



NATIONAL BOARD FOR TECHNICAL EDUCATION

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

NATIONAL DIPLOMA IN COMMUNITY REHABILITATION TECHNOLOGY PROGRAMME

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

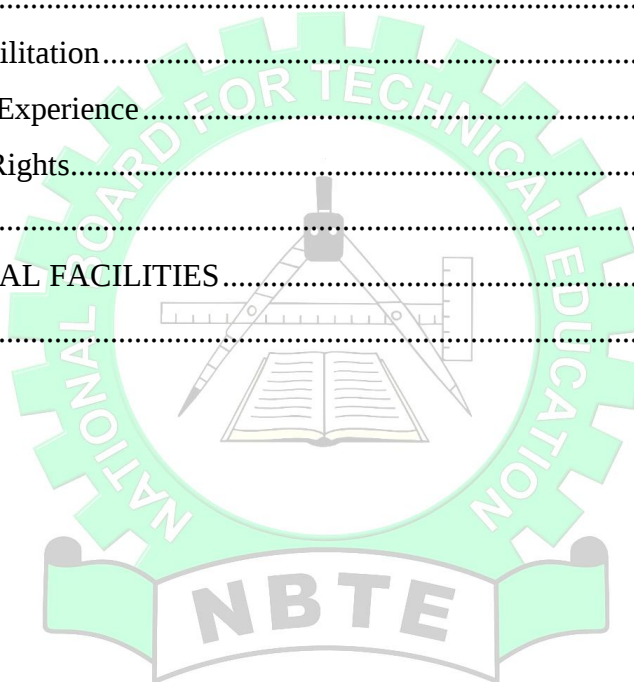
Executive Secretary

National Board for Technical Education,
Kaduna, Nigeria

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GENERAL INFORMATION

1.0 PROGRAMME NOMENCLATURE

National Diploma in Community Rehabilitation Technology

2.0 PROGRAMME GOAL

The goal of the ND Community Rehabilitation Technology is to train middle-level personnel who can deliver accessible and culturally acceptable rehabilitation services at the grassroots level, conduct basic assessment, provide health education and psychosocial support, perform minor assistive device repairs, and facilitate referrals, while working collaboratively with the community under the auspices of a qualified rehabilitation professional. Ultimately, the Programme seeks to strengthen inclusive healthcare systems and sustainable community development by promoting accessibility, inclusivity, and sustainability.

3.0 OBJECTIVES OF THE PROGRAMME

At the end of the Programme, the students should be able to:

- i. Apply fundamental knowledge of medical rehabilitation, anatomy, physiology, psychology, sociology, and disability studies;
- ii. Conduct basic assessments and document rehabilitation needs;
- iii. Promote disability prevention, early identification, health education, and community awareness Programmes aimed at improving health outcomes and reducing disability-related risks;
- iv. Provide community-based rehabilitation services effectively;
- v. Promote disability prevention and health education;
- vi. Mobilize communities and facilitate community participation in rehabilitation, disability inclusion, health promotion, and development Programmes;
- vii. Plan, implement, monitor, and evaluate community-based and home-based rehabilitation interventions for persons with disabilities and other vulnerable populations;
- viii. Support vocational, socio-economic, educational, and social rehabilitation initiatives that promote independence, participation, and quality of life for persons with disabilities and special populations;
- ix. Facilitate referrals and collaborate with healthcare professionals;
- x. Provide safe first aid, emergency support, and basic rehabilitation interventions during accidents, emergencies, disasters, and humanitarian situations;
- xi. Apply ethical principles, legal requirements, professional standards, and patient rights in all aspects of rehabilitation practice and community engagement;
- xii. Advocate for disability rights, accessibility, inclusion, equity, and participation in accordance with national and international disability frameworks.
- xiii. Collect, analyze, interpret, and utilize community and rehabilitation data for planning, decision-making, Programme improvement, and evidence-based practice.

- xiv. Conduct basic research and community-based projects to address rehabilitation challenges and contribute to knowledge generation in community rehabilitation practice.
- xv. Demonstrate leadership, entrepreneurship, teamwork, professionalism, and lifelong learning skills necessary for effective practice and sustainable community development.
- xvi. Deliver culturally appropriate, client-centered, and inclusive rehabilitation services that enhance participation, independence, and quality of life at the grassroots level.

4.0 ENTRY REQUIREMENT

The minimum entry requirements into the ND Community Rehabilitation Programme are:

- i. Five (5) credit passes in WASSCE, SSCE, NECO, NABTEB, NBAIS, or GCE “O” Level, at not more than two (2) sittings. The subject combination must include: Mathematics, English Language, Physics, Chemistry and Biology/ Health Science.
- ii. A minimum admissible score in the Unified Tertiary Matriculation Examination (UTME) as maybe stipulated by JAMB.

5.0 STRUCTURE/DURATION OF THE PROGRAMME

The ND 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. It also includes 4-6 months of Supervised Industrial Work Experience Scheme (SIWES)/Supervised Clinical Work Experience Scheme, which shall take place at the end of the second semester of the first year. Each semester shall be of 17 weeks duration 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 ND Community Rehabilitation Technology Programme consists of four main components. These are:

- i. General Studies/Education.
- ii. Foundation Courses.
- iii. Professional courses.
- iv. Supervised Industrial Work Experience Scheme (SIWES)/Supervised Clinical Work Experience Scheme (SCWES).

7.0 STAFFING REQUIREMENTS

7.1 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 etc. 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).

7.2 Core Teaching Staff

The Department must have a minimum of four (4) core lecturers for the ND Community Rehabilitation Technology Programme including the Head. Lecturers must have a minimum of HND in Community Rehabilitation Technology or first degree in any of the medical rehabilitation professions. Lecturers must be registered and licensed with the Medical Rehabilitation Therapists Board of Nigeria (MRTBN).

7.3 Clinical/Technical staff

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

8.0 CERTIFICATION

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

9.0 CONDITIONS FOR THE AWARD OF ND IN COMMUNITY REHABILITATION TECHNOLOGY QUALIFICATION

Accredited Health Institutions will award the National Diploma in Community Rehabilitation Technology qualification to candidates who successfully completed and passed the prescribed continuous assessment, examinations and the Supervised Clinical Work Experience. Such candidates should have completed a minimum of between 72 to 80 total credit units. Courses shall be graded as follows:

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

40% – 44%	E	2.00
Below 40%	F	0.00

9.1 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

10.0 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 any 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 Board of Nigeria, Plot 567, Cadastral Zone, B10, Jabi, Daki-biyu, Abuja, Nigeria. www.mrtb.gov.ng and office@mrtb.gov.ng.

11.0 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.

12.0 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.

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 SIWES/SCWES PROGRAMME

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

14.1 Responsibility for placement of Students.

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

14.2 Evaluation of Students during the SIWES

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

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

14.3 Grading of SIWES

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

14.4 The Institution based Supervisor

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

14.5 Frequency of visit

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

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

14.6 Stipend for Students in SIWES

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

14.7 SIWES as a component of the Curriculum

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

15.0 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

ND YEAR I: SEMESTER I

S/N	COURSE CODE	COURSE TITLE	L	T	P	CH	CU
1.	MSQ 111	Mandatory Skills Qualification	1	0	1	2	2
2.	GNS 101	Use of English I	2	0	2	2	2
3.	GNS 111	Citizenship Education I	2	0	2	2	2
4.	COM 111	Introduction to Computing	2	0	2	3	4
5.	CRT 111	Introduction to Medical Rehabilitation	2	0	1	3	3
6.	CRT 112	Anatomy and Physiology	1	0	2	3	3
7.	CRT 113	Introduction to Sociology	2	0	0	2	2
8.	CRT 114	Introduction to Disability	2	0	0	2	2
9.	CRT 115	Family and Community Health Education	2	0	1	3	3
10.	CRT 116	Introduction to Psychology	2	0	0	2	2
11.	CRT 117	Principles and Practice of First Aid	1	0	2	3	3
Total			19	0	13	27	28

ND YEAR I: SEMESTER II

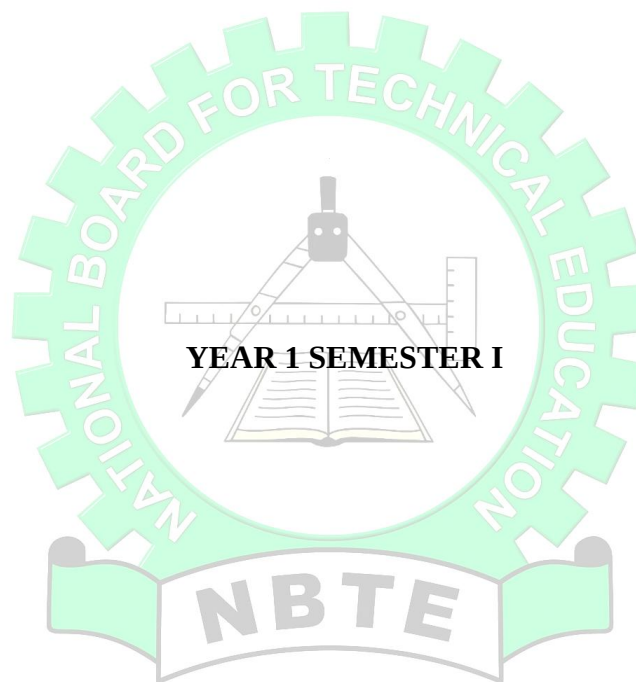
S/N	COURSE CODE	COURSE TITLE	L	T	P	CH	CU
1.	GNS 102	Communication in English I	2	0	0	2	2
2.	ENT 126	Introduction to Entrepreneurship I	1	0	2	3	3
3.	GNS 121	Citizenship Education II	2	0	0	2	2
4.	CRT 121	Basics in Communication for Special Population	1	0	2	3	3
5.	CRT 122	Introduction to Patients and Caregivers Counselling	1	0	1	2	2
6.	CRT 123	Introduction to Rehabilitation	1	0	1	2	2
7.	CRT 124	Community Mobilization and Health Education	2	0	1	3	3
8.	CRT 125	Community Rehabilitation Principles	1	0	1	2	2
9.	CRT 126	Referral and Placement Process in Rehabilitation	2	0	0	2	2
10.	CRT 127	Foundations of Vocational Rehabilitation	1	0	3	4	4
Total			14	0	11	25	25

ND YEAR II: SEMESTER I

S/N	COURSE CODE	COURSE TITLE	L	T	P	CH	CU
1.	GNS 201	Use of English II	2	0	0	2	2
2.	ENT 216	Introduction to Entrepreneurship II	1	0	2	3	3
3.	CRT 211	Contemporary Issues in Rehabilitation	2	0	0	2	2
4.	CRT 212	Socio-Economic Rehabilitation in Special Population	2	0	1	3	3
5.	CRT 213	Early Identification and Prevention of Disability in Childhood	2	0	1	3	3
6.	CRT 214	Management of Community Rehabilitation Services	2	0	1	3	3
7.	CRT 215	Clinical Skills I	1	0	2	3	3
8.	CRT 216	Research Methods in Community Rehabilitation	1	0	1	2	2
9.	CRT 217	SIWES/SCWES	0	0	4	4	4
Total			13	0	12	25	25

ND YEAR II: SEMESTER II

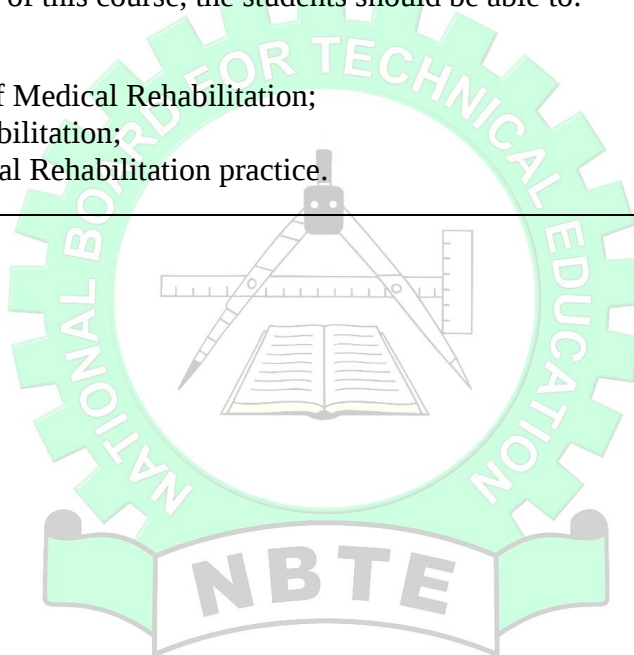
S/N	COURSE CODE	COURSE TITLE	L	T	P	CH	CU
1.	GNS 202	Communication in English II	2	0	0	2	2
2.	CRT 221	Home-Based Rehabilitation	1	0	2	3	3
3.	CRT 222	Disaster, Emergency and Humanitarian Rehabilitation	1	0	2	3	3
4.	CRT 223	Supervised Community-Based Rehabilitation Experience	1	0	2	3	3
5.	CRT 224	Professional Ethics, Legal Issues and Patient Rights.	1	0	2	3	3
6.	CRT 225	Early Detection and Prevention of Disability	1	0	2	3	3
7.	CRT 226	Final Year Project	0	0	4	4	4
Total			7	0	14	21	21



YEAR 1 SEMESTER I

Introduction to Medical Rehabilitation

PROGRAMME: NATIONAL DIPLOMA (ND) IN COMMUNITY REHABILITATION TECHNOLOGY		
COURSE TITLE: INTRODUCTION TO MEDICAL REHABILITATION	COURSE CODE: CRT 111	CONTACT HOURS: 3HOURS/WEEK
	CREDIT UNITS: 3	THEORETICAL: 2 HOURS/WEEK
YEAR: I SEMESTER: I	PRE-REQUISITE:	PRACTICAL: 1 HOUR/WEEK
GOAL This course is designed to equip students with the knowledge and skills required to understand medical rehabilitation, its importance in the health care delivery, and identify specific professions that make up the entire medical rehabilitation spectrum		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Understand Medical Rehabilitation; 2.0 Understand the Historical development of Medical Rehabilitation; 3.0 Know the terminologies in Medical Rehabilitation; 4.0 Know the modalities employed by Medical Rehabilitation practice.		



PROGRAMME: NATIONAL DIPLOMA (ND) IN COMMUNITY REHABILITATION TECHNOLOGY						
COURSE TITLE: INTRODUCTION TO MEDICAL REHABILITATION			COURSE CODE: CRT 111		CONTACT HOURS: 3HOURS/WEEK	
			CREDIT UNIT: 3		THEORETICAL: 2HOURS/WEEK	
YEAR: I SEMESTER: I			PRE-REQUISITE:		PRACTICAL: 1HOUR/WEEK	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL This course is designed to equip students with the knowledge and skills required to understand medical rehabilitation, its importance in the health care delivery, and identify specific professions that make up the entire medical rehabilitation spectrum						
GENERAL OBJECTIVE 1.0: Understand Medical 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 meaning of medical rehabilitation. 1.2 Discuss the importance of medical rehabilitation in the health care delivery. 1.3 Differentiate medical rehabilitation from the other forms of medical care. 1.4 List each profession under medical rehabilitation 1.5 Explain what each medical rehabilitation profession is about. 1.6 Discuss each profession under medical rehabilitation.	• Explain medical rehabilitation • Explain the importance of medical rehabilitation in the health care delivery • Explain each profession under medical rehabilitation	Models, Realia, Textbooks, Internet, Projector, Marker board, Markers, Multimedia Projector and Screen, Computer, charts, etc.			
General Objective 2.0: Understand the Historical development of Medical Rehabilitation						
4-6	2.1 Explain the history of medical rehabilitation.	• Explain how rehabilitation needs	Models, Realia,	• Create content using AI applications to	Guide students to: • Create content	Video clips on

	2.2 Explain the history of physical therapy. 2.3 Explain the history of Audiology. 2.4 Explain the history of Occupational Therapy. 2.5 Explain the history of Speech-Language Therapy. 2.6 Explain the history of Orthotics and Prosthetics. 2.7 Explain the history of chiropractic.	may have influenced medical rehab development. Explain how simple therapeutic activities relate to early occupational therapy practices.	Textbooks Internet Projector Marker board, Markers, Multimedia Projector and Screen, Computer, charts, etc.	explain how physical therapy practices evolved Perform simple therapeutic activities (e.g., hand exercises, crafts).	using AI applications to explain how physical therapy practices evolved Perform simple therapeutic activities (e.g., hand exercises, crafts)	Prosthetic limbs models Orthotic devices Smart phones, AI App practical manual etc
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General Objective 3.0: Know the terminologies in Medical Rehabilitation

