients with various oral health problems at Homes, Hospitals and Communities.		

PROGRAMME: NATIONAL DIPLOMA IN DENTAL NURSING						
COURSE TITLE: ORAL HEALTH EDUCATION II			COURSE CODE: DNP 124		CONTACT HOURS: 3 HOURS/WEEK	
			CREDIT UNIT: 3		THEORETICAL: 1 HOUR/WEEK	
YEAR: I SEMESTER: II			PRE-REQUISITE: 114		PRACTICAL: 2 HOURS/WEEK	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to equip students with knowledge and skills in promoting oral health and adopt lifelong oral hygiene practices for themselves and community.						
GENERAL OBJECTIVE 1.0: Understand the concepts of oral Health Education.						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher’s Activities	Resources	Specific Learning Outcome	Teacher’s Activities	Resources
1-3	1.1 Define the following: i. Health; ii. Oral health education. 1.2 Explain the importance of good oral health. 1.3 Explain the effects of poor oral health. 1.4 Outline the relationship between oral health and general health. 1.5 Outline systematic diseases that present in the oral cavity e.g Diabetes mellitus, Addison’s syndrome, sickle cell anemia, celiac disease, HIV AIDS, tuberculosis, herpes simplex,	• Explain the following: - Health - Oral health education. • Discuss the importance of good oral health. • Discuss the effects of poor oral health. • Enumerate the relation-ship between oral health and general health. • Enumerate systematic diseases that	White board/ marker, Text Books/ Journals, Projector, DVD etc.	• Demonstrate effective health talk.	Guide students to: • Demonstrate effective health talk.	Audiovisuals, Microphone, Charts.

	1.6 Describe the structure of the mouth that can assist in the maintenance of good oral health. 1.7 List the risks associated with poor oral health.	Sjogren's syndrome etc. present in the oral cavity e.g Diabetes mellitus, Addison's syndrome, sickle cell anemia, celiac disease, HIV AIDS, tuberculosis, herpes simplex, Sjogren's syndrome etc. • Explain the structure of the mouth that can assist in the maintenance of good oral health. • State the risks associated with poor oral health.				
General Objective 2.0: Know the materials required for effective oral health Education						
4-6	2.1 Explain dental materials for oral health education. 2.2 List common oral health education materials, such as toothbrushes, toothpaste, dental models, posters, charts, and educational leaflets. 2.3 Describe each material	• Describe dental materials for oral health education. • State common oral health education materials, such as toothbrushes, toothpaste, dental	White board/ marker, Text Books/ Journals, Projector, DVD etc.	• Demonstrate the correct use of selected materials, particularly toothbrushes and dental models. • Select appropriate oral health education materials for	Guide students to: • Demonstrate the correct use of selected materials, particularly toothbrushes and dental models.	Tooth paste, Tooth brush, Chewing Stick, Dental floss, Oral Rinse/wash, Salt solution Dental,

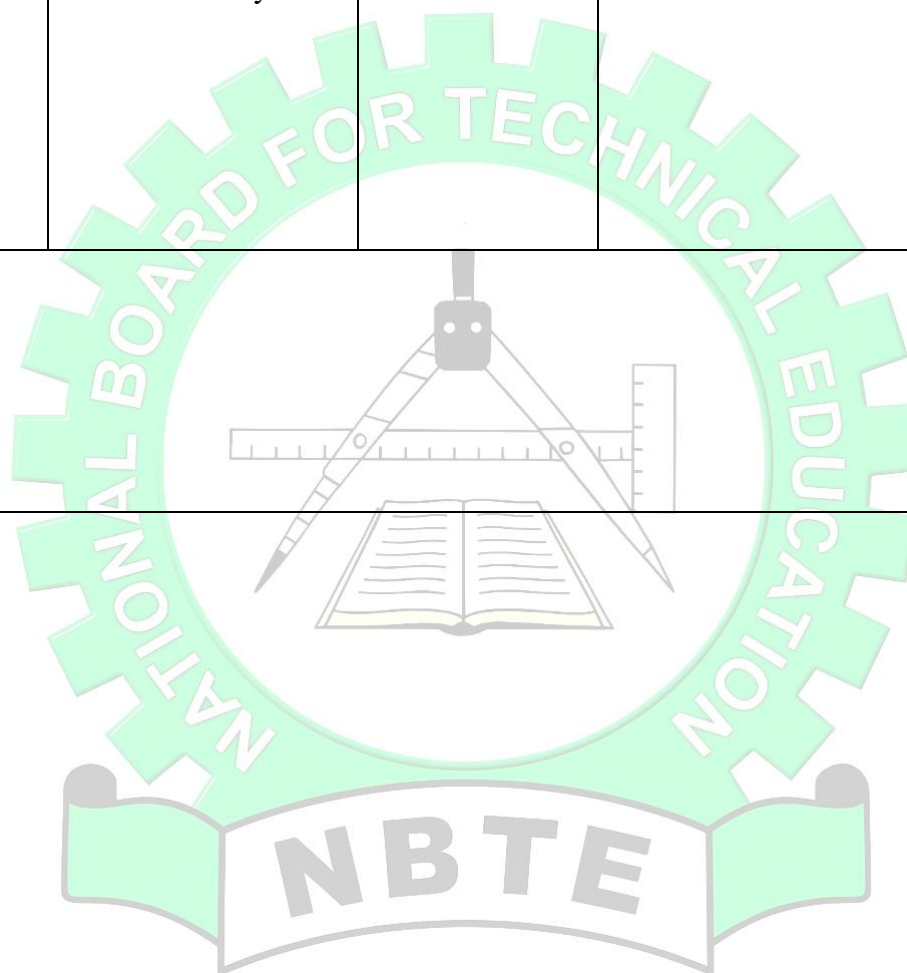
	Listed above, using the following: - Type; - Source; - Composition; - Method of usage. 2.4 Outline the advantages of each type of material listed in 2.2 above. 2.5 Differentiate between essential and supplementary materials used for oral health education.	models, posters, charts, and educational leaflets. - Explain each material Listed above, using the following: - Type - Source - Composition, - Method of usage. - Itemize the advantages of each type of material listed in 2.2 above. - Differentiate between essential and supplementary materials used for oral health education.		different age groups and learning needs. - Create infographics to explain the importance of using appropriate materials in promoting good oral hygiene practices. - Apply appropriate materials when conducting a simple oral health education session.	- Select appropriate oral health education materials for different age groups and learning needs. - Explain the importance of using appropriate materials in promoting good oral hygiene practices. - Apply appropriate materials when conducting a simple oral health education session.	models, Posters, Charts, and educational leaflets.
General Objective 3.0: Understand the use of Teaching Aids in oral Health Education activities						
7-9	3.1 Define teaching aids. 3.2 List teaching aids required for oral health education: Posters;	- Explain Teaching Aids. - Enumerate teaching aids required for Oral	White board/ marker, Text Books/ Journals, Projector,	Identify simple teaching aids required for health education of a patient with	Guide students to: Identify simple teaching aids required for health education	Posters, Charts, Models: i.e. Head, Teeth, Tooth brush,

	ii. Charts; iii. Models: Head, Teeth, Tooth brush, dental floss, etc.; iv. Flannel- graphs. 3.3 Describe each type of teaching aid listed in above. 3.4 State the advantages of using teaching aids in health education process.	Health Education: - Posters - Charts - Models: head, teeth, tooth brush, dental floss, etc. - Flannel-graphs. • Explain each type of Teaching aid listed in 3.1 above. • Outline the advantages of using Teaching Aids in health education process.	DVD etc.	particular oral health problem.	of a patient with particular oral health problem.	dental floss, etc. flannel-graphs, Tooth paste, Chewing Stick, Oral Rinse/mouth wash, Salt solution.
General Objective 4.0: Know patients with various Oral Health problems requiring Health Education intervention						
10-12	4.1 Describe patients with common oral health problems that require health education intervention. 4.2 Explain common oral health problems, such as dental caries, gingivitis, periodontal disease, toothache, and oral infections. 4.3 Describe the signs and	• Explain patients with common oral health problems that require health education intervention. • Discuss common oral health problems, such as dental caries, gingivitis,	White board/ marker, Text Books/ Journals, Projector etc.	• Identify patients with common oral health problems that require health education intervention. • Identify patients who require oral health education and appropriate guidance. • Carry out	Guide students to: • Identify patients with common oral health problems that require health education intervention. • Identify patients who require oral	Models, Charts, Tooth paste, Tooth brush, Chewing Stick, Dental floss, Oral Rinse/wash, Salt solution, Dental models,

	symptoms associated with common oral health problems. 4.4 Explain the causes and risk factors of common oral health problems. 4.5 Describe patients who require oral health education and appropriate guidance. 4.6 Explain the importance of health education in preventing and managing oral health problems. 4.7 Explain appropriate oral hygiene education for patients with common oral health problems. 4.8 Explain how to refer patients with serious or persistent oral health problems to appropriate dental professionals for further assessment and treatment.	periodontal disease, toothache, and oral infections. • Discuss the signs and symptoms associated with common oral health problems. • Discuss the causes and risk factors of common oral health problems. • Describe patients who require oral health education and appropriate guidance. • Discuss the importance of health education in preventing and managing oral health problems. • Discuss appropriate oral hygiene education for patients with common oral health problems.		appropriate oral hygiene education for patients with common oral health problems. • Demonstrate referral of patients with serious or persistent oral health problems to appropriate dental professionals for further assessment and treatment.	health education and appropriate guidance. • Carry out appropriate oral hygiene education for patients with common oral health problems. • Refer patients with serious or persistent oral health problems to appropriate dental professionals for further assessment and treatment.	Posters, Charts, and educational leaflets.
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		Describe how to refer patients with serious or persistent oral health problems to appropriate dental professionals for further assessment and treatment.				
General Objective 5.0: Understand delivering health talk to clients/patients with various oral health problems at Homes, Hospitals and Communities						
13-15	5.1 Explain how to carry out home visit. 5.2 Describe how to Plan a simple health talk required for various types of identified patients with oral health problems. 5.3 Explain the preparations of teaching aids required for giving simple health talk. 5.4 Describe how to give simple oral health talk at home, church or community.	- Describe how to carry out home visit. - Discuss how to Plan a simple health talk required for various types of identified patients with oral health problems. - Discuss the preparations of teaching aids required for giving simple health talk. - Explain how to give simple oral	Sample of a documented plan for oral health talk, Sample of a home visit report, Cardboard paper, Drawing pen/pencil, Journal on Health education etc.	- Carry out home visit. - Plan a simple health talk required for various types of identified patients with oral health problems. - Prepare teaching aids required for giving simple health talk.	Guide students to: - Carry out home visit. - Plan a simple health talk required for various types of identified patients with oral health problems. - Prepare teaching aids required for giving simple health talk.	Dental/oral health models, Toothbrushing and oral hygiene, Toothbrush and toothpaste, Dental floss/interdental cleaning aids, Posters and charts, Flip charts and marker pens, Patient education

		health talk at home, church or community.				leaflets/brochures, Oral health assessment forms, Home-visit forms and checklists, Case studies.
Course Assessment: Course work: 10% Test/Assignment: 10% Practical: 40% Examination: 40% Total: 100%						



INTRODUCTION TO CLINICAL SKILLS

PROGRAMME: NATIONAL DIPLOMA IN DENTAL NURSING		
COURSE TITLE: INTRODUCTION TO CLINICAL SKILLS	COURSE CODE: DNP 125	CONTACT HOURS: 3 HOURS/WEEK
	CREDIT UNIT: 3	THEORETICAL: 1 HOUR/WEEK
YEAR: I SEMESTER: II	PRE-REQUISITE:	PRACTICAL: 2 HOURS/WEEK
GOAL: This course is designed to equip students with knowledge and skills required for safe, effective, professional, and patient-centered nursing care.		
GENERAL OBJECTIVES:		
On completion of this course, the students should be able to:		
1.0 Know the basic principles of clinical nursing practice including patient assessment;		
2.0 Know appropriate patient care and support before, during, and after basic clinical procedures;		
3.0 Understand safe principles of medication administration and injection safety;		
4.0 Understand appropriate preparation and storage of basic clinical instruments and procedure trays;		
5.0 Know infection prevention, control and occupational safety during basic clinical procedures;		
6.0 Know appropriate documentation, health education, reporting and clinical procedures.		

PROGRAMME: NATIONAL DIPLOMA IN DENTAL NURSING						
COURSE TITLE: INTRODUCTION TO CLINICAL SKILLS			COURSE CODE: DNP 125		CONTACT HOURS: 3 HOURS/WEEK	
			CREDIT UNIT: 3		THEORETICAL: 1 HOUR/WEEK	
YEAR: I SEMESTER: II			PRE-REQUISITE:		PRACTICAL: 2 HOURS/WEEK	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to equip students with knowledge and skills required for safe, effective, professional, and patient-centered nursing care.						
GENERAL OBJECTIVE 1.0: Know the basic principles of clinical nursing practice including patient assessment.						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher’s Activities	Resources	Specific Learning Outcome	Teacher’s Activities	Resources
1-3	1.1 Define basic clinical nursing skills and explain their importance in safe patient care. 1.2 Explain the principles of patient identification assessment preparation communication and positioning before clinical procedures. 1.3 Describe appropriate patient preparation and basic assessment while maintaining comfort dignity privacy and safety. 1.4 Explain the importance of effective communication and professional conduct	• Explain the concept importance and scope of basic clinical nursing skills. • Discuss the principles of patient identification assessment preparation communication and positioning. • Explain appropriate patient preparation basic assessment and positioning techniques. • Explain patient comfort dignity	Whiteboard Marker, Textbooks Journals, Projector, Computer system etc.	• Demonstrate correct patient identification and basic assessment before a clinical procedure. • Demonstrate appropriate preparation and positioning of patients for basic clinical care. • Demonstrate effective communication while maintaining patient comfort dignity privacy and safety.	Guide students to: • Correct patient identification and basic assessment techniques. • Prepare patients appropriately for clinical procedures. • Position patients appropriately for clinical procedures. • Simulate patient interactions with emphasis on communication comfort dignity	Examination couch, Patient bed, Patient identification materials, Patient assessment forms, Vital signs equipment, PPE, Patient positioning aids, Nursing care charts, Communicati

	when providing basic nursing care.	privacy safety communication and professional conduct.		• Demonstrate appropriate professional conduct when providing basic nursing care.	• privacy and safety. • Exhibit professional conduct during basic patient care activities.	on aids, Simulated patient scenarios, Clinical skills manual.
General Objective 2.0: Know appropriate patient care and support before, during, and after basic clinical procedures.						
4-5	2.1 Describe appropriate patient care and support before during and after basic clinical procedures. 2.2 Explain appropriate patient positioning and preparation for selected clinical procedures. 2.3 Explain the importance of patient comfort dignity privacy and safety during clinical care. 2.4 Describe and report significant changes in a patient's condition during basic clinical procedures.	• Explain the principles of patient care and support before during and after basic clinical procedures. • Describe appropriate patient positioning and preparation for selected clinical procedures. • Explain measures for maintaining patient comfort dignity privacy and safety. • Explain clinical scenarios to demonstrate recognition and reporting of changes in a patient's condition.	Whiteboard/Marker, Textbooks/Journals, Projector, Computer system etc.	• Demonstrate appropriate preparation and positioning of patients for selected clinical procedures. • Demonstrate basic patient care and support before during and after simulated clinical procedures. • Demonstrate measures that promote patient comfort dignity privacy and safety. • Recognize significant changes in a patient's condition. • Report significant changes in a patient's condition	Guide students to: • Demonstrate appropriate patient preparation and positioning. • Provide basic patient care and support during simulated procedures. • Maintain patient comfort dignity privacy and safety. • Stimulate patient scenarios • Recognize significant changes. • Report	Dental chair and unit, Operating light, Three-way syringe, Suction/saliva ejector, Instrument trays, Patient positioning aids, Wheelchair, Patient bibs/gowns, Disposable and utility gloves, Face masks, Protective gowns/apron

					significant changes.	s, Medical and dental history forms, Patient record cards, Consent forms, Dental anatomical models, Oral cavity models, Posters and charts.
General Objective 3.0: Understand safe principles of medication administration and injection safety.						
6-8	3.1 Explain the principles of safe medication administration and common routes of injection. 3.2 Identify appropriate injection sites for intradermal subcutaneous intramuscular and intravenous administration. 3.3 Describe the preparation of medications equipment and patients before	- Describe the principles and routes of safe medication and injection administration. - Explain anatomical charts and models to demonstrate appropriate injection sites. - Explain the preparation of medications equipment and	Whiteboard/Marker, Textbooks/Journals, Projector, Computer system etc.	- Identify appropriate injection routes sites equipment and materials for selected injections. - Demonstrate preparation of the patient equipment and simulated medication for injection administration. - Demonstrate correct identification of	Guide supports to: - Demonstrate injection routes sites equipment and materials using anatomical models and simulation aids. - Prepare patients equipment and simulated	Injection training models, Anatomical charts, Syringes and needles, Medication vials or ampoules, Injection trays, Alcohol

	injection administration. 3.4 Explain injection safety measures including patient identification infection prevention sharps safety and prevention of medication errors.	patients before injection administration. Describe injection safety measures including infection prevention sharps disposal and prevention of medication errors.		selected injection sites using anatomical models. Apply appropriate injection safety measures including hand hygiene PPE safe sharps handling and disposal.	medications for injection procedures. - Identify appropriate injection sites. - Apply hand hygiene PPE safe sharps handling and appropriate disposal practices.	swabs, Gloves, PPE, Sharps container, Safety box, Hand hygiene materials, Medication administration charts, Injection safety guidelines.
General Objective 4.0: Understand appropriate preparation and storage of basic clinical instruments and procedure trays.						
9-11	4.1 Describe the principles of preparation and handling of basic clinical instruments and procedure trays. 4.2 Identify the appropriate instruments equipment and materials required for selected basic clinical procedures. 4.3 Explain the principles of cleaning decontamination sterilisation and safe	- Explain the principles of preparing and handling basic clinical instruments and procedure trays. - Explain the selection and arrangement of instruments equipment and materials for selected clinical procedures. - Discuss appropriate cleaning	Whiteboard/Marker, Textbooks/Journals, Projector, Computer system etc.	- Identify appropriate instruments equipment and materials for selected clinical procedures. - Arrange appropriate instruments equipment and materials for selected clinical procedures. - Demonstrate correct	Guide students to: - Identify instruments and materials for selected procedures. - Arrange instruments and materials for selected procedures. - Prepare basic procedure trays.	Basic clinical instruments, Procedure trays, Instrument sets, Kidney dishes, Sterilisation pouches, Instrument cleaning brushes,

	storage of clinical instruments. 4.4 Explain the importance of proper instrument and tray management in preventing infection and ensuring patient safety.	decontamination sterilisation and storage of clinical instruments. Discuss the importance of proper instrument and tray management in infection prevention and patient safety.		preparation and arrangement of a basic procedure tray. - Demonstrate appropriate cleaning decontamination and preparation of instruments for sterilisation. - Demonstrate safe handling and storage of clean and sterilized instruments.	- Arrange basic procedure trays - Clean Instruments - Decontaminate Instruments - Prepare instruments for sterilisation. - Observe safe handling and storage of clinical instruments.	Detergent, Disinfectant, Autoclave, Sterilisation indicators, Instrument storage containers, PPE, Infection prevention guidelines.
General Objective 5.0: Know infection prevention, control and occupational safety during basic clinical procedures.						
12-13	5.1 Explain the principles of infection prevention and control and aseptic technique in basic clinical nursing practice. 5.2 Describe standard precautions and occupational safety measures used during patient care and clinical procedures. 5.3 Explain appropriate hand hygiene use of PPE and safe handling and disposal	- Discuss the principles of infection prevention and control and aseptic technique. - Explain standard precautions and occupational safety measures in clinical practice. - Explain appropriate hand hygiene use of PPE and safe handling and disposal of clinical waste and	Whiteboard/Marker, Textbooks/Journals, Projector, Computer system etc.	- Demonstrate correct and appropriate hand hygiene using techniques. - Demonstrate appropriate use and removal of PPE during basic clinical procedures. - Apply standard precautions and aseptic technique during simulated patient care.	Guide students to: - Demonstrate correct hand hygiene techniques. - Appropriately use and removal of PPE. - Apply standard precautions and aseptic technique during simulated	Hand washing facilities, Hand hygiene materials, Alcohol-based hand rub, PPE, Disposable gloves, Face masks, Protective

	of clinical waste and sharps. 5.4 Explain measures for preventing cross-infection and maintaining a safe clinical environment.	sharps. Discuss methods of preventing cross-infection and maintaining a safe clinical environment.		Demonstrate safe handling segregation and disposal of clinical waste and sharps.	procedures. - Demonstrate safe segregation handling. - Carry out disposal of clinical waste and sharps.	gowns, Sharps containers, Clinical waste bins, Waste disposal bags, Aseptic technique materials, Infection prevention guidelines, Clinical procedure trays.
General Objective 6.0: Know appropriate documentation, health education, reporting and clinical procedures.						
14-15	6.1 Explain the principles of accurate clinical documentation and reporting in nursing practice. 6.2 Describe the importance of confidentiality privacy and secure management of patient information. 6.3 Describe appropriate health education and communication with	- Discuss the principles and importance of accurate clinical documentation and reporting. - Explain confidentiality privacy and secure management of patient information. - Explain appropriate	Whiteboard/Marker, Textbooks/Journals, Projector, Computer system etc.	- Demonstrate accurate completion of basic nursing documentation and patient records. - Demonstrate appropriate maintenance of patient privacy confidentiality and secure handling of	Guide students to: - Carry out accurate completion of nursing records and clinical documentation. - Maintain patient privacy confidentiality and secure	Patient records, Nursing documentation forms, Observation charts, Health education materials, Patient education

	patients and their families. 6.4 Explain the importance of teamwork professional conduct ethical practice and effective communication in clinical care.	health education and patient communication techniques. Discuss teamwork professional conduct ethical practice and effective communication in clinical settings.	clinical information. - Demonstrate effective patient health education and communication during simulated care activities. - Demonstrate appropriate teamwork professional conduct and ethical behaviour during clinical practice.	handling of clinical information. - Carry out health education and patient communication activities. - Observe teamwork professional conduct ethical behaviour and communication during clinical practice.	leaflets, Case scenarios, Communication aids, Confidentiality guidelines, Professional code of conduct, Referral forms, Clinical skills manual.										
Course Assessment: <table><tr><td>Course work:</td><td>10%</td></tr><tr><td>Test/Assignment:</td><td>10%</td></tr><tr><td>Practical:</td><td>40%</td></tr><tr><td>Examination:</td><td>40%</td></tr><tr><td>Total:</td><td>100%</td></tr></table>						Course work:	10%	Test/Assignment:	10%	Practical:	40%	Examination:	40%	Total:	100%
Course work:	10%														
Test/Assignment:	10%														
Practical:	40%														
Examination:	40%														
Total:	100%														

FOUNDATION OF DENTAL NURSING II

PROGRAMME: NATIONAL DIPLOMA IN DENTAL NURSING		
COURSE TITLE: FOUNDATION OF DENTAL NURSING II	COURSE CODE: DNP 126	CONTACT HOURS: 3 HOURS/WEEK
	CREDIT UNIT: 3	THEORETICAL: 1 HOUR/WEEK
YEAR: I SEMESTER: II	PRE-REQUISITE: DNP 113	PRACTICAL: 2 HOURS/WEEK
GOAL: This course is designed to equip students with the knowledge and skills required to provide safe, effective, and patient-centred dental care and oral health education.		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Know the principles and practice of first aid; 2.0 Understand the management of various cases of emergencies; 3.0 Understand the principles of basic oral hygiene and sanitation of the working environment; 4.0 Know the various oral health conditions requiring nursing care; 5.0 Know the procedures for clinical examination and assessment of patient; 6.0 Know the management of wounds, bleeding and fractures; 7.0 Know appropriate ward procedures/ethics.		

PROGRAMME: NATIONAL DIPLOMA IN DENTAL NURSING						
COURSE TITLE: FOUNDATION OF DENTAL NURSING II		COURSE CODE: DNP 126			CONTACT HOURS: 3 HOURS/WEEK	
		CREDIT UNIT: 3			THEORETICAL: 1 HOURS/WEEK	
YEAR: I SEMESTER: II		PRE-REQUISITE: PRE-REQUISITE: DNP 113			PRACTICAL: 2 HOURS/WEEK	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to equip students with the knowledge and skills required to provide safe, effective, and patient-centered dental care and oral health education						
General Objective 1.0: Know the principles and practice of first aid.						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher’s Activities	Resources	Specific Learning Outcome	Teacher’s Activities	Resources
1-2	1.1 Define first aid. 1.2 List the principle of first aid. 1.3 Enumerate the purpose of first aid. 1.4 Explain the basic practices of first aid. 1.5 Describe the basic procedures of first aid. 1.6 Describe common emergencies requiring first aid. 1.7 List the vital signs that out rule the symptoms of emergency cases. 1.8 Describe the techniques for handling and transportation of injured persons.	• Explain first aid. • State the principle of first aid. • Outline the purpose of first aid. • Discuss the basic practices of first aid. • Explain the basic procedures of first aid. • Discuss common emergencies requiring first aid. • State the vital signs that out rule the symptoms of emergency cases. • Explain the techniques for	White Board/ Markers, Textbooks, Projector, Models etc.	• Demonstrate basic first-aid procedures. • Apply appropriate first-aid measures in dental emergencies.	Guide students to: • Demonstrate basic first-aid procedures. • Apply appropriate first-aid measures in dental emergencies.	Vital signs equipment for first aid, First aid box.

		handling and transportation of injured persons.				
General Objective 2.0: Understand the management of various cases of emergencies.						
3-4	2.1 Describe the methods acceptable in handling various emergency conditions. 2.2 Define shock. 2.3 Outline the causes of shock. 2.4 Describe the signs and symptoms of shock. 2.5 Explain the management of shock. 2.6 Describe the signs and symptoms of fainting (syncope). 2.7 Explain the causes of fainting. 2.8 Describe the management of fainting. 2.9 List the causes of Asphyxia.	• Explain the methods acceptable in handling various emergency conditions. • Explain shock. • Enumerate the causes of shock. • Discuss the signs and symptoms of shock. • Describe the management of shock. • Discuss the signs and symptoms of fainting (syncope). • Discuss the causes of fainting. • Explain the management of fainting. • State the causes of Asphyxia.	White Board/ Markers, Textbooks, Projector etc.	• Identify case of shock. • Demonstrate the management of a case of shock. • Display how to manage a patient with fainting attack. • Identify a patient with Asphyxia.	Guide students to: • Identify case of shock. • Demonstrate the management of a case of shock. • Manage a patient with fainting attack. • Identify a patient with Asphyxia.	Stretcher, bed blocks, Blankets, Screen, Oxygen cylinder, Vital signs equipment, PPEs.
General Objective 3.0: Understand the principles of basic oral hygiene and sanitation of the working environment						
	3.1 Describe basic oral hygiene.	• Explain basic oral hygiene.	White Board/ Markers,	• Identify materials used in maintaining	Guide students to: • Identify	Toothbrushes,

5-6	3.2 Explain the principles of basic oral hygiene. 3.3 Describe basic oral hygiene practices. 3.4 Explain standard sanitation procedures in oral hygiene practice. 3.5 Describe the procedure for nursing care of a patient requiring basic oral care. 3.6 Explain the importance of oral hygiene and environmental sanitation in preventing infection and promoting oral health. 3.7 Explain sanitation of the working environment. 3.8 State the rationale for the maintenance of good sanitation of the working environment.	• Describe the principles of basic oral hygiene. • Discuss basic oral hygiene practices. • Describe standard sanitation procedures in oral hygiene practice. • Discuss the procedure for nursing care of a patient requiring basic oral care. • Discuss the importance of oral hygiene and environmental sanitation in preventing infection and promoting oral health. • Discuss sanitation of the working environment. • Outline the rationale for the maintenance of good sanitation of the working environment.	Textbooks, Projector etc.	oral hygiene. • Demonstrate proper oral hygiene practices. • Apply standard sanitation procedures in the dental clinic. • Assess the conditions of the patient. • Determine the basic oral health care need. • Prepare sterile instruments and materials required for sanitation. • Draw an oral care. • Store sterile instruments appropriately.	materials used in maintaining oral hygiene. • Demonstrate proper oral hygiene practices. • Apply standard sanitation procedures in the dental clinic. • Assess the conditions of the patient and determine the basic oral health care need. • Prepare sterile instruments and materials required for sanitation. • Draw an oral care. • Store sterile instruments appropriately.	Toothpaste, Dental floss, Mouthwash, Tongue cleaners, Dental/oral models, Oral hygiene charts, Dental mirrors, Dental probes, Gloves, Face masks, Protective gowns/ aprons, Disinfectant Cleaning solutions, Waste bins, Mops and buckets, Hand towel, Hand-washing facilities, Sterilizer/autoclave, Instrument
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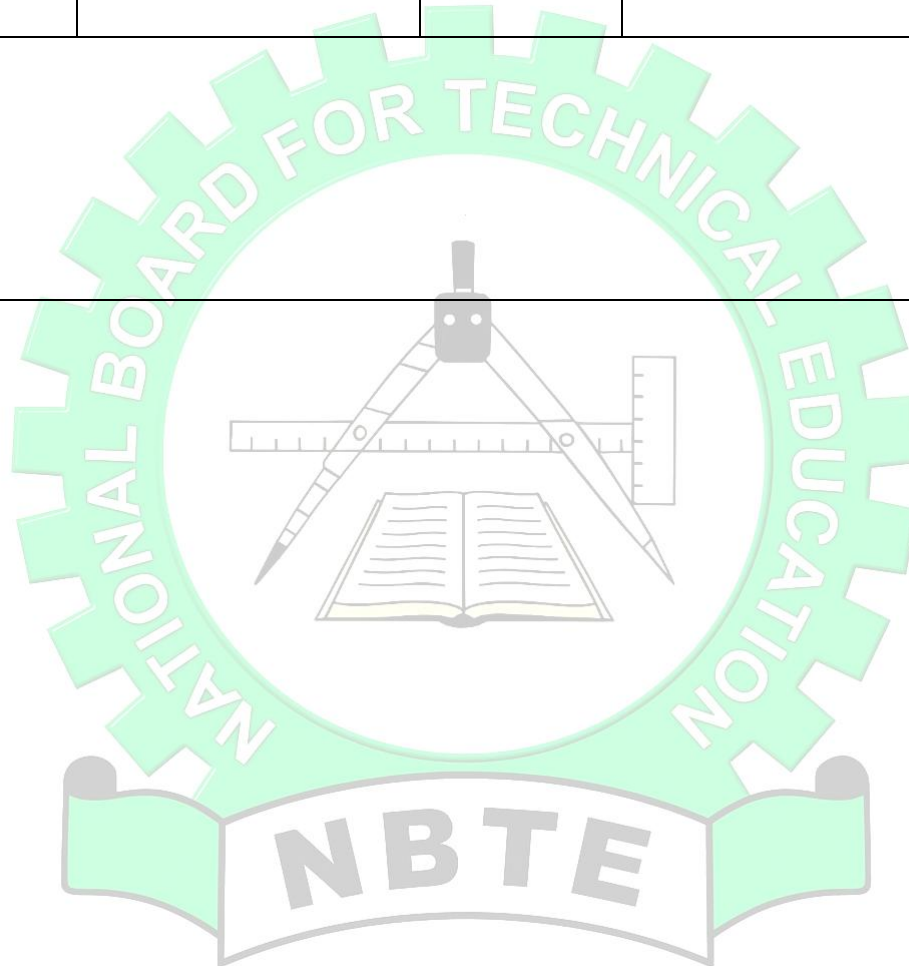
						trays, Sterile packs, Sterilization pouches, Sterilization indicator strips.
General Objective 4.0: Know the various oral health conditions requiring nursing care						
7-9	4.1 Discuss oral health conditions needing nursing care. 4.2 Describe the various oral pathological (medical) conditions in oral health e.g epulis, osteomyelitis etc. 4.3 Describe the various oral surgical conditions. 4.4 Discuss the difference between pathological (medical) and surgical conditions. 4.5 Describe the basic nursing care required for patients with oral health conditions. 4.6 Describe appropriate nursing care for patients with common oral health	• Explain oral health conditions needing nursing care. • Discuss the various oral pathological (medical) conditions in oral health e.g epulis, osteomyelitis etc. • Explain the various oral surgical conditions. • Explain the difference between pathological (medical) and surgical conditions. • Explain the basic nursing care required for patients with oral health conditions. • Discuss appropriate nursing care for	White Board/Marker s, Textbooks/ journals, Projector etc.	• Identify the instruments and materials necessary for specific procedures of dental nursing care such as: simple and compound fractures Epulis, dental osteomyelitis, cysts etc. • Demonstrate basic nursing care required for patients with oral health conditions. • Demonstrate appropriate nursing care for patients with common oral health conditions. • Recognize oral	Guide students to: • Identify the instruments and materials necessary for specific procedures of dental nursing care such as: simple and compound fractures Epulis, dental osteomyelitis, cysts etc. • Demonstrate basic nursing care required for patients with oral	Scalpel blade, Scalpel holder, sutures, Specimen bottle, Anaesthetic agent formalin and consumable materials.

	conditions. 4.7 Describe oral health conditions requiring referral to a dentist.	patients with common oral health conditions. • Explain oral health conditions requiring referral to a dentist.		health conditions requiring referral to a dentist.	health conditions. • Demonstrate appropriate nursing care for patients with common oral health conditions. • Recognize oral health conditions requiring referral to a dentist.	
General Objective 5.0: Know the procedures for clinical examination and assessment of patient.						
10-11	5.1 Define clinical examination and assessment of patient with oral health problems. 5.2 Describe the process of clinical examination and assessment of patients. 5.3 Know the advantages of clinical examination and assessment of patients with oral health problems. 5.4 Explain proper patient history taking.	• Explain clinical examination and assessment of patient with oral health problems. • Explain the process of clinical examination and assessment of patients. • Discuss the advantages of clinical examination	White Board/Markers, Textbooks, Projector etc.	• Carry out proper patient history taking. • Record relevant patient findings accurately. • Identify abnormal oral conditions requiring further attention.	Guide students to: • Carry out proper patient history taking. • Record relevant patient findings accurately. • Identify abnormal oral conditions requiring further	Oral examination tray, Sample of a dental chart, Sphygmo-manometer, Thermo-meter, Stethoscope.

