



NATIONAL BOARD FOR TECHNICAL EDUCATION

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

HIGHER NATIONAL DIPLOMA IN COMMUNITY REHABILITATION TECHNOLOGY

CURRICULUM AND COURSE SPECIFICATIONS

**DEVELOPED
IN
COLLABORATION WITH**

**MEDICAL REHABILITATION THERAPISTS (REGISTRATION) BOARD OF NIGERIA,
ABUJA**

AUGUST 2026

PREFACE

It is with immense pleasure that I present the newly developed curricula and course specifications for the National Diploma (ND) and Higher National Diploma (HND) programmes in Community Rehabilitation Technology. The ND and HND in Community Rehabilitation Technology programmes are of profound national importance. Nigeria, like many developing nations, faces a significant burden of disability arising from congenital conditions, injuries, chronic diseases, and ageing. Yet, access to rehabilitation services remains severely limited, particularly in rural and underserved communities where the need is most acute. The introduction of these programmes is a deliberate and strategic response to this critical challenge.

These programmes are thus designed to produce diplomates who are fully competent in delivering community-based rehabilitation services, promoting disability inclusion, facilitating the provision of assistive technology, and supporting the social reintegration of persons with disabilities. Furthermore, they align with the principles of the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD), to which Nigeria is a signatory, as well as the Federal Government's commitment to achieve Universal Health Coverage and the Sustainable Development Goals (SDGs), reduce the incidence of preventable disability, and improve the overall quality of life for individuals and families across our communities.

On behalf of the National Board for Technical Education (NBTE), I wish to express our profound and sincere gratitude to the Medical Rehabilitation Therapists Board of Nigeria (MRTBN), Abuja, for their invaluable sponsorship of the curriculum development workshop. The generous financial and technical support provided by the MRTBN was pivotal to the successful conceptualisation, development, and validation of these curricula. I also wish to extend my heartfelt appreciation to the seasoned academics, clinical practitioners, professional associations, and representatives of persons with disabilities who contributed to this project. Their time, expertise, and insights during the curriculum development workshop are greatly appreciated. Their collective wisdom, professional experience, and passion for inclusive healthcare education have produced a curriculum that is both academically rigorous and highly responsive to the realities of community rehabilitation practice in Nigeria and beyond.

I wish to assure all stakeholders that the NBTE remains firmly committed to providing the necessary framework for the effective implementation of these programmes. Once again, I congratulate and thank the Medical Rehabilitation Therapists Board of Nigeria and all the stakeholders who made this landmark achievement possible. Together, we are building a stronger, more inclusive, and healthier Nigeria.

Prof. Idris M. Bugaje

Executive Secretary

National Board for Technical Education,

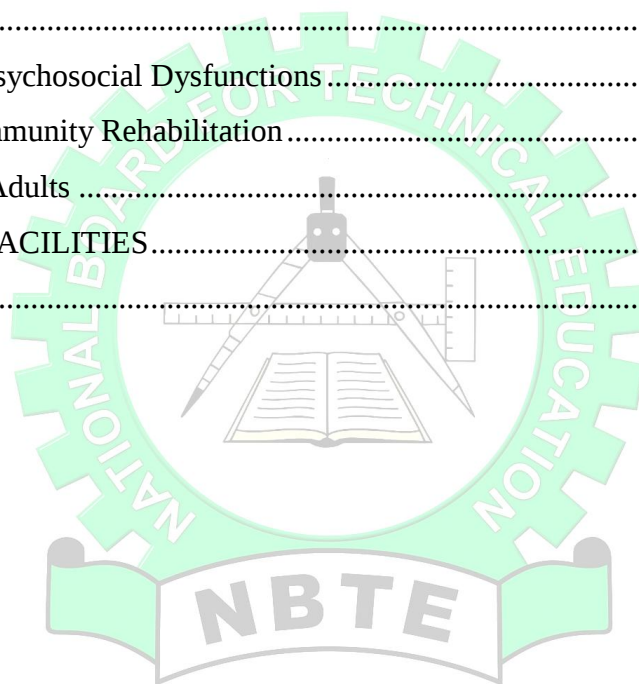
Kaduna,

Nigeria

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GENERAL INFORMATION

1.0 PROGRAMME NOMENCLATURE

Higher National Diploma in Community Rehabilitation Technology.

2.0 PROGRAMME GOAL

The goal of the Higher National Diploma in Community Rehabilitation Technology Programme is to produce competent community rehabilitation technologists equipped with advanced knowledge, practical skills, ethical values, and community engagement competencies required to support the identification, basic management, referral, follow-up, and inclusion of individuals with disabilities, chronic health conditions, developmental limitations, and age-related functional challenges within community settings.

3.0 OBJECTIVES OF THE PROGRAMME

At the end of the HND community Rehabilitation Technology Programme, the diplomates should be able to:

- i. Conduct basic clinical and functional screening of individuals within community settings to identify physical, sensory, developmental, cognitive, and psychosocial rehabilitation needs;
- ii. Apply community-based therapeutic interventions and supportive techniques under the appropriate guidance of registered medical rehabilitation professionals;
- iii. Select, fit, train, and maintain basic assistive, prosthetic, orthotic, and mobility devices to maximize an individual's functional independence;
- iv. Manage efficient triage, documentation, and referral pathways, linking individuals to primary, secondary, or tertiary health facilities and community support networks;
- v. Conduct community mapping, awareness campaigns, and community sensitization to eliminate sociocultural, economic, and physical barriers, promoting social inclusion for individuals with disabilities;
- vi. Apply advanced counseling principles and psychosocial interventions to help clients and families emotionally and socially adapt to chronic illnesses and traumatic injuries;
- vii. Manage, supervise, and monitor local community rehabilitation services, keeping medical documentation according to the SOAP framework and professional standard guidelines;
- viii. Design and execute community-based research and needs-assessment surveys utilizing Geographic Information Systems (GIS) and statistical methods to guide evidence-based local interventions.

4.0 ENTRY REQUIREMENT

The entry requirements into Higher National Diploma in Community Rehabilitation Technology Programme are as follows:

- i. Five (5) GCE, WASC, SSCE, SAISSCE, NECO or NABTEB subjects passed at not more than two sittings. The subjects must be passed at Credit level and should include English Language, Mathematics, Physics, Chemistry and Biology/ Health Science/ Nutrition/ Agricultural Science.
- ii. National Diploma (ND) in Community Rehabilitation Technology with a minimum of lower credit pass (CGPA of 2.50 and above) obtained from an NBTE accredited Institution plus a minimum of one-year post-ND cognate work experience in Rehabilitation services
- iii. In exceptional cases, the ND Community Rehabilitation Technology diplomates with a pass grade (CGPA 2.0 - 2.49) that had two or more years of cognate work experience, may be considered for admission into the programme. However, the number of such candidates should not be more than 10% of the total student intake in each class.

5.0 STRUCTURE/CREDIT UNIT OF THE PROGRAMME

The HND Community Rehabilitation Technology programme is terminal and shall last for two (2) years. It consists of four (4) semesters of classroom, clinical and laboratory activities in accredited Colleges of Health.

Each semester shall be of 17 weeks academic activities made up as follows:

- i. Fifteen (15) contact weeks of teaching (i.e. Lectures, Tutorial, Practical sessions, etc.) and
- ii. Two (2) weeks for registration and examinations.

6.0 CURRICULUM

The curriculum of the HND Community Rehabilitation Technology Programme consists of four main components. These are:

- i) General Studies/Education.
- ii) Foundation Courses.
- iii) Professional courses.

7.0 CERTIFICATION

A diplomate of this Programme shall be awarded the Higher National Diploma (HND) in Community Rehabilitation Technology

8.0 CONDITIONS FOR THE AWARD OF HND (COMMUNITY REHABILITATION TECHNOLOGY) CERTIFICATE

Accredited Health Institutions will award the Higher National Diploma (Community Rehabilitation Technology) certificate to candidates who successfully completed and passed the prescribed continuous assessment, examinations and community rehabilitation postings. Such candidates should have completed a minimum of between 72 to 80 total credit units.

8.1 Conditions for the Award of HND:

Institutions offering accredited programmes will award the Higher National Diploma to candidates who successfully completed the programme after passing the prescribed course-work, examinations, diploma project etc. 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	0.00

8.2 Classification of Diplomas:

Diploma Certificates shall be awarded based on the following classifications:

CGPA	CLASS OF DIPLOMA
CGPA 3.50 and above	Distinction
CGPA 3.00-3.49	Upper Credit
CGPA 2.50-2.99	Lower Credit
CGPA 2.00-2.49	Pass

9.0 ACCREDITATION OF PROGRAMME

The National Diploma in Community Rehabilitation Technology Programme shall be accredited by the NBTE in conjunction with Medical Rehabilitation Therapists Board of Nigeria (MRTBN), before the diplomates can be awarded the qualification. Details about the process of accrediting a programme are available from the Executive Secretary, National Board for Technical Education, Plot B, Bida Road, P.M.B. 2239, Kaduna, Nigeria or www.nbte.gov.ng and the Registrar/CEO Medical Rehabilitation Therapists (Registration) Board of Nigeria (MRTBN), Plot 567, Cadastral Zone, B10, Jabi, Abuja, Nigeria. www.mrtb.gov.ng and office@mrtb.gov.ng

10.0 LOGBOOK

A personal logbook for each course is to be kept by the students. It shall contain all the recordings of the day-to-day, weekly and semester practical works/activities from day one to the end of the programme. This is to be checked, marked appropriately and endorsed by all lecturers concerned at the end of every week.

11.0 FINAL YEAR PROJECTS

Final year students are expected to carry out project work, either on individual or group basis (not more than 2 per group). The project topics should as much as possible be related to the programme and serve as useful tools for further Research and /or Development. Projects should be properly supervised, and their reports well presented. The Institution should develop formats for presenting and grading projects. The formats should be adopted as applied to each stakeholder.

12.0 STAFFING REQUIREMENT

12.1 Headship of the Department

The Head of Department shall be a Medical Rehabilitation professional with a minimum of HND or First Degree in any of the MRTB regulated professions including: Physiotherapy; Occupational Therapy; Audiology; Prosthetics and Orthotics; Speech Therapy and Master's Degree in any of the Medical Rehabilitation specializations and not below the rank of Senior Lecturer. He/she must be registered and licensed with the Medical Rehabilitation Therapists Board of Nigeria (MRTBN).

12.2 Core Teaching Staff (Lecturers)

The Department must have a minimum of four (4) core lecturers for the HND Community Rehabilitation Technology programme including the Head. Teaching Staff must have a minimum of Master's degree in any of the medical rehabilitation professions. They must be registered and licensed with the Medical Rehabilitation Therapists (Registration) Board of Nigeria (MRTBN)

12.3 Clinical/Technical staff

For each training facility, there must be a complement of clinical/technical staff which shall include: Clinical Instructors, Technologists and Technicians.

13.0 Guidance Notes for Teachers of the Programme

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

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

13.3 As the success of the credit unit system depends on the articulation of programmes between the institution and industry, the Curriculum content has been written in behavioral objectives, so that the expected performance of the student is clear to all students who successfully completed some of the courses or the diplomates of the programme. There is a slight departure in the presentation of the performance-based curriculum which requires the conditions under which the performance is expected to be carried out and the criteria for the acceptable levels of performance. It is a deliberate attempt to further involve the staff of the department teaching the programme to write their own curriculum stating the conditions existing in their institution under which the performance can take place and follow that with the criteria for determining an acceptable level of performance. Departmental submission on the final curriculum may be vetted by the Academic Board of the institution. Our aim is to continue to see to it that a solid internal Evaluation system exists in each institution for ensuring minimum standard and quality of education in the programmes offered throughout the polytechnic system.

13.4 The teaching of 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 of 50:50 or 60:40 or the reverse.

14.0 GUIDELINES ON MANDATORY SKILLS QUALIFICATIONS (MSQ)

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

CURRICULUM TABLE

HND I SEMESTER I

S/N	COURSE CODE	COURSE TITLE	L	T	P	CH	CU
1.	GNS 301	Use of English III	2	0	0	2	2
2.	MSQ 311	Principles of Quality Assurance Assessment	1	0	1	2	2
3.	CRT 311	Advanced Anatomy and Physiology	1	0	2	3	3
4.	CRT 312	Applied Community Based Rehabilitation	1	0	2	3	3
5.	CRT 313	Psychology and Dynamics of Rehabilitation	1	0	1	2	2
6.	CRT 314	Disability Studies and Inclusive Development	2	0	0	2	2
7.	CRT 315	Clinical Skills in Community Rehabilitation I	1	0	2	3	3
8.	CRT 316	Medical Documentation and Communication Skills	1	0	1	2	2
9.	CRT 317	Assistive Technology I	1	0	1	2	2
10.	CRT 318	Epidemiology and Biostatistics in Community Rehabilitation	1	0	1	2	2
11.	CRT 319	Computer Application Packages	1	0	2	3	3
TOTAL			13	0	13	26	26

HND I SEMESTER II

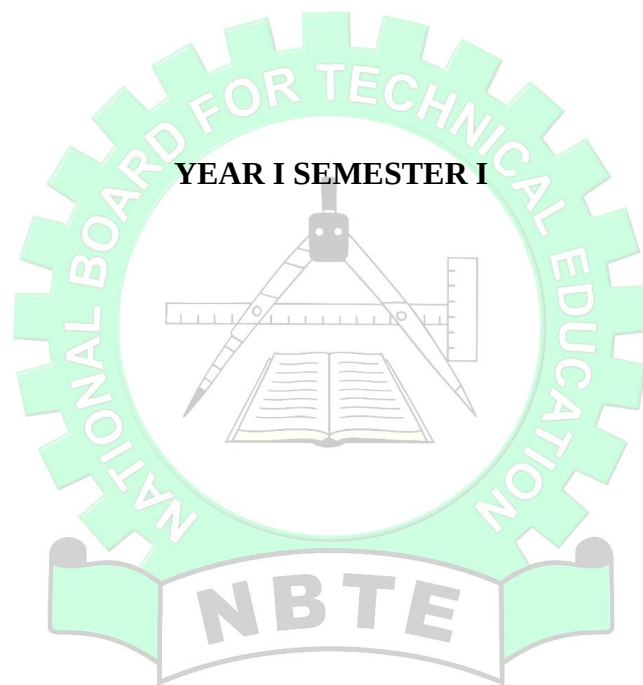
S/N	COURSE CODE	COURSE TITLE	L	T	P	CH	CU
1.	GNS 302	Communication in English III	2	0	0	2	2
2.	MSQ 321	Practice of Quality Assurance Assessment	1	0	1	2	2
3.	ENT 316	Practice of Entrepreneurship I	2	0	2	4	4
4.	CRT 321	Advanced Counselling in Healthcare	1	0	2	3	3
5.	CRT 322	Management of Community Rehabilitation Services	1	0	2	3	3
6.	CRT 323	Clinical Skills in Community Rehabilitation II	1	0	2	3	3
7.	CRT 324	Contemporary Issues in Rehabilitation	1	0	1	2	2
8.	CRT 325	Assistive Technology II	1	0	2	3	3
9.	CRT 326	Community Rehabilitation Posting I	0	0	3	3	3
TOTAL			10	0	15	25	25

HND II SEMESTER I

S/N	COURSE CODE	COURSE TITLE	L	T	P	CH	CU
1.	GNS 401	Communication in English IV	2	0	0	2	2
2.	ENT 416	Practice of Entrepreneurship II	2	0	2	4	4
3.	CRT 411	Referral In Medical Rehabilitation	1	0	2	3	3
4.	CRT 412	Advanced Vocational Rehabilitation	1	0	2	3	3
5.	CRT 413	Community Rehabilitation for Oral and Hearing impairments	1	0	1	2	2
6.	CRT 414	Community Rehabilitation for Physical Disabilities	1	0	1	2	2
7.	CRT 415	Geographical Information System in Community Rehabilitation	1	0	1	2	2
8.	CRT 416	Research Methods in Community Rehabilitation	1	0	1	2	2
9.	CRT 417	Community Rehabilitation Posting II	0	0	3	3	3
TOTAL			10	0	13	23	23

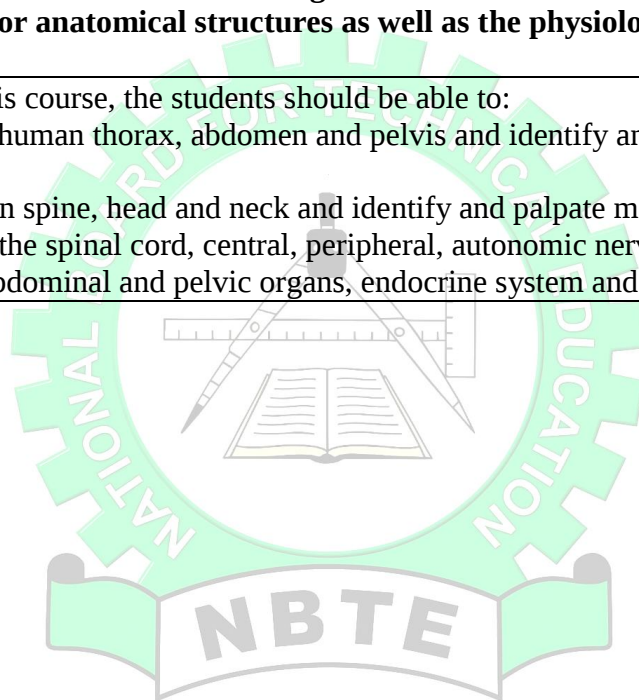
HND II SEMESTER II

S/N	COURSE CODE	COURSE TITLE	L	T	P	CH	CU
1.	CRT 421	Community Rehabilitation for Visual Impairments	1	0	2	3	3
2.	CRT 422	Community Rehabilitation for Mental Health and Psychosocial Dysfunctions	1	0	2	3	3
3.	CRT 423	Professional Ethics, Legal and Policy Issues in Community Rehabilitation	2	0	1	3	3
4.	CRT 424	Community Rehabilitation for Children and Older Adults	1	0	2	3	3
5.	CRT 425	Seminar Presentation in Community Rehabilitation Technology	0	0	2	2	2
6.	CRT 426	Community Rehabilitation Posting III	0	0	3	3	3
7.	CRT 427	Final Year Project	0	0	4	4	4
TOTAL			5	0	16	21	21



Advanced Anatomy and Physiology

PROGRAMME: HIGHER NATIONAL DIPLOMA (HND) COMMUNITY REHABILITATION TECHNOLOGY		
COURSE TITLE: ADVANCED ANATOMY AND PHYSIOLOGY	COURSE CODE: CRT 311	CONTACT HOURS: 3 HOURS/WEEK
	CREDIT UNITS: 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 knowledge and skills of the anatomical structure of the trunk, head and neck and the ability to identify and palpate with skill major anatomical structures as well as the physiology of the nervous system, endocrine system and function of the abdominal and pelvic organs		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Understand the anatomical structure of the human thorax, abdomen and pelvis and identify and palpate major anatomical landmarks and structures; 2.0 Know the anatomical structure of the human spine, head and neck and identify and palpate major anatomical landmarks and structures; 3.0 Understand the physiological functions of: the spinal cord, central, peripheral, autonomic nervous systems and nerve impulse; 4.0 Know the physiological functions of: the abdominal and pelvic organs, endocrine system and special senses.		



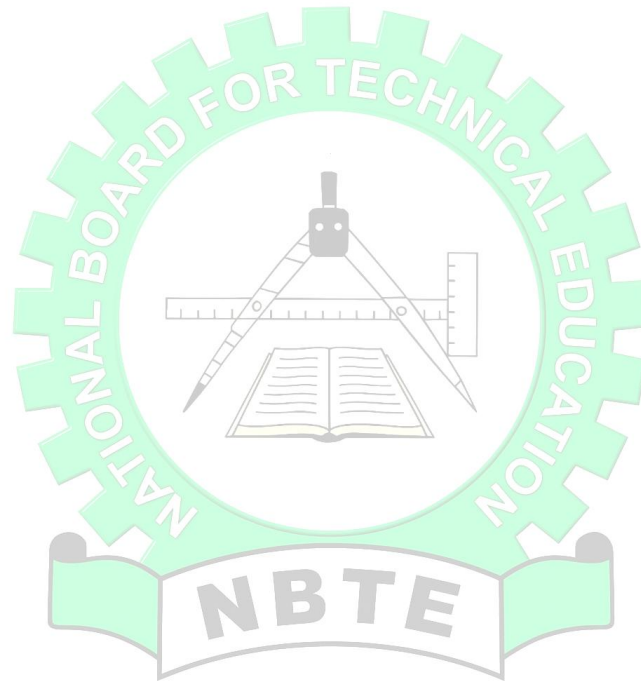
PROGRAMME: HIGHER NATIONAL DIPLOMA (HND) COMMUNITY REHABILITATION TECHNOLOGY						
COURSE TITLE: ADVANCED ANATOMY AND PHYSIOLOGY			COURSE CODE: CRT 311		CONTACT HOURS: 3 HOURS/WEEK	
			CREDIT UNIT: 3		THEORETICAL: 1 HOUR/WEEK	
YEAR: I SEMESTER: I			PRE-REQUISITE:		PRACTICAL: 2 HOURS/ WEEK	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to equip the students with the knowledge and skills of the anatomical structure of the trunk, head and neck and the ability to identify and palpate with skill major anatomical structures as well as the physiology of the nervous system, endocrine system and function of the abdominal and pelvic organs						
GENERAL OBJECTIVE 1.0: Understand the anatomical structure of the human thorax, abdomen and pelvis and identify and palpate major anatomical landmarks and structures						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher’s Activities	Resources	Specific Learning Outcome	Teacher’s Activities	Resources
1-3	1.1 Discuss the anatomical structures of thoracic wall 1.2 Discuss the anatomical structures and contents of thoracic cavity 1.3 Discuss the anatomical structures of abdominal wall 1.4 Discuss the anatomical structures and contents of abdominal cavity 1.5 Discuss the anatomical structures and contents of pelvic region	• Explain the anatomical structures of thoracic wall • Explain the anatomical structures and contents of thoracic cavity • Explain the anatomical structures of abdominal wall • Explain the anatomical structures and contents of abdominal cavity • Explain the anatomical structures and contents of pelvic region	Textbooks Internet Projector Marker board, Markers, Multimedia Projector, Computer, charts, etc.	• Identify the structures of the thoracic wall on plastic model of human being. • Identify the structures of thoracic cavity on plastic model of human being. • Identify the structures of abdominal wall on plastic model of human being • Identify the structures of abdominal cavity on plastic model of human being • Identify the structures of pelvic wall, pelvic cavity and perineum on	Guide students to: • Identify the structures of the thoracic wall on plastic model of human being. • Identify the structures of thoracic cavity on plastic model of human being. • Identify the structures of abdominal wall on plastic model of human being • Identify the structures of abdominal cavity on plastic model of human being. • Identify the structures of pelvic wall, pelvic cavity and perineum on plastic model of human being.	Plastic models of human body, Wall charts of bones and muscles, Skeletons, Practical room with beds etc

				plastic model of human being.		
General Objective 2.0: Know the anatomical structure of the human spine, head and neck and identify and palpate major anatomical landmarks and structures						
4-6	2.1 Discuss the anatomy of thoracic spine. 2.2 Describe the anatomy of lumbar and sacral spine. 2.3 Describe the anatomy of head. 2.4 Describe the anatomy of neck. 2.5 Describe the anatomy of the trunk head and neck.	• Explain the anatomy of thoracic spine. • Explain the anatomy of lumbar and sacral spine. • Explain the anatomy of head. • Explain the anatomy of neck. • Explain the anatomy of the trunk head and neck	Textbooks Internet Projector Marker board, Markers, Multimedia Projector, Computer, charts, etc.	• Identify thoracic spine region structures on radiographs. • Identify lumbar and sacral spine region structures on radiographs. • Identify head and neck region structures on radiographs. • Identify trunk, head and neck region structures on radiographs	Guide students to: • Identify thoracic spine region structures on radiographs. • Identify lumbar and sacral spine region structures on radiographs. • Identify head and neck region structures on radiographs. • Identify trunk, head and neck region structures on radiographs	Wall charts of bones and muscles Articulated spine, Skeletons, Practical room with beds, Plastic models of brain, Anatomical wall charts etc
General Objective 3.0: Understand the physiological functions of: the spinal cord, central, peripheral, autonomic nervous systems and nerve impulse						
7-9	3.1 Describe the structure of the spinal cord. 3.2 Describe the position and structure of the major parts of the brain. 3.4 Describe the functions of the cerebellum, mid brain and cerebrum. 3.5 Describe the functions of the medulla, pons and thalamus.	• Explain the structure of the spinal cord • Explain the position and structure of the major parts of the brain. • Explain the functions of the cerebellum, mid brain and cerebrum • Explain the functions of the medulla, pons and thalamus • Explain the functions of	Textbooks Internet Projector Marker board, Markers, Multimedia Projector, Computer, charts, etc.	• Identify the structure of the spinal cord, spinal nerves on Plastic models • Identify the structure and arrangement of the brain on Plastic models • Identify the structure of cerebellum, mid brain and cerebrum in human function on Plastic models	Guide students to: • Identify the structure of the spinal cord, spinal nerves on Plastic models • Identify the structure and arrangement of the brain on Plastic models • Identify the structure of cerebellum, mid brain and cerebrum in human function on Plastic models	Plastic models of the spinal cord and peripheral nerves, Plastic models of the brain

	3.6 Describe the functions of the motor and sensory pathways. 3.7 Describe the structure of the peripheral nerves 3.8 Explain the roles of the parasympathetic and sympathetic systems. 3.9 Describe the conduction of a nerve impulse. 3.10 Describe the role of an action potential and a neuromuscular unit.	the motor and sensory pathways • Explain the structure of the peripheral nerves • Explain the roles of the parasympathetic and sympathetic systems. • Explain the conduction of a nerve impulse • Explain the role of an action potential and a neuromuscular unit		• Identify the structure of the medulla, pons and thalamus in human movement • Practice marking the trace of nerves on Plastic models	• Identify the structure of the medulla, pons and thalamus in human movement • Practice marking the trace of nerves on Plastic models	
General Objective 4.0: Know the physiological functions of: the abdominal and pelvic organs, endocrine system and special senses						
10-15	4.1 Describe the digestive system and its functions. 4.2 Describe the structure of the renal system. 4.3 Explain the control and function of the renal system. 4.4 Describe the structure of the reproductive system. 4.5 Explain the function of the reproductive system. 4.6 Describe the structure and function of the: Eye ear nose tongue skin.	• Explain the digestive system and its functions. • Explain the structure of the renal system. • Explain the control and function of the renal system • Explain the structure of the reproductive system. • Explain the function of the reproductive system • Explain the structure and function of the: Eye ear nose tongue skin	Textbooks Internet Projector Marker board, Markers, Multimedia Projector, Computer, charts, etc.	• Identify the component of the digestive system on plastic model • Identify the component of the renal system in homeostasis on plastic model • Identify the component parts of the organs of special sense namely; Eye. Ear, Nose, Tongue and Skin on plastic model	Guide students to: • Identify the component of the digestive system on plastic model • Identify the component of the renal system in homeostasis on plastic model • Identify the component parts of the organs of special sense namely; Eye. Ear, Nose, Tongue and Skin on plastic model	Plastic models of digestive and renal systems

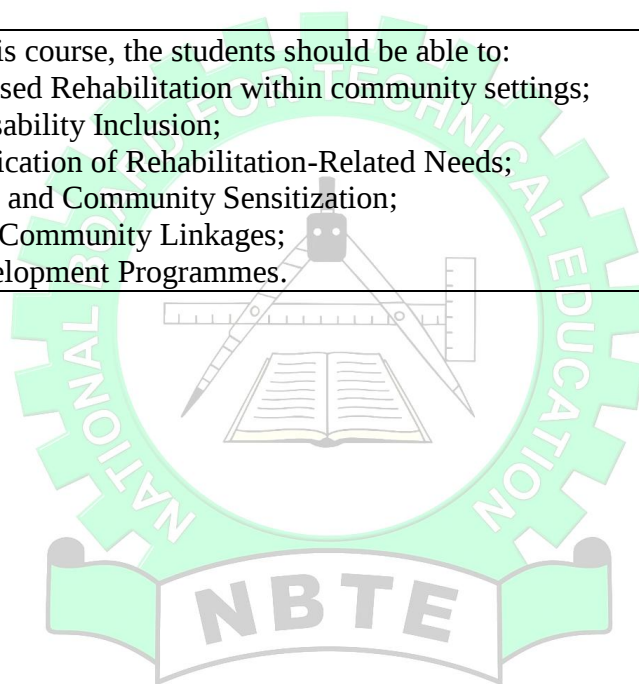
COURSE ASSESSMENT:

Coursework:	10%
Test/Assignments:	10%
Practical:	40%
Examination:	40%
Total:	100%



Applied Community-Based Rehabilitation

PROGRAMME: HIGHER NATIONAL DIPLOMA (HND) COMMUNITY REHABILITATION TECHNOLOGY		
COURSE TITLE: APPLIED COMMUNITY-BASED REHABILITATION	COURSE CODE: CRT 312	CONTACT HOURS: 3 HOURS/WEEK
	CREDIT UNITS: 3	THEORETICAL: 1 HOUR/WEEK
YEAR I SEMESTER I	PRE-REQUISITE:	PRACTICAL: 2 HOURS/ WEEK
GOAL: This course is designed to equip the student with knowledge and basic community-based skills for implementing Community Rehabilitation activities and supporting disability inclusion within community settings under the guidance and supervision of rehabilitation professionals		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Know the application of Community Based Rehabilitation within community settings; 2.0 Know Community Participation and Disability Inclusion; 3.0 Know Community Mapping and Identification of Rehabilitation-Related Needs; 4.0 Know Disability Awareness, Advocacy, and Community Sensitization; 5.0 Apply Referral Systems and coordinate Community Linkages; 6.0 Know Participation in Community Development Programmes.		