7-10	3.1 Discuss the following: - Disability; - Injury; - Optimal functioning; - Restoration; - Compensation; - Physical therapy; - Audiology; - Occupational Therapy; - Orthotics and prosthetics; - Speech-language therapy; - Chiropractic/Osteopathic practice.	- Explain the following: ✓ Disability ✓ Injury ✓ Optimal functioning ✓ Restoration ✓ Compensation ✓ Physical therapy ✓ Audiology ✓ Occupational Therapy ✓ Orthotics and prosthetics ✓ Speech-language therapy ✓ Chiropractic/Osteopathic practice	Models, Realia, Textbooks Internet Projector Marker board, Markers, Multimedia Projector and Screen, Computer, charts, etc.	- Illustrate cognitive behavioural therapy - Identify images of equipment or professionals: ✓ Wheelchair ✓ Hearing aid ✓ Prosthetic limb	Guide students to: - Illustrate cognitive behavioural therapy - Identify images of equipment or professionals: ✓ Wheelchair ✓ Hearing aid ✓ Prosthetic limb	Audiovisual equipment Charts Models etc
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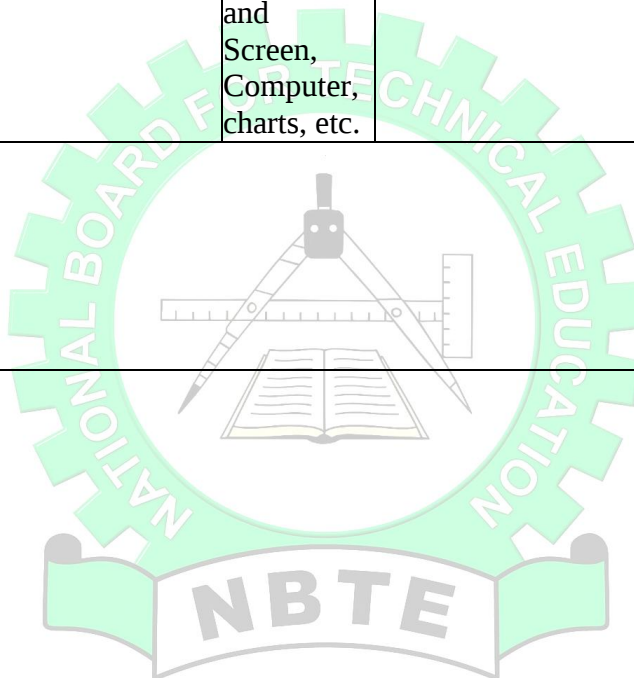
General Objective 4.0: Know the modalities employed by Medical Rehabilitation practice

11-15	4.1 Define modalities. 4.2 Explain major	Explain modalities.	Models, Realia,	Identify modalities used in medical rehabilitation	Guide students to:	Audiovisual equipment
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	categories of rehabilitation modalities. 4.3 Discuss the modalities used in medical rehabilitation professions.	• Explain major categories of Rehabilitation Modalities. • Explain the modalities used in medical rehabilitation professions	Textbooks Internet Projector Marker board, Markers, Multimedia Projector and Screen, Computer, charts, etc.	professions • Set up therapeutic equipment under supervision	• Identify modalities used in medical rehabilitation professions • Set up therapeutic equipment	Charts Models Hot and cold flask Refrigerator Bandages Knee braces
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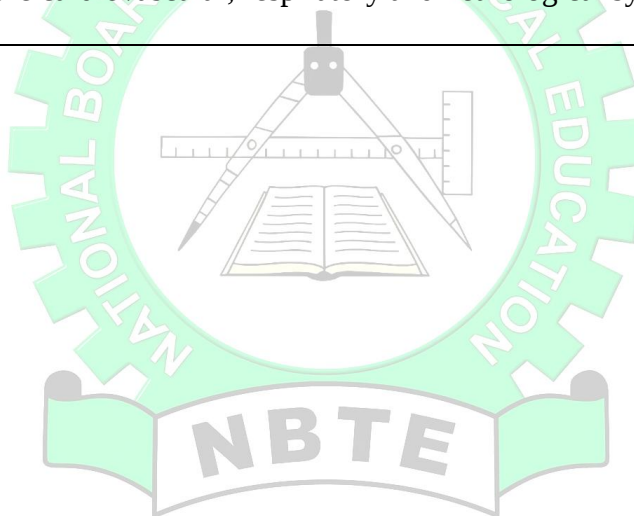
COURSE ASSESSMENT:

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



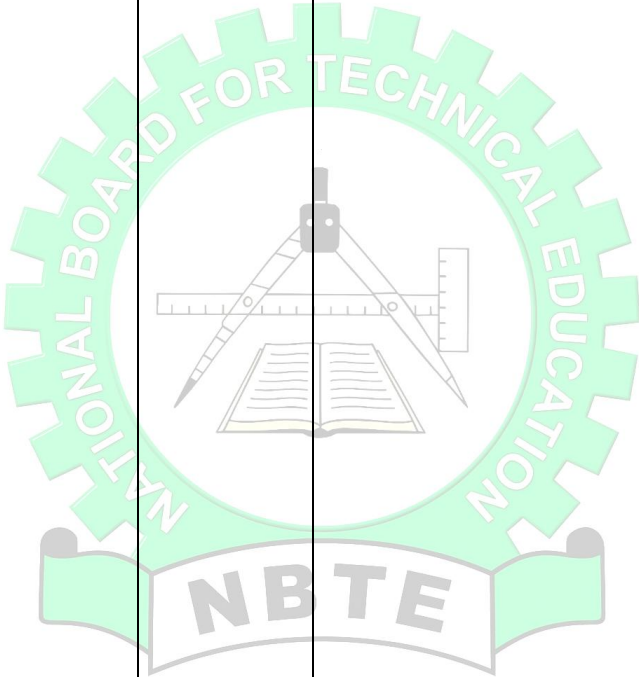
Anatomy and Physiology

PROGRAMME: NATIONAL DIPLOMA (ND) COMMUNITY REHABILITATION TECHNOLOGY		
COURSE TITLE: ANATOMY AND PHYSIOLOGY	COURSE CODE: CRT 112	CONTACT HOURS: 3HOURS/WEEK
	CREDIT UNITS: 3	THEORETICAL: 1HOUR/WEEK
YEAR: I SEMESTER: I	PRE-REQUISITE:	PRACTICAL: 2HOURS/WEEK
GOAL: This course is designed to equip students with the knowledge and skills of the anatomical and physiological structure and function of the human body		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Understand the common terminologies related to anatomy and physiology; 2.0 Know the basic structures of the body through palpation; 3.0 Know the anatomical structures of the upper limb, lower limb and spine; 4.0 Know the physiological functions of the cardiovascular, respiratory and neurological systems as well as identify or assess all major functional parameters.		



PROGRAMME: NATIONAL DIPLOMA (ND) IN COMMUNITY REHABILITATION TECHNOLOGY							
COURSE TITLE: ANATOMY AND PHYSIOLOGY				COURSE CODE: CRT 112		CONTACT HOURS: 3HOURS/WEEK	
				CREDIT UNIT: 3		THEORETICAL: 1HOUR/WEEK	
YEAR: I SEMESTER: I				PRE-REQUISITE:		PRACTICAL: 2HOURS/WEEK	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL							
GOAL: This course is designed to equip students with the knowledge and skills of the anatomical and physiological structure and function of the human body							
GENERAL OBJECTIVE 1.0: Understand the common terminologies related to anatomy and physiology							
THEORETICAL CONTENT				PRACTICAL CONTENT			
Week	Specific Learning Outcome	Teacher’s Activities	Resources	Specific Learning Outcome	Teacher’s Activities	Resources	
1-3	1.1 Define the anatomical terms related to position and movement. 1.2 Explain the types of movement. 1.3 Name the major bones and muscles of the whole body.	• Explain the anatomical terms related to position for the whole of human body. • Explain the types of movement. • Introduce the names of the major bones and muscles in the body	Models, Textbooks, Internet, Projector, Marker board, Markers, Multimedia, Projector and Screen, Computer, charts, etc.	• Demonstrate anatomical terms related to position and movement using volunteers and a skeleton • Demonstrate how to recognize different parts of bone, (head neck, shaft etc)	Guide students to: • Demonstrate anatomical terms related to position and movement using themselves and a skeleton • Demonstrate how to recognize different parts of bones, (head neck, shaft etc)	Plastic models of human body, Wall charts of bones and muscles, Skeletons, Practical room with beds, practical moved etc	
General Objective 2.0: Know the basic structures of the body through palpation							
4-6	2.1 Discuss the basic body structures and their purposes. 2.2 Discuss the structure (anatomy) of each body structure listed above. 2.3 Differentiate	• Explain basic body structures and systems e.g. ✓ Bone ✓ Muscle ✓ Joints ✓ Hair ✓ Skin ✓ Nerves	Models, Textbooks, Internet, Projector, Marker board, Markers, Multimedia, Projector	• Demonstrate basic body structures on the living person. • Demonstrate basic skills in surface anatomy. • Demonstrate basic skills of palpation. • Demonstrate palpating	Guide students to: • Demonstrate basic body structures on the living person. • Demonstrate basic skills in surface anatomy. • Demonstrate basic skills of palpation.	Plastic models of human body, Wall charts of bones and muscles, Skeletons, Examination bed, Examination chair	

	amongst the different body structures listed above. 2.4 Explain the purpose of surface anatomy. 2.5 Outline palpation and surface anatomy techniques.	✓ Blood vessels • Explain basic facts on the structure of each body structure above. • Explain how each body structure above differs from each other. • Explain the purposes of each body structure • Explain palpation and surface anatomy techniques.	and Screen, Computer, charts, etc.	different body structures on each other.	• Demonstrate palpating different body structures on each other.	
General Objective 3.0: Know the anatomical structures of: the upper limb, lower limb and spine						
7-9	3.1 Discuss the anatomy of the following: - Bones (acetabular region of the hip bone and proximal femur); - Hip joint; - Muscles; - Nerves; - Vessels. 3.2 Discuss the anatomy of the following: - Femur; - Muscles of the thigh; - Nerves; - Vessels.	• Explain the anatomy of the hip • Explain anatomy of the thigh • Explain anatomy of the knee • Explain anatomy of the leg • Explain anatomy of ankle • Explain anatomy of the foot	Models, Textbooks Internet Projector Marker board, Markers, Multimedia Projector and Screen, Computer, charts, etc.	• Demonstrate surface marking of hip. • Demonstrate surface marking of the thigh region on • Demonstrate surface marking of the knee region. • Demonstrate surface marking of the leg region. • Demonstrate surface marking of the knee region. • Demonstrate surface marking of the leg region on each other.	Guide students to: • Demonstrate surface marking of hip and allow the students to practice on each other. • Demonstrate surface marking of the thigh region and allow students to practice on each other. • Demonstrate surface marking of the knee region for students to practice on each other • Demonstrate surface marking of the leg region and allow students to practice	Plastic models of human body Wall charts of bones and muscles Skeletons Practical room with beds X-ray screen X-ray films

3.3 Discuss the anatomy of the following: - Distal femur; - Proximal tibia; - Knee joint. 3.4 Discuss the anatomy of the following: - Tibia and fibula; - Tibiofibular; - Joints; - Muscles of the leg; - Major nerves; - Vessels. 3.5 Discuss the anatomy of the following: - Bones of the ankle; - Ankle joint; - Tendons; - Crossing the ankle joint. 3.6 Discuss the anatomy of the following: - Bones of the foot; - Joints of the foot; - Intrinsic muscles.			on each other • Demonstrate surface marking of the ankle for students to practice on each other. • Demonstrate surface marking of foot region for students to practice on each other	
General Objective 4.0: Know the physiological functions of: the cardiovascular, respiratory and neurological systems as well as identify or assess all major functional parameters				

10-15	4.1 Discuss the functions of the body tissues. 4.2 Describe the functions of the human heart. 4.3 Describe the functions of the circulatory system. 4.4 Explain the mechanisms and control of blood flow and blood pressure. 4.5 Describe the structure of blood and its functions. 4.6 Explain haemostasis 4.7 Describe the formation and functions of lymph. 4.8 Explain the arrangement of upper respiratory tract. 4.9 Explain the arrangement of the Lungs including: - Bronchi, bronchioles - alveoli – pleura. 4.10 Explain Pulmonary circulation in	• Explain the function of the body tissues • Explain the function of the human heart. • Explain the function of the circulatory system • Explain the mechanisms and control of blood flow and blood pressure • Explain the structure of blood and its functions • Explain haemostasis • Explain the formation of lymph and its functions • Explain the arrangement of upper respiratory tract. • Explain the arrangement of the Lungs including: - Bronchi, bronchioles - alveoli – pleura • Explain pulmonary circulation in human being • Explain the mechanics of breathing • Explain the process of Gas Exchange in the lungs. • Explain diffusion of	Models, Textbooks Internet Projector Marker board, Markers, Multimedia Projector and Screen, Computer, charts, etc.	• Identify tissues in human function • Identify human heart • Identify a model vessel. • Use of stethoscope to listen to heart sounds. • Demonstrate the pathways of major arteries and veins • Demonstrate normal ECG traces • Demonstrate how to take all the major pulses • Identify the functions of lymph • Draw diagrams of the arrangement of the thoracic contents • Draw a human body to the arrangement of lungs including, Bronchi, bronchioles, alveoli and pleura.	Guide students to: • Identify tissues in human function • Identify human heart • Describe functions of the vessels. • Demonstrate the use of stethoscope to listen to heart sounds. • Demonstrate the pathways of major arteries and veins • Demonstrate normal ECG traces • Demonstrate how to take all the major pulses • Identify the functions of lymph • Draw diagrams of the arrangement of the thoracic contents • Show arrangement of lungs including, Bronchi,	Plastic models of human body Wall charts of bones and muscles Skeletons Practical room with beds X-ray screen X-ray films
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human being.	oxygen and carbon dioxide during respiration in human beings			bronchioles, alveoli and pleura.	
4.11 Explain the mechanics of breathing.					
4.12 Explain the process of Gas Exchange in the lungs.	• Explain Oxygen and carbon dioxide transport in respiration • Explain regulation of respiration in the human body.				
4.13 Explain diffusion of oxygen and carbon dioxide during respiration in human beings.	• Explain muscle fibre types (Type I, II, etc.) • Explain Muscle metabolism				
4.14 Explain Oxygen and carbon dioxide transport in respiration.	• Explain Neuromuscular junction • Explain Muscle contraction				
4.15 Explain regulation of respiration in the human body.	• Explain Reflexes, muscle spindles, golgi tendon organ • Explain reflexes and their role in controlling human movement				
4.16 Explain muscle fibre types (Type I, II, etc.)					
4.17 Explain Muscle metabolism.					
4.18 Explain Neuromuscular junction.					
4.19 Explain Muscle contraction.					
4.20 Explain Reflexes, muscle spindles, golgi tendon organs.					
4.21 Explain reflexes					

	and their role in controlling human movement.					
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COURSE ASSESSMENT:

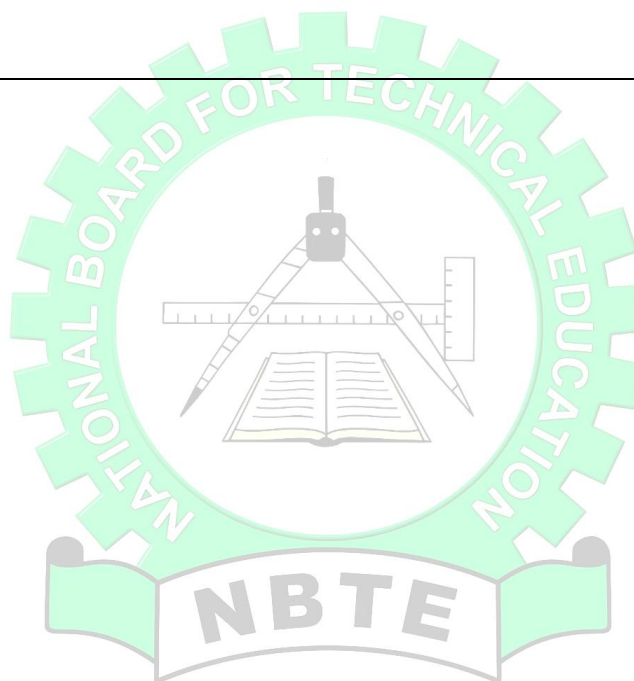
Coursework: 10%

Test/Assignments: 10%

Practical: 40%

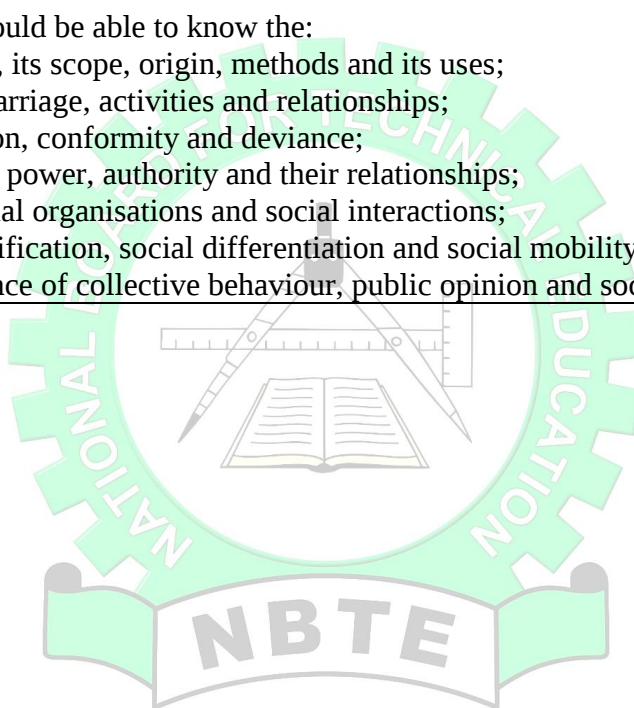
Examination: 40%

Total: 100%



Introduction to Sociology

PROGRAMME: NATIONAL DIPLOMA (ND) IN COMMUNITY REHABILITATION TECHNOLOGY		
COURSE TITLE: INTRODUCTION TO SOCIOLOGY	COURSE CODE: CRT 113	CONTACT HOURS: 2HOURS/WEEK
	CREDIT UNITS: 2	THEORETICAL: 2HOURS/WEEK
YEAR: I SEMESTER: 1	PRE-REQUISITE:	PRACTICAL: 0
GOAL: This course is designed to equip students with understanding basic concepts in Sociology		
GENERAL OBJECTIVES On completion of this course, the students should be able to know the: 1.0 Understand the definition of sociology, its scope, origin, methods and its uses; 2.0 Understand the meanings of family, marriage, activities and relationships; 3.0 Understand the concepts of socialization, conformity and deviance; 4.0 Understand the concepts of leadership, power, authority and their relationships; 5.0 Understand the concepts of group, social organisations and social interactions; 6.0 Understand the concepts of social stratification, social differentiation and social mobility; 7.0 Understand the processes and importance of collective behaviour, public opinion and social change.		