	5.5 Describe basic oral examination procedures. 5.6 Explain relevant patient findings accurately. 5.7 Explain abnormal oral conditions requiring further attention. 5.8 Explain how relevant patient safety, privacy, and infection prevention during examination.	and assessment of patients with oral health problems. • Discuss proper patient history taking. • Explain basic oral examination procedures. • Discuss relevant patient findings accurately. • Describe abnormal oral conditions requiring further attention. • Discuss how relevant patient safety, privacy, and infection prevention during examination.			attention.	
General Objective 6.0: Know the management of wounds, bleeding and fractures						
12-13	6.1 Explain wounds. 6.2 Classify wounds. 6.3 Describe the different types of wounds. 6.4 Describe the management of wounds. 6.5 Describe the advantages of proper dressing of	• Describe wounds. • Classify wounds. • Explain the different types of wounds. • Discuss the management of wounds. • Discuss the	White Board/Markers, Textbooks, Projector etc.	• Demonstrate assessment, cleaning, dressing and documentation of wound dressing using appropriate infection prevention and	Guide students to: • Demonstrate assessment, cleaning, dressing and documentation of wound	Iodine hydrogel, Non adherent gauze Crepe bandage,

	wounds. 6.6 Define Bleeding. 6.7 list the signs and symptoms of bleeding. 6.8 Describe different classes of bleeding. 6.9 Describe the management of bleeding. 6.10 Define fracture dressing. 6.11 Outline the uses of bandages. 6.12 Explain the rationale for the use of bandages.	advantages of proper dressing of wounds. • Explain Bleeding. • list the signs and symptoms of bleeding. • Discuss different classes of bleeding. • Discuss the management of bleeding. • Explain fracture dressing. • Enumerate the uses of bandages. • Discuss the rationale for the use of bandages.		safety measures.	dressing using appropriate infection prevention and safety measures.	splint Forceps.
General Objective 7.0 Know appropriate ward procedures/ethics						
14-15	7.1 Explain different types of ward. 7.2 Outline the ward/procedure ethics. 7.3 Explain each of the ethics listed above. 7.4 Describe ward accessories.	• Describe different types of ward. • Enumerate the ward/procedure ethics. • Discuss each of the ethics listed above. • Describe ward accessories.	White Board/Markers, Textbooks, Projector etc.	• Observe general and routine ward ethics listed in 7.1. • Counsel patients confined to bed where necessary. • Give pre and post operative instructions.	Guide students to: • Observe general and routine ward ethics listed in 7.1. • Conduct Counseling of patients confined to bed where necessary.	Vital signs equipment

					Carry out pre and post-operative instructions.	
Course Assessment: Course work: 10% Test/Assignment: 10% Practical: 40% Examination: 40% Total: 100%						



INTRODUCTION TO PHARMACOLOGY

PROGRAMME: NATIONAL DIPLOMA IN DENTAL NURSING		
COURSE TITLE: INTRODUCTION TO PHARMACOLOGY	COURSE CODE: DNP 127	CONTACT HOURS: 2 HOURS/WEEK
	CREDIT UNIT: 2	THEORETICAL: 1 HOUR/WEEK
YEAR: I SEMESTER: II	PRE-REQUISITE: NONE	PRACTICAL: 1 HOUR/WEEK
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL		
GOAL: This course is designed to equip students with the knowledge and skills of drugs preparation, administration and their application.		
GENERAL OBJECTIVES: On completion of this course, the student should be able to: 1.0 Know the terminologies and the importance of pharmacology in Dental Nursing; 2.0 Know the sources and classification of drugs; 3.0 Know the principles of preparation and administration of drugs; 4.0 Know safety measures in the administration of drugs.		

PROGRAMME: NATIONAL DIPLOMA IN DENTAL NURSING						
COURSE TITLE: INTRODUCTION TO PHARMACOLOGY			COURSE CODE: DNP 127	CONTACT HOURS: 2 HOURS/WEEK		
			CREDIT UNIT: 2	THEORETICAL: 1 HOUR/WEEK		
YEAR: I SEMESTER: II			PRE-REQUISITE: NONE	PRACTICAL: 1 HOUR/WEEK		
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to equip the students with the knowledge and skills of drugs preparation, administration and their application.						
Week	Specific Learning Outcome	Teacher’s Activities	Resources	Specific Learning Outcome	Teacher’s Activities	Resources
GENERAL OBJECTIVE 1.0: Know the terminologies and the importance of pharmacology in Dental Nursing.						
THEORETICAL				PRACTICAL		
1-3	1.1 Define the following terms: pharmacology, pharmaceuticals, drug, pharmacokinetics, idiosyncrasies, pharmacodynamics etc. 1.2 Explain chemical, generic and brand names of drugs. 1.3 Explain the importance of pharmacology in Dental Nursing. 1.4 Outline the chemical, generic	- Explain the terms: pharmacology, pharmaceuticals, drug, pharmacokinetics, idiosyncrasies, pharmacodynamics etc. - Discuss chemical, generic and brand names of drugs. - Discuss the importance of pharmacology in Dental Nursing. - Itemize the chemical, generic and brand names of	White board/ Markers, Textbooks, Projector, Computer system etc.			

	and brand names of selected drugs.	selected drugs.				
GENERAL OBJECTIVE 2.0: Know the sources and classification of drugs.						
4-7	2.1 List types of drugs. 2.2 Explain sources of drugs. 2.3 Classify drugs according to their functions. 2.4 Classify drugs according to their forms (types). 2.5 Describe the concept of "Essential Drugs". 2.6 Define Dangerous Drugs of Addiction (DDA). 2.7 State methods through which DDA drugs can be controlled. 2.8 Explain over the counter drugs.	• Explain types of drugs. • Describe sources of drugs. • Classify drugs according to their functions. • Classify drugs according to their forms (types). • Describe the concept of "Essential Drugs". • Explain D.D.A. drugs. • Outline methods through which DDA drugs can be controlled. • Discuss over the counter drugs.	White board/Markers, Textbooks, Projector, Computer system etc.	• Identify drugs based on their classification. • Classify drugs according to their functions and types.	Guide students to: • Identify drugs based on their classification. • Classify drugs according to their functions and types.	Samples of drugs and pamphlets
GENERAL OBJECTIVE 3.0: Know the principles of preparation and administration of drugs.						
8-12	3.1 Describe common drugs used in dental practice. 3.2 List the various	• Explain the principles of drug administration, e.g. dosages, routes, etc.	White board/Markers, Textbooks, Projector,	• Identify common drugs used in dental practice.	Guide students to: • Identify common drugs used in dental	Various forms of drugs, Tablets, Lotions,

	methods of preparation of drugs. 3.3 Explain each method listed in 4.2 above. 3.4 Explain the principles of drug administration, e.g. dosages, routes, etc. 3.5 Describe required doses of drugs from stock strength. 3.6 Explain abbreviations used in pharmacology, e.g. bid, tds, qid, prn etc. 3.7 Describe common adverse drug reactions. 3.8 Discuss principles of rights of medication administration i.e right patient, drug, dose, route, time and documentation.	- Describe required doses of drugs from stock strength. - Explain abbreviations used in pharmacology, e.g. bid, tds, qid, prn etc. - Discuss common adverse drug reactions. - Explain principles of rights of medication administration i.e right patient, drug, dose, route, time and documentation.	Computer system etc.	- Demonstrate the correct procedures for preparing and administering prescribed medications under appropriate supervision. - Plan for drug administration. - Prepare for drug administration. - Prepare diluted solutions of lotions from stock strength. - Administer drugs in their various forms, e.g. tablets, lotions, solutions, infusion, to patients/clients.	practice. - Demonstrate the correct procedures for preparing and administering prescribed medications under appropriate supervision. - Plan for drug administration. - Prepare for drug administration. - Prepare diluted solutions of lotions from stock strength. - Administer drugs in their various forms, e.g. tablets, lotions, solutions, infusion, to patients/clients.	Solutions, Infusion, Tray, Water, Spoon, Cup, Drug server.
GENERAL OBJECTIVE 4.0: Know safety measures in the administration of drugs						
13-15	4.1 Explain the safety measures in the storage and	Discuss the safety measures in the	White board/Markers, Textbooks,	Demonstrate methods of drug	Guide students to: Demonstrate	Sample Drugs

	administration of drugs. 4.2 Explain control measures to be adopted in the administration of drugs to prevent abuse and addiction. 4.3 Describe the dental nurse's responsibility in drug administration and record keeping. 4.4 Explain the advantages of record keeping in the administration of drugs. 4.5 Explain methods of drugs storage. 4.6 Explain methods of dispensing of drugs (FIFO, FEFO).	storage and administration of drugs. • Discuss control measures to be adopted in the administration of drugs to prevent abuse and addiction. • Explain the nurse's responsibility in drug administration and record keeping. • Discuss the advantages of record keeping in the administration of drugs. • Describe methods of drugs storage. • Discuss methods of dispensing of drugs (FIFO, FEFO).	Projector, Computer system etc.	administration.	methods of drug administration.	
Course Assessment: Course work: 10% Test/Assignment: 10% Practical: 40% Examination: 40% Total: 100%						

PAIN AND ANXIETY CONTROL IN DENTAL PRACTICE

PROGRAMME: NATIONAL DIPLOMA IN DENTAL NURSING		
COURSE TITLE: PAIN AND ANXIETY CONTROL IN DENTAL PRACTICE	COURSE CODE: DNP 128	CONTACT HOURS: 2 HOURS/WEEK
	CREDIT UNIT: 2	THEORETICAL: 1 HOUR/WEEK
YEAR: I SEMESTER: II	PRE-REQUISITE:	PRACTICAL: 1 HOUR/WEEK
GOAL: This course is designed to enable the students acquire knowledge and skills in the management and control of pain and anxiety due to oral health problems		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Understand the concept of Pain and Anxiety; 2.0 Know oral health problems that can cause pain and anxiety; 3.0 Know the principles of control of patients in pain and anxiety situations; 4.0 Understand the general management of pain and anxiety in oral health emergencies.		

PROGRAMME: NATIONAL DIPLOMA IN DENTAL NURSING						
COURSE TITLE: PAIN AND ANXIETY CONTROL IN DENTAL PRACTICE			COURSE CODE: DNP 128		CONTACT HOURS: 2 HOURS/WEEK	
			CREDIT UNIT: 2		THEORETICAL: 1 HOUR/WEEK	
YEAR: ONE SEMESTER: TWO			PRE-REQUISITE:		PRACTICAL: 1 HOUR/WEEK	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to enable the students acquire knowledge and skills in the management and control of pain and anxiety due to oral health problem						
GENERAL OBJECTIVE 1.0: Understand the concept of Pain and Anxiety						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher’s Activities	Resources	Specific Learning Outcome	Teacher’s Activities	Resources
1-3	1.1 Define pain and anxiety. 1.2 Discuss the physiological and phycological effect of pain and anxiety in dental practices. 1.3 List common causes of pain and anxiety in dental practices. 1.4 Outline the rationale for control of pain/ anxiety in oral health care.	• Explain pain and anxiety. • Explain the physiological and phycological effect of pain and anxiety in dental practices. • State common causes of pain and anxiety in dental practices. • Enumerates the rationale for control of pain/ anxiety in oral health care.	White Board/ marker, Projector/ Slides, Visual aid etc.	• Identify common causes of pain and anxiety in dental practices.	Guide students to: • Identify common causes of pain and anxiety in dental practices.	Dental Charts, Dental Models, Videos clips.

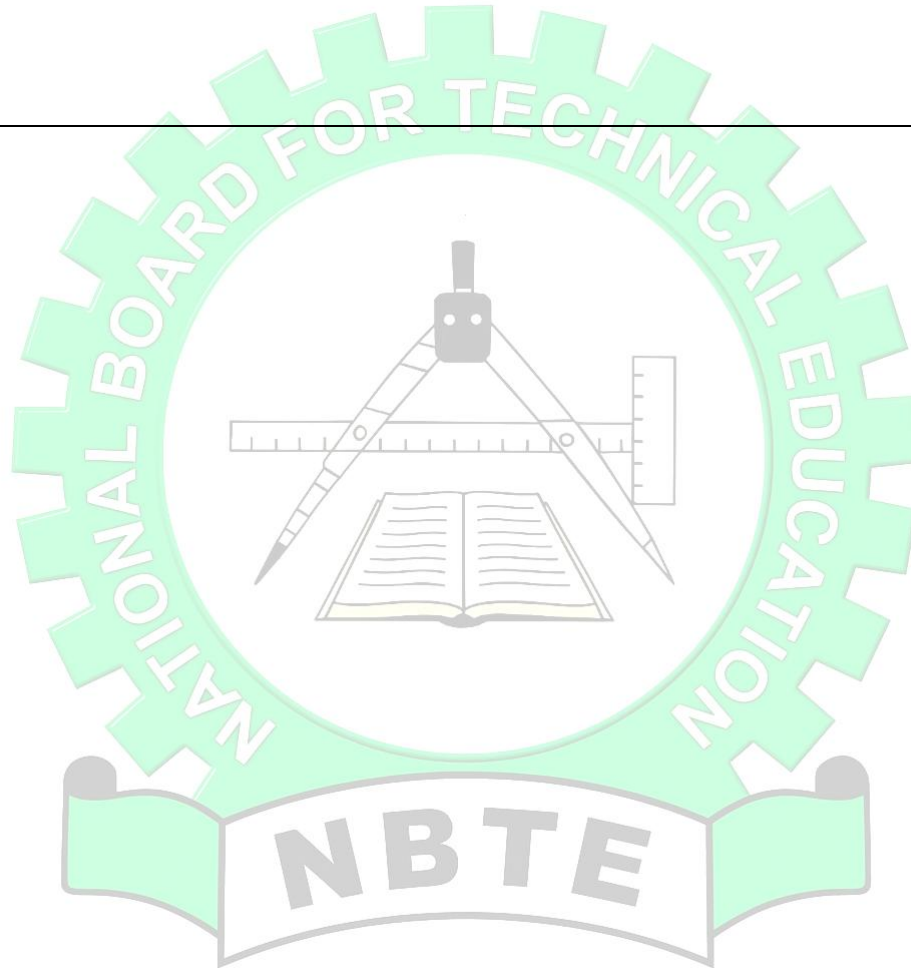
General Objective 2.0: Know Oral Health problems that can cause pain and anxiety						
4-7	2.1 List Oral Health problems that can cause pain and anxiety: - Swollen jaw/gum; - Loss of function; - Tenderness to touch; - Stress; - Low financial state of individual; - Self-pity. 2.2 Describe the process of pain/anxiety development in each oral health problem listed in 2.1. 2.3 Outline the roles of the Dental Nurse in the prevention of oral health cases that can predispose to pain and anxiety.	- State Oral Health problems that can cause pain and anxiety: - Swollen jaw/gum - Loss of function - Tenderness to touch - Stress - Low financial state of individual - Self-pity. - Discuss the process of pain/anxiety development in each oral health problem listed in 2.1. - Itemize the roles of the Dental Nurse in the prevention of oral health cases that can predispose to pain and anxiety.	White Board/ marker, Textbooks, Journals/Slides, Project, Charts/Television, Magazine etc.	- Examine an oral health patient with pain and anxiety problem. - Identify the cause of pain and anxiety.	Guide students to: - Examine an oral health patient with pain and anxiety problem. - Identify the cause of pain and anxiety.	Exam sets, Bp apparatus, Glucometer, Weighing scale, Magazine.
General Objective 3.0: Know the principles of control of patients in pain and anxiety situations.						
8-12	3.1 State the principles of Pain Management: - Assessment; - Treatment (pharmacolog	- Outline the principles of Pain Management - Assessment - Treatment (pharmacological/	Projector/ Slide, Posters, White Board			

	ical/non pharmacological); iii. Re-assurance. 3.2 Describe each principle listed in 3.1 above. 3.3 Describe the principles of management of anxiety. 3.4 Explain pharmacological and non-pharmacological management of pain and anxiety. 3.5 Explain rationale for management of pain and anxiety in oral health situations.	non pharmacological) - Re-assurance • Explain each principle listed in 3.1 above. • Discuss the principles of management of anxiety. • Discuss pharmacological and non-pharmacological management of pain and anxiety. • Discuss rationale for management of pain and anxiety in oral health situations.	/marker etc.			
General Objective 4.0: Understand the general management of pain and anxiety in oral health emergencies						

13-15	4.1 List management activities that can be carried out in oral health emergencies: - Health talk; diversional therapy - Bed rest; - Strict adherence to prescribed medication. 4.2 List preventive measures for pain and anxiety. 4.3 Outline the first aid management of pain related to Dental Emergencies i.e - Rinsing of mouth with warm saline solution; - Reassurance; - Medications. 4.4 Describe the first aid management of anxiety related to oral health. 4.5 State the advantages of prompt/proper management of pain and anxiety.	- State management activities that can be carried out in oral health emergencies. - Health talk - Bed rest - Strict adherence to prescribed medication. - List preventive measures for pain and anxiety. - Enumerate the first aid management of pain related to Dental Emergencies i.e - Rinsing of mouth with warm saline solution - Reassurance - Medications - Explain the first aid management of anxiety related to oral health - List the advantages of prompt/proper management of pain and anxiety.	White board/ maker, Public addressing system, computer system, Text books etc.	- Demonstrate first aid management for pain related to dental practice. - Role play; giving diversional therapy to patient/client present with anxiety.	Guide students to: - Demonstrate first aid management for pain related to dental practice. - Conduct role play; giving diversional therapy to patient/client present with anxiety.	First aid box, Vital signs equipment.
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Course Assessment:

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



GENERAL PATHOLOGY I

PROGRAMME: NATIONAL DIPLOMA IN DENTAL NURSING		
COURSE TITLE: GENERAL PATHOLOGY I	COURSE CODE: DNP 129	CONTACT HOURS: 2 HOURS/WEEK
	CREDIT UNIT: 2	THEORETICAL: 1 HOUR/WEEK
YEAR: I SEMESTER: II	PRE-REQUISITE:	PRACTICAL: 1 HOUR/WEEK
GOAL: This course is designed to enable students acquire knowledge and skills of pathological processes.		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Know the common medical terminologies in pathological processes; 2.0 Understand inflammation and its processes; 3.0 Know the different pathological conditions; 4.0 Know the physical factors that cause injuries to the body; 5.0 Know the biochemical processes that predispose the body to diseases.		

PROGRAMME: NATIONAL DIPLOMA IN DENTAL NURSING						
COURSE TITLE: GENERAL PATHOLOGY I			COURSE CODE: DNP 129		CONTACT HOURS: 2 HOURS/WEEK	
			CREDIT UNIT: 2		THEORETICAL: 1 HOUR/WEEK	
YEAR: I SEMESTER: II			PRE-REQUISITE:		PRACTICAL: 1 HOUR/WEEK	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to enable students acquire knowledge and skills of pathological processes.						
GENERAL OBJECTIVE 1.0: Know the common medical terminologies in pathological processes.						
	THEORETICAL CONTENT			PRACTICAL CONTENT		
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
1 - 3	1.1 Define Medicine. 1.2 Define the following terms used in pathological processes: i. Pathology; ii. Symptoms; iii. Physical signs; iv. Sequelae; v. Suppuration; vi. Resolution; vii. Sinus; viii. Cellulitis. 1.3 Define etiology. 1.4 List the divisions of aetiology and their causative agents. 1.5 Explain diagnosis, differential diagnosis,	- Define Medicine. - Explain the following terms used in pathological processes: - Pathology, - Symptoms, - Physical signs, - Sequelae, - Suppuration, - Resolution, - Sinus, - Cellulitis - Discuss etiology. - State the divisions of	White board/ Marker, Textbooks/ Journals, Posters/Charts etc.			

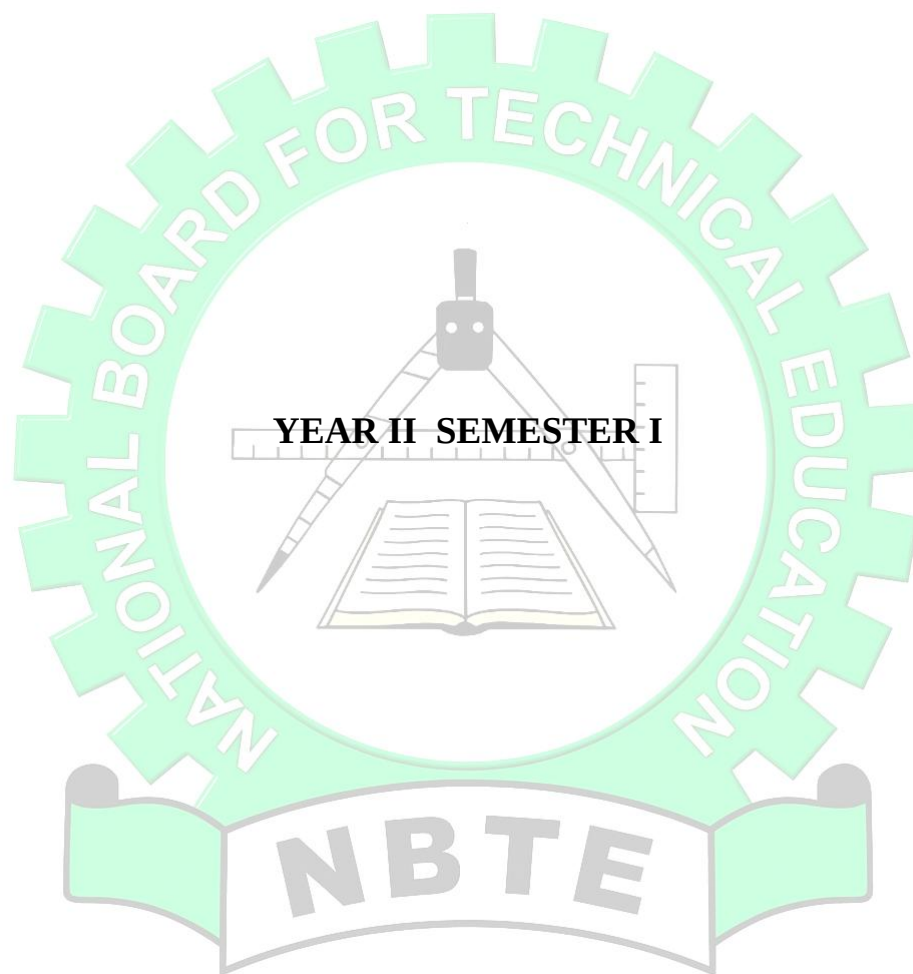
	prognosis, prophylaxis.	aetiology and their causative agents. • Explain diagnosis, differential diagnosis, prognosis, prophylaxis.				
GENERAL OBJECTIVE 2.0: Understand inflammation and its processes.						
4 -6	2.1 Define inflammation, vasodilatation etc. 2.2 List types of inflammation, i.e. acute and chronic. 2.3 Explain the causes of inflammation. 2.4 Explain the process of inflammation. 2.5 Describe the symptoms of inflammation. 2.6 Describe the management of inflammation. 2.7 Explain the factors to consider in the management of inflammation. 2.8 Differentiate between acute and chronic inflammation. 2.9 Explain the different	• Explain inflammation, vasodilatation etc. • Outline types of inflammation, i.e. acute and chronic. • Discuss the causes of inflammation. • Discuss the process of inflammation. • Explain the symptoms of inflammation. • Explain the management of inflammation. • Explain the	White board/ Marker, Textbooks/ Journals, Posters/Charts etc. 	• Identify different types of inflammation. • Recognize the symptoms of inflammation. • Manage inflammation appropriately. • Report appropriately.	Guide students to: • Identify different types of inflammation. • Recognize the symptoms of inflammation. • Manage inflammation.	Charts, Models, Videoclips, Drugs, PPEs, Analgesics/Pain relievers, Icepacks, Vital signs equipment, Examination sets.

	stages of inflammation. 2.10 Enumerate the process of inflammatory changes. 2.11 Explain inflammatory response.	factors to consider in the management of inflammation. • Differentiate between acute and chronic inflammation. • Explain the different stages of inflammation. • Outline the process of inflammatory changes. • Describe inflammatory response.				
GENERAL OBJECTIVE 3.0: Know the different pathological conditions						
7- 9	3.1 Define abscess, pyemia, empyema etc. 3.2 Explain the formation of the conditions listed above. 3.3 Define bacteremia, septicaemia, toxemia etc. 3.4 Define lymphangitis, lymphadenitis, lymphomas. 3.5 Differentiate between	• Explain abscess, pyemia, empyema etc. • Explain the formation of the conditions listed above. • Explain bacteraemia, septicaemia,	Whiteboard/ Marker, Projector/Slides, Textbooks/ Journals etc.	• Observe a patient with: ulcer, abscess, gangrene, cellulitis etc. • Manage patients with the conditions listed in 3.1 to 3.7. • Report on each respective patient observed.	Guide students to: • Observe a patient with: ulcer, abscess, gangrene, cellulitis etc. • Manage patients with the conditions listed in 3.1 to	Charts, Models, Videoclips, Drugs, PPEs, Icepacks, Vital signs equipment, Examination sets.

	lymphangitis and lymphadenitis. 3.6 Explain ulcer. 3.7 Explain gangrene, sequestrum, necrosis etc. 3.8 Explain the causes the conditions listed above. 3.9 Explain the signs and symptoms of the conditions listed above. 3.10 Explain the management and prevention of all the conditions listed above.	toxaemia etc. • Explain lymphangitis, lymphadenitis, lymphomas. • Explain the differences between lymphangitis and lymphadenitis. • Explain ulcer. • Discuss gangrene, sequestrum, necrosis etc.		• Document on each patient.	3.7. • Report on each respective patient observed. • Document on each patient.	
GENERAL OBJECTIVE 4.0: Know the physical factors that cause injuries to the body.						
10-12	4.1 Define injury. 4.2 Explain the physical factors that can cause injuries to the body, i.e. mechanical, thermal, electrical. 4.3 Describe types of injuries. 4.4 Differentiate the three types of injuries. 4.5 Describe the first aid management of injury. 4.6 Describe the management of injury.	• Explain injury. • Explain the physical factors that can cause injuries to the body, i.e. mechanical, thermal, electrical. • Discuss types of injuries. • Differentiate the three types of injuries.	Whiteboard/Marker, Textbooks/ Journals etc	• Identify different types of injury. • Provide first aid for injury patients. • Manage Injury. • Visit O.P.D/Dental clinic - Pathology section.	Guide students to: • Identify different types of injury. • Provide first aid for injury patients. • Manage Injury. • Visit O.P.D/ Dental clinic - Pathology section.	Sterile Gauze, Iodine Solution, Bandages, Plaster, Swabs, Normal Saline, Cotton wool, Forceps, Scissors, Tweezer.

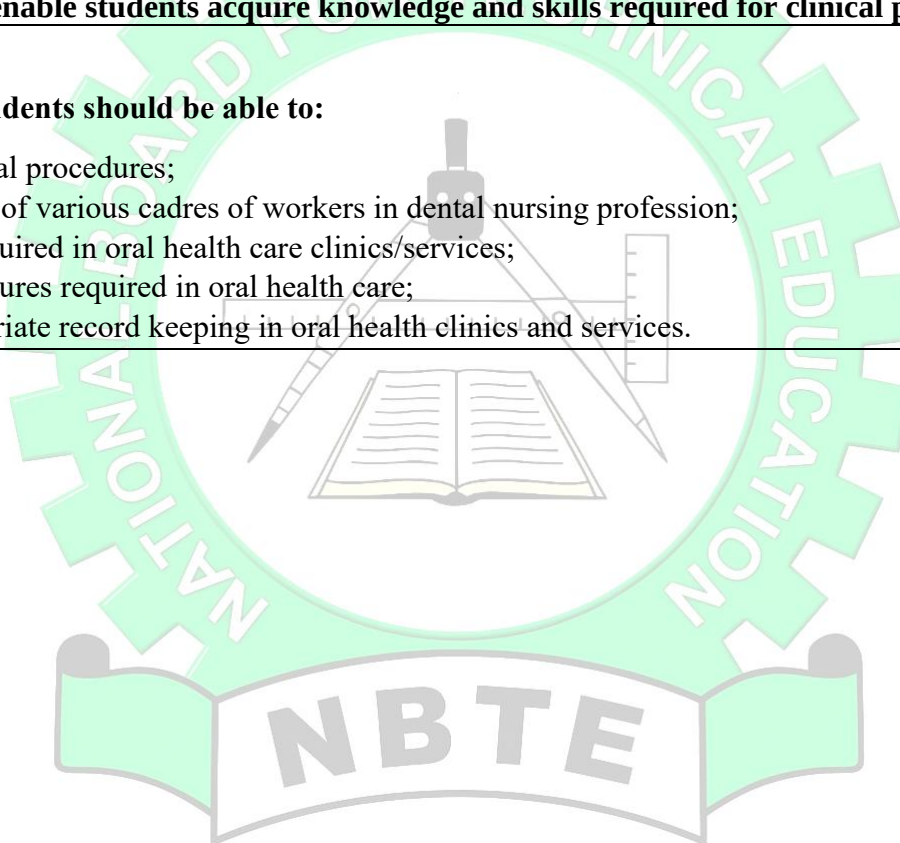
		• Discuss the first aid management of injury. • Explain the management of injury.				
GENERAL OBJECTIVE 5.0: Know the biochemical processes that predispose the body to diseases.						
13-15	5.1 Explain biochemical process. 5.2 List biochemical processes that can cause diseases to the body. 5.3 Explain the effect of poisonous substances on the human body. 5.4 Explain the role of nutritional disorders, such as malnutritional diseases (kwashiorkor and marasmus). 5.5 Describe the disorders of the endocrine system and metabolism. 5.6 Enumerate the disorders of the nervous system. 5.7 Explain the disorders of the heart and blood vessels. 5.8 Describe the disorders of the respiratory system. 5.9 Enumerate the disorders	• Describe biochemical process. • Enumerate biochemical processes that can cause diseases to the body. • Discuss the effect of poisonous substances on the human body. • Discuss the role of nutritional disorders, such as malnutritional diseases (kwashiorkor and marasmus). • Discuss the	White board/ Marker, Projector/Slides, Textbooks/Journals etc.	• Identify disorders of the liver, gall bladder, pancreas and spleen.	Guide students to: • Carry out the activity in O.P.D/Dental clinic, Pathology section to identify patients with the disorders.	Anatomical models of liver, spleen, kidney, pancreas, heart, brain etc.

	of the liver, gall bladder, pancreas and spleen.	disorders of the endocrine system and metabolism. • Highlight the disorders of the nervous system. • Discuss the disorders of the heart and blood vessels. • Describe the disorders of the respiratory system. • Outline the disorders of the liver, gall bladder, pancreas and spleen.				
Course Assessment: Course work: 10% Tests/Assignment: 10% Practical: 40% Examination: 40% Total: 100%						



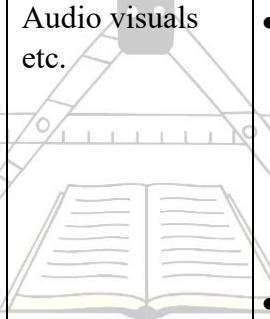
CLINICAL SKILLS IN ORAL HEALTH CARE I

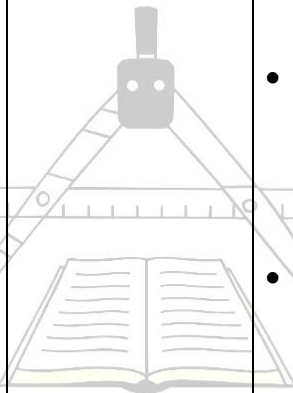
PROGRAMME: NATIONAL DIPLOMA IN DENTAL NURSING		
COURSE TITLE: CLINICAL SKILLS IN ORAL HEALTH CARE I	COURSE CODE: DNP 211	CONTACT HOURS: 3 HOURS/WEEK
	CREDIT UNIT: 3	THEORETICAL: 1 HOUR/WEEK
YEAR: II SEMESTER: I	PRE-REQUISITE:	PRACTICAL: 2 HOURS/WEEK
GOAL: This course is designed to enable students acquire knowledge and skills required for clinical procedures used in dental practices		
GENERAL OBJECTIVES:		
On completion of the course the students should be able to:		
1.0 Understand the concepts of clinical procedures;		
2.0 Know the structure and functions of various cadres of workers in dental nursing profession;		
3.0 Know the relevant documents required in oral health care clinics/services;		
4.0 Know the types of clinical procedures required in oral health care;		
5.0 Know documentation and appropriate record keeping in oral health clinics and services.		



PROGRAMME: NATIONAL DIPLOMA IN DENTAL NURSING						
COURSE TITLE: CLINICAL SKILLS IN ORAL HEALTH CARE I			COURSE CODE: DNP 211		CONTACT HOURS: 3 HOURS/WEEK	
			CREDIT UNIT: 3		THEORETICAL: 1 HOUR/WEEK	
YEAR: II SEMESTER: I			PRE-REQUISITE:		PRACTICAL: 2 HOURS/WEEK	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to enable students acquire knowledge and skills required for clinical procedures used in dental practices						
GENERAL OBJECTIVE 1.0: Understand the concepts of clinical procedures						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher’s Activities	Resources	Specific Learning Outcome	Teacher’s Activities	Resources
1-3	1.1 Define clinical procedures. 1.2 Explain their significance in dental practice. 1.3 Describe the basic principles, purposes, and categories of clinical procedures commonly performed in dental practice. 1.4 Explain the role of the Dental Nurse in supporting safe, effective, and patient-centred clinical procedures within professional	- Explain the definition, concept, and significance of clinical procedures in dental practice. - Explain the basic principles, purposes, and categories of common clinical procedures using relevant dental examples. - Describe Dental Nurse’s role in supporting safe, effective, and patient-centred clinical procedures within professional	Projector, White Board/Marker, Textbook, Audio visuals etc.	- Identify materials required for dental clinical procedure. - Identify common clinical procedures performed in dental practice using appropriate instruments and materials. - Demonstrate basic preparation of the patient, dental instruments, and materials for clinical procedures. - Demonstrate the Dental Nurse’s role in providing safe,	Guide students to: - Identify the instruments and materials used. - Prepare the patient, dental operator, instruments, and materials for clinical procedures. - Provide safe, effective, and patient-centred assistance during clinical procedures.	Dental chair, Dental unit, Basic dental instruments, Dental models, PPE, Infection prevention and control materials, Patient preparation materials, Clinical procedure manuals, Sample clinical procedure trays.

	scope of practice. 1.5 Describe the materials required for dental clinical procedure. 1.6 Describe the preparations of patients and dental instrument for clinical procedures.	scope of practice. - Discuss the materials required for dental clinical procedure. - Discuss the preparations of patients and dental instrument for clinical procedures.		effective, and patient-centred support during clinical procedures.		
GENERAL OBJECTIVE 2.0: Know the structure and functions of various cadres of workers in dental nursing profession						
4-6	2.1 Describe the major cadres of healthcare workers involved in dental nursing and oral healthcare services. 2.2 Describe the roles, responsibilities, and scope of practice of different cadres within the dental healthcare team. 2.3 Explain the structure, relationships, and importance of effective teamwork among dental healthcare	- Explain the major cadres involved in dental nursing and oral healthcare services. - Explain the roles, responsibilities, and scope of practice of each cadre using relevant dental practice examples. - Discuss case-based discussions on teamwork, professional relationships, communication, and collaboration within	Projector, White Board/Marker, Textbook, Audio visuals etc.	- Identify the major cadres of healthcare workers involved in dental nursing and oral healthcare services. - Demonstrate appropriate understanding of the roles, responsibilities, and scope of practice of different dental healthcare professionals. - Demonstrate effective communication,	Guide students to: - Identify different cadres involved in dental and oral healthcare services. - Observe the roles, responsibilities, and scope of practice of each cadre during clinical activities. - Carry out effective communication, collaboration, and professional	Organizational charts, Dental healthcare team structure charts, Professional scope-of-practice guidelines, Job descriptions, Clinical case studies, Role-play scenarios, Communication materials.