PROGRAMME: HIGHER NATIONAL DIPLOMA (HND) COMMUNITY REHABILITATION TECHNOLOGY						
COURSE TITLE: APPLIED COMMUNITY-BASED REHABILITATION			COURSE CODE: CRT 312	CONTACT HOURS: 3 HOURS/WEEK		
			CREDIT UNIT: 3	THEORETICAL: 1 HOUR/WEEK		
YEAR: I SEMESTER: I			PRE-REQUISITE:	PRACTICAL: 2 HOURS/ WEEK		
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to equip the student with knowledge and basic community-based skills for implementing Community Rehabilitation activities and supporting disability inclusion within community settings under the guidance and supervision of rehabilitation professionals						
GENERAL OBJECTIVE 1.0: Know the application of Community Based Rehabilitation within community settings						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher’s Activities	Resources	Specific Learning Outcome	Teacher’s Activities	Resources
1-2	1.1 Explain the concept of Community Based Rehabilitation. 1.2 Explain the application of Community Based Rehabilitation. 1.3 Explain the importance of Community Based Rehabilitation in community development. 1.4 Differentiate Community Based Rehabilitation from institution-based rehabilitation. 1.5 Explain the role of Community Based	• Explain Community Based Rehabilitation. • Explain the importance of Community Based Rehabilitation in community development. • Explain Community Based Rehabilitation from institution-based rehabilitation. • Explain the role of Community Based Rehabilitation in disability inclusion and participation • Explain the role of Community Based Rehabilitation in disability inclusion and participation	Textbooks Internet Projector Marker board, Markers, Multimedia Projector, Computer, charts, etc.	• Participate in community rehabilitation discussions • Observe community rehabilitation activities • Identify community support systems • Participate in simple community inclusion activities • Fieldtrips to the community for sensitization	Guide students to: • Participate in community rehabilitation discussions • Observe community rehabilitation activities • Identify community support systems • Participate in simple community inclusion activities • Fieldtrips to the community for sensitization	Multimedia projector Community maps charts WHO publications and manuals Survey and documentation formats Posters and handouts

	Rehabilitation in disability inclusion and participation.					
General Objective 2.0: Know Community Participation and Disability Inclusion						
3-4	2.1 Explain the importance of community participation in rehabilitation activities. 2.2 Identify barriers to participation and inclusion. 2.3 Explain the role of families and caregivers in rehabilitation support.	• Explain the importance of community participation in rehabilitation activities. • Identify barriers to participation and inclusion. • Explain the role of families and caregivers in rehabilitation support.	Textbooks Internet Projector Marker board, Markers, Multimedia Projector, Computer, charts, etc.	• Participate in simple inclusion and awareness activities within communities • Participate in simple sensitization activities • Interact with families and community members under supervision	Guide students to: • Participate in simple inclusion and awareness activities within communities • Participate in simple sensitization activities • Interact with families and community members under supervision	Multimedia projector Community maps charts WHO publications and manuals Survey and documentation formats Posters
General Objective 3.0: Know Community Mapping and Identification of Rehabilitation-Related Needs						
5-6	3.1 Explain basic community mapping 3.2 Identify rehabilitation-related needs. 3.3 Discuss community resources and barriers.	• Explain basic community mapping • identification of rehabilitation-related needs. • Discuss community resources and barriers	Textbooks Internet Projector Marker board, Markers, Multimedia Projector, Computer, charts, etc.	• Carry out community visits • Carryout community observation exercises • Identify community resources and barriers • Participate in simple information gathering activities • Prepare simple field notes and reports	Guide students to: • Carry out community visits • Carryout community observation exercises • Identify community resources and barriers • Participate in simple information gathering activities • Prepare simple field notes and reports	Multimedia projector Community maps charts WHO publications and manuals Survey and documentation formats Posters
General Objective 4.0: Know Disability Awareness, Advocacy, and Community Sensitization						
7-8	4.1 Discuss the following: i. Disability; ii. Awareness;	• Explain the following: ✓ Disability ✓ Awareness	Textbooks Internet Projector	• Participate in supervised community sensitization activities	Guide students to: • Participate in supervised	Multimedia projector Community

	iii. Advocacy; iv. Community Sensitization. 4.2 Explain the importance of disability awareness and advocacy. 4.3 Discuss basic communication skills during community activities. 4.4 Discuss cultural beliefs and practices affecting disability inclusion	✓ Advocacy ✓ Community Sensitization • Explain the importance of disability awareness and advocacy. • Explain basic communication skills during community activities. • Explain cultural beliefs and practices affecting disability inclusion.	Marker board, Markers, Multimedia Projector, Computer, charts, etc.	• Participate in awareness campaigns • Develop simple awareness messages	community sensitization activities • Participate in awareness campaigns • Develop simple awareness messages	maps charts WHO publications and manuals Survey and documentation formats Posters
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General Objective 5.0: Apply Referral Systems and Coordinate Community Linkages

9-11	5.1 Explain Referral systems. 5.2 Explain the importance of referral systems in rehabilitation. 5.3 Identify available rehabilitation and support services. 5.4 Explain collaboration between community personnel and rehabilitation professionals. 5.5 Identify agencies involved in rehabilitation and community support services.	• Explain Referral systems • Explain the importance of referral systems in rehabilitation. • Explain available rehabilitation and support services. • Explain collaboration between community personnel and rehabilitation professionals. • Explain agencies involved in rehabilitation and community support services	Textbooks Internet Projector Marker board, Markers, Multimedia Projector, Computer, charts, etc.	• White technical report on visits to PHC centres and rehabilitation facilities • Identify referral services within communities • Observe referral processes • Participate in supervised community support and follow-up activities within scope	Guide students to: • Visit PHC centres and rehabilitation facilities • Identify referral services within communities • Observe referral processes • Participate in supervised community support and follow-up activities within scope	Multimedia projector Community maps charts WHO publications and manuals Survey and documentation formats Posters
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General Objective 6.0: Know Participation in Community Development Programmes

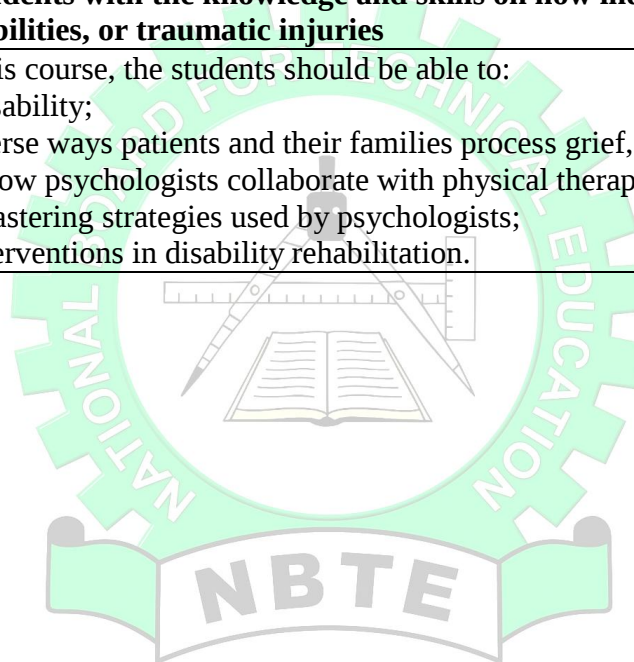
12-15	6.1 Explain the importance of including persons with disabilities in community programmes. 6.2 Identify opportunities for participation of persons with disabilities in community activities. 6.3 Explain the importance of accessibility and participation within communities.	• Explain the importance of including persons with disabilities in community programmes. • Explain opportunities for participation of persons with disabilities in community activities. • Explain the importance of accessibility and participation within communities	Textbooks Internet Projector Marker board, Markers, Multimedia Projector, Computer, charts, etc.	• Participate in community development activities • Observe accessibility barriers • Participate in support group and inclusion activities • Prepare simple community activity reports	Guide students to: • Participate in community development activities • Observe accessibility barriers • Participate in support group and inclusion activities • Prepare simple community activity reports	Multimedia projector Community maps charts WHO publications and manuals Survey and documentation formats Posters
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COURSE ASSESSMENT:

Coursework:	10%
Test/Assignments:	10%
Practical:	40%
Examination:	40%
Total:	100%

Psychology and Dynamics of Rehabilitation

PROGRAMME: HIGHER NATIONAL DIPLOMA (HND) COMMUNITY REHABILITATION TECHNOLOGY		
COURSE TITLE: PSYCHOLOGY AND DYNAMICS OF REHABILITATION	COURSE CODE: CRT 313	CONTACT HOURS: 2 HOURS/WEEK
	CREDIT UNITS: 2	THEORETICAL: 1 HOUR/WEEK
YEAR I SEMESTER I	PRE-REQUISITE:	PRACTICAL: 1 HOUR/ WEEK
GOAL: This course is designed to equip the students with the knowledge and skills on how individuals can emotionally, cognitively, and socially adapt to chronic illnesses, physical disabilities, or traumatic injuries		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Understand the Psychological impact of disability; 2.0 Know coping mechanisms through the diverse ways patients and their families process grief, denial, and acceptance; 3.0 Understand interdisciplinary systems and how psychologists collaborate with physical therapists, social workers, and medical personnel; 4.0 Know Independent Functioning through mastering strategies used by psychologists; 5.0 Analyse psychological and behavioural interventions in disability rehabilitation.		



PROGRAMME: HIGHER NATIONAL DIPLOMA (HND) COMMUNITY REHABILITATION TECHNOLOGY						
COURSE TITLE: PSYCHOLOGY AND DYNAMICS OF REHABILITATION			COURSE CODE: CRT 313		CONTACT HOURS: 2 HOURS/WEEK	
			CREDIT UNITS: 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 the students with the knowledge and skills on how individuals can emotionally, cognitively, and socially adapt to chronic illnesses, physical disabilities, or traumatic injuries						
GENERAL OBJECTIVE 1.0: Understand the psychological impact of disability						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher’s Activities	Resources	Specific Learning Outcome	Teacher’s Activities	Resources
1-2	1.1 Explain the various dimensions of psychological impacts of disability. 1.2 Describe the trajectory of self-image and identity transformation. 1.3 Distinguish between clinical mental health issues. 1.4 Describe adjustment to Disability and Psychological Implications. 1.5 Differentiate between clinical mental health issues (e.g., anxiety, depression, PTSD) and normal adjustment reactions. 1.6 Discuss the	- Explain the psychological impacts of disability, which spans five core interconnected dimensions - Explain the various trajectories of self-image and identity transformation following sudden or chronic physical/cognitive changes. - Explain the difference between clinical mental health issues (e.g., anxiety, depression, PTSD) and normal adjustment reactions.	Textbooks Internet Projector Marker board, Markers, Multimedia Projector, Computer, Charts, Case study handouts, WHO ICF Model etc.	Facilitate a case-study analysis of a patient dealing with an acquired versus a congenital disability to contrast identity formation	Guide students to: Facilitate a case-study analysis of a patient dealing with an acquired (e.g., spinal cord injury) versus a congenital disability to contrast identity formation.	Case study Sample patient profiles WHO ICF Model Charts.

	psychological impacts of disability. 1.7 Discuss the emotional, social, and physical phases of coping with chronic conditions, trauma, and sensory or cognitive impairments.					
General Objective 2.0: Know coping mechanisms through the diverse ways patients and their families process grief, denial, and acceptance						
3-4	2.1 Discuss coping mechanism. 2.2 Discuss types of coping mechanism in disability. 2.3 Discuss the theoretical frameworks of coping with disability. 2.4 Discuss the systemic impact of disability on family dynamics.	• Explain coping mechanism • Explain the different types of coping mechanism with disabilities. • Explain the various theoretical frameworks covering grief, denial, anger, and acceptance (e.g., Kübler-Ross model applied to disability). • Explain the systemic impact of disability on family dynamics	Textbooks Internet Projector Marker board, Markers, Multimedia Projector, Computer, Charts, Case study handouts, WHO ICF Model etc.	• Demonstrate how individuals cope with challenges of life.	Guide student to: • Demonstrate how individuals cope with challenges of life	Coping Toolbox Workbook Kübler-Ross template
General Objective 3.0: Understand interdisciplinary systems and how psychologists collaborate with physical therapists, social workers, and medical personnel.						
5-7	3.1 Discuss the roles of psychologist within a rehabilitation team. 3.2 Explain how to design a patient-centered care plan.	• Explain the roles of psychologists, physical therapists, occupational therapists, social workers, and medical	Textbooks Internet Projector Marker board, Markers, Multimedia	• Design a patient-centered care plan that coordinates psychological therapy with physical and social interventions.	Guide students to: • Design a patient-centered care plan that coordinates psychological therapy with physical and social	Sample multidisciplinary care map. Psychotherapy Manuals Patient-Reported

	3.3 Discuss collaboration and team work among physical therapists, medical personnel, psychologist and social workers.	staff within a rehabilitation team. • Explain how designing a cohesive, patient-centered care plan can coordinates psychological therapy with physical and social interventions.	Projector, Computer, Charts, Case study handouts, WHO ICF Model etc.	• Role-play different healthcare roles to discuss a single shared patient	interventions. • Role-play different healthcare roles to discuss a single shared patient	Measures (PROMs) Care plan templates
General Objective 4.0: Know Independent functioning through mastering strategies used by psychologists						
8-10	4.1 Discuss the role of cognitive-behavioral techniques in rehabilitation. 4.2 Discuss how to apply strategies to maximize a patient's environmental autonomy. 4.3 Explain the use of assistive technology and vocational counseling.	• Explain how cognitive-behavioral techniques in rehabilitation is aimed at improving emotional regulation, self-efficacy, and active participation in rehabilitation. • Explain the various strategies to maximize a patient's environmental autonomy. • Discuss the use of assistive technology and vocational counseling.	Textbooks Internet Projector Marker board, Markers, Multimedia Projector, Computer, Charts, Case study handouts, WHO ICF Model etc.	• Role-play pro-social responses, calming techniques, or new physical/cognitive tasks • Demonstrate healthy responses to mistakes and adversity.	Guide students to: • Role-play pro-social responses, calming techniques, or new physical/cognitive tasks • Demonstrate healthy responses to mistakes and adversity, Using the "3 C's" method to help learners: Catch: Recognize the negative thought, Check: Evaluate if the thought is based on facts or assumptions, Change: Replace it with a more realistic, supportive thought.	Visualization worksheets
General Objective 5.0: Analyse psychological and behavioural interventions in disability rehabilitation						
13-15	5.1 Discuss the tools and techniques used in evaluating psychosocial	• Explain the tools and techniques used in evaluating	Textbooks Internet Projector	• Roleplay a standard intake interview by selecting an	Guide students to: • Roleplay a standard intake interview by	Thought Record Sheet

	functioning, cognitive abilities, and vocational potential. 5.2 Explain the therapeutic modalities in Patient Care. 5.3 Discuss: - Cognitive and - Neuropsychological Rehabilitation in disability care 5.4 Discuss Psychosocial and Psychiatric Dynamics in disability care. 5.5 Explain Family and Caregiver Dynamics in disability care.	psychosocial functioning, cognitive abilities, and vocational potential (e.g. standardized tests, clinical interviews, and simulated observations). • Explain the various therapeutic modalities used to help clients adapt to life-altering health events (e.g. CBT, ACT, MI). • Explain how individuals with Acquired Brain Injuries (ABI), spinal cord injuries, or strokes are assisted by restoring their mental functioning. • Explain how Psychiatric rehabilitation aims to restore a person's functioning and community inclusion • Explain the impact of an injury or disability which extends	Marker board, Markers, Multimedia Projector, Computer, Charts, Case study handouts, WHO ICF Model etc.	appropriate assessment tool based on client needs (e.g. s-Briggs Type Indicator (MBTI). • Roleplay using the 5-4-3-2-1 Grounding Technique to help patients overwhelmed by a sudden diagnoses or trauma.	selecting an appropriate assessment tool based on client needs (e.g. s-Briggs Type Indicator (MBTI). • Roleplay using the 5-4-3-2-1 Grounding Technique to help patients overwhelmed by a sudden diagnoses or trauma.	
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		directly to the patient's support system				
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COURSE ASSESSMENT:

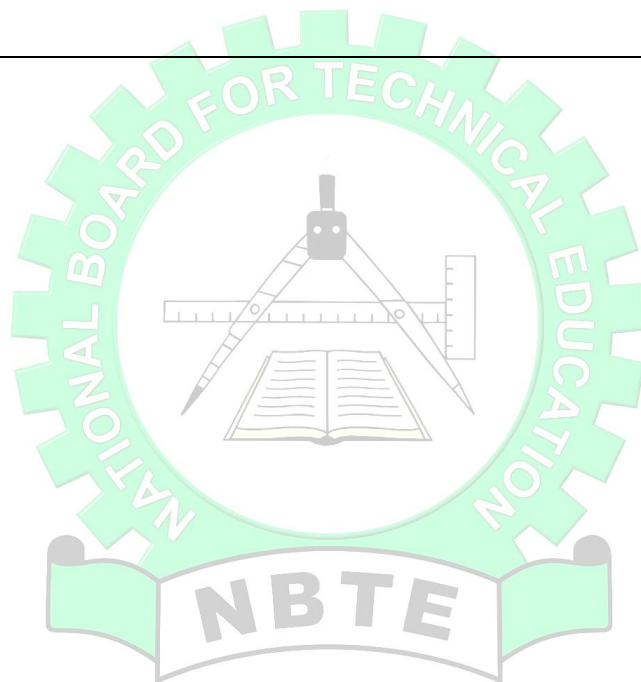
Coursework: 10%

Test/Assignments: 10%

Practical: 40%

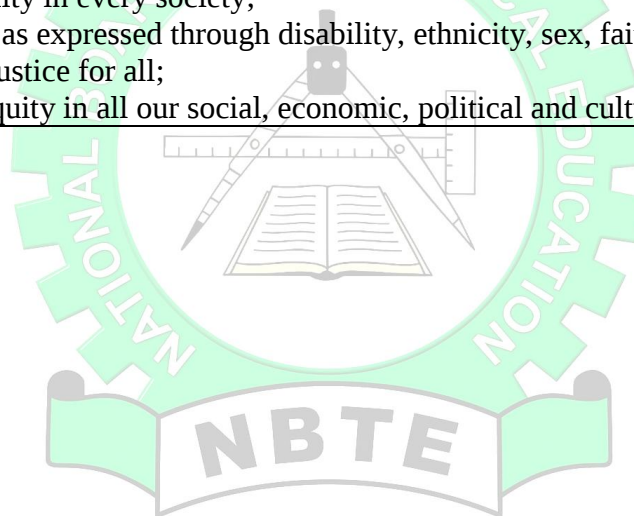
Examination: 40%

Total: 100%



Disability Studies and Inclusive Development

PROGRAMME: HIGHER NATIONAL DIPLOMA (HND) COMMUNITY REHABILITATION TECHNOLOGY		
COURSE TITLE: DISABILITY STUDIES AND INCLUSIVE DEVELOPMENT	COURSE CODE: CRT 314	CONTACT HOURS: 2 HOURS/WEEK
	CREDIT UNITS: 2	THEORETICAL: 2 HOURS/WEEK
YEAR I SEMESTER I	PRE-REQUISITE:	PRACTICAL: 0
GOAL: This course is designed to equip the students with the knowledge and skills in disability studies and inclusive development.		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Understand the concepts of disability studies and inclusive development; 2.0 Understand the impact of diversity as a reality in every society; 3.0 Know the factors that account for diversity as expressed through disability, ethnicity, sex, faith; 4.0 Understand advocacy for equal rights and justice for all; 5.0 Understand the importance of promoting equity in all our social, economic, political and cultural practices.		



PROGRAMME: HIGHER NATIONAL DIPLOMA (HND) COMMUNITY REHABILITATION TECHNOLOGY						
COURSE TITLE: DISABILITY STUDIES AND INCLUSIVE DEVELOPMENT			COURSE CODE: CRT 314		CONTACT HOURS: 2 HOURS/WEEK	
			CREDIT UNITS: 2		THEORETICAL: 2 HOURS/WEEK	
YEAR I SEMESTER I			PRE-REQUISITE:		PRACTICAL: 0	
COURSE SPECIFICATION: THEORETICAL						
GOAL: This course is designed to equip the students with the knowledge and skills in disability studies and inclusive development.						
GENERAL OBJECTIVE 1.0: Understand the concepts of disability studies and inclusive development						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher’s Activities	Resources	Specific Learning Outcome	Teacher’s Activities	Resources
1-3	1.1 Define disability studies. 1.2 Describe the concept of disability in disability studies. 1.3 Differentiate between Medical model and Social model. 1.4 Define inclusive development. 1.5 Identify key principles of inclusive development. 1.6 Explain the relationship between disability studies and inclusive development. 1.7 Identify barriers to inclusion.	• Explain disability studies. • Explain disability • Explain inclusive development • Explain why inclusive development is necessary,	Textbooks Internet Projector Marker board, Markers, Multimedia Computer, Charts, etc.			
General Objective 2.0: Understand the impact of diversity as a reality in every society						
4-6	2.1 Define diversity. 2.2 Describe diversity as a universal reality. 2.3 Identify forms of diversity. 2.4 Explain the positive impact	• Explain diversity • Explain why diversity exists in every society • Explain the forms of diversity	Textbooks Internet Projector Marker board, Markers,			

	of diversity. 2.5 Explain the negative impact of diversity. 2.6 Identify challenges associated with diversity. 2.7 Explain inclusion. 2.8 Explain the importance of inclusion in diverse societies. 2.9 Describe inclusion development. 2.10 Explain practices that promotes inclusion.	• Explain the positive and negative impact of diversity • Explain the importance of inclusion in diverse societies	Multimedia Computer, Charts, etc.			
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General Objective 3.0: Know the factors that account for diversity as expressed through disability, ethnicity, sex, faith

7-9	3.1 Define diversity in relation to social factors. 3.2 Identify key factors that account for diversity. 3.3 Describe disability as a factor of diversity. 3.4 Describe ethnicity as a factor of diversity. 3.5 Explain sex/gender as a factor of diversity. 3.6 Describe faith/religion as a factor of diversity. 3.7 Evaluate the importance of recognising diversity factors.	• Explain diversity in relation to social factors • Explain key factors that account for diversity • Explain disability as a factor of diversity • Explain ethnicity as a factor of diversity • Explain sex/gender as a factor of diversity • Explain faith/religion as a factor of diversity • Explain the importance of recognising diversity factors	Textbooks Internet Projector Marker board, Markers, Multimedia Computer, Charts, etc.			
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General Objective 4.0: Understand advocacy for equal rights and justice for all

10-12	4.1 Define advocacy. 4.2 Define equal rights and justice. 4.3 Describe advocacy for equal rights. 4.4 Identify key principles of advocacy for justice. 4.5 Explain the importance of advocacy.	• Explain advocacy • Explain equal rights and justice • Explain advocacy for equal rights • Explain key principles of advocacy for justice • Explain the importance of advocacy	Textbooks, Internet, Lectures, Posters etc.			
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General Objective 5.0: Understand the importance of promoting equity in all our social, economic, political and cultural practices

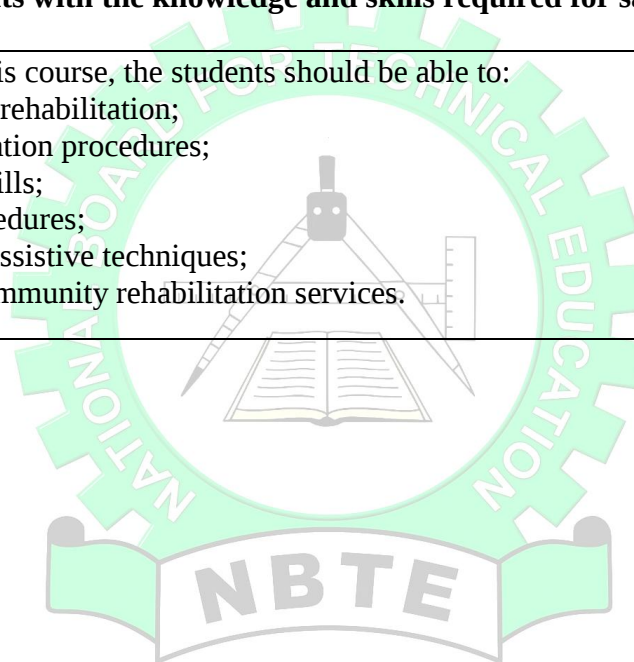
13-15	5.1 Define equity. 5.2 Distinguish between equity and equality. 5.3 Describe equity in different societal contexts. 5.4 Analyse the role of equity in reducing inequality. 5.5 Explain the relationship between equity and human rights. 5.6 Identify consequences of lack of equity.	• Explain equity • Explain the differences between equity and equality • Explain equity in different societal contexts • Explain the role of equity in reducing inequality • Explain the relationship between equity and human rights • Explain consequences of lack of equity	Textbooks, Internet, Lectures, Posters etc.			
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COURSE ASSESSMENT:

Coursework: 20%
 Test/Assignments: 20%
 Examination: 60%
Total: 100%

Clinical Skills in Community Rehabilitation I

PROGRAMME: HIGHER NATIONAL DIPLOMA (HND) COMMUNITY REHABILITATION TECHNOLOGY		
COURSE TITLE: CLINICAL SKILLS IN COMMUNITY REHABILITATION I	COURSE CODE: CRT 315	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 students with the knowledge and skills required for safe, ethical, and effective rehabilitation service delivery		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Understand the concept of clinical skills in rehabilitation; 2.0 Know basic patient assessment and observation procedures; 3.0 Know communication and interpersonal skills; 4.0 Know infection prevention and safety procedures; 5.0 Know basic rehabilitation procedures and assistive techniques; 6.0 Understand documentation, referral and community rehabilitation services.		



PROGRAMME: HIGHER NATIONAL DIPLOMA (HND) COMMUNITY REHABILITATION TECHNOLOGY							
COURSE TITLE: CLINICAL SKILLS IN COMMUNITY REHABILITATION I				COURSE CODE: CRT 315		CONTACT HOURS: 3 HOURS/WEEK	
				CREDIT UNIT: 3		THEORETICAL: 1 HOUR/WEEK	
YEAR: I SEMESTER: I				PRE-REQUISITE:		PRACTICAL: 2 HOURS/ WEEK	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL							
GOAL: This course is designed to equip students with the knowledge and skills required for safe, ethical, and effective rehabilitation service delivery							
GENERAL OBJECTIVE 1.0 Understand the concept of clinical skills in rehabilitation							
THEORETICAL CONTENT				PRACTICAL CONTENT			
Week	Specific Learning Outcome	Teacher’s Activities	Resources	Specific Learning Outcome	Teacher’s Activities	Resources	
1-2	1.1 Explain the concept and scope of clinical skills in community rehabilitation practice. 1.2 Describe the roles of community rehabilitation personnel. 1.3 Identify ethical principles and professional conduct in community rehabilitation practice.	• Explain the concept and scope of clinical skills in community rehabilitation practice. • Explain the roles of community rehabilitation personnel • Explain ethical principles and professional conduct in community rehabilitation practice	Lecture notes MRTBN professional guidelines Nigerian Health Policy documents Charts and posters Multimedia presentations				
General Objective 2.0: Know basic patient assessment and observation procedures							
3-4	2.1 Describe methods of patient history	• Explain methods of	Lecture notes MRTBN	• Obtain patient history appropriately.	Guide students to: • Obtain patient history	Patient charts Sphygmomanometer	

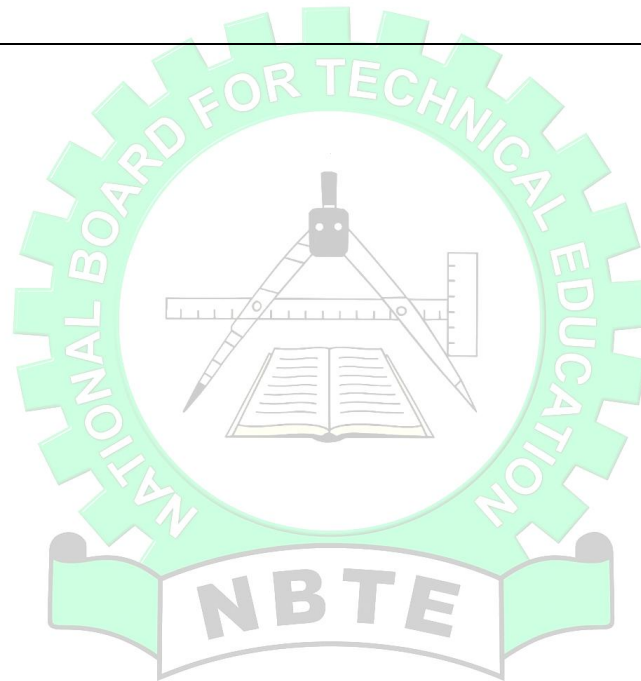
	taking and observation. 2.2 Explain procedures for measuring vital signs and functional status. 2.3 Identify signs requiring referral or emergency attention.	patient history taking and observation. - Explain procedures for measuring vital signs and functional status. - Explain signs requiring referral or emergency attention	professional guidelines Nigerian Health Policy documents Charts and posters Multimedia presentations	- Record patient history appropriately - Measure and record vital signs - Report abnormal findings accurately.	appropriately. - Record patient history appropriately - Measure and record vital signs - Report abnormal findings accurately.	Thermometer Stethoscope
General Objective 3.0: Know communication and interpersonal skills						
5-6	3.1 Explain principles of therapeutic communication. 3.2 Describe approaches for communicating with persons with disabilities and caregivers. 3.3 Discuss confidentiality and patient rights in rehabilitation settings.	- Explain principles of therapeutic communication - Explain approaches for communicating with persons with disabilities and caregivers. - Explain confidentiality and patient rights in rehabilitation settings	Lecture notes MRTBN professional guidelines Nigerian Health Policy documents Charts and posters Multimedia presentations	- Demonstrate therapeutic communication with patients and caregivers. - Educate patients and caregivers on basic rehabilitation procedures. - Maintain confidentiality during patient interaction	Guide students to: - Demonstrate therapeutic communication with patients and caregivers. - Educate patients and caregivers on basic rehabilitation procedures. - Maintain confidentiality during patient interaction	Simulation rooms Audio-visual materials
General Objective 4.0: Know infection prevention and safety procedures						
7-8	4.1 Explain principles of infection prevention and control (IPC). 4.2 Identify standard safety precautions	- Explain principles of infection prevention and control (IPC). - Explain standard safety precautions in clinical practice.	Lecture notes MRTBN professional guidelines Nigerian Health Policy	- Perform correct handwashing - Use PPE properly. - Apply standard infection prevention precautions.	Guide students to: - Perform correct handwashing and use of PPE. - Apply standard infection prevention	Personal protective equipment (PPE) Hand hygiene materials Waste disposal containers Infection control guidelines

	in clinical practice. 4.3 Describe waste disposal and environmental sanitation procedures.	• Explain waste disposal and environmental sanitation procedures	documents Charts and posters Multimedia presentations	• Dispose clinical waste appropriately	precautions. • Segregate and dispose clinical waste appropriately	
General Objective 5.0: Know basic rehabilitation procedures and assistive techniques						
9-11	5.1 Describe basic positioning, transfer, and mobility techniques. 5.2 Explain the use of simple assistive devices in rehabilitation. 5.3 Identify indications and precautions for rehabilitation procedures.	• Explain basic positioning, transfer, and mobility techniques. • Explain the use of simple assistive devices in rehabilitation. • Explain indications and precautions for rehabilitation procedures	Lecture notes MRTBN professional guidelines Nigerian Health Policy documents Charts and posters Multimedia presentations	• Position patients safely to prevent complications. • Demonstrate safe transfer techniques. • Assist patients in the use of mobility aids.	Guide students to: • Position patients safely to prevent complications. • Demonstrate safe transfer techniques. • Assist patients in the use of mobility aids.	Wheelchairs Crutches and walkers Hospital beds Transfer aids
General Objective 6.0: Understand documentation, referral and community rehabilitation services						
12-15	6.1 Explain principles of clinical documentation and reporting. 6.2 Describe referral pathways within the Health System. 6.3 Discuss the principles of community	• Explain principles of clinical documentation and reporting. • Explain referral pathways within the Health System. • Explain the principles of community	Lecture notes MRTBN professional guidelines Nigerian Health Policy documents Charts and posters Multimedia	• Complete patient records accurately. • Prepare simple referral reports. • Document rehabilitation interventions appropriately	Guide students to: • Complete patient records accurately. • Prepare simple referral reports. • Document rehabilitation interventions appropriately	Case files Referral forms Documentation templates Computers/manual registers Patient record forms Sample reporting templates

	rehabilitation services.	rehabilitation services.	presentations			
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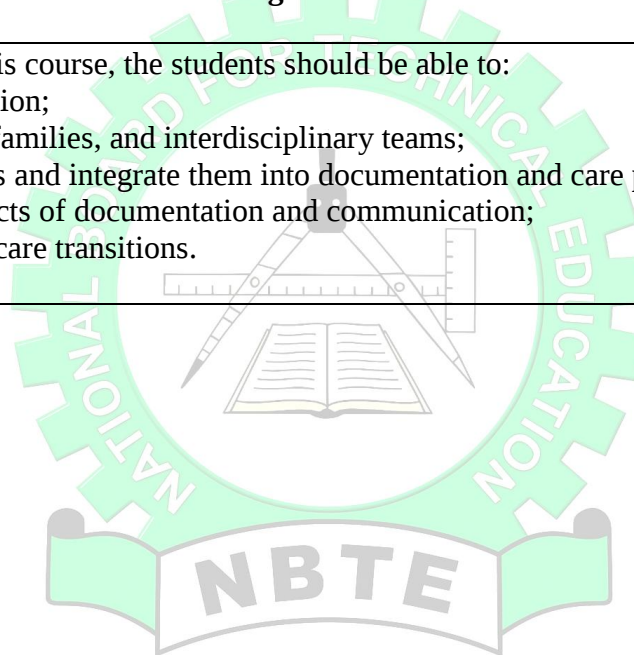
COURSE ASSESSMENT:

Coursework:	10%
Test/Assignments:	10%
Practical:	40%
Examination:	40%
Total:	100%



Medical Documentation and Communication Skills

PROGRAMME: HIGHER NATIONAL DIPLOMA (HND) IN COMMUNITY REHABILITATION TECHNOLOGY		
COURSE TITLE: MEDICAL DOCUMENTATION AND COMMUNICATION SKILLS	COURSE CODE: CRT 316	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 the knowledge and skills of accurate medical data documentation and effective communication		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Understand the concept of medical documentation; 2.0 Know effective communication with patients, families, and interdisciplinary teams; 3.0 Understand the standardized outcome measures and integrate them into documentation and care plans; 4.0 Understand the legal, ethical, and cultural aspects of documentation and communication; 5.0 Know how to optimize communication across care transitions.		