PROGRAMME: NATIONAL DIPLOMA (ND) IN COMMUNITY REHABILITATION TECHNOLOGY						
COURSE TITLE: INTRODUCTION TO SOCIOLOGY			COURSE CODE: CRT 113		CONTACT HOURS: 2HOURS/WEEK	
			CREDIT UNIT: 2		THEORETICAL: 2HOURS/WEEK	
YEAR: I SEMESTER: I			PRE-REQUISITE:		PRACTICAL: 0	
COURSE SPECIFICATION: THEORETICAL						
GOAL: This course is designed to equip students with understanding of basic concepts in Sociology						
GENERAL OBJECTIVE 1.0: Understand the definition of sociology, its scope, origin, methods and its uses						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher’s Activities	Resources	Specific Learning Outcome	Teacher’s Activities	Resources
1-2	1.1 Define sociology. 1.2 Discuss the historical origin of sociology. 1.3 Explain the scope of sociology. 1.4 Identify key research methods, such as surveys, participant observation, and case studies. 1.5 Discuss the uses of sociology in analysing and solving contemporary societal, economic, and political problems.	• Explain sociology • Explain the historical origin of sociology • Explain the scope of sociology • Explain key research methods, such as surveys, participant observation, and case studies. • Explain the uses of sociology in analysing and solving contemporary societal, economic, and political problems.	Worksheets, Discussion cards, Family charts, Models, Textbooks Internet Projector Marker board, Markers, Multimedia Projector and Screen, Computer, Charts, blank matrix, Visual Aids , etc.			
General Objective 2.0: Understand the meanings of family, marriage, activities and relationships						
3-4	2.1 Define family and marriage. 2.2 Differentiate between	• Explain family and marriage • Explain various types of	Worksheets, Discussion cards, Family charts,			

	various types of family. 2.3 Discuss the key activities and responsibilities of family members. 2.4 Discuss the relationships between family members and how these dynamics contribute to a healthy home.	family structures (e.g., nuclear, extended, single-parent, blended). • Explain the key activities and responsibilities of family members (e.g., reproduction, socialization, emotional support).	Models, Textbooks, Internet, Projector, Marker board, Markers, Multimedia, Projector and Screen, Computer, Charts, blank matrix, Visual Aids, etc.			
General Objective 3.0: Understand the concepts of socialization, conformity and deviance						
5-6	3.1 Explain how agents of socialization shape human identity. 3.2 Distinguish between primary and secondary socialization processes. 3.3 Explain the concept of conformity. 3.4 Identify factors influencing conformity. 3.5 Explain the concept of deviance. 3.6 Distinguish between conformity and deviance.	• Explain socialization • Explain conformity • Explain why individuals conform • Explain deviance	Worksheets, Discussion cards, Family charts, Models, Textbooks, Internet, Projector, Marker board, Markers, Multimedia, Projector and Screen, Computer, Charts, blank matrix, Visual Aids, etc.			
General Objective 4.0: Understand the concepts of leadership, power, authority and their relationships						
7-8	4.1 Define the following i Leadership; ii Power;	• Explain the following ✓ Leadership ✓ Power	Worksheets, Discussion cards, Family charts,			

	iii Authority. 4.2 Distinguish between power and authority. 4.3 Explain the different types of power and authority in a state. 4.4 Discuss the role of these concepts in maintaining law, order, and good governance.	✓ Authority • Explain the difference between power and authority • Explain the different types of power and authority in a state. • Explain the role of these concepts in maintaining law, order, and good governance	Models, Textbooks, Internet, Projector, Marker board, Markers, Multimedia Projector and Screen, Computer, Charts, blank matrix, Visual Aids, etc.			
General Objective 5.0: Understand the concepts of group, social Organisations and social interactions						
9-10	5.1 Define the concept of a group. 5.2 Discuss the characteristics of social groups. 5.3 Differentiate between major group types. 5.4 Explain the concept of social Organisation. 5.5 Discuss the characteristics of social Organisation. 5.6 Explain the concept of social interaction. 5.7 Discuss types of social interaction	• Explain the concept of a group • Explain the characteristics of social groups • Explain the differences between major group types • Explain the concept of social Organisation • Explain the characteristics of social Organisation • Explain the concept of social interaction • Explain types of social interaction	Worksheets, Discussion cards, Family charts, Models, Textbooks, Internet, Projector, Marker board, Markers, Multimedia Projector and Screen, Computer, Charts, blank matrix, Visual Aids, Role Cards, Graphic Organizers, Physical Space Setup, etc.			

General Objective 6.0: Understand the concepts of social stratification, social differentiation and social mobility					
11-12	6.1 Define the following: i. Social stratification; ii. Social differentiation. 6.2 Distinguish between social differentiation and social stratification. 6.3 Define social mobility. 6.4 Classify social mobility.	• Explain the following: • -Social stratification • -Social differentiation • Explain the difference between social differentiation and social stratification • Explain social mobility • Explain the classes of social mobility	Worksheets, Discussion cards, Family charts, Models, Textbooks Internet Projector Marker board, Markers, Multimedia Projector and Screen, Computer, Charts, blank matrix, Visual Aids, etc.		
General Objective 7.0: Understand the processes and importance of collective behaviour, public opinion and social change					
13-15	7.1 Distinguish between various forms of collective behaviour. 7.2 Explain major behavioural theories. 7.3 Describe the roles of mass media in shaping and altering public opinion. 7.4 Discuss the stages of a social movement.	• Explain the various forms of collective behaviour (e.g., crowds, panics, fads, riots) and understand their loosely structured nature • Explain major theories of crowd Behaviour, such as Emergent-Norm Theory, Contagion Theory, and Value-Added Theory	Worksheets, Discussion cards, Family charts, Models, Textbooks Internet Projector Marker board, Markers, Multimedia Projector and Screen, Computer, Charts, blank matrix, Visual Aids,		

			Stratification scenario cards, Flowcharts, Blank intergenerational ladders, etc.			
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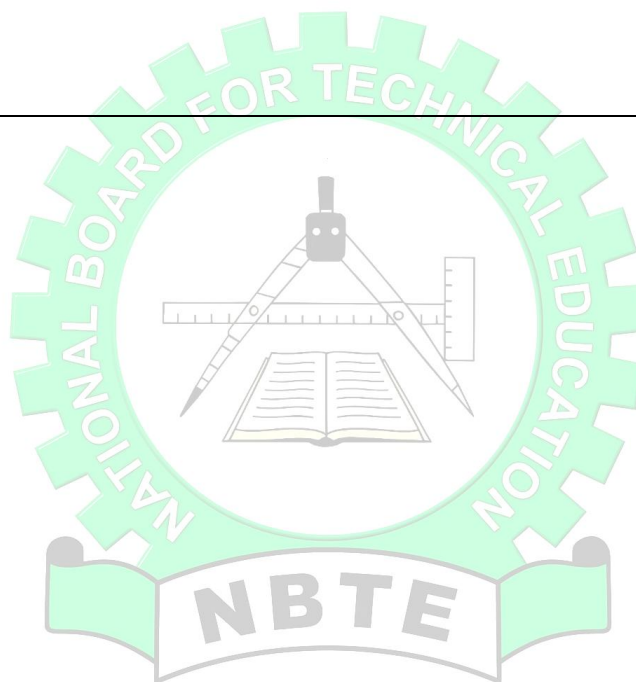
COURSE ASSESSMENT:

Coursework: 20%

Test/Assignments: 20%

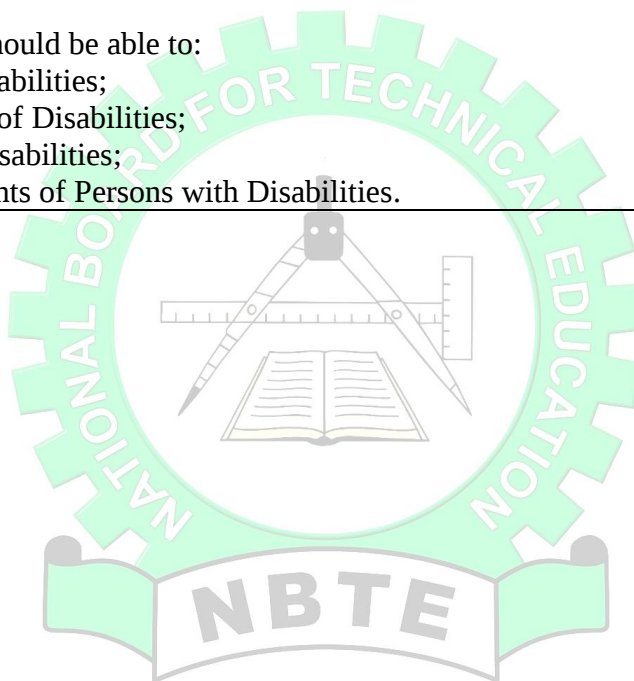
Examination: 60%

Total: 100%



Introduction to Disability

PROGRAMME: NATIONAL DIPLOMA (ND) IN COMMUNITY REHABILITATION TECHNOLOGY		
COURSE TITLE: INTRODUCTION TO DISABILITY	COURSE CODE: CRT 114	CONTACT HOURS: 2HOURS/WEEK
	CREDIT UNITS: 2	THEORETICAL: 2HOURS/WEEK
YEAR: 1 SEMESTER: 1	PRE-REQUISITE:	PRACTICAL: 0
GOAL: This course is designed to equip students with the knowledge and skills of disability concepts and community health dimensions of disability for effective participation in community rehabilitation and health services		
GENERAL OBJECTIVES On completion of this course, the students should be able to: 1.0: Understand Concepts and Models of Disabilities; 2.0: Understand the classification and Types of Disabilities; 3.0: Understand Causes and Prevention of Disabilities; 4.0: Understand Disability Inclusion and Rights of Persons with Disabilities.		



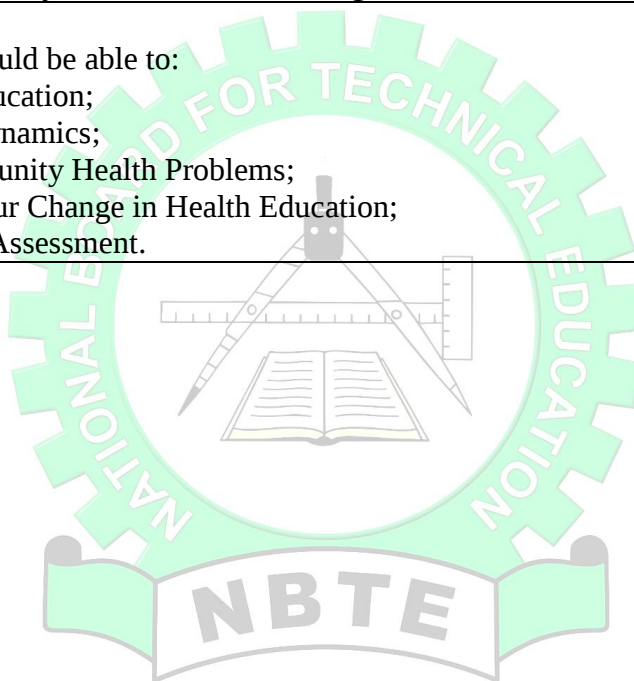
PROGRAMME: NATIONAL DIPLOMA (ND) IN COMMUNITY REHABILITATION TECHNOLOGY						
COURSE TITLE: INTRODUCTION TO DISABILITY			COURSE CODE: CRT 114		CONTACT HOURS: 2HOURS/WEEK	
			CREDIT UNIT: 2		THEORETICAL: 2HOURS/WEEK	
YEAR: I SEMESTER: I			PRE-REQUISITE:		PRACTICAL: 0	
COURSE SPECIFICATION: THEORETICAL						
GOAL: This course is designed to equip students with the knowledge and skills of disability concepts and community health dimensions of disability for effective participation in community rehabilitation and health services						
GENERAL OBJECTIVE 1.0: Understand Concepts and Models of Disabilities						
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 and related concepts. 1.2 Explain impairment, disability, handicap, functioning, and participation. 1.3 Describe different models of disability. 1.4 Explain disability within health and community contexts. 1.5 Discuss disability as a public health issue.	• Explain disability and related concepts. • Explain impairment, disability, handicap, functioning, and participation. • Explain different models of disability. • Explain disability within health and community contexts. • Explain disability as a public health issue	Posters, WHO publications, ICF framework documents, UNCRPD documents, Nigerian Disability Act, Textbooks Internet Marker board, Markers, Multimedia Projector, Computer, Charts, Visual Aids, etc.			
General Objective 2.0: Understand the classification and Types of Disabilities						
4-6	2.1 Identify major categories and classifications of	• Explain major categories and classifications of	Posters, WHO publications,			

	disabilities. 2.2 Describe characteristics of different disabilities. 2.3 Differentiate congenital and acquired disabilities. 2.4 Identify effects of disabilities on functioning and participation.	disabilities. • Explain characteristics of different disabilities. • Explain congenital and acquired disabilities. • Explain effects of disabilities on functioning and participation	ICF framework documents, UNCRPD documents, Nigerian Disability Act, Textbooks Internet Marker board, Markers, Multimedia Projector, Computer, Charts, Visual Aids, etc.			
General Objective 3.0: Understand Causes and Prevention of Disabilities						
8-10	3.1 Identify causes and risk factors of disabilities. 3.2 Explain congenital and acquired causes of disabilities. 3.3 Explain prenatal, perinatal, and postnatal causes of disabilities. 3.4 Discuss prevention of disabilities within healthcare and community settings. 3.5 Explain the importance of early identification and health education.	• Explain causes and risk factors of disabilities. • Explain congenital and acquired causes of disabilities. • Explain prenatal, perinatal, and postnatal causes of disabilities. • Explain prevention of disabilities within healthcare and community settings. • Explain the importance of early identification and health education	Posters, WHO publications, ICF framework documents, UNCRPD documents, Nigerian Disability Act, Textbooks Internet Marker board, Markers, Multimedia Projector, Computer, Charts, Visual Aids, etc.			