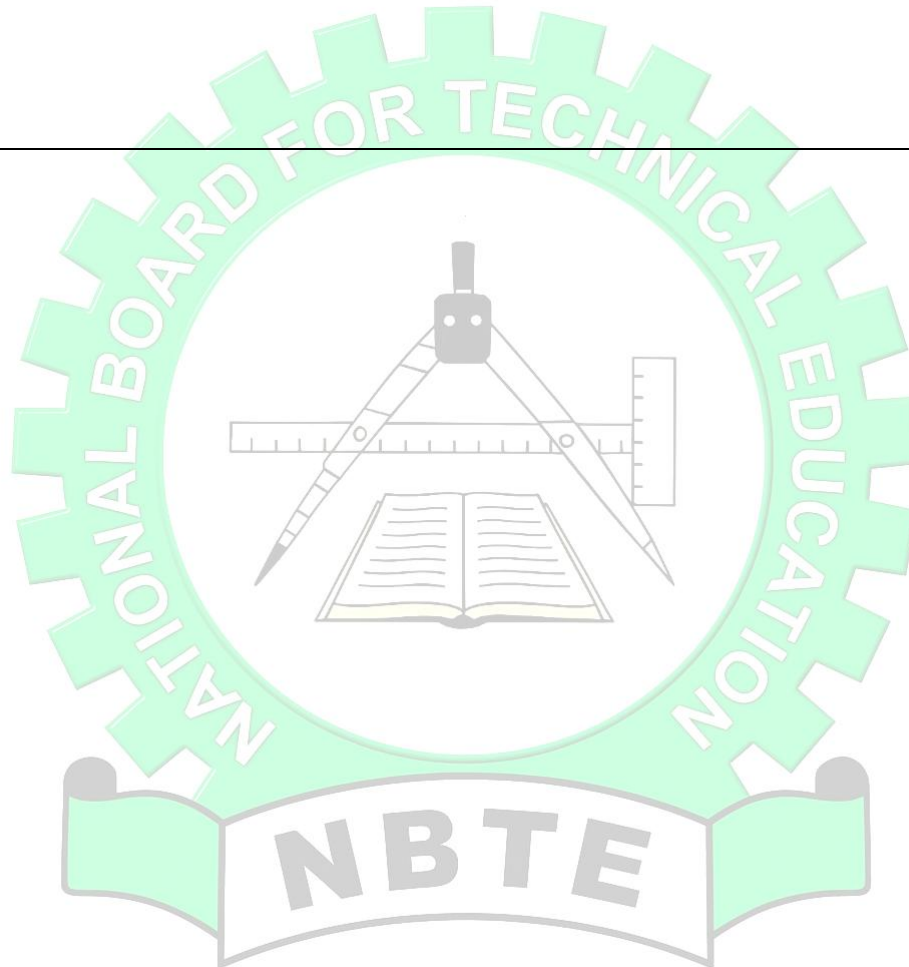
	professionals in delivering safe patient care.	the dental healthcare team.		teamwork, and professional collaboration within the dental healthcare team.	interaction within the dental healthcare team.	
GENERAL OBJECTIVE 3.0: Know the relevant documents required in oral health care clinics/services						
7-9	3.1 Describe the essential clinical and administrative documents used in oral healthcare clinics and services. 3.2 Describe the purpose and appropriate use of common patient records, consent forms, referral forms, and clinical documentation. 3.3 Explain the principles of accurate documentation, confidentiality, secure record keeping, and appropriate handling of oral healthcare documents.	• Explain the essential documents used in oral healthcare clinics and services. • Explain the purpose and correctly use of patient records consent forms referral forms and other clinical documents. • Discuss accurate documentation confidentiality secure record keeping and appropriate handling of oral healthcare documents.	Projector, White Board/Marker, Textbook, Audio visuals etc. 	• Identify and common documents required in oral healthcare clinics. • Demonstrate accurate completion of patient records consent forms referral forms and other clinical documents. • Demonstrate appropriate handling storage confidentiality and secure management of oral healthcare records.	Guide Students to: • Correctly use common oral healthcare documents. • Complete patient records consent forms referral forms and other clinical documents accurately. • Carry out appropriate handling storage confidentiality and secure management of oral healthcare records.	Patient record forms, Consent forms, Referral forms, Medical and dental history forms, Appointment records, Clinical documentation forms, Confidentiality and record-keeping guidelines.
GENERAL OBJECTIVE 4.0: Know the types of clinical procedures required in oral health care						

10-12	4.1 Describe the major types of clinical procedures performed in oral health care. 4.2 Describe the purpose of common oral health clinical procedures. 4.3 Explain the basic steps involved in selected oral health clinical procedures. 4.4 Differentiate between preventive, diagnostic, and therapeutic oral health procedures. 4.5 Describe the role of the dental nurse during common clinical procedures.	• Explain the meaning and importance of clinical procedures in oral health care. • Identify and discuss common oral health clinical procedures. • Explain the purpose and basic steps of selected procedures. • Classify procedures into preventive, diagnostic, and therapeutic categories. • Discuss the dental nurse's responsibilities before, during, and after clinical procedures.	Projector, White Board/Marker, Textbook, Audio visuals etc. 	• Identify instruments and materials used for selected oral health clinical procedures. • Demonstrate proper preparation of the dental unit and instruments before a procedure. • Demonstrate the correct sequence of selected clinical procedures under supervision. • Demonstrate appropriate infection prevention and control measures during procedures. • Demonstrate proper dental nurse assistance during clinical procedures.	Guide students to: • Identify instruments and materials. • Prepare instruments and materials. • Prepare dental unit before clinical procedures. • Correct sequence of selected procedures. • Apply infection prevention and control measures. • Carry out clinical procedures. • Correct errors. • Identify feedback on their performance.	Dental unit, Dental instruments, Personal protective equipment (PPE), Sterilization/disinfection materials, Dental procedure trays, Dental materials, Patient/dental manikin, Clinical procedure manuals, Demonstration charts/videos
GENERAL OBJECTIVE 5.0: Know documentation and appropriate record keeping in oral health clinics and services.						
13-15	5.1 Define documentation and record keeping in oral	• Explain the meaning of documentation and record keeping in oral	Projector, White Board/Marker,	• Identify the different records used in an oral health clinic.	Guide students to: • Identify different oral health	Patient dental/oral health records,

	health care. 5.2 Explain the different types of records used in oral health clinics. 5.3 State the importance of accurate and timely documentation. 5.4 Describe the essential information recorded in a patient's oral health record. 5.5 Explain the principles of confidentiality, accuracy, completeness, and safe storage of patient records.	health care. • Identify and discuss the different types of oral health records. • Explain the importance of accurate, complete, and timely documentation. • Discuss the correct information required in a patient's oral health record. • Discuss confidentiality, security, and appropriate storage of patient records. • Explain common errors in documentation and how to avoid them.	Textbook, Audio visuals etc.	• Demonstrate how to correctly enter patient information in an oral health record. • Record clinical findings and procedures accurately. • Demonstrate appropriate correction of documentation errors. • Demonstrate proper handling, confidentiality, and safe storage of patient records.	records. • Identify uses of different oral health records. • Complete patient information accurately. • Record clinical findings and procedures. • Identify method of correcting documentation errors. • Maintain confidentiality. • Handle patient records appropriately. • Document corrective feedback. • Provide corrective feedback.	Dental history forms, Clinical examination forms, Treatment/procedure charts, Appointment registers, Referral forms, Sample case records, Computer/electronic record system, Filing/storage materials, Documentation guidelines/manuals.
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Course Assessment:

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



REPRODUCTIVE HEALTH

PROGRAMME: NATIONAL DIPLOMA IN DENTAL NURSING		
COURSE TITLE: REPRODUCTIVE HEALTH	COURSE CODE: DNP 212	CONTACT HOURS: 2 HOURS/WEEK
	CREDIT UNIT: 2	THEORETICAL: 2 HOUR/WEEK
YEAR: II SEMESTER: I	PRE-REQUISITE:	PRACTICAL: 0 HOUR/WEEK
GOAL: The course is designed to equip the students with knowledge and skills necessary for meeting the reproductive health needs of clients at home, health institutions and the community.		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Understand the basic concepts, philosophy, principles, and components of reproductive health; 2.0 Know the anatomy and physiology of the male and female reproductive systems and their functions; 3.0 Understand human sexuality and its relevance to reproductive health and wellbeing; 4.0 Know common gynecological disorders, reproductive tract infections, and their basic management; 5.0 Know common investigations and surgical interventions used in the diagnosis and management of reproductive health conditions; 6.0 Know the causes, assessment, management, and psychosocial effects of infertility; 7.0 Know harmful traditional practices affecting reproductive health and explain appropriate preventive and health education measures; 8.0 know principles of Information and quality care in reproductive health practice.		

PROGRAMME: NATIONAL DIPLOMA IN DENTAL NURSING						
COURSE TITLE: REPRODUCTIVE HEALTH			COURSE CODE: DNP 212		CONTACT HOURS: 2 HOURS/WEEK	
			CREDIT UNIT: 2		THEORETICAL: 2 HOUR/WEEK	
YEAR: II. SEMESTER: I			PRE-REQUISITE:		PRACTICAL: 0	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: The course is designed to equip the students with knowledge and skills necessary for meeting the reproductive health needs of clients at home, health institutions and the community.						
GENERAL OBJECTIVE 1.0: Understand the basic concepts, philosophy, principles, and components of reproductive health						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher’s Activities	Resources	Specific Learning Outcome	Teacher’s Activities	Resources
1-2	1.1 Define reproductive health. 1.2 Explain its basic concepts and principles. 1.3 Describe the major components and dimensions of reproductive health. 1.4 Explain the importance of reproductive health to individual families and communities. 1.5 Describe the role of the nurse in promoting and providing reproductive health services.	• Explain the definition concepts and principles of reproductive health. • Explain the major components and dimensions of reproductive health. • Discuss the importance of reproductive health to individuals’ families and communities. • Explain the role of the nurse in reproductive health promotion and	Whiteboard/ Marker, Textbooks/Journals, Projector, Computer system etc.			

		service delivery.				
General Objective 2.0: Know the anatomy and physiology of the male and female reproductive systems and their functions						
3-4	2.1 Identify the major organs and structures of the male and female reproductive systems. 2.2 Describe the basic anatomy and functions of the male and female reproductive organs. 2.3 Explain the physiological processes involved in the reproductive system including the menstrual cycle and reproductive functions. 2.4 Explain the anatomy and physiology of the reproductive system to reproductive health and nursing care.	• Explain the major organs and structures of the male and female reproductive systems. • Explain anatomical charts and models to discuss the structure and functions of the reproductive organs. • Explain the menstrual cycle and other basic physiological processes involved in reproduction. • Describe reproductive anatomy and physiology to common reproductive health needs and nursing care.	Whiteboard/ Marker, Textbooks/Jou rnals, Projector, Computer system etc.			
General Objective 3.0: Understand human sexuality and its relevance to reproductive health and wellbeing						

5-6	3.1 Define human sexuality. 3.2 Describe its basic concepts and dimensions. 3.3 Explain the biological, psychological social and cultural factors influencing human sexuality. 3.4 Describe the relationship between human sexuality reproductive health and overall wellbeing. 3.5 Explain the role of the nurse in providing respectful confidential and non-judgmental sexual health support.	• Explain the concept dimensions and basic principles of human sexuality. • Discuss the biological psychological social and cultural factors influencing sexuality. • Discuss the relationship between sexuality reproductive health and wellbeing. • Explain the nurse's role in providing respectful confidential and non-judgmental sexual health support.	Whiteboard/ Marker, Textbooks/Jou rnals, Projector, Computer system etc.			
General Objective 4.0: Know common gynecological disorders, reproductive tract infections, and their basic management						
7-8	4.1 Identify common gynaecological disorders and their major causes and risk factors. 4.2 Describe the common	• Explain common gynaecological disorders their causes and risk factors. • Explain clinical	Whiteboard/ Marker, Textbooks/Jou rnals, Projector, Computer			

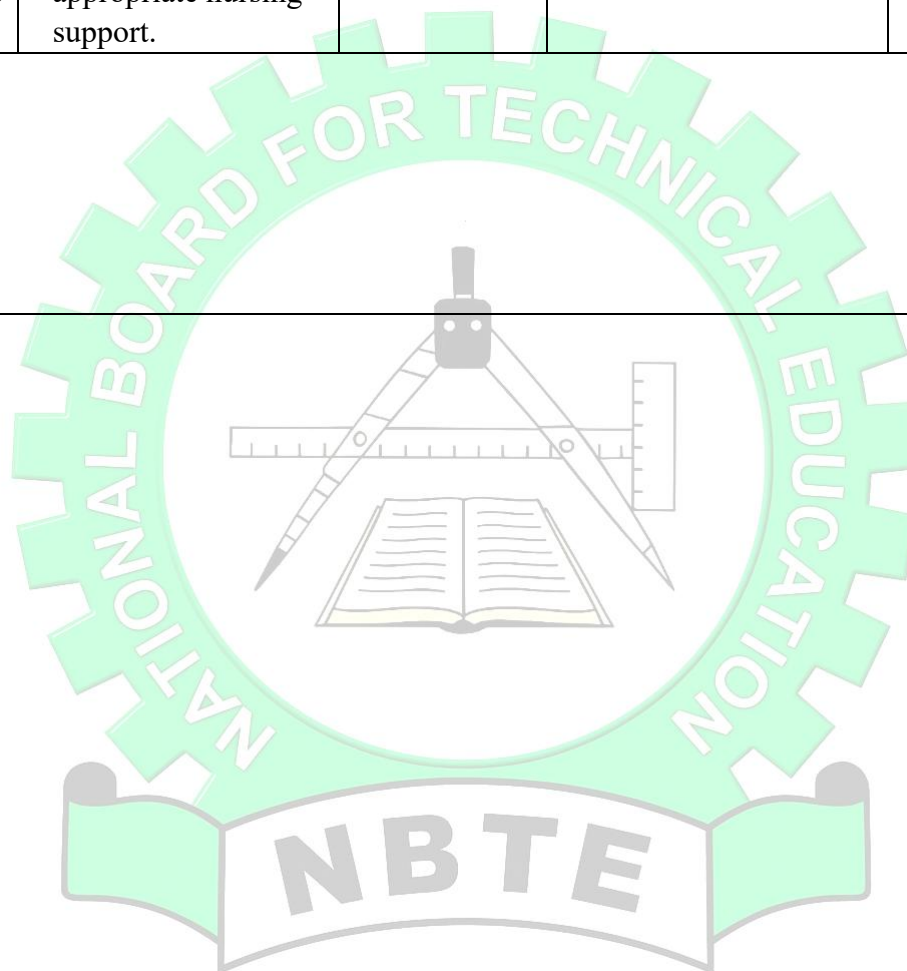
	signs symptoms and clinical features of selected gynaecological disorders. 4.3 Explain the basic principles of assessment treatment and management of common gynaecological disorders. 4.4 Describe the appropriate nursing care and patient support required for women with gynaecological disorders.	examples and case studies to explain the signs symptoms and clinical features of selected disorders. • Discuss the basic principles of assessment treatment and management of common gynaecological disorders. • Explain appropriate nursing care patient support and health education for women with gynaecological disorders.	system etc.			
General Objective 5.0: Know common investigations and surgical interventions used in the diagnosis and management of reproductive health conditions						
9-11	5.1 Identify common investigations used in the assessment and diagnosis of gynaecological disorders. 5.2 Describe the basic	• Explain common investigations used in the assessment and diagnosis of gynaecological disorders. • Explain the	Whiteboard/Marker, Textbooks/Journals, Projector, Computer			

	purposes and procedures involved in common gynaecological investigations. 5.3 Explain the appropriate preparation of patients and specimens for selected investigations. 5.4 Describe the principles of accurate specimen handling documentation and result reporting.	purposes and basic procedures of selected gynaecological investigations. • Describe appropriate patient preparation and specimen collection principles. • Explain safe specimen handling accurate documentation and appropriate reporting of investigation results.	system etc.			
General Objective 6.0: Know the causes, assessment, management, and psychosocial effects of infertility						
12-13	6.1 Define gynaecological surgery. 6.2 Identify common surgical interventions used in the management of gynaecological conditions. 6.3 Describe the basic indications and contraindications for	• Discuss common gynaecological surgical interventions their indications and basic purposes. • Explain the common indications and contraindications for selected procedures. • Discuss pre-operative intra-operative and	Whiteboard/Marker, Textbooks/Journals, Projector, Computer system etc.			

	selected gynaecological surgical procedures. 6.4 Explain the principles of pre-operative preparation intra-operative support and post-operative care for patients undergoing gynaecological surgery. 6.5 Describe common post-operative complications and appropriate nursing measures for their prevention recognition and management.	post-operative nursing responsibilities for patients undergoing gynaecological surgery. • Explain common post-operative complications and appropriate nursing measures for their prevention recognition and management.				
General Objective 7.0 Know harmful traditional practices affecting reproductive health and explain appropriate preventive and health education measures.						
14	7.1 Define reproductive tract infections. 7.2 Identify common types affecting the reproductive system. 7.3 Describe the common causes modes of transmission risk factors and clinical features of reproductive tract infections. 7.4 Explain the basic	• Explain reproductive tract infections and their common types. • Explain the causes modes of transmission risk factors and clinical features of selected infections. • Discuss the basic principles of	Whiteboard/Marker, Textbooks/Journals, Projector, Computer system etc.			

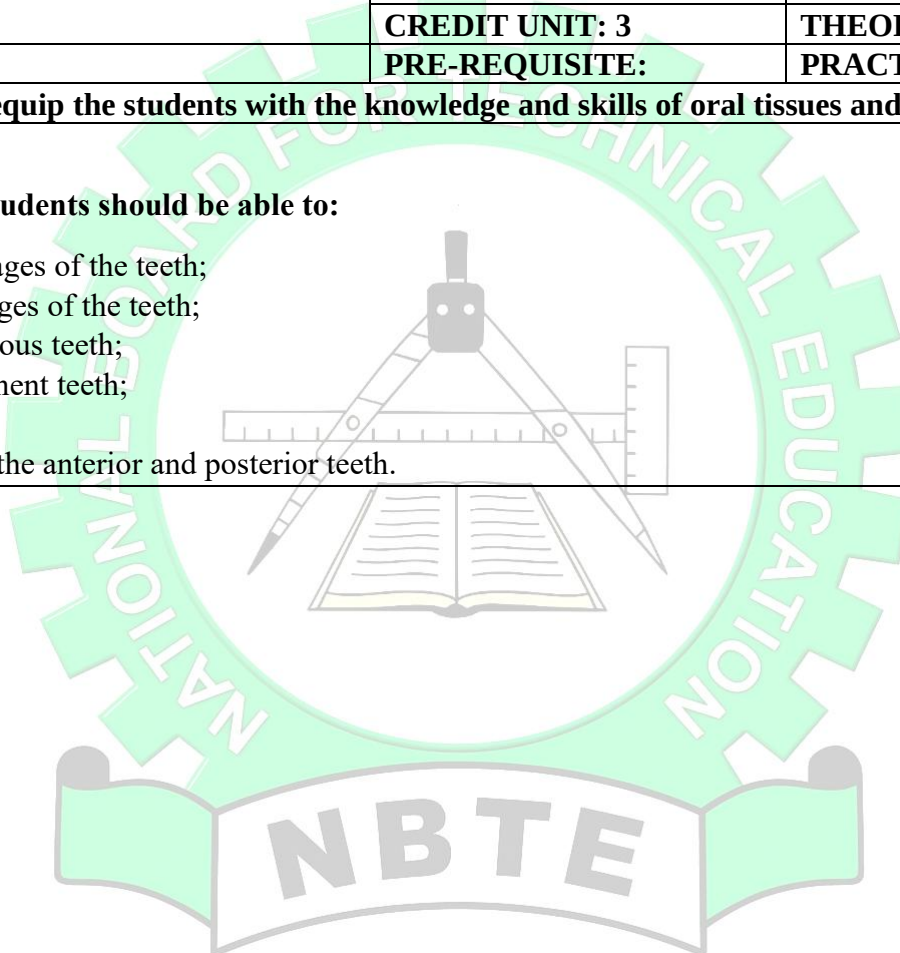
	principles of prevention diagnosis treatment and management of reproductive tract infections. 7.5 Describe appropriate nursing care patient education infection prevention and referral for clients with reproductive tract infections.	prevention diagnosis treatment and management. • Explain appropriate nursing care patient education infection prevention and referral for affected clients.				
General Objective 8.0 Know principles of information and quality care in reproductive health practice.						
15	8.1 Define infertility. 8.2 Describe its common causes and contributing factors. 8.3 Describe the basic assessment and investigations used in the evaluation of infertility. 8.4 Explain the basic principles of medical and assisted reproductive management of infertility. 8.5 Describe the psychological and	• Explain plain infertility, its causes and contributing factors. • Explain the basic assessment and investigations used in infertility evaluation. • Explain common medical and assisted reproductive approaches to infertility management. • Explain psychological and	Whiteboard/ Marker, Textbooks/Journals, Projector, Computer system etc.			

	social effects of infertility and appropriate supportive nursing care.	social effects of infertility and appropriate nursing support.				
Course Assessment: Course work: 10% Test/Assignment: 10% Practical: 40% Examination: 40% Total: 100%						



ORAL ANATOMY AND EMBRYOLOGY

PROGRAMME: NATIONAL DIPLOMA IN DENTAL NURSING		
COURSE TITLE: ORAL ANATOMY AND EMBRYOLOGY	COURSE CODE: DNP 213	CONTACT HOURS: 3 HOURS/WEEK
	CREDIT UNIT: 3	THEORETICAL: 1 HOUR/WEEK
YEAR: II SEMESTER: I	PRE-REQUISITE:	PRACTICAL: 2 HOURS/WEEK
GOAL: This course is designed to equip the students with the knowledge and skills of oral tissues and their developmental stages		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Know the early developmental stages of the teeth; 2.0 Know the later developmental stages of the teeth; 3.0 Know the eruption time of deciduous teeth; 4.0 Know the eruption time of permanent teeth; 5.0 Understand Tooth Morphology; 6.0 Know the longitudinal section of the anterior and posterior teeth.		



PROGRAMME: NATIONAL DIPLOMA IN DENTAL NURSING						
COURSE TITLE: ORAL ANATOMY AND EMBRYOLOGY			COURSE CODE: DNP 213		CONTACT HOURS: 3 HOURS/WEEK	
			CREDIT UNIT: 3		THEORETICAL: 1 HOUR/WEEK	
YEAR: II SEMESTER: I			PRE-REQUISITE:		PRACTICAL: 2 HOURS/WEEK	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to equip the students with the knowledge and skills of oral tissues and their developmental stages						
GENERAL OBJECTIVE 1.0: Know the early developmental stages of the teeth						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher’s Activities	Resources	Specific Learning Outcome	Teacher’s Activities	Resources
1-3	1.1 Define dental anatomy and embryology. 1.2 Explain their relevance to Dental Nursing practice. 1.3Describe the basic anatomical organization of the oral cavity, teeth, and supporting structures. 1.4 Describe the sages in early developmental stage of teeth, including the bud, cap, and bell stages. 1.5 Explain the developing teeth tissues. 1.6 Explain the development, differentiation, morphogenesis, calcification, and eruption of teeth. 1.7 Describe common	• Explain dental anatomy and embryology. • Explain their relevance to Dental Nursing practice. • Explain the basic anatomical organization of the oral cavity, teeth, and supporting structures. • Explain the sages in early developmental stage of teeth, including the bud, cap, and bell stages. • Explain the developing teeth	Whiteboard/Marker, Projector, Chats, Textbook, Audio visuals etc.	• Identify the major anatomical structures of the oral cavity, teeth, and supporting tissues. • Demonstrate recognition of the major stages of tooth development. • Identify the developing tooth tissues and relate their basic structures to tooth formation and maturation. • Demonstrate recognition of	Guide students to: • Identify the early developmental stages of teeth and guides students to identify them. • Identify features of each early developmental stage using the dental models and diagrams. • Differentiate the early developmental stages of teeth	Dental models, Tooth development charts, Dental diagrams, Tooth specimens, Dental anatomy textbook, Whiteboard and markers, Projector.

	developmental abnormalities of teeth. 1.8 Explain the relationship between developmental abnormalities of teeth and their basic features to clinical Dental Nursing practice.	tissues. • Explain the development, differentiation, morphogenesis, calcification, and eruption of teeth. • Explain common developmental abnormalities of teeth. • Describe the relationship between developmental abnormalities of teeth and their basic features to clinical Dental Nursing practice.		normal tooth morphology and basic developmental. • Identify common developmental abnormalities of teeth.	based on their developmental features.	
General Objective 2.0: Know the later developmental stages of the teeth						
4-6	2.1 Explain later developmental stages of teeth. 2.2 Describe the basic processes involved in the later stages of tooth development. 2.3 Explain the basic processes of tooth calcification, maturation, and eruption.	• Discuss later developmental stages of teeth. • Discuss the basic processes involved in the later stages of tooth development. • Discuss the basic processes of tooth calcification,	Whiteboard/ Marker, Projector, Chats, Textbook, Audio visuals etc.	• Identify the major stages of tooth development using dental models, diagrams, and developmental images. • Demonstrate recognition of basic changes associated	Guide Students to: • Identify the later developmental stages of teeth. • Identify features of each developmental	Dental models, Tooth development charts, Dental diagrams, Tooth specimens, Dental anatomy

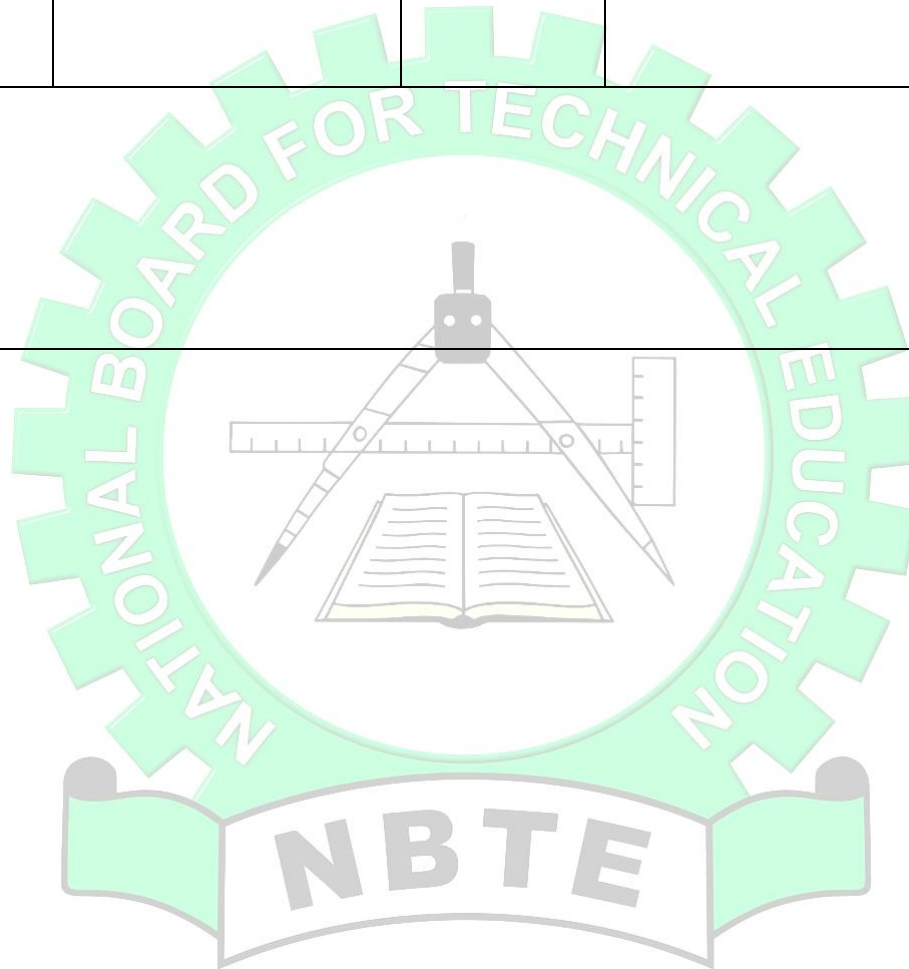
	2.4 Describe the major developmental changes that occur as teeth progress from formation to eruption. 2.5 Explain factors that affects developmental changes. 2.6 Explain how to mitigate challenges affecting developmental stages.	maturation, and eruption. • Explain the major developmental changes that occur as teeth progress from formation to eruption. • Describe factors that affects developmental changes. • Discuss how to mitigate challenges affecting developmental stages.		with tooth calcification, maturation, and eruption. • Identify the normal sequence of tooth development from formation to eruption using clinical images and models.	stage and guides students to identify them. • Differentiate the later developmental stages of teeth based on their anatomical features.	textbook, Whiteboard and markers, Projector.
General Objective 3.0: Know the eruption time of deciduous teeth						
7-8	3.1 Explain deciduous teeth. 3.2 Describe the different types of deciduous teeth. 3.3 Explain the condition for proper eruption of deciduous teeth. 3.4 State the normal eruption time of each deciduous tooth. 3.5 Identify the deciduous teeth according to their sequence of eruption.	• Describe deciduous teeth. • Explain the different types of deciduous teeth. • Discuss the condition for proper eruption of deciduous teeth. • List the normal eruption time of each deciduous tooth.	Whiteboard/ Marker, Projector, Chats, Textbook, Audio visuals etc.	• Identify the different types of deciduous teeth on a dental model or chart. • Demonstrate the normal eruption time of each deciduous tooth. • Arrange the sequence of	Guide Student to: • Identify the different types of deciduous teeth. • Demonstrate the normal eruption time of each deciduous tooth.	Dental models, Dental eruption charts, Tooth specimens, Dental anatomy textbook, Whiteboard and markers,

		Identify the deciduous teeth according to their sequence of eruption.		eruption of deciduous teeth using a dental model or chart.	Arrange the sequence of eruption of the deciduous teeth.	Projector.
General Objective 4.0: Know the eruption time of permanent teeth						
9-11	4.1 Explain permanent teeth. 4.2 Describe the different types of permanent teeth. 4.3 Explain the condition for proper eruption of permanent teeth. 4.4 State the normal eruption time of each permanent tooth. 4.5 Identify the permanent teeth according to their sequence of eruption.	- Describe permanent teeth. - Explain the different types of permanent teeth. - Discuss the condition for proper eruption of permanent teeth. - Outline the normal eruption time of each permanent tooth. - Identify the permanent teeth according to their sequence of eruption.	Whiteboard/ Marker, Projector, Charts, Textbook, Audio visuals etc.	- Identify the different types of permanent teeth using a dental model or chart. - Demonstrate the normal eruption time of the permanent teeth. - Arrange the sequence of eruption of the permanent teeth using a dental model or chart.	Guide student to: - Identify the different types of teeth. - Explains the normal eruption time of the permanent teeth. - Arrange and explain the sequence of eruption of the permanent teeth.	Dental models, Dental eruption charts, Tooth specimens, Dental anatomy textbook, Whiteboard and markers, Projector.
General Objective 5.0: Understand Tooth Morphology						
12-13	5.1 Define tooth morphology. 5.2 Explain the importance of tooth morphology in dentistry. 5.3 Describe the different surfaces, landmarks, and	- Explain tooth morphology. - Discuss the importance tooth morphology in dentistry.	Whiteboard/ Marker, Projector, Charts, Textbook, Audio visuals	- Identify the different surfaces, landmarks, and anatomical features of a tooth. - Demonstrate the	Guide student to: Displays dental models and explains the different surfaces,	Dental models, Tooth charts and diagrams, Extracted teeth or tooth

	anatomical features of a tooth. 5.4 Differentiate between the morphological features of incisors, canines, premolars, and molars.	• Explain using dental models, charts, or diagrams to demonstrate the different surfaces, landmarks, and anatomical features of a tooth. • Explain morphological differences between incisors, canines, premolars, and molars using dental models or charts.	etc.	morphological features of different types of teeth using dental models. • Differentiate between incisors, canines, premolars, and molars based on their morphological features.	landmarks, and anatomical. • Demonstrates the morphological features of incisors, canines, premolars, and molars. • Identify the various types of teeth based on their morphological features. • Differentiate the various types of teeth based on their morphological features. • Correct errors during the practical exercise where necessary.	specimens, Tooth morphology textbook, Whiteboard and markers, Hand gloves, Dental instruments, Projector/ computer.
General Objective 6.0: Know the longitudinal section of the anterior and posterior teeth						

14-15	6.1 Explain anterior and posterior teeth. 6.2 Describe the longitudinal sections of anterior and posterior teeth. 6.3 Describe the anatomical features seen in the longitudinal sections of anterior and posterior teeth. 6.4 Differentiate between the longitudinal sections of anterior and posterior teeth based on their anatomical features.	- Describe anterior and posterior teeth. - Explain the longitudinal sections of anterior and posterior teeth. - Explain the anatomical features seen in the longitudinal sections of anterior and posterior teeth. - Differentiate between the longitudinal sections of anterior and posterior teeth based on their anatomical features.	Whiteboard/ Marker, Projector, Charts, Textbook, Audio visuals etc.	- Identify the longitudinal sections of anterior and posterior teeth. - Demonstrate the anatomical features of anterior and posterior teeth. - Differentiate between the longitudinal sections of anterior and posterior teeth based on their anatomical features.	Guide students to: - Provides dental models, charts, and tooth specimens for practical demonstration. - Demonstrates the longitudinal sections of anterior and posterior teeth and points out their anatomical features. - Identify longitudinal sections of anterior and posterior teeth. - Differentiate the longitudinal sections of anterior and posterior teeth. - Conduct	Dental models, Tooth specimens, Dental charts and diagrams, Longitudinal tooth section models, Dental instruments, Hand gloves, Tooth morphology textbook, Whiteboard and markers
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					practical exercise and corrects errors where necessary.	
Course Assessment:						
Course work: 10%						
Test/Assignment: 10%						
Practical: 40%						
Examination: 40%						
Total: 100%						



ORAL PATHOLOGY

PROGRAMME: NATIONAL DIPLOMA IN DENTAL NURSING		
COURSE TITLE: ORAL PATHOLOGY	COURSE CODE: DNP 214	CONTACT HOURS: 3 HOURS/WEEK
	CREDIT UNIT: 3	THEORETICAL: 1 HOUR/WEEK
YEAR: II SEMESTER: I	PRE-REQUISITE:	PRACTICAL: 2 HOURS/WEEK
GOAL: This course is designed to equip students with knowledge and skills of oral pathology		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Know the clinical features and basic pathological processes of common oral and maxillofacial diseases; 2.0 Know different types of Tumors; 3.0 Understand common systemic diseases and conditions that present with oral manifestations; 4.0 Know appropriate patient preparation, clinical assistance, infection prevention; 5.0 Understand appropriate principles of patient communication, documentation, health educations; 6.0 Understand knowledge of oral pathology into safe, ethical, patient-centered Dental Nursing practice.		

PROGRAMME: NATIONAL DIPLOMA IN DENTAL NURSING						
COURSE TITLE: ORAL PATHOLOGY			COURSE CODE: DNP 214		CONTACT HOURS: 3 HOURS/WEEK	
			CREDIT UNIT: 3		THEORETICAL: 1 HOUR/WEEK	
YEAR: II SEMESTER: I			PRE-REQUISITE:		PRACTICAL: 2 HOURS/WEEK	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to equip students with knowledge and skills of oral pathology						
GENERAL OBJECTIVE 1.0: Know the clinical features and basic pathological processes of common oral and maxillofacial diseases						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher’s Activities	Resources	Specific Learning Outcome	Teacher’s Activities	Resources
1-3	1.1. Explain the aetiology, pathogenesis. 1.2. Explain the features of common oral and maxillofacial diseases and lesions. 1.3. Explain the different common oral pathological conditions based on their clinical presentation and characteristic features. 1.4 Describe significant clinical features that may indicate potentially serious or abnormal oral conditions requiring further professional assessment.	- Explain the aetiology, pathogenesis. - Discuss the features of common oral and maxillofacial diseases and lesions. - Discuss the different common oral pathological conditions based on their clinical presentation and characteristic features. - Explain significant clinical features that may indicate potentially serious or abnormal oral	Projector, Public Addressing system, Whiteboard/Marker, Computer system etc.	- Identify common oral and maxillofacial lesions. - Carry out basic oral examination. - Carry out systematic observation of abnormal oral findings under supervision. - Differentiate selected common oral pathological conditions based on their clinical features. - Demonstrate appropriate	Guides students to: - Identify common oral and maxillofacial lesions. - Carry out basic oral examination. - Carry out systematic observation of abnormal oral findings under supervision. - Differentiate selected common oral pathological	Clinical photographs of oral lesions, Intraoral and extraoral radiographs, Oral examination instruments, Dental models, Anatomical charts, Patient case scenarios, Examination gloves, Masks, and Documentation/r eferred forms.