PROGRAMME: HIGHER NATIONAL DIPLOMA (HND) IN COMMUNITY REHABILITATION TECHNOLOGY						
COURSE TITLE: MEDICAL DOCUMENTATION AND COMMUNICATION SKILLS			COURSE CODE: CRT 316		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 the knowledge and skills of accurate medical data documentation and effective communication						
GENERAL OBJECTIVE 1.0: Understand the concept of medical documentation						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher’s Activities	Resources	Specific Learning Outcome	Teacher’s Activities	Resources
1-3	1.1 Define medical documentation. 1.2 Discuss the Subjective, Objective, Assessment and Plan (SOAP) protocol. 1.3 Describe standard medical terminologies. 1.4 Discuss differences between objective observations and subjective assumptions.	• Explain medical documentation • Explain SOAP ✓ Subjective ✓ Objective ✓ Assessment ✓ Plan • Explain medical terminologies • Explain difference between objective and subjective assessment	Textbooks Lectures Internet Whiteboard Flipchart Markers Projector	• Document patient data (e.g., symptoms, history, treatment) Correctly and clearly • Prepare basic medical records using SOAP notes	• Guide student to: • Document patient data (e.g., symptoms, history, treatment) correctly and clearly • Prepare basic medical records using SOAP notes	Case notes Patient’s folder
General Objective 2.0: Know effective communication with patients, families, and interdisciplinary team						
4-6	2.1 Explain Patient and Family-Centered Communication. 2.2 Explain Interdisciplinary Team Communication.	• Explain active listening e.g verbal mirroring and non-verbal validation • Explain a complex medical diagnosis and treatment plan to a	Textbooks Lectures Internet Whiteboard Flipchart Markers	• Illustrate a well-prepared SPIKES protocol scenario	Guide students to: • Illustrate a well-prepared SPIKES protocol scenario	SPIKES protocol document Charts Pictorials Audiovisual

	2.3 Explain Cross-Cultural and Inclusive Communication.	patient or family member using plain, jargon-free language • Explain the SPIKES protocol used to deliver breaking bad news • Explain collaborative care plan • Explain patient safety assertiveness techniques • Explain professional medical interpretation services • Explain communication styles	Projector			
General Objective 3.0: Understand the standardized outcome measures and integrate them into documentation and care plans						
7-9	3.1 Discuss selection and interpretation of outcome measure. 3.2 Discuss Documentation Integration. 3.3 Describe the format and structure of care plans.	• Explain how to select appropriate and validated outcome measures • Explain objective data score record • Explain clinical data justification necessity • Explain confounding variables documentation • Explain how measurable, time-bound goals are formulate • Explain treatment intervention modification • Explain how discharge	Textbooks, Lectures, Internet, Whiteboard, Flipchart, Markers, Projector etc.			

		readiness defended				
General Objective 4.0: Understand the legal, ethical, and cultural aspects of documentation and communication						
10-12	4.1 Discuss legal Compliance and Risk Management. 4.2 Describe ethical practice and autonomy. 4.3 Explain the Cultural Competence and Inclusive Communication.	• Explain document errors rectification • Explain complex end of life decisions record • Explain the balancing of patient confidentiality with the legal duty to protect • Explain the documentation resource allocation decisions • Explain adaptive communication strategies	Textbooks, Lectures, Internet, Whiteboard, Flipchart, Markers, Projector etc.			
General Objective 5.0: Understand how to optimize communication across care transitions						
13-15	5.1 Describe standardization mechanics. 5.2 Discuss risk stratification and safety netting. 5.3 Discuss interdisciplinary coordination and patient engagement	• Explain comprehensive discharge summary synthesis • Explain how to perform rigorous medication reconciliation • Explain how to identify high-risk patients • Explain how to formulate explicit "safety-netting" • Explain how to Document closed-loop	Textbooks, Lectures, Internet, Whiteboard, Flipchart, Markers, Projector etc.			

		communication • Explain multi-disciplinary coordination of care transition • Explain how to establish a clear post-discharge communication bridge				
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COURSE ASSESSMENT:

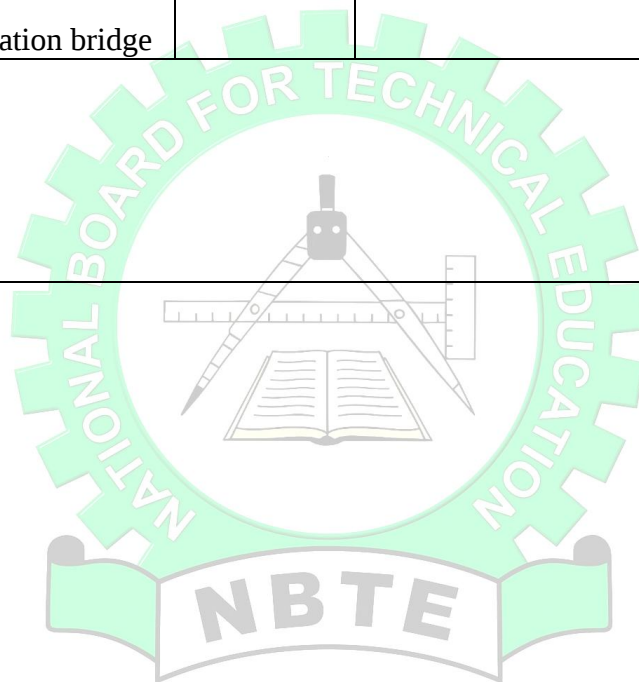
Coursework: 10%

Test/Assignments: 10%

Practical: 40%

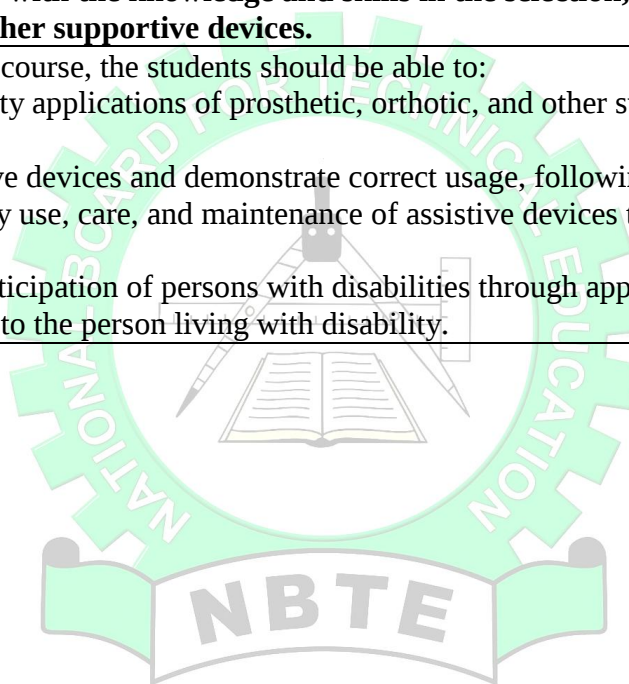
Examination: 40%

Total: 100%



Assistive Technology I

PROGRAMME: HIGHER NATIONAL DIPLOMA (HND) IN COMMUNITY REHABILITATION TECHNOLOGY		
COURSE TITLE: ASSISTIVE TECHNOLOGY I	COURSE CODE: CRT 317	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 the knowledge and skills in the selection, fitting, training, and maintenance of assistive technologies including prosthetic, orthotic, and other supportive devices.		
GENERAL OBJECTIVES: On completion of this course, the students should be able to:		
1.0 Understand the purpose, types, and community applications of prosthetic, orthotic, and other supportive devices, with emphasis on their roles in rehabilitation;		
2.0 Understand safely fit and adjust basic assistive devices and demonstrate correct usage, following referral instructions;		
3.0 Know the provision of basic training on daily use, care, and maintenance of assistive devices to promote independence, prevent misuse, and reduce complications;		
4.0 Know vocational, educational, and social participation of persons with disabilities through appropriate use of assistive technology;		
5.0 Understand maintenance of assistive devices to the person living with disability.		



PROGRAMME: HIGHER NATIONAL DIPLOMA (HND) COMMUNITY REHABILITATION TECHNOLOGY						
COURSE TITLE: ASSISTIVE TECHNOLOGY I		COURSE CODE: CRT 317		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 the knowledge and skills in the selection, fitting, training, and maintenance of assistive technologies including prosthetic, orthotic, and other supportive devices.						
GENERAL OBJECTIVE 1.0: Understand the purpose, types, and community applications of prosthetic, orthotic, and other supportive devices, with emphasis on their roles in rehabilitation						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher’s Activities	Resources	Specific Learning Outcome	Teacher’s Activities	Resources
1-2	1.1.Explain the purpose of assistive devices in CR. 1.2.Classify types of assistive devices and describe their functions. 1.3.Describe community applications of assistive devices. 1.4.Describe the role of assistive devices in rehabilitation and social inclusion.	- Define assistive devices: ✓ P and O and other mobility aids ✓ Hearing aids ✓ Visual aids, etc. - Explain how they restore function, mobility, and independence. - Categorize devices (mobility aids, orthoses, prostheses, supportive tools); - Explain the function of each category with diagrams and examples; - Highlight differences between devices.	WHO CBR Matrix, Textbooks and Manuals. The WHO Priority Assistive Products List (APL) Posters. Global report on assistive technology (WHO, UNICEF) Community rehabilitation case reports. WHO guidelines, UN CRPD documents.	- Identify common assistive devices used in community rehabilitation. - Match devices to functional needs of persons with disabilities. - Map device use in local community settings. - Write short notes on integration of assistive devices in CR plans.	- Supervise group observation of devices. - Guide group exercise and peer discussion. - Facilitate group mapping activity. - Supervise group project and presentations.	Charts, Device samples. Worksheets, Flip charts, Markers. Templates.

		• Explain how devices are applied in homes, schools, workplaces, and community settings; • Discuss cultural and environmental factors affecting use. • Describe the linking of assistive devices to CR goals (physical, social, vocational); • Explain how devices reduce barriers and promote participation; encourage discussion on inclusion policies.				
General Objective 2.0: Understand safely fit and adjust basic assistive devices and demonstrate correct usage, following referral instructions						
3-5	2.1 Explain the principles of safe fitting of assistive devices. 2.2 Discuss how to adjust wheelchairs for comfort and safety. 2.3 Explain fitting of braces and simple orthoses. 2.4 Describe basic fitting of prosthetic devices.	• Explain safety principles in fitting (alignment, weight distribution, patient comfort, prevention of injury); • Describe wheelchair adjustment (seat height, back support, footrests, brakes); • Explain how improper adjustment causes complications. • Explain the purpose of braces/orthoses in	WHO fitting guidelines, Textbooks Wheelchair service manuals, multimedia. Orthotic fitting guides, Multimedia. Orthotic and prosthetic limb samples.	• Practice fitting crutches safely. • Adjust wheelchairs correctly. • Practice fitting braces and orthoses. • Practice fitting prosthetic devices	• Supervise students in step-by-step crutches fitting. • Guide students through supervised wheelchair adjustment. • Supervise students in fitting exercises. • Supervise students in prosthetic fitting practice.	Sample crutches, Wheelchairs, Measuring tools. multimedia Sample braces, splints. Checklist Videos Prosthetic samples, referral notes.

		- stabilizing joints; • Describe and justify correct fitting principles (tightness, alignment, skin protection) • Describe prosthetic limb devices: above knee, below knee, upper limb); • Explain referral process and CR technician's role • Emphasize safety and supervision by clinicians.				
General Objective 3.0: Know basic training on daily use, care, and maintenance of assistive devices to promote independence, prevent misuse, and reduce complications						
6-8	3.1 Discuss principles of daily use of assistive devices. 3.2 State basic maintenance procedures. 3.3 Recognize misuse, complications, and strategies for prevention.	• Explain devices incorporation into daily routines (mobility, self-care, communication); • Highlight benefits of consistent use and risks of neglect. • Discuss basic maintenance of assistive devices (tightening screws, checking brakes, replacing straps etc.); • Explain CR	WHO guidelines, case examples. Device maintenance manuals Case studies, Device manuals	• Practice cleaning and care routines. • Practice simple maintenance tasks. • Identify misuse scenarios and prevention methods.	• Demonstrate proper care and cleaning of assistive devices. • Supervise students in performing routine checks and minor adjustments. • Facilitate role-play where students act out misuse and correction strategies.	Cleaning kits, Sample assistive devices Maintenance manuals Tools, kits, sample devices. Role cards, devices.

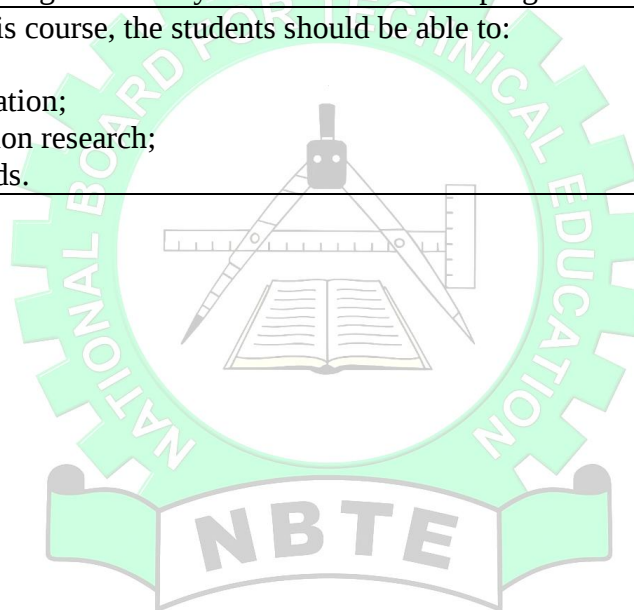
		technician's role in routine checks versus clinician's role in advanced repairs. • Explain common misuse (incorrect crutch use, poor wheelchair posture, over-tight braces); • Discuss resulting complications (falls, sores, discomfort); discuss prevention strategies and patient education.				
General Objective 4.0: Know vocational, educational, and social participation of persons with disabilities through appropriate use of assistive technology						
9-11	4.1 Explain how ADs contribute to rehabilitation goals. 4.2 Describe the role of assistive devices in educational participation. 4.3 Explain the role of assistive devices in vocational participation. 4.4 Discuss the role of assistive devices in social participation. 4.5 Recognize the importance of	• Discuss on the role of ADs in restoring mobility, independence, and participation; • Explain inclusive education principles. • Describe how ADs support learning (hearing aids, magnifiers, adapted seating); • Discuss on how ADs enable people to work; • Highlight barriers and solutions.	WHO CBR Matrix. Inclusive education reports, UNESCO guidelines. Vocational rehab texts, community case studies. UN CRPD documents, WHO guidelines.	• Design sample educational support plans. • Draft vocational support plans for persons with disabilities. • Role-play social integration scenarios using assistive devices. • Draft advocacy notes for community sensitization.	• Supervise students in creating classroom support strategies. • Guide students in group projects to design simple work-related support plans. • Supervise role-play sessions where students act as participants and facilitators. • Supervise group presentations of	Worksheets, case examples. Templates, charts. Role cards, devices. Flip charts, markers.

	advocacy for accessibility and inclusion.	• Describe how devices promote inclusion in community life (sports, recreation, cultural events); emphasize dignity and independence • Discuss disability rights, accessibility standards, and advocacy strategies; • Explain how CRTs can support community awareness campaigns.			advocacy messages.	
General Objective 5.0: Understand basic maintenance of assistive devices to the person living with disability						
12-15	5.1 Discuss the principles of basic maintenance of assistive devices. 5.2 State maintenance procedures for mobility aids (crutches, wheelchairs). 5.3 Explain maintenance of braces and orthoses. 5.4 Explain maintenance of prosthetic supports under referral.	• Explain the importance of routine checks, cleaning, and minor adjustments; • Highlight how maintenance prevents breakdowns and prolongs device lifespan • Describe common basic maintenance issues (loose screws, worn tips, faulty brakes); • Explain simple solutions CRTs can perform; • Emphasize when to	AD maintenance manuals. AD care guides. Orthotic care guides, Prosthetic limb device maintenance manuals, prosthetic samples.	• Practice routine checks on assistive devices. • Perform maintenance tasks on wheelchairs and crutches. • Practice cleaning and adjusting braces and orthoses. • Practice simple prosthetic maintenance tasks.	• Supervise students in step-by-step inspection of devices. • Guide students in supervised repair and adjustment practice. • Supervise students in brace maintenance exercises. • Supervise students in cleaning and minor adjustments of prosthetic supports.	Checklists, Sample AD, tool kits. Braces, splints, cleaning kits. Prosthetic samples, Maintenance kits.

		refer to clinicians for advanced repairs. • Discuss on cleaning, strap replacement, and checking for skin irritation risks; • Explain how proper maintenance ensures comfort and safety • Describe basic prosthetic upkeep (cleaning sockets, checking straps, minor adjustments); • Emphasize CRT role is limited to simple tasks and always under clinician referral.				
COURSE ASSESSMENT: Coursework: 10% Test/Assignments: 10% Practical: 40% Examination: 40% Total: 100%						

Epidemiology and Biostatistics in Community Rehabilitation

PROGRAMME: HIGHER NATIONAL DIPLOMA (HND) COMMUNITY REHABILITATION TECHNOLOGY		
COURSE TITLE: EPIDEMIOLOGY AND BIostatISTICS IN COMMUNITY REHABILITATION	COURSE CODE: CRT 318	CONTACT HOURS: 2 HOURS/WEEK
	CREDIT UNIT: 2	THEORETICAL: 1 HOUR/WEEK
YEAR: 1 SEMESTER: 1	PRE-REQUISITE:	PRACTICAL: 1 HOUR/ WEEK
GOAL: This course is designed to equip students with the knowledge and skills to apply epidemiological principles and bio-statistical methods in understanding, planning, implementing, and evaluating community-based rehabilitation programmes		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Know the key principles of epidemiology; 2.0 Know the role of epidemiology in rehabilitation; 3.0 Know the role of biostatistics in rehabilitation research; 4.0 Know population health and disability trends.		



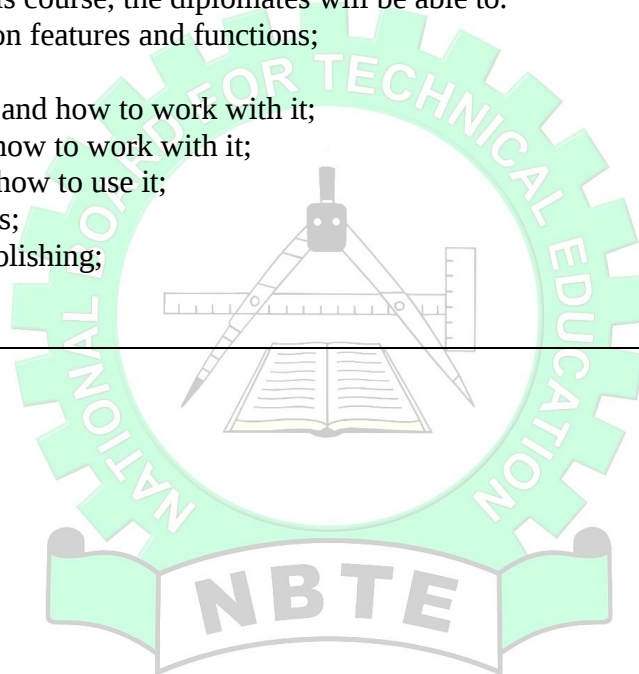
PROGRAMME: HIGHER NATIONAL DIPLOMA (HND) COMMUNITY REHABILITATION TECHNOLOGY							
COURSE TITLE: EPIDEMIOLOGY AND BIOSTATISTICS IN COMMUNITY REHABILITATION			COURSE CODE: CRT 318		CONTACT HOURS: 2 HOURS/WEEK		
			CREDIT UNIT: 2		THEORETICAL: 1 HOUR/WEEK		
YEAR: 1 SEMESTER: 1			PRE-REQUISITE:		PRACTICAL: 1 HOUR/ WEEK		
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL							
GOAL: This course is designed to equip students with the knowledge and skills to apply epidemiological principles and biostatistical methods in understanding, planning, implementing, and evaluating community-based rehabilitation programmes							
GENERAL OBJECTIVE 1.0: Know key principles of epidemiology							
THEORETICAL CONTENT				PRACTICAL CONTENT			
Week	Specific Learning Outcome	Teacher’s Activities	Resources	Specific Learning Outcome	Teacher’s Activities	Resources	
1-4	1.1 Define epidemiology 1.2 Discuss the following terms: i. Distribution; ii. Determinants; iii. Incidence; iv. Prevalence. 1.3 Describe patterns of disease occurrence 1.4 Identify determinants influencing disease occurrence 1.5 Differentiate between descriptive and analytical epidemiology	• Explain epidemiology • Explain distribution, determinants, incidence and prevalence • Explain the patterns of disease occurrence • Identify major determinants (biological, environmental, social, behavioural) influencing disease occurrence	Textbooks Lectures Internet	• Identify patterns of disease distribution by person, place, and time • Compute: - Incidence rates - Prevalence rates • Create simple graph to illustrate disease occurrence over time	• Guide students to: • Identify patterns of disease distribution by person, place, and time • Compute: - Incidence rates - Prevalence rates • Create simple graph to illustrate disease occurrence over time	Graphs Pictorials Charts Audiovisual	
General Objective 2.0: Know the role of epidemiology in rehabilitation							
5-7	2.1 Describe the role of epidemiology in rehabilitation.	• Explain how epidemiology is used to study patterns and causes of disability and health	Textbooks Lectures Internet Whiteboard	• Simulate a health event and suggest prevention and rehab interventions	Guide students to: • Simulate a health event and suggest prevention and	Sample case study Sample datasets Graphs Charts	

	2.2 Explain how epidemiology informs rehabilitation planning. 2.3 Identify the role of epidemiology in policy and decision-making. 2.4 Explain the role of epidemiology in identifying trends and needs.	conditions in populations • Explain how epidemiological data is used to identify rehabilitation needs • Explain how epidemiological data Plan and allocate rehabilitation services	Flipchart Markers Projector	• Use epidemiological data and design a basic rehabilitation programme	rehab interventions • Use epidemiological data and design a basic rehabilitation programme	Index cards Sample community maps Softwares
General Objective 3.0: Know the role of biostatistics in rehabilitation research						
8-10	3.1 Define biostatistics 3.4 Explain its importance in generating reliable, evidence-based conclusions in rehabilitation research 3.5 Discuss the role of biostatistics in research design. 3.6 Explain the role of biostatistics in data collection and management. 3.7 Identify the importance of reliability and validity in data used in rehabilitation studies. 3.8 Describe how statistical methods are used to analyse rehabilitation data. 3.9 Explain how	• Explain biostatistics as the application of statistical methods to health and biological data. • Explain how biostatistics contributes to designing research studies. • Explain how biostatistics ensures accurate data collection. • Explain how statistical methods are used to analyse rehabilitation data. • Explain how biostatistics evaluates rehabilitation interventions.	Textbooks Lectures Internet Whiteboard Flipchart Markers Projector	• Interpret simple statistical results (e.g., mean, percentages, trends)	• Guide students to: • Interpret simple statistical results (e.g., mean, percentages, trends)	Sample datasets Graphs Charts

	biostatistics evaluates rehabilitation interventions.					
General Objective 4.0: Know population health and disability trends						
11-15	4.1 Explain population health. 4.2 Explain disability trends. 4.3 Describe key indicators of population health. 4.4 Explain major trends such as increasing disability rates due to: i. Ageing populations; ii. Rise in chronic diseases.	• Explain population health as patterns of health outcomes (e.g., mortality, morbidity) across groups • Explain disability trends as changes in the prevalence and burden of disability over time • Explain major trends such as increasing disability rates due to: - Ageing populations - Rise in chronic diseases	Textbooks Lectures Internet Whiteboard Flipchart Markers Projector			
COURSE ASSESSMENT: Coursework: 10% Test/Assignments: 10% Practical: 40% Examination: 40% Total: 100%						

Computer Application Packages

PROGRAMME: HIGHER NATIONAL DIPLOMA (HND) COMMUNITY REHABILITATION TECHNOLOGY		
COURSE TITLE: COMPUTER APPLICATION PACKAGES	COURSE CODE: CRT 319	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 students with knowledge and skills in the use of computer application packages.		
GENERAL OBJECTIVES: On completion of this course, the diplomates will be able to: 1.0 Understand Common Apps, Application features and functions; 2.0 Understand basic typing skills; 3.0 Understand Word Processing Package and how to work with it; 4.0 Understand Spreadsheet Package and how to work with it; 5.0 Understand Presentation Package and how to use it; 6.0 Understand common graphics packages; 7.0 Understand the process of Desktop Publishing; 8.0 Understand database management.		



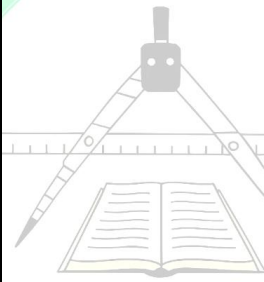
PROGRAMME: HIGHER NATIONAL DIPLOMA (HND) IN COMMUNITY REHABILITATION TECHNOLOGY						
COURSE TITLE: COMPUTER APPLICATION PACKAGES		COURSE CODE: CRT 319		CONTACT HOURS: 3 HOURS/WEEK		
		CREDIT UNIT 3		THEORETICAL: 1 HOUR/WEEK		
		PRACTICAL: 2 HOURS/WEEK				
COURSE SPECIFICATION: THEORETICAL CONTENT AND PRACTICAL CONTENT						
GOAL: This course is designed to equip students with knowledge and skills in the use of computer application packages..						
General Objective 1.0: Understand Common Apps, Application features and functions						
Week	Specific Learning Outcome	Teachers Activities	Resource	Specific Learning Outcomes	Teacher’s Activities	Resource
1-2	1.1 Describe the following: System Software, Program Generators, Applications Packages and Apps. 1.2 Identify various types of application software and the tasks for which they are suited. 1.3 Explain how to install, use, delete and recover web apps. 1.4 Describe the strengths and weaknesses of apps and applications.	• Explain System Software, Program Generators, Applications Packages (Word Processor, Spreadsheet, Database) and Apps • Discuss various types of application software and the tasks for which they are suited • Explain the use of web apps, App store, App Installation, recovery and deletion • Describe the strengths and weaknesses of apps and applications	PC with Office Software and Apps connected to the internet, Multimedia Projector, Projector Screen	• Install software Applications, Web Applications and Apps downloaded from App Store. • Identify the various packages and their uses • Install, delete and recover apps • Demonstrate the strengths and weaknesses of apps and applications	• Demonstrate how to Install and work with Software and Web Application • Guide students on how to Install and work with Packages • Guide the student on how to install • and work with an App downloaded from App Store	PC with Office Software and Apps connected to the internet, Multimedia Projector, Projector Screen
General Objective 2.0: Understand Basic Typing Skills						
3-4	2.1 Describe process of Using keyboard for typing	• Explain keyboards and its layout • Explain how to type	PC with Typing Tutor Installed Multimedia	• Use keyboard for typing • Identify the	• Guide students on how to type with a standard keyboard	PC with Office Software and Apps connected to the

	2.2 List the functions of key board in typing. 2.3 Explain touch typing techniques. 2.4 Describe how to type using keyboard. 2.5 Discuss the importance of typing accuracy rate and minimum typing speed (20-30 wpm). 2.6 Explain maintenance of keyboards. 2.7 Discuss common typing errors and how to correct them.	with a keyboard • Explain keyboards and its layout • Explain how to type with a keyboard	Projector Projector Screen	functions of keyboard • Apply touch typing to type text while focusing on the screen rather than the keyboard • Type short sentences, paragraphs, reports, letters and documents with correct spacing and formatting	• Guide students to Identify the functions of keyboard	internet, Multimedia Projector, Projector Screen
General Objective 3.0: Understand Word Processing Package and how to work with it.						
5-6	3.1 Explain Microsoft office package. 3.2 Describe process of using Microsoft Word. 3.3 Explain how to create tables, import and crop graphics/images. 3.4 Explain how to manipulate text using common features, such as: ruler to create, modify or delete tab setting. 3.4 Explain more advance word processing activities such as: formatting, Text	• Explain Word common features and applications, starting and exiting word and some common screen elements • Explain how to carryout basic operations in word • Describe how to create tables, import and crop graphics/images in word • Explain how to manipulate text using common features,	Projector Screen PC with Office Software and Apps connected to the internet Multimedia Projector Projector Screen PC with Office Software and Apps connected to the internet Multimedia Projector Projector Screen	• Carryout basic operations in Microsoft word • Create tables and insert objects/images and graphics in word • Carry out more advance word processing activities such as: formatting, Text manipulation etc.	• Guide students to create and save files as well as some basic operations in word and carry out basic formatting operations in word • Demonstrate how to create tables, insert objects and graphics in word • Guide students to carry out the following operations (change margins, paper size, or the orientation,	PC with Office Software and Apps connected to the internet, Multimedia Projector

	manipulation	- use the ruler to create, modify or delete tab settings • Explain how to carryout Design, Layout, Mailings and Review operations in word			- remove page breaks, mail merge) • Guide students on how to insert or remove page numbers and others	
General Objective 4. Understand Spreadsheet Package and how to work with it.						
7-8	4.1 Describe spreadsheet package. 4.2 Describe the use of spreadsheet package. 4.3 Explain process of carrying out basic spreadsheet operation. 4.4 Explain how to use spreadsheet to carry out general statistical functions using cell references in a spreadsheet. 4.5 Explain how to perform specific accounting functions using spread sheet. 4.6 Highlight data security requirements on spread sheet data. 4.7 Explain the use of a spread sheet in a forecasting project, Financial analysis	• Explain basic terminologies and concepts for spreadsheets such as Cell, Column, Row Range, Worksheet, Workbook etc • Describe ways of using spreadsheet to carry out general statistical functions using cell references in a spreadsheet. • Explain how to perform specific accounting functions and highlight data security requirements on spread sheet data. • List the use of a spread sheet in a forecasting project,	PC with Office Software and Apps connected to the internet Multimedia Projector 	• Open a spread sheet document • Create a spread sheet document • Carry out some key spreadsheet operations • Carry out some key spreadsheet operations using cell references • Carry out some key spreadsheet operations to perform specific accounting functions using spread sheet • Show data security requirements • Carry out some key spreadsheet operations in a forecasting project,	• Guide students to open, save and close workbooks • Guide students to carry out the following activities in Excel: select cells for a variety of purposes; copy and move data; change the column width or row height; create simple formulas and use common built-in functions. Merge and unmerge cells, cut, copy, and paste data • Guide students to format the data in a worksheet, create charts; sort or filter information in a	PC with Office Software and Apps connected to the internet, Multimedia Projector, Projector Screen

	production scheduling and control and other forms of modeling.	financial analysis, production scheduling and control and other forms of modeling.		financial analysis, production scheduling and control and other forms of modeling	worksheet; work with tables; and how to preview and print a report; insert/delete rows and columns; modify cell sizes; filter and sort data • Guide students to use accounting functions in a workbook • Guide students to carryout forecasting and analysis in excel	
General Objective 5.0: Understand Presentation Package and how to use it.						
9	5.1 Describe Presentation Package. 5.2 Explain how to use a Presentation Package to prepare presentations. 5.3 Explain how to insert and animate multimedia objects on slides. 5.4 Explain how to apply transitions to slides, share presentations and publish slides. 5.5 Explain file types compatible with	• Explain how to plan and design a presentation • Explain how to create a presentation and use basic formatting features on a slide • Explain how to manipulate text or objects on slides	PC with Office Software and Apps connected to the internet Multimedia Projector Projector Screen	• Create a PowerPoint presentation • Apply transitions to slides, share presentations and publish slides • Demonstrate file types compatible with presentation • Demonstrate the design slides (show how to use templates)	• Demonstrate how to connect to external/extended monitors to display presentation (Cables, Audio) • Demonstrate how to use presentation views and modes • Demonstrate how to add animations, effects, and slide transitions • Demonstrate how to create and	PC with Office Software and Apps connected to the internet, Multimedia Projector, Projector Screen