General Objective 4.0: Understand Disability Inclusion and Rights of Persons with Disabilities						
11-15	4.1 Explain basic concepts of disability inclusion. 4.2 Explain participation of persons with disabilities in society. 4.3 Discuss respectful communication and positive attitudes toward persons with disabilities. 4.4 Explain the UNCRPD and Nigerian Disability Act. 4.5 Discuss dignity and rights of persons with disabilities.	• Explain basic concepts of disability inclusion. • Explain participation of persons with disabilities in society. • Explain respectful communication and positive attitudes toward persons with disabilities. • Explain the UNCRPD and Nigerian Disability Act. • Explain dignity and rights of persons with disabilities	Posters, WHO publications, ICF framework documents, UNCRPD documents, Nigerian Disability Act, Textbooks Internet Marker board, Markers, Multimedia Projector, Computer, Charts, Visual Aids, etc.			
COURSE ASSESSMENT: Coursework: 20% Test/Assignments: 20% Examination: 60% Total: 100%						

Family and Community Health Education

PROGRAMME: NATIONAL DIPLOMA (ND) IN COMMUNITY REHABILITATION TECHNOLOGY		
COURSE TITLE: FAMILY AND COMMUNITY HEALTH EDUCATION	COURSE CODE: CRT 115	CONTACT HOURS: 3 HOURS/WEEK
	CREDIT UNITS: 3	THEORETICAL: 2 HOURS/WEEK
YEAR: 1 SEMESTER: 1	PRE-REQUISITE:	PRACTICAL: 1 HOUR/WEEK
GOAL: This course is designed to equip students with the knowledge, skills, values, and professional competencies required to plan, implement, and evaluate family and community health education Programmes		
GENERAL OBJECTIVES On completion of this course, the students should be able to: 1.0 Know Family and Community Health Education; 2.0 Understand Family Health and Family Dynamics; 3.0 Know Determinants of Health and Community Health Problems; 4.0 Understand Communication and Behaviour Change in Health Education; 5.0 Know Community Diagnosis and Needs Assessment.		



PROGRAMME: NATIONAL DIPLOMA (ND) COMMUNITY REHABILITATION						
COURSE TITLE: FAMILY AND COMMUNITY HEALTH EDUCATION			COURSE CODE: CRT 115	CONTACT HOURS: 3 HOURS/WEEK		
			CREDIT UNITS: 3	THEORETICAL: 2 HOURS/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, skills, values, and professional competencies required to plan, implement, and evaluate family and community health education Programmes						
GENERAL OBJECTIVE 1.0 Know Family and Community Health Education						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher’s Activities	Resources	Specific Learning Outcome	Teacher’s Activities	Resources
1-3	1.1 Define family health, community health, and health education. 1.2 Explain the concepts of family and community health education. 1.3 Explain the scope of family and community health education. 1.4 Differentiate between health promotion, disease prevention, and rehabilitation education. 1.5 Discuss the importance of health education in rehabilitation services.	• Explain family health, community health, and health education • Explain why health education is important • Explain health promotion, disease prevention, and rehabilitation education • Explain possible roles of rehabilitation technologists.	Posters, Textbooks, Internet, Model Marker board, Markers, Multimedia, Projector, Computer, Charts, Visual Aids, etc.	• Draw a comparison table on the board: ✓ Health promotion ✓ Disease prevention ✓ Rehabilitation education • Present a case of a patient recovering from injury.	Guide students to: • Draw a comparison table on the board: ✓ Health promotion ✓ Disease prevention ✓ Rehabilitation education • Present a case of a patient recovering from injury.	Charts/posters Projector Printed case studies Flashcards Pictures of rehabilitation services

	1.6 Identify the roles of Medical Rehabilitation Technologists in community health education.					
General Objective 2.0: Understand Family Health and Family Dynamics						
4-6	2.1 Discuss types of the family. 2.2 Discuss functions of the family. 2.2 Explain family health needs across the life span. 2.1 Identify factors affecting family health and wellbeing. 2.2 Discuss the effects of disability and chronic illness on family functioning. 2.3 Explain the importance of caregiver education and support.	• Explain types and functions of the family. • Explain family health needs across the life span. • Explain how families perform their assigned function. • Explain how involving the family improve rehabilitation	Models, Realia, Relevant national policies and guidelines Health education, Pamphlets and brochures, Posters, Textbooks, Internet, Model Marker board, Markers, Projector, Computer, Charts, Visual Aids, etc.	• Demonstrate simple rehabilitation instruction (e.g. exercise guidance). • Demonstrate approaches to family-centred rehabilitation education	Guide students to: • Demonstrate simple rehabilitation instruction (e.g. exercise guidance). • Demonstrate approaches to family-centred rehabilitation education	Posters Charts Models Mannequins Assistive devices
General Objective 3.0: Know Determinants of Health and Community Health Problems						
7-9	3.1 Explain social, economic, environmental, cultural, and behavioural determinants of health.	• Explain the details of social, environmental, cultural, and behavioural determinants e.g. level of literacy	Models, Realia, Relevant national policies and guidelines on Health education, Pamphlets and	• Identify common communicable and non-communicable diseases within	Guide students to: • Identify common communicable and non-communicable diseases within	Posters Charts Models Mannequins Assistive devices

	3.2 Identify common communicable and non-communicable diseases affecting communities. 3.3 Discuss causes and prevention of disability in communities. 3.4 Explain environmental and occupational health hazards. 3.5 Discuss vulnerable groups and their health needs. 3.6 Discuss the burden of rehabilitation-related conditions.	• Explain with examples communicable and non-communicable diseases • Explain what causes disability and how to prevent them in the community • Explain environmental and occupational health hazards • Explain who are the vulnerable groups • Explain why rehabilitation is important	brochures, Posters, Textbooks, Internet, Model Marker board, Markers, Projector, Computer, Charts, Visual Aids, etc.	communities • Identify the common health determinants within the communities • Identify physical barriers with regards to injuries	communities • Identify the common health determinants within the communities • Identify physical barriers with regards to injuries	
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General Objective 4.0: Know Communication and Behaviour Change in Health Education

10-11	4.1 Explain principles of communication in health education. 4.2 Explain behaviour change theories and models. 4.3 State counselling techniques used in family and community settings.	• Discuss principles of communication in health education. • Discuss behaviour change theories and models • Explain counselling techniques used in family and community settings	Models, Realia, Relevant national policies and guidelines on Health education, Pamphlets and brochures, Posters, Textbooks, Internet, Model Marker board, Markers, Projector,	• Demonstrate verbal and non-verbal communication skills. • Apply counselling techniques in family and community settings • Use appropriate health education methods and media • Develop culturally appropriate health education	Guide students to: • Demonstrate verbal and non-verbal communication skills. • Apply counselling techniques in family and community settings • Use appropriate health education methods and media • Develop culturally appropriate health	Posters, Charts, Models, Mannequins. Assistive. Devices etc.
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			Computer, Charts, Visual Aids, etc.	• Demonstrate effective public speaking and group facilitation skills	• Demonstrate effective public speaking and group facilitation skills	
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General Objective 5.0: Know Community Diagnosis and Needs Assessment

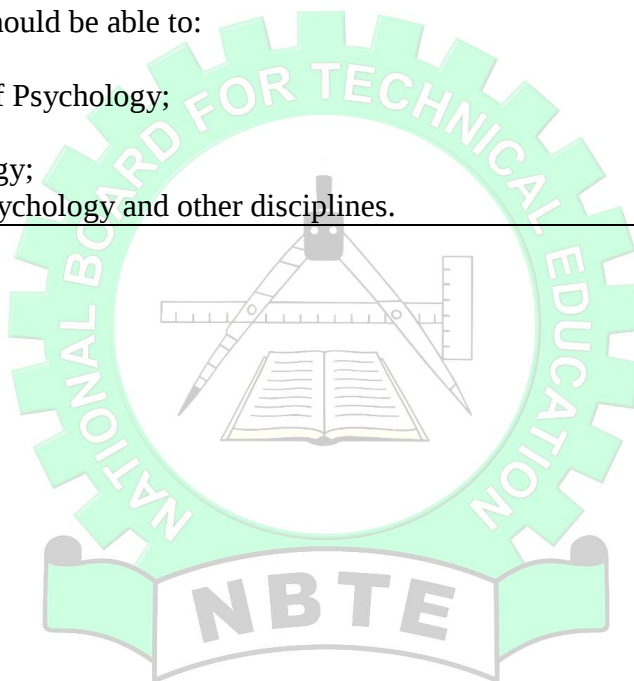
12-15	5.1 Define community diagnosis. 5.2 Define community needs assessment. 5.2 Discuss methods used in collecting community health data.	• Explain community diagnosis • Explain community needs assessment. • Explain methods used in collecting community health data.	Models, Realia, Relevant national policies and guidelines on Health education, Pamphlets and brochures, Posters, Textbooks, Internet, Model Marker board, Markers, Projector, Computer, Charts, Visual Aids, etc.	• Identify methods of collecting community health data. • Conduct surveys, interviews, and observations. • Identify community resources and stakeholders. • Analyze community health problems and priorities. • Prepare basic community assessment reports.	Guide students to: • Identify methods of collecting community health data. • Conduct surveys, interviews, and observations. • Identify community resources and stakeholders. • Analyze community health problems and priorities. • Prepare basic community assessment reports.	• Posters • Charts • Models • Mannequins • Assistive devices
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COURSE ASSESSMENT:

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

Introduction to Psychology

PROGRAMME: NATIONAL DIPLOMA (ND) IN COMMUNITY REHABILITATION TECHNOLOGY		
COURSE TITLE: INTRODUCTION TO PSYCHOLOGY	COURSE CODE: CRT 116	CONTACT HOURS: 2 HOURS/WEEK
	CREDIT UNITS: 2	THEORETICAL: 2 HOURS/WEEK
YEAR: 1 SEMESTER: 1	PRE-REQUISITE:	PRACTICAL: 0
GOAL: This course is designed to equip students with the knowledge and skills in psychology.		
GENERAL OBJECTIVES On completion of this course, the students should be able to: 1.0 Understand the concept of Psychology; 2.0 Understand the historical antecedents of Psychology; 3.0 Understand the schools of Psychology; 4.0 Understand specializations in Psychology; 5.0 Understand the relationship between psychology and other disciplines.		



PROGRAMME: NATIONAL DIPLOMA (ND) COMMUNITY REHABILITATION						
COURSE TITLE: INTRODUCTION TO PSYCHOLOGY			COURSE CODE: CRT 116	CONTACT HOURS: 2 HOURS/WEEK		
			CREDIT UNITS: 2	THEORETICAL: 2 HOURS/WEEK		
YEAR: 1 SEMESTER: 1			PRE-REQUISITE:	PRACTICAL: 0		
COURSE SPECIFICATION: THEORETICAL						
GOAL: This course is designed to equip students with the knowledge and skills in psychology						
GENERAL OBJECTIVE 1.0: Understand the concept of Psychology						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher’s Activities	Resources	Specific Learning Outcome	Teacher’s Activities	Resources
1-2	1.1 Define psychology. 1.2 Discuss the scope of psychology. 1.3 Discuss the aims of psychology.	• Explain psychology • Explain the scope of psychology • Explain the aims of psychology	Textbooks Internet Marker board, Markers, Multimedia Projector, Computer, Charts, Visual Aids, etc			
General Objective 2.0: Understand the historical antecedents of Psychology						
3-4	2.1 Discuss the concept of historical antecedents in psychology. 2.2 Discuss the philosophical roots of psychology. 2.3 Describe how psychology evolved from philosophical speculation to a scientific discipline.	• Explain what is meant by “historical antecedents • Explain the contributions of ancient philosophers • Explain key philosophical theories influencing psychology	Textbooks Internet Marker board, Markers, Multimedia Projector, Computer, Charts, Visual Aids, etc			

General Objective 3.0: Understand the schools of Psychology

5-6	3.1 Explain what is meant by a “school of psychology. 3.2 Identify major schools of psychology. 3.3 Differentiate between schools of psychology.	• Explain the concept of schools of psychology • Explain the main schools of psychology • Explain the similarities and differences between schools e.g Behaviourism vs Cognitive psychology	Textbooks Internet Marker board, Markers, Multimedia Projector, Computer, Charts, Visual Aids, etc			
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General Objective 4.0: Understand specializations in Psychology

7-10	4.1 Define psychological specializations. 4.2 Identify major specializations in psychology. 4.3 Identify roles and career paths in psychological specializations.	• Explain psychological specializations. • Discuss major specializations in psychology. • Describe roles and career paths in psychological specializations.	Textbooks Internet Marker board, Markers, Multimedia Projector, Computer, Charts, Visual Aids, etc			
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General Objective 5.0: Understand the relationship between psychology and other disciplines

11-15	5.1 Define the interdisciplinary nature of psychology. 5.2 Describe the relationship between psychology and natural sciences. 5.3 Describe the relationship between psychology and social sciences.	• Explain the concept of psychology as an interdisciplinary field • Explain how psychology relates to biological sciences e.g Brain function and behaviour • Explain how psychology connects with fields like sociology and	Textbooks Internet Marker board, Markers, Multimedia Projector, Computer, Charts, Visual Aids, etc			
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		anthropology, including: Influence of society and culture on behaviour				
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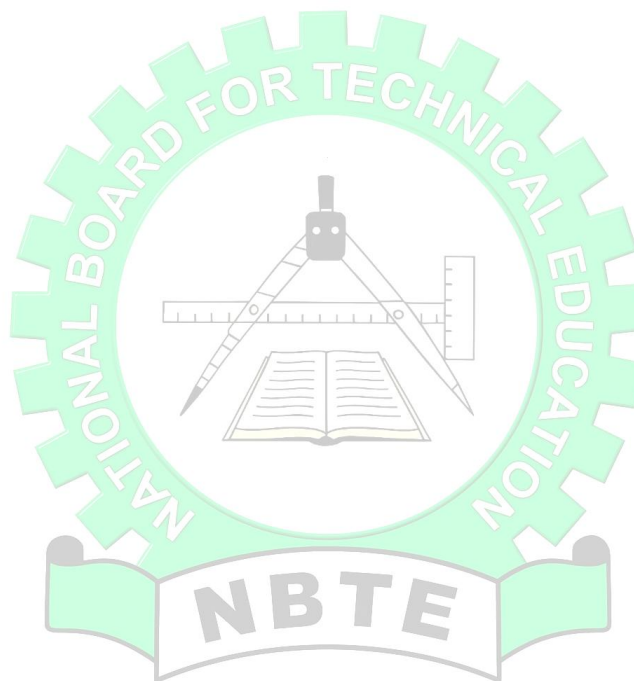
COURSE ASSESSMENT:

Coursework: 20%

Test/Assignments: 20%

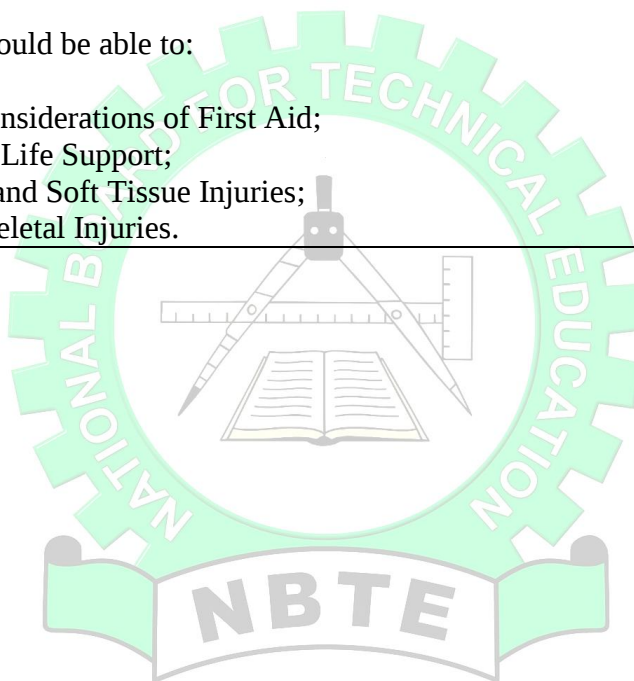
Examination: 60%

Total: 100%



Principles and Practice of First Aid

PROGRAMME: NATIONAL DIPLOMA (ND) COMMUNITY REHABILITATION TECHNOLOGY		
COURSE TITLE: PRINCIPLES AND PRACTICE OF FIRST AID	COURSE CODE: CRT 117	CONTACT HOURS: 3 HOURS/WEEK
	CREDIT UNITS: 3	THEORETICAL: 1 HOUR/WEEK
YEAR: 1 SEMESTER: 1	PRE-REQUISITE:	PRACTICAL: 2 HOURS/WEEK
GOAL: This course is designed to equip the students with the knowledge and skills required to provide safe, timely, effective, and rehabilitation-oriented first aid care in clinical and community settings.		
GENERAL OBJECTIVES On completion of this course, the students should be able to: 1.0 Understand First Aid; 2.0 Understand Legal, Ethical, and Safety Considerations of First Aid; 3.0 Know Emergency Assessment and Basic Life Support; 4.0 Know Management of Bleeding, Shock, and Soft Tissue Injuries; 5.0 Know Fractures, Sprains, and Musculoskeletal Injuries.		