	1.5 Explain the clinical presentation of common oral and maxillofacial conditions to appropriate Dental Nursing support, documentation, patient education, and referral.	conditions requiring further professional assessment. Discuss the clinical presentation of common oral and maxillofacial conditions to appropriate Dental Nursing support, documentation, patient education, and referral.		documentation, patient communication, and referral of abnormal oral findings within the Dental Nurse's scope of practice.	conditions based on their clinical features. Demonstrate appropriate documentation, patient communication, and referral of abnormal oral findings within the Dental Nurse's scope of practice.	
General Objective 2.0 Know differentiate types of tumors						
4-5	2.1 Explain the following lesions of the oral and maxillofacial region: - Common cystic; - Neoplastic; - Potentially malignant; - Malignant; - Tumor; - Cysts. 2.2 Describe the characteristic clinical features and basic pathological processes of common oral cysts and tumors.	- Describe the following lesions of the oral and maxillofacial region; - Common cystic - Neoplastic - Potentially malignant - Malignant. - Tumor - Cysts. - Discuss the characteristic clinical features and basic	Projector, Public Addressing system, Whiteboard/ Marker, Computer system etc.	- Identify common cystic, neoplastic, potentially malignant, and malignant oral lesions using clinical photographs, models, and radiographs. - Demonstrate systematic observation and basic assessment of selected oral lesions	Guide students to: - Identify common cystic, neoplastic, potentially malignant, and malignant oral lesions using clinical photographs, models, and radiographs. - Demonstrate systematic	Clinical radiograph of oral lesions, Intraoral and extraoral radiographs, Dental models, oral pathology atlas, Anatomical charts, Case scenarios, Oral examination instruments,

	2.3 Explain differences between benign, potentially malignant, and malignant oral lesions based on their clinical presentation. 2.4 Describe suspicious oral lesions requiring further professional assessment and appropriate referral within the Dental Nurse's scope of practice.	pathological processes of common oral cysts and tumors. • Explain differences between benign, potentially malignant, and malignant oral lesions based on their clinical presentation. • Discuss suspicious oral lesions requiring further professional assessment and appropriate referral within the Dental Nurse's scope of practice.		under appropriate supervision. • Identify selected oral lesions based on their observable clinical features and radiographic characteristics. • Demonstrate appropriate documentation and referral of suspicious oral lesions within the Dental Nurse's scope of practice.	observation and basic assessment of selected oral lesions under appropriate supervision. • Identify selected oral lesions based on their observable clinical features and radiographic characteristics. • Demonstrate appropriate documentation and referral of suspicious oral lesions within the Dental Nurse's scope of practice.	Documentation forms, and Referral forms.
General Objective 3.0: Understand common systemic diseases and conditions that present with oral manifestations.						
6-8	3.1 Describe common systemic diseases and conditions that present with oral manifestations.	• Explain common systemic diseases and conditions that present with oral	Projector, Public Addressing system,	• Identify common oral diseases using clinical photographs and case scenarios	Guide students to: • Identify common oral manifestations	Clinical photographs of oral manifestations

	3.2 Describe the characteristic oral manifestations. 3.3 Explain common systemic conditions. 3.4 Explain the relationship between oral manifestations and selected systemic conditions. 3.5 Discuss the implications of systemic diseases for dental care, including appropriate Dental Nursing support, patient safety, communication, and referral.	manifestations. • Explain the characteristic oral manifestations. • Discuss common systemic conditions. • Discuss the relationship between oral manifestations and selected systemic conditions. • Explain the implications of systemic diseases for dental care, including appropriate Dental Nursing support, patient safety, communication, and referral.	Whiteboard/Marker, Computer system etc.	manifestations of selected systemic. • Demonstrate basic recognition and documentation of oral findings associated with systemic conditions. • Demonstrate appropriate patient support, communication, and referral of significant oral findings within the Dental Nurse's scope of practice.	of selected systemic diseases using clinical photographs and case scenarios. • Demonstrate basic recognition and documentation of oral findings associated with systemic conditions. • Demonstrate appropriate patient support, communication, and referral of significant oral findings within the Dental Nurse's scope of practice.	case scenarios, Intraoral and extraoral radiographs, Oral examination instruments, Dental models, Patient records, Documentation forms, Referral forms.
General Objective 4.0: Know appropriate patient preparation and clinical assistance, infection prevention						
9-11	4.1 Explain appropriate preparation of patients for dental procedures involving oral pathological conditions.	• Describe appropriate preparation of patients for dental procedures involving oral pathological	Projector, Public Addressing system, Whiteboard/	• Demonstrate appropriate patient preparation and clinical assistance during the	Guide students to: • Demonstrate appropriate patient preparation and	Dental chair, Oral examination instruments, PPE,

	4.2 Describe effective clinical assistance during the examination and management of patients with oral pathological conditions. 4.3 Explain infection prevention and control measures during the provision of dental care. 4.4. Describe appropriate supportive care and patient-centered communication throughout the treatment process. 4.5 Discuss how to recognize and report significant changes in the patient's condition within the dental nurse scope of practice.	conditions. • Discuss effective clinical assistance during the examination and management of patients with oral pathological conditions. • Describe infection prevention and control measures during the provision of dental care. • Describe appropriate supportive care and patient-centered communication throughout the treatment process. • Describe how to recognize and report significant changes in the patient's condition within the dental nurse scope of practice.	Marker, Computer system etc.	management of oral pathological conditions. • Apply appropriate infection prevention, supportive care, and patient-centred communication during clinical procedures. • Recognize significant patient findings or changes in condition within the Dental Nurse's scope of practice. • Document significant patient findings or changes in condition within the Dental Nurse's scope of practice. • Report significant patient findings or changes in condition within the Dental Nurse's scope of practice.	clinical assistance during the management of oral pathological conditions. • Apply appropriate infection prevention, supportive care, and patient-centred communication during clinical procedures. • Recognize significant patient findings or changes in condition within the Dental Nurse's scope of practice. • Document significant patient findings or changes in condition within the Dental	Infection prevention and control materials, Dental models, Clinical photographs, Patient records, Documentation forms, and Referral forms.
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					Nurse's scope of practice. • Report significant patient findings or changes in condition within the Dental Nurse's scope of practice.	
General Objective 5.0: Understand appropriate principles of patient communication, documentation, health education						
12-13	5.1 Explain effective and patient-centered communication when caring for patients with suspected oral diseases. 5.2 Explain principles of health education and oral health promotion to patients and their caregivers. 5.3 Explain the importance of accurate and confidential documentation of relevant patient findings and care provided. 5.4 Explain clinical findings that require further professional assessment or	• Discuss effective and patient-centered communication when caring for patients with suspected oral diseases. • Explain principles of health education and oral health promotion to patients and their caregivers. • Discuss the importance of accurate and confidential documentation of relevant patient findings and care	Projector, Public Addressing system, Whiteboard/Marker, Computer system etc.	• Demonstrate effective patient communication and oral health education for patients with suspected oral diseases. • Demonstrate accurate, confidential documentation of relevant clinical findings and patient care. • Identify conditions requiring further assessment and demonstrate timely	Guide students to: • Demonstrate effective patient communication and oral health education for patients with suspected oral diseases. • Demonstrate accurate, confidential documentation of relevant clinical findings and patient care. • Identify conditions	Patient records, model, clinical radiographs, Case scenarios, Documentation forms, Referral forms, and Communication aids.

	referral. 5.5 Explain timely and appropriate referral of patients with suspected oral diseases within the Dental Nurse's professional scope of practice.	provided. - Describe clinical findings that require further professional assessment or referral. - Describe timely and appropriate referral of patients with suspected oral diseases within the Dental Nurse's professional scope of practice.		referral within the Dental Nurse's scope of practice.	requiring further assessment and demonstrate timely referral within the Dental Nurse's scope of practice.	
General Objective 6.0: Understand knowledge of oral pathology into safe, ethical, patient-centered in Dental Nursing practice						
14-15	6.1 Explain oral pathology knowledge to safe, ethical, and patient-centered dental nursing practice. 6.2 Describe clinical support, communication, documentation, and referral based on identified oral pathological conditions. 6.3 Discuss practice within the dental nurse's professional scope of practice while recognizing	- Describe oral pathology knowledge to safe, ethical, and patient-centered dental nursing practice. - Explain clinical support, communication, documentation, and referral based on identified oral pathological conditions.	Projector, Public Addressing system, Whiteboard/Marker, Computer system etc.	- Demonstrate safe, ethical, and patient-centered Dental Nursing care based on different oral pathological conditions. - Demonstrate clinical support, communication, documentation, and referral during the care of patients with oral pathological	Guide students to: - Demonstrate safe, ethical, and patient-centered Dental Nursing care for patients with oral pathological conditions. - Provide clinical support, communication, documentation, and appropriate	Dental chair, oral examination instruments, PPE, Clinical photographs, Dental models, Patient case Scenarios, Patient records, Documentation forms, Referral forms, and Oral pathology

	situations requiring further assessment or referral.	Explain practice within the Dental Nurse's professional scope of practice while recognizing situations requiring further assessment or referral.	Demonstrate professional practice within the Dental Nurse's scope of practice and recognize situations requiring further assessment or referral.	conditions. referral during practical care. - Observe professional conduct, scope of practice. - Assess professional conduct, scope of practice. - Recognize situations requiring further assessment or referral.	guidelines.
Course Assessment: Course work: 10% Test/Assignment: 10% Practical: 40% Examination: 40% Total: 100%					

EPIDEMIOLOGY AND BIOSTATISTICS IN ORAL HEALTH

PROGRAMME: NATIONAL DIPLOMA IN DENTAL NURSING		
COURSE TITLE: EPIDEMIOLOGY AND BIOSTATISTICS IN ORAL HEALTH	COURSE CODE: DNP 215	CONTACT HOURS: 2 HOURS/WEEK
	CREDIT UNIT: 2	THEORETICAL: 1 HOUR/WEEK
YEAR: II SEMESTER: I	PRE-REQUISITE:	PRACTICAL: 1HOUR/WEEK
GOAL: This course is designed to equip the students with the knowledge and skills of dental health epidemiology		
GENERAL OBJECTIVES:		
On completion of this course, the students should be able to:		
1.0 Understand the concepts of Epidemiology in oral health;		
2.0 Understand the management and control of communicable and non-communicable diseases;		
3.0 Know the theories of oral disease causation;		
4.0 Know how to carry out epidemiological studies/surveys specifically related to oral diseases;		
5.0 Understand the principles of prevention and control of oral diseases;		
6.0 Know Dental Nurses' role in prevention and control of oral diseases.		

PROGRAMME: NATIONAL DIPLOMA IN DENTAL NURSING						
COURSE TITLE: EPIDEMIOLOGY AND BIostatISTICS IN ORAL HEALTH				COURSE CODE: DNP 215		CONTACT HOURS: 2 HOURS/WEEK
				CREDIT UNIT: 2		THEORETICAL: 1 HOUR/WEEK
YEAR: II SEMESTER: I				PRE-REQUISITE:		PRACTICAL: 1 HOUR/WEEK
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to equip the students with the knowledge and skills of dental health epidemiology						
GENERAL OBJECTIVE 1.0: Understand the concepts of Epidemiology in oral health						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher’s Activities	Resources	Specific Learning Outcome	Teacher’s Activities	Resources
1-2	1.1 Define Epidemiology. 1.2 Explain the following terms used in Epidemiology: i. Epidemic; ii. Endemic; iii. Pandemic; iv. Zoonotic diseases; v. Sporadic diseases; vi. Infection; vii. Surveys; viii. Studies etc. 1.3 Outline epidemiological study designs. 1.4 List the common routes of infection spread. 1.5 Describe the advantages of Epidemiological studies. 1.6 State the rationale for the	• Explain the concept of epidemiology. • Discuss the meaning of epidemiology terms: - Epidemic - Endemic - Pandemic - Zoonotic diseases - Sporadic diseases - Infection etc. • Describe the outline of epidemiological study designs. • Describe the	Whiteboard/ Markers, Poster showing routes of infection spread, Chart showing outline of epidemiology study designs, Audiovisual aids, Textbooks etc.			

	study of epidemiology in oral health care.	common routes of infection spread. - Describe the advantages of Epidemiological studies. - Explain the rationale for the study of epidemiology in oral health care.				
General Objective 2.0: Understand the management and control of communicable and non-communicable diseases						
3-5	2.1 Define the following terms: - Disease; - Infection; - Prevention/control of diseases; - Antibodies; - Communicable diseases; - Non-communicable diseases; - Immunity/Immunization. 2.2 List types of Communicable Diseases: - Tuberculosis; - Rhinitis (Catarrh); - Cough; - Viral pharyngitis; - Infectious	- Explain the following terms: - Disease - Infection - Prevention/control of diseases - Antibodies - Communicable diseases - Non-communicable diseases - Immunity/Immunization - Outline types of Communicable Diseases: - Tuberculosis - Rhinitis (Catarrh)	Whiteboard/Markers, Poster/Charts showing routes of disease transmission, Audiovisual aids, Textbooks etc.			

	conjunctivitis; vi. Acute Bronchitis; vii. Ringworm; viii. HIV/AIDS; ix. Malaria; x. Typhoid. 2.3 State the etiology of common communicable diseases in Nigeria: i. Virus; ii. Parasites; iii. Bacteria; iv. Protozoa; v. Spirochaetes; vi. Stress-induced; vii. Low immunity. 2.4 State the various disease transmission routes: Direct indirect contact. 2.5 Explain each route of spread listed in 3.4 above. 2.6 Explain the general principles of control of communicable diseases. 2.7 List types of non-communicable diseases. 2.8 Outline factors responsible for the cause of non-communicable diseases in Nigeria. 2.9 Explain the general	- Cough - Viral pharyngitis - Infectious conjunctivitis - Acute Bronchitis - Ringworm - HIV/AIDS - Malaria - Typhoid • State the etiology of common communicable diseases in Nigeria: - Virus - Parasites - Bacteria - Protozoa - Spirochaetes - Stress-induced - Low immunity • State the various disease transmission routes: - Direct /indirect contact. - Airborne - Water/food borne - Infected body fluid				
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	principles of control of non- communicable diseases.	- Faecal/urine contact • Explain each route of spread listed in 3.4 Above. • Discuss the general principles of control of communicable diseases: - Diagnoses - Investigation - Notification - Isolation - Quarantine - Investigation - Disinfection - Blocking of transmission pathway - Immunization - Health Education - Treatment • Enumerate types of non-Communicable diseases: - Diabetes - Hypertension - Stroke/paralysiss - Obesity				
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		- Osteoporosis - Glaucoma - Sclerosis - Arthritis etc. • Outline factors responsible for the cause of non-communicable diseases in Nigeria: - Food Pattern/habits - Hereditary - Stress-induced - High blood pressure - High blood sugar level - Unclassified Virus - Lifestyle i.e drinking, smoking etc. - Poor personal/ environmental hygiene. - Unknown Cause • Explain the general principles of control of non-communicable diseases:				
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		- Health Education - Periodic health check-up - Exercise - Adequate Rest - Proper food eating habits/pattern - Proper personal/environmental hygiene - Unknown Cause				
General Objective 3.0: Know the theories of oral disease causation						
6	3.1 Define disease causation theories. 3.2 List types of theories related to oral disease causation: - Caries theory; - Anug theory; - Plaque theory; - Formation of calculus; - Theory of multiple causation. 3.3 Explain each disease theory listed in 3.2 above. 3.4 Describe how each	• Explain disease causation theories. • Highlight types of theories related to oral disease causation: - Caries theory - Anug theory - Plaque theory - Formation of calculus - Theory of multiple causation • Describe each disease theory	Whiteboard/ Markers. Poster/Charts showing routes of disease transmission, Audiovisual aids, Textbooks etc.			

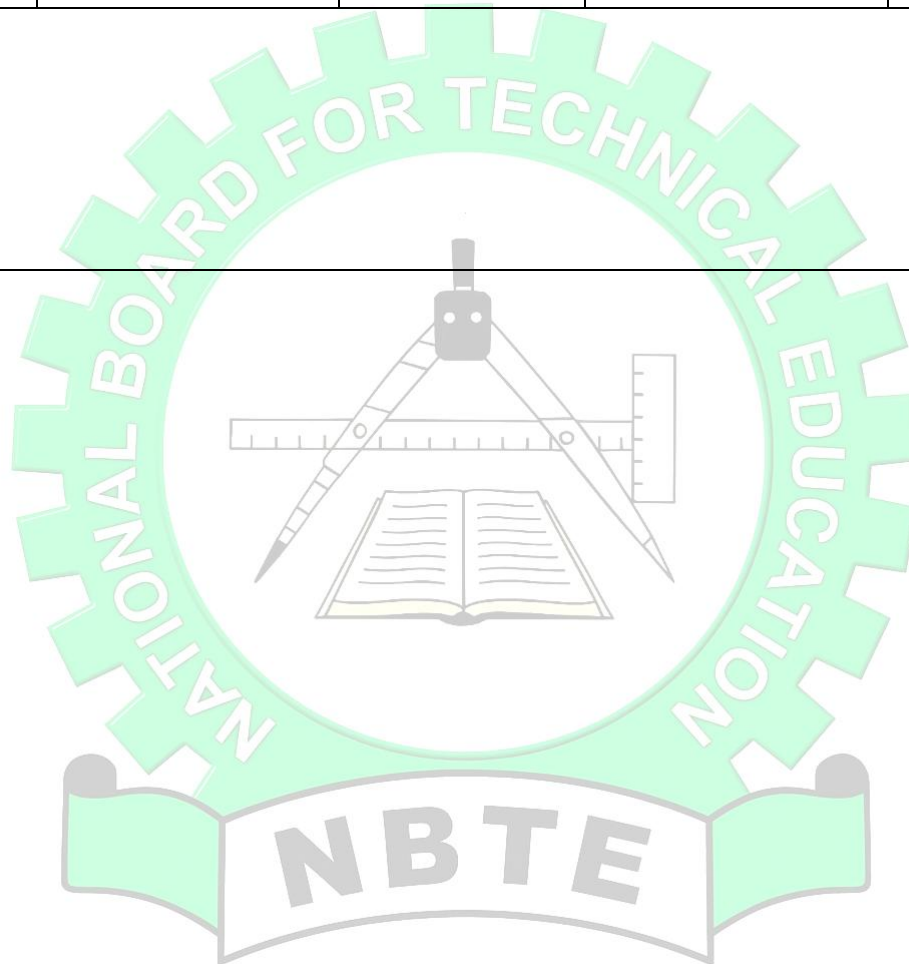
	theory leads to disease causation.	• listed in 3.2 above. • Explain how each theory leads to disease causation.				
General Objective 4.0: Know how to carry out epidemiological studies/surveys specifically related to oral diseases.						
7-10	4.1 Define Epidemiological study/Survey. 4.2 Explain the types of Epidemiological studies/surveys: - Descriptive study; - Analytical study; - Experimental study; - Prospective study; - Retrospective etc. 4.3 Explain the uses of Epidemiological surveys. 4.4 Describe the tools used in epidemiological surveys/studies: - Data collection tools; - Measurement tools; - Diagnostic tools. 4.5 List health data that can be used for epidemiological studies: - Disease notification data; - Clinical data; - Data from clinical trials;	• Explain Epidemiological study/Survey. • Discuss the types of Epidemiological studies/surveys. - Descriptive study - Analytical study - Experimental study - Prospective study - Retrospective etc. • Describe the uses of Epidemiological surveys. • Explain the tools used in epidemiological surveys/studies. - Data collection tools	Whiteboard/Markers, Poster/Charts showing routes of disease transmission, Audiovisual aids, Textbooks etc.	• Carry out; - Descriptive study - Analytical study - Experimental study - Prospective study - Retrospective etc. • Identify epidemiological tools (i.e Data collection tool e.g questionnaire, measurement tools e.g diagnostic sets, Analytical tools e.g SPSS excel; Surveillance tools e.g HER; communication tools e.g reports and dash board	Guide students to: Carry out: - Descriptive study - Analytical study - Experimental study - Prospective study - Retrospective etc. • Identify epidemiological tools • Use epidemiological tools • Develop epidemiological data - Disease notification data - Clinical data - Data from clinical trials - Dental clinic/	Epidemiological survey forms/other documents, Disease notification forms, Quarantine forms, Disease investigation forms, Charts with listed communicable and non-communicable diseases.

	iv. Dental clinic/ O.P.D. 4.6 State the uses of the outcomes of epidemiological studies: - Decision making; - Research and development; - Further studies; - Resource allocation and improvement; - Training and development; - Prevention and treatment programs for disease control; - Advocacy.	- Measurement tools - Diagnostic tool • State health data that can be used for epidemiological studies: - Disease notification data - Clinical data - Data from clinical trials - Dental clinic/ O.P.D • List the uses of the outcomes of epidemiological studies: - Decision making - Research and Development - Further Studies - Resource allocation and Improvement - Training and development - Prevention		• Use epidemiological tools (i.e Data collection tool e.g Questionnaire, Measurement tools • Develop epidemiological data - Disease notification data - Clinical data - Data from clinical trials - Dental clinic/ O.P.D • Analyse epidemiological data related to oral disease using the following methods: - Quantitative data presentation - Correlation, tabulation - Histogram, Bar chart Pie	O.P.D • Analyse epidemiological data related to oral disease using the following methods:	
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		and Treatment programs for disease control - Advocacy		chart - Presentation through description of the phenomenon. • Present epidemiological findings.		
General Objective 5.0: Understand the principles of prevention and control of oral diseases						
11-12	5.1 Define oral diseases. 5.2 List common types of oral diseases: i. Dental Caries; ii. Periodontal diseases; iii. Oral Ulcers; iv. Oral thrush; v. Gingivitis. 5.3 Describe the principles of control of oral diseases. 5.4 Outline the preventive measures for oral diseases. 5.5 Explain proper oral hygiene techniques (tooth brushing, flossing, mouth rinsing).	• Explain oral diseases. • Describe common types of oral diseases: - Dental Caries - Periodontal diseases - Oral Ulcers - Oral thrush - Gingivitis • Describe the principles of control of oral diseases. • Describe the preventive measures for oral diseases: - Oral health education - Proper way of	Whiteboard/ Markers, Poster/Charts showing types of oral disease and preventive methods, Audiovisual aids, Textbooks etc.	• Identify oral diseases. • Assess patient with oral disease. • Demonstrate the prevention of oral diseases i.e - Oral health education - Proper way of brushing of teeth - Use of dental floss - Routine dental check-up - Dietary discipline and dietary modification etc • Plan for control of oral disease.	Guide students to: • Identify oral diseases. • Assess patient with oral disease. • Demonstrate the prevention of oral diseases i.e - Oral health education - Proper way of brushing of teeth - Use of dental floss - Routine dental check-up - Dietary discipline and dietary modification etc • Plan for control of oral disease.	Sample of a disease control plan, Dental floss, Tooth brush, Models, Tongue, Scrapper.

		brushing of teeth - Use of dental floss - Routine dental check-up - Dietary discipline and dietary modification etc.		• Demonstrate proper oral hygiene techniques (tooth brushing, flossing, mouth rinsing). • Visit Dental clinic to see patients with oral diseases.	• Visit Dental clinic to see patients with oral diseases.	
General Objective 6.0: Know Dental Nurses' role in prevention and control of oral diseases						
13-15	6.1 Describe risk factors contributing to oral diseases (poor hygiene, diet, tobacco, systemic conditions). 6.2 Describe infection control measures in oral care. 6.3 Explain the nurse's responsibilities in oral health promotion, prevention, and control.	• Highlight risk factors contributing to oral diseases (poor hygiene, diet, tobacco, systemic conditions). • Explain infection control measures in oral care. • Discuss the nurse's responsibilities in oral health promotion, prevention, and control.	Whiteboard/Markers, Poster/Charts showing types of oral disease and preventive methods, Audiovisual aids, Textbooks etc.	• Apply preventive strategies such as patient counseling on diet, smoking cessation, and regular dental visits. • Practice safe infection control procedures during oral care. • Assess patients' oral health status and recognize early signs of oral disease.	Guide students to: • Apply preventive strategies such as patient counseling on diet, smoking cessation, and regular dental visits. • Practice safe infection control procedures during oral care. • Assess patients' oral health status and recognize early signs of oral	Manikins, models and instruments for oral care, Wash hand basing, Hand sanitizer.

					disease.	
Course Assessment:						
Course work:	10%					
Test/Assignment:	10%					
Practical:	40%					
Examination:	40%					
Total:	100%					



PRIMARY HEALTHCARE

PROGRAMME: NATIONAL DIPLOMA IN DENTAL NURSING		
COURSE TITLE: PRIMARY HEALTHCARE	COURSE CODE: DNP 216	CONTACT HOURS: 2 HOURS/WEEK
	CREDIT UNIT: 2	THEORETICAL: 1 HOUR/WEEK
YEAR: II SEMESTER: I	PRE-REQUISITE:	PRACTICAL: 1 HOUR/WEEK
GOAL: This course is designed to enable the students acquire knowledge and skills to provide health care to individuals, families and communities.		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Know the historical background, principles, concepts and components of Primary Health Care (PHC) in Nigeria; 2.0 Know the structure and health care needs of the community; 3.0 Know the roles of various cadres of health workers in PHC facilities; 4.0 Know the process and resources required for effective community mobilization and participation in healthcare activities; 5.0 Understand the concept of community diagnosis and situation analysis; 6.0 Know the concept and techniques of Health Education; 7.0 Know the basic clinical skills required in PHC.		

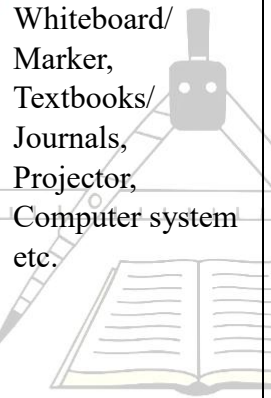
PROGRAMME: NATIONAL DIPLOMA IN DENTAL NURSING						
COURSE TITLE: PRIMARY HEALTHCARE			COURSE CODE: DNP 216		CONTACT HOURS: 2 HOURS/WEEK	
			CREDIT UNIT: 2		THEORETICAL: 1 HOUR/WEEK	
YEAR: II SEMESTER: I			PRE-REQUISITE:		PRACTICAL: 1 HOUR/WEEK	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to enable the students acquire knowledge and skills to provide health care to individuals, families and communities.						
GENERAL OBJECTIVE 1.0: Know the historical background, principles, concepts and components of Primary Health Care (PHC) in Nigeria.						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher's Activities	Resources	Specific Learning Outcome	Teacher's Activities	Resources
1-2	1.1 Define Primary Health Care. 1.2 Explain its basic principles and concepts. 1.3 Describe the historical development and evolution of Primary Health Care in Nigeria. 1.4 Identify the major components and essential services of Primary Health Care. 1.5 Explain the importance of	• Explain the definition concepts and principles of Primary Health Care. • Explain the historical development and evolution of Primary Health Care in Nigeria. • Explain the major components and essential services provided through Primary Health	Whiteboard/ Marker, Textbooks/ Journals, Projector, Computer system etc.	• Identify the basic principles and components of Primary Health Care. • Identify Primary Health Care services provided within the community. • Demonstrate appropriate understanding of the role of Primary Health Care in health promotion and	Guide students to: • Discuss the major principles and components of Primary Health Care. • Identifying Primary Health Care services within a health facility or simulated setting. • Relating Primary Health Care services to health promotion and disease prevention. • Identifying common community health	Primary Health Care policy documents, PHC service charts, Community health maps, Health education materials, Case scenarios, Primary Health Care facility, Whiteboard /Marker, Textbooks, Projector.

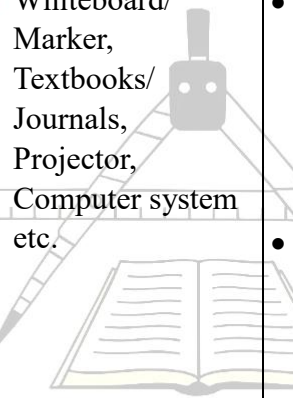
	Primary Health Care in promoting health and preventing disease in the community.	Care. Discuss the importance of Primary Health Care in health promotion disease prevention and community wellbeing.		disease prevention. Relate Primary Health Care principles to common community health needs.	needs and appropriate Primary Health Care responses.	
General Objective 2.0: Know the structure and health care needs of the community.						
3-4	2.1 Identify the structure and characteristics of a community. 2.2 Describe the common health care needs and problems of individuals families and communities. 2.3 Explain the factors influencing the health care needs of a community. 2.4 Relate community structure and health care needs to the provision of	- Explain the concept structure and characteristics of a community. - Explain common health needs and problems affecting individuals' families and communities. - Explain social environmental economic and cultural factors influencing community health. - Explain how identified	Whiteboard/ Marker, Textbooks/ Journals, Projector, Computer system etc.	- Identify the major features and resources of a community. - Conduct a basic assessment of community health needs using a simple community assessment tool. - Identify common health problems and priority needs within a community. - Relate identified community needs	Guide students to: - Carry out basic community assessment using maps observation and community profiles. - Identifying community resources health facilities and population characteristics. - Identify common community health needs. - Prioritize common community health needs.	Community maps, Community assessment forms, Community health profiles, Health facility directories, Observation checklists, Case scenarios, Community survey tools, Charts, Textbooks, Whiteboard /Marker.

	appropriate Primary Health Care services.	community needs guide the planning and delivery of Primary Health Care services.		to appropriate Primary Health Care services.	Identify health needs with appropriate Primary Health Care services.	
General Objective 3.0: Know the roles of various cadres of health workers in PHC facilities.						
5-6	3.1 Identify the roles and responsibilities of various cadres of health workers in Primary Health Care facilities. 3.2 Describe the functions and scope of practice of different health workers in PHC delivery. 3.3 Explain the importance of teamwork collaboration and effective communication among PHC workers. 3.4 Describe the roles of different health workers to effective and coordinated	- Explain the various cadres of health workers involved in Primary Health Care. - Explain the functions responsibilities and scope of practice of different PHC workers. - Discuss the importance of teamwork collaboration and communication in PHC services. - Discuss how different health workers contribute to	Whiteboard/ Marker, Textbooks/ Journals, Projector, Computer system etc.	- Identify various cadres of health workers in a PHC facility. - Recognise different health workers with their appropriate roles and responsibilities. - Demonstrate effective communication and teamwork during simulated PHC activities. - Demonstrate appropriate referral and collaboration between different health workers.	Guide students to: - Identify different cadres of health workers within a PHC facility. - Demonstrate the roles and responsibilities of selected health workers using practical scenarios. - Role-play activities involving teamwork communication and collaboration. - Stimulate referral and multidisciplinary collaboration activities.	PHC facility, Organizational charts, Health worker role charts, Case scenarios, Referral forms, Communication materials, PHC guidelines, Role-play materials, Whiteboard/ Marker, Textbooks.