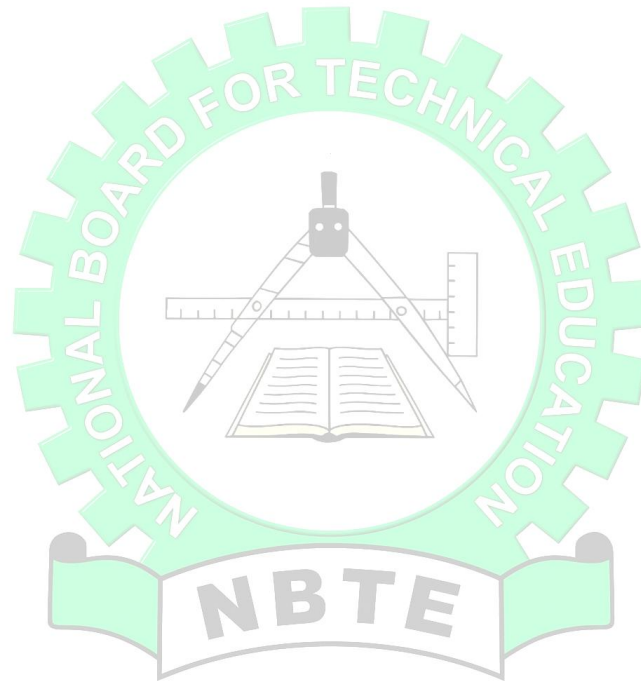
	presentation.				organize slides (Slide management, Inserting and managing media files) • Demonstrate presentation software options (Presentations, Add slides, Delete slides, revise slide order, Layout)	
General Objective 6.0: Understand common graphics packages						
10-11	6.1 Explain different types of graphic representations e.g. pictures, drawings, charts, animations, etc. 6.2 Explain application areas of graphic packages. 6.3 Explain the interface and design space of Graphic Packages. 6.4 Explain various tools and their functions in graphic application packages. 6.5 Explain how to create a simple graphic design.	• Define Graphic images • Explain types of Digital image file: TIFF, JPEG, GIF, PNG, etc. • Explain features of: Greeting cards, flyers, posters, Newsletters, Brochures • Explain the Menus and Toolbox of a graphic design application. • Explain the process of creating and saving a design document.	PC Multimedia projector Graphic application packages	• Demonstrate basic understanding of graphic applications. • Identify different tools in the toolbox. • Design a business card that has text and a logo. • Apply color to an object and create an outline.	• Identify different graphic Application Packages. • Explore the toolbox and other features of the interface. • Demonstrate how to create and save documents, use fonts, resizing, rotating and moving documents. • Guide students to design a business	PC Multimedia projector Graphic application packages

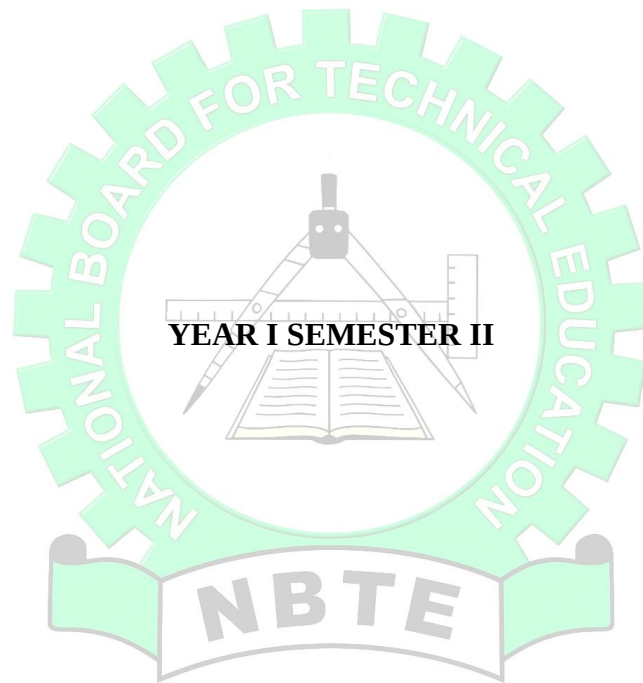
		• Explain how to manipulate Fonts and Images • Explain how to use colors			card	
General Objective 7.0: Understand the process of Desktop Publishing						
12-13	7.1 Explain the design tools used for Desktop Publishing 7.2 Demonstrate the basics of using vector graphics and node editing for graphics and text 7.3 Explain the process of using graphic software to produce a newsletter and a flyer. 7.4 Explain the use of various formatting tools in a graphics package. 7.5 Explain how to format a document into columns, how to use text wrap, and how to create Drop Caps. 7.6 Explain the process of designing brochures and letterheads. 7.7 Explain how to add 3D effects to text and objects.	• Demonstrate the interfaces of different Desktop Publishing Packages • Carryout an overview of different graphic application packages. • Identify the strengths and weaknesses of different Graphic Application Packages. • Explain layout and formatting of newsletters and flyers • Identify the design tools needed for creating Brochures and Letterheads.	PC Multimedia projector 	• Demonstrate basic understanding of Desktop Publishing Applications packages. • Creating a side-fold greeting card for an event • Create a standard page poster that includes text and photo. • Create a two-page newsletter • Create columns and wrap text around graphics • Create drop caps. • Create a two-page newsletter • Create columns and wrap text around graphics • Create drop caps. • Create a three-panel brochure for	Guide students in creating a side-fold greeting card. • Let students design using samples from templates and clip arts. • Guide students in designing a poster that includes text and photo. • Guide students in creating a two-page newsletter with columns, text wrap, and drop caps. • Guide students to design a letterhead. • Guide students to create various kinds of brochures. • Demonstrate how to use Callouts and Connectors	PC Multimedia projector, Graphic application packages

				a business enterprise. • Create a multiple page brochure for an educational institution. • Create a letterhead with logo. • Create a short slideshow that includes charts, graphs and 3D bitmap effects	for creating chart and the Ellipse tool to draw pie shapes.	
General Objective 8.0: Understand database management.						
14-15	8.1 Explain the functions of a Database Management System (DBMS) e.g. Microsoft Access, MySQL, SQL, etc. 8.2 Explain the features of a DBMS 8.3 Explain the building blocks of a Database. 8.4 Explain basic database operations.	• Explain the tools and menus in a DBMS • Define Fields, Records, Tables, Forms and Views • Explain different Data Types: • Numeric, String, Boolean, Date, etc. • Give examples of DBMS operations (update, sorting, etc.) • Explain Queries, update, sorting, etc.	PC connected to a Projector Relational DBMS	• Apply a DBMS to Create, Save, and Retrieve Personnel information • Carry out the following: using the records above: • Find and sort data • Create queries and forms • Create personnel report using the records above. • Print personnel report.	Guide students to: • Apply a DBMS to Create, Save, and Retrieve Personnel information • Carry out the following: using the records above: • Find and sort data • Create queries and forms • Create personnel report using the records above. • Print personnel report.	PC, Multimedia projector, Graphic application packages

COURSE ASSESSMENT:

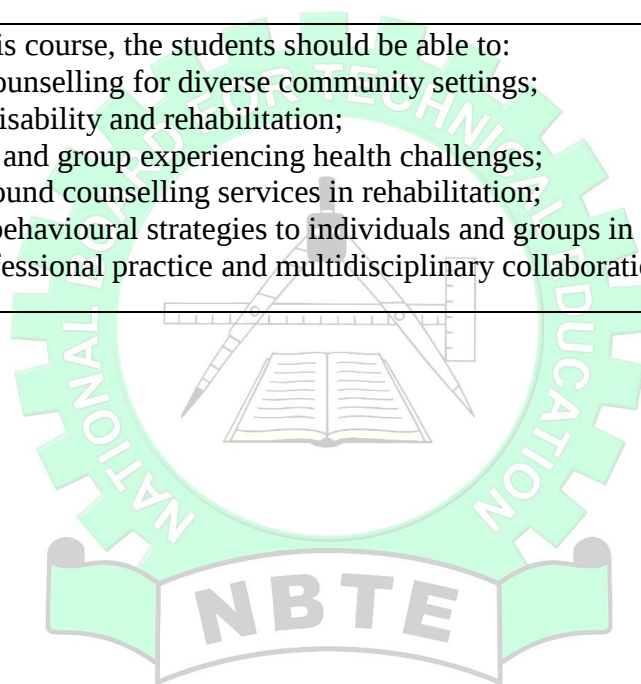
Course work:	10%
Test/Assignments:	10%
Practical:	40%
Examination:	40%
Total:	100%





Advanced Counselling in Health care

PROGRAMME: HIGHER NATIONAL DIPLOMA (HND) IN COMMUNITY REHABILITATION TECHNOLOGY		
COURSE TITLE: ADVANCED COUNSELLING IN HEALTH CARE	COURSE CODE: CRT 321	CONTACT HOURS: 3 HOURS/WEEK
	CREDIT UNITS: 3	THEORETICAL: 1 HOUR/WEEK
YEAR I SEMESTER II	PRE-REQUISITE:	PRACTICAL: 2 HOURS/WEEK
GOAL: This course is designed to equip students with the knowledge and skills in counselling techniques and psychosocial support for diverse medical conditions with the healthcare system.		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0. Know the principles, theories and models in counselling for diverse community settings; 2.0. Know major factors affecting health, illness, disability and rehabilitation; 3.0. Understand counselling supports to individual and group experiencing health challenges; 4.0. Know ethical, legal and professional issues around counselling services in rehabilitation; 5.0. Understand counselling, health education and behavioural strategies to individuals and groups in the community settings; 6.0. Know the principles and theories to guide professional practice and multidisciplinary collaboration.		



PROGRAMME: HIGHER NATIONAL DIPLOMA (HND) IN COMMUNITY REHABILITATION TECHNOLOGY							
COURSE TITLE: ADVANCED COUNSELLING IN HEALTH CARE			COURSE CODE: CRT 321		CONTACT HOURS: 3 HOURS/WEEK		
			CREDIT UNITS: 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 the knowledge and skills in counselling techniques and psychosocial support for diverse medical conditions with the healthcare system.							
GENERAL OBJECTIVE 1.0: Know the principles, theories and models in counselling for diverse community settings							
THEORETICAL CONTENT				PRACTICAL CONTENT			
Week	Specific Outcome	Learning	Teacher’s Activities	Resources	Specific Learning Outcome	Teacher’s Activities	Resources
1-2	1.1. Explain major counselling theories used in healthcare practice. 1.2. Differentiate between counselling approaches and techniques. 1.3. Discuss the application of counselling models in rehabilitation settings. 1.4. Analyse therapeutic relationships in healthcare counselling. 1.5. Describe patient-centered approaches into counseling practice		• Explain major counselling theories used in healthcare practice. • Differentiate between counselling approaches and techniques. • Discuss the application of counselling models in rehabilitation settings. • Analyse therapeutic relationships in healthcare counselling. • Describe patient-centered approaches into counseling practice.	Textbooks Powerpoint slides Audiovisual instruction materials			
General Objective 2.0 Describe major factors affecting health, illness, disability and rehabilitation.							

3-6	2.1 Explain the concept of health, illness, disability, impairment and rehabilitation according to WHO. 2.2 Describe various factors affecting rehabilitation outcomes in the community. 2.3 Explain psychosocial issues surrounding rehabilitation. 2.4 Describe socioeconomic roles affecting rehabilitation accessibility.	• Explain the concept of health, illness, disability, impairment and rehabilitation according to WHO • Describe various factors affecting rehabilitation outcomes in the community. • Explain psychosocial issues surrounding rehabilitation • Describe socioeconomic roles affecting rehabilitation accessibility.	Flip charts and discussion boards Textbooks Powerpoint slides Audiovisual instruction materials	• Simulate various concepts of health, illness, disability and rehabilitation • Demonstrate the impact of various factors in rehabilitation outcomes in the community.	• Guide students to understand the various concepts • Lead students into field work experience	Vehicle Case scenarios
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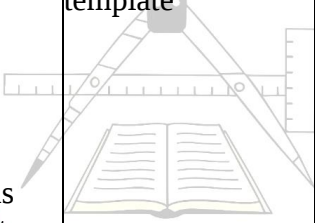
General Objective 3.0: Understand counselling supports to individual and group experiencing health challenges.

7-8	3.1 Highlight psychosocial assessment tools 3.2 Describe counselling needs of patients and caregivers in common scenarios. 3.3 Discuss supporting services for chronic illness and disability 3.4 Recommend appropriate referral services where necessary.	• Explain the use of psychosocial assessment checklists • Describe counselling needs of patients and caregivers in common scenarios. • Explain various counselling techniques to provide supporting services for chronic illness and disability • Describe various situations where appropriate referral service is necessary.	Textbook Power points Audio-visual aids Teaching aids Assessment checklists	• Identify common stressors and burnout in caregivers • Demonstrate the use of assessment checklists • Analyse various scenarios demanding appropriate referral • Demonstrate various counselling techniques for	• Guide students in the use of assessment checklist • Guide students to analyse case scenarios • Organize hospital visits or field trip • Role play common scenarios of stress and burnout in patients	Vehicle Role-play cards Assessment checklist
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				common needs.		
General Objective 4.0: Know ethical, legal and professional issues around counselling services in rehabilitation.						
9-10	4.1 Explain ethical principles guiding counselling practice. 4.2 Discuss confidentiality and informed consent in counselling. 4.3 Explain professional boundaries in therapeutic relationships. 4.4 Analyse ethical dilemmas in healthcare counselling.	• Explain ethical principles guiding counselling practice. • Discuss confidentiality and informed consent in counselling. • Explain professional boundaries in therapeutic relationships. • Analyse ethical dilemmas in healthcare counselling.	Textbooks MRTB code of ethics CRWs Scope of Practice	• Identify professional boundaries in therapeutic relationships. • Apply ethical decision-making principles in practice situations.	• Role play professional boundaries in practice • Simulate the applications of various ethical decision making	MRTB code of ethics CRWs Scope of Practice Role play cards Case scenarios
General Objective 5.0: Understand counselling, health education and behavioural strategies to individuals and groups in the community settings.						
11-12	5.1 Explain the concept of health promotion, health education and behavioural strategies as the relate to community rehabilitation. 5.2 Explain the roles of mass media in health education, promotion and behavioural changes in enhancing rehabilitation outcomes. 5.3 Highlight the major steps in counselling, health education and behaviour changes approach.	• Discuss the concept of health promotion, health education and behavioural strategies as the relate to community rehabilitation. • Explain the roles of mass media in health education, promotion and behavioural changes in enhancing rehabilitation outcomes. • Describe the major steps in counselling, health education and	Textbooks Charts Health education materials Flip charts and multimedia tools Behaviour change communication manuals Evaluation forms Community health education resources	• Develop individualized counselling plans. • Design basic health education sessions. • Apply behaviour change communication strategies. • Conduct group counseling and support sessions.	• Demonstrate counselling intervention planning. • Supervise group counselling activities. • Organize health education presentations. • Facilitate practical sessions on behavior change techniques. • Guide students in intervention evaluation exercises.	Vehicle Assessment checklists Audio recorder Video recorder Writing materials

	5.4 Discuss the effects of various counselling intervention for individuals and groups	behaviour changes approach. • Explain the effects of various counselling intervention for individuals and groups				
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General Objective 6.0: Know the principles and theories to guide professional practice and multidisciplinary collaboration.

13-15	6.1 Explain the importance of applying counselling principles and theories in practice. 6.2 Describe the concept of multidisciplinary collaboration. 6.3 Explain collaborative approaches in patient management 6.4 Discuss referral systems and community support networks.	• Explain the importance of applying counselling principles and theories in practice • Describe the concept of multidisciplinary collaboration • Explain collaborative approaches in patient management • Discuss referral systems and community support networks.	Textbooks Audiovisual materials Power points Referral form template 	• Identify members of multidisciplinary healthcare teams. • Demonstrate effective interdisciplinary communication. • Participate in team-based case management discussions.	• Organize multidisciplinary case conferences. • Facilitate teamwork and collaboration exercises. • Guide students in referral and networking activities. • Supervise interdisciplinary simulation exercises.	Referral form template PA System Vehicle
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COURSE ASSESSMENT:

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

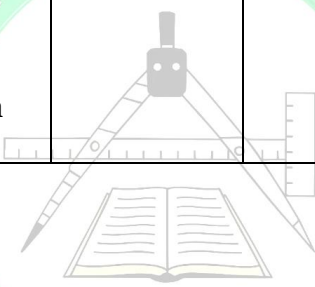
Management of Community Rehabilitation Services

PROGRAMME: HIGHER NATIONAL DIPLOMA (HND) IN COMMUNITY REHABILITATION TECHNOLOGY		
COURSE TITLE: MANAGEMENT OF COMMUNITY REHABILITATION SERVICES	COURSE CODE: CRT 322	CONTACT HOURS: 3 HOURS/WEEK
	CREDIT UNITS: 3	THEORETICAL: 1 HOUR/WEEK
YEAR: I SEMESTER: II	PRE-REQUISITE:	PRACTICAL: 2 HOURS/WEEK
GOAL: This course is designed to equip students with the knowledge, skills, attitudes, and professional competencies required for effective management, coordination, supervision, and delivery of community rehabilitation services within the Nigerian health system in accordance with Medical Rehabilitation Therapists Board of Nigeria (MRTBN) standards, national rehabilitation protocols, and community-based rehabilitation principles.		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Understand the concepts of community rehabilitation services in Nigeria; 2.0 Know the management principles in planning, coordinating, supervising, and evaluating rehabilitation services at community and primary healthcare levels; 3.0 Know the relevant rehabilitation protocols, referral systems, documentation standards, and multidisciplinary approaches in community rehabilitation practice; 4.0 Know the skills in community mobilization, advocacy, monitoring, and resource management for rehabilitation service delivery; 5.0 Understand ethical, legal, and professional standards guiding rehabilitation practice under MRTBN regulations and the Nigerian health system; 6.0 Understand the effects of clinical/community-based rehabilitation programmes for persons with disabilities, chronic illnesses, injuries, and vulnerable groups;		

PROGRAMME: NATIONAL DIPLOMA (HND) IN COMMUNITY REHABILITATION TECHNOLOGY						
COURSE TITLE: MANAGEMENT OF COMMUNITY REHABILITATION SERVICES			COURSE CODE: CRT 322	CONTACT HOURS: 3 HOURS/WEEK		
YEAR: I SEMESTER: II			CREDIT UNITS: 3	THEORETICAL: 1 HOUR/WEEK		
			PRE-REQUISITE:	PRACTICAL: 2 HOURS/WEEK		
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to equip students with the knowledge, skills, attitudes, and professional competencies required for effective management, coordination, supervision, and delivery of community rehabilitation services within the Nigerian health system in accordance with Medical Rehabilitation Therapists Board of Nigeria (MRTBN) standards, national rehabilitation protocols, and community-based rehabilitation principles.						
GENERAL OBJECTIVE 1.0: Understand the of community rehabilitation services 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 Explain the meaning, scope, and objectives of community rehabilitation services. 1.2 Explain concepts using Nigerian healthcare examples and rehabilitation service models. 1.3 Describe levels of healthcare and rehabilitation service delivery in Nigeria. 1.4 Illustrate referral pathways and rehabilitation structures within PHC, secondary, and tertiary care. 1.5 Discuss functions of MRT professionals and	• Explain the meaning, scope, and objectives of community rehabilitation services • Explain concepts using Nigerian healthcare examples and rehabilitation service models • Describe levels of healthcare and rehabilitation service delivery in Nigeria • Illustrate referral pathways and rehabilitation structures within PHC, secondary, and tertiary care • Discuss functions of MRT professionals and	Whiteboard, charts, multimedia projector National Rehabilitation Policy documents WHO-CBR guidelines, videos, flip charts Referral flow diagrams			

	multidisciplinary team members.	multidisciplinary team members				
General Objective 2.0: Know the management principles in planning, coordinating, supervising, and evaluating rehabilitation services at community and primary healthcare levels						
3-5	2.1 Explain basic management functions in rehabilitation services 2.2 Discuss planning, organizing, staffing, directing, and controlling functions. 2.3 Describe supervision and coordination strategies in rehabilitation programmes. 2.4 Describe leadership and teamwork in multidisciplinary rehabilitation practice.	• Explain basic management functions in rehabilitation services • Discuss planning, organizing, staffing, directing, and controlling functions. • Describe supervision and coordination strategies in rehabilitation programmes. • Describe leadership and teamwork in multidisciplinary rehabilitation practice.	Whiteboard, multimedia projector Management charts, lecture notes Inventory records, budgeting templates	• Demonstrate supervision methods and reporting systems • Organize group discussions and role-play activities	Guide students to: • Demonstrate supervision methods and reporting systems • Organize group discussions and role-play activities	Sample supervision tools, reporting templates Teamwork scenarios, audiovisual materials
General Objective 3.0: Know the relevant rehabilitation protocols, referral systems, documentation standards, and multidisciplinary approaches in community rehabilitation practice						
6-8	3.1 Explain resource management in rehabilitation services 3.2 Explain rehabilitation referral systems and continuity of care. 3.3 Describe standard documentation and reporting procedures in rehabilitation practice. 3.4 Explain basic rehabilitation protocols	• Explain resource management in rehabilitation services • Explain rehabilitation referral systems and continuity of care. • Describe standard documentation and reporting procedures in rehabilitation practice. • Explain basic rehabilitation protocols for	Whiteboard, Chats, multimedia projector Whiteboard, Chats Whiteboard, Chats Clinical guidelines, protocol manuals	• Demonstrate referral procedures and follow-up mechanisms • Demonstrate clinical documentation and record management • Demonstrate use of protocols for stroke, cerebral palsy, musculoskeletal disorders, and	Guide students to: • Demonstrate referral procedures and follow-up mechanisms • Demonstrate clinical documentation and record management • Demonstrate use of protocols for stroke, cerebral palsy, musculoskeletal	Referral forms, patient records Sample case notes, registers Clinical guidelines, protocol manuals

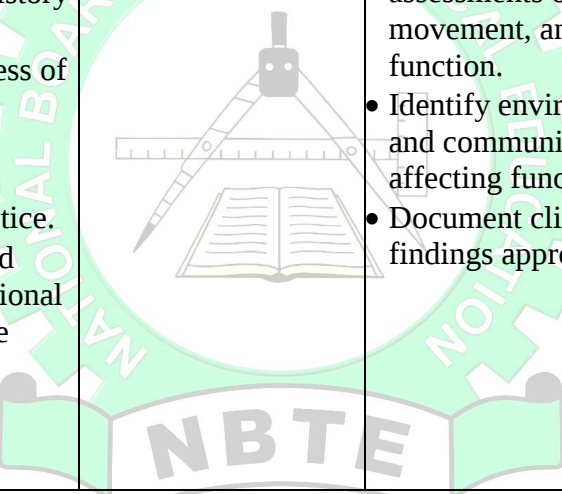
	for common disabilities and chronic conditions. 3.5 Discuss monitoring and evaluation processes in community rehabilitation programmes.	common disabilities and chronic conditions. • Discuss monitoring and evaluation processes in community rehabilitation programmes.	Marker Board, Checklist, flip charts	chronic illness rehabilitation	disorders, and chronic illness rehabilitation	
General Objective 4.0: Know the skills in community mobilization, and resource management for rehabilitation service delivery						
9-10	4.1 Describe concept of Community Mobilization. 4.2 Explain resource management in rehabilitation programme. 4.3 Highlight rational behind advocacy in rehabilitation services	- Describe concept of Community Mobilization. - Explain resource management in rehabilitation programme. - Highlight rational behind advocacy in rehabilitation services	Marker Board, Checklist, flip charts			
General Objective 5.0: Understand ethical, legal, and professional standards guiding rehabilitation practice under MRTBN regulations and the Nigerian health system						
11-13	5.1 Describe ethical principles in rehabilitation practice. 5.2 Discuss confidentiality, informed consent, and patient rights. 5.3 Explain MRTBN regulatory provisions guiding rehabilitation practice 5.4 Describe advocacy and disability rights within the Nigerian context.	- Describe ethical principles in rehabilitation practice. - Discuss confidentiality, informed consent, and patient rights. - Explain MRTBN regulatory provisions guiding rehabilitation practice - Describe advocacy and disability rights within the Nigerian context. - Discuss MRTBN Act,	Marker Board, Checklist, flip charts			

	5.5 Discuss MRTBN Act, licensing, and professional standards.	licensing, and professional standards.				
General Objective 6.0: Understand clinical/community-based rehabilitation programmes for persons with disabilities, chronic illnesses, injuries, and vulnerable groups						
13-15	6.1 Describe Clinical-Based rehabilitation services. 6.2 Describe Community-Based rehabilitation programmes. 6.3 Explain Vulnerability in rehabilitation care. 6.4 Describe Persons with disability, chronic illnesses and injuries in the community.	• Describe Clinical-Based rehabilitation services. • Describe Community-Based rehabilitation programmes. • Explain Vulnerability in rehabilitation care. • Describe Persons with disability, chronic illnesses and injuries in the community.	Marker Board, Checklist, flip charts 	• Organize simulated and real case conferences • Identify case scenarios • Role-play, simulation	Guide students to: • Organize simulated and real case conferences • Identify case scenarios Role-play, simulation	Conference records, patient case summaries Multimedia projector, Public Address System
COURSE ASSESSMENT: Course work: 10% Test/Assignments: 10% Practical: 40% Examination: 40% Total: 100%						

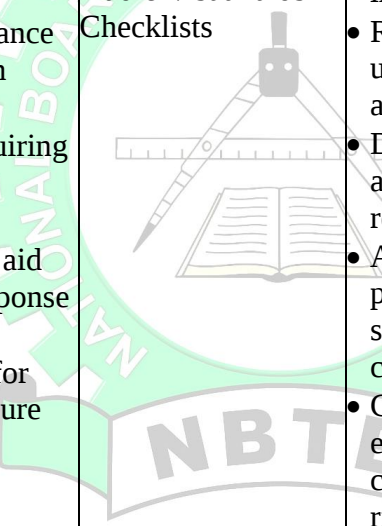
Clinical Skills in Community Rehabilitation II

PROGRAMME: HIGHER NATIONAL DIPLOMA (HND) IN COMMUNITY REHABILITATION TECHNOLOGY		
COURSE TITLE: CLINICAL SKILLS IN COMMUNITY REHABILITATION II	COURSE CODE: CRT 323	CONTACT HOURS: 3 HOURS/WEEK
	CREDIT UNITS: 3	THEORETICAL: 1 HOUR/WEEK
YEAR: I SEMESTER: II	PRE-REQUISITE: CLINICAL SKILLS IN COMMUNITY REHABILITATION I	PRACTICAL: 2 HOURS/WEEK
GOAL: This course is designed to equip students with the knowledge and skills necessary for effective rehabilitation service delivery in the community settings.		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Understand the principles and procedures necessary for community rehabilitation practice; 2.0 Understand clinical and functional assessment to determine individual with rehabilitation needs in community settings; 3.0 Comprehend therapeutic interventions used in the community; 4.0 Know the use of common assistive technologies and adaptive equipment for functional independence in the community; 5.0 Know risks, complications and emergency requiring prompt referral in the community; 6.0 Understand community-based interventions and referral strategies for individuals with functional needs; 7.0 Know rehabilitation outcome of patients in the community.		

PROGRAMME: HIGHER NATIONAL DIPLOMA (HND) IN COMMUNITY REHABILITATION TECHNOLOGY						
COURSE TITLE: CLINICAL SKILLS IN COMMUNITY REHABILITATION II		COURSE CODE: CRT 323		CONTACT HOURS: 3 HOURS/WEEK		
		CREDIT UNITS: 3		THEORETICAL: 1 HOUR/WEEK		
YEAR: I SEMESTER: II		PRE-REQUISITE: : CLINICAL SKILLS IN COMMUNITY REHABILITATION I		PRACTICAL: 2 HOURS/WEEK		
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to equip students with the knowledge and skills necessary for effective rehabilitation service delivery in the community settings.						
GENERAL OBJECTIVE 1.0: Understand the principles and procedures necessary for community rehabilitation 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 the principles of clinical practice in community rehabilitation. 1.2. Highlight common rehabilitation conditions encountered in community settings. 1.3. Describe basic clinical procedures used in rehabilitation practice. 1.4. Discuss infection prevention and control measures in clinical practice.	• Explain the principles of clinical practice in community rehabilitation. • Highlight common rehabilitation conditions encountered in community settings. • Describe basic clinical procedures used in rehabilitation practice. • Discuss infection prevention and control measures in clinical practice. • Describe safe handling and positioning techniques during	Textbooks Powerpoint slides Charts Audio-visual aids	• Identify common rehabilitation conditions encountered in community settings. • Demonstrate safe handling and positioning techniques during rehabilitation procedures. • Carry out common clinical procedures suitable for community rehabilitation practice.	• Demonstrate clinical procedures and techniques. • Organize practical laboratory sessions. • Supervise infection prevention demonstrations.	Clinical procedure manuals, Infection prevention guidelines, Demonstration couches/mats, Personal protective equipment (PPE), Anatomical charts and models

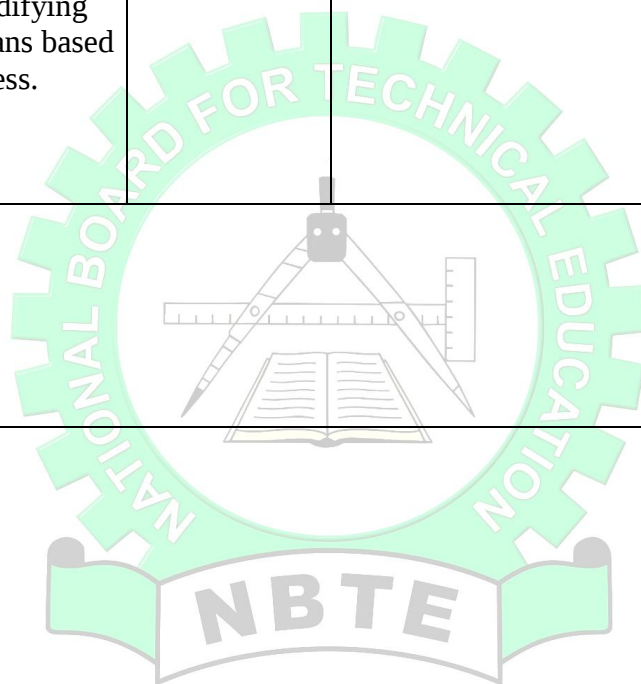
	1.5. Describe safe handling and positioning techniques during rehabilitation procedures.	rehabilitation procedures.				
General Objective 2.0: Understand clinical and functional assessment to determine individual with rehabilitation needs in community settings						
4-5	2.1 Highlight common functional assessments for disabilities in the community. 2.2 Explain steps in history taking 2.3 Describe the process of history taking and documentation in community rehabilitation practice. 2.4 Assess barriers and limitation to functional participation in the community.	• Describe common functional assessments for disabilities in the community. • Explain steps in history taking. • Describe the process of history taking and documentation in community rehabilitation practice. • Assess barriers and limitation to functional participation in the community	Textbooks Patient's casenote template Chart Audio-visual aids 	• Obtain relevant patient history and clinical information. • Conduct observational assessments of posture, movement, and function. • Identify environmental and community barriers affecting function. • Document clinical findings appropriately.	• Demonstrate patient interviewing techniques. • Supervise functional assessment practical sessions. • Organize simulated patient assessments. • Guide students in clinical documentation exercises.	Assessment forms and templates, Simulated patient cases, Functional assessment checklists, Documentation samples, Mobility assessment tools, Wheelchairs and adaptive devices
General Objective 3.0: Comprehend basic therapeutic interventions used in the community.						
6-7	3.1 Describe range of motion exercises safely. 3.2 Explain basic positioning and transfer techniques. 3.3 Highlight simple	• Describe range of motion exercises safely. • Explain basic positioning and transfer techniques. • Explain simple strengthening and	Textbooks Charts Powerpoint slides Audio-visual aids	• Demonstrate range of motion exercises safely. • Apply basic positioning and transfer techniques. • Conduct simple strengthening and mobility exercises.	• Demonstrate therapeutic exercises and mobility training. • Organize supervised	Demonstration couches/mats, PPE, Anatomical charts and models, Exercise mats and plinths

	strengthening and mobility exercises. 3.4 Highlight the importance of home exercise programmes to patients and caregivers. 3.5 Describe safe use of assistive devices during intervention.	mobility exercises. - Describe various home exercise programmes. - Explain safe use of assistive devices during intervention.		- Educate clients on home exercise programmes. - Demonstrate safe use of assistive devices during intervention.	practical sessions. - Guide students during patient handling practice. - Facilitate peer demonstration exercises. - Provide corrective feedback during skills practice.	Therapy bands and exercise equipment, Mobility aids and assistive devices, Positioning aids, Practical demonstration videos, Home exercise programme templates
General Objective 4.0: Know the use of common assistive technologies and adaptive equipment for functional independence in the community.						
8-9	4.1 Highlight common rehabilitation equipment and assistive devices in community settings. 4.2 Describe the use of mobility aids and adaptive devices. 4.3 Recommend appropriate assistive devices based on client functional needs.	- Discuss common rehabilitation equipment and assistive devices in community settings. - Explain the use of mobility aids and adaptive devices. - Explain the process of selecting appropriate assistive devices based on client functional needs.	Textbooks Charts Powerpoint slides Audio-visual aids	- Use rehabilitation equipment in community settings - Apply adaptive techniques to improve participation in daily activities. - Teach clients and caregivers the proper use and maintenance of assistive devices.	- Role play appropriate use of rehabilitation and assistive devices. - Organize hands-on practical sessions on adaptive techniques. - Supervise students during mobility aid training. - Facilitate demonstrations on device maintenance and	Wheelchairs, crutches, walkers, and canes, Adaptive equipment and splints, Assistive technology manuals, Demonstration videos, Practical laboratory space, Client case scenarios

					safety. • Guide students in client-centered assistive device selection exercises.	
General Objective 5.0: Know risks, complications and emergency requiring prompt referral in the community.						
10-11	5.1 List common complications associated with disability and immobility. 5.2 Highlight the importance of timely referral in patient care 5.3 Describe signs requiring urgent referral or medical attention. 5.4 Outline basic first aid and emergency response procedures. 5.5 Explain strategies for prevention of pressure sores, falls, and contractures.	• Discuss common complications associated with disability and immobility. • Explain the importance of timely referral in patient care • Describe signs requiring urgent referral or medical attention. • Analyze basic first aid and emergency response procedures. • Explain strategies for prevention of pressure sores, falls, and contractures.	Textbooks Charts Powerpoint slides Audio-visual aids Checklists 	• Identify common complications associated with disability and immobility. • Recognize signs requiring urgent referral or medical attention. • Demonstrate basic first aid and emergency response procedures. • Apply strategies for prevention of pressure sores, falls, and contractures. • Create visual content to educate clients and caregivers on safety and risk prevention measures.	• Role play common complications in community practice. • Facilitate case scenarios requiring urgent referral • Demonstrate emergency response and first aid procedures. • Organize practical sessions on risk prevention techniques. • Supervise simulations involving emergency scenarios. • Guide students in caregiver safety	First aid kits , Pressure sore prevention materials, Emergency response guidelines, Safety and fall prevention checklists, Demonstration mannequins/models, Clinical simulation scenarios