PROGRAMME: NATIONAL DIPLOMA (ND) COMMUNITY REHABILITATION TECHNOLOGY						
COURSE TITLE: PRINCIPLES AND PRACTICE OF FIRST AID			COURSE CODE: CRT 117		CONTACT HOURS: 3 HOURS/WEEK	
			CREDIT UNITS: 3		THEORETICAL: 1 HOUR/WEEK	
YEAR: 1 SEMESTER: 1			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 required to provide safe, timely, effective, and rehabilitation-oriented first aid care in clinical and community settings						
GENERAL OBJECTIVE 1.0: Understand First Aid						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher’s Activities	Resources	Specific Learning Outcome	Teacher’s Activities	Resources
1-2	1.1 Define first aid. 1.2 Discuss historical development of first aid. 1.3 Explain the aims and objectives of first aid. 1.4 Describe the qualities and responsibilities of a first aider. 1.5 Explain the roles and responsibilities of first aiders. 1.6 Explain the importance of first aid in rehabilitation and healthcare delivery. 1.7 Identify the contents and	• Explain first aid • Explain the history of first aid • Explain the Importance of prompt intervention	Models Textbooks Internet Marker board, Markers, Multimedia Projector, Computer, Charts, Relevant national policies and guidelines, Health education, Pamphlets and brochures, Visual Aids, etc			

	uses of a first aid box.					
General Objective 2.0: Understand Legal, Ethical, and Safety Considerations of First Aid						
3-4	2.1 Explain ethical principles guiding first aid practice. 2.2 Discuss legal implications of emergency care. 2.3 Explain consent and confidentiality in emergencies. 2.4 Explain how to apply standard precautions and infection prevention measures. 2.5 Explain safe use of personal protective equipment (PPE). 2.6 Explain ethics in emergency care.	• Explain ethical principles guiding first aid practice. • Explain legal implications of emergency care. • Explain consent and confidentiality in emergencies • Explain how to apply standard precautions and infection prevention measures. • Explain safe use of personal protective equipment (PPE). • Explain Ethics in emergency care	Models Textbooks Internet Marker board, Markers, Multimedia Projector, Computer, Charts, Relevant national policies and guidelines, Health education, Pamphlets and brochures, Visual Aids, etc	• Apply standard precautions and infection prevention measures. • Demonstrate safe use of personal protective equipment (PPE). • Illustrate how to dispose waste safely.	Guide students to: • Apply standard precautions and infection prevention measures. • Demonstrate safe use of personal protective equipment (PPE). • Illustrate how to dispose waste	Audio Visuals Pictorials Charts Video clips Multimedia PPE
General Objective 3.0: Know Emergency Assessment and Basic Life Support						
6-8	3.1 Explain how to conduct rapid emergency scene assessment. 3.2 Explain how to assess airway, breathing, and circulation. 3.3 Discuss signs of life-threatening	• Explain rapid emergency scene assessment. • Explain airway, breathing, and circulation. • Explain signs of life-threatening emergencies. • Explain adult CPR	Models Textbooks Internet Marker board, Markers, Multimedia Projector, Computer, Charts, Relevant	• Conduct rapid emergency scene assessment. • Assess airway, breathing, and circulation.	Guide students to: • Conduct rapid emergency scene assessment. • Assess airway, breathing, and circulation. • Identify signs of life-threatening emergencies.	Oxygen bags Audio Visuals Pictorials Charts Video clips Multimedia PPE CPR mannequins

	emergencies. 3.4 Discuss adult Cardiapulmonary (CPR) Resuscitation techniques. 3.5 Discuss management of choking in adults and children. 3.6 Explain emergency activation procedures.	techniques. • Explain choking in adults and children. • Explain emergency activation procedures	national policies and guidelines, Health education, Pamphlets and brochures, Visual Aids, etc	• Identify signs of life-threatening emergencies. • Demonstrate adult CPR techniques. • Demonstrate management of choking in adults and children. • Demonstrate emergency activation procedures.	• Demonstrate adult CPR techniques. • Demonstrate management of choking in adults and children. • Demonstrate emergency activation procedures.	
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General Objective 4.0: Know Management of Bleeding, Shock, and Soft Tissue Injuries

9-11	4.1 Explain different types of bleeding. 4.2 Explain bleeding control techniques. 4.3 Explain Types, causes and signs of shock. 4.4 Explain first aid management of shock. 4.5 Explain the use of dressings and bandages. 4.6 Explain types of wounds. 4.7 Explain cuts,	• Discuss different types of bleeding. • Discuss bleeding control techniques. • Explain types, causes and signs of shock. • Discuss first aid management of shock. • Use audio visual to describe dressings and bandages • State types of wounds • Explain cuts,	Models Textbooks Internet Marker board, Markers, Multimedia Projector, Computer, Charts, Relevant national policies and guidelines, Health education, Pamphlets and brochures, Visual Aids, etc	• Identify different types of bleeding. • Demonstrate bleeding control techniques. • Demonstrate first aid management of shock. • Tract wounds and soft tissue injuries. • Apply bandaging techniques correctly	Guide students to: • Identify different types of bleeding. • Demonstrate bleeding control techniques. • Demonstrate first aid management of shock. • Manage wounds and soft tissue injuries. • Apply bandaging techniques correctly	Posters Charts Models Mannequins Audio Visuals Pictorials Charts Video clips Multimedia PPE
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	abrasions, and lacerations.	abrasions, and lacerations				
General Objective 5.0: Know Fractures, Sprains, and Musculoskeletal Injuries						
8-10	5.1 Define fractures, dislocations, and sprains. 5.2 Explain signs and symptoms of fractures. 5.3 Explain rehabilitation considerations following injuries. 5.4 Explain types of fractures. 5.5 Explain Causes and signs of musculoskeletal injuries. 5.6 Explain Principles of immobilization.	• Explain fractures, dislocations, and sprains • Explain signs and symptoms of fractures • Explain rehabilitation considerations following injuries • Explain Types of fractures • Explain Causes and signs of musculoskeletal injuries • Explain Principles of immobilization	Models Textbooks Internet Marker board, Markers, Multimedia Projector, Computer, Charts, Relevant national policies and guidelines, Health education, Pamphlets and brochures, Visual Aids, etc	• Identify signs and symptoms of fractures • Demonstrate immobilization techniques • Apply splints appropriately • Demonstrate safe lifting and transportation methods	Guide students to: • Identify signs and symptoms of fractures • Demonstrate immobilization techniques • Apply splints appropriately • Demonstrate safe lifting and transportation methods	Posters Charts Models Mannequins Audio Visuals Pictorials Charts Video clips Multimedia PPE
General Objective 6.0: Know Burns, Poisoning, and Environmental Emergencies						
11-15	6.1 Explain burns according to cause and severity. 6.2 Explain first aid management of burns. 6.3 Discuss signs and symptoms of poisoning. 6.4 Explain first aid management of poisoning cases.	• Explain burns according to cause and severity. • Discuss first aid management of burns. • List signs and symptoms of poisoning. • Explain first aid management of poisoning cases • Describe	Models Textbooks Internet Marker board, Markers, Multimedia Projector, Computer, Charts, Relevant national policies and guidelines,	• Identify classification of burns according to cause and severity. • Demonstrate first aid management of burns. • Identify signs and symptoms of poisoning	Guide students to: • Classify burns according to cause and severity. • Demonstrate first aid management of burns. • Identify signs and symptoms of poisoning • Respond appropriately to	Posters Charts Models Mannequins Audio Visuals Pictorials Charts Video clips Multimedia PPE

6.5 Explain management of bites and stings.	management of bites and stings	Health education, Pamphlets and brochures, Visual Aids, etc	• Respond appropriately to heat and cold emergencies	heat and cold emergencies	
6.6 Explain Environmental hazards.	• Discuss Environmental hazards				

COURSE ASSESSMENT:

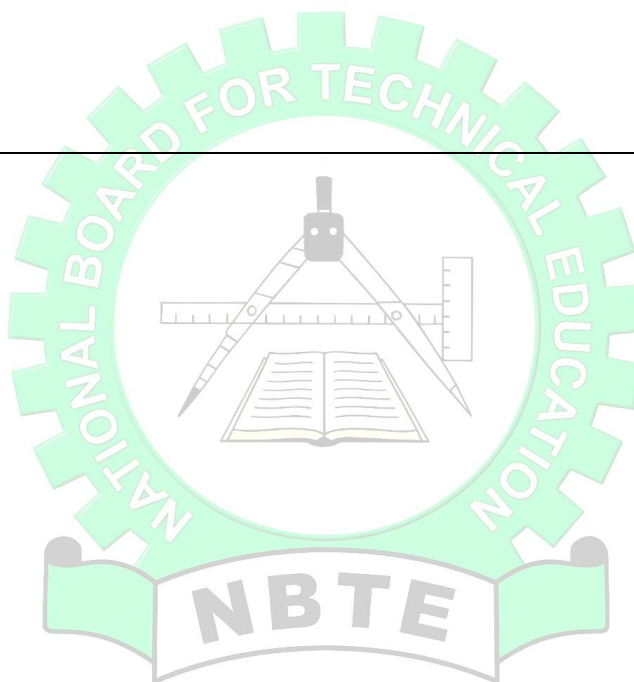
Coursework: 10%

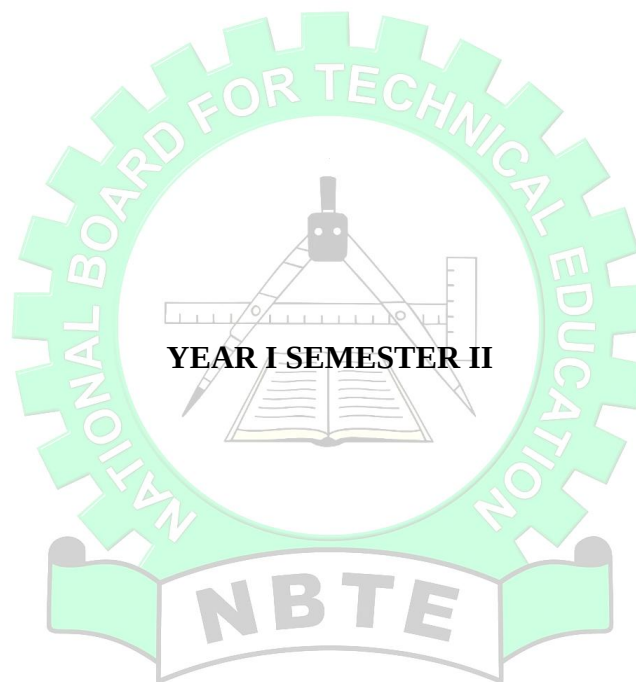
Test/Assignments: 10%

Practical: 40%

Examination: 40%

Total: 100%

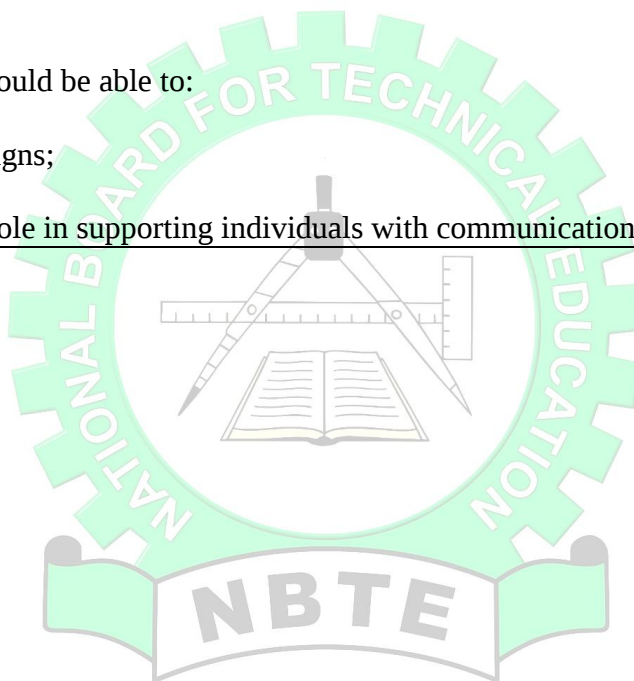




YEAR I SEMESTER II

Basics in Communication for Special Population

PROGRAMME: NATIONAL DIPLOMA (ND) COMMUNITY REHABILITATION TECHNOLOGY		
COURSE TITLE: BASICS IN COMMUNICATION FOR SPECIAL POPULATION	COURSE CODE: CRT 121	CONTACT HOURS: 3 HOURS/WEEK
	CREDIT UNITS: 3	THEORETICAL: 1HOUR/WEEK
YEAR: I SEMESTER: II	PRE-REQUISITE: NIL	PRACTICAL: 2 HOURS/WEEK
GOAL: This course is designed to enable students to acquire the knowledge and skill in Master Braille and Sign Language to attain competency in writing and reading to apply such competences when the need arises.		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Know Master Braille fundamentals; 2.0 Understand peculiar and common word signs; 3.0 Understand lower contractions and signs; 4.0 Understand total communication and its role in supporting individuals with communication needs.		



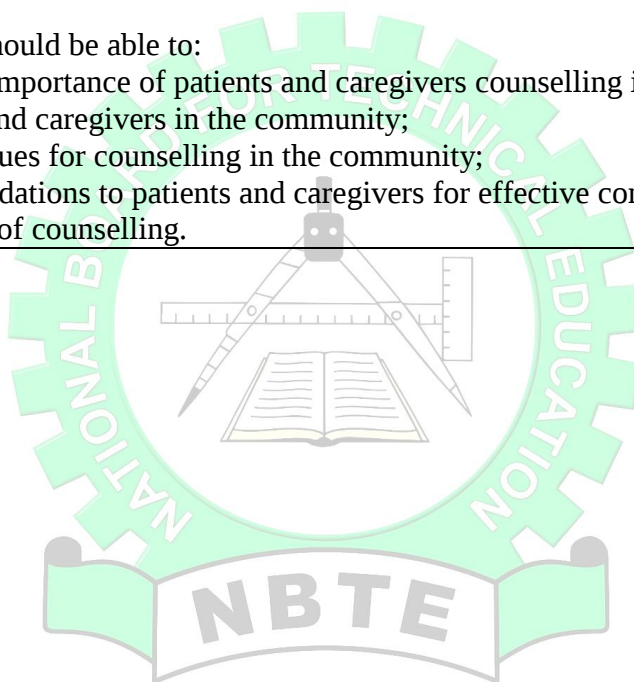
PROGRAMME: NATIONAL DIPLOMA (ND) IN COMMUNITY REHABILITATION TECHNOLOGY							
COURSE TITLE: BASICS IN COMMUNICATION FOR SPECIAL POPULATION				COURSE CODE: CRT 121		CONTACT HOURS: 3 HOURS/WEEK	
YEAR: I SEMESTER: II				CREDIT UNITS: 3		THEORETICAL: 1HOUR/WEEK	
				PRE-REQUISITE: NIL		PRACTICAL: 2 HOURS/WEEK	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL							
GOAL: This course is designed to enable students to acquire the knowledge and skill in Braille and Sign Language to attain competency in writing and reading to apply such competence when the need arises.							
GENERAL OBJECTIVE 1.0: Know Master Braille fundamentals							
THEORETICAL CONTENT				PRACTICAL CONTENT			
Week	Specific Learning Outcome	Teacher’s Activities	Resources	Specific Learning Outcome	Teacher’s Activities	Resources	
1-3	1.1 Explain Master Braille alphabets A-Z. 1.2 Describe each alphabet. 1.3 Explain and read the alphabets one after the other repeatedly along with the students. 1.4 Explain ways to form these letters and use as word signs. 1.5 Explain how to write the alphabets as well as form words.	• Explain Master Braille alphabets A-Z • Describe each alphabet • Read the alphabets one after the other repeatedly along with the students. • Explain ways to form these letters and use as word signs • Explain how to write the alphabets as well as form words	Textbooks, Internet, Marker board, Markers, Multimedia Projector, Computer, Charts, Relevant Slate and stylus, Cardboard paper, etc.	• Master Braille the letters. • Write Master Braille alphabets A-Z • Read Braille alphabets A-Z • Write simple word signs with letters A-N • Write simple upper word signs with letters P-Z • Read simple upper word signs with letters P-Z	Guide students to: • Write Master Braille alphabets A-Z on the board • Write as well as read the alphabets Master Braille the letters	Slate and stylus Cardboard paper, practil manual etc.	
General Objective 2.0: Understand peculiar and common word signs.							