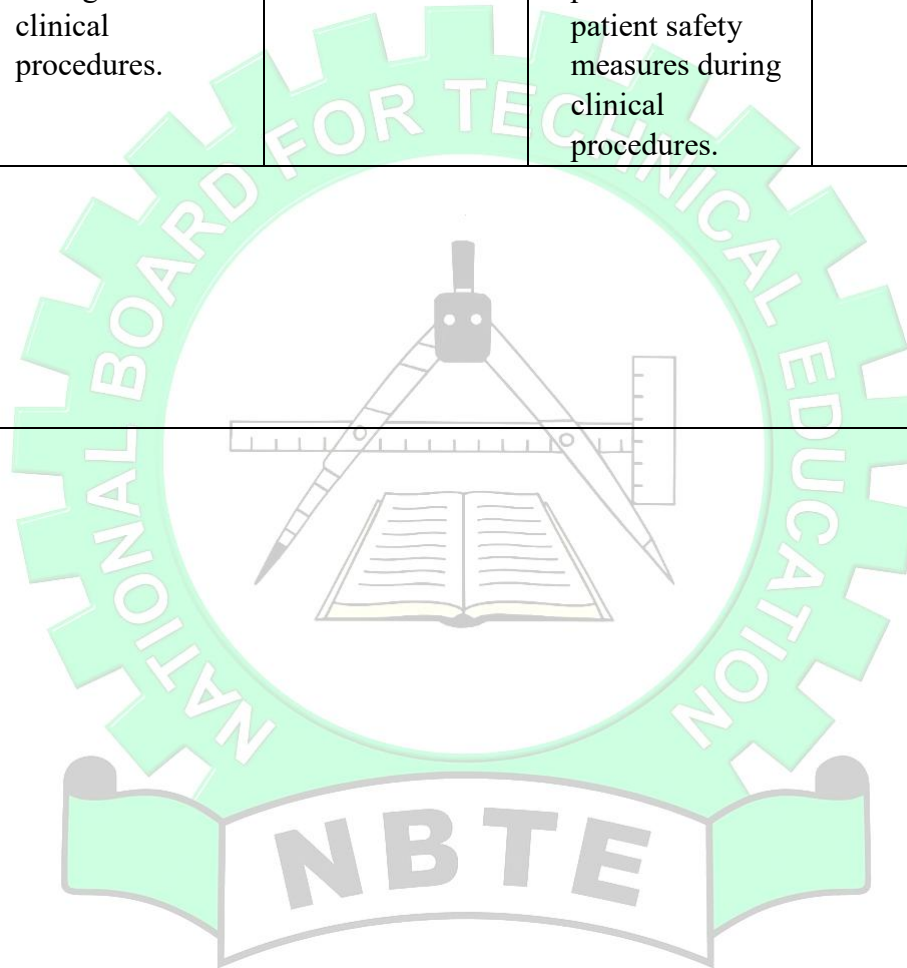
	community healthcare delivery.	coordinated community healthcare.				
General Objective 4.0: Know the process and resources required for effective community mobilization and participation in healthcare activities.						
7-8	4.1 Define community mobilization and community participation in Primary Health Care. 4.1 Describe the principles and processes involved in mobilizing communities for health activities. 4.3 Explain strategies for promoting community participation and collaboration in healthcare programmes. 4.4 Identify basic principles of community mobilization and participation to selected community	• Explain the concepts and principles of community mobilization and participation. • Explain the processes and strategies used to mobilize communities for health activities. • Explain effective community participation and collaboration. • Explain community mobilization principles to selected Primary Health Care activities.	Whiteboard/Marker, Textbooks/ Journals, Projector, Computer system etc.	• Identify key individual groups and resources that can support community health activities. • Demonstrate basic communication and engagement techniques for mobilizing community members. • Participate in simulated community health mobilisation and participation activities. • Demonstrate appropriate teamwork and	Guide students to: • Demonstrate methods of identifying community leaders groups and available health resources. • Practice effective communication and community engagement techniques. • Role-play activities involving community mobilisation and participation. • Communicate and ability to engage community members appropriately.	Community maps, Community profiles, Community mobilisation guidelines, Health education materials, Case scenarios, Role-play materials, Community survey tools, Flip charts, Markers, PHC programme materials.

	health activities.			collaboration during community health activities.		
General Objective 5.0: Understand the concept of community diagnosis and situation analysis.						
9-11	5.1 Define community diagnosis and situation analysis in Primary Health Care. 5.2 Describe the basic steps and methods used to assess community health needs and available resources. 5.3 Identify priority health problems using information obtained from community assessment. 5.4 Explain how community diagnosis and situation analysis guide the planning of appropriate Primary Health Care	• Explain the concepts of community diagnosis and situation analysis. • Explain the steps and methods used in assessing community health needs resources and priorities. • Explain community case studies to demonstrate identification and prioritization of health problems. • Discuss community assessment findings to appropriate	Whiteboard/ Marker, Textbooks/ Journals, Projector, Computer system etc.	• Conduct a basic community assessment using appropriate assessment tools. • Identify major health needs problems resources and priorities within a community. • Document major health needs problems resources and priorities within a community. • Analyse basic community information to identify priority health problems. • Recommend appropriate	Guide student to: • Demonstrate the use of basic community assessment tools and techniques. • Collect community health information. • Document community health information. • Analyze community information. • Identify priority health problems. • Develop appropriate Primary Health Care responses to identified community needs.	Community maps, Community assessment forms, Community health profiles, Survey questionnaires, Observation checklists, Community diagnosis guidelines, Case scenarios, Data collection tools, PHC records, Flip charts, Markers.

	interventions.	Primary Health Care interventions.		Primary Health Care interventions based on identified community needs.		
General Objective 6.0: Understand the concept and techniques of Health Education.						
12-13	6.1 Explain health education, its principles and importance in Primary Health Care. 6.2 Describe the methods and approaches used in effective health education and communication. 6.3 Discuss the principles of planning and delivering appropriate health education to individuals' families and communities. 6.4 Explain the importance of	• Discuss the concept, principles and importance of health education in Primary Health Care. • Explain different methods approaches and communication techniques used in health education. • Explain effective health education and communication techniques using relevant community health topics.	Whiteboard/ Marker, Textbooks/ Journals, Projector, Computer system etc. 	• Identify appropriate health education methods for selected community health needs. • Demonstrate effective communication and health education techniques. • Deliver a simple health education session to individuals' groups or communities. • Demonstrate appropriate use of	Guide students to: • Demonstrate appropriate health education methods and communication techniques. • Select suitable health education methods and materials for specific community needs. • Prepare simulated health education sessions. • Deliver simulated health education sessions. • Communicate skills clarity accuracy. • Engage the target audience.	Health education charts, Posters, Flip charts, Health education leaflets, Models, Teaching aids, Case scenarios, Projector, Whiteboard/ Markers, Health education guidelines.

	culturally appropriate patient-centred communication in promoting healthy behaviours.	Discuss the role of health education in health promotion disease prevention and community wellbeing.		culturally relevant health education materials.		
General Objective 7.0: Know the basic clinical skills required in PHC.						
14-15	7.1 Identify basic clinical skills required in Primary Health Care practice. 7.2 Explain basic patient assessment including history taking vital signs and general observation. 7.3 Explain appropriate patient preparation communication documentation and basic supportive care in PHC settings. 7.4 Describe standard precautions infection prevention and patient safety	- Explain basic clinical skills commonly used in Primary Health Care practice. - Discuss basic patient assessment including history taking vital signs and general observation. - Discuss appropriate patient preparation communication documentation and supportive care. - Explain standard precautions infection	Whiteboard/Marker, Textbooks/ Journals, Projector, Computer system etc. 	- Demonstrate basic patient assessment and accurate measurement of vital signs. - Demonstrate appropriate patient preparation positioning communication and supportive care. - Demonstrate accurate recording of basic clinical findings and patient information. - Apply standard	Guide students to: - Demonstrate basic patient assessment and vital signs. - Prepare communication and supportive care. - Record basic clinical findings accurately. - Report basic clinical findings accurately. - Demonstrate standard precautions in prevention and patient safety measures.	Primary Health Care facility, Examination couch, Stethoscope, Blood pressure apparatus, Thermometer, Pulse oximeter, Weighing scale, PPE, Patient assessment forms, Clinical documentation forms, Basic clinical instruments, Infection prevention materials.

	principles during basic clinical procedures.	prevention and patient safety during basic clinical procedures.		precautions infection prevention and patient safety measures during clinical procedures.		
Course Assessment: Course work: 10% Test/Assignment: 10% Practical: 40% Examination: 40% Total: 100%						



MEDICAL AND SURGICAL EMERGENCIES IN ORAL HEALTH

PROGRAMME: NATIONAL DIPLOMA IN DENTAL NURSING		
COURSE TITLE: MEDICAL AND SURGICAL EMERGENCIES IN ORAL HEALTH	COURSE CODE: DNP 217	CONTACT HOURS: 3 HOURS/WEEK
	CREDIT UNIT: 3	THEORETICAL: 1 HOUR/WEEK
YEAR: II SEMESTER: I	PRE-REQUISITE:	PRACTICAL: 2 HOURS/WEEK
GOAL: This course is designed to equip students with knowledge and skills in the management of Medical and Surgical Emergencies in oral health		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Know Medical and Surgical Emergencies in oral health; 2.0 Know Management of Medical/Surgical emergencies in oral health; 3.0 Know principles of preparedness and quick response in emergencies; 4.0 Understand principles of First Aid care in oral health emergencies.		

PROGRAMME: NATIONAL DIPLOMA IN DENTAL NURSING						
COURSE TITLE: MEDICAL AND SURGICAL EMERGENCIES IN ORAL HEALTH				COURSE CODE: DNP 217		CONTACT HOURS: 3 HOURS/WEEK
				CREDIT UNIT: 3		THEORETICAL: 1 HOUR/WEEK
YEAR: II SEMESTER: I				PRE-REQUISITE:		PRACTICAL: 2 HOURS/WEEK
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to equip students with knowledge and skills in the management of Medical and Surgical Emergencies in oral health						
GENERAL OBJECTIVE 1.0: Know Medical and Surgical Emergencies in Oral Health						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher’s Activities	Resources	Specific Learning Outcome	Teacher’s Activities	Resources
1-4	1.1 Define the following: Emergencies: i. Medical emergencies; ii. Surgical emergencies; iii. Oral emergencies. 1.2 List types of oral medical emergencies: i. Fainting; ii. Anaphylactic shock; iii. Acute tooth ache; iv. Gingivitis. 1.3 State types of oral surgical emergencies: i. Excessive gum bleeding (hemorrhage); ii. Inhalation of foreign bodies during operation (i.e. tooth); iii. Fractured Jaw.	- Describe the following: Emergencies: - Medical Emergencies - Surgical Emergencies - Oral Emergencies - Describe types of Oral Medical Emergencies - Fainting - Anaphylactic shock - Acute toothache - Gingivitis - Describe types of oral surgical emergencies: - Excessive gum Bleeding (hemorrhage) - Inhalation of foreign	Audiovisual aids, Charts, Anatomical models/Manikins, White Board/Markers etc.	- Identify types of: - Oral medical emergencies - Oral surgical emergencies	Guide students to: - Identify types of: - Oral medical emergencies - Oral surgical emergencies	Models, Charts, Videos.

	1.4 Explain types of dental emergencies: i. Avulsion; ii. Tooth fractures; iii. Tooth socket bleeding; iv. Gum bleeding; v. Dry socket; vi. Swallowing of dentures; vii. TMJ dislocation.	bodies during operation (i.e. tooth) - Fractured Jaw • Describe types of dental emergencies: - Avulsion - Tooth fractures - Tooth socket bleeding - Gum bleeding - Dry socket - Swallowing of dentures - TMJ Dislocation				
GENERAL OBJECTIVE: 2.0: Know Management of Medical and Surgical emergencies in oral health						
5-9	2.1 Explain the causes and risk factors associated with medical and surgical emergencies in dental clinic. 2.2 Outline the different management methods in emergency situations: i. Initiate basic life Support; ii. Reassure patient; iii. Call for emergency assistance; iv. Apply pressure packs when necessary. 2.3 Describe the steps taken during the emergency	• Explain the causes and risk factors associated with medical and surgical emergencies in dental clinic. • Highlight the different management methods in emergency situations: - Initiate basic life support. - Reassure patient - Call for emergency assistance. Apply pressure packs when necessary. • Highlight steps taken during the emergency	Manikins, White board/ marker, Text Books/ Journals, Audiovisual, Posters/ charts etc.	• Carry out the following for management of emergencies; - Apply pressure pack - Suture where necessary - Keep tooth clean with normal saline solution - Re-implant - Loosen all tight clothing - Raise the foot of the Bed - Put patient in a	Guide students to: • Carry out the following for management of emergencies: - Apply pressure pack - Suture where necessary - Keep tooth clean with normal saline solution	Sphygmo- manometer, Stethoscope, Thermometer, Sample of vital signs form, Suture pack, Model of human skeleton, Phantom Head, Bed blocks.

	situations.	situations listed in 1.2, 1.3, 1.4 above: • Hemorrhage: - Apply pressure pack - suture where necessary • Avulsion: - Keep tooth clean with normal saline solution - Re-implant - Reassurance • Fainting Attack: - Loosen all tight clothing - Raise the foot of the bed - Put patient in a supine position. - Monitor vital signs. • Aspiration of foreign body: - Encourage coughing if the patient can still breathe or speak. - If airway is severely obstructed (cannot breathe or cough): - Perform the Heimlich maneuver		supine position. - Monitor vital signs. - Reassure patients - Encourage coughing if the patient can still breathe or speak. - Perform the Heimlich maneuver (abdominal thrusts) for adults. For infants, use back blows and chest thrusts. - Clean the socket and irrigate with normal saline solution - Apply Zinc Oxide dressing in the socket. - Monitor vital signs i.e Blood Pressure, Pulse, Respiration and Temperature - Record vital signs i.e Blood Pressure, Pulse, Respiration and Temperature -	- Re-implant - Loosen all tight clothing - Raise the foot of the bed - Put patient in a supine position. - Monitor vital signs. - Reassure patients - Encourage coughing if the patient can still breathe or speak. - Perform the Heimlich maneuver (abdominal thrusts) for adults. For infants, use back blows and chest thrusts. - Clean the socket and	
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		(abdominal thrusts) for adults. For infants, use back blows and chest thrusts. - Call for emergency help immediately if obstruction persists. - Monitor vital signs • Dry Socket: - Clean the socket and irrigate with normal saline solution. - Apply Zinc Oxide dressing in the socket.			irrigate with normal saline solution - Apply Zinc Oxide dressing in the socket. - Monitor vital signs i.e Blood Pressure, Pulse, Respiration and Temperature - Record vital signs i.e Blood Pressure, Pulse, Respiration and Temperature	
GENERAL OBJECTIVE: 3.0: Know principles of preparedness and quick response in emergencies.						
10-12	3.1 Define the following: - Preparedness; - Emergency response; - Critical situations. 3.3 List types of Emergency Response: - Passive response;	• Explain the following: - Preparedness - Emergency response - Critical situations. • Outline types of Emergency Response: - Passive response	White board/ marker, Text Books/ Journals, Audiovisuals etc.	• Identify the materials required for the management of oral emergencies. • Prepare for emergency management of	Guide students to: • Identify the materials required for the management	Examination sets, Suture kits, Normal saline, Emergency

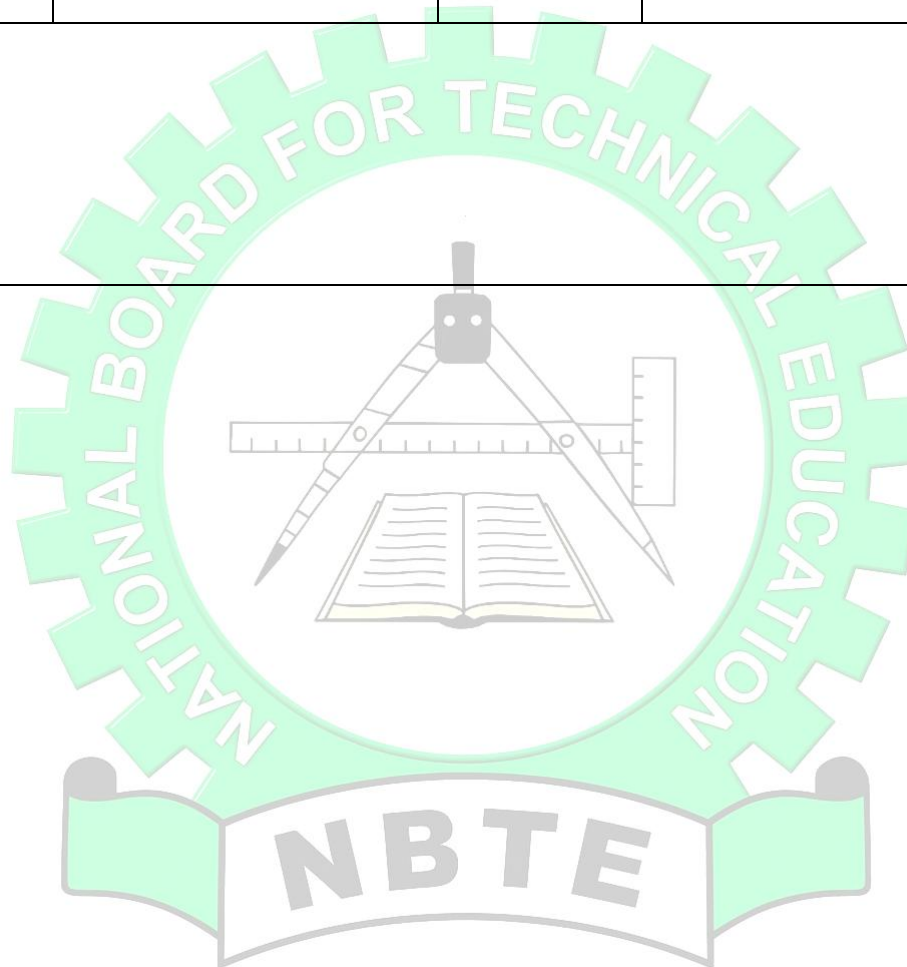
	i.e. Nurse's reaction- - Calmness (less panic), - Very confident, - Highly focused b) Active Response; - Promptness/agility to action, - Timely/appropriate referral where necessary - First aid treatment where necessary - Reassurance of Patients/Patient's relatives 3.4 State types of preparedness. 3.5 Explain the methods necessary for the management of Oral emergencies: - CPR life-sustaining; - Do not use hydrogen peroxide on open wounds/cuts; - Use best method when and where necessary. 3.6 List the materials required for the management of oral emergencies.	i.e. Nurse's reaction- - Calmness (less panic), - Very confident, - Highly focused b) Active Response i.e. - Promptness/agility to action, - Timely/appropriate referral where necessary - First aid treatment where necessary - Reassurance of Patients/Patient's relatives State types of Preparedness. - Discuss the methods necessary for the management of Oral Emergencies: - CPR life-sustaining - Do not use hydrogen peroxide on open wounds/cuts - Use the best method when and where necessary. - State the materials required for the management of oral emergencies.		patients with oral health problems. Carry out management of oral emergencies.	of oral emergencies. - Prepare for emergency management of patients with oral health problems. - Carry out management of oral emergencies.	drug, Emergency dental care package.
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GENERAL OBJECTIVE: 4.0 Understand the principles of first aid care in dental health emergencies.						
13-15	4.1 Define First aid. 4.2 Explain Cardio-Pulmonary-Resuscitation (CPR). 4.3. Describe the contents of a first aid box. 4.4 Outline the principles of first aid: - Be familiar with principles of first aid as applicable to emergencies; - Be able to carry out emergency first aid management of patient; - Apply CPR; - Reassurance therapy; - Apply prophylactic drugs where necessary. 4.5 State the rationale for first aid management in emergencies: - To save life; - To prevent further complications; - Reassure patient of safety; - To reduce hemorrhage;	- Define First aid, Cardio-Pulmonary-Resuscitation (CPR). - List the contents of a first aid box. - Discuss the principles of first aid: - Be familiar with principles of first aid as applicable to emergencies. - Be able to carry out emergency first aid management of patient. - Apply CPR - Reassurance therapy - Apply prophylactic drugs where necessary. - Enumerate the rationale for first aid management in emergencies: - To save life - To prevent further complications - Reassure patient of safety - To reduce hemorrhage - Encourage breathing.	Manikins, White board/ marker, Text Books/ Journals, Audiovisual, posters/ charts etc.	Identify the contents of a First Aid box.	Guide students to: Identify First aid box with filled relevant items.	First aid box

	v. Encourage breathing.					
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Course Assessment:

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



RESEARCH METHODOLOGY IN DENTAL NURSING

PROGRAMME: NATIONAL DIPLOMA IN DENTAL NURSING		
COURSE TITLE: RESEARCH METHODOLOGY IN DENTAL NURSING	COURSE CODE: DNP 218	CONTACT HOURS: 2 HOURS/WEEK
	CREDIT UNIT: 2	THEORETICAL: 2 HOURS/WEEK
YEAR: II SEMESTER: I	PRE-REQUISITE:	PRACTICAL:
GOAL: This course is designed to provide the students with further knowledge of how to undertake research studies.		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Understand the meaning, types and purpose of research; 2.0 Understand various methods of conducting research; 3.0 Know the approach to research; 4.0 Understand the process of planning for research work; 5.0 Understand sampling technique used in research; 6.0 Understand the role of basic statistics in research; 7.0 Understand the conduct and organization of research work; 8.0 Understand the meaning and concept of rhetorical strategies in research Communication; 9.0 Understand drafting and writing -up research outcomes and findings; 10.0 Apply knowledge and skills in research Communication in Health Information Management.		

PROGRAMME: NATIONAL DIPLOMA (ND) IN DENTAL NURSING						
COURSE TITLE: RESEARCH METHODOLOGY			COURSE CODE: DNT 218	CONTACT HOURS: 2 HOURS/WEEK		
			CREDIT UNIT: 2	THEORETICAL: 2 HOURS/WEEK		
YEAR: 1 SEMESTER: 1			PRE-REQUISITE:	PRACTICAL: 0		
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to equip the students with further knowledge of how to undertake research studies.						
General Objective 1.0: Understand the meaning, types and purpose of research						
Week	Specific Learning Outcome	Teacher's Activities	Resources	Specific Learning Outcome	Teacher's Activities	Resources
1	1.1 Define research. 1.2 Explain types of research i.e., historical, descriptive, experimental research etc. 1.3 Explain aim and purpose of research.	• Define research. • Explain types of research i.e., historical, descriptive, experimental research etc. • Explain aim and purpose of research.	Textbooks, Lecture notes, Journals, Projector, PC, Marker Board/Marker, Internet etc.			
General Objective 2.0: Understand various methods of conducting research						
2	2.1 Explain research methodology. 2.2 List various methods of conducting research i.e. authoritarian method, mystical approach, logical approach, scientific approach etc).	• Explain research methodology. • List various methods of conducting research i.e. authoritarian method, mystical approach, logical approach, scientific	Textbooks, Lecture notes, Journals, Projector, PC, Marker Board/Marker, Internet etc.			

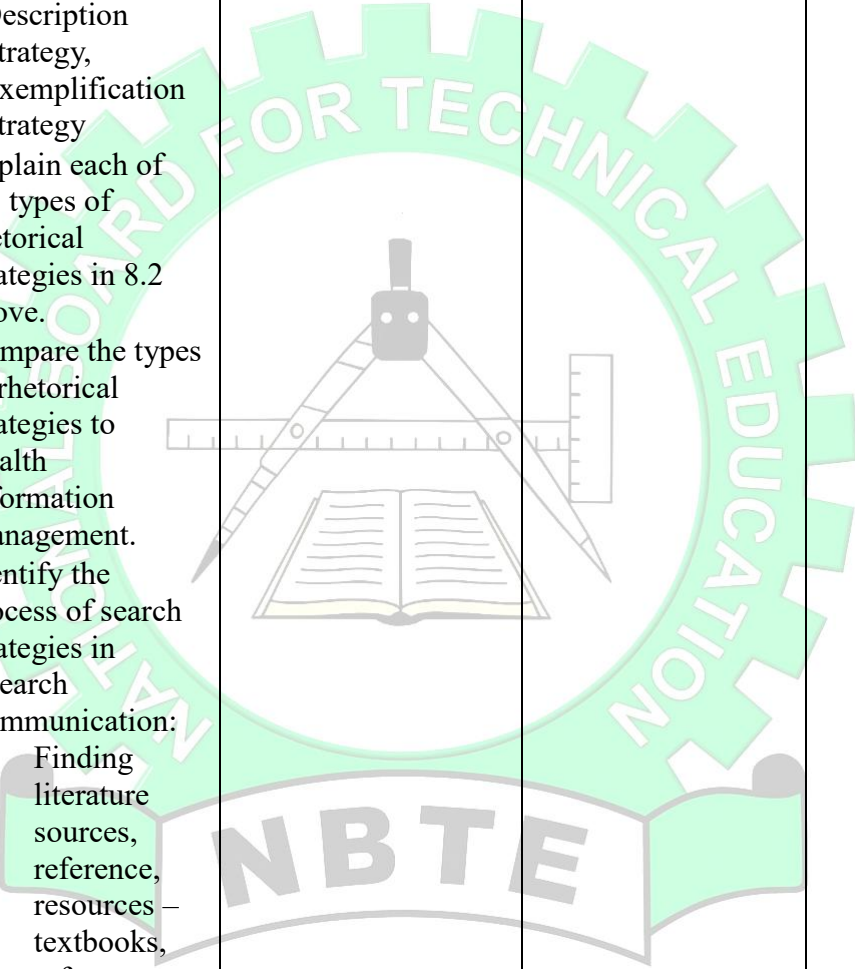
	2.3 Explain the merits and demerits of each of the methods of conducting research.	approach etc). • Explain the merits and demerits of each of the methods of conducting research.				
General Objective 3.0: Know the approach to research						
3-4	3.1 Explain factors to consider when choosing research problems. 3.2 Outline the steps to choose a field of research. 3.3 Discuss how to create (formulate) a research title. 3.4 Explain the procedures to search for useful information resources in the field of research (i.e., museum, markets, health institutions, library, information resources centres, etc). 3.5 Enumerate various search engines to gather resources for research.	• Explain factors to consider when choosing research problems. • Outline the steps to choose a field of research. • Discuss how to create (formulate) a research title. • Explain the procedures to search for useful information resources in the field of research (i.e., museum, markets, health institutions, library, information resources centres, etc). • Enumerate various	Textbooks, Lecture notes, Journals, Projector, PC, Marker Board/Marker, Internet etc.			

	3.6 Compile an index card system for research title. 3.7 Review related literature on the subject matter of the research.	search engines to gather resources for research. • Compile an index card system for research title. • Review related literature on the subject matter of the research.				
General Objective 4.0: Understand the process of planning for research work						
5	4.1 Explain research design giving examples. 4.2 Explain study design used for descriptive and experimental research. 4.3 Explain intervention and non-intervention studies, questionnaire, interview, home and observation. 4.4 State merits and demerits of various research designs. 4.5 Choose research methods most appropriate for research work	• Explain research design giving examples. • Explain study design used for descriptive and experimental research. • Explain intervention and non-intervention studies, questionnaire, interview, home and observation. • State merits and demerits of various research designs. • Choose research	Textbooks, Lecture notes, Journals, Projector, PC, Marker Board/Marker, Internet etc.			

	(project).	methods most appropriate for research work (project).				
General Objective 5.0: Understand sampling technique used in research						
6	5.1 Define sampling and sampling technique. 5.2 Define sample and sample size. 5.3 Explain various types of sampling techniques e.g simple random, stratified, cluster etc. 5.4 Explain the advantages and disadvantages of each type of sampling techniques in 5.3 above. 5.5 Explain the calculation of sample size for a given population. 5.6 Describe the application of the sampling techniques in research.	• Define sampling and sampling technique. • Define sample and sample size. • Explain various types of sampling techniques e.g simple random, stratified, cluster etc. • Explain the advantages and disadvantages of each type of sampling techniques in 5.3 above. • Explain the calculation of sample size for a given population. • Describe the application of the sampling techniques in	Textbooks, Lecture notes, Journals, Projector, PC, Marker Board/Marker, Internet etc.			

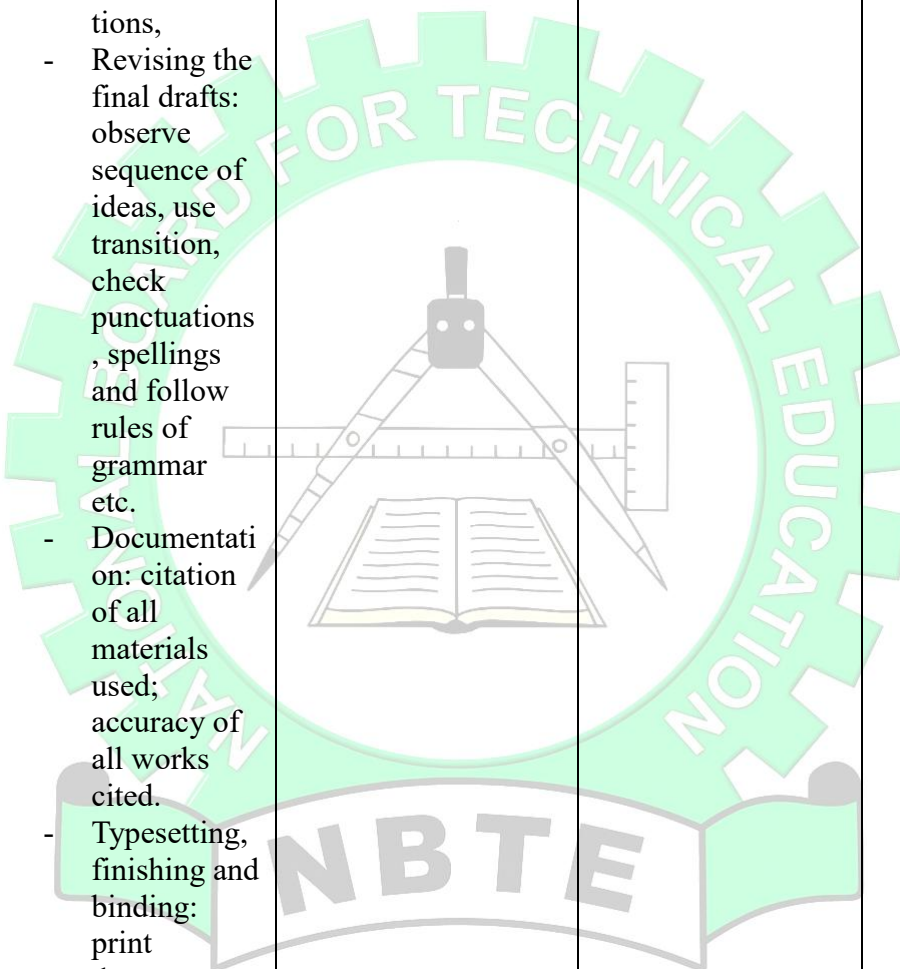
		research.				
General Objective 6.0: Understand the role of basic statistics in research						
7	6.1 Define basic statistics. 6.2 Explain various test statistic used in research eg (Chi-Square, Z test, ANOVA, Correlation, regression analysis, student t – test etc). 6.3 Describe characteristics of each of the test statistic in 6.2 above.	• Define basic statistics. • Explain various test statistic used in research eg (Chi-Square, Z test, ANOVA, Correlation, regression analysis, student t – test etc). • Describe characteristics of each of the test statistic in 6.2 above.	Textbooks, Lecture notes, Journals, Projector, PC, Marker Board/Marker, Internet etc.			
General Objective 7.0: Understand the conduct and organization of research work						
8-9	7.1 Describe the conduct and organization of research work using any of the appropriate designs. 7.2 Explain how to collect data for a given research title. 7.3 Describe how to analyse data using appropriate test	• Describe the conduct and organization of research work using any of the appropriate designs. • Explain how to collect data for a given research title. • Describe how to	Textbooks, Lecture notes, Journals, Projector, PC, Marker Board/Marker, Internet etc.			

	statistic methods. 7.4 Explain Interpretation of the result obtained at the end of the research work. 7.5 State the procedures of report writing at the end of the conduct of research. 7.6 Describe how to organize the project work to cover the topics discussed.	analyse data using appropriate test statistic methods. • Explain Interpretation of the result obtained at the end of the research work. • State the procedures of report writing at the end of the conduct of research. • Describe how to organize the project work to cover the topics discussed.				
General Objective 8.0: Understand the meaning and concept of rhetorical strategies in research Communication						
10-11	8.1 Define rhetorical strategies. 8.2 Outline types of rhetorical strategies: - Argumentation strategy; - Cause and effect strategy; - Division strategy; - Compare and contrast strategy; - Narrative Strategy;	• Define rhetorical strategies. • Outline types of rhetorical strategies: - Argumentation strategy - Cause and Effect Strategy, - Division strategy, - Compare and	Textbooks, Lecture notes, Journals, Projector, PC, Marker Board/ Marker, Internet etc.			

	vi. Description Strategy; vii. Exemplification Strategy. 8.3 Explain each of the types of rhetorical strategies in 8.2 above. 8.4 Compare and contrast the types of rhetorical strategies to Health Information Management. 8.5 Identify the process of search strategies in research Communication: i. Finding literature sources, reference, resources – textbooks, references, textbooks, e.t.c; ii. Using research databases, electronic sources, web /Internet resources; iii. Integrating and crediting sources and avoiding plagiarism.	contrast strategy, - Narrative Strategy, - Description Strategy, - Exemplification Strategy • Explain each of the types of rhetorical strategies in 8.2 above. • Compare the types of rhetorical strategies to Health Information Management. • Identify the process of search strategies in research Communication: - Finding literature sources, reference, resources – textbooks, references, textbooks, e.t.c.					

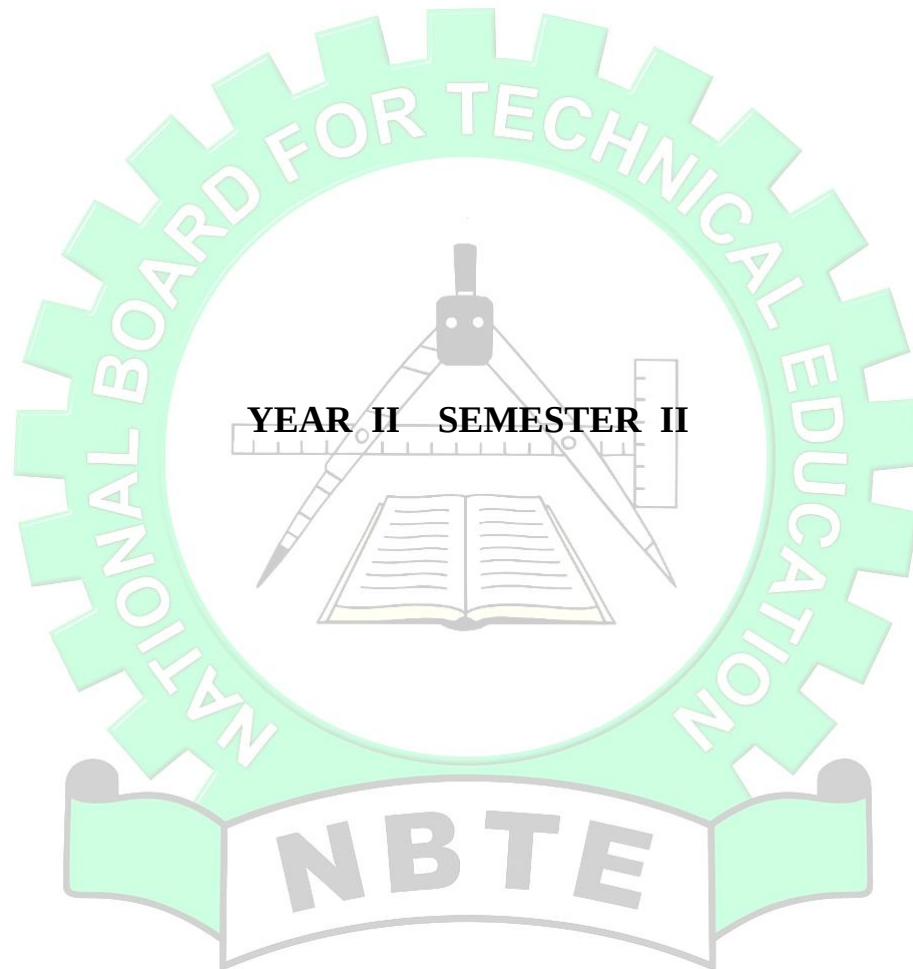
		- Using research databases, electronic sources, web /Internet resources, - Integrating and crediting sources and avoiding plagiarism.				
General Objective 9.0: Understand drafting and writing -up research outcomes and findings.						
12-13	9.1 Define the following basic concepts: - Research Findings, - Reports, - Proposals, - Clinical Outcomes, - Clinical trials, 9.2 Explain each of the concepts listed in 9.1. 9.3 Outline the steps involved in drafting and writing research outcomes: - Title of report; - Introduction/ background: definition of terms	• Explain the following basic concepts: - Research Findings, - Reports, - Proposals, - Clinical Outcomes, - Clinical trials, • Explain each of the concepts listed in 9.1. • Outline the steps involved in drafting and writing research outcomes:	Textbooks, Lecture notes, Journals, Projector, PC, Marker Board/ Marker, Internet etc.			

	and concepts, purpose /objectives, research questions/ hypotheses; iii. Writing the body: literature review, build essay around the focus of study or report, explanations, summaries, analysis, use of tables, chart, diagrams, etc.; iv. Writing conclusion; summarize argument, draw conclusions, make recommendations; v. Revising the final drafts: observe sequence of ideas, use transition, check punctuations, spellings and follow rules of grammar, etc.; vi. Documentation: citation of all materials used, accuracy of all works cited; vii. Typesetting, finishing and	- Title of report - Introduction/ background: definition of terms and concepts, purpose /objectives, research questions/ hypotheses - Writing the body: literature review, build essay around the focus of study or report, explanations, summaries, analysis, use of tables, chart, diagrams, etc. - Writing conclusion; summarize argument, draw				
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	binding: print document and bind in relation to use and keep personal copy for back-up. 9.4 Explain each of the steps listed in 9.3. 9.5 State uses of research findings, reports, proposals, clinical outcomes, and clinical trials in Health Information Management.	conclusions, make recommendations, - Revising the final drafts: observe sequence of ideas, use transition, check punctuations, spellings and follow rules of grammar etc. - Documentation: citation of all materials used; accuracy of all works cited. - Typesetting, finishing and binding: print document and bind in relation to				
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		use and keep personal copy for back-up. • Explain each of the steps listed in 9.3 • State uses of research findings, reports, proposals, clinical outcomes, and clinical trials in Health Information Management.				
General Objective 10: Apply knowledge and skills in research Communication in Health Information Management						
14-15	10.1 List published reports, findings and outcomes in Health Information Management. 10.2 Explain listed publications, reports, outcomes in 10.1. 10.3 Identify organizations and agencies that are involved in Communicating	• List published reports, findings and outcomes in Health Information Management. • Explain listed publications, reports, outcomes in 10.1. • Identify organizations and agencies that are involved in Communicating	Textbooks, Lecture notes, Journals, Projector, PC, Marker Board/Marker, Internet etc.			

	research findings: - LGA Health Department; - State Ministry of Health; - Federal Ministry of Health; - NAFDAC; - HMOs; - NPHCDA; - NACA; - USAID; - WHO; - UNICEF; - UNESCO; - Medical and Health NGOs, etc. 10.4 State uses of research Communication in Health Information Management.	research findings: - LGA Health Department - State Ministry of Health - Federal Ministry of Health - NAFDAC - HMOs - NPHCDA - NACA - USAID - WHO - UNICEF - UNESCO - Medical and Health NGOs, etc. • State uses of research Communication in Health Information Management.				
Course Assessment: Course work: 20% Test/Assignments: 20% Examination: 60% Total: 100%						



USE OF EQUIPMENT/INSTRUMENTS IN ORAL HEALTHCARE

PROGRAMME: NATIONAL DIPLOMA IN DENTAL NURSING		
COURSE TITLE: USE OF EQUIPMENT/INSTRUMENTS IN ORAL HEALTHCARE	COURSE CODE: DNP 221	CONTACT HOURS: 2 HOURS/WEEK
	CREDIT UNIT: 2	THEORETICAL: 1 HOUR/WEEK
YEAR: II SEMESTER: II	PRE-REQUISITE:	PRACTICAL: 1 HOUR/WEEK
GOAL: This course is designed to equip students with the knowledge and skills required for the safe identification, selection, use, care, and maintenance of equipment and instruments used in oral healthcare practice.		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Know common dental equipment and instruments used in oral healthcare practice; 2.0 Know the functions and appropriate applications of dental equipment and instruments in various oral healthcare procedures; 3.0 Understand safe and appropriate use, handling, cleaning, sterilization and storage of dental equipment and instruments; 4.0 Know the principles of infection prevention safety routine care and basic maintenance of dental equipment and instruments.		