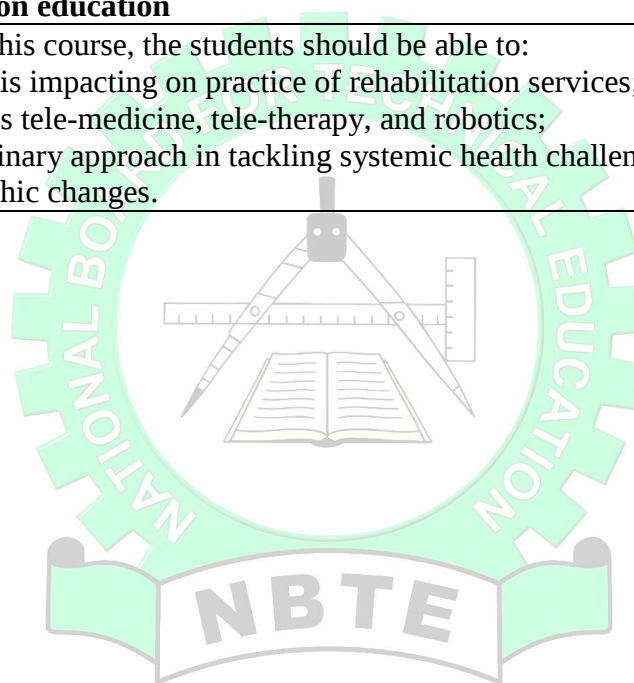
					education exercises.	
General Objective 6.0: Understand community-based interventions and referral strategies for individuals with functional needs						
12-13	6.1 Describe simple rehabilitation intervention plans for community rehabilitation practice. 6.2 List appropriate community rehabilitation services. 6.3 Recommend suitable referral pathways for specialized care. 6.4 Highlight the importance of clients and caregivers' education in rehabilitation management. 6.5 Explain the process of monitoring and documenting intervention outcomes.	• Explain simple rehabilitation intervention plans for community rehabilitation practice. • Describe appropriate community rehabilitation services. • Discuss essence of suitable referral pathways for specialized care. • Evaluate the importance of clients and caregivers' education in rehabilitation management. • Explain the process of monitoring and documenting intervention outcomes.	Textbooks Powerpoints Referral template Gant charts Audio-visual aids	• Develop simple rehabilitation intervention plans. • Identify appropriate community rehabilitation services. • Recommend suitable referral pathways for specialized care. • Create video content to educate clients and caregivers on rehabilitation management. • Monitoring of Document intervention outcomes.	• Demonstrate rehabilitation planning procedures. • Supervise intervention planning exercises. • Facilitate referral pathway discussions. • Organize caregiver education simulations. • Guide students in outcome monitoring activities.	Rehabilitation planning templates, Referral templates, Public Address system, Documentation forms, Clinical scenarios
General Objective 7.0: Know rehabilitation outcome of patients in the community.						
14-15	7.1 Explain the importance of outcome evaluation in rehabilitation practice.	• Explain the importance of outcome evaluation in rehabilitation practice. • Discuss simple	Textbooks Powerpoints Referral template Gant charts	• Monitor client progress during rehabilitation interventions. • Apply functional outcomes accurately	• Demonstrate the use of outcome measurement tools. • Supervise practical sessions on progress	Functional outcome assessment checklists, Documentation templates Charts

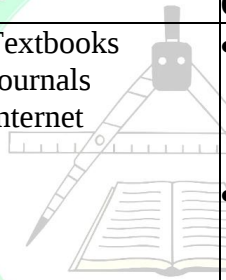
	7.2 List simple functional outcome measures appropriately. 7.3 Describe client progress monitoring techniques during rehabilitation interventions. 7.4 Recommend modifications to intervention plans based on client progress.	functional outcome measures appropriately. - Describe client progress monitoring techniques during rehabilitation interventions. - Evaluation various methods of modifying intervention plans based on client progress.	Checklists Audio-visual aids	- Document rehabilitation outcomes accurately - Demonstrate various modification techniques in rehabilitation practice	monitoring. - Guide students in documentation and reporting exercises. - Facilitate case review and intervention evaluation discussions. - Organize practical demonstrations on reassessment procedures.	Case records and reports Monitoring and evaluation forms Practical assessment videos
COURSE ASSESSMENT: Course work: 10% Test/Assignments: 10% Practical: 40% Examination: 40% Total: 100%						



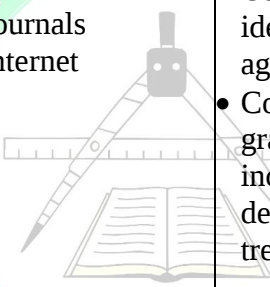
Contemporary Issues in Rehabilitation

PROGRAMME: HIGHER NATIONAL DIPLOMA (HND) IN COMMUNITY REHABILITATION TECHNOLOGY		
COURSE TITLE: CONTEMPORARY ISSUES IN REHABILITATION	COURSE CODE: CRT 324	CONTACT HOURS: 2 HOURS/WEEK
	CREDIT UNITS: 2	THEORETICAL: 1 HOUR/WEEK
YEAR I SEMESTER II	PRE-REQUISITE:	PRACTICAL: 1 HOUR/ WEEK
GOAL: This course is designed to equip the student with the knowledge and skills of current developments and trends in both rehabilitation service delivery and rehabilitation education		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Understand how cutting-edge technology is impacting on practice of rehabilitation services; 2.0 Know some modern clinical trends such as tele-medicine, tele-therapy, and robotics; 3.0 Understand the importance of interdisciplinary approach in tackling systemic health challenges; 4.0 Know the nature of the modern demographic changes.		



PROGRAMME: HIGHER NATIONAL DIPLOMA (HND) COMMUNITY REHABILITATION TECHNOLOGY						
COURSE TITLE: CONTEMPORARY ISSUES IN REHABILITATION			COURSE CODE: CRT 324		CONTACT HOURS: 2 HOURS/WEEK	
			CREDIT UNITS: 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 the students with the knowledge and skills of current developments and trends in both rehabilitation service delivery and rehabilitation education						
GENERAL OBJECTIVE 1.0: Understand how cutting-edge technology is impacting on practice of rehabilitation services						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher’s Activities	Resources	Specific Learning Outcome	Teacher’s Activities	Resources
1-3	1.1 Discuss cutting-edge technology in rehabilitation 1.2 Identify key types of modern rehabilitation technologies 1.3 Describe the role of Artificial Intelligence (AI) in rehabilitation 1.4 Explain the concept of telerehabilitation 1.5 Describe the role of robotics in rehabilitation 1.6 Explain the use of Virtual Reality (VR) and Augmented Reality (AR) 1.7 Discuss the benefits of technology in rehabilitation practice	• Explain the differences between traditional and modern rehabilitation • Explain AI using simple examples (e.g., apps that track patient progress) • Explain the concept of telerehabilitation • Explain how robots assist in movement and therapy exercises. • Explain how VR can improve engagement and learning.	Textbooks Journals Internet 	• Simulate the use of simple digital tools in delivering rehabilitation support • Write observation report on VR/AR demonstrations or simulations (video or app-based). • Interpret basic patient data or case scenarios to suggest how AI could be used to personalise treatment plans • Demonstrate a remote rehabilitation session via virtual communication tools • Use sample data or	• Guide students to: • Simulate the use of simple digital tools in delivering rehabilitation support • Show VR/AR demonstrations or simulations (video or app-based). • Interpret basic patient data or case scenarios to suggest how AI could be used to personalise treatment plans • Demonstrate a remote rehabilitation session via virtual communication tools • Use sample data or	Charts Pictorials Multimedia Audiovisual equipment Video clips

	1.8 Identify challenges associated with new technologies			wearable-device outputs to track progress and suggest necessary adjustments to therapy	wearable-device outputs to track progress and suggest necessary adjustments to therapy	
General Objective 2.0: Know some modern clinical trends such as tele-medicine, tele-therapy, and robotics						
4-6	2.1 Define modern clinical trends in rehabilitation 2.2 Define telemedicine 2.3 Define tele-therapy (telerehabilitation) 2.4 State key modern clinical trends 2.5 Describe the role of telemedicine in rehabilitation 2.6 Describe the role of tele-therapy in rehabilitation. 2.7 Describe the role of robotics in rehabilitation.	• Explain modern clinical trends • Explain telemedicine • Explain tele-therapy • Explain that telemedicine enables remote consultations • Explain that tele-therapy allows patients to receive therapy at home • Explain that robotics assists movement and therapy exercises	Textbooks Journals Internet	• Simulate a telemedicine session by communicating with a “patient” using phone or video tools • Demonstrate how rehabilitation services can be delivered remotely by giving exercise instructions via video or mobile devices • Report presentation studies on the application of robotics in rehabilitation	Guide students to: • Simulate a telemedicine session by communicating with a “patient” using phone or video tools • Demonstrate how rehabilitation services can be delivered remotely by giving exercise instructions via video or mobile devices • Demonstrate the application of robotics in rehabilitation	Charts Pictorials Multimedia Audiovisual equipment Video clips
General Objective 3.0: Understand the importance of interdisciplinary approach in tackling systemic health challenges						
7-10	3.1 Discuss the interdisciplinary approach in healthcare. 3.2 Explain the need for interdisciplinary approach in systemic health challenges. 3.3 Discuss how	• Explain the interdisciplinary approach in healthcare • Explain interdisciplinary approach in systemic health challenges	Textbooks Journals Internet	• Develop a joint care plan for a patient • Design a simple care plan that includes roles of different professionals	Guide students to: • Develop a joint care plan for a patient • Design a simple care plan that includes roles of different professionals	Charts Pictorials Multimedia Audiovisual equipment Video clips Sample care plan

	interdisciplinary teamwork improves healthcare outcomes. 3.4 Explain the concept of holistic care. 3.5 Discuss the role of interdisciplinary approach in solving systemic health challenges.	• Explain how teamwork improves diagnosis and treatment planning				
General Objective 4.0: Know the nature of the modern demographic changes						
11-15	4.1 4.1 Discuss modern demographic changes. 4.2 Identify key components of modern demographic changes 4.3 Describe global population growth trends. 4.4 Describe increasing life expectancy and ageing population. 4.5 Explain the process of urbanisation. 4.6 Describe migration trends. 4.7 Explain demographic transition	• Explain demographic changes as shifts in population characteristics. • Explain how the world population has increased significantly • Explain how people are living longer, leading to an increase in older populations • Explain the process of urbanisation	Textbooks Journals Internet 	• Use a diagram to identify features of an ageing population • Construct a simple graph showing increasing or decreasing population trends	• Guide students to: • Use a diagram to identify features of an ageing population • Construct a simple graph showing increasing or decreasing population trends	Charts Pictorials Multimedia Audiovisual equipment Video clips Simple graph

COURSE ASSESSMENT:

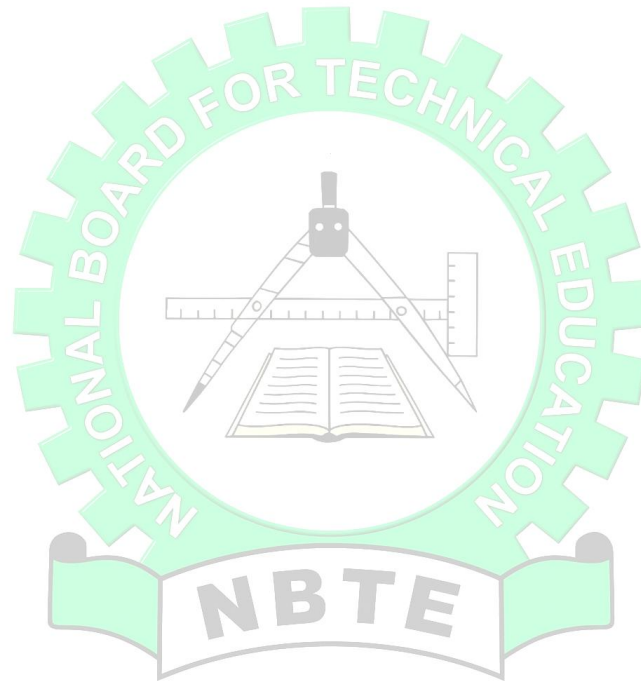
Course work: 10%

Test/Assignments: 10%

Practical: 40%

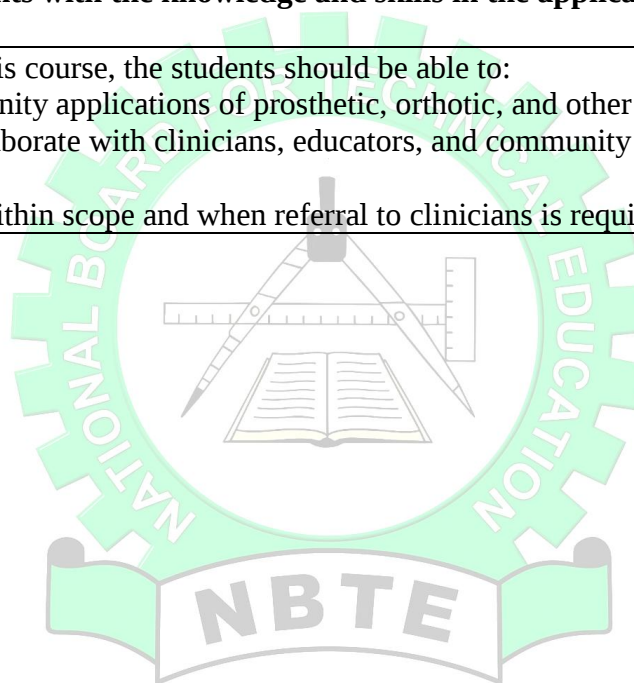
Examination: 40%

Total: 100%



Assistive Technology II

PROGRAMME: HIGHER NATIONAL DIPLOMA (HND) IN COMMUNITY REHABILITATION TECHNOLOGY		
COURSE TITLE: ASSISTIVE TECHNOLOGY II	COURSE CODE: CRT 325	CONTACT HOURS: 3 HOURS/WEEK
	CREDIT UNITS: 3	THEORETICAL: 1 HOUR/WEEK
YEAR: I SEMESTER: II	PRE-REQUISITE: ASSISTIVE TECHNOLOGY I	PRACTICAL: 2 HOURS/WEEK
GOAL: This Course is designed to equip students with the knowledge and skills in the application, adaptation, and community integration of assistive technologies.		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Understand the purpose, types, and community applications of prosthetic, orthotic, and other supportive devices; 2.0 Know accessibility and inclusion, and collaborate with clinicians, educators, and community leaders to enhance participation of persons with disabilities; 3.0 Understand the ethical burden of staying within scope and when referral to clinicians is required.		



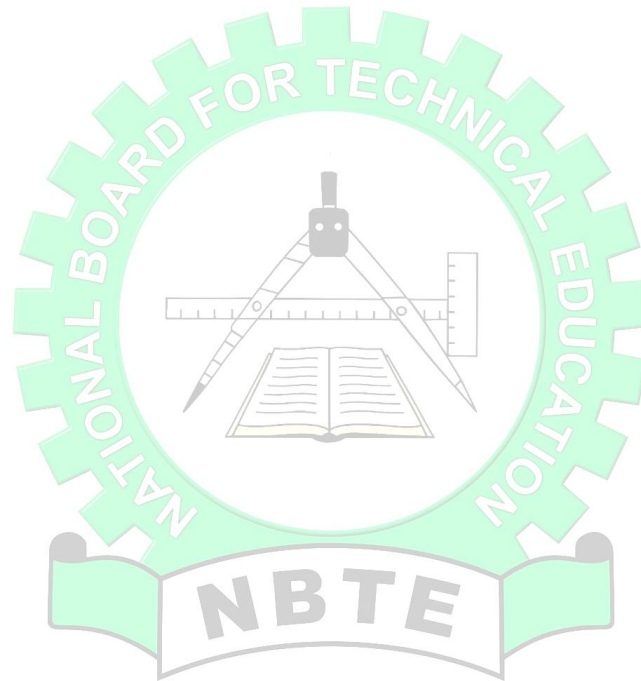
PROGRAMME: HIGHER NATIONAL DIPLOMA (HND) IN COMMUNITY REHABILITATION TECHNOLOGY						
COURSE TITLE: ASSISTIVE TECHNOLOGY II			COURSE CODE: CRT 325		CONTACT HOURS: 3 HOURS/WEEK	
			CREDIT UNITS: 3		THEORETICAL: 1 HOUR/WEEK	
YEAR: I SEMESTER: II			PRE-REQUISITE:		PRACTICAL: 2 HOURS/WEEK	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to equip students with the knowledge and skills in the application, adaptation, and community integration of assistive technologies.						
GENERAL OBJECTIVE 1.0: Understand the purpose, types, and community applications of prosthetic, orthotic, and other supportive devices						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher’s Activities	Resources	Specific Learning Outcome	Teacher’s Activities	Resources
1-5	1.1.Explain the importance of monitoring and evaluation in rehabilitation. 1.2.Discuss methods of outcome measurement. 1.3.Explain documentation and reporting protocols. 1.4.Discuss monitoring and evaluation in community programmes.	• Explain why CRTs must track device effectiveness (mobility, independence, participation); • Explain how evaluation supports continuous improvement. • Describe simple evaluation tools (observation checklists, patient feedback, participation records); • Explain difference between quantitative and qualitative measures.	WHO CBR Matrix,. Outcome measurement guides. Documentation manuals, community rehab texts. UN CRPD manuals	• Identify indicators of successful device use. • Practice using evaluation tools. • Develop sample evaluation reports. • Present group projects on evaluation strategies.	• Supervise group discussions on case studies. • Guide students in filling sample checklists and recording observations. • Supervise students in writing short reports based on mock cases. • Supervise group presentations and peer feedback.	Case reports, charts. Templates, forms, Flip charts, markers.

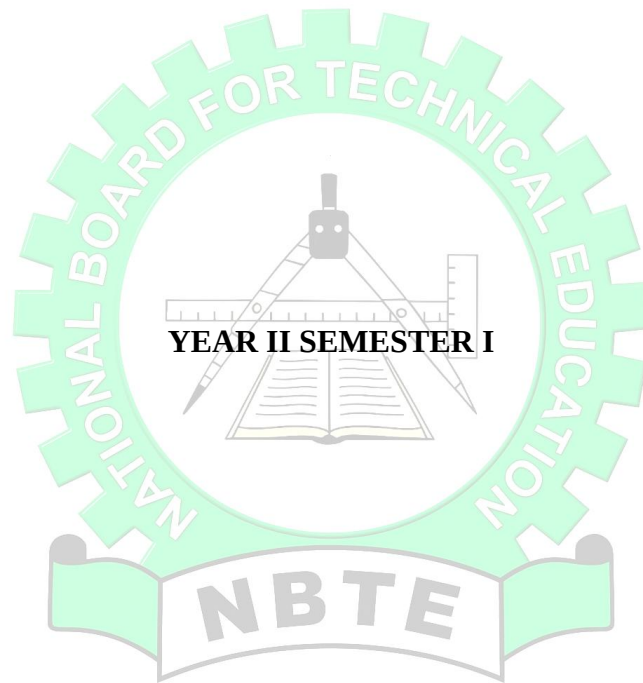
		• Describe CRTs record findings, prepare reports, and communicate results to clinicians and community leaders. • Discuss evaluation in ongoing rehabilitation; • Explain how feedback improves device provision and patient outcomes.				
General Objective 2.0: Know accessibility and inclusion, and collaborate with clinicians, educators, and community leaders to enhance participation of persons with disabilities						
6-10	2.1 Explain disability rights and accessibility standards. 2.2 Recognize the role of advocacy in rehabilitation. 2.3 Discuss interdisciplinary collaboration in assistive technology. 2.4 Explain advocacy and collaboration in community programmes.	• Discuss UN CRPD principles, accessibility laws, and community rights; • Explain how assistive technology supports inclusion. • Discuss advocacy strategies (community sensitization, awareness campaigns); use examples of successful advocacy programmes. • Discuss teamwork between CRTs, clinicians, educators, and community	UN CRPD documents, WHO guidelines. WHO CBR Matrix, advocacy case studies. WHO guidelines.	• Draft notes on accessibility standards. • Prepare advocacy messages for community use. • Role-play collaboration scenarios.	• Group discussions and short write-ups. • Guide students in drafting posters or short presentations. • Students acting as CRTs, clinicians, and educators in team exercises. • Group presentations and peer feedback.	Flip charts, Templates. Posters, markers. Role cards,. charts.

		leaders; • Explain benefits of collaboration for patient outcomes. • Explain how CRTs can support inclusion campaigns while working in teams.				
General Objective 3.0: Understand the ethical burden of staying within scope and when referral to clinicians is required						
11-15	3.1 Explain CRT scope of practice and referral triggers. 3.2 Discuss ethical responsibility in staying within scope. 3.3 Explain communication skills for referral decisions. 3.4 Integrate referral and ethics into community rehabilitation practice.	• Explain CRT limits (basic fitting, training, minor maintenance); • Explain clear referral situations (complex prosthetic fitting, medical complications, advanced orthotic adjustments) • Discuss on professional boundaries, patient safety, and accountability; • Emphasize ethical duty to “do no harm.” • Describe respectful communication with patients and families; explain how to build trust while referring.	WHO CBR Matrix, ISPO training standards. WHO ethics guidelines, UN CRPD. WHO communication guides, community rehab texts. WHO guidelines,.	• Identify referral scenarios. • Analyze ethical dilemmas. • Role-play referral conversations. • Present group projects on referral and ethics.	• Supervise case study discussions where students decide whether to act or refer. • Facilitate group debates on cases where CRTs overstepped or referred correctly. • Guide students in practicing how to explain referral decisions clearly and respectfully. • Supervise group presentations and peer feedback.	Case reports, Referral guidelines. Ethics manuals. Role cards, scripts. Flip Charts, Markers.

COURSE ASSESSMENT:

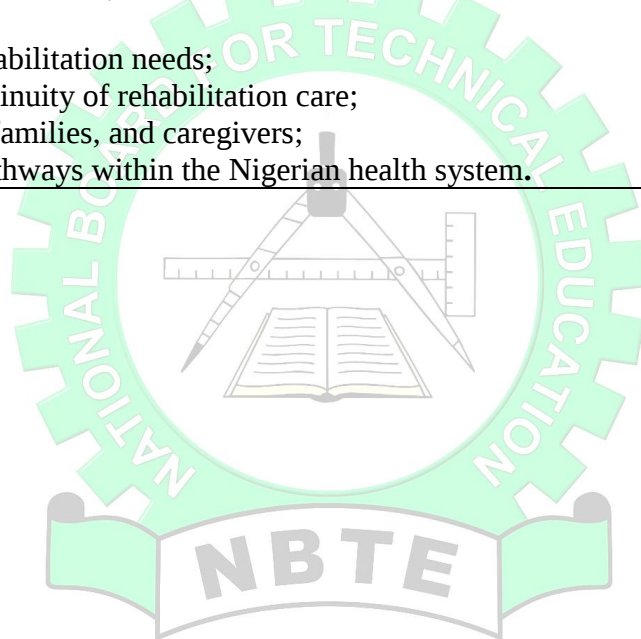
Course work:	10%
Test/Assignments:	10%
Practical:	40%
Examination:	40%
Total:	100%





Referral in Medical Rehabilitation

PROGRAMME: HIGHER NATIONAL DIPLOMA (HND) IN COMMUNITY REHABILITATION TECHNOLOGY		
COURSE TITLE: REFERRAL IN MEDICAL REHABILITATION	COURSE CODE: CRT 411	CONTACT HOURS: 3 HOURS/WEEK
	CREDIT UNITS: 3	THEORETICAL: 1 HOUR/WEEK
YEAR: II SEMESTER: I	PRE-REQUISITE:	PRACTICAL: 2 HOURS/WEEK
GOAL: This course is designed to equip students with the knowledge, skills, and professional competencies required for effective patient screening, case classification, placement, counselling, documentation, and referral.		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Understand the Principles of Referral; 2.0 Know the basic patient screening and rehabilitation needs; 3.0 Understand appropriate placement and continuity of rehabilitation care; 4.0 Know counselling techniques for patients, families, and caregivers; 5.0 Know community rehabilitation referral pathways within the Nigerian health system.		



PROGRAMME: HIGHER NATIONAL DIPLOMA (HND) COMMUNITY REHABILITATION TECHNOLOGY						
COURSE TITLE: REFERRAL IN MEDICAL REHABILITATION		COURSE CODE: CRT 411		CONTACT HOURS: 3 HOURS/WEEK		
		CREDIT UNITS: 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 the knowledge, skills, and professional competencies required for effective patient screening, case classification, placement, counselling, documentation, and referral						
GENERAL OBJECTIVE 1.0: Understand the Principles of Referral						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher’s Activities	Resources	Specific Learning Outcome	Teacher’s Activities	Resources
1-3	1.1 Discuss the importance of rehabilitation referral 1.2 Discuss the levels of healthcare and referral pathways in Nigeria. 1.3 State the roles of rehabilitation personnel in referral services.	• Explain the importance of rehabilitation referral • Explain the levels of healthcare and referral pathways in Nigeria. • Explain the roles of rehabilitation personnel in referral services	Lecture notes charts Referral forms Whiteboard Projector Journals Textbooks			
General Objective 2.0 Know the basic patient screening and rehabilitation needs						
4-6	2.1 Discuss signs and symptoms requiring rehabilitation intervention 2.2 Explain procedures for basic patient screening 2.3 Differentiate between emergency and non-emergency rehabilitation cases	• Explain signs and symptoms requiring rehabilitation intervention • Explain procedures for basic patient screening • Explain the difference between emergency and non-emergency	Lecture notes charts Referral forms Whiteboard Projector Journals Textbooks	• Conduct basic patient screening procedures • Identify rehabilitation needs from presented cases. • Demonstrate triage decision-	• Guide students to: • Conduct basic patient screening procedures • Identify rehabilitation needs from presented cases	Screening checklists Assessment forms Simulated patients Clinical guidelines Charts

	2.4 Explain the classification of patients based on severity and functional limitation. 2.5 Identify priority cases for urgent referral. 2.6 Explain principles of rehabilitation triage and categorization.	rehabilitation cases • Explain principles of rehabilitation triage and categorization		making skills.		
General Objective 3.0: Understand appropriate placement and continuity of rehabilitation care						
7-9	3.1 Discuss appropriate placement and continuity in rehabilitation care. 3.2 Explain patient placement within rehabilitation services. 3.3 Describe suitable rehabilitation facilities for different cases. 3.4 Describe follow-up and continuity-of-care procedures.	• Explain appropriate placement and continuity in rehabilitation care • Explain patient placement within rehabilitation services. • Explain suitable rehabilitation facilities for different cases. • Explain follow-up and continuity-of-care procedures	Lecture notes charts Referral forms Whiteboard Projector Journals Textbooks			
General Objective 4.0: Know counselling techniques for patients, families, and caregivers						
11-12	4.1 Discuss counselling techniques under the followings; i. Patient ii. Families iii. Caregiver 4.2 Discuss communication techniques in counselling	• Explain principles of patient and family counselling • Explain communication techniques in counselling • Discuss cultural and	Lecture notes charts Referral forms Whiteboard Projector Journals Textbooks	• Demonstrate communication techniques in counselling	Guide students to: • Demonstrate communication techniques in counselling	Role-play materials Counselling guides Videos Charts

	4.3 Discuss cultural and psychosocial considerations in counselling	psychosocial considerations in counselling				
General Objective 5.0: Know community rehabilitation referral pathways within the Nigerian health system						
13-15	5.1 Discuss the process of referrals within - Primary, - Secondary, And - Tertiary Healthcare Systems. 5.2 Explain procedures for referral feedback and reporting. 5.3 Describe ethical principles in handling patient information. 5.4 Explain the concept of community-based rehabilitation referral. 5.5 Explain ethical principles guiding rehabilitation referral. 5.6 Describe legal responsibilities of rehabilitation personnel 5.7 Discuss	• Explain the process of referrals within - Primary, - Secondary, And - Tertiary Healthcare Systems. • Explain procedures for referral feedback and reporting • Explain ethical principles in handling patient information • Explain the concept of community-based rehabilitation referral. • Explain ethical principles guiding rehabilitation referral • Explain legal responsibilities of rehabilitation	Lecture notes charts Referral forms Whiteboard Projector Journals Textbooks	• Complete standard referral forms correctly. • Prepare referral notes and reports. • Educate caregivers on follow-up care • Identify appropriate rehabilitation facilities for patients. • Develop referral pathways for community cases. • Demonstrate continuity-of-care planning • Participate in community referral activities. • Identify local rehabilitation support resources. • Demonstrate	Guide students to: • Complete standard referral forms correctly. • Prepare referral notes and reports. • Educate caregivers on follow-up care • Identify appropriate rehabilitation facilities for patients. • Develop referral pathways for community cases. • Demonstrate continuity-of-care planning • Participate in community referral activities. • Identify local rehabilitation support resources. • Demonstrate teamwork in community rehabilitation referral	Referral forms Documentation samples Hospital records Computers Community maps WHO-CBR guidelines Directories of social services MRTBN regulations Policy documents

	confidentiality and patient rights in referrals	personnel • Explain confidentiality and patient rights in referrals		teamwork in community rehabilitation referral		
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COURSE ASSESSMENT:

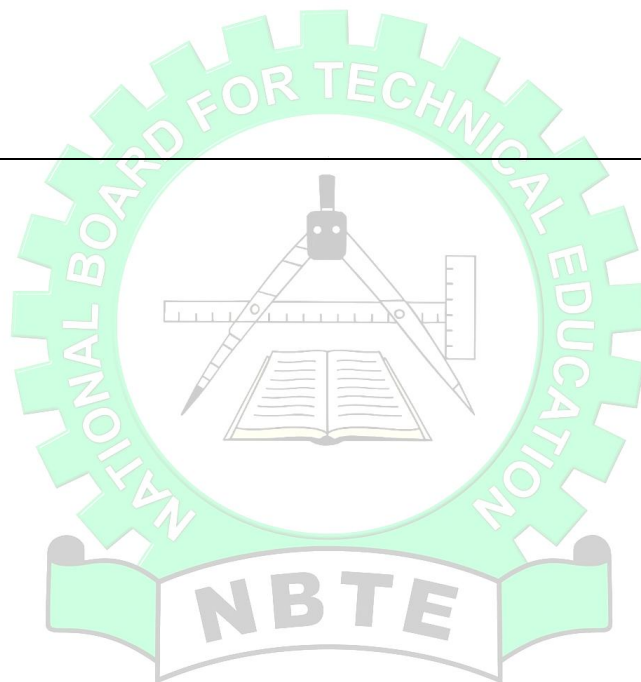
Course work: 10%

Test/Assignments: 10%

Practical: 40%

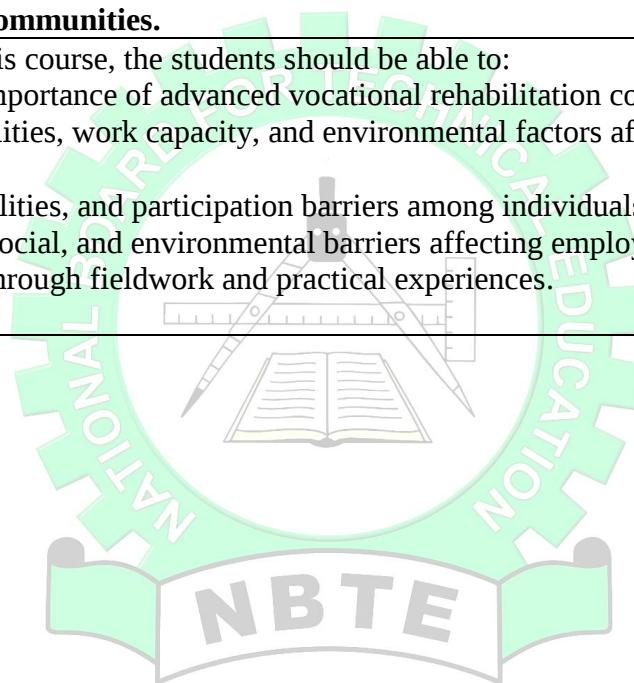
Examination: 40%

Total: 100%



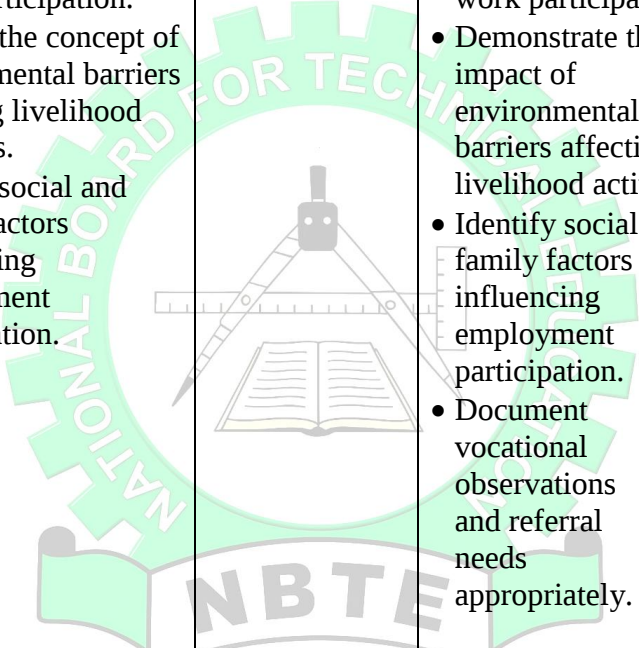
Advanced Vocational Rehabilitation

PROGRAMME: HIGHER NATIONAL DIPLOMA (HND) IN COMMUNITY REHABILITATION TECHNOLOGY		
COURSE TITLE: ADVANCED VOCATIONAL REHABILITATION	COURSE CODE: CRT 412	CONTACT HOURS: 3 HOURS/WEEK
	CREDIT UNITS: 3	THEORETICAL: 1 HOUR/WEEK
YEAR II SEMESTER I	PRE-REQUISITE:	PRACTICAL: 2 HOURS/WEEK
GOAL: The course is designed to equip student with the knowledge and skills necessary to provide supporting vocational rehabilitation services for individuals with disabilities in the communities.		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Understand the concept, principles and importance of advanced vocational rehabilitation community rehabilitation; 2.0 Know vocational interests, functional abilities, work capacity, and environmental factors affecting employability among individuals with disabilities; 3.0 Understand vocational interests, work abilities, and participation barriers among individuals with disabilities and vulnerable populations; 4.0 Understand the physical, psychological, social, and environmental barriers affecting employability of persons with disabilities; 5.0 Know vocational rehabilitation practice through fieldwork and practical experiences.		