4-7	2.1 Recognize the special signs AND, FOR, OF, THE and WITH. 2.2 Explain simple upper contraction. 2.3 Explain four contractions Two with E, Two with O. 2.4 Explain the appropriate dots for each of the word signs, embossed with correct spacing, the peculiar word signs. 2.5 Make big sentences with this peculiar word signs.	• Explain the simple upper word signs • Explain the special signs AND, FOR, OF, THE and WITH • Explain the simple upper contractions • Explain the contraction Two with E, Two with O. • Explain the appropriate dots for each of the word signs; embossed with correct spacing, the peculiar word signs • Make big sentences with this peculiar word signs.	Textbooks, Internet, Marker board, Markers, Multimedia Projector, Computer, Charts, Relevant Slate and stylus, Cardboard paper, etc.	• Scan the dots forming the letters. • Form these special signs in cardboard paper. • Write upper contractions. • Illustrate upper contractions and Braille. • Recite the appropriate dots for each of the word signs, embossed with correct spacing, the peculiar word signs. • Demonstrate ability to form big sentences with this peculiar word signs.	Guide students to: • Demonstrate the scanning of the dots forming the letters • Demonstrate how to form the special signs. • Demonstrate upper contractions • Guide the students to write using the upper contractions • Assist students to recite the appropriate dots for each of the word signs, embossed with Correct spacing, the peculiar word signs • Assist students to form big sentences with this peculiar word signs.	Slate and stylus Cardboard paper
General Objective 3.0: Understand lower contractions and signs						
8-11	3.1 Explain how to emboss BE, CON, as beginning a word. 3.2 Explain DIS, CO, MF as beginning a word.	• Explain how to emboss BE, CON as beginning a word • Explain the writing of DIS, CO, MP	Textbooks, Internet, Marker board, Markers, Multimedia Projector, Computer, Charts,	• Emboss BE, CON at the beginning of a word • Write the CO, MF, DIS formation of words at the beginning of DIS, CON, MF and word	Guide students to: • Demonstrate the embossment of BE, CON at the beginning of the word. • Demonstrate the formation of DIS,	Slate and stylus Cardboard paper

			Relevant Slate and stylus, Cardboard paper, etc.		CON, MF	
General Objective 4.0: Understand total communication and its role in supporting individuals with communication needs.						
12-15	4.1 Explain the use of EA, BB, and CC as sign in the middle of a word. 4.2 Explain DD, FF GG as another sign in the middle of word.	- Explain the use of EA, BB, CC as sign in the middle of a word - Explain DD, FF GG, as another signs in the middle of word.	Textbooks, Internet, Marker board, Markers, Multimedia Projector, Computer, Charts, Relevant Slate and stylus, Cardboard paper, etc.	- Master Braille the middle signs EA, BB, CC - Master Braille the middle contractions of DD, FF, GG etc	Guide the students to: - Master Braille the middle signs - Guide the students to Master Braille the middle contractions	Slate and stylus Cardboard paper
COURSE ASSESSMENT: Coursework: 10% Test/Assignments: 10% Practical: 40% Examination: 40% Total: 100%						

Introduction to Patients and Caregivers Counselling

PROGRAMME: NATIONAL DIPLOMA (ND) COMMUNITY REHABILITATION TECHNOLOGY		
COURSE TITLE: INTRODUCTION TO PATIENTS AND CAREGIVERS COUNSELLING	COURSE CODE: CRT 122	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 students with the knowledge and skills necessary to offer various counselling services during practice in community rehabilitation.		
GENERAL OBJECTIVES On completion of this course, the students should be able to: 1.0 Understand the concepts, principles and importance of patients and caregivers counselling in community rehabilitation; 2.0 Know various factors affecting patients and caregivers in the community; 3.0 Comprehend necessary skills and techniques for counselling in the community; 4.0 Know appropriate counselling recommendations to patients and caregivers for effective community reintegration; 5.0 Know how to analyse and apply theories of counselling.		



PROGRAMME: NATIONAL DIPLOMA (ND) COMMUNITY REHABILITATION TECHNOLOGY						
COURSE TITLE: INTRODUCTION TO PATIENTS AND CAREGIVERS COUNSELLING			COURSE CODE: CRT 122		CONTACT HOURS: 2 HOURS/WEEK	
YEAR: I SEMESTER: II			CREDIT UNITS: 2		THEORETICAL: 1 HOUR/WEEK	
			PRE-REQUISITE:		PRACTICAL: 1 HOUR/WEEK	
COURSE SPECIFICATION: THEORETICAL						
GOAL: This course is designed to equip the students with the knowledge and skills necessary to offer various counselling services during practice in community rehabilitation.						
GENERAL OBJECTIVE 1.0: Understand the concepts, principles and importance of patients and caregivers counselling in 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 Define relevant terms in rehabilitation counselling. 1.2 Explain the principles of patients and caregivers counselling. 1.3 Explain the nature of counselling across various patients’ needs. 1.4 Explain the need for counselling in community reintegration.	• Discuss relevant terms in rehabilitation counselling • Explain the principles of patients and caregivers counselling • Explain the nature of counselling across various patients’ needs • Explain the need for Counselling in community reintegration	Textbooks, Internet, Marker board, Markers, Multimedia Projector, Computer, Charts, Radio Tape, Counselling Clinic, etc.			
General Objective 2.0 Know various factors affecting patients and caregivers in the community						
4-6	2.1 Explain the nature and scope of counselling in rehabilitation. 2.2 Explain important	• Explain the nature and scope of counselling in rehabilitation. • Explain important factors (psychosocial,	Textbooks, Internet, Marker board, Markers, Multimedia	• Apply correct counselling methods to meet patient’s condition • Identify common	Guide students to: • Apply correct counselling methods to meet patient’s	Screening tools, Audio recorder

	factors (psychosocial, emotional, and environmental factors) affecting patients and caregivers. 2.3 List various rehabilitation conditions that need counselling (such as amputation, cerebral palsy, stroke etc). 2.4 Discuss the psychosocial demand of caregivers of above-mentioned conditions.	emotional, and environmental factors) affecting patients and caregivers - List various rehabilitation conditions that need counselling (such as amputation, cerebral palsy, stroke etc) - Discuss the psychosocial demand of caregivers of above-mentioned conditions	Projector, Computer, Charts, Radio Tape, Counselling Clinic, etc.	emotional and psychosocial reactions to illness/disability	condition Identify common emotional and psychosocial reactions to illness/disability	
General Objective 3.0: Comprehend necessary skills and techniques for counselling in the community						
7-9	3.1 Explain the various counselling techniques 3.2 Explain how to apply the various counselling techniques in counselling 3.3 Explain interview in counselling techniques. 3.4 Discuss necessary skills needed for counselling as it pertains to medical rehabilitation	- Explain the various counselling techniques - Explain how to apply the various counselling techniques in counselling - Explain interview in counselling techniques. - Discuss necessary skills needed for counselling as it pertains to medical rehabilitation	Textbooks, Internet, Marker board, Markers, Multimedia Projector, Computer, Charts, Radio Tape, Counselling Clinic, etc.	- Apply various counselling techniques in different case scenarios - Assists students to carry out the interview counselling techniques.	Guide students to: - Apply various counselling techniques in different case scenarios - Assists students to carry out the interview counselling techniques.	Simulation Materials (Counselling scenario cards Case vignettes Simulated patient scripts

General Objective 4.0: Know appropriate counselling recommendations to patients and caregivers for effective community reintegration

10-12	4.1 Discuss Community reintegration. 4.2 Explain various strategies to patient counselling and motivation. 4.3 Explain referral procedure. 4.4 Explain possible coping strategies and lifestyle modifications necessary for effective community reintegration.	• Discuss Community reintegration • Discuss various strategies to patient counselling and motivation. • Narrate referral procedure • State possible coping strategies and lifestyle modifications necessary for effective community reintegration	Textbooks, Internet, Marker board, Markers, Multimedia Projector, Computer, Charts, Radio Tape, Counselling Clinic, etc.	• Identify various home Programmes for various conditions • Recommend possible referral options for effective management of rehabilitation conditions. • Recommend suitable home Programmes for patients	Guide students to: • Identify various home Programmes for various conditions • Recommend possible referral options for effective management of rehabilitation conditions. • Recommend suitable home Programmes for patients	Referral forms Video Clips Patient education material (Flip charts Posters Illustrated leaflets Home exercise instruction sheets Medication adherence guides
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General Objective 5.0: Know how to analyze and apply the theories of Counselling

13-15	5.1 Explain counselling theories. 5.2 Explain the purpose of counselling theories. 5.3 Explain areas of application of counselling theories.	• Explain counselling theories. • Explain the purpose of counselling theories. • Explain areas of application of counselling theories.	Textbooks, Internet, Marker board, Markers, Multimedia Projector, Computer, Charts, Radio Tape, Counselling Clinic, etc.	• Demonstrate the use of various counselling technique • Role Play class sessions on counselling • Analyse case studies of counselling theory and the purpose of counselling theories.	Guide students to: • Demonstrate the use of various counselling technique • Role Play class sessions on counselling • Analyse case studies or counselling theory and the	Reflective Practice Tools (Reflective journals Self-assessment forms
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					purpose of counselling theories.	
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COURSE ASSESSMENT:

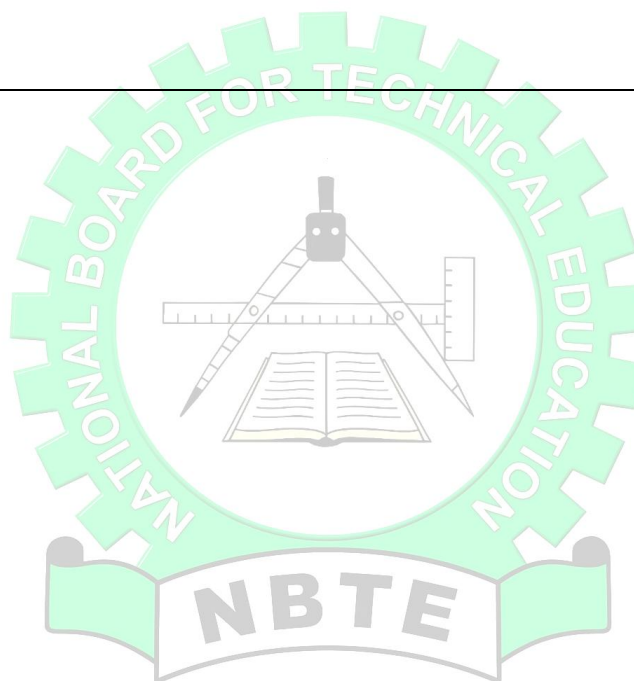
Coursework: 10%

Test/Assignments: 10%

Practical: 40%

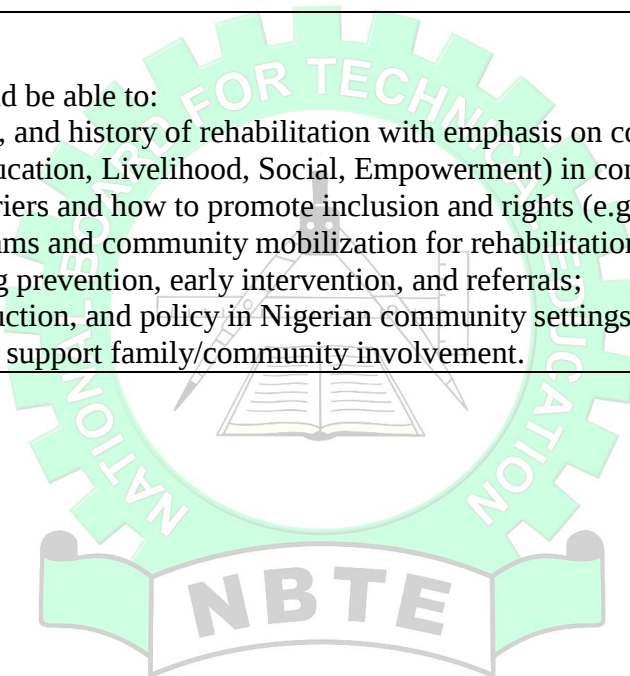
Examination: 40%

Total: 100%

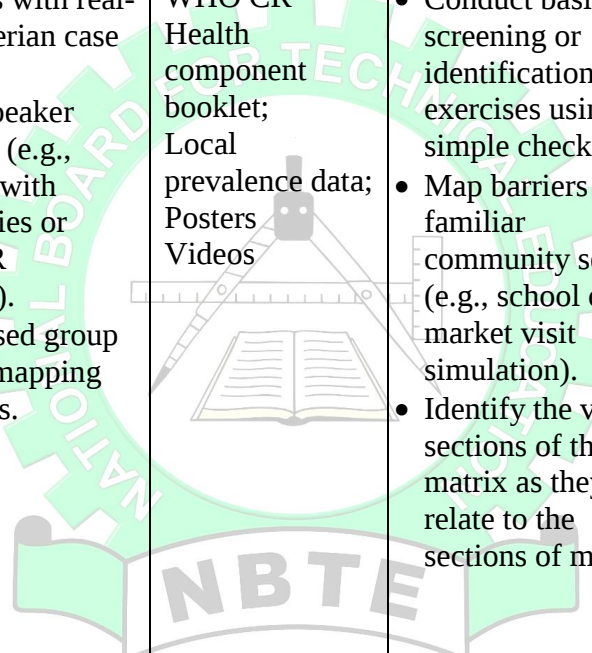


Introduction to Rehabilitation

PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY REHABILITATION TECHNOLOGY		
COURSE TITLE: INTRODUCTION TO REHABILITATION	COURSE CODE: CRT 123	CREDIT HOURS: 3 HOURS/WEEK
	CREDIT UNITS: 3	THEORETICAL: 2 HOURS/WEEK
Year I SEMESTER: II	PRE-REQUISITE	PRACTICAL: 1 HOUR/WEEK
GOAL: This course is designed to equip students with the knowledge and skills of rehabilitation with emphasis on Community Rehabilitation (CR), empowering them to identify disabilities, apply the WHO CR matrix, promote rights and inclusion, and support basic interventions in community settings		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Understand concepts, principles, models, and history of rehabilitation with emphasis on community-based approaches; 2.0 Know the WHO CR Matrix (Health, Education, Livelihood, Social, Empowerment) in community contexts; 3.0 Know disabilities, impairments, and barriers and how to promote inclusion and rights (e.g. CRPD); 4.0 Understand roles in multidisciplinary teams and community mobilization for rehabilitation; 5.0 Implement basic CR strategies, including prevention, early intervention, and referrals; 6.0 Know ethics, cultural issues, stigma reduction, and policy in Nigerian community settings; 7.0 Understand community assessments and support family/community involvement.		



PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY REHABILITATION TECHNOLOGY						
COURSE TITLE: INTRODUCTION TO REHABILITATION			COURSE CODE: CRT 123		CREDIT HOURS: 3 HOURS/WEEK	
			CREDIT UNITS: 3		THEORETICAL: 2 HOURS/WEEK	
YEAR: I SEMESTER: II			PRE-REQUISITE:		PRACTICAL: 1 HOUR/WEEK	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to equip students with the knowledge and skills of rehabilitation with emphasis on Community Rehabilitation (CR), empowering them to identify disabilities, apply the WHO CR matrix, promote rights and inclusion, and support basic interventions in community settings						
THEORETICAL CONTENTS			PRACTICAL CONTENTS			
General Objective: 1.0 Understand concepts, principles, models, and history of rehabilitation with emphasis on community-based approaches.						
Week	Specific Learning Outcome	Teacher’s Activities	Resources	Specific Learning Outcome	Teacher’s Activities	Resources
1-2	1.1 Define: i. Rehabilitation; ii. Community Rehabilitation (CR); iii. Inclusive development. 1.2 Trace the historical evolution from institutional to community-based models. 1.3 Explain key models: i. Medical; ii. Social; iii. Biopsychosocial; iv. International Classification of Functioning Disability and Health (ICF),	• Interactive lectures with timelines and diagrams.	WHO CR Guidelines (Introductory booklet); PowerPoint slides; Videos on CR evolution; Charts of ICF model; Nigerian National Policy on Disability documents.	• Create content using AI apps to differentiate institutional vs. community rehabilitation in local Nigerian examples. • Apply the ICF model to analyze a simple case scenario.	Guide students to: • Differentiate institutional vs. rehabilitation with practical examples on how they differ. Identify the ICF model and how to apply it in clinical and community-based scenarios. • Assign reflective essays or presentations on history in Nigeria/Africa Facilitate group discussions and debates on	Charts ICF model WHO CR Guidelines (Introductory booklet),