PROGRAMME: NATIONAL DIPLOMA IN DENTAL NURSING						
COURSE TITLE: USE OF EQUIPMENT/INSTRUMENTS IN ORAL HEALTHCARE			COURSE CODE: DNP 221		CONTACT HOURS: 2 HOURS/WEEK	
			CREDIT UNIT: 2		THEORETICAL: 1 HOUR/WEEK	
YEAR: II SEMESTER: II			PRE-REQUISITE:		PRACTICAL: 1 HOUR/WEEK	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to equip students with the knowledge and skills required for the safe identification, selection, use, care, and maintenance of equipment and instruments used in oral healthcare practice.						
GENERAL OBJECTIVE 1.0: Know common dental equipment and instruments used in oral healthcare practice.						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher's Activities	Resources	Specific Learning Outcome	Teacher's Activities	Resources
1-4	1.1 Explain common dental equipment and instruments used in oral healthcare practice. 1.2 Classify dental equipment and instruments according to their types and uses. 1.3 Describe the basic functions of common dental equipment and instruments. 1.4 Explain the importance of proper identification and selection of dental equipment and instruments for safe patient care.	- Identify common dental equipment and instruments used in oral healthcare practice. - Explain the classification of dental equipment and instruments according to their types and uses. - Discuss the functions of common dental equipment and instruments. - Discuss the importance of	White Board/ Maker, Projector/ Slides, Posters, Text books/ Journals etc.	- Identify common dental equipment and instruments from actual instruments models or photographs. - Classify dental instruments according to their types and functions. - Demonstrate correct identification of selected dental equipment and instruments. - Select appropriate	Guide students to: - Display common dental equipment and instruments for student identification. - Demonstrate common dental equipment and instruments for student identification. - Classify instruments according to their types and functions. - Identify dental	Dental chair and unit, Basic dental instruments, Diagnostic instruments, Periodontal instruments, Restorative instruments, Extraction instruments, Dental handpieces, Instrument trays, Dental instrument models, Instrument

		correct identification and selection of equipment and instruments for safe patient care.		equipment and instruments for selected oral healthcare procedures under supervision.	equipment and instruments. • Present simulated clinical procedures. • Select appropriate equipment and instruments.	identification charts, Dental procedure manuals, PPE.
General Objective 2.0: Know the functions and appropriate applications of dental equipment and instruments in various oral healthcare procedures.						
5-8	2.1 Explain the functions of dental equipment and instruments used in common oral healthcare procedures. 2.2 Explain the appropriate equipment and instruments required for selected oral healthcare procedures. 2.3 Explain the principles of safe and effective use of dental equipment and instruments. 2.4 Explain the selection and application of dental equipment and instruments to efficient patient care.	• Discuss the functions of dental equipment and instruments used in common oral healthcare procedures. • Describe the appropriate equipment and instruments required for selected oral healthcare procedures. • Explain the principles of safe and effective use of dental equipment and instruments.	White Board/ Maker, Projector/ Slides, Posters, Text books/ Journals etc.	• Identify appropriate equipment and instruments for selected oral healthcare procedures. • Demonstrate correct handling and basic operation of selected dental equipment and instruments. • Demonstrate appropriate positioning and arrangement of equipment and instruments for selected procedures. • Apply basic safety	Guide students to: • Identify appropriate equipment and instruments for selected procedures. • Handle equipment and instrument correctly. • Carry out basic operation of selected equipment and instruments. • Position equipment and instruments for selected	Dental chair and unit, Dental handpieces, Diagnostic instruments, Periodontal instruments, Restorative instruments, Extraction instruments, Surgical instruments, Instrument trays, Dental models, Dental procedure charts,

		Discuss how appropriate selection and application of equipment and instruments promote efficient patient care.		measures during the use of dental equipment and instruments.	procedures. - Arrange equipment and instruments for selected procedures. - Assess application of safety measures during practical activities.	PPE, Clinical procedure manuals.
General Objective 3.0: Understand safe and appropriate use, handling, cleaning, sterilization and storage of dental equipment and instruments						
9-12	3.1 Explain the basic principles of cleaning, disinfection, sterilisation and storage of dental instruments and equipment. 3.2 Explain appropriate methods for cleaning, disinfecting and sterilizing commonly used dental instruments. 3.3 Describe the correct handling, packaging, storage and protection of sterilized instruments. 3.4 Explain the importance of proper care and	- Discuss the principles of cleaning, disinfection, sterilisation and storage of dental instruments and equipment. - Describe appropriate methods for cleaning, disinfecting and sterilizing selected dental instruments. - Explain correct	White Board/ Maker, Projector/ Slides, Posters, Text books/ Journals etc.	- Demonstrate appropriate cleaning and decontamination of dental instruments after use. - Demonstrate basic preparation and packaging of instruments for sterilisation. - Demonstrate appropriate handling and storage of	Guide students to: - Carry out Safe cleaning and decontamination of dental instruments. - Prepare instruments for sterilisation. - Package instruments for sterilization. - Correctly handle and store sterilised instruments. - Assess routine care and basic	Dental instruments, Instrument trays, Ultrasonic cleaner, Autoclave, Sterilisation pouches, Instrument cleaning brushes, Detergent, Disinfectant, Sterilisation indicators, Instrument

	maintenance of dental equipment and instruments in preventing damage and ensuring safe clinical practice.	packaging labeling storage and handling of sterilised instruments. • Discuss routine care and maintenance procedures that promote the safety and longevity of dental equipment and instruments.		sterilised instruments. • Demonstrate routine care and basic maintenance of selected dental equipment and instruments.	maintenance of selected dental equipment and instruments.	storage containers, Dental equipment, PPE.
General Objective 4.0: Know the principles of infection prevention safety routine care and basic maintenance of dental equipment and instruments.						
13-15	4.1 Explain the principles of infection prevention occupational safety and safe handling of dental equipment and instruments. 4.2 Describe the basic maintenance requirements for common dental equipment and instruments. 4.3 Explain appropriate measures for preventing damage malfunction and cross-contamination	• Discuss infection prevention occupational safety and safe handling principles for dental equipment and instruments. • Explain routine maintenance requirements for common dental equipment and instruments. • Discuss measures	White Board/ Maker, Projector/ Slides, Posters, Text books/ Journals etc.	• Demonstrate safe handling of dental equipment and instruments during clinical procedures. • Apply appropriate infection prevention and occupational safety measures when using and maintaining dental equipment. • Demonstrate	Guide students to: • Demonstrate safe handling and operation of dental equipment and instruments. • Apply infection prevention and occupational safety measures. • Demonstrate routine maintenance of selected equipment.	Dental chair and unit, Dental handpieces, Basic dental instruments, Instrument trays, PPE, Disinfectants, Cleaning materials, Lubricants, Maintenance checklists,

	during the use and care of dental equipment. 4.4 Explain basic equipment faults and explain the appropriate procedure for reporting and seeking technical assistance.	for preventing damage malfunction and cross-contamination during clinical use and care. Describe common equipment faults and explain appropriate reporting and referral for technical assistance.		basic routine maintenance and appropriate storage of selected dental equipment and instruments. Identify common equipment faults and demonstrate appropriate reporting and withdrawal of faulty equipment from use.	- Proper storage of selected equipment and instruments. - Present simulated equipment faults from use. - Identify faulty equipment. - Report faulty equipment.	Equipment user manuals, Fault reporting forms, Equipment maintenance guidelines.
Course Assessment: Course work: 10% Test/Assignment: 10% Practical: 40% Examination: 40% Total: 100%						

CLINICAL SKILLS IN ORAL HEALTHCARE

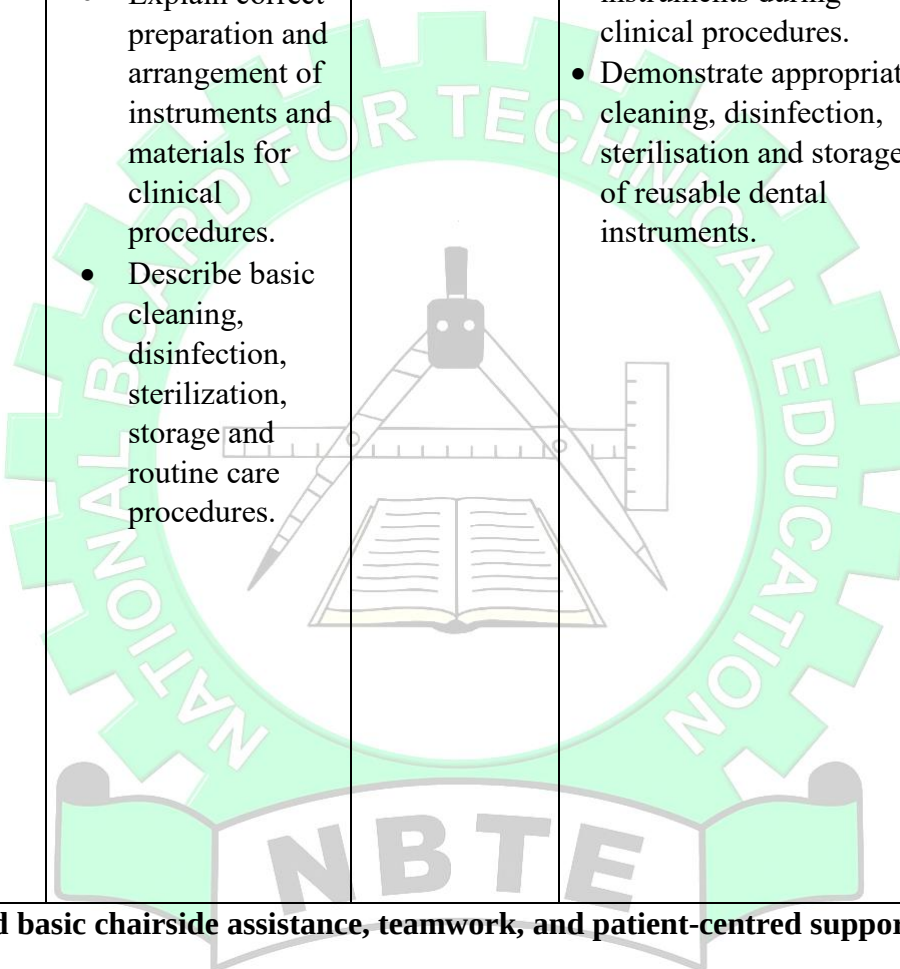
PROGRAMME: NATIONAL DIPLOMA IN DENTAL NURSING		
COURSE TITLE: CLINICAL SKILLS IN ORAL HEALTHCARE	COURSE CODE: DNP 222	CONTACT HOURS: 2 HOURS/WEEK
	CREDIT UNIT: 2	THEORETICAL: 1 HOUR/WEEK
YEAR: II SEMESTER: II	PRE-REQUISITE:	PRACTICAL: 1 HOUR/WEEK
GOAL: This course is designed to equip students with foundational knowledge and practical skills for safe, effective, patient-centred clinical care and support in oral healthcare settings.		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Understand the basic principles and the role of the Dental Nurse in patient care; 2.0 Understand appropriate patient communication, during oral healthcare procedures; 3.0 Apply appropriate infection prevention and control, aseptic technique, occupational safety, and environmental hygiene practices in the dental clinic; 4.0 Understand appropriate preparation, handling, use, cleaning, and care of dental instruments, equipment, materials, and the clinical environment; 5.0 Understand basic chairside assistance, teamwork, and patient-centred support during common dental procedures for adult and paediatric patients; 6.0 Apply appropriate principles of clinical documentation, health education, confidentiality, ethical conduct, and professional practice within the Dental Nurse's scope of practice.		

PROGRAMME: NATIONAL DIPLOMA IN DENTAL NURSING						
COURSE TITLE: CLINICAL SKILLS IN ORAL HEALTH CARE		COURSE CODE: DNP 222		CONTACT HOURS: 2 HOURS/WEEK		
		CREDIT UNIT: 2		THEORETICAL: 1 HOUR/WEEK		
YEAR: II SEMESTER: II		PRE-REQUISITE:		PRACTICAL: 1 HOUR/WEEK		
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to equip students with foundational knowledge and practical skills for safe, effective, patient-centred clinical care and support in oral healthcare settings.						
GENERAL OBJECTIVE 1.0: Understand the basic principles and the role of the Dental Nurse in patient care						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher’s Activities	Resources	Specific Learning Outcome	Teacher’s Activities	Resources
1-2	1.1 Define clinical practice in oral healthcare. 1.2 Explain the basic principles of clinical practices in oral healthcare. 1.3 Describe the scope of practice and responsibilities of the Dental Nurse in oral healthcare settings. 1.4 Explain the importance of safe, ethical, professional, and patient-centred clinical practice in dental nursing.	• Explain clinical practice in oral healthcare. • Discuss the basic principles of clinical practices in oral healthcare. • Explain the roles, responsibilities, and professional boundaries of the dental nurse using relevant clinical examples. • Discuss safe, ethical, professional, and patient-centred	White Board/ marker, Projector, Public Addressing System, Textbooks etc.	• Identify common clinical activities and procedures performed within an oral healthcare setting. • Demonstrate appropriate professional behaviour and patient-centred interaction in a simulated clinical environment. • Demonstrate recognition of the Dental Nurse’s scope of practice and professional responsibilities during clinical activities.	Guide students to: • Demonstrate common clinical activities and appropriate professional conduct in the dental clinic. • Simulate patient interactions and basic clinical scenarios. • Recognize professional responsibilities, boundaries, and scope of	Dental clinic or simulated clinical environment, Dental chair and unit, Dental models, Basic dental instruments, PPE, Clinical procedure guidelines, Professional code of conduct, Patient case scenarios, Scope-of-

		dental nursing practice.			practice during clinical activities.	practice guidelines.
General Objective 2.0: Understand appropriate patient communication, during oral healthcare procedures						
3-4	2.1 Describe the principles of effective communication with patients before, during, and after oral healthcare procedures. 2.2 Explain the basic principles of patient preparation, assessment, positioning, and support for routine dental care. 2.3 Describe appropriate approaches to communicating with adult, paediatric, anxious, vulnerable, and special-care patients. 2.4 Explain the importance of patient safety, comfort, dignity, consent, and confidentiality during clinical care.	• Explain effective patient communication and professional interaction in the dental clinic. • Explain the principles of patient preparation, basic assessment, positioning, and support during routine dental care. • Explain case scenarios to demonstrate appropriate communication with adult, paediatric, anxious, vulnerable, and special-care patients. • Discuss patient safety, comfort,	White Board/ marker, Projector, Public Addressing System, Textbooks etc.	• Demonstrate effective communication and professional interaction with patients in a simulated dental setting. • Demonstrate appropriate patient preparation, positioning, and basic support before and during dental procedures. • Demonstrate appropriate communication and support for paediatric, anxious, vulnerable, and special-care patients. • Demonstrate respect for patient safety, comfort, dignity, consent, and confidentiality during clinical practice.	Guide students to: • Carry out effective patient communication and professional interaction during simulated dental procedures. • Prepare patients appropriately. • Position patients appropriately. • Support patients appropriately. • Conduct role-play involving paediatric,	Dental chair and unit, Dental models, Patient positioning aids, PPE, Communication aids, Patient case scenarios, Consent forms, Patient records, Clinical guidelines.

		dignity, consent, and confidentiality during clinical care.			anxious, vulnerable, and special-care patients. • Maintain patient safety, comfort, dignity, consent, and confidentiality.	
General Objective 3.0: Apply appropriate infection prevention and control, aseptic technique, occupational safety, and environmental hygiene practices in the dental clinic						
5-7	3.1 Explain the basic principles of infection prevention and control in oral healthcare settings. 3.2 Describe and apply standard precautions and aseptic techniques during dental clinical procedures. 3.3 Describe appropriate hand hygiene and use of personal protective equipment in clinical practice. 3.4 Explain the safe management of contaminated instruments clinical waste and the dental clinical	• Discuss the principles of infection prevention and control and their importance in dental practice. • Explain standard precautions aseptic techniques hand hygiene and appropriate use of PPE. • Explain the safe handling of contaminated instruments and clinical waste.	White Board/ marker, Projector, Public Addressing System, Textbooks etc.	• Demonstrate effective hand hygiene and appropriate use of PPE during dental clinical procedures. • Demonstrate standard precautions and aseptic techniques during simulated clinical procedures. • Demonstrate safe handling and transfer of contaminated instruments and appropriate segregation of clinical waste. • Demonstrate appropriate	Guide students to: • Carry out correct hand hygiene and appropriate donning and removal of PPE. • Apply standard precautions and aseptic techniques during simulated procedures. • Carry out safe	Hand hygiene facilities, PPE, Disposable gloves, Face masks, Protective eyewear, Gowns or aprons, Dental instruments, Instrument trays, Sharps containers, Clinical waste bins, Disinfectants,

	environment.	Describe appropriate environmental cleaning disinfection and maintenance of the dental clinical area.		cleaning and disinfection of dental surfaces and the clinical environment.	handling of contaminated instruments. - Carry out segregation of clinical waste. - Carry out appropriate cleaning. - Disinfect the dental clinical environment.	Surface cleaning materials, Sterilisation equipment.
General Objective 4.0: Understand appropriate preparation, handling, use, cleaning, and care of dental instruments, equipment, materials, and the clinical environment						
8-10	4.1 Describe common dental equipment and materials used in routine oral healthcare procedures. 4.2 Describe the basic functions of dental instruments and materials. 4.3 Describe appropriate preparation, handling and safe use of dental instruments equipment and materials. 4.4 Explain the basic principles of cleaning, disinfection, sterilization, storage and routine care of	- Explain common dental instruments equipment and materials used in routine oral healthcare procedures. - Explain the functions appropriate uses and safe handling of selected instruments	White Board/ marker, Projector, Public Addressing System, Textbooks etc.	- Identify instruments equipment and materials required for selected dental procedures. - Correctly select instruments equipment and materials required for selected dental procedures. - Demonstrate appropriate preparation, arrangement handling and transfer of dental instruments and materials. - Demonstrate safe use	Guide students to: - Use appropriate instruments equipment and materials for selected procedures. - Prepare instruments and materials safely. - Arrange instruments	Dental chair and unit, Basic dental instruments, Instrument trays, Dental handpieces, Dental materials, Dental models, Instrument cleaning materials, Ultrasonic cleaner, Autoclave, Sterilisation

	dental instruments and equipment.	equipment and materials. • Explain correct preparation and arrangement of instruments and materials for clinical procedures. • Describe basic cleaning, disinfection, sterilization, storage and routine care procedures.		and basic care of dental equipment and instruments during clinical procedures. • Demonstrate appropriate cleaning, disinfection, sterilisation and storage of reusable dental instruments.	and materials safely. • Handle instruments and materials safely. • Transfer instruments and materials safely. • Carry out safe use and basic care of dental equipment and instruments. • Clean reusable instruments. • Disinfection reusable instruments. • Sterilize reusable instruments. • Store reusable instruments.	pouches, Instrument storage containers, PPE.
General Objective 5.0: Understand basic chairside assistance, teamwork, and patient-centred support during common dental procedures for adult and pediatric patients						
11-13	5.1 Explain the basic principles of chairside	• Discuss the principles of	White Board/ marker, Projector,	• Identify appropriate instruments materials	Guide students to:	Dental chair and unit,

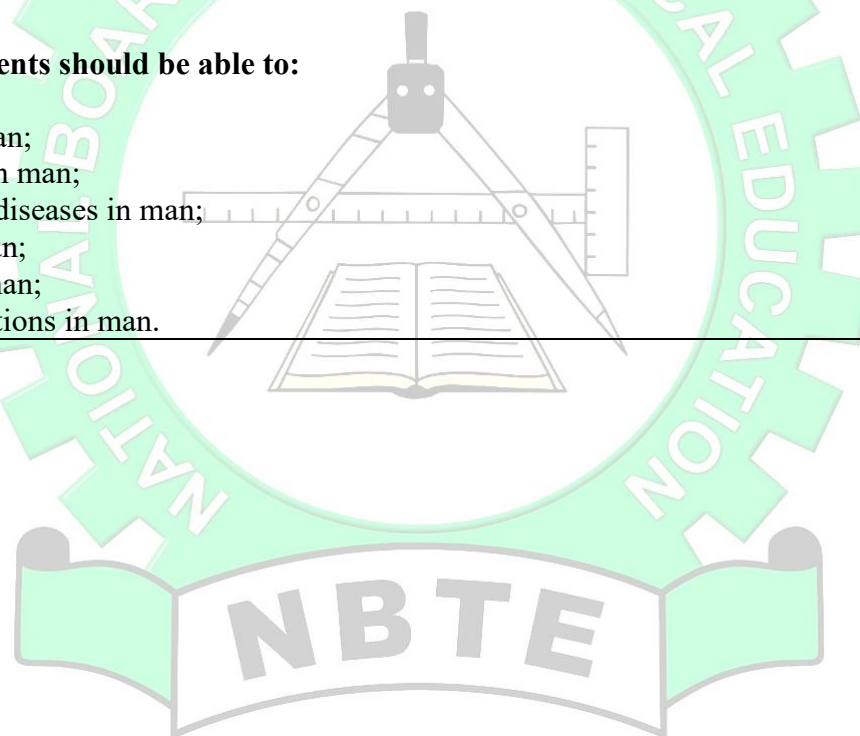
	assistance and teamwork during routine dental procedures. 5.2 Identify the appropriate instruments materials and equipment required for selected dental procedures. 5.3 Discuss effective chairside assistance and instrument transfer during routine dental procedures. 5.4 Describe appropriate patient support and communication during adult and paediatric dental procedures.	chairside assistance and effective teamwork in dental practice. • Describe the selection and arrangement of instruments materials and equipment for selected procedures. • Explain appropriate chairside assistance instrument transfer and maintenance of an efficient working field. • Discuss appropriate patient support and communication during adult and paediatric dental procedures.	Public Addressing System, Textbooks etc.	and equipment for selected dental procedures. • Prepare appropriate instruments materials and equipment for selected dental procedures. • Demonstrate effective chairside assistance and safe instrument transfer during simulated dental procedures. • Demonstrate appropriate patient positioning support and communication during adult and paediatric dental care. • Demonstrate effective teamwork and professional coordination during simulated dental procedures.	• Prepare instruments materials and equipment for selected procedures. • Arrange instruments materials and equipment for selected procedures. • Carry out in chairside assistance and safe instrument transfer during simulated procedures. • Carry out appropriate patient positioning support and communication for adult and paediatric patients.	Basic dental instruments, Procedure trays, Dental models, Dental materials, Patient positioning aids, PPE, Paediatric dental models, Simulated patient scenarios, Suction equipment, Instrument transfer materials, Clinical procedure guidelines.
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					• Carry out teamwork coordination. • Carry out professional conduct during practical procedures.	
General Objective 6.0: Apply appropriate principles of clinical documentation, health education, confidentiality, ethical conduct, and professional practice within the Dental Nurse's scope of practice						
14-15	6.1 Explain the importance of accurate clinical documentation and appropriate management of patient information. 6.2 Describe appropriate recording and updating of patient clinical information using relevant dental records. 6.3 Explain principles of confidentiality privacy and secure handling of patient information in oral healthcare settings. 6.4 Explain the role of oral health education and effective communication in supporting patient care and continuity of care.	• Discuss the principles and importance of clinical documentation and patient information management. • Explain appropriate completion and updating of dental records and other relevant clinical documents. • Discuss confidentiality privacy and secure handling of patient information using clinical examples.	White Board/ marker, Projector, Public Addressing System, Textbooks etc.	• Demonstrate accurate completion and updating of basic dental records and clinical documentation. • Demonstrate appropriate handling storage and protection of patient information during clinical practice. • Demonstrate effective oral health education and patient-centred communication during simulated patient care. • Demonstrate appropriate maintenance of confidentiality and privacy when handling	Guide students to: • Carry out accurate completion of dental records. • Carry out clinical documentation • Update dental records. • Ensure appropriate handling of patient information. • Ensure appropriate storage of	Patient record forms, Medical and dental history forms, Clinical documentation forms, Consent forms, Oral health education materials, Patient case scenarios, Secure record storage system, Confidentiality guidelines, Communication aids.

		• Discuss the role of oral health education and communication in promoting patient care and continuity of care.		patient records.	patient information. • Ensure appropriate protection of patient information. • Conduct Simulated oral health education and patient communication activities. • Maintain patient privacy confidentiality and professional standards.	
Course Assessment: Course work: 10% Test/Assignment: 10% Practical: 40% Examination: 40% Total: 100%						

GENERAL PATHOLOGY II

PROGRAMME: NATIONAL DIPLOMA IN DENTAL NURSING		
COURSE TITLE: GENERAL PATHOLOGY II	COURSE CODE: DNP 223	CONTACT HOURS: 2 HOURS/WEEK
	CREDIT UNIT: 2	THEORETICAL: 1 HOUR/WEEK
YEAR: II SEMESTER: II	PRE-REQUISITE: DNP 115 (GENERAL PATHOLOGY 1)	PRACTICAL: 1 HOUR/WEEK
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL		
GOAL: This course is designed to equip students with advanced knowledge of pathological diseases in man		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Understand bacterial infections in man; 2.0 Understand wound healing process in man; 3.0 Know the congenital and hereditary diseases in man; 4.0 Know gastrointestinal diseases in man; 5.0 Understand neoplasm or tumors in man; 6.0 Understand other pathological conditions in man.		



PROGRAMME: NATIONAL DIPLOMA IN DENTAL NURSING						
COURSE TITLE: GENERAL PATHOLOGY II		COURSE CODE: DNP 223			CONTACT HOURS: 2 HOURS/WEEK	
		CREDIT UNIT: 2			THEORETICAL: 1 HOUR/WEEK	
YEAR: II SEMESTER: II		PRE-REQUISITE: DNP 115 (GENERAL PATHOLOGY 1)			PRACTICAL: 1 HOUR/WEEK	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to equip students with advanced knowledge of pathological diseases in man.						
GENERAL OBJECTIVE 1.0: Understand bacterial infections in man.						
	THEORETICAL CONTENT			PRACTICAL CONTENT		
WEEK	SPECIFIC LEARNING OUTCOMES	TEACHER'S ACTIVITIES	RESOURCES	SPECIFIC LEARNING OUTCOMES	TEACHER'S ACTIVITIES	RESOURCES
1-3	1.1 Define bacterial infection. 1.2 Explain bacterial infection in man. 1.3 Explain body reaction to the infection in 1.2. 1.4 Describe the routes of bacterial infection in man. 1.5 Describe the signs and symptoms of infections.	• Explain bacterial infection. • Discuss bacterial infection in man. • Discuss body reaction to the infection in 1.2. • Describe the routes of bacterial infection in man. • Describe the signs and symptoms of infections.	White board/ Marker, Projector/Slides, Textbooks/ Journals, Projector/Slides, Posters, Charts etc.	• Observe pathogenic bacterium under the microscope.	Guide students to: • Observe pathogenic bacterium under the microscope.	Microscope, Slides, Gram Staining reagents, PPEs.

	1.6 Explain pathogenic bacterium.					
GENERAL OBJECTIVE 2.0: Understand wound healing process in man.						
4	2.1 Define wound. 2.2 Differentiate between a clean and infected wound. 2.3 Explain the process of healing.	- Define wound. - Differentiate between a clean and infected wound. - Discuss the process of healing.	White board/ Marker, Projector/Slides, Textbooks/Journals, Projector/Slides, Posters, Charts etc.	- Observe clean and infected wounds. - Report appropriately.	Guide students to: - Observe clean and infected wounds. - Report appropriately.	Models, Charts, Video clips, First aid box, Safety box.
GENERAL OBJECTIVE 3.0: Know the congenital and hereditary diseases in man.						
5-7	3.1 Explain congenital diseases. 3.2 Explain hereditary diseases. 3.3 Explain the differences between hereditary and congenital diseases. 3.4 List types of congenital diseases. 3.5 Outline the types of hereditary	- Explain congenital diseases. - Describe hereditary diseases. - Explain the differences between hereditary and congenital diseases. - List types of congenital diseases. - Outline the types of hereditary diseases.	White board/ Marker, Projector/Slides, Textbooks/ Journals, Projector/Slides, Posters, Charts etc.	- Role play to identify: - Congenital diseases - Hereditary diseases	Guide students to: - Carry out role play to identify: - Congenital diseases - Hereditary diseases	Charts, Posters, Video clips.

	diseases. 3.6 Describe the causes of hereditary and congenital diseases. 3.7 Describe the prevention of congenital and hereditary diseases.	Describe the causes of hereditary and congenital diseases.				
GENERAL OBJECTIVE 4.0: Know gastrointestinal diseases in man.						
8	4.1 Explain gastrointestinal diseases. 4.2 List gastrointestinal diseases in man, e.g., gastroenteritis, typhoid fever, acute summer diarrhoea. 4.3 Describe the causative agents of the diseases listed in 4.2 above. 4.4 Explain the pathogenesis of the diseases in 4.2 above.	- List gastrointestinal diseases in man, e.g., gastroenteritis, typhoid fever, acute summer diarrhoea. - Identify the causative agents of the diseases listed in 4.1 above. - Explain the pathogenesis of the diseases in 4.1 above.	White board/ Marker, Projector/Slides, Textbooks/ Journals, Projector/Slides, Posters, Charts etc.			

GENERAL OBJECTIVE 5.0: Understand neoplasm or tumors in man.						
9-11	5.1 Define neoplasm. 5.2 Explain precancerous and cancerous conditions. 5.3 Explain the types of cancerous conditions. 5.4 Classify neoplasms using: behaviour of the tissue or cell; origin of the tissue or cell. 5.5 Explain behavioural neoplasm. 5.6 Explain neoplasm based on the tissue of origin. 5.7 Define benign tumors and malignant tumors. 5.8 Differentiate between benign	• Describe neoplasm. • Discuss precancerous and cancerous conditions. • Outline the types of cancerous conditions. • Categorize neoplasms using: behaviour of the tissue or cell; origin of the tissue or cell. • Discuss behavioural neoplasm. • Discuss neoplasm based on the tissue of origin. • Explain benign tumors and malignant tumors.	White board/ Marker, Projector/Slides, Textbooks/Journals, Projector/Slides, Posters, Charts etc.	• Identify benign and malignant tumors.	Guide students to: • Identify benign and malignant tumors.	Charts, Video clips, Posters.

	and malignant tumors: observing their characteristics.	Differentiate between benign and malignant tumors: observing their characteristics.				
GENERAL OBJECTIVE 6.0: Understand other pathological conditions in man.						
12-15	6.1 Define shock. 6.2 Classify different types of shock. 6.3 Describe the characteristics of shock. 6.4 Explain the causes of shock. 6.5 Describe the effects of shock. 6.6 Define necrosis. 6.7 List the causes of necrosis. 6.8 Explain the features of necrosis. 6.9 Describe the effect of necrosis on man. 6.10 Define	- Describe shock. - Outline different types of shock. - Outline the characteristics of shock. - Discuss the causes of shock. - Explain the effects of shock. - Explain necrosis. - Enumerate the causes of necrosis. - Explain the features of necrosis.	White board/ Marker, Projector/Slides, Textbooks/Journals, Projector/Slides, Posters, Charts etc.			

	atrophy. 6.11 Describe the causes of atrophy in man. 6.12 Explain metaplasia. 6.13 List the causes of metaplasia.	• Discuss the effect of necrosis on man. • Explain atrophy. • Discuss the causes of atrophy in man. • Explain metaplasia. • State the causes of metaplasia.				
Course Assessment: Course work: 10% Tests/Assignment: 10% Practical: 40% Examination: 40% Total: 100%						

DENTAL PROSTHETICS

PROGRAMME: NATIONAL DIPLOMA IN DENTAL NURSING		
COURSE TITLE: DENTAL PROSTHETICS	COURSE CODE: DNP 224	CONTACT HOURS: 2 HOURS/WEEK
	CREDIT UNIT: 2	THEORETICAL: 1 HOUR/WEEK
YEAR: II SEMESTER: II	PRE-REQUISITE:	PRACTICAL: 1 HOUR/WEEK
GOAL: This course is designed to equip the students with basic knowledge and skills of dental prostheses and their application in oral health care		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Understand recording the position of centric occlusion; 2.0 Understand the selection of tooth Shade; 3.0 Understand Anatomical Articulator, Willis Gauge, Fox plane; 4.0 Understand the setting of teeth on a plane- line articulator; 5.0 Understand Dentures, fitting in finished dentures and care of dentures; 6.0 Understand Speech/Phonetics in relation to use of Dentures.		

PROGRAMME: NATIONAL DIPLOMA IN DENTAL NURSING						
COURSE TITLE: DENTAL PROSTHETICS			COURSE CODE: DNP 224		CONTACT HOURS: 2 HOURS/WEEK	
			CREDIT UNIT: 2		THEORETICAL: 1 HOUR/WEEK	
YEAR: II SEMESTER: II			PRE-REQUISITE:		PRACTICAL: 1 HOUR/WEEK	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to equip the students with basic knowledge and skills of dental prostheses and their application in oral health care						
GENERAL OBJECTIVE 1.0: Understand recording the position of centric occlusion						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher’s Activities	Resources	Specific Learning Outcome	Teacher’s Activities	Resources
1-3	1.1 Define centric occlusion. 1.2 Explain recording the position of centric occlusion. 1.3 List the relations of centric occlusion that require recording. 1.4 Describe the methods of recording centric occlusion. 1.5 Define casting. 1.6 List the materials used for casting. 1.7 Explain the advantages and disadvantages of each material used in casting. 1.8 Explain incorrect vertical dimension. 1.9 Explain the effects of excessively increasing the vertical dimension.	• Explain centric occlusion. • Discuss recording the position of centric occlusion. • Enumerate the relations of centric occlusion that require recording. • Discuss the method of recording centric occlusion. • Describe casting. • Itemize the materials used for casting. • Discuss the advantages and disadvantages of each material used in	Whiteboard/ Marker, Audiovisual materials, Textbooks/Journals etc.	• Draw the cross-section of a tooth. • Label the tooth structure.	Guide students to: • Draw a cross-section of a tooth. • Label the tooth structure.	Manikins, Anatomical model of Human skull, Plaster of Paris (POP), Impression material.