PROGRAMME: HIGHER NATIONAL DIPLOMA (HND) IN COMMUNITY REHABILITATION TECHNOLOGY						
COURSE TITLE: ADVANCED VOCATIONAL REHABILITATION			COURSE CODE: CRT 412		CONTACT HOURS: 3 HOURS/WEEK	
			CREDIT UNITS: 3		THEORETICAL: 1 HOUR/WEEK	
YEAR: II SEMESTER: I			PRE-REQUISITE:		PRACTICAL: 2 HOURS/WEEK	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: The course is designed to equip student with advanced knowledge and skills necessary to provides upporting vocational rehabilitation services for individuals with disabilities in the communities.						
GENERAL OBJECTIVE 1.0: Understand the concept, principles and importance of advanced vocational rehabilitation community rehabilitation.						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher’s Activities	Resources	Specific Learning Outcome	Teacher’s Activities	Resources
1-3	1.1 Explain the concept, principles and scope of advanced vocational rehabilitation in community setting. 1.2 Highlight the importance of advance vocational rehabilitation 1.3 Discuss the importance of work and livelihood in rehabilitation and inclusion. 1.4 Explain the roles of community rehabilitation workers in vocational support services.	• Explain the concept, principles and scope of advanced vocational rehabilitation in community setting. • Discuss the importance of advance vocational rehabilitation • Discuss the importance of work and livelihood in rehabilitation and inclusion. • Explain the role of community rehabilitation workers in vocational support services.	Textbook Powerpoints Charts, Audiovisual aids	• Identify common vocational challenges experienced by persons with disabilities. • Analyze various vocational challenges facing people with special needs • Demonstrate the knowledge of vocational rehabilitation in enabling participation for people with disability.	• Use community-based case examples. • Organize group discussions on livelihood participation. • Guide students in identifying vocational needs in communities.	Vehicle Charts Writing materials

General Objective 2.0: Know vocational interests, functional abilities, work capacity, and environmental factors affecting employability among individuals with disabilities.

4-6	2.1 Highlight basic work skills and vocational interests. 2.2 Explain functional limitations affecting work participation. 2.3 List environmental barriers affecting livelihood activities. 2.4 Discuss social and family factors influencing employment participation.	• Explain basic work skills and vocational interests. • Discuss functional limitations affecting work participation. • Explain the concept of environmental barriers affecting livelihood activities. • Discuss social and family factors influencing employment participation.	Charts Textbook Audio-visual aids Teaching aids 	• Demonstrate basic work skills and vocational interests. • Analyze functional limitations affecting work participation. • Demonstrate the impact of environmental barriers affecting livelihood activities. • Identify social and family factors influencing employment participation. • Document vocational observations and referral needs appropriately.	• Demonstrate vocational observation techniques. • Organize practical sessions on community vocational screening. • Supervise role-play on vocational interviews. • Guide students in documentation exercises. • Facilitate discussions on employment barriers	Roleplay card Simulation lab Vehicle Writing material
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General Objective 3.0: Understand vocational interests, work abilities, and participation barriers among individuals with disabilities and vulnerable populations.

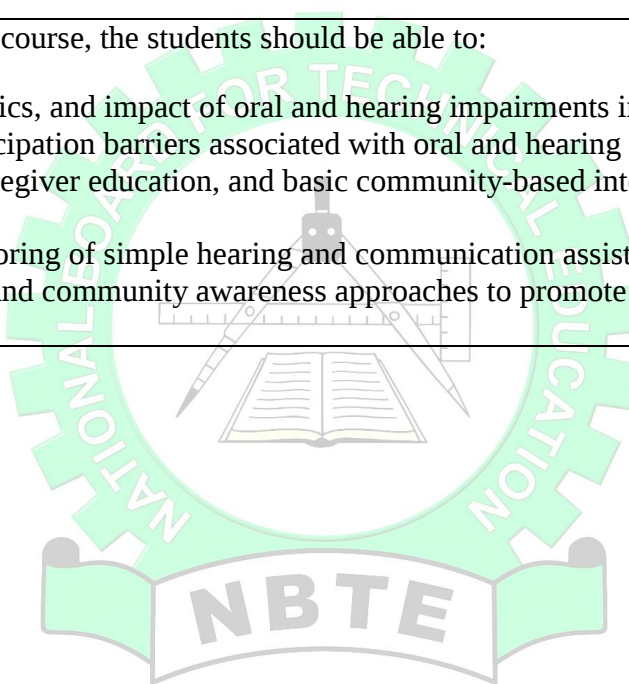
8-11	3.1 Highlight basic work skills and vocational interests. 3.2 List functional limitations affecting work participation. 3.3 List environmental barriers	• Discuss basic work skills and vocational interests. • Explain functional limitations affecting work participation.	Textbooks Charts Teaching aids	• Identify basic work skills and vocational interests. • Observe functional limitations affecting work participation.	• Demonstrate vocational observation techniques. • Organize practical sessions on community vocational screening. • Supervise role-play on	Role play card Video clips Simulation lab
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	affecting livelihood activities. 3.4 Highlight social and family factors influencing employment participation.	- Describe environmental barriers affecting livelihood activities. - Examine social and family factors influencing employment participation.		- Recognize environmental barriers affecting livelihood activities. - Identify social and family factors influencing employment participation. - Document vocational observations and referral needs appropriately.	vocational interviews. Guide students in documentation exercises.	
General Objective 4.0: Understand the physical, psychological, social, and environmental barriers affecting employability of persons with disabilities						
12-15	4.1 Discuss introduction to Disability and Employability 4.2 Discuss various barriers affecting employability for individuals with disability. 4.3 Explain the influence of culture and stigma on employment opportunities. 4.4 Identify economic barriers affecting vocational rehabilitation outcomes.	- Discuss introduction to Disability and Employability - Examine various barriers affecting employability for individuals with disability. - Explain the influence of culture and stigma on employment opportunities. - Identify economic barriers affecting vocational rehabilitation outcomes.	Textbooks, Audiovisual clips, Charts Teaching aids	- Demonstrate various barriers affecting employability for individuals with disability. - Analyze the influence of culture and stigma on employment opportunities. - Identify economic barriers affecting vocational rehabilitation outcomes.	- Organize group presentations on workplace inclusion. - Use case studies involving vocational challenges. - Guide students in analyzing workplace barriers.	Demonstration rooms, Video clips etc
General Objective 5.0: Know vocational rehabilitation practice through fieldwork and practical experiences						

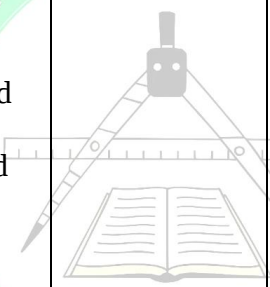
	5.1 Define the meaning of professional competence in vocational rehabilitation. 5.2 Explain core professional competence necessary in community rehabilitation. 5.3 Highlight major ethical dilemmas in vocational rehabilitation. 5.4 Recommend vocational rehabilitation options to meet patient's needs.	• Explain the concept of professional competence, including knowledge, skills, attitudes, and ethical behavior required in vocational rehabilitation practice. • Explain ethical principles applicable to vocational rehabilitation • Describe vocational rehabilitation options to meet patient's needs	Textbook Charts Audiovisual Powerpoint	• Identify core professional competence in vocational rehabilitation • Cite cases of ethical dilemma in vocational rehabilitation • Analyze various vocational rehabilitation options to navigate patient's needs	• Role play various ethical dilemma • Guide students on navigating vocational rehabilitation o	Case scenarios Simulation lab Role play card Vehicle
COURSE ASSESSMENT: Course work: 10% Test/Assignments: 10% Practical: 40% Examination: 40% Total: 100%						

Community Rehabilitation for Oral and Hearing Impairment

PROGRAMME: HIGHER NATIONAL DIPLOMA (HND) IN COMMUNITY REHABILITATION TECHNOLOGY		
COURSE TITLE: COMMUNITY REHABILITATION FOR ORAL AND HEARING IMPAIRMENT	COURSE CODE: CRT 413	CONTACT HOURS: 2 HOURS/WEEK
	CREDIT UNITS: 2	THEORETICAL: 1 HOUR/WEEK
YEAR:II SEMESTER:I	PRE-REQUISITE:	PRACTICAL: 1 HOUR/WEEK
GOAL: This course is designed to equip students with knowledge and skills required for identifying and providing necessary interventions for individuals with oral and hearing impairments.		
GENERAL OBJECTIVES: On completion of this course, the students should be able to:		
1.0 Understand the concepts, causes, characteristics, and impact of oral and hearing impairments in community rehabilitation practice; 2.0 Know signs, functional limitations, and participation barriers associated with oral and hearing impairments in community settings; 3.0 Understand communication participation, caregiver education, and basic community-based interventions for individuals with oral and hearing impairments; 4.0 Know basic skills in the use, care, and monitoring of simple hearing and communication assistive devices; 5.0 Know communication strategies, advocacy, and community awareness approaches to promote inclusion of individuals with oral and hearing impairments.		



PROGRAMME: HIGHER NATIONAL DIPLOMA (HND) COMMUNITY REHABILITATION TECHNOLOGY						
COURSE TITLE: COMMUNITY REHABILITATION FOR ORAL AND HEARING IMPAIRMENT				COURSE CODE: CRT 413		CONTACT HOURS: 2 HOURS/WEEK
				CREDIT UNIT: 2		THEORETICAL: 1 HOUR/WEEK
YEAR: II SEMESTER: I				PRE-REQUISITE:		PRACTICAL: 1 HOUR/WEEK
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course aims to equip students with knowledge and skills required for identifying and providing necessary interventions for individuals with oral and hearing impairments.						
GENERAL OBJECTIVE 1.0: Understand the concepts, causes, characteristics, and impact of oral and hearing impairments in community rehabilitation practice.						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher’s Activities	Resources	Specific Learning Outcome	Teacher’s Activities	Resources
1-3	1.1 Define oral impairment, speech impairment, language impairment, and hearing impairment. 1.2 Highlight common causes of oral and hearing impairments across the lifespan. 1.3 Describe signs and characteristics of communication and hearing difficulties. 1.4 Discuss the effects of communication and hearing impairments on participation and quality of life. 1.5 Explain the importance of early identification and intervention.	• Explain the concept of oral impairment, speech impairment, language impairment, and hearing impairment. • Analyze common causes of oral and hearing impairments across the lifespan. • Describe signs and characteristics of communication and hearing difficulties. • Discuss the effects of communication and hearing impairments on participation and quality of life. • Explain the importance of early identification and	Textbook, Teaching aid, Powerpoints, Charts etc.	• Demonstrate the presentations of various oral impairment • Identify common causes of oral and hearing impairments across lifespans • Cerate visual content to demonstrate the effects of these impacts on participation and quality of life. • Advocate for early detection of such impairments in the community	Guide students in: • Label oral and hearing organs • Roleplaying oral and hearing hygiene practices.	Chats, Simulation laboratory, Roleplay card, Video clip etc

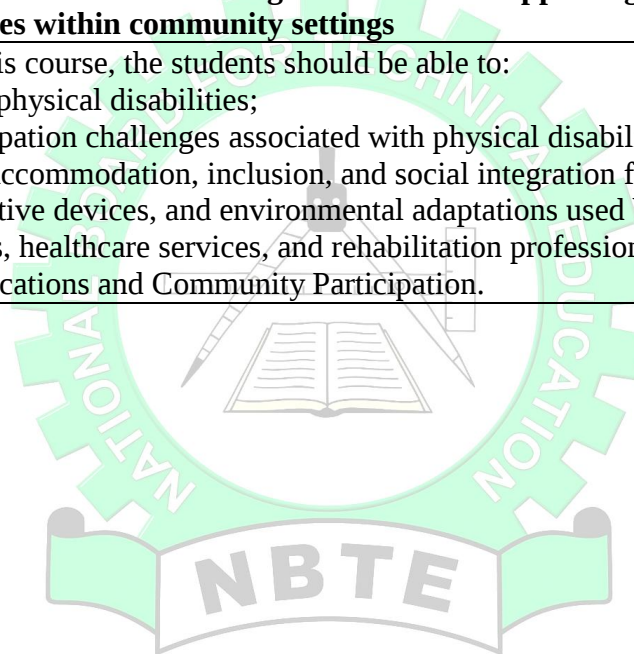
		intervention.				
General Objective 2.0: Know signs, functional limitations, and participation barriers associated with oral and hearing impairments in community settings						
4-6	2.1 Describe signs of hearing difficulties in children and adults common speech and communication problems. 2.2 List barriers affecting communication participation in communities. 2.3 Highlight educational and social challenges experienced by affected individuals. 2.4 Recommend modifications to reducing barriers in the community.	- Describe signs of hearing difficulties in children and adults common speech and communication problems. - Explain barriers affecting communication participation in communities. - Discuss educational and social challenges experienced by affected individuals. - Explain recommendations necessary in reducing barriers	Textbooks, Charts, Teaching aids Audio-visual. aids, Lecture notes etc 	- Analyze various barriers faced by individuals with hearing and oral impairments in the community - Demonstrate signs of children with oral and hearing impairments in various settings - Document observations and referral needs appropriately.	Guide students to: - Demonstrate observation and screening techniques. - Organize practical sessions using case scenarios. - Facilitate role-play on communication challenges. - Completing screening and observation forms. - Supervise community-based observation exercises.	Screening checklists Vehicles Audometer etc
General Objective 3.0: Know communication participation, caregiver education, and basic community-based interventions for individuals with oral and hearing impairments						
7-9	3.1 Describe simple communication support strategies. 3.2 Explain caregivers on supportive communication techniques. 3.3 Recommend participation in home,	- Describe simple communication support strategies. - Explain caregivers on supportive communication techniques. - Explain participation in home, school, and	Textbook Powerpoint, Charts	- Demonstrate simple communication support strategies. - Educate caregivers on supportive communication techniques. - Analyze the importance of participation in home,	Guide students to: - Simulate supportive communication strategies. - Organize caregiver education simulations.	Case presentation Video Clips

	school, and community activities. 3.4 Explain roles of families in creating supportive communication environments. 3.5 Explain appropriate referral services where necessary.	community activities. • Explain roles of families in creating supportive communication environments.		school, and community activities. • Highlight roles of families in creating supportive communication environments. • Recommend appropriate referral services where necessary.	• Facilitate group activities on participation support. • Guide students during communication practice exercises.	
General Objective 4.0: Understand basic skills in the use, care and monitoring of simple hearing and communication assistive devices.						
10-12	4.1 Explain simple assistive devices used for hearing and communication support. 4.2 Explain safe handling of hearing aids and communication aids. 4.3 Describe the roles of clients and caregivers in basic device care and maintenance. 4.4 List situations requiring referral for specialized assessment or device adjustment. 4.5 Describe safe and appropriate use of assistive devices within community settings.	• Explain simple assistive devices used for hearing and communication support. • Explain safe handling of hearing aids and communication aids. • Describe the roles of clients and caregivers in basic device care and maintenance. • Discuss situations requiring referral for specialized assessment or device adjustment. • Describe safe and appropriate use of assistive devices within community settings.	Textbooks, Teaching aids Audio-visual aids Charts Powerpoints 	• Identify simple assistive devices used for hearing and communication support. • Demonstrate safe handling of hearing aids and communication aids. • Educate clients and caregivers on basic device care and maintenance. • Analyze situations requiring referral for specialized assessment or device adjustment. • Promote safe and appropriate use of assistive devices within community settings.	Guide students to: • Provide hearing and communication assistive devices. • Organize hands-on practical sessions. • Supervise device handling and maintenance practice.	Assistive devices, Demonstration laboratory, Clips

General Objective 5.0: Know communication strategies, advocacy, and community awareness approaches to promote inclusion of individuals with oral and hearing impairments.						
13-15	5.1 Describe respectful and effective communication approaches. 5.2 Explain the importance of advocacy and inclusion. 5.3 Explain barriers to communication accessibility in communities. 5.4 Explain strategies for improving inclusion and participation.	• Discussion on respectful and effective communication approaches. • Explain the importance of advocacy and inclusion. • Describe barriers to communication accessibility in communities. • Recommend strategies for improving inclusion and participation.	Textbooks, Teaching aids Powerpoints Lecture notes	• Demonstrate respectful and effective communication approaches. • Explain the importance of advocacy and inclusion. • Participate in community awareness and sensitization programmes. • Identify barriers to communication accessibility in communities. • Analyze strategies for improving inclusion and participation.	Guide students to: • Organize advocacy and awareness campaign simulations. • Roleplay inclusive communication techniques. • Guide students in community sensitization planning. • Supervise group presentations on inclusion strategies.	Roleplay cards Vehicle
COURSE ASSESSMENT: Course work: 10% Test/Assignments: 10% Practical: 40% Examination: 40% Total: 100%						

Community Rehabilitation for Physical Disabilities

PROGRAMME: HIGHER NATIONAL DIPLOMA (HND) IN COMMUNITY REHABILITATION TECHNOLOGY		
COURSE TITLE: COMMUNITY REHABILITATION FOR PHYSICAL DISABILITIES	COURSE CODE: CRT 414	CONTACT HOURS: 2 HOURS/WEEK
	CREDIT UNITS: 2	THEORETICAL: 1 HOUR/WEEK
YEAR: II SEMESTER: I	PRE-REQUISITE:	PRACTICAL: 1 HOUR/WEEK
GOAL: This course is designed to equip the students with knowledge and skills for supporting participation, accessibility, inclusion, and rehabilitation of persons with physical disabilities within community settings		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Understand the concepts and causes of physical disabilities; 2.0 Know functional limitations and participation challenges associated with physical disabilities; 3.0 Know the importance of accessibility, accommodation, inclusion, and social integration for persons with physical disabilities; 4.0 Know awareness of mobility aids, assistive devices, and environmental adaptations used by persons with physical disabilities; 5.0 Know the role of families, communities, healthcare services, and rehabilitation professionals in supporting persons with physical disabilities; 6.0 Know Prevention of Secondary Complications and Community Participation.		



PROGRAMME: HIGHER NATIONAL DIPLOMA (HND) IN COMMUNITY REHABILITATION TECHNOLOGY						
COURSE TITLE: COMMUNITY REHABILITATION FOR PHYSICAL DISABILITIES			COURSE CODE: CRT 414		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 knowledge and skills for supporting participation, accessibility, inclusion, and rehabilitation of persons with physical disabilities within community settings						
GENERAL OBJECTIVE 1.0: Understand the concepts and causes of physical disabilities						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher’s Activities	Resources	Specific Learning Outcome	Teacher’s Activities	Resources
1-2	1.1 Discuss physical disabilities. 1.2 Identify common causes of physical disabilities. 1.3 Explain the effects of physical disabilities on functioning and participation. 1.4 Explain challenges experienced by persons with physical disabilities.	• Explain physical disabilities. • Explain the causes of physical disabilities. • Explain the effects of physical disabilities on functioning and participation. • Explain challenges experienced by persons with physical disabilities	Multimedia projector WHO publications and manuals Accessibility and environmental assessment checklists Posters Handouts			
General Objective 2.0: Know functional limitations and participation challenges associated with physical disabilities						
3-5	2.1 Explain functional limitations associated with physical disabilities. 2.2 Discuss: i. Activities of daily living;	• Explain functional limitations associated with physical disabilities. • Explain: - Activities of daily living	Multimedia projector WHO publications and manuals Accessibility and	• Demonstrate the use of mobility • Demonstrate the act of grooming • Demonstrate activity of transfer	Guide students to: • Demonstrate the use of mobility • Demonstrate the act of grooming • Demonstrate activity	Mobility aids Assistive device samples Pictorials Charts

	ii. Independence; iii. Participation challenges. 2.3 Explain barriers affecting independence and participation.	- Independence - Participation challenges. • Explain barriers affecting independence and participation	environmental assessment checklists Posters Handouts	• Participate in supervised community support activities	of transfer • Participate in supervised community support activities	
General Objective 3.0: Know the importance of accessibility, accommodation, inclusion, and social integration for persons with physical disabilities						
6-8	3.1 Explain accessibility and accommodation for persons with physical disabilities. 3.2 Identify environmental and physical barriers within communities. 3.3 Explain the importance of inclusion and social integration.	• Explain accessibility and accommodation for persons with physical disabilities. • Explain environmental and physical barriers within communities. • Explain the importance of inclusion and social integration.	Multimedia projector WHO publications and manuals Accessibility and environmental assessment checklists Posters Handouts	• Participate in simple accessibility awareness activities • Carryout fieldtrip to community rehabilitation center	• Guide students to: • Participate in simple accessibility awareness activities • Carryout fieldtrip to community rehabilitation center	Mobility aids assistive device samples Pictorials Charts
General Objective 4.0: Know awareness of mobility aids, assistive devices, and environmental adaptations used by persons with physical disabilities						
9-11	4.1 Describe common assistive devices and mobility aids used by persons with physical disabilities. 4.2 Explain the importance of assistive devices and environmental adaptation in	• Explain common assistive devices and mobility aids used by persons with physical disabilities. • Explain the importance of assistive devices and environmental adaptation in participation and accessibility.	Multimedia projector WHO publications and manuals Accessibility and environmental assessment	• Write a technical report on study visits to rehabilitation facilities and support services • Observe the safe use of mobility aid and maintenance practices	Guide students to: • Visit to rehabilitation facilities and support services • Observe the safe use and maintenance practices	Mobility aids assistive device samples Pictorials Charts Wheelchairs Crutches

	participation and accessibility. 4.3 Discuss situations requiring referral for assistive device services. 4.4 Explain the role of rehabilitation professionals in assistive device provision and rehabilitation support.	• Explain situations requiring referral for assistive device services. • Explain the role of rehabilitation professionals in assistive device provision and rehabilitation support.	checklists Posters Handouts			Walking frames walking aids
General Objective 5.0: Know the role of families, communities, healthcare services, and rehabilitation professionals in supporting persons with physical disabilities						
12-13	5.1 Explain the role of family and community support in rehabilitation. 5.2 Explain the role of different rehabilitation professionals and community services. 5.3 Discuss how to carryout awareness and support activities within communities under supervision. 5.4 Explain the importance of referral and multidisciplinary collaboration	• Explain the role of family and community support in rehabilitation. • Explain the role of different rehabilitation professionals and community services. • Explain how to carryout awareness and support activities within communities under supervision. • Explain the importance of referral and multidisciplinary collaboration	Multimedia projector WHO publications and manuals Accessibility and environmental assessment checklists Posters Handouts	• Participate in supervised family and community support activities • Visit to PHC centres and rehabilitation facilities • Observe referral and follow-up activities	Guide students to: • Participate in supervised family and community support activities • Visi to PHC centres and rehabilitation facilities • Observe referral and follow-up activities	Mobility aids assistive device samples Pictorials Charts
General Objective 6.0: Know Prevention of Secondary Complications and Community Participation						

14-15	6.1 Explain common secondary complications associated with physical disabilities. 6.2 Explain basic preventive measures for secondary complications. 6.3 Explain the importance of participation and inclusion in community life.	• Explain common secondary complications associated with physical disabilities. • Explain basic preventive measures for secondary complications. • Explain the importance of participation and inclusion in community life.	Multimedia projector WHO publications and manuals Accessibility and environmental assessment checklists Posters Handouts	• Participate in community awareness activities • Participate in supervised inclusion and support activities • Prepared simple field notes and reports • Visit to rehabilitation facilities	Guide students to: • Participate in community awareness activities • Participation in supervised inclusion and support activities • Visits to rehabilitation facilities	Mobility aids, assistive device samples Charts Pictorials etc
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COURSE ASSESSMENT:

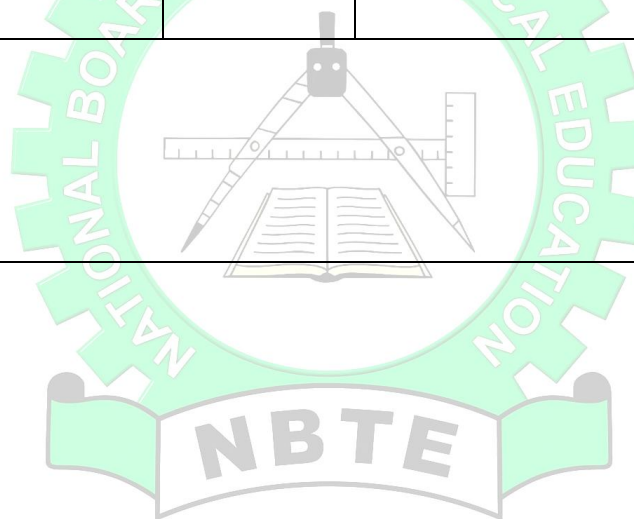
Course work: 10%

Test/Assignments: 10%

Practical: 40%

Examination: 40%

Total: 100%



Geographical Information System (GIS) in Community Rehabilitation

PROGRAMME: HIGHER NATIONAL DIPLOMA (HND) IN COMMUNITY REHABILITATION TECHNOLOGY		
COURSE TITLE: GEOGRAPHICAL INFORMATION SYSTEM (GIS) IN COMMUNITY REHABILITATION	COURSE CODE: 415	CONTACT HOURS: 2 HOURS/ WEEK
	CREDIT UNITS: 2	THEORETICAL: 1 HOUR/ WEEK
YEAR II SEMESTER I	PRE-REQUISITE: COMPUTER APPLICATION GADGETS	PRACTICAL: 1 HOUR/ WEEK
GOAL: This course is designed to equip students with knowledge and skills in applying Geographic Information Systems (GIS) for planning, mapping, monitoring, and improving community-based rehabilitation services.		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Understand the concepts, principles and applications of GIS in community rehabilitation; 2.0 Understand spatial data relevant to disability and rehabilitation services; 3.0 Know GIS tools use for community needs assessment and disability mapping; 4.0 Understand GIS in mapping rehabilitation resources, accessibility and service gaps; 5.0 Understand the uses of GIS for monitoring, evaluation and decision support in rehabilitation programmes; 6.0 Know ethical, legal and implementation challenges in the use of GIS for community rehabilitation.		

PROGRAMME: HIGHER NATIONAL DIPLOMA (HND) COMMUNITY REHABILITATION TECHNOLOGY						
COURSE TITLE: GEOGRAPHICAL INFORMATION SYSTEM (GIS) IN COMMUNITY REHABILITATION			COURSE CODE: CRT 415		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 applying Geographic Information Systems (GIS) for planning, mapping, monitoring, and improving community-based rehabilitation services.						
GENERAL OBJECTIVE 1.0 Understand the concepts, principles and applications of GIS in community rehabilitation.						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher’s Activities	Resources	Specific Learning Outcome	Teacher’s Activities	Resources
1-2	1.1 Explain core GIS concepts and components in rehabilitation context.	• Explain core GIS concepts and components in rehabilitation context • Explain the role of GIS in evidence-based community rehabilitation • Describe spatial thinking and its application to disability inclusion • Assess global and local best practices of GIS in rehabilitation	GIS textbooks, WHO CBR documents Journal articles Maps, videos WHO/UN reports	• Install basic GIS software interface NaviGet GIS software • Explore sample rehabilitation GIS projects • Create basic thematic maps from rehabilitation data • Compare different GIS applications in disability mapping	Guide students to: • Install and navigate basic GIS software interface • Explore sample rehabilitation GIS projects • Create basic thematic maps from rehabilitation data • Compare different GIS applications in disability mapping	Computers, QGIS/ArcGIS Sample project files QGIS software, datasets Case study materials
	1.2 Describe the role of GIS in evidence-based community rehabilitation.					
	1.3 Explain spatial thinking and its application to disability inclusion.					
	1.4 Assess global and local best practices of GIS in rehabilitation.					
General Objective 2.0 Understand spatial data relevant to disability and rehabilitation services.						
3-4	2.1 Describe sources and types of spatial data for rehabilitation.	• Describe sources and types of spatial data for rehabilitation • Discuss data quality, accuracy and ethical considerations.	Data catalogues Guidelines Database examples Hybrid	• Collect field data • Georeference field data on disability • Clean spatial datasets • Build a simple spatial	Guide students to: • Collect and georeference field data on disability • Import and clean	GPS devices, mobile apps QGIS, Excel QGIS/PostgreSQL Sample datasets
	2.2 Describe data quality, accuracy and ethical considerations.					