	1.4 Discuss principles of CR (participation, empowerment, inclusion, sustainability, multisectoral approach).				models.	
General Objective: 2.0 Know the WHO CR Matrix (Health, Education, Livelihood, Social, Empowerment) in community contexts.						
3-4	2.1 Classify types of disabilities (physical, sensory, intellectual, mental health, multiple). 2.2 Describe common conditions (e.g., stroke, polio sequelae, cerebral palsy, mental health issues, age-related disabilities) and their community impact in Nigeria. 2.3 Identify environmental, attitudinal, and institutional barriers. 2.4 Explain prevention strategies and early identification.	• Lectures with real-life Nigerian case studies. • Guest speaker sessions (e.g., persons with disabilities or local CR workers). • Supervised group barrier-mapping exercises.	WHO CR Health component booklet; Local prevalence data; Posters Videos 	• Conduct basic screening or identification exercises using simple checklists. • Map barriers in a familiar community setting (e.g., school or market visit simulation). • Identify the various sections of the matrix as they relate to the sections of matrix	• Carry out screening and identification of required basic exercises can be achieved in the community • Train in differentiating how setting can influence exercise selection/prescription processes • identify different parts of the matrix as they relate to the branches of CR	WHO Disability Prevention Posters IEC Materials Developmental Milestone Screening Cards Nutrition & Immunization charts Screening tools Models of assistive devices
General Objective: 3.0 Know disabilities, impairments, and barriers and how to promote inclusion and rights (e.g., CRPD)						
5-6	3.1 Describe the five components (Health, Education, Livelihood, Social, Empowerment) and their elements. 3.2 Explain interlinkages	• Detailed lectures on each component with matrix visuals. • Case study analysis in groups.	WHO CR Matrix diagrams Full GSS guideline booklets;			

	between components for holistic rehabilitation. 3.3 Outline desirable outcomes for each element (e.g., access to health promotion, skills development, self-advocacy).	Facilitate matrix-based project planning workshops.	Nigerian examples of CR Programmes; flip charts; group project templates.			
General Objective 4.0: Understand roles in multidisciplinary teams and community mobilization for rehabilitation						
7-8	4.1 Explain roles of key stakeholders (community health practitioners, therapists, social workers, DPOs, families, NGOs). 4.2 Explain referral systems, linkages with PHC, and coordination. 4.3 Discuss principles of community mobilization and participation.	- Lecture and panel discussions with invited professionals. - Role-playing and simulation exercises. - Guide development of mobilization plans.	WHO Empowerment booklet; Organisational charts; Guest speakers; role-play scripts; Local PHC/CR contact lists.	- Identify roles of key stakeholders (community health practitioners, therapists, social workers, DPOs, families, NGOs). - Create visual contents on referral systems, linkages with PHC, and coordination. - Carry out community mobilization.	Guide students to: - Identify roles of key stakeholders (community health practitioners, therapists, social workers, DPOs, families, NGOs). - Create visual contents on referral systems, linkages with PHC, and coordination. - Carry out community mobilization.	Barthel Index forms Vision and Hearing Screening Tools (Snellen chart, whisper test) ADL (Activities of Daily Living) Assessment Forms
General Objective 5.0: Implement basic CR strategies, including prevention, early intervention, and referrals.						
9-10	5.1 Describe basic interventions (home-based exercises, assistive devices,	Explain functions of basic intervention particularly home	Charts Textbooks Video clips Pictures	Demonstrate basic skills (e.g., transfers, use of crutches/wheelchairs	- Supervised field visit preparation and debriefing. - Review of student-	Locally-made sensory & motor kits (beads, bottles,

	family counselling, peer support). 5.2 Explain monitoring, documentation, 5.3 Explain simple case management.	Programmes in the community • Explain how exercise adherence can be monitored following home exercise prescription.	Multi-media	, simple home adaptations). • Develop family education materials or support plans. • Demonstrate hands-on sessions of varying basic exercises for home Programme.	developed materials.	fabrics, bells) Parent Training Booklets (English + translated copies of major local languages) Referral Register Crutches Wheel Chairs Dumb bells Bar Bells
General Objective 6.0: Understand ethics, cultural issues, stigma reduction, and policy in Nigerian community settings.						
11-12	6.1 Discuss key policies (Discrimination Against Persons with Disabilities Act 2018, National Disability Policy). 6.2 Explain ethical principles (consent, confidentiality, non-discrimination, cultural sensitivity). 6.3 Discuss stigma, advocacy, and rights-based approaches (CRPD).	• Lecturing using policy excerpts. • Use of Case-based ethical discussions and debates. • Explain through the use of advocacy message development.	Copies of Nigerian Disability Act and policies; UN CRPD summary; Videos on rights and stigma; Newspaper articles on local issues.	• Analyze real or hypothetical ethical dilemmas in CR. • Design simple advocacy messages or anti-stigma campaigns.	• Guide students in analyzing community-based ethical dilemmas • Guide students toward in developing anti stigma campaigns and how to educate the community on same.	Communication & Counseling Skills Handbook Role-play Scenario Cards MRTB Code of Ethics Copies of Nigerian Disability Act and policies; UN CRPD summary; Newspaper articles on local issues.
General Objective 7.0: Understand community assessments and support family/community involvement.						
13-15	7.1 Explain steps in	• Explain how to	Assessment	• Participate in or	• Guiding students in	Vehicle

	community needs. 7.2 Explain assessment and diagnosis. 7.3 Describe strategies for family and community involvement in CR.	organize field visit and supervision • Explain how to report post-visit and reflect on lessons gained • Facilitate group presentations of findings.	checklists and tools; Community contacts; Report templates; WHO guidelines on participation.	simulate a basic community mapping/assessment . • Facilitate a simple family or community education session (role-play).	the process of community mapping of lifestyle modification Programmes • Guide students in organizing a rewarding community education session on lifestyle modification for healthy living.	Family Counseling Flipcharts Advocacy & Awareness Toolkit (posters, radio scripts) Proposal Writing Templates
COURSE ASSESSMENT: Coursework: 10% Test/Assignments: 10% Practical: 40% Examination: 40% Total: 100%						

Community Mobilization and Health Education

PROGRAMME: NATIONAL DIPLOMA (ND) IN COMMUNITY REHABILITATION TECHNOLOGY		
COURSE TITLE: COMMUNITY MOBILIZATION AND HEALTH EDUCATION	COURSE CODE: CRT 124	CONTACT HOURS: 2 HOURS/WEEK
	CREDIT UNIT: 2	THEORETICAL: 1 HOUR/WEEK
YEAR: I SEMESTER: II	PRE-REQUISITE: NIL	PRACTICAL: 1 HOUR/WEEK
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL		
GOAL: This course is designed to equip students with basic knowledge and practical skills in community mobilization, communication, health education, and community participation necessary for rehabilitation services at the Primary Health Care and community levels in Nigeria.		
GENERAL OBJECTIVES:		
On completion of this course, the student should be able to 1.0 Know the meaning and principles of community mobilization and health education; 2.0 Understand the role of community participation in Primary Health Care and Community-Based Rehabilitation (CBR); 3.0 Comprehend methods of communicating health and rehabilitation messages within communities; 4.0 Know simple health education techniques in rehabilitation and disability prevention; 5.0 Understand basic community awareness and mobilization activities; 6.0 Know interpersonal communication and advocacy skills; 7.0 Understand the principles, strategies and models of community outreach and health promotion in rehabilitation service; 8.0 Participate in community outreach and health promotion Programmes; 9.0 Know teamwork and ethical conduct during community engagement activities.		

PROGRAMME: NATIONAL DIPLOMA (ND) IN COMMUNITY REHABILITATION TECHNOLOGY							
COURSE TITLE: COMMUNITY MOBILIZATION AND HEALTH EDUCATION				COURSE CODE: CRT 124		CONTACT HOURS: 2 HOURS/WEEK	
				CREDIT UNIT: 2		THEORETICAL: 1 HOUR/WEEK	
YEAR: I SEMESTER: II				PRE-REQUISITE: NILL		PRACTICAL: 1 HOUR/WEEK	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL							
GOAL: This course is designed to equip students with basic knowledge and practical skills in community mobilization, communication, health education, and community participation necessary for rehabilitation services at the Primary Health Care and community levels in Nigeria.							
General Objective 1.0 Understand the meaning and principles of community mobilization and health education							
THEORETICAL CONTENT				PRACTICAL CONTENT			
Week	Specific Learning Outcome	Teacher’s Activities	Resources	Specific Learning Outcome	Teacher’s Activities	Resources	
1	1.1 Explain the concepts of community and mobilization. 1.2 Explain the concepts of health education, and rehabilitation. 1.3 Define concepts and the relevance to PHC and CBR.	• Explain principles of community and mobilization in the context of community rehabilitation • Explain health education and rehabilitation in community setting • Describe the interaction between PHC and CBR and role of each in the community	Textbooks, Internet, Marker board, Markers, Multimedia Projector, Computer, Charts, WHO/PHC charts, etc.				
General Objective 2.0: Understand the role of community participation in Primary Health Care and Community-Based Rehabilitation (CBR)							
2-3	2.1 Analyse the linkage between community participation in PHC and improved rehabilitation	• Explain the interaction between participation in PHC and improved rehabilitation. • Explain socio-cultural	Textbooks, Internet, Marker board, Markers, Multimedia	• Conduct simulated community mobilization activities • Develop simple health education messages	• Guide students • Prepare rehabilitation awareness messages	Public address system Posters, Marker boards	

	outcomes. 2.2 Explain the influence of socio-cultural factors on community participation in CBR. 2.3 Highlight the indicators for measuring effective community participation in CBR Programmes. 2.4 Discuss the role of community participation in promoting ownership, sustainability and inclusion in CBR.	factors impact community participation in CBR. Describe role of community participation in enhancing ownership, sustainability CBR Programme	Projector, Computer, Charts, Community maps, CBR matrix, etc.	Role-play outreach/simulate related activities	Supervise simulation of outreach and related activities	
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General Objective 3.0: Comprehend methods of communicating health and rehabilitation messages within communities

4	3.1 Explain various methods of health and rehabilitation communication. 3.2 Explain the strengths, limitations, and suitability of each communication method in community rehabilitation contexts. 3.3 Analyse the role of cultural, linguistic, and literacy factors in selecting appropriate	- Discuss interpersonal, group, mass media, digital, and traditional methods of communication - Demonstrate simple report writing and record keeping - Explain how cultural, linguistic, and literacy factors can influence selection of communication methods for persons with special	Textbooks, Internet, Marker board, Markers, Multimedia Projector, Computer, Charts, Sample reporting templates, etc.	- Design simple, culturally appropriate health and rehabilitation messages using at least two different communication methods. - Develop infographics visual aids, posters, leaflets, or digital content for rehabilitation awareness	Guide students to: - Used culturally appropriate health and rehabilitation messages - Creative visual aids, posters, leaflets, or digital content for rehabilitation awareness - Use participatory communication techniques in	Flip charts, markers, cardboard Samples of posters & leaflets Costumes, scenario cards
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	communication methods for people with disabilities and their families.	need and their family		• Demonstrate the use of participatory communication techniques such as community dialogues, role plays, and drama for rehabilitation messaging.	delivering rehabilitation messages	
General Objective 4.0: Know simple health education techniques in rehabilitation and disability prevention						
5-6	4.1 Analyse the principles and theories underlying health education in the context of rehabilitation and disability prevention. 4.2 Examine the role of health education in primary prevention, secondary prevention, and tertiary prevention of disabilities. 4.3 Analyse cultural, linguistic, and socio-economic factors influencing the effectiveness of health education in Nigerian communities.	• Teach principles and theories underlying health education • Discuss role of health education in primary prevention, secondary prevention • Teach cultural, linguistic, and socio-economic factors influencing health education	Textbooks, Internet, Marker board, Markers, Multimedia Projector, Computer, Charts, Seminar and model comparison, Case study discussion, etc.	• Design simple, culturally appropriate health education messages and materials for rehabilitation and disability prevention. • Apply different health education methods and techniques (IEC materials, group discussions, demonstrations, role plays, etc.) in community settings. • Conduct health education sessions for individuals, families, and community groups on disability prevention and rehabilitation adherence.	• Supervise message development • Guide material production • Supervise and critique student-led sessions	Cardboards, Design software, flip charts, local materials Art materials, computers, printers Venue
General Objective 5.0: Understand basic community awareness and mobilization activities						

7-8	5.1 Explain the principles and importance of community awareness and social mobilization in Community Rehabilitation (CR). 5.2 Describe different strategies and approaches for community awareness creation. 5.3 Discuss challenges and barriers to community awareness and mobilization and how to overcome them.	• Discuss principles and importance of community awareness and social mobilization for Community Rehabilitation • Teach strategies and approaches for community awareness creation • Explain challenges and barriers to community awareness	Textbooks, Internet, Marker board, Markers, Multimedia Projector, Computer, Charts, WHO CBR Guidelines, IEC materials, etc.	• Design simple Information, Education and Communication (IEC) materials for community awareness on disability and rehabilitation • Organize a small-scale community awareness session or health talk • Conduct a basic community mobilization activity (e.g., sensitization meeting, door-to-door campaign, or group discussion)	• Demonstration of IEC material development, • Supervised planning sessions, • Field supervision during community activities, • Post-activity debriefing and feedback.	Community centres, PHC facilities, Group discussions, Case studies of successful CBR mobilization, WHO CBR matrix, Local case studies, Videos etc
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General Objective 6.0: Know interpersonal communication and advocacy skills

9-10	6.1 Analyse the principles and models of effective interpersonal communication in rehabilitation contexts. 6.2 Examine advocacy strategies and techniques for promoting the rights of persons with disabilities. 6.3 Assess the role of cultural competence, empathy, and active listening in	• Explain strategies and techniques for promoting the rights of persons with disabilities • Explain how cultural competence, empathy, and active listening impact rehabilitation advocacy.	Textbooks, Internet, Marker board, Markers, Multimedia Projector, Computer, Charts, Role-play materials, Critical reflection and group debate, Seminar with strategy mapping, etc.	• Demonstrate effective verbal and non-verbal communication skills during client interactions. • Apply active listening and counselling micro-skills in simulated rehabilitation scenarios. • Develop advocacy presentations or campaigns for community inclusion.	• Supervised role-play sessions • Facilitate and provide feedback on simulations • Supervise presentation preparation & delivery	Video recording equipment, observation checklists Role-play scripts, feedback forms Presentation tools, advocacy templates
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	rehabilitation advocacy.					
General Objective 7.0: Understand the principles, strategies and models of community outreach and health promotion in rehabilitation services.						
11-12	7.1 Discuss the principles, strategies and models of community outreach and health promotion in rehabilitation services. 7.2 Examine culturally appropriate health promotion methods and behaviour change communication techniques for diverse community settings. 7.2 Assess monitoring, evaluation and sustainability mechanisms for community outreach and health promotion Programmes in rehabilitation.	• Explain strategies and models of community outreach and health promotion • Teach culturally appropriate health promotion methods • Explain the principle of monitoring, evaluation and sustainability in rehabilitation	WHO CBR Matrix, National Health Promotion Policy MRTBN Journals Local case studies, Videos M&E tools	• Design a community outreach and health promotion plan targeting specific rehabilitation needs. • Conduct community health education sessions on disability prevention, early intervention and rehabilitation services. • Report on the outcomes of community outreach and health promotion Programmes.	• Guide students in: • Developing community outreach • Initiating health education sessions on disability prevention • Report community rehabilitation Programmes	Planning templates, needs assessment tools IEC materials, flip charts, projector Evaluation checklists
General Objective 8.0: Participate in community outreach and health promotion Programmes						
	8.1 Explain methods of community needs assessment. 8.2 Discuss simple survey and observation	• Explain methods of community needs assessment. • Discuss simple survey and observation techniques.	Textbooks, Internet, Marker board, Markers, Multimedia Projector, Computer,	• Conduct community needs assessment. • Demonstrate simple survey and observation techniques	• Guide students to: • Conduct community needs assessment • Demonstrat	Assessment forms

13	techniques.		Charts, Role-play materials, Critical reflection and group debate, etc.		e simple survey and observation techniques	
General Objective 9.0: Know teamwork and ethical conduct during community engagement activities						
14-15	9.1 Explain ethics and cultural sensitivity in community work 9.2 Discuss confidentiality, respect, and professionalism	• Explain ethics and cultural sensitivity in community work • Discuss confidentiality, respect, and professionalism	Textbooks, Internet, Marker board, Markers, Multimedia Projector, Computer, Charts, Role-play materials, Critical reflection and group debate, etc.	• Demonstrate teamwork during outreach activities	• Assign group outreach tasks	Community posting sites
COURSE ASSESSMENT: Coursework: 10% Test/Assignments: 10% Practical: 40% Examination: 40% Total: 100%						

Community Rehabilitation Principles

PROGRAMME: NATIONAL DIPLOMA (ND) IN COMMUNITY REHABILITATION TECHNOLOGY		
COURSE TITLE: COMMUNITY REHABILITATION PRINCIPLES	COURSE CODE: CRT 125	CONTACT HOURS: 2 HOURS/WEEK
	CREDIT UNITS: 2	THEORETICAL: 1 HOUR/WEEK
YEAR: I SEMESTER: II	PRE-REQUISITE: NIL	PRACTICAL: 1 HOUR/WEEK
GOAL: This course is designed to equip students with basic knowledge and skills in the principles of Community Rehabilitation (CR), enabling them to design, implement, and evaluate inclusive rehabilitation Programmes.		
GENERAL OBJECTIVE: On completion of this course, the students should be able to: 1.0 Understand the concept of Community Rehabilitation (CBR) as a global strategy for inclusive healthcare; 2.0 Understand person-centred approaches that respect dignity, autonomy, and cultural preferences of individuals with disabilities and special needs; 3.0 Know community participation by engaging families, caregivers, and local Organisations in planning and delivering rehabilitation services; 4.0 Comprehend advocating for disability rights and inclusive policies, aligning with the UN Convention on the Rights of Persons with Disabilities (CRPD); 5.0 Understand the basic services required by vulnerable persons in the Community; 6.0 Develop person-centered rehabilitation strategies for vulnerable persons in the community; 7.0 Understand how to apply rehabilitation services to vulnerable persons in the community.		