	1.10 Explain extraction records-pre-extraction records, and post-extraction records. 1.11 Explain horizontal relationship. 1.12 Explain the methods for sealing the record blocks together.	casting. - Describe incorrect vertical dimension. - Discuss the effects of excessively increasing the vertical dimension. - Explain extraction records, pre-extraction records and post- extraction records. - Describe horizontal relationship. - Discuss the methods for sealing the record blocks together.				
General Objective 2.0: Understand the selection of tooth Shade						
4-5	2.1 Explain the selection of tooth/teeth. 2.2 Explain the importance of shade guide. 2.3 Discuss the uses of shade guide.	- Describe the selection of tooth/teeth. - Discuss the importance of shade guide. - Explain the uses of shade.	Whiteboard/Marker, Audiovisual materials, Textbooks/Journals etc.	Classify patients for selection of teeth.	Guide students to: Classify patients for selection of teeth.	Manikins, Anatomical model of human dentition, Shade guide.
General Objective 3.0: Understand anatomical articulator, Willis gauge, fox plane						
6-7	3.1 Describe the anatomical articulator. 3.2 Describe the plane–line articulator.	- Explain the anatomical articulator. - Explain the plane–	White board/ marker, Textbooks/Journals on	- Mount a model on a plane- line articulator. - Identify the parts,	Guide students to: - Mount a model on articulators. - Identify uses	Plane- line articulator, Anatomical articulator.

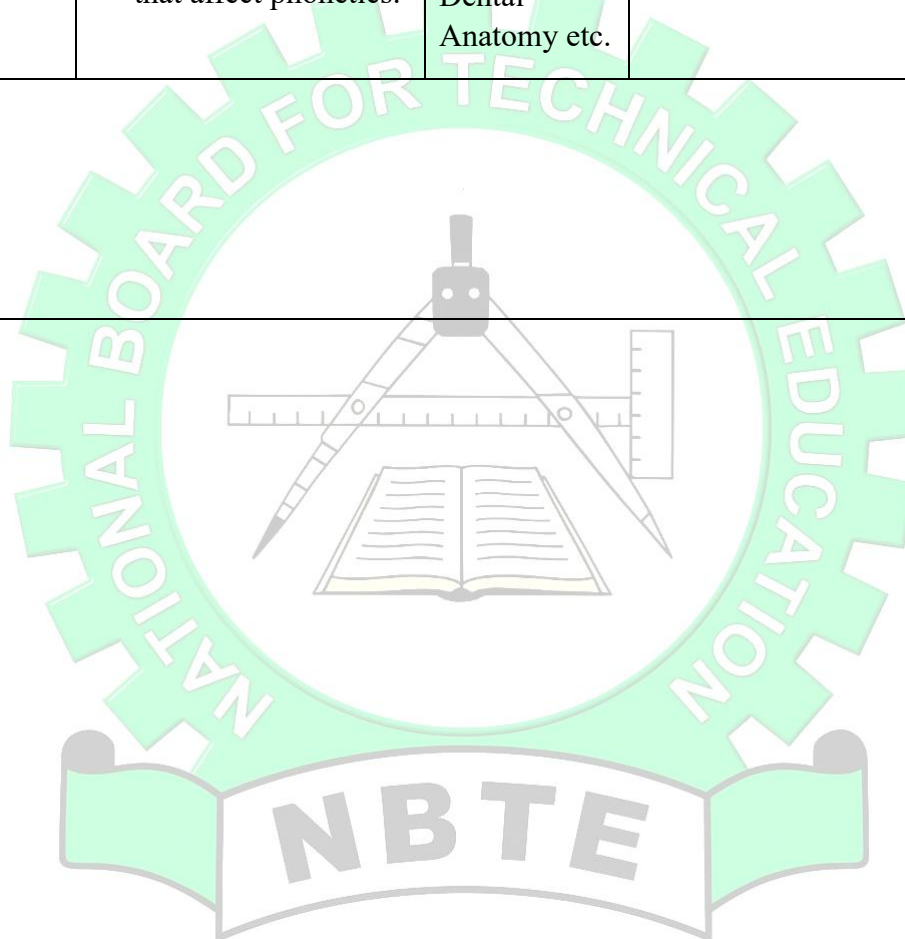
	3.3 Describe the Willis gauge. 3.4 Describe the fox plane. 3.5 List the advantages of an anatomical articulator. 3.6 Outline the disadvantages of plane - line articulator. 3.7 Explain balanced Articulator. 3.8 Describe the process of mounting models on the articulator.	line articulator. - Describe the Willis gauge. - Describe the fox plane. - State the advantages of an anatomical articulator. - Discuss the disadvantages of a plane - line articulator. - Describe balanced articulator. - Discuss the process of mounting models on the articulator.	Dental Anatomy etc.	uses, and care of the instruments.	and care of the instruments.	
General Objective 4.0: Understand the setting of teeth on a plane- line articulator						
8-10	4.1 Explain how to set tooth/teeth on a plane–line articulator in relation to upper and lower teeth. 4.2 Mention the types of occlusal relationships in existence. 4.3 Explain setting up the teeth. 4.4 List the materials for making dentures. 4.5 Describe gum- fitted anterior teeth.	- Describe setting of tooth/teeth on a plane–line articulator in relation to upper and lower teeth. - Highlight the types of occlusal relationships in existence. - Describe setting up the teeth. - Enumerate the materials for making dentures.	White board/ marker, Textbooks/Journals on dental anatomy articulator etc.	Identify materials for making dentures.	Guide students to: Identify materials for making dentures.	Sample of dental materials, Centric occlusion, Modeling wax, Wax knife, Spirit lamp/ matches, P.O.P, Water, Acrylic resin,

		Describe gum- fitted anterior teeth.				Acrylic teeth.
General Objective 5.0: Understand Dentures, fitting in finished dentures, and care of dentures						
11-13	5.1 Define dentures. 5.2 List materials required for making dentures. 5.3 Enumerate the types of patients that require dentures. 5.4 Describe trying of dentures (both) together. 5.5 Describe how to fit the finished dentures. 5.6 Outline the instructions regarding wearing of dentures: - Wearing dentures at night; - Cleaning the dentures; - Eating with the dentures; - Talking with the dentures.	- Explain dentures. - State materials required for making dentures. - Enumerate the types of patients that require dentures. - Describe trying of dentures (both) together. - Describe how to fit the finished dentures. - Outline the instructions regarding wearing of dentures: - Wearing dentures at night - Cleaning the dentures - Eating with the dentures - Talking with the dentures	Whiteboard/ Marker, Textbooks/Journals on Dentures etc.	- Select materials required for making dentures. - Give simple instructions on use/care of dentures.	Guide students to: - Select materials required for making dentures. - Carry out instructions on use/care of dentures.	Sample of instructions format, Sample of dentures, Brushes, Bowl, Water, Mirror, Spatula, Plaster.
General Objective 6.0: Understand Speech/Phonetics in relation to use of Dentures						
14-15	6.1 Explain speech and phonetics. 6.2 Explain the mechanism of	- Discuss speech and phonetics. - Discuss the	White board/ marker, Multimedia,	Identify patients with speech problems due to	Guide students to: Identify patients who exhibit	Sample of format for selection of

	speech. 6.3 Explain the factors in denture construction that affect phonetics.	mechanism of speech. • Discuss the factors in denture construction that affect phonetics.	Projector, Textbooks/Journals on Dental Anatomy etc.	dentures.	speech difficulties related to denture use.	patients.
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Course Assessment:

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



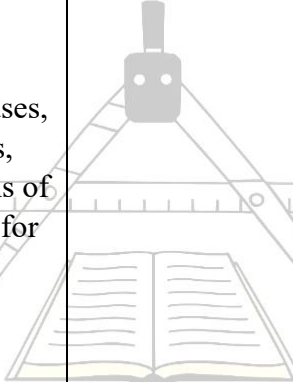
ORAL PATHOLOGY II

PROGRAMME: NATIONAL DIPLOMA IN DENTAL NURSING		
COURSE TITLE: ORAL PATHOLOGY II	COURSE CODE: DNP 225	CONTACT HOURS: 3 HOURS/WEEK
	CREDIT UNIT: 3	THEORETICAL: 1 HOUR/WEEK
YEAR: II SEMESTER: II	PRE-REQUISITE: DNP 214 (ORAL PATHOLOGY I)	PRACTICAL: 2 HOURS/WEEK
GOAL: This course is designed to equip students with the knowledge and skills to recognize common oral and maxillofacial diseases within the Dental Nurse's professional scope.		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Understand the basic concepts and pathological processes, 2.0 Know and describe normal oral structures and recognize common deviations from normal appearance; 3.0 Know the common signs, symptoms, and clinical features of oral pathological conditions; 4.0 Know the common inflammatory conditions affecting the oral cavity; 5.0 Understand appropriate documentation for patient with oral pathological conditions; 6.0 Understand the role and responsibilities of the Dental Nurse in the recognition and referral of patients with oral diseases within professional scope of practice; 7.0 Understand oral pathology while recognizing the limits of the Dental Nurse's professional scope.		

PROGRAMME: NATIONAL DIPLOMA IN DENTAL NURSING						
COURSE TITLE: ORAL PATHOLOGY II			COURSE CODE: DNP 225		CONTACT HOURS: 3 HOURS/WEEK	
			CREDIT UNIT: 3		THEORETICAL: 1 HOUR/WEEK	
YEAR: II SEMESTER: II			PRE-REQUISITE: DNP 214 (ORAL PATHOLOGY I)		PRACTICAL: 2 HOURS/WEEK	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to equip students with the knowledge and skills to recognize common oral and maxillofacial diseases within the Dental Nurse’s professional scope						
GENERAL OBJECTIVE 1.0: Understand the basic concepts and pathological processes						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher’s Activities	Resources	Specific Learning Outcome	Teacher’s Activities	Resources
1-2	1.1 Explain fundamental concepts and terminology used in oral pathology. 1.2 Describe the common causes and risk factors associated with oral diseases. 1.3 Explain the basic mechanisms and pathological processes involved in the development of oral diseases.	• Discuss fundamental concepts and terminology used in oral pathology. • Explain common causes and risk factors associated with oral diseases using relevant clinical examples. • Discuss the basic pathological processes involved in the development and progression of oral diseases.	White Board/Marker, Projector, Textbooks, Charts etc.	• Identify basic oral pathology terminology during clinical observation. • Recognize common risk factors and observable features associated with oral diseases. • Demonstrate basic recognition and documentation of pathological	Guide students to: • Demonstrate the recognition and correct use of basic oral pathology terminology during clinical observation. • Identify common risk factors and observable features associated with oral diseases. • Document pathological changes in the oral cavity within the Dental Nurse’s	Oral pathology textbook, Oral pathology atlas, Clinical photographs, Dental models, Anatomical charts, Intraoral and extraoral radiographs, Oral examination

				changes in the oral cavity within the Dental Nurse's scope of practice.	scope of practice.	instruments, and Relevant clinical guidelines.
General Objective 2.0: Know and describe normal oral structures and recognize common deviations from normal appearance.						
3-4	2.1 Describe the normal anatomical structures and tissues of the oral cavity. 2.2 Identify common variations and deviations from normal oral appearance. 2.3 Differentiate normal oral findings from abnormal changes requiring further professional assessment.	• Explain normal oral structures using models, charts, and clinical photographs. • Explain common normal variations and deviations from normal oral appearance. • Explain clinical case discussions to help students differentiate normal findings from abnormalities requiring further assessment.	White Board/Marker, Projector, Textbooks, Charts etc.	• Identify normal oral structures. • Recognise common normal variations and deviations from normal oral appearance. • Demonstrate basic oral observation. • Identify abnormal findings requiring further professional assessment.	Guide students to: • Demonstrate normal oral structures. • Recognize normal variations and deviations from normal oral appearance. • Carry out oral observation. • Carryout an assessment.	Dental models, Anatomical charts, Clinical photographs, Oral examination instruments, Intraoral mirrors, Gloves, Masks, and Oral pathology atlas.
General Objective 3.0: Know the common signs, symptoms, and clinical features of oral pathological conditions						
5-7	3.1 Identify common inflammatory, infectious, traumatic, and	• Explain common inflammatory, infectious,	White Board/Marker, Projector,	• Identify common inflammatory, infectious,	Guide students to: • Recognize common inflammatory,	Clinical photographs of oral

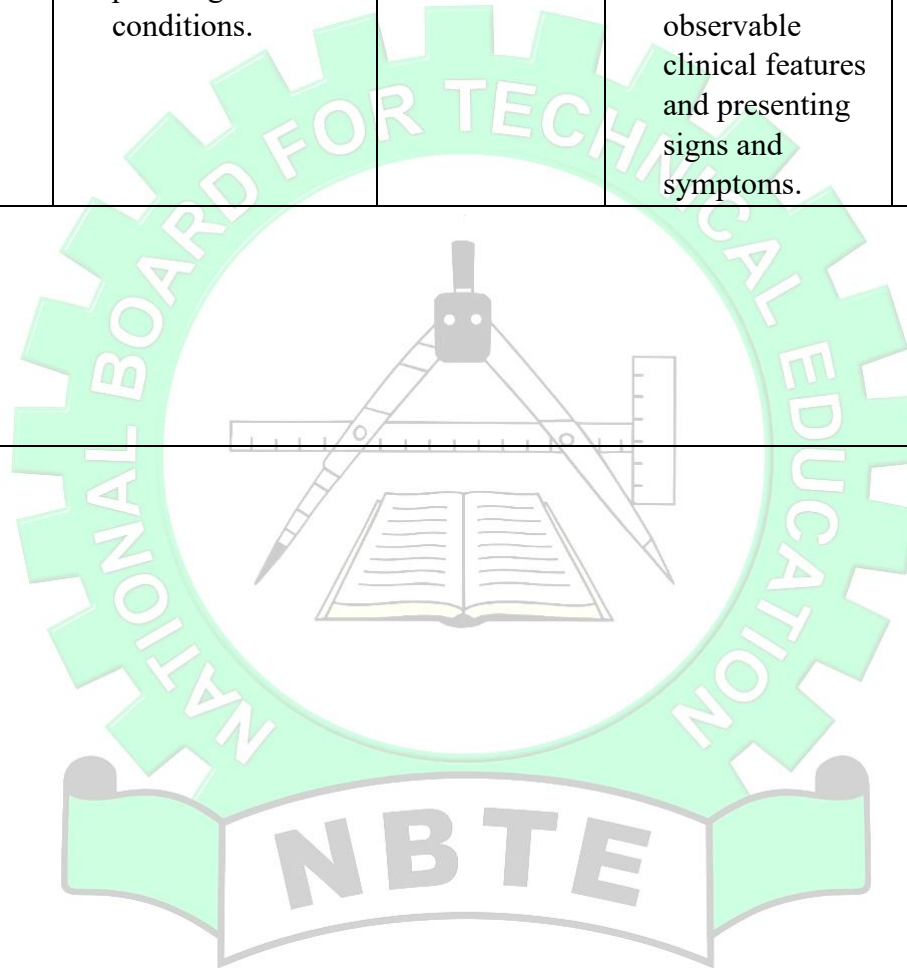
	developmental disorders affecting the oral cavity. 3.2 Describe the key causes, clinical features, and basic pathological processes of selected oral disorders. 3.3 Differentiate selected oral disorders based on their causes, clinical presentation, and implications for Dental Nursing care.	traumatic, and developmental disorders of the oral cavity. - Explain use of clinical photographs, radiograph, models, and case studies to guide students in recognising and differentiating selected oral disorders. - Explain on the causes, clinical features, and implications of these disorders for dental nursing care.	Textbooks, Charts etc.	traumatic, and developmental oral disorders. - Demonstrate basic recognition and documentation of selected oral disorders through clinical observation. - Differentiate selected oral disorders based on their observable clinical features and provide appropriate Dental Nursing support within scope of practice.	infectious, traumatic, and developmental oral disorders. - Document selected oral disorders. - Differentiate selected oral disorders. - Provide appropriate Dental Nursing support within their scope of practice.	disorders, Intraoral and extraoral radiographs, Dental models, Oral examination instruments, Anatomical charts, Oral pathology atlas, Case scenarios, and Documentati on forms.
General Objective 4.0: Know the common inflammatory conditions affecting the oral cavity.						
8-9	4.1 Identify common inflammatory, infectious, traumatic, and developmental disorders affecting the oral cavity. 4.2 Describe the key causes,	Explain common inflammatory, infectious, traumatic, and developmental	White Board/Marker, Projector, Textbooks, Charts etc.	Identify common inflammatory, infectious, traumatic, and developmental	Guide students to: Identify common inflammatory, infectious, traumatic, and	Clinical photographs of oral disorders, Intraoral and extraoral

	clinical features, and basic pathological processes of selected oral disorders. 4.3 Differentiate selected oral disorders based on their causes, clinical presentation, and implications for Dental Nursing care.	disorders of the oral cavity. • Explain clinical photographs, radiograph, models, and case studies to guide students in recognizing and differentiating selected oral disorders. • Explain the causes, clinical features, and implications of these disorders for Dental Nursing care.		oral disorders. • Demonstrate basic recognition and documentation of selected oral disorders through clinical observation. • Differentiate selected oral disorders based on their observable clinical features and provide appropriate dental nursing support within scope of practice.	developmental oral disorders. • Observing selected oral disorder. • Document selected oral disorders. • Differentiate selected oral disorders. • Provide appropriate dental nursing support within their scope of practice.	radiographs, Dental models, Oral examination instruments, Anatomical charts, Oral pathology atlas, Case scenarios, and Documentati on forms.
General Objective 5.0: Understand appropriate documentation for patient with oral pathological conditions						
10-11	5.1 Identify appropriate observation and recognition of oral pathological findings. 5.2 Explain accurate documentation, infection prevention, and control measures when caring for	• Explain systematic observation and recognition of oral pathological findings. • Explain accurate documentation and	White Board/Marker, Projector, Textbooks, Charts etc.	• Demonstrate systematic observation and oral pathological findings during clinical practice. • Demonstrate	Guide students to: • Observe oral pathological findings. • Carry out accurate documentation. • Carryout	Clinical photographs of oral lesions, Dental models, Oral examination instruments,

	patients with oral pathological conditions. 5.3 Identify appropriate patient support, communication, and care while maintaining safety and professional standards.	application of infection prevention and control measures during patient care. • Explain appropriate patient support, communication, and safe care during clinical practice.		accurate documentation and appropriate infection prevention and control during patient care. • Demonstrate effective patient support, communication, and safe care within the dental nurse's scope of practice.	application of infection prevention and control measures. • Provide appropriate patient support, communication, and safe care within the dental nurse's scope of practice.	PPE, Patient records, Documentation forms, Infection prevention materials, and Oral pathology atlas.
General Objective 6.0: Understand the role and responsibilities of the Dental Nurse in the recognition and referral of patients with oral diseases within professional scope of practice.						
12-13	6.1 Explain common inflammatory, infectious, traumatic, and developmental disorders affecting the oral cavity. 6.2 Describe the causes, clinical features, and basic pathological processes of selected oral disorders. 6.3 Differentiate selected oral disorders based on their causes, clinical presentation, and	• Explain common inflammatory, infectious, traumatic, and developmental disorders of the oral cavity. • Explain use of clinical photographs, radiograph, models, and case studies to guide students in	White Board/Marker, Projector, Textbooks, Charts etc.	• Identify common inflammatory, infectious, traumatic, and developmental oral disorders. • Demonstrate basic observation, recognition, and documentation of selected oral disorders during	Guide students to: • Identify common inflammatory, infectious, traumatic, and developmental oral disorders. • Observe different selected oral disorders. • Provide appropriate dental nursing support within their	Clinical photographs of oral disorders, Intraoral and extraoral radiograph, Dental models, Oral examination instruments, Anatomical charts, Oral

	implications for dental nursing care.	identifying and differentiating selected oral disorders. Explain clinical features and implications of these disorders for dental nursing care.		supervised clinical practice. Differentiate selected oral disorders based on their clinical features and provide appropriate dental nursing support within the scope of practice.	scope of practice.	pathology atlas, PPE, Case scenarios, and Documentati on forms.
General Objective 7.0: Understand oral pathology while recognizing the limits of the Dental Nurse's professional scope.						
14-15	7.1 Identify common signs and symptoms associated with oral pathological conditions. 7.2 Describe the characteristic clinical features of common oral diseases and lesions. 7.3 Differentiate common oral pathological conditions based on their presenting signs, symptoms, and clinical features.	- Explain common signs, symptoms, and clinical features of oral pathological conditions. - Explain use clinical photographs, radiographs, and case studies to guide students in recognizing and differentiating oral diseases and lesions. - Explain signs and	White Board/Marker, Projector, Textbooks, Charts etc.	- Identify common signs and symptoms of oral pathological conditions through clinical observation. - Recognise characteristic clinical features of common oral diseases and lesions. - Differentiate selected oral	Guide students to: - Identify common signs and symptoms of oral pathological conditions through clinical observation. - Differentiate selected oral pathological conditions based on their observable clinical features.	Clinical photographs of oral lesions, Intraoral and extraoral radiograph, Dental models, Oral examination instruments, Anatomical charts, Oral pathology atlas, and Case

		symptoms to common oral pathological conditions.		pathological conditions based on their observable clinical features and presenting signs and symptoms.		scenarios.
Course Assessment: Course work: 10% Test/Assignment: 10% Practical: 40% Examination: 40% Total: 100%						

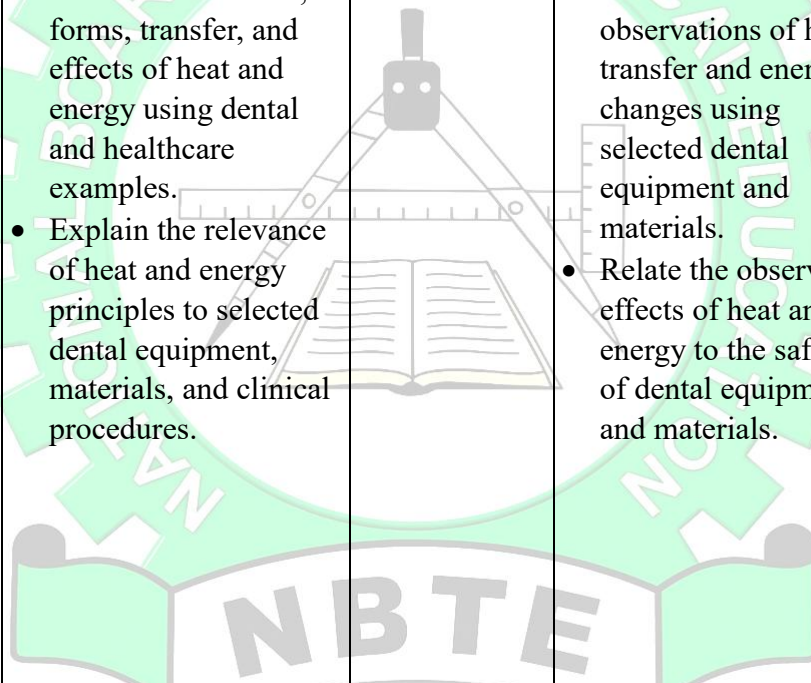


DENTAL RADIOGRAPHY

PROGRAMME: NATIONAL DIPLOMA IN DENTAL NURSING		
COURSE TITLE: DENTAL RADIOGRAPHY	COURSE CODE: DNP 226	CONTACT HOURS: 3 HOURS/WEEK
	CREDIT UNIT: 3	THEORETICAL: 1 HOUR/WEEK
YEAR: II SEMESTER: II	PRE-REQUISITE:	PRACTICAL: 2 HOURS/WEEK
GOAL: This course is designed to equip the students with the basic knowledge and skills of radiation physics applicable to Dental Nursing practice.		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Understand the fundamental concepts and principles of physics and their applications in Dental Nursing practice; 2.0 Understand basic molecular phenomena, measurements, units, heat, and energy and their relevance to healthcare delivery; 3.0 Understand the principles of force, and elasticity, and their applications in dental healthcare; 4.0 Understand the basic principles of radioactivity and radiotherapy relevant to dental practice; 5.0 Understand the principles of light, optics, and waves and their applications in healthcare and Dental Nursing practice.		

PROGRAMME: NATIONAL DIPLOMA IN DENTAL NURSING						
COURSE TITLE: DENTAL RADIOGRAPHY			COURSE CODE: DNP 226		CONTACT HOURS: 3 HOURS/WEEK	
			CREDIT UNIT: 3		THEORETICAL: 1 HOUR/WEEK	
YEAR: II SEMESTER: II			PRE-REQUISITE:		PRACTICAL: 2 HOURS/WEEK	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to equip the students with the basic knowledge and skills of radiation physics applicable to Dental Nursing practice						
GENERAL OBJECTIVE 1.0: Understand the fundamental concepts and principles of physics and their applications in Dental Nursing practice.						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher’s Activities	Resources	Specific Learning Outcome	Teacher’s Activities	Resources
1-3	1.1 Explain dental radiography. 1.2 Explain basic concepts and terminology related to physics relevant to Dental Nursing practice. 1.3 Explain fundamental principles of physics and their relevance to dental equipment and clinical procedures. 1.4 Describe basic principles of physics to simple situations encountered in Dental Nursing and dental healthcare practice.	- Describe dental radiography. - Discuss basic concepts and terminology related to physics relevant to Dental Nursing practice. - Discuss fundamental principles of physics and their relevance to dental equipment and clinical procedures. - Discuss basic principles of physics to simple situations encountered in Dental Nursing and dental	White Board /Marker, Projector, Textbook etc.	- Identify basic physics principles demonstrated in common dental equipment and procedures. - Demonstrate the application of simple physics principles during selected dental clinical procedures. - Relate observed physical principles to the safe and effective use of dental equipment.	Guide students to: - Use selected dental equipment and clinical materials. - Apply physical principles during practical demonstrations. - Observe principles to the safe and effective use of dental equipment.	Dental chair and unit, Basic dental instruments, Dental equipment, Dental models, Measuring instruments, Simple physics demonstration materials, PPE, Clinical procedure manuals.

		healthcare practice.				
General Objective 2.0: Understand basic molecular phenomena, measurements, units, heat, and energy and their relevance to healthcare delivery						
4-6	2.1 Define basic molecular concepts and phenomena relevant to Dental Nursing practice. 2.2 Describe the basic molecular and physical processes that influence materials and substances used in dental practice. 2.3 Explain the relevance of molecular phenomena to selected dental materials, procedures, and healthcare applications. 2.4 Explain different measurement and unit relevant in dental radiography. 2.5 Define heat and energy. 2.6 Explain their basic principles relevant to Dental Nursing practice.	• Explain basic molecular concepts and phenomena relevant to Dental Nursing practice. • Discuss the basic molecular and physical processes that influence materials and substances used in dental practice. • Discuss the relevance of molecular phenomena to selected dental materials, procedures, and healthcare applications. • Describe different measurement and unit relevant in dental radiography. • Explain heat and energy. • Discuss their basic principles relevant to	White Board /Marker, Projector, Textbook etc.	• Identify basic molecular phenomena demonstrated by selected dental materials and substances. • Demonstrate simple observations of physical or molecular changes in selected dental materials. • Relate observed molecular phenomena to their practical applications in dental procedures.	Guide students to: • Identify selected molecular and physical changes using appropriate dental materials. • Observe molecular phenomena during practical demonstrations. • Identifying molecular phenomena during practical demonstrations. • Relate observed changes to the use of dental materials and clinical procedures.	Dental materials, Dental models, Mixing slabs, Spatulas, Dental impression materials, Filling material materials, Water, Measuring instruments, PPE.

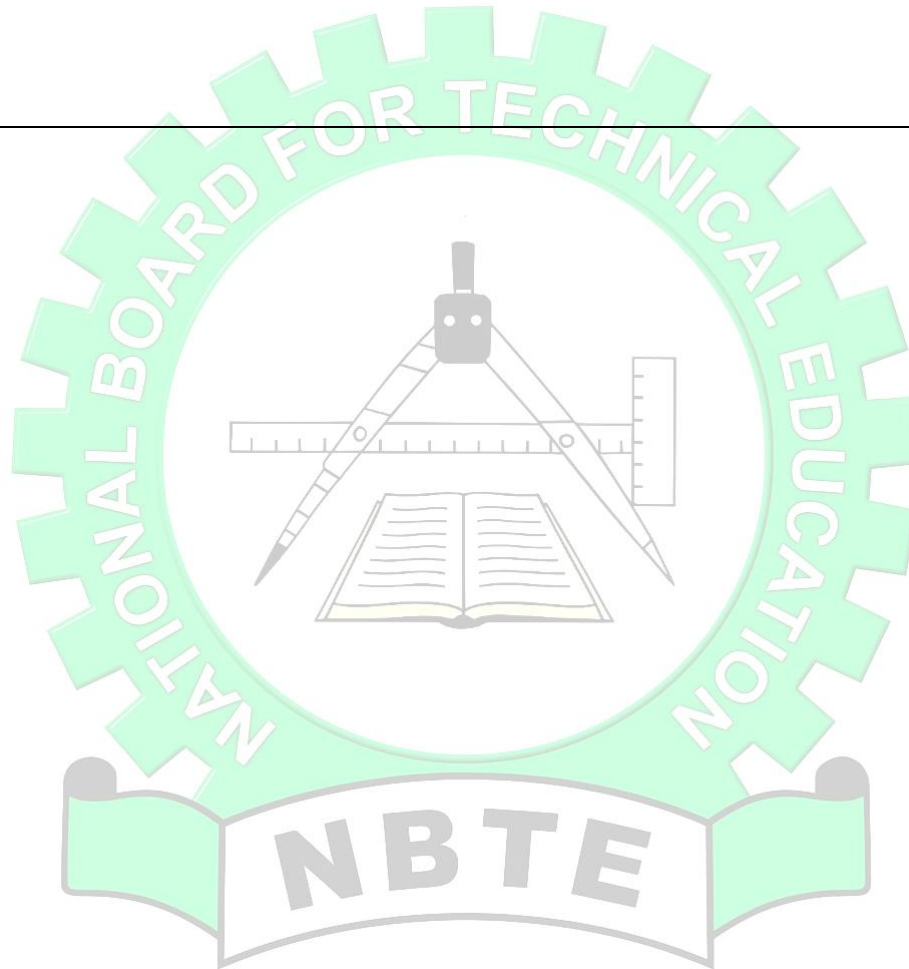
		Dental Nursing practice.				
General Objective 3.0: Understand the principles of force and elasticity, and their applications in dental healthcare						
7-9	3.1. Explain the following: i. Elasticity; ii. Force. 3.2 Describe the basic forms, sources, transfer, and effects of heat and energy in healthcare settings. 3.3 Explain the application of heat and energy principles in selected dental equipment, materials, and clinical procedures.	• Discuss the basic concepts and principles of heat and energy. • Discuss the sources, forms, transfer, and effects of heat and energy using dental and healthcare examples. • Explain the relevance of heat and energy principles to selected dental equipment, materials, and clinical procedures.	White Board /Marker, Projector, Textbook etc. 	• Identify common sources and forms of heat and energy used in dental practice. • Demonstrate basic observations of heat transfer and energy changes using selected dental equipment and materials. • Relate the observed effects of heat and energy to the safe use of dental equipment and materials.	Guide students to: • Recognize common sources and forms of heat and energy using dental equipment and materials. • Observe simple heat transfer and energy changes during practical demonstrations. • Relate heat and energy principles to the safe use of dental equipment and materials.	Dental equipment, Dental materials, Dental models, Thermometer , Hot and cold water, Heat-resistant containers, Measuring instruments, PPE.
General Objective 4.0: Understand the basic principles of radioactivity and radiotherapy relevant to dental practice						
10-12	4.1 Explain radioactivity and radiotherapy. 4.2 Explain the basic	• Describe radioactivity and radiotherapy. • Discuss the basic	White Board /Marker, Projector,	• Identify the main components of dental X-ray	Guide students to: • Identify basic operation of	Dental X-ray machine, X-ray tube,

	principles of radio activity and radio therapy relevant to dental practice. 4.3 Explain the applications and importance of radio activity and radio therapy relevant to dental practice. 4.4 Describe the basic properties of X-rays and their production for radiological procedures. 4.5 Explain the basic principles of radiation interaction with matter and their effects on biological tissues. 4.6 Explain the basic applications of X-rays and radiation in dental radiography and radiotherapy. 4.7 Describe dental X-ray equipment. 4.8 Describe methods of protection against radioactivity.	principles of radio activity and radio therapy relevant to dental practice. • Discuss the applications and importance of radio activity and radio therapy relevant to dental practice. • Explain the basic properties of X-rays and their production for radiological procedures. • Discuss the basic principles of radiation interaction with matter and their effects on biological tissues. • Discuss the basic applications of X-rays and radiation in dental radiography and radiotherapy. • Describe dental x-ray equipment.	Textbook etc.	equipment and their basic functions. • Demonstrate basic operation of dental X-ray equipment under appropriate supervision. • Identify appropriate radiation protection measures during dental radiographic procedures. • Recognise common radiographic dental images and relate them to basic X-ray applications in dental practice.	dental X-ray equipment. • Observe X-ray production and basic radiographic procedures. • Carry out appropriate use of radiation protection measures for patients and dental healthcare personnel. • Identify radiographic images and applying basic radiation safety principles.	Radiographic image receptors, Periapical radiograph, Bitewing radiograph, Digital sensors, Lead apron, Thyroid collar, Dosimeter, Radiation safety guidelines, Cassettes.
General Objective 5.0: Understand the principles of light, optics, and waves and their applications in healthcare and Dental Nursing practice						

13-15	5.1 Define basic concepts of light optics and waves relevant to Dental Nursing practice. 5.2 Describe the basic properties and behaviour of light including reflection, refraction and transmission. 5.3 Explain the basic principles of optical instruments and their applications in dental practice. 5.4 Distinguish between the principles of light optics and waves to selected dental equipment and clinical procedures.	• Explain basic concepts of light optics and waves relevant to Dental Nursing practice. • Explain the basic properties and behavior of light including reflection, refraction and transmission. • Discuss the basic principles of optical instruments and their applications in dental practice. • Distinguish between the principles of light optics and waves to selected dental equipment and clinical procedures.	White Board /Marker, Projector, Textbook etc.	• Identify basic optical principles demonstrated in dental equipment and clinical procedures. • Demonstrate simple examples of reflection, refraction and transmission of light. • Identify the basic use of selected optical instruments used in dental practice. • Relate observed optical principles to the safe and effective use of dental equipment.	Guide students to: • Identify basic optical principles using mirrors lenses and other suitable materials. • Observe reflection refraction and transmission of light. • Carry out basic use of selected optical instruments relevant to dental practice. • Relate optical principles to dental equipment and clinical procedures.	Mirrors, Light source, Optical models, Dental operating light, Dental mirrors, Magnifying devices, Charts and diagrams, Dental models, PPE.
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Course Assessment:

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



INTRODUCTION TO TELEMEDICINE

PROGRAMME: NATIONAL DIPLOMA IN DENTAL NURSING		
COURSE TITLE: INTRODUCTION TO TELEMEDICINE	COURSE CODE: DNP 227	CONTACT HOURS: 2 HOURS/WEEK
	CREDIT UNIT: 2	THEORETICAL: 1 HOUR/WEEK
YEAR: II SEMESTER: II	PRE-REQUISITE:	PRACTICAL: 1 HOUR/WEEK
GOAL: This course is designed to equip students with basic knowledge and skills of telemedicine and its relevance to Dental Nursing practice		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Understand the basic concepts, principles, terminology, and types of telemedicine and its role in healthcare; 2.0 Understand the common applications, benefits, limitations, and challenges of telemedicine in healthcare delivery; 3.0 Understand the basic technologies, communication methods, patient safety, privacy, confidentiality, and ethical considerations involved in telemedicine; 4.0 Understand the role of a Dental Nurse in supporting safe, effective, ethical, and patient-centred telemedicine services within professional scope of practice.		