	2.3 Explain database management in GIS for rehabilitation. 2.4 Explain integration of non-spatial and spatial data.	considerations • Explain database management in GIS for rehabilitation • Discuss integration of non-spatial and spatial data	datasets	database for community disabilities • Link attribute data to spatial features	spatial datasets • Build a simple spatial database for community disabilities • Link attribute data to spatial features	
General Objective 3.0: Understand GIS tools use for community needs assessment and disability mapping.						
5-6	3.1 Describe GIS techniques for community needs assessment. 3.2 Explain hotspot and cluster analysis for disability prevalence. 3.3 Explain participatory GIS mapping approaches. 3.4 Assess vulnerability and risk mapping in rehabilitation.	• Explain GIS techniques for community needs assessment • Explain hotspot and cluster analysis for disability prevalence • Explain participatory GIS mapping approaches • Discuss vulnerability and risk mapping in rehabilitation	Needs assessment tools Analytical models CBR case studies Risk frameworks	• Conduct spatial needs assessment for a community • Perform hotspot analysis on disability data • Create participatory community disability maps • Generate vulnerability maps for rehabilitation planning	Guide students to: • Conduct spatial needs assessment for a community • Perform hotspot analysis on disability data • Create participatory community disability maps • Generate vulnerability maps for rehabilitation planning	GPS, QGIS
General Objective 4.0: Understand GIS in mapping rehabilitation resources, accessibility and service gaps.						
7-9	4.1 State GIS applications in mapping rehabilitation facilities. 4.2 Explain accessibility analysis using GIS. 4.3 Explain service gap and catchment area analysis. 4.4 Describe resource allocation optimisation using	• Explain GIS applications in mapping rehabilitation facilities. • Explain accessibility analysis using GIS. • Discuss service gap and catchment area analysis. • Describe resource allocation optimisation using GIS.	Service mapping examples Network analysis tools Reports Optimisation models	• Map existing rehabilitation service locations • Conduct accessibility analysis for assistive devices • Identify service gaps using buffer and overlay tools • Develop optimised	Guide students to: • Map existing rehabilitation service locations • Conduct accessibility analysis for assistive devices • Identify service gaps using buffer and overlay tools	GPS, QGIS QGIS Network Analyst QGIS Software

	GIS.			service coverage maps	• Develop optimised service coverage maps	
General Objective 5.0: Understand the GIS for monitoring, evaluation and decision support in rehabilitation programmes.						
10-12	5.1 Explain GIS-based monitoring and evaluation frameworks. 5.2 Explain change detection in rehabilitation outcomes. 5.3 Describe predictive modelling for rehabilitation needs. 5.4 Explain data visualisation and reporting using GIS.	• Explain GIS-based monitoring and evaluation frameworks • Discuss change detection in rehabilitation outcomes • Describe predictive modelling for rehabilitation needs • Discuss data visualisation and reporting using GIS	M&E-GIS integration Temporal data Predictive tools Cartography	• Design a GIS dashboard for programme monitoring • Perform before-and-after spatial analysis • Create basic predictive models for service demand • Produce professional GIS maps and reports	Guide students to: • Design a GIS dashboard for programme monitoring • Perform before-and-after spatial analysis • Create basic predictive models for service demand • Produce professional GIS maps and reports	QGIS, plugins Multi-temporal datasets QGIS QGIS Layout Manager
General Objective 6.0: Know ethical, legal and implementation challenges in the use of GIS for community rehabilitation.						
13-15	6.1 Describe ethical and privacy issues in GIS for disability data. 6.2 Explain legal frameworks for geospatial data in Nigeria. 6.3 Describe sustainability and capacity building for GIS in communities. 6.4 Explain implementation strategies for GIS integration in rehabilitation programmes.	• Explain ethical and privacy issues in GIS for disability data. • Discuss legal frameworks for geospatial data in Nigeria. • Describe sustainability and capacity building for GIS in communities. • Explain implementation strategies for GIS integration in rehabilitation programmes.	Ethics guidelines NDPR, NIMASA laws Case studies Policy documents	• Develop ethical protocols for GIS data handling • Conduct privacy impact assessment on GIS projects • Train community members on basic GIS data collection • Prepare a GIS integration proposal for a rehabilitation programme	Guide students to: • Develop ethical protocols for GIS data handling • Conduct privacy impact assessment on GIS projects • Train community members on basic GIS data collection • Prepare a GIS integration proposal for a rehabilitation programme	Templates Checklists Mobile apps Templates, projector

COURSE ASSESSMENT:

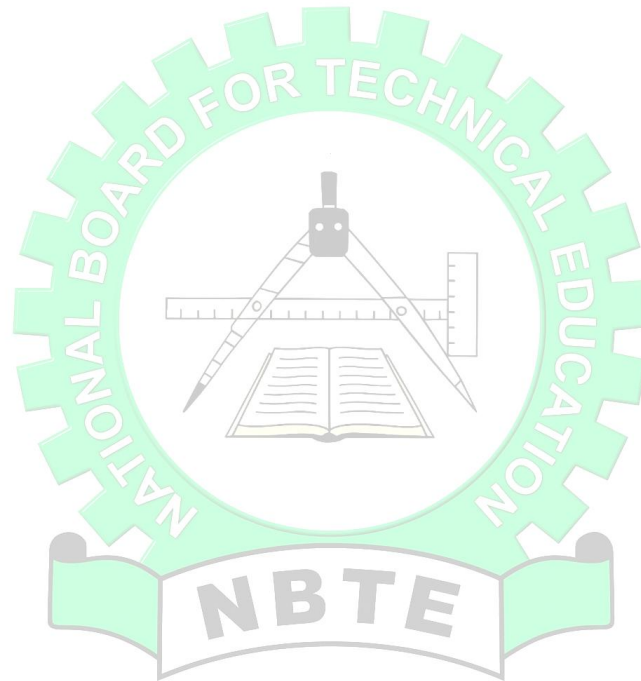
Course work: 10%

Test/Assignments: 10%

Practical: 40%

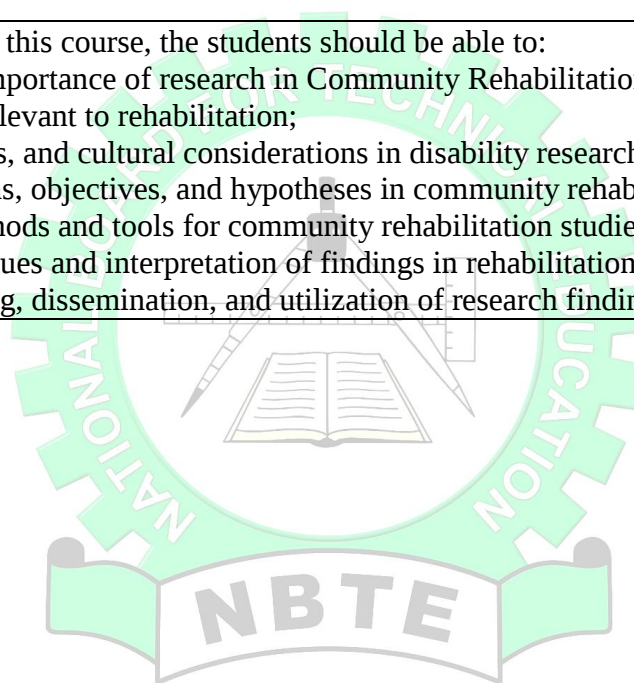
Examination: 40%

Total: 100%



Research Methods in Community Rehabilitation

PROGRAMME: HIGHER NATIONAL DIPLOMA (HND) IN COMMUNITY REHABILITATION TECHNOLOGY		
COURSE TITLE: RESEARCH METHODS IN COMMUNITY REHABILITATION	COURSE CODE: CRT 416	CONTACT HOURS: 2 HOURS/WEEK
	CREDIT UNITS: 2	THEORETICAL: 1 HOUR/WEEK
YEAR I SEMESTER II	PRE-REQUISITE:	PRACTICAL: 1 HOUR/WEEK
GOAL: This course is designed to equip students with the knowledge, skills, and competencies to conduct, apply, and utilize research in community rehabilitation settings.		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Understand the concept, nature, and importance of research in Community Rehabilitation; 2.0 Know types and designs of research relevant to rehabilitation; 3.0 Understand research ethics, regulations, and cultural considerations in disability research; 4.0 Formulate research problems, questions, objectives, and hypotheses in community rehabilitation contexts; 5.0 Apply appropriate data collection methods and tools for community rehabilitation studies; 6.0 Understand basic data analysis techniques and interpretation of findings in rehabilitation research; 7.0 Acquire skills in research report writing, dissemination, and utilization of research findings for policy and practice.		



PROGRAMME: HIGHER NATIONAL DIPLOMA (HND) COMMUNITY REHABILITATION TECHNOLOGY							
COURSE TITLE: RESEARCH METHODS IN COMMUNITY REHABILITATION			COURSE CODE: CRT 416			CONTACT HOURS: 2 HOURS/WEEK	
			CREDIT UNITS: 2			THEORETICAL: 1 HOUR/WEEK	
YEAR I SEMESTER II			PRE-REQUISITE:			PRACTICAL: 1 HOUR/WEEK	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL							
GOAL: This course is designed to equip students with the knowledge, skills, and competencies to conduct, apply, and utilize research in community rehabilitation settings							
GENERAL OBJECTIVE 1.0: Understand the concept, nature, and importance of research in Community Rehabilitation.							
THEORETICAL CONTENT				PRACTICAL CONTENT			
Week	Specific Learning Outcome	Teacher’s Activities	Resources	Specific Learning Outcome	Teacher’s Activities	Resources	
1-2	1.1 Define research and scientific inquiry. 1.2 Explain the nature and characteristics of research. 1.3 Discuss the importance of research in Community-Based Rehabilitation. 1.4 Describe the role of research in evidence-based rehabilitation practice	• Lecture and explanation • Interactive discussion with examples • PowerPoint presentation and case studies • Question and answer session	Textbooks, projector WHO CBR documents, charts Journals, videos Projector, whiteboard	• Identify research problems in local community rehabilitation • Differentiate between research and routine programme evaluation • Conduct a mini community needs assessment • Present findings from community needs scan	• Guide students in community observation • Facilitate small group discussion • Supervise field activity • Give feedback on presentations	Checklists, notebooks Flip charts, markers Transport, data sheets Projector	
General Objective 2.0: Know types and designs of research relevant to rehabilitation.							
3 – 4	2.1 Differentiate between qualitative and quantitative research 2.2 Explain major	• Lecture with examples • Detailed explanation and comparison • Interactive lecture	Textbooks, diagrams Charts, tables WHO	• Critique a quantitative rehabilitation study • Identify suitable research design for a given CBR	• Facilitate group critique • Group assignment & presentation • Supervise proposal	Sample journal articles Templates Proposal templates Flip charts	

	research designs (experimental, survey, case study) 2.3 Describe Community-Based Participatory Research (CBPR). 2.4 Select appropriate research design for rehabilitation issues.	• Guided discussion	documents Whiteboard, markers	problem • Design a simple CBPR study outline • Justify choice of research design for selected topic	drafting • Provide individual feedback	
General Objective 3.0: Understand research ethics, regulations, and cultural considerations in disability research						
5-6	3.1 Explain basic ethical principles in research. 3.2 Discuss informed consent and confidentiality. 3.3 Explain protection of vulnerable populations in disability research. 3.4 Outline institutional review and approval processes.	• Lecture • Role play demonstration • Lecture and discussion • Explanation with flow chart	Ethics guidelines (NHREC) Videos MRTBN guidelines Projector	• Identify ethical issues in disability research • Develop a sample informed consent form • Apply ethical principles to a research scenario • Review ethical clearance checklist	• Case study analysis in groups • Supervise drafting • Group role-play • Guide checklist completion	Case scenarios, Templates, Role-play cards Checklists etc
General Objective 4.0: Formulate research problems, questions, objectives, and hypotheses in community rehabilitation contexts						
7-8	4.1 Identify research gaps in community rehabilitation 4.2 Explain research questions an	• Literature review demonstration • Guided writing session • Lecture and examples • Explanation with	Journals, internet Whiteboard Textbooks Charts	• Formulate a researchable problem statement • Develop specific research objectives • Write hypotheses for	• Supervised exercise • Individual supervision • Feedback session • Practical drawing session	Literature sources Proposal templates Markers, boards Drawing materials

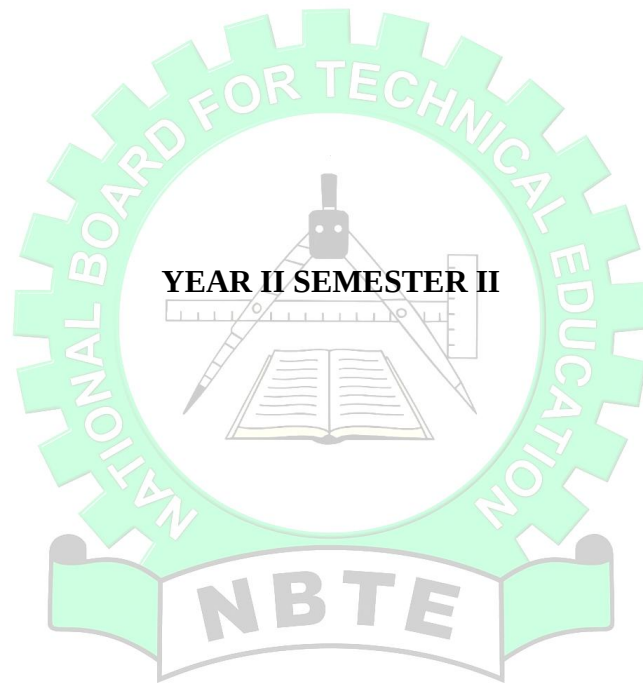
	objectives 4.3 Discuss research hypotheses 4.4 Discuss conceptual framework for a study	diagrams		selected objectives • Draw a simple conceptual framework		
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General Objective 5.0: Apply appropriate data collection methods and tools for community rehabilitation studies.

9-10	5.1 Describe various data collection methods (interview, questionnaire, FGD) 5.2 Explain observation and participatory methods 5.3 Discuss standardized tools in rehabilitation (WHODAS, etc.) 5.2 5.4 Explain sampling techniques in community research	Lecture and demonstration Practical examples Demonstration Lecture	Sample tools Videos Sample assessment tools Textbooks	• Design a data collection instrument • Develop an observation checklist • Adapt a tool for local use • Select appropriate sampling technique for a study	• Hands-on tool development • Supervised development • Group adaptation exercise • Group discussion and justification	Questionnaires, recorders Templates Tools, flip charts Samples
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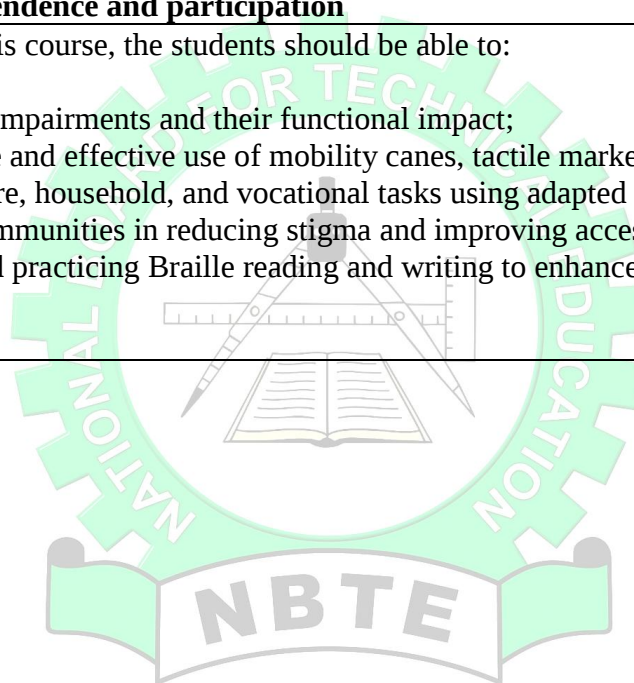
General Objective 6.0: Understand basic data analysis techniques and interpretation of findings in rehabilitation research.

11-12	6.1 Explain descriptive and inferential statistics. 6.2 Describe data processing and cleaning. 6.3 Explain thematic analysis for qualitative data. 6.4 Link research findings to rehabilitation practice	• Lecture with examples • Demonstration • Lecture • Discussion	Excel/SPSS demo Projector Charts Case studies	• Enter and organize sample data • Perform basic descriptive analysis • Interpret basic statistical outputs • Write a simple result interpretation	• Computer lab practical • Supervised analysis • Guided interpretation • Individual supervision	Computers, Excel Sample dataset Printed outputs Templates
General Objective 7.0: Acquire skills in research report writing, dissemination, and utilization of research findings for policy and practice.						
13-15	7.1 Describe structure of research report (IMRaD) 7.2 Explain how to write abstract and references 7.3 Discuss dissemination strategies 7.4 Explain knowledge translation in rehabilitation	• Lecture • Demonstration • Lecture • Discussion	Sample reports Projector Examples Videos	• Write the introduction and methodology sections • Prepare a PowerPoint presentation of findings • Develop a policy brief • Present mini research findings	• Supervised writing • Presentation practice • Group work • Oral presentation & feedback	Templates Projector Templates Projector
COURSE ASSESSMENT: Course work: 10% Test/Assignments: 10% Practical: 40% Examination: 40% Total: 100%						



Community Rehabilitation for Visual Impairments

PROGRAMME: HIGHER NATIONAL DIPLOMA (HND) IN COMMUNITY REHABILITATION TECHNOLOGY		
COURSE TITLE: COMMUNITY REHABILITATION FOR VISUAL IMPAIRMENTS	COURSE CODE: CRT 421	CONTACT HOURS: 3 HOURS/ WEEK
	CREDIT UNITS: 3	THEORETICAL: 1 HOUR/ WEEK
YEAR: II SEMESTER: II	PRE-REQUISITE: NIL	PRACTICAL: 2 HOURS/ WEEK
GOAL: This course is designed to equip students with the knowledge and skills to support persons with visual impairments through community rehabilitation programmes that promote independence and participation		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Know common types and causes of visual impairments and their functional impact; 2.0 Understand how to train patients in the safe and effective use of mobility canes, tactile markers, and low-vision aids; 3.0 Know how to help patients perform self-care, household, and vocational tasks using adapted methods and tools; 4.0 Understand how to engage families and communities in reducing stigma and improving accessibility for persons with visual impairments; 5.0 Know how to assist patients in learning and practicing Braille reading and writing to enhance communication and education.		



PROGRAMME: HIGHER NATIONAL DIPLOMA (HND) COMMUNITY REHABILITATION TECHNOLOGY						
COURSE TITLE: COMMUNITY REHABILITATION FOR VISUAL IMPAIRMENTS				COURSE CODE: CRT 421	CONTACT HOURS: 3 HOURS/ WEEK	
				CREDIT UNITS: 3	THEORETICAL: 1 HOUR/ WEEK	
YEAR: II SEMESTER: II				PRE-REQUISITE: NIL	PRACTICAL: 2 HOURS/ WEEK	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This Course is designed to equip students with the knowledge and skills to support persons with visual impairments through community rehabilitation programmes that promote independence and participation						
General Objective 1.0: Identify neurological and developmental conditions such as epilepsy, autism, and learning disabilities, and recognize their rehabilitation requirements						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher’s Activities	Resources	Specific Learning Outcome	Teacher’s Activities	Resources
1-3	1.1. Explain causes of visual impairment (cataract, glaucoma, refractive errors, trauma). 1.2. Describe functional impact of visual impairment on mobility, education, and daily living. 1.3. Explain classification of visual impairment (low vision, blindness). 1.4. Explore community prevalence and rehabilitation needs. 1.5. Discuss epidemiology of visual impairment	• Explain causes of visual impairment (cataract, glaucoma, refractive errors, trauma). • Describe functional impact of visual impairment on mobility, education, and daily living. • Explain classification of visual impairment (low vision, blindness). • Explore community prevalence and rehabilitation needs. • Discuss epidemiology of visual impairment and community rehabilitation	Anagtomical Diagrams, WHO manuals. WHO report on vision. Community rehab texts. WHO ICD classification. WHO CBR Matrix, Local health data.	• Recognize signs of common impairments. • Record functional challenges. • Perform visual acuity test to classify sample cases correctly. • Role-play patient interviews. • Conduct simple community survey simulations. • Design mock survey tools. • Presenting findings.	Guide students to: • Recognize signs of common impairments. • Record functional challenges. • Classify sample cases correctly. • Role-play patient interviews. • Conduct simple community survey simulations. • Design mock survey tools • Presenting findings.	Charts, models. Case studies, role cards. Blindfolds, adapted tools. Case reports, charts. Survey forms, flip charts.

	and community rehabilitation strategies.	strategies.				
General Objective 2.0: Understand how to train patients in the safe and effective use of mobility canes, tactile markers, and low-vision aids.						
4-6	2.1 Explain types of visual assistive devices. 2.2 Explain the principles of safe cane use. 2.3 Describe tactile markers and environmental adaptations. 2.4 Discuss low-vision aids and their functional impact 2.5 Discuss techniques of cane handling 2.6 Describe tactile markers and their applications; 2.7 Explain magnifiers, telescopes, and digital aids. 2.8 Discuss strategies for combining devices with daily tasks. 2.9 Explain integrate assistive devices into daily living.	• Explain types of visual assistive devices. • Explain the principles of safe cane use. • Explain tactile markers and environmental adaptations. • Discuss low-vision aids and their functional impact • Discuss techniques of cane handling • Describe tactile markers and their applications; • Explain magnifiers, telescopes, and digital aids. • Discuss strategies for combining devices with daily tasks. • Explain integrate assistive devices into daily living.	WHO Vision manuals, Device catalogues. Orientation & mobility training manuals. Tactile samples. Low-vision aid kits, Case reports, WHO CBR Matrix.	• Identify devices and their uses. • Practice basic cane techniques. • Apply tactile markers in simulated environments. • Demonstrate use of magnifiers and digital tools. • Train patients in device use for daily routines. • Role-play patient training sessions	Guide students to: • Identify devices and their uses. • Practice basic cane techniques. • Apply tactile markers in simulated environments. • Demonstrate use of magnifiers and digital tools. • Train patients in device use for daily routines. • Role-play patient training sessions	Samples of canes, markers, magnifiers. White canes, blindfolds. Tactile tiles, ropes, markers. Magnifiers, smartphones, tablets. Simulated household tools, adapted environments.
General Objective 3.0: Know how to help patients perform self-care, household, and vocational tasks using adapted methods and tools						

7-8	3.1 Explain the principles of self-care adaptation. 3.2 Explain methods for adapting personal hygiene and dressing tasks. 3.3 Discuss methods for modifying workplace tasks for persons with visual impairments. 3.4 Highlight assessment tools for measuring independence in daily living. 3.5 Describe techniques for cooking, cleaning, and organizing with visual impairment.	• Explain the principles of self-care adaptation. • Explain methods for adapting personal hygiene and dressing tasks. • Discuss methods for modifying workplace tasks for persons with visual impairments • Highlight assessment tools for measuring independence in daily living. • Describe techniques for cooking, cleaning, and organizing with visual impairment	WHO CBR Matrix. Case studies. Vocational rehab guides, Assessment checklists,	• Practice adapted self-care routines. • Assess patient needs and evaluate outcomes. • Perform adapted household activities. • Apply adaptations in simulated vocational settings. • Conduct patient independence assessments.	Guide students to: • Practice adapted self-care routines. • Assess patient needs and evaluate outcomes. • Perform adapted household activities. • Apply adaptations in simulated vocational settings. • Conduct patient independence assessments.	Adaptive combs, Velcro clothing. Talking timers, Tactile labels, Adapted utensils. Computers with screen readers, Tactile markers. Checklists, evaluation forms.
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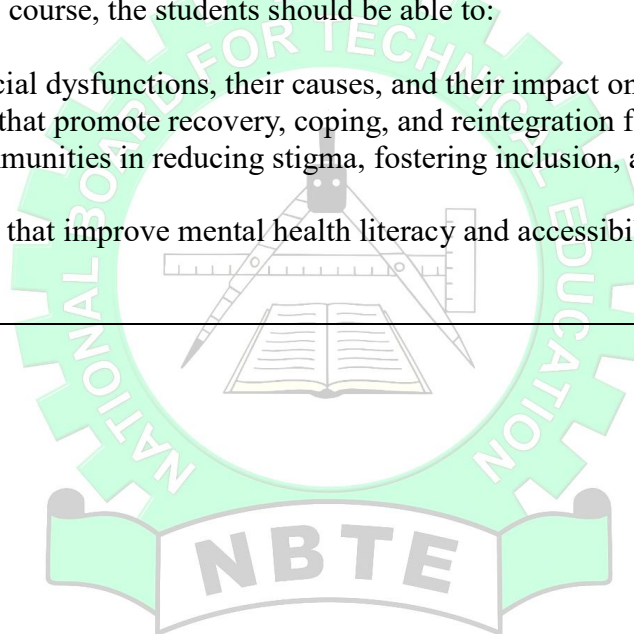
General Objective 4.0: Engage families and communities in reducing stigma and improving accessibility for persons with visual impairments.

9-11	4.1 Explain stigma related to visual impairment. 4.2 Describe strategies for family engagement. 4.3 Highlight community approaches to accessibility. 4.4 Explain advocacy techniques for	• Discuss the meaning of stigma and its effects on individuals and families. • Explain methods of involving families in rehabilitation and support. • Discuss community-based strategies for improving accessibility. • Explain advocacy	WHO CBR Matrix. Family counselling guides, WHO accessibility guidelines, Local policy documents. Advocacy manuals,	• Identify examples of stigma in local contexts. • Practice family counselling role-plays. • Design simple accessibility improvement plans. • Create mock community projects. • Conduct awareness campaign simulations.	Guide students to: • Identify examples of stigma in local contexts. • Practice family counselling role-plays. • Design simple accessibility improvement plans. • Create mock community projects.	Case reports, role cards. Role-play scripts, counselling checklists. Flip charts, markers, accessibility checklists. Posters, flyers, presentation tools.
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	reducing stigma and promoting inclusion.	techniques for reducing stigma and promoting inclusion.			• Conduct awareness campaign simulations.	
General Objective 5.0: Know how to assist patients in learning and practicing Braille reading and writing to enhance communication and education						
12-15	5.1 Explain the history, structure, and importance of Braille. 5.2 Discuss finger movement and tactile sensitivity in Braille reading. 5.3 Explain the use of slates, stylus, and Braille typewriters. 5.4 Highlight the role of Braille in school, work, and daily life.	• Explain the history, structure, and importance of Braille. • Discuss finger movement and tactile sensitivity in Braille reading. • Explain the use of slates, stylus, and Braille typewriters. • Highlight the role of Braille in school, work, and daily life.	Braille manuals, WHO literacy guides. Braille training texts, Case studies. Braille writing kits, manuals. Education policy documents.	• Identify Braille alphabets and symbols. • Practice basic Braille reading. • Perform Braille writing exercises. • Apply Braille in simulated communication tasks. • Role-play Braille note-taking and letter writing.	Guide students to: • Identify Braille alphabets and symbols. • Practice basic Braille reading. • Perform Braille writing exercises. • Apply Braille in simulated communication tasks. • Role-play of Braille note-taking and letter writing.	Braille charts, tactile boards. Braille slates, sample texts. Slates, stylus, Braille typewriters. Braille paper, adapted notebooks.
COURSE ASSESSMENT: Course work: 10% Test/Assignments: 10% Practical: 40% Examination: 40% Total: 100%						

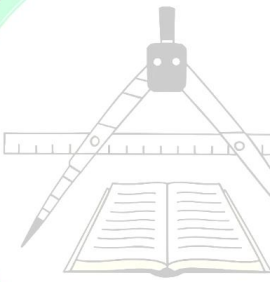
Community Rehabilitation for Mental Health and Psychosocial Dysfunctions

PROGRAMME: HIGHER NATIONAL DIPLOMA (HND) COMMUNITY REHABILITATION TECHNOLOGY		
COURSE TITLE: COMMUNITY REHABILITATION FOR MENTAL HEALTH AND PSYCHOSOCIAL DYSFUNCTIONS	COURSE CODE: CRT 422	CONTACT HOURS: 3 HOURS/ WEEK
	CREDIT UNIT: 3	THEORETICAL: 1 HOUR/ WEEK
YEAR: II SEMESTER: II	PRE-REQUISITE: NIL	PRACTICAL: 2 HOURS/ WEEK
GOAL: This course is designed to equip students with the knowledge, skills and attitudes required to support individuals, families, and communities in addressing mental health and psychosocial dysfunctions through rehabilitation, advocacy, and inclusive practices.		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Know common mental health and psychosocial dysfunctions, their causes, and their impact on individuals and communities; 2.0 Understand the application of CR strategies that promote recovery, coping, and reintegration for persons with mental health challenges; 3.0 Understand how to engage families and communities in reducing stigma, fostering inclusion, and supporting persons with psychosocial dysfunctions; 4.0 Know advocacy and awareness programmes that improve mental health literacy and accessibility of services.		



PROGRAMME: HIGHER NATIONAL DIPLOMA (HND) COMMUNITY REHABILITATION TECHNOLOGY						
COURSE TITLE: COMMUNITY REHABILITATION FOR MENTAL HEALTH AND PSYCHOSOCIAL DYSFUNCTIONS			COURSE CODE: CRT 422		CONTACT HOURS: 3 HOURS/ WEEK	
			CREDIT UNIT: 3		THEORETICAL: 1 HOUR/ WEEK	
YEAR: II SEMESTER: II			PRE-REQUISITE: NIL		PRACTICAL: 2 HOURS/ WEEK	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to equip students with the knowledge, skills and attitudes required to support individuals, families, and communities in addressing mental health and psychosocial dysfunctions through rehabilitation, advocacy, and inclusive practices.						
General Objective 1.0: Know common mental health and psychosocial dysfunctions, their causes, and their impact on individuals and communities						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher’s Activities	Resources	Specific Learning Outcome	Teacher’s Activities	Resources
1-4	1.1.Define mental health and psychosocial dysfunctions. 1.2.Explain causes of common mental health conditions. 1.3.Differentiate types of mental health conditions. 1.4.Discuss the impact of mental health dysfunctions on individuals and communities. 1.5.Explain functional, social, and economic consequences.	• Define mental health and psychosocial dysfunctions. • Explain causes of common mental health conditions. • Differentiate types of mental health conditions. • Discuss the impact of mental health dysfunctions on individuals and communities. • Explain functional, social, and economic consequences.	WHO mental health manuals, Diagnostic and Statistical Manual of mental disorders (DSM 5). Textbooks, WHO reports. ICD classification. WHO CBR Matrix, local health data.	• Identify examples of dysfunctions in case studies. • Identify causes and conditions in sample cases. • Create visual content to describe effects on daily living and community participation. • Perform role-play of patient and community experiences	Guide students to: • Identify examples of dysfunctions in case studies. • Relate causes to patient situations. • Identify and classify conditions in sample cases. • Describe effects on daily living and community participation. • Role-play of patient/community experiences	Case reports, Charts. Flip charts, Markers Case files. Role cards, Simulation scripts.

General Objective 2.0: Understand the application of CR strategies that promote recovery, coping, and reintegration for persons with mental health challenges.

5-8	2.1. Discuss the principles of community-based rehabilitation (CBR). 2.2. Explain strategies for recovery and coping. 2.3. Differentiate rehabilitation approaches for reintegration. 2.4. Explain rehabilitation strategies to patient outcomes. 2.5. Discuss psychosocial interventions such as: - Counselling, - Peer support, - Group therapy. 2.6. Highlight how CBR improves independence and community participation.	- Discuss the principles of community-based rehabilitation (CBR). - Explain strategies for recovery and coping. - Differentiate rehabilitation approaches for reintegration. - Explain rehabilitation strategies to patient outcomes. - Discuss psychosocial interventions such as: - Counselling, - Peer support, - Group therapy. - Discuss how CBR improves independence and community participation.	WHO CBR Matrix, Community rehab manuals. Mental health rehab texts, WHO guidelines. Vocational rehab manuals, WHO reports, local rehab data. 	- Identify CBR components in case examples. - Practice basic coping support techniques. - Apply reintegration strategies in simulations. - Assess effectiveness of strategies in case studies. - Perform role-play of counselling and peer support.	Guide students to: - Identify CBR components in case examples. - Practice basic coping support techniques. - Apply reintegration strategies in simulations. - Assess effectiveness of strategies in case studies. - Role-play of counselling and peer support.	Case studies, Charts. Role cards, Counseling scripts. Flip charts, Markers, Sample plans. Evaluation forms, Checklists.
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General Objective 3.0: Understand how to engage families and communities in reducing stigma, fostering inclusion, and supporting persons with psychosocial dysfunctions.

9-12	3.1 Explain the meaning of stigma and its effects on individuals and families. 3.2 Explain family engagement strategies. 3.3 Enumerate community-based	- Explain the meaning of stigma and its effects on individuals and families. - Explain family engagement strategies. - Enumerate community-based strategies for improving	WHO CBR Matrix Community rehab texts. Family counselling guides, Rehab manuals. WHO accessibility guidelines,	- Identify examples of stigma in local contexts. - Relate strategies to simulated family situations. - Design simple	Guide students to: - Identify examples of stigma in local contexts. - Evaluate strategies in simulated family situations. - Design simple	Case reports, Role cards. Role-play scripts, Counselling checklists. Flip charts, Markers, Accessibility checklists. Posters,
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	strategies for improving accessibility and participation. 3.4 Highlight advocacy techniques for promoting inclusion and awareness. 3.5 Discuss methods for stigma reduction.	accessibility and participation. • Highlight advocacy techniques for promoting inclusion and awareness. • Discuss methods for stigma reduction.	Local policy documents. Advocacy manuals.	inclusion projects. • Conduct awareness campaign simulations. • Perform family counselling sessions	inclusion projects. • Conduct awareness campaign simulations. • Role-play of family counselling sessions	Flyers, Presentation tools.
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General Objective 4.0: Know advocacy and awareness programmes that improve mental health literacy and accessibility of services

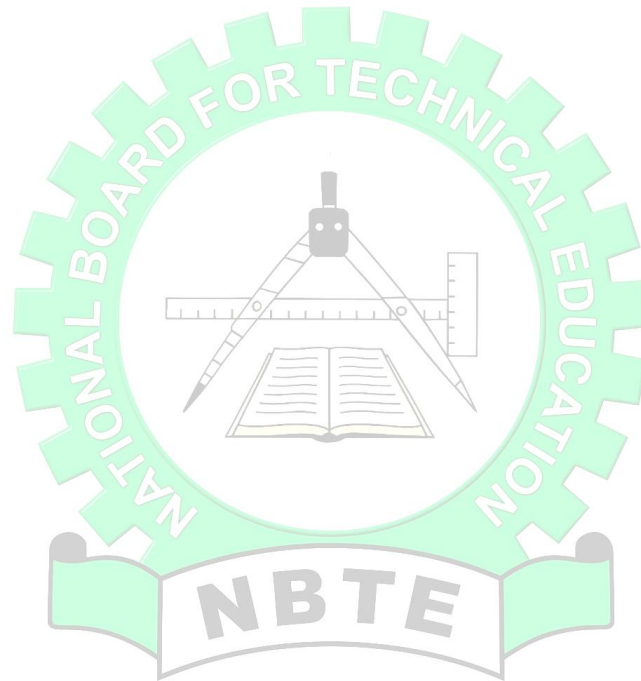
13-15	4.1 Discuss advocacy in mental and psychosocial health. 4.2 Explain methods of raising mental health awareness in families and communities. 4.3 Differentiate advocacy approaches for literacy and accessibility. 4.4 Discuss barriers to mental health service access. 4.5 Relate advocacy and awareness to improved service utilization.	• Discuss advocacy in mental and psychosocial health. • Explain methods of raising mental health awareness in families and communities. • Differentiate advocacy approaches for literacy and accessibility. • Discuss barriers to mental health service access. • Relate advocacy and awareness to improved service utilization.	Advocacy manuals, WHO reports, Community rehab texts, Sensitization guides, NGO reports, Policy documents, WHO CBR Matrix, Local health data, WHO reports, Community health data.	• Identify examples of advocacy in community settings. • Develop awareness strategies in local contexts. • Apply advocacy approaches in simulated projects. • Identify barriers in case scenarios. • Evaluate effectiveness of advocacy in case studies.	Guide students to: • Identify examples of advocacy in community settings. • Relate awareness strategies to local contexts. • Apply advocacy approaches in simulated projects. • Identify barriers in case scenarios. • Evaluate effectiveness of advocacy in case studies	Case reports, Charts, Flip charts, Markers, Posters, Flyers, Presentation tools, Case studies, Evaluation forms, Checklists.
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COURSE ASSESSMENT:

Course work: 10%

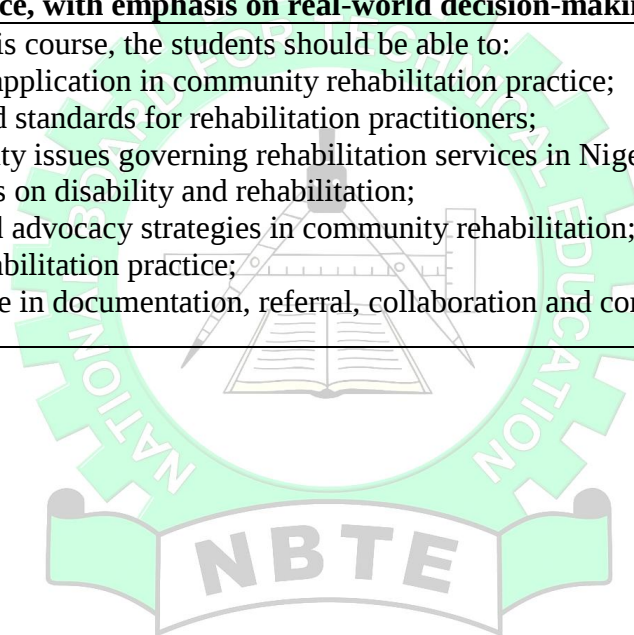
Test/Assignments: 10%

Practical:	40%
Examination:	40%
Total:	100%



Professional Ethics, Legal and Policy Issues in Community Rehabilitation

PROGRAMME: HIGHER NATIONAL DIPLOMA (HND) IN COMMUNITY REHABILITATION TECHNOLOGY		
COURSE TITLE: PROFESSIONAL ETHICS, LEGAL AND POLICY ISSUES IN COMMUNITY REHABILITATION	COURSE CODE: CRT 424	CONTACT HOURS: 3 HOURS/ WEEK
	CREDIT UNITS: 3	THEORETICAL: 2 HOURS/ WEEK
YEAR II SEMESTER II	PRE-REQUISITE:	PRACTICAL: 1 HOUR/ WEEK
GOAL: This course is designed to equip students with knowledge and skills to critically analyse, navigate and apply complex ethical, legal and policy issues in community rehabilitation practice, with emphasis on real-world decision-making.		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Understand ethical principles and their application in community rehabilitation practice; 2.0 Know professional codes of conduct and standards for rehabilitation practitioners; 3.0 Understand legal frameworks and liability issues governing rehabilitation services in Nigeria; 4.0 Know national and international policies on disability and rehabilitation; 5.0 Understand rights-based approaches and advocacy strategies in community rehabilitation; 6.0 Know complex ethical dilemmas in rehabilitation practice; 7.0 Understand ethical and legal competence in documentation, referral, collaboration and community-based interventions.		



PROGRAMME: NATIONAL DIPLOMA (HND) IN COMMUNITY REHABILITATION TECHNOLOGY						
COURSE TITLE: PROFESSIONAL ETHICS, LEGAL AND POLICY ISSUES IN COMMUNITY REHABILITATION			COURSE CODE: CRT 424		CONTACT HOURS: 3 HOURS/ WEEK	
			CREDIT UNITS: 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 equip students with knowledge and skills to critically analyse, navigate and apply complex ethical, legal and policy issues in community rehabilitation practice, with emphasis on real-world decision-making.						
GENERAL OBJECTIVE 1.0 Understand ethical principles and their application in community rehabilitation practice						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher’s Activities	Resources	Specific Learning Outcome	Teacher’s Activities	Resources
1-2	1.1 Discuss the application of autonomy, beneficence, non-maleficence and justice in community settings. 1.2 Explain conflicts between ethical principles in resource-limited settings. 1.3 Describe ethical implications of cultural diversity in rehabilitation.	• Discuss the application of autonomy, beneficence, non-maleficence and justice in community settings • Explain conflicts between ethical principles in resource-limited settings • Describe ethical implications of cultural diversity in rehabilitation	Case studies, WHO documents, videos Local Nigerian case studies Journal articles	• Evaluate the impact of power dynamics on ethical practice	Guide students to: • Evaluate the impact of power dynamics on ethical practice	
General Objective 2.0 Know professional codes of conduct and standards for rehabilitation practitioners.						
3-4	2.1 Explain the strengths and limitations of existing professional	• Explain the strengths and limitations of existing professional	Professional codes Reports on	• Adapt professional codes to community rehabilitation contexts	Guide students to: • Adapt professional codes to community	Code documents Incident report forms Templates

	codes (MRTBN). 2.2 Discuss issues of professional accountability and whistle-blowing. 2.3 Explain boundary management and dual relationships in community practice. 2.4 Discuss the role of continuing professional development in ethical practice.	codes (MRTBN). • Discuss issues of professional accountability and whistle-blowing. • Explain boundary management and dual relationships in community practice. • Discuss the role of continuing professional development in ethical practice.	professional misconduct Case studies CPD frameworks	• Simulate whistle-blowing procedures • Develop personal professional boundary guidelines • Design a CPD plan focused on ethics	rehabilitation contexts • Simulate whistle-blowing procedures • Develop personal professional boundary guidelines • Design a CPD plan focused on ethics	CPD templates
General Objective 3.0: Understand legal frameworks and liability issues governing rehabilitation services in Nigeria.						
5-6	3.1 Explain the provisions of the MRTBN Act and other relevant laws. 3.2 Discuss issues of professional liability and negligence. 3.3 Explain consent, confidentiality and data protection laws. 3.4 Explain regulatory compliance and sanctions.	• Explain the provisions of the MRTBN Act and other relevant laws • Discuss issues of professional liability and negligence • Explain consent, confidentiality and data protection laws • Explain regulatory compliance and sanctions	Legal documents Court judgments Regulatory reports	• Conduct mock legal audit of rehabilitation records • Conduct education workshop (s) on disability right in the community	Guide students to: • Conduct mock legal audit of rehabilitation records • Conduct education workshop (s) on disability right in the community	Legal case summaries Sample legal templates Record samples Community meeting points Checklists
General Objective 4.0: Know national and international policies on disability and rehabilitation.						
7-8	4.1 Discuss the implementation of the National	• Discuss the implementation of the National Disability	Policy documents UNCRPD and	• Assess policy implementation gaps in local communities	• Guide students to: • Assess policy implementation gaps	Observation tools Templates Flip charts

	Disability Policy. 4.2 Describe alignment between UNCRPD, WHO 2030 and Nigerian policies. 4.3 Explain policy barriers to community-based rehabilitation. 4.4 Explain financing mechanisms and sponsorship policy sustainability.	Policy - Describe alignment between UNCRPD, WHO 2030 and Nigerian policies - Explain policy barriers to community-based rehabilitation - Explain financing mechanisms and sponsorship policy sustainability	WHO docs Research reports Budget documents	- Propose policy advocacy recommendations - Develop strategies to overcome policy barriers - Formulate a funding proposal component for rehabilitation	in local communities - Propose policy advocacy recommendations - Develop strategies to overcome policy barriers - Formulate a funding proposal component for rehabilitation	Proposal formats
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General Objective 5.0: Understand rights-based approaches and advocacy strategies in community rehabilitation.

9-10	5.1 Explain rights-based approaches in community rehabilitation. 5.2 Explain strategies for reducing stigma and discrimination 5.3 Explain the role of rehabilitation workers in legal advocacy 5.4 Explain inclusive development practices	- Explain rights-based approaches in community rehabilitation - Discuss strategies for reducing stigma and discrimination 5.3 Explain the role of rehabilitation workers in legal advocacy 5.4 Explain inclusive development practices	UNCRPD articles Videos, studies Case studies SDG & CRPD reports	- Design rights-based intervention plans - Conduct community rights advocacy simulation - Prepare advocacy briefs for policy change - Evaluate existing community programmes for rights compliance	- Guide students to: - Design rights-based intervention plans - Conduct community rights advocacy simulation - Prepare advocacy briefs for policy change - Evaluate existing community programmes for rights compliance	Planning templates Advocacy materials Brief templates Evaluation tools
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General Objective 6.0: Analyse and resolve complex ethical dilemmas in rehabilitation practice.

11-12	6.1 Explain complex ethical dilemmas involving multiple stakeholders 6.2 Describe ethical issues in emergency and disaster rehabilitation. 6.3 Discuss ethical considerations in research involving persons with disabilities. 6.4 Explain emerging ethical issues (tele-rehabilitation, other IT approaches).	• Explain complex ethical dilemmas involving multiple stakeholders • Describe ethical issues in emergency and disaster rehabilitation. • Discuss ethical considerations in research involving persons with disabilities. • Explain emerging ethical issues (tele-rehabilitation, other IT approaches).	Complex scenarios Disaster case studies Research ethics guidelines Current articles	• Apply ethical decision-making models to resolve dilemmas • Role-play ethical decision-making in emergencies • Review research protocols for ethical compliance and improvement • Develop position paper on an emerging ethical issue	Guide students to: • Supervised resolution sessions • Facilitate high-pressure role-play • Peer review exercise • Guided writing and presentation	Decision models Scenario packs Sample protocols Research materials
General Objective 7.0 Know ethical and legal competence in documentation, referral, collaboration and community-based interventions.						
13-15	7.1 Explain ethical requirements in clinical documentation and reporting. 7.2 Discuss ethical challenges in home visits and community outreach. 7.3 Describe ethical and legal principles in supervisory and leadership roles.	• Explain ethical requirements in clinical documentation and reporting • Discuss ethical challenges in home visits and community outreach • Describe ethical and legal principles in supervisory and leadership roles	Sample records Guidelines Field reports Leadership cases	• Perform ethical audit of documentation • Create into soapbox to exemplify legal and ethical aspects of referral and interprofessional practice • Simulate interprofessional case conference • Develop ethical protocols for community outreach • Prepare an ethics training module for	Guide students to: • Perform ethical audit of documentation • Exemplify legal and ethical aspects of referral and interprofessional practice • Simulate interprofessional case conference • Develop ethical protocols for community outreach • Prepare an ethics training module for	Records Conference templates Protocols Presentation tools

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COURSE ASSESSMENT:

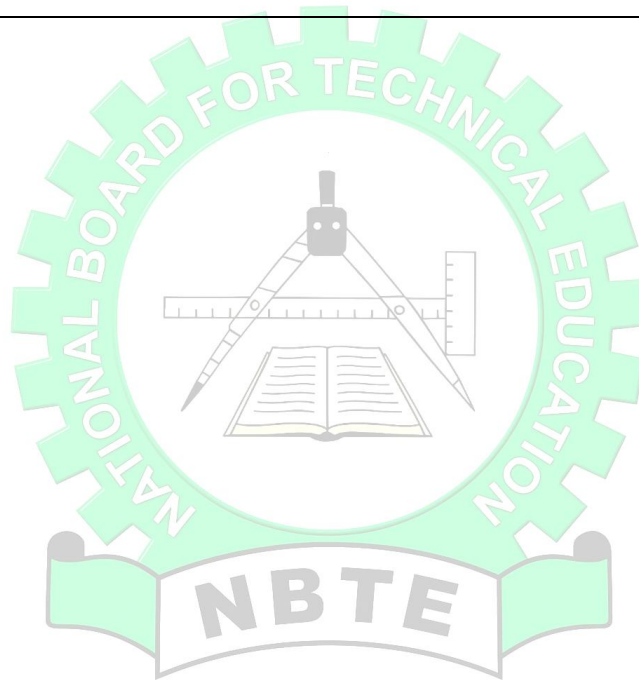
Course work: 10%

Test/Assignments: 10%

Practical: 40%

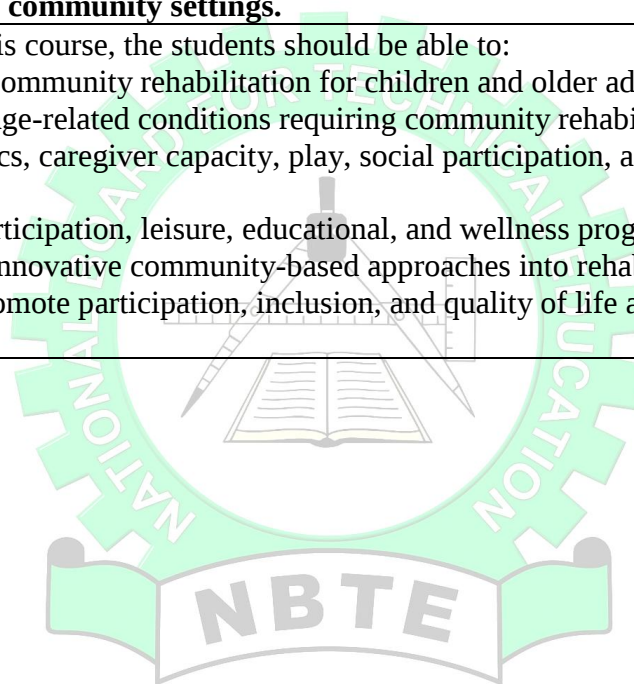
Examination: 40%

Total: 100%



Community Rehabilitation for Children and Older Adults

PROGRAMME: HIGHER NATIONAL DIPLOMA (HND) IN COMMUNITY REHABILITATION		
COURSE TITLE: COMMUNITY REHABILITATION FOR CHILDREN AND OLDER ADULTS	COURSE CODE: CRT 424	CONTACT HOURS: 3 HOURS/ WEEK
	CREDIT UNITS: 3	THEORETICAL: 1 HOUR/WEEK
YEAR II SEMESTER II	PRE-REQUISITE:	PRACTICAL: 2 HOURS/WEEK
GOAL: This course is designed to equip students with clinical knowledge and professional skills necessary for effective rehabilitation service delivery for children and older adults in diverse community settings.		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Understand the concepts and relevance of community rehabilitation for children and older adults; 2.0 Know common childhood disabilities and age-related conditions requiring community rehabilitation interventions; 3.0 Understand the influence of family dynamics, caregiver capacity, play, social participation, and aging-related transitions on rehabilitation outcomes among children and older adults; 4.0 Understand age-appropriate community participation, leisure, educational, and wellness programmes for children and older adults; 5.0 Know technology, tele-rehabilitation, and innovative community-based approaches into rehabilitation services for children and older adults; 6.0 Understand rehabilitation outcomes and promote participation, inclusion, and quality of life among children and older adults in community settings.		



PROGRAMME: HIGHER NATIONAL DIPLOMA (HND) IN COMMUNITY REHABILITATION TECHNOLOGY						
COURSE TITLE: COMMUNITY REHABILITATION FOR CHILDREN AND OLDER ADULTS			COURSE CODE: CRT 424		CONTACT HOURS: 3 HOURS/ WEEK	
			CREDIT UNIT: 3		THEORETICAL: 1HOUR/WEEK	
YEAR: II SEMESTER: II			PRE-REQUISITE:		PRACTICAL: 2HOURS/WEEK	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to equip students with clinical knowledge and professional skills necessary for effective rehabilitation service delivery for children and older adults in diverse community settings.						
GENERAL OBJECTIVE 1.0: Understand the concepts and relevance of community rehabilitation for children and older adults.						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher’s Activities	Resources	Specific Learning Outcome	Teacher’s Activities	Resources
1-2	1.1.Explain the concept and relevance of community rehabilitation for children and older adults. 1.2.Describe the goals and principles of community-based rehabilitation across the lifespan. 1.3.Highlight common rehabilitation needs of children and older adults. 1.4.Discuss the importance of participation, inclusion, and functional independence. 1.5.Compare rehabilitation approaches for pediatric and geriatric populations.	• Explain the concept and relevance of community rehabilitation for children and older adults. • Describe the goals and principles of community-based rehabilitation across the lifespan. • Explain common rehabilitation needs of children and older adults. • Discuss the importance of participation, inclusion, and functional independence.	Textbooks Flipcharts Lecture notes Powerpoints, Audio-visual aids	• Identify common children and older adults’ conditions requiring rehabilitation • Demonstrate common children and older adults’ rehabilitation conditions • Analyse rehabilitation needs of children and older adults in the community • Perform roleplay common children and older adults’ conditions	Guide students to: • Identify common children and older adults’ conditions requiring rehabilitation • Demonstrate common children and older adults’ rehabilitation conditions • Analyse rehabilitation needs of children and older adults in the community • Roleplay common children and older adults’	Roleplay cards Charts Documentary video Demonstration room

		• Compare rehabilitation approaches for pediatric and geriatric populations.			conditions	
General Objective 2.0: Know common childhood disabilities and age-related conditions requiring community rehabilitation interventions.						
3-5	2.1 Describe common developmental and childhood disabilities. 2.2 Discuss common geriatric conditions affecting function and participation. 2.3 Explain causes and risk factors associated with disabilities in children and older adults. 2.4 Analyse the impact of disability on activities of daily living and participation. 2.5 Explain complications associated with long-term disability and aging.	• Describe common developmental and childhood disabilities. • Discuss common geriatric conditions affecting function and participation. • Explain causes and risk factors associated with disabilities in children and older adults. • Analyse the impact of disability on activities of daily living and participation. • Recognize complications associated with long-term disability and aging.	Textbooks Lecture notes Powerpoint Flip charts Teaching aids Assessment checklists Research articles and journals	• Identify common developmental and childhood disabilities. • Demonstrate common geriatric conditions affecting function and participation. • Identify causes and risk factors associated with disabilities of children and older adults • Demonstrate the complications associated with long-term disability and aging	Guide students to: • Identify common developmental and childhood disabilities. • Demonstrate common geriatric conditions affecting function and participation. • Identify causes and risk factors associated with disabilities of children and older adults • Demonstrate the complications associated with long-term disability and aging	Clinical case reports WHO healthy aging resources Disability fact sheets Educational videos
General Objective 3.0: Understand the influence of family dynamics, caregiver capacity, play, social participation, and aging-related transitions on rehabilitation outcomes among children and older adults.						
6-8	3.1 Highlight the roles of family support in rehabilitation outcomes. 3.2 List caregiver challenges	• Discuss the roles of family support in rehabilitation outcomes. • Describe caregiver	Textbooks Lecture notes Powerpoint Flip charts	• Identify the roles of family support in rehabilitation outcomes of	Guide students to: • Identify the roles of family support in	Family assessment tools Play and activity

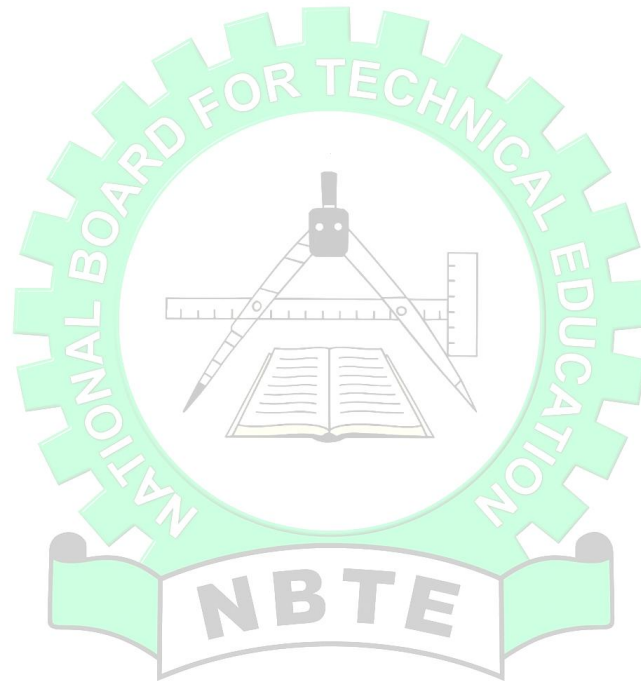
	affecting rehabilitation participation. 3.3 Explain the importance of play in child development and rehabilitation. 3.4 Discuss the effects of retirement, social isolation, and role loss in older adults. 3.5 Discuss factors influencing social participation and community integration.	challenges affecting rehabilitation participation. • Explain the importance of play in child development and rehabilitation. • Discuss the effects of retirement, social isolation, and role loss in older adults. • Explain factors influencing social participation and community integration.	Teaching aids Assessment checklists Research articles and journals	children and older adults with needs. • Analyse the challenges facing caregivers in rehabilitation participation and home programme compliance. • Analyse the effects of retirement, social isolation, and role loss in older adults. • Role-play on caregiver and family interactions	rehabilitation outcomes of children and older adults with needs. • Analyse the challenges facing caregivers in rehabilitation participation and home programme compliance. • Analyse the effects of retirement, social isolation, and role loss in older adults. • Role-play on caregiver and family interactions	materials Caregiver burden questionnaires Case studies and role-play scripts
General Objective 4.0: Understand age-appropriate community participation, leisure, educational, and wellness programmes for children and older adults.						
9-11	4.1 Highlight activities for children and older adults in community setting. 4.2 Explain basic play, leisure, and recreational programmes in community rehabilitation. 4.3 List some community participation activities for	• Explain meaningful activities for children and older adults. • Explain basic play, leisure, and recreational programmes. • Describe community participation activities	Textbooks Lecture notes Powerpoint Flip charts Teaching aids Assessment checklists Research	• Demonstrate common activities for children and older adult in a community setting • Adapt activities to accommodate functional limitations	Guide students to: • Demonstrate common activities for children and older adult in a community setting	Activity planning templates Adaptive games and leisure equipment Community participation guides

	inclusive engagement for children and older population. 4.4 Recommend wellness and healthy aging activities for older adults in community settings. 4.5 List activities to accommodate functional limitations and disabilities in community rehabilitation.	for inclusive engagement. • Explain wellness and healthy aging activities for older adults. • Describe activities to accommodate functional limitations and disabilities.	articles and journals	and disabilities. • Demonstrate activities for inclusive engagement in the community.	• Adapt activities to accommodate functional limitations and disabilities. • Demonstrate activities for inclusive engagement in the community.	Games
General Objective 5.0: Know technology, tele-rehabilitation, and innovative community-based approaches into rehabilitation services for children and older adults.						
12-14	5.1 Explain the concept and relevance of technological innovations in community rehabilitation 5.2 List technologies used in community rehabilitation services. 5.3 Explain the principles of tele-rehabilitation and remote support. 5.4 Describe basic use of digital tools for rehabilitation follow-up. 5.5 Discuss innovative approaches to rehabilitation in low-resource settings. 5.6 Discuss the benefits and limitations of technology-assisted rehabilitation.	• Explain the concept and relevance of technological innovations in community rehabilitation • Discuss technologies used in community rehabilitation services. • Exemplify the principles of tele-rehabilitation and remote support. • Discuss basic use of digital tools for rehabilitation follow-up. • Discuss innovative approaches to rehabilitation in low-	Textbooks Lecture notes Powerpoint Flip charts Teaching aids Assessment checklists Audio-visual aids	• Simulate various technological innovations relevant in community rehabilitation • Identify common technological innovations applicable in community rehabilitation • Demonstrate the roles of technological innovation in community rehabilitation • Use technological innovations in community	Guide students to: • Simulate various technological innovations relevant in community rehabilitation • Identify common technological innovations applicable in community rehabilitation • Demonstrate the roles of technological innovation in community rehabilitation	ICT lab Fieldwork Rehabilitation mobile applications Smart devices Video clips

		resource settings. • Evaluate the benefits and limitations of technology-assisted rehabilitation.		rehabilitation practice	• Use technological innovations in community rehabilitation practice	
General Objective 6.0: Understand rehabilitation outcomes and promote participation, inclusion, and quality of life among children and older adults in community settings.						
14-15	6.1 Highlight the importance of outcome evaluation in community rehabilitation. 6.2 List functional progress during rehabilitation programmes for children and older adults. 6.3 Highlight simple outcome measurement tools appropriately. 6.4 Explain participation and quality-of-life outcomes. 6.5 Describe modifications to rehabilitation plans based on client progress. 6.6 Explain the concept of ethics and legal issues in relation to vulnerable population in the community.	• Explain the importance of outcome evaluation in rehabilitation. • Describe functional progress in community rehabilitation programmes. • Use simple outcome measurement tools appropriately. • Discuss participation and quality-of-life outcomes. • Explain modifications to rehabilitation plans based on client progress. • Discuss the concept of ethics and legal issues in vulnerable population within the community.	Textbooks Lecture notes Powerpoint Flip charts Teaching aids Audio-visual aids MRTB code of ethics Scope of practice for CRWs	• Identify simple outcome measurement tools appropriately. • Demonstrate the use of simple outcome measures. • Monitor functional progress during rehabilitation programmes. • Demonstrate participation and quality of life of older adults in community settings.	Guide students to: • Identify simple outcome measurement tools appropriately. • Demonstrate the use of simple outcome measures. • Monitor functional progress during rehabilitation programmes. • Demonstrate participation and quality of life of older adults in community settings.	Charts Case notes M&E templates Checklists

COURSE ASSESSMENT:

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



LIST OF MINIMUM RESOURCES/PHYSICAL FACILITIES

REHABILITATION DEMONSTRATION ROOM

S/N	EQUIPMENT	QUANTITY REQUIRED
	Assessment	
1.	Measuring tools - Tape - Ruler - goniometer	10 10 10
2.	Forms: - Assessment form - Referral form - Patient progress/follow up form - Complaint form	10 each
3.	Examination couch	2
	Device sample for demonstration	
4.	Transtibial prosthesis	1
5.	Transfemoral prosthesis	1
6.	Upper limb prosthesis	1
7.	Partial foot prosthesis	1
8.	Lower limb orthosis	1
9.	Spinal orthosis	1
10.	Upper limb orthosis	1
	Tools for basic device repair and maintenance	
11.	Drilling machine	1
12.	Allen key	3
13.	Workbench	5 sets
14.	Benchvice	3
15.	Anvil,	6
16.	Jigsaw	3
17.	Hack saw	5
18.	Table grinding machine	5
19.	Screw driver set	5

20.	Heat gun	5
21.	Plier set	5
22.	PPE (Eye goggle, face shield, ear muffle, nose mask, heat gloves, boots and workshop overall)	1 set/students
Materials		
23.	Adhesives	2 tins
24.	Leather	3 yards
25.	EVA Foam	2 sheets
Rehabilitation for Hearing Impairment		
26.	Otoscope	3
27.	Audiometer	2
28.	Tuning forks	4 sets
29.	Tongue pressor	1 pack
30.	Tympanometer	1
31.	Mirror (Wall & table)	2
32.	Examination chair (multidirectional)	2
	Sound-proof booth	1
	Hearing aid (Body worn & Behind The Ear)	1 each
Assessment Tools for ADL		
33.	Barthel Index (basic ADL screening)	30
34.	Katz Index of Activities of Daily Living	30
35.	Functional mobility observation checklist	30
36.	Simple participation assessment forms	30
37.	Stroke Impact Scale	30
38.	Functional independence observation form	30
39.	Developmental milestone checklist (children)	30
40.	Basic caregiver burden checklist	30
41.	WHO Disability Assessment Schedule (simple adaptation)	30
Environmental and community checklist		
42.	Home safety checklist	30
43.	Accessibility checklist	30
44.	Environmental hazard checklist	30

45.	Community participation observation form	30
	Cognition and Psychosocial Checklist	
46.	Mini-Cog	30
47.	PHQ-2 (depression screening)	30
48.	Simple confusion screening	30
49.	WHO-5 Wellbeing Index	30
	Instruments	
50.	Hand dynamometer (optional/basic grip strength)	10
51.	Simple step counter/pedometer	5
52.	Stopwatch for mobility timing	10
53.	Digital thermometer	10
54.	Digital blood pressure monitor	5
55.	Pulse oximeter	5
56.	Weighing scale	4
57.	Height measuring tape/stadiometer	4
	Assistive Devices/Mobility aids	
58.	Walking cane	5
59.	Crutches	5
60.	Walker/frame	5
61.	Wheelchair	2
	First Aid	
62.	First aid box	2
63.	Disposable Gloves	2 packs
64.	Hand sanitizer	Assorted
65.	Face masks	2 packs
66.	Basic wound dressing supplies	Assorted
	Counselling Tools	
67.	Counseling cue cards	30
68.	Communication boards/picture cards	30
69.	Patient education leaflets	30
70.	Caregiver teaching guides	30
71.	Counseling cue cards	30

	Documentation and Referral forms	
72.	Community rehabilitation record forms	30
73.	Monitoring checklists	
74.	Community survey forms	
	Basic Treatment Instrument	
75.	Standing Infra-Red Lamps	2
76.	Parallel Bar	1
77.	Freezer (small size) for Ice making	1
78.	Exercise Mats	2
79.	Weights/Sand bags	Assorted
80.	Wooden Staircase	1
81.	Wall Bar	1
82.	Shoulder Wheel	1
83.	Bandages	Assorted
84.	Gait Belts	1
85.	Plinths	2
86.	Theraband	Assorted
87.	Hand springs	1
	Oral rehabilitation Equipment	
88.	Voice recorder	1
89.	Speech Reader	1
90.	Auditory memory for shortstories	2
91.	Weber vocalic R. vocal cards	2
92.	Tape radio	2
93.	Say and do action cards	2 packs
94.	Ask and answer WH Questions	2 packs
95.	Legos	1 pack
96.	Bell	2
97.	Rattles	3
98.	Singing dolls	5

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