PROGRAMME: NATIONAL DIPLOMA IN DENTAL NURSING						
COURSE TITLE: INTRODUCTION TO TELEMEDICINE			COURSE CODE: DNP 227		CONTACT HOURS: 2 HOURS/WEEK	
			CREDIT UNIT: 2		THEORETICAL: 1HOUR/WEEK	
YEAR: II SEMESTER: II			PRE-REQUISITE:		PRACTICAL: 1HOUR/WEEK	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to equip students with basic knowledge and skills of telemedicine and its relevance to Dental Nursing practice						
GENERAL OBJECTIVE 1.0: Understand the basic concepts, principles, terminology, and types of telemedicine and its role in healthcare.						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher’s Activities	Resources	Specific Learning Outcome	Teacher’s Activities	Resources
1-4	1.1 Define basic telemedicine. 1.2 Explain the concepts, terminology, and principles of telemedicine. 1.3 Describe the major types and modes of telemedicine and their basic applications. 1.4 Explain the role and relevance of telemedicine in modern healthcare delivery. 1.5 Describe the relevant tools used for telemedicine.	• Explain basic telemedicine. • Discuss the concepts, terminology, and principles of telemedicine. • Discuss the major types and modes of telemedicine and their basic applications. • Discuss the role and relevance of telemedicine in modern healthcare delivery.	Whiteboard /Marker, Projector, Textbooks, Audio visuals etc.	• Identify basic telemedicine tools for patient communication and healthcare support under supervision. • Demonstrate basic use of telemedicine tools for patient communication and healthcare support under supervision. • Demonstrate appropriate professional communication and patient-centred	Guide students to: • Identify basic telemedicine tools for patient communication and healthcare support under supervision. • Demonstrate basic use of telemedicine tools for patient communication and	Computer, Smartphones, Internet connection, Telemedicine platform, Webcam, Microphone headset, Sample patient records, Simulated patient scenarios, Telemedicine communication guidelines.

				interaction during a simulated telemedicine session.	healthcare support under supervision. • Demonstrate appropriate professional communication and patient-centred interaction during a simulated telemedicine session.	
General Objective 2.0: Understand the common applications, benefits, limitations, and challenges of telemedicine in healthcare delivery.						
5-8	2.1 Describe applications of telemedicine in healthcare delivery. 2.2 Explain the benefits of telemedicine to patients, healthcare professionals, and healthcare systems. 2.3 Explain the limitations and common challenges associated with the use of telemedicine. 2.4 Describe ways of addressing challenges in telemedicine.	• Explain applications of telemedicine in healthcare delivery. • Discuss the benefits of telemedicine to patients, healthcare professionals, and healthcare systems. • Discuss the limitations and common challenges associated with the use of telemedicine. • Explain ways of	Whiteboard /Marker, Projector, Textbooks, Audio visuals etc.	• Identify common telemedicine applications through simulated healthcare scenarios. • Demonstrate basic use of telemedicine tools to support patient communication and healthcare delivery. • Identify the benefits, limitations, and challenges of	Guide students to: • Demonstrate common telemedicine applications using simulated healthcare scenarios. • Use telemedicine tools to support patient communication and basic	Computer or tablet, Smartphones, Internet connection, Telemedicine platform, Webcam, Microphone, Headset, Simulated patient scenarios, Sample patient records, and

		addressing challenges in telemedicine.		telemedicine during simulated patient-care activities.	healthcare delivery. • Carry out practical activities. • Identify the benefits, limitations, and challenges of telemedicine.	telemedicine guidelines.
General Objective 3.0: Understand the basic technologies, communication methods, patient safety, privacy, confidentiality, and ethical considerations involved in telemedicine.						
9-11	3.1 Explain the basic technologies and communication methods used in telemedicine. 3.2 Explain key principles of patient safety, privacy, and confidentiality in telemedicine. 3.3 Describe the ethical and professional considerations involved in providing telemedicine services. 3.4 Explain the regulations governing data protection.	• Describe common telemedicine technologies and communication methods used in healthcare. • Discuss practical scenarios involving patient safety, privacy, and confidentiality. • Explain case scenarios on ethical and professional considerations in telemedicine practice.	Whiteboard /Marker, Projector, Textbooks, Audio visuals, Data Protection Acts etc.	• Demonstrate basic use of telemedicine technologies and communication tools during simulated patient interactions. • Demonstrate appropriate measures for patient identification, safety, privacy, and confidentiality during telemedicine practice. • Demonstrate ethical and professional	Guide students to: • Demonstrate basic use of telemedicine technologies and communication tools during simulated patient interactions. • Demonstrate appropriate measures for patient identification, safety, privacy,	Computer or tablet, Smartphones, internet Connection, Telemedicine platform, Webcam, Microphone, Headset, Simulated patient scenarios, Sample patient records, and telemedicine

		Discuss the regulations governing data protection.		communication when providing patient support through telemedicine.	and confidentiality during telemedicine practice. Demonstrate ethical and professional communication when providing patient support through telemedicine.	guidelines.
General Objective 4.0: Understand the role of a Dental Nurse in supporting safe, effective, ethical, and patient-centred telemedicine services within professional scope of practice.						
12-15	4.1 Describe the role and responsibilities of a Dental Nurse in supporting telemedicine services. 4.2 Explain appropriate patient-centred communication, safety, privacy, and confidentiality during telemedicine practice. 4.3 Explain the importance of working within professional, ethical, and legal standards when	- Explain the role and responsibilities of the Dental Nurse in supporting telemedicine services. - Discuss appropriate patient-centred communication, safety, privacy, and confidentiality during telemedicine practice. - Discuss the importance of working within	Whiteboard /Marker, Projector, Textbooks, Audio visuals, Data Protection Acts etc.	- Demonstrate the Dental Nurse's role in supporting simulated telemedicine consultations. - Demonstrate patient-centred communication while maintaining safety, privacy, and confidentiality during telemedicine practice. - Demonstrate	Guide students to: - Demonstrate the Dental Nurse's role in supporting a simulated telemedicine consultation. - Apply patient-centred communication, safety, privacy, and confidentiality during	Computer or tablet, Smartphones, Internet connection, Telemedicine platform, Webcam, Microphone, Headset, Simulated patient records, Consent forms, Privacy

	supporting telemedicine services.	professional, ethical, and legal standards when supporting telemedicine services.	professional and ethical conduct while supporting telemedicine services within the Dental Nurse's scope of practice.	telemedicine practice. • conduct while supporting telemedicine services within their scope of practice. • Demonstrate professional and ethical conduct while supporting telemedicine services within the Dental Nurse's scope of practice.	and confidentiality guidelines, and Ethical case scenarios.										
Course Assessment: <table><tr><td>Course work:</td><td>10%</td></tr><tr><td>Test/Assignment:</td><td>10%</td></tr><tr><td>Practical:</td><td>40%</td></tr><tr><td>Examination:</td><td>40%</td></tr><tr><td>Total:</td><td>100%</td></tr></table>						Course work:	10%	Test/Assignment:	10%	Practical:	40%	Examination:	40%	Total:	100%
Course work:	10%														
Test/Assignment:	10%														
Practical:	40%														
Examination:	40%														
Total:	100%														

HEALTH INFORMATION MANAGEMENT

PROGRAMME: NATIONAL DIPLOMA IN DENTAL NURSING		
COURSE TITLE: HEALTH INFORMATION MANAGEMENT	COURSE CODE: DNP 228	CONTACT HOURS: 3 HOURS/WEEK
	CREDIT UNIT: 2	THEORETICAL: 2 HOURS/WEEK
YEAR: II SEMESTER: II	PRE-REQUISITE:	PRACTICAL: 1 HOUR/WEEK
GOAL: This course is designed to enable students acquire knowledge of Health Information Management		
GENERAL OBJECTIVES:		
On completion of this course, the students should be able to:		
1.0 Know the history and development of Health Records;		
2.0 Understand the role of health information in healthcare delivery;		
3.0 Understand the organization and structure of health records department;		
4.0 Understand the development of health information profession;		
5.0 Understand the scope and functions of health information personnel;		
6.0 Understand the process of initiating patient health records;		
7.0 Understand the process of storing and disseminating patients' health records.		

PROGRAMME: NATIONAL DIPLOMA IN DENTAL NURSING						
COURSE TITLE: HEALTH INFORMATION MANAGEMENT			COURSE CODE: DNP 228		CONTACT HOURS: 3 HOURS/WEEK	
			CREDIT UNIT: 3		THEORETICAL: 2 HOURS/WEEK	
YEAR: II SEMESTER: II			PRE-REQUISITE:		PRACTICAL: 1 HOUR/WEEK	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to enable students acquire knowledge of Health Information Management						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher’s Activities	Resources	Specific Learning Outcome	Teacher’s Activities	Resources
General Objective 1.0: Know the history and the development of health records						
1-2	1.1 Explain the following: i. Medical Records ii. Health Records iii. Health Information iv. Clinical Records v. Health Information Management, etc. 1.2 Describe the early medical records in the following eras: i. Egyptian period ii. Greek period iii. Greece Roman period iv. Byzantine period v. Jewish period vi. Islamic period vii. Medieval period viii. Renaissance period ix. 17th century period x. 18th century period xi. 19th century period xii. 20th century period	Explanation Discussion Explanation Discussion	Textbooks, Charts and Forms, Reading materials. Textbooks, Charts and Forms, Reading materials.	- Identify terms used in 1.1. - Create usual contents to describe the era mentioned in 1.2	Explanation Discussion Explanation Discussion	

	1.3	Outline the history of health records in Nigeria					
General Objective 2.0: Understand the role of health information in healthcare delivery							
3-4	2.1	Explain the purposes/ uses of health information to the:	• Lectures • Explain the concepts covered	Textbooks, Charts and Forms, Reading materials.			
		i. Patient ii. Doctor iii. Hospital iv. Community					
	2.2	Describe the roles of health information/records in:					
		i. Patient care ii. Healthcare planning at the facility, iii. community and local levels iv. Health care planning at state and national levels v. Measuring and improving quality healthcare services vi. Community health vii. Epidemiology viii. Healthcare and bioethical research ix. Monitoring and Evaluating health activities x. Health quality control analysis					

	xi. Witness during litigation					
General Objective 3.0: Understand the organization and structure of health records/information management department						
5-6	3.1 List the Units/sections in Health Record Department. 3.2 Describe the physical layout of the Department. 3.3 Explain the functions of the units/section in 3.2 above. 3.4 Explain the relationship between the units/sections in 3.1 above. 3.5 Describe the centralized and the decentralized approach to organizing the Health Information Department. 3.6 Describe the organizational charts in 3.5 above. 3.7 Outline the necessary positions in the Department. 3.8 Describe the line of command/delegation of responsibilities in 3.7. 3.9 Describe the planning of a Health Record Department 3.10 Enumerate the factors to be considered in 3.9	• Lectures • Explain the concepts covered	Textbooks, Charts and Forms, Reading materials.			

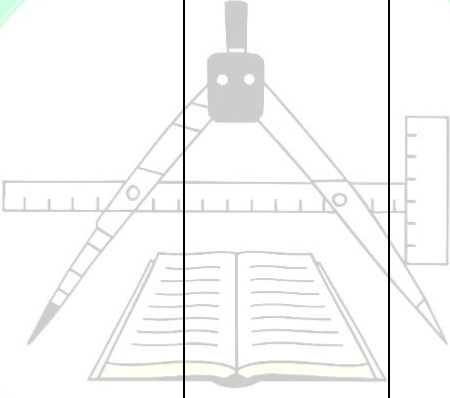
	above. 3.11 Explain the work flow within the Department. 3.12 Describe the organization of the following health information units in: - General outpatient department - Consultative outpatient clinic - Accident and Emergency - Radiology clinic - Physiotherapy department - Other clinical departments 3.13 Explain the relationship between health record department and other departments in the hospital.					
General Objective 4.0: Understand the development of health information profession						
7-8	4.1 Outline the history of the development of health records/information in the western World (United States of America, United Kingdom, Australia). 4.2 Describe the development of	- Lecture - Explain the concepts covered	Textbooks, Charts and Forms, Reading materials.			

	medical/health records in pre-and post-independence Nigeria. 4.3 Explain the influence of Western World in the development of health records/information in Nigeria. 4.4 Outline the evolution of the following bodies in the development of health information management in Nigeria: - Nigerian Association of Medical Record Officers (NAMRO). - Nigerian health Records Association (NHRA). - Health Information Managers Association of Nigeria (HIMAN). - Association of Health Records & Information Management Practitioners. - Health Records Officers Registration Board of Nigeria (HRORBN). - International Federation of Health Information Management Association.					
General Objective 5.0: Understand the scope and functions of health information personnel						
9-10	5.1 Describe the scope/functions	• Lectures	Textbooks,			

	of health information personnel as: - Manage and staff the main entry reception for patients - Develop procedure for admission and discharge of patients - Initiation/documenting patients/client for care - Provide and process patient records - Receive all patient records after the discharges - Analyze the health records for completeness and accuracy - Abstract diagnoses/procedures, code and index patients' records - Quality review of all imaged documents - Protect/release patient information based on law/ethics - Collect, collate, integrate, analyze and disseminate vital and health data - Assist with all forms of medical evaluative review of the patient records - Maintain accurate bed	Explain the concepts covered	Charts and Forms, Reading materials.			
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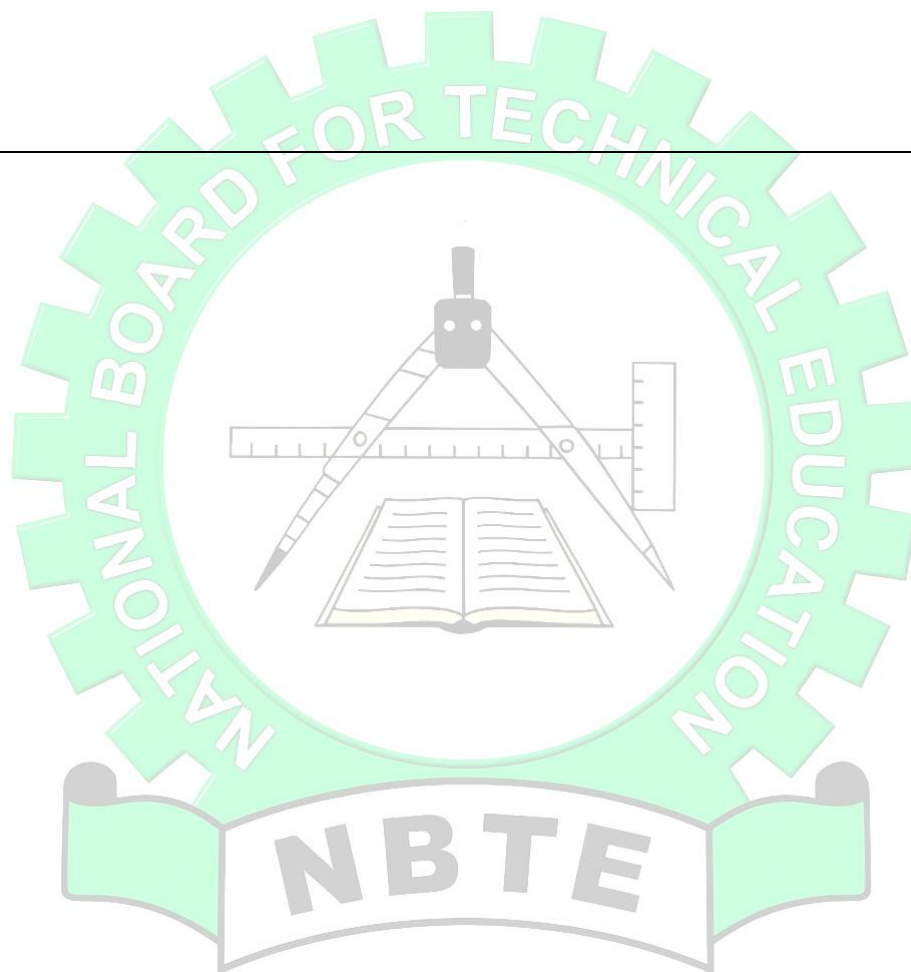
	census xiii. Transcribe external report xiv. Retain and dispose of patients' records xv. Store and retrieve patients' information for legitimate use xvi. Analyse quantitatively, qualitatively and statistically the patient's records					
General Objective 6.0: Understand the process of initiating patient health records						
11-12	6.1 Explain the need for patient identification and documentation in health care. 6.2 Describe the following Numbering systems: i. Alphabetical; ii. Numerical. 6.3 Enumerate the merits and demerits of the numbering system in 6.2. 6.4 Describe the following types of numbering: i. Serial numbering ii. Unit numbering iii. Serial unit numbering 6.5 Outline the merits and demerits of the numbering types in 6.4 6.6 Describe the following	Lecture. Explain the concepts covered	Textbooks, Reading materials Charts and forms.	- Identify the materials for the registration of patients - Register patients using the numbering systems listed in 6.2 and 6.4 - Generate patient's records using the methods listed in 6.13.	Guide students to carry out: - Identify the materials for the registration of patients - Register patients using the numbering systems listed in 6.2 and 6.4 - Generate	Textbooks Lecture, Samples of Forms Secondary data from hospitals / clinics

	adaptations of the unit numbering: - Terminal digit; - Middle digit; - Family numbering. 6.7 List the sources of numbers for patient registration. 6.8 Explain the purpose and use of the 'patient master name index'. 6.9 Describe the organization of patient master name index. 6.10 Identify the materials for the registration of a patient. 6.11 Describe the steps in patient registration/initiation. 6.12 Describe the methods of delivering patients records. 6.13 Explain the following methods of maintaining records: - Individual unit record; - Family unit records (family folder); - Patient held records; - Home based records. 6.14 Explain the merits and demerits of methods in 6.13 above. 6.15 Enumerate the information				patient's records using the methods listed in 6.13.	
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	required from patient at registration.					
General Objective 7.0: Understand the process of storing and disseminating patients' health records						
13-15	7.1 Define following terms: - Filing; - Shelving; - Mislaying; - Misfiling. 7.2 Describe the following filing methods: - Alphabetical; - Numerical. 7.3 Describe the following adaptations of filing systems in 7.2: - Phonetic; - Methods of numeric filing; - Straight numerical; - Serial; - Serial unit; - Terminal digit filing; - Middle digit filing. 7.4 Explain the changing from serial to unit numbering. 7.5 Describe the process of converting to terminal or middle digit filing. 7.6 Explain the various types of tracer systems. 7.7 Explain merits and	- Lectures. - Explain the concepts covered	Textbooks. Reading materials, Charts and forms, 	- File document using the methods in 7.2 and 7.3. - Shelve patients' health records. - Organise a health records library.	Guide the students to: - File document using the methods in 7.2 and 7.3. - Shelve patients' health records. - Organise a health records library.	Samples of Forms, Filling shelves and records for filing

	demerits of tracer systems in 7.6 above.					
7.8	Describe filing control in relation to:					
	i. Location (centralized and decentralized);					
	ii. Requisition and charge out system;					
	iii. Use of change slips;					
	iv. Colour coding of record folders;					
	v. Physical facilities in the file area;					
	vi. Safety;					
	vii. Staff organization;					
	viii. Organizational patterns;					
	ix. Transportation of Records;					
	x. Equipment and supplies;					
	xi. Other file rules and procedures.					
7.9	Describe types of filing shelves/equipment.					
7.10	Describe methods of shelving patients health record.					
7.11	Explain the organisation of health records library.					
7.12	Explain need for housekeeping in health					

	records library.					
Course Assessment:						
Course work:	10%					
Test/Assignment:	10%					
Practical:	40%					
Examination:	40%					
Total:	100%					

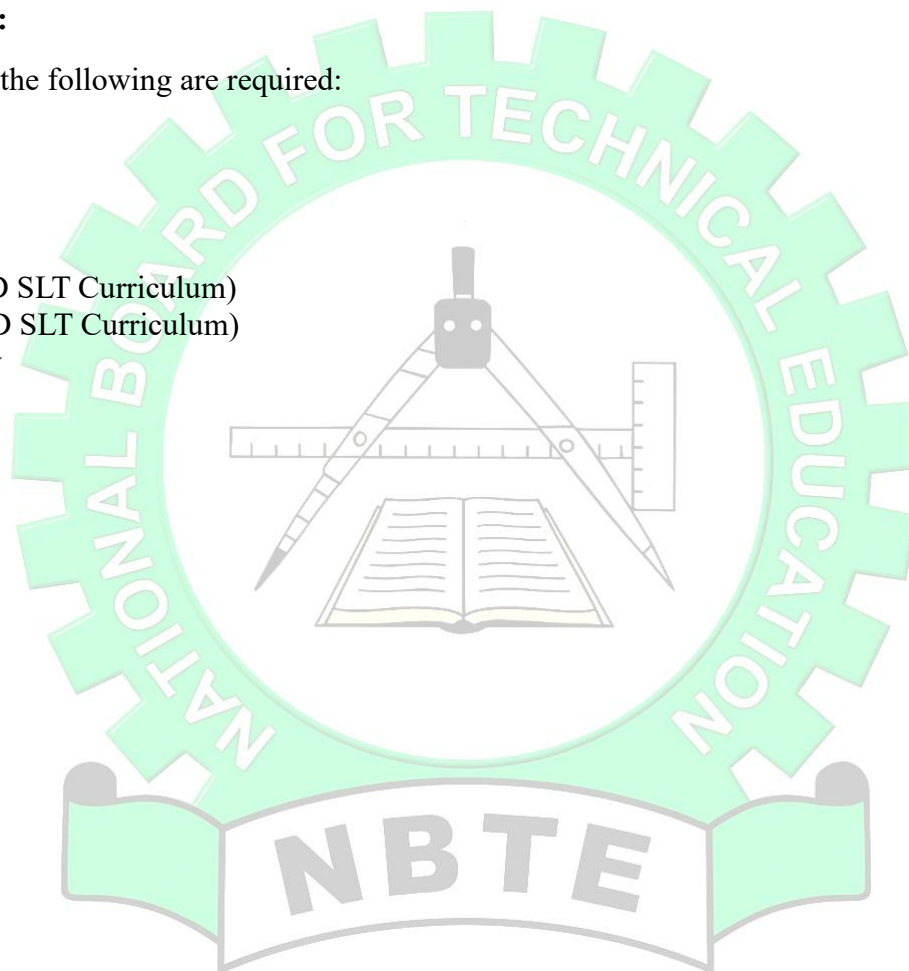


LIST OF MINIMUM RESOURCES/PHYSICAL FACILITIES

INSTITUTIONS SHOULD HAVE:

To successfully run this programme, the following are required:

1. Dental Demonstration room
2. Anatomy Laboratory
3. Audio Visual studio
4. Computer laboratory
5. Microbiology Laboratory (See ND SLT Curriculum)
6. Basic Science Laboratory (See ND SLT Curriculum)
 - a. Chemistry Laboratory
 - b. Physics Laboratory
 - c. Biology Laboratory



A. Dental Demonstration Room

S/N	DESCRIPTION OF ITEMS	QUANTITY REQUIRED
1.	Acrylic resin	Assorted
2.	Alcohol based disinfectant	Assorted
3.	Alcohol based sanitizer	Assorted
4.	Alginate impression material	6 Packs
5.	Anaesthetic agent formalin	3 packs
6.	Analgesics/Pain relievers	6 packs
7.	Appointment registers	Assorted
8.	Assessment forms	Assorted
9.	Assorted impression trays	60 pairs
10.	Autoclave	1
11.	Bandages	6 packs
12.	Basic dental instruments	10 sets
13.	Basic examination instruments	6
14.	Bed	6
15.	Bed blocks	6
16.	Bed linen	6
17.	Bed pan	6
18.	Bed rails	6
19.	Bitewing radiograph	20
20.	Blankets,	6
21.	Bowl	6
22.	Bp apparatus	6
23.	Brushes	6
24.	Bunsen Burner	6
25.	Case studies	Assorted
26.	Cassettes	4
27.	Catheter	60
28.	Charts	Assorted

29.	Charts and diagrams	Assorted
30.	Charts with listed Communicable and non-Communicable diseases	Assorted
31.	Chewing Stick	2 Bunch
32.	Cleaning brushes	Assorted
33.	Cleaning cloths	Assorted
34.	Cleaning solutions	Assorted
35.	Clinical examination forms	Assorted
36.	Clinical guidelines	Assorted
37.	Clinical photographs	Assorted
38.	Clinical photographs of; - Oral lesions - Intraoral radiographs - Extraoral radiographs	1 each
39.	Clinical procedure manuals	Assorted
40.	Colour coded clinical bins	6
41.	Community health maps	Assorted
42.	Community profiles	Assorted
43.	Community survey tools	Assorted
44.	Confidentiality and record-keeping guidelines	Assorted
45.	Conical flask	10
46.	Consent forms	Assorted
47.	Cotton wool	Assorted
48.	Counselling guides	Assorted
49.	Crep bandage	6 pack
50.	Cup	10
51.	Dental chair	6
52.	Dental diagrams	Assorted
53.	Dental floss	6 packs
54.	Dental hand instruments	10 Sets
55.	Dental healthcare team structure charts	Assorted
56.	Dental history forms	Assorted

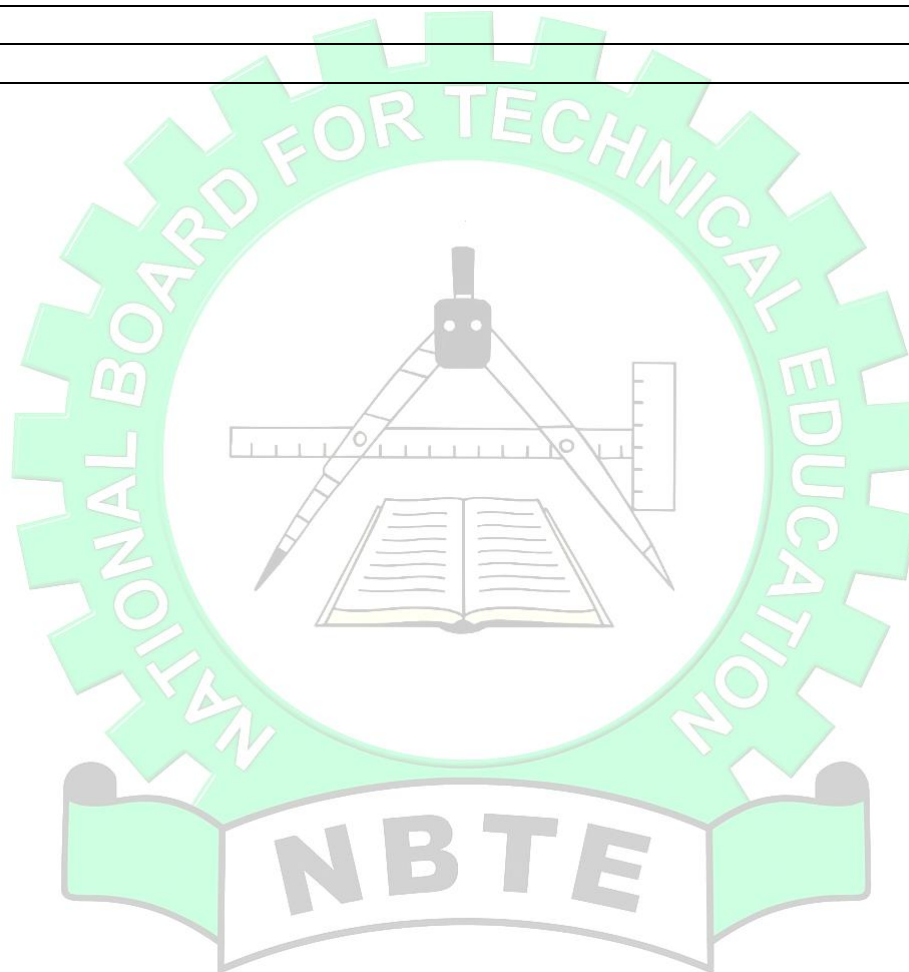
57.	Dental material mixing	6 packs
58.	Dental models/typodonts	6
59.	Dental operating light	6
60.	Dental procedure trays	30
61.	Dental stone	2 bags
62.	Dental suction equipment	6
63.	Dental waxes	6
64.	Dental X-ray machine	1
65.	Dietary assessment/food diary forms	Assorted
66.	Different types of toothbrushes	Assorted
67.	Disease investigation forms.	Assorted
68.	Disinfectants	Assorted
69.	Dispensing equipment	60 pcs
70.	Disposable paper towels	10 rolls
71.	Disposable syringes	6 packs
72.	Documentation forms	Assorted
73.	Documentation/referral forms.	Assorted
74.	Dosimeter	6
75.	Drug server	6
76.	Emergency dental carepackage	10 sets
77.	Emergency drug	Assorted
78.	Face masks	6 packs
79.	Female reproductive system model	2
80.	First aid box	6
81.	Fluoride and non-fluoride toothpaste samples	Assorted
82.	Food and drink samples or pictures	Assorted
83.	Food packaging and nutrition labels	Assorted
84.	Foot board	6
85.	Gauze and swabs	Assorted
86.	Glass ionomer cement	3 packs
87.	Gloves	6 packs

88.	Glucometer	2
89.	Gram Staining reagents	Assorted
90.	Growth Monitoring Chart	2
91.	Gynaecological care guidelines	Assorted
92.	Gynaecological examination models	2
93.	Gypsum products (dental plaster/stone)	Assorted
94.	Hand-washing facilities	Assorted
95.	Health worker role charts	Assorted
96.	Home-visit forms and checklists.	Assorted
97.	Hot air oven	1
98.	Human sexuality charts	Assorted
99.	Icepacks	Assorted
100.	Infertility case scenarios	Assorted
101.	Infertility investigation charts	Assorted
102.	Infusion	Assorted
103.	Iodine Solution	Assorted
104.	Laboratory request forms	Assorted
105.	Lead apron	2
106.	Light source	10
107.	Liquid soap	Assorted
108.	Lotions	Assorted
109.	Magnifying devices	10
110.	Mannequin	2
111.	Markers	Assorted
112.	Measuring clinder	6
113.	Measuring devices	6
114.	Measuring scoops	10
115.	Measuring scoops	6
116.	Medical and dental history forms	Assorted
117.	Menstrual cycle charts	Assorted

118.	Mixing bowls and rubber cups	30pcs
119.	Model of human skeleton,	1
120.	Mops and buckets	Assorted
121.	Non adherent gauze	2 packs
122.	Optical models	1
123.	Oxygen cylinder	1
124.	P.O.P	2 bags
125.	Patient assessment frms	Assorted
126.	Periapical radiograph	1 pack
127.	Personal protective equipment	Assorted
128.	Personal protective equipment (PPE)	Assorted
129.	Petri dishes	10
130.	Petroleum jelly, tooth paste etc	Assorted
131.	Phantom Head	10
132.	plane- line articulator,	2 packs
133.	Post-operative care charts	Assorted
134.	Posters	Assorted
135.	Prepared and dehydrated culture media	Assorted
136.	Protective gowns/aprons	10
137.	Radiation safety guidelines	Assorted
138.	Radiographic image receptors	2
139.	Referral forms	Assorted
140.	Reproductive health charts	Assorted
141.	Reproductive system diagrams	Assorted
142.	Reproductive system models	6
143.	Safety box	6
144.	Sample case records	Assorted
145.	Samples of foods containing vitamins and minerals	Assorted
146.	Samples of protein, carbohydrate, fats/ oil foods	Assorted
147.	Samples of protein, carbohydrate, fats/ oil foods	Assorted
148.	Scapel blade	6 packs

149.	Screen	4
150.	Sexual health education materials	Assorted
151.	Shade guide	3
152.	ShakirTape	6
153.	slabs/pads	60
154.	Spatulas and mixing instruments	60 pcs
155.	Spatulas and mixing instruments	6
156.	Specimen bottle	Assorted
157.	Specimen collection materials	10
158.	Speculum	2
159.	Sphygmomanometer	2
160.	Thermometer	6
161.	Spirit lamp/ matches	6
162.	Splint	10
163.	Sterile drapes	10
164.	Sterile forceps	10 packs
165.	Sterile Gauze	2 rolls
166.	Sterile packs	10
167.	Sterile swabs	2 pack
168.	Sterilization indicator strips	2 packs
169.	Sterilization pouches	2 carton
170.	Stethoscope	6
171.	Stretcher	2
172.	Suture kits	10 packs
173.	Thyroid collar	1
174.	Tongue scraper	6
175.	Tooth development charts	Assorted
176.	Tooth paste	Assorted
177.	Tooth brush	Assorted
178.	Tooth specimens	Assorted
179.	Treatment/procedure charts	Assorted

180.	Trolley	4
181.	Waste disposal containers	6
182.	Water test kit	6
183.	Weighing balance	6
184.	Wooden spatula	10



B. Anatomy Laboratory

S/N	DESCRIPTION OF ITEMS	QUANTITY REQUIRED
1.	Human Skull	1
2.	Complete Human Skeleton [Adult & feotal]	1
3.	Eye	1
4.	Pelvis	2
5.	Liver	2
6.	Brian	1
7.	Kidney	1
8.	Liver	1
9.	Spleen	1
10.	Heart	1
11.	Fetal Heart	1
12.	Human Skin	2
13.	Various Types of Bones.	Varied
14.	<u>Charts of:-</u> Teeth, Nose & Skin Respiratory System Digestive System Nervous System Circulatory System Endocrine System Reproductive System Excretory System Special Senses -Skin Muscular System Eye, Ear and Nose. Cardiovascular system	1 1 1 1 1 1 1 2 1 1 1 1 1
15.	Muscular tissue models	Assorted

16.	Models of trachea, lungs, thorax etc	2 each
17.	Models of infant anatomy	2
18.	Female reproductive system model	2
19.	Menstrual cycle charts	Assorted
20.	Male reproductive system	2
21.	Model of human skeleton,	1
22.	Reproductive health charts	Assorted
23.	Reproductive system diagrams	Assorted
24.	Anatomical articulator	6 packs
25.	Anatomical charts	Assorted
26.	Anatomical model of Human skull,	6

Audio visual studio

S/N	EQUIPMENT/ITEMS	QUANTITY REQUIRED
1.	Video Player/Recorder (VCD/DVD/VHS)	1
2.	Projectors (Film/Overhead/slide/LCD/Power Point)	1 each
3.	Magnetic & Flipcharts Boards	1 each
4.	Public Address System	1
5.	Television Set	1
6.	Camera (Still/Video/Camcorder)	1 each
7.	Audio Recorders (Tape / Disk)	1 each
8.	Photography: - Developer Computer - Colored Printer	1 each
9.	Headset	10
10.	Scanner	1
11.	Microphones	5
12.	Flip Charts	1
13.	Communication materials	Assorted
14.	Epidemiological survey forms/ other documents	Assorted
15.	Headset	10
16.	Telemedicine guidelines.	Assorted
17.	Telemedicine platform,	1

LIST OF WORKSHOP PARTICIPANTS (REVIEW)

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