PROGRAMME: NATIONAL DIPLOMA (ND) IN COMMUNITY REHABILITATION TECHNOLOGY							
COURSE TITLE: COMMUNITY REHABILITATION PRINCIPLES				COURSE CODE: CRT 125		CONTACT HOURS: 2 HOURS/WEEK	
				CREDIT UNIT: 2		THEORETICAL: 1 HOUR/WEEK	
YEAR: I SEMESTER: II				PRE-REQUISITE: NIL		PRACTICAL: 1 HOUR/WEEK	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL							
GOAL: This course is designed to equip students with foundational knowledge and skills in the principles of Community-Based Rehabilitation (CBR), enabling them to design, implement, and evaluate inclusive community rehabilitation Programmes.							
GENERAL OBJECTIVE 1.0: Understand the concept of Community Rehabilitation (CR) as a global strategy for inclusive Healthcare							
THEORETICAL CONTENT				PRACTICAL CONTENT			
Week	Specific Learning Outcome	Teacher’s Activities	Resources	Specific Learning Outcome	Teacher’s Activities	Resources	
1-2	1.1 Define CR 1.2 Explain its global framework (WHO, ILO, UNESCO) 1.3 Trace the historical development of CR 1.4 .Describe the goals and objectives of CR in inclusive Healthcare. 1.5 Describe the key components of the CR Matrix (health, education, livelihood, social, and empowerment). 1.6 Explain the role of CR in promoting inclusive development for vulnerable persons.	• Explain CR concept; explain WHO, ILO, UNESCO roles; guide discussion. • Explain the evolution of CBR; highlight milestones. • Explain empowerment, participation, inclusion goals. • Explain each component; show integration examples. • Discuss inclusion, equity, and rights-based approaches.	Textbooks, Internet, Marker board, Markers, Multimedia Projector, Computer, Charts, WHO CBR Matrix, UN CRPD documents, journals. WHO guidelines, UN reports. WHO CR Matrix, WHO Ageing reports, UNHCR case	• Identify local examples of CR initiatives. • Draft sample CR objectives for a community project. • Map community resources into the CR Matrix framework.	• Facilitate group discussion; supervise mapping of community services. • Organize group Seminar. • Guide students in drafting objectives. • Supervise resource mapping exercise. • Supervise group project planning.	Flip charts, markers. Projector. Templates, worksheets. Charts, community data. Case studies, charts.	

			studies, etc.			
General Objective 2.0: Understand person-centred approaches that respect the dignity, autonomy, and cultural preferences of individuals with disabilities and special needs						
3-4	2.1 Define person-centered rehabilitation 2.2 Explain its principles (dignity, autonomy, cultural sensitivity). 2.3 Explain strategies for promoting autonomy and respecting cultural preferences in rehabilitation. 2.4 Explain person-centered approaches to vulnerable persons.	• Discuss on person-centered care; guide discussion on values. • Discuss empowerment approaches; highlight cultural diversity challenges. • Discuss age-friendly and equity-based strategies; show examples.	Textbooks, Internet, Marker board, Markers, Multimedia Projector, Computer, Charts, WHO guidelines, Case studies, journals, WHO Ageing reports, UNHCR case studies, etc.	• Identify examples of person-centered practices in local rehabilitation settings. • Role-play scenarios showing culturally sensitive and autonomy-focused communication. • Design interventions for vulnerable groups	• Facilitate group discussion; supervise case reflections. • Supervise role-play; provide corrective feedback. • Supervise group project planning; provide feedback.	Flip charts, markers. Role cards, charts. Case studies, charts.
General Objective 3.0: Know community participation by engaging families, caregivers, and local Organisations in planning and delivering rehabilitation services.						
5-6	3.1 Explain the importance of community participation in rehabilitation. 3.2 Describe strategies for engaging families and caregivers in rehabilitation planning. 3.3 Explain the role of local Organisations in delivering	• Lecture on family, caregiver, and community roles; highlight sustainability. • Present case studies of family involvement; guide discussion. • Lecture on NGOs, community groups, and government agencies; show	Textbooks, Internet, Marker board, Markers, Multimedia Projector, Computer, Case studies, Charts, WHO guidelines, Case studies, journals.	• Identify local stakeholders in rehabilitation services. • Role-play scenarios of family-inclusive rehabilitation planning. • Develop a mock collaboration plan with local Organisations.	• Facilitate group mapping of stakeholders. • Supervise role-play; provide feedback. • Supervise group project planning; review outputs.	Flip charts, markers. Role cards, charts. Templates, worksheets.

	rehabilitation services.	examples.	WHO Ageing reports, UNHCR case studies, etc.			
General Objective 4.0: Comprehend advocating for disability rights and inclusive policies, aligning with the UN Convention on the Rights of Persons with Disabilities (CRPD)						
7-8	4.1 Define disability rights. 4.2 Explain CRPD principles. 4.3 Explain the principles of disability rights and inclusive policies. 4.4 Describe strategies for advocating disability rights at community and policy levels.	- Lecture on CRPD articles; highlight rights-based approaches. - Present national and international policies; guide discussion. - Present advocacy methods; show case studies of successful campaigns. - Lecture on equity-based advocacy; highlight age-friendly and marginalized group needs.	Textbooks, Internet, Marker board, Markers, Multimedia Projector, Computer, Case studies, Charts, WHO guidelines, Case studies, journals, WHO Ageing reports, UNHCR case studies, etc.	- Identify examples of disability rights violations in local contexts. - Analyze existing local policies for inclusivity gaps. - Role-play scenarios of community advocacy for disability inclusion. - Develop advocacy messages or campaigns targeting vulnerable groups. - Apply advocacy approaches to vulnerable populations.	- Facilitate group discussion; supervise case reflections. - Supervise group analysis; provide feedback. - Supervise role-play; provide corrective feedback. - Guide group project planning; review outputs.	Case studies, charts. Policy reports, worksheets. Role cards, posters. Templates, multimedia.
General Objective 5.0: Understand the basic services required by vulnerable persons in the Community						
9-10	5.1 Explain common conditions affecting vulnerable persons (Alzheimer's, Dementia, Arthritis, Back Pain etc). 5.2 Describe mobility	- Lecture on causes, symptoms, and rehabilitation needs; guide discussion. - Present principles of mobility training; explain fracture care	Textbooks, Internet, Marker board, Markers, Multimedia Projector, Computer,	- Identify rehabilitation needs for sample cases. - Demonstrate basic mobility training techniques. - Practice use of hearing	- Facilitate group case analysis. - Supervise student practice with aids. - Supervise role-play with devices. - Guide group project	Case studies, charts. Walkers, crutches, wheelchairs. Hearing aids,

	training in rehabilitation. 5.3 Explain management of hearing impairment in older adults.	basics. - Lecture on hearing loss causes; present assistive devices. - Lecture on holistic service delivery; highlight interdisciplinary roles.	Case studies, Charts, WHO guidelines, Case studies, journals. WHO Ageing reports, UNHCR case studies, etc.	aids and communication strategies. Design basic rehabilitation plan combining mobility, cognitive, and sensory support.	planning; review outputs.	communication boards. Templates, worksheets.
General Objective 6.0: Develop person-centered rehabilitation strategies for vulnerable persons in the community.						
11-12	6.1 Explain the strategies for developing person-centered rehabilitation. 6.2 Describe rehabilitation strategies for social isolation among vulnerable persons. 6.3 Describe rehabilitation strategies for mobility and sensory impairments.	- Lecture on ageing, disability, and inclusive strategies; guide discussion. - Present approaches for mobility training, vision and hearing support. - Lecture on rehabilitation interventions for chronic conditions. - Lecture on social inclusion, community engagement, and psychosocial support.	Textbooks, Internet, Marker board, Markers, Multimedia Projector, Computer, Case studies, Charts, WHO guidelines, Case studies, journals. WHO Ageing reports, UNHCR case studies, etc.	- Identify challenges faced by vulnerable persons in local communities. - Design community Programmes to promote mobility and sensory function among vulnerable population. - Draft rehabilitation plans for sample cases with chronic conditions. - Design community Programmes to promote social participation.	- Facilitate group discussion; supervise mapping of issues. - Supervise hands-on practice with aids. - Guide students in plan development; provide feedback. - Supervise group project planning; review outputs.	Flip charts, markers. Walkers, crutches, hearing aids. Templates, worksheets. Role-play materials, charts. IEC materials ICF model Charts
General Objective 7.0: Understand how to apply rehabilitation services to vulnerable persons in the community.						
	7.1 Analyse vulnerable populations and explain their rehabilitation needs.	Discuss refugees, displaced persons, prisoners, marginalized groups.	Textbooks, Internet, Marker board, Markers,	- Identify local examples of vulnerable groups needing rehabilitation. - Analyze barriers in	- Facilitate group discussion; supervise mapping exercise. - Supervise group	Flip charts, markers. Case studies, worksheets.

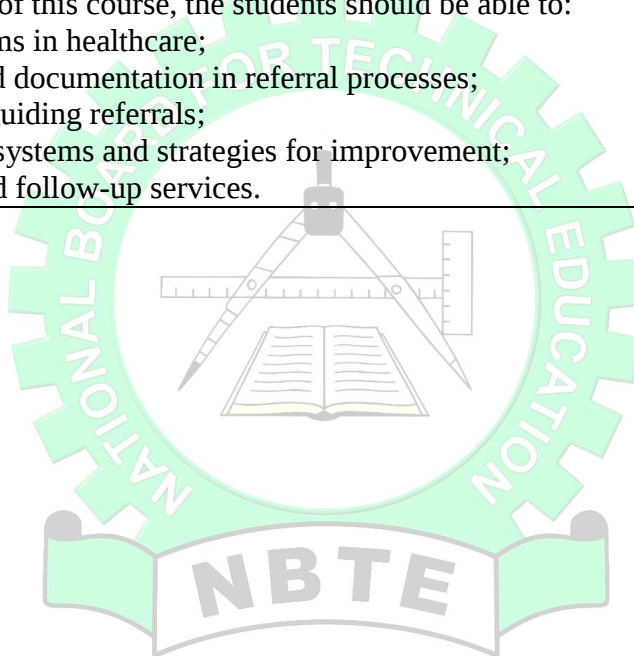
13-15	7.2 Explain barriers to accessing rehabilitation services for vulnerable populations. 7.3 Describe strategies for extending rehabilitation services equitably.	• Explain systemic challenges; Discuss exclusion factors. • Discuss inclusive service delivery models; highlight partnerships. • Discuss NGOs, community groups, government agencies. • Explain CRPD principles and SDG links; guide discussion. • Discuss integrated approaches; show examples of successful Programmes.	Multimedia Projector, Computer, Case studies, Charts, WHO guidelines, Case studies, journals, WHO Ageing reports, UNHCR case studies, etc.	local contexts through group work. • Role-play scenarios of service delivery to vulnerable groups. • Apply rehabilitation planning to selected vulnerable groups.	analysis; provide feedback. • Supervise role-play; provide corrective feedback. • Supervise group project planning; review outputs. • Guide group drafting of advocacy campaigns. • Guide group project planning; review outputs.	Role cards, charts. Templates, worksheets. Posters, flyers. Templates, multimedia.
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COURSE ASSESSMENT:

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

Referral and Placement Process in Rehabilitation

PROGRAMME: NATIONAL DIPLOMA (ND) COMMUNITY REHABILITATION TECHNOLOGY		
COURSE TITLE: REFERRAL AND PLACEMENT PROCESS IN REHABILITATION	COURSE CODE: CRT 126	CONTACT HOURS: 2 HOURS/WEEK
	CREDIT UNITS: 2	THEORETICAL: 2 HOURS/WEEK
YEAR: I SEMESTER: II	PRE-REQUISITE:	PRACTICAL: 0
GOAL: This course is designed to equip students with foundational knowledge and skills required for effective participation in healthcare and rehabilitation referral systems to ensure continuity, accessibility, safety, and quality of patient-centred care		
GENERAL OBJECTIVE: On completion of this course, the students should be able to: 1.0: Understand the concept of referral systems in healthcare; 2.0: Understand effective communication and documentation in referral processes; 3.0: Understand ethical and legal principles guiding referrals; 4.0: Understand barriers to effective referral systems and strategies for improvement; 5.0: Understand multidisciplinary referral and follow-up services.		



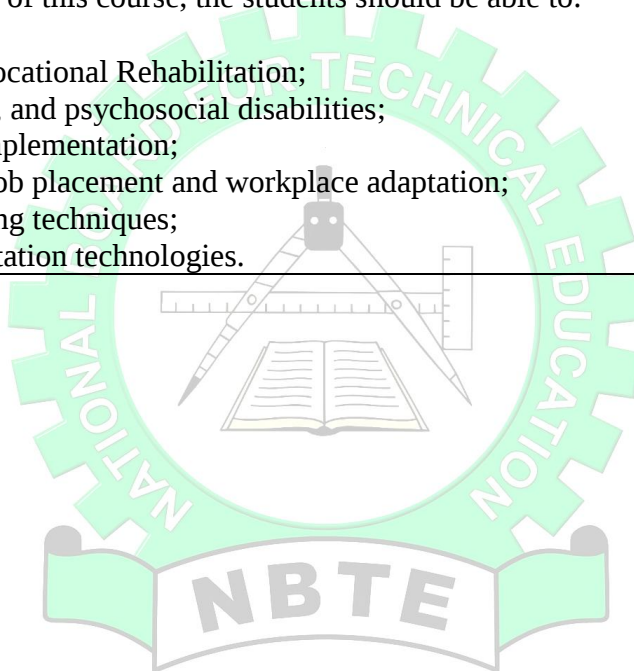
PROGRAMME: NATIONAL DIPLOMA (ND) IN COMMUNITY REHABILITATION TECHNOLOGY							
COURSE TITLE: REFERRAL AND PLACEMENT PROCESS IN REHABILITATION			COURSE CODE: CRT 126		CONTACT HOURS: 2HOURS/WEEK		
			CREDIT UNIT: 2		THEORETICAL: 2 HOURS/WEEK		
YEAR: I SEMESTER: II			PRE-REQUISITE:		PRACTICAL: 0		
COURSE SPECIFICATION: THEORETICAL							
GOAL: This course is designed to equip students with foundational knowledge and skills required for effective participation in healthcare and rehabilitation referral systems to ensure continuity, accessibility, safety, and quality of patient-centred care							
GENERAL OBJECTIVE 1.0: Understand the concept of referral systems in healthcare							
THEORETICAL CONTENT				PRACTICAL CONTENT			
Week	Specific Learning Outcome	Teacher’s Activities	Resources	Specific Learning Outcome	Teacher’s Activities	Resources	
1-2	1.1 Define referral system and related terminologies. 1.2 Explain the purposes and principles of patient referral. 1.3 Describe the structure of the healthcare referral system.	- Explain referral system and related terminologies. - Explain the purposes and principles of patient referral. - Explain the structure of the healthcare referral system	Referral forms, Textbooks, Internet, Projector, Lectures.				
General Objective 2.0: Understand effective communication and documentation in referral processes							
3-4	2.1 Explain the role of effective communication in referral processes. 2.2 Describe the key components of effective referral communication. 2.3 Explain the types of referral communication	- Explain the role of effective communication in referral processes - Explain the key components of effective referral communication - Explain the types of referral communication methods	Referral forms, Textbooks, Internet, Projector, Lectures.				

	methods. 2.4 Discuss accurate and complete documentation of referrals.	• Explain accurate and complete documentation of referrals				
General Objective 3.0: Understand ethical and legal principles guiding referrals						
5-7	3.1 Explain the key ethical principles guiding referral practices. 3.2 Discuss the role of patient autonomy and informed consent in referral processes. 3.3 Explain the importance of confidentiality and privacy when sharing patient information during referrals. 3.4 Explain legal requirements governing referrals.	• Explain what ethical issues can occur when referring a patient • Explain how patient information must be protected and shared appropriately.	Referral forms, Textbooks, Internet, Projector, Lectures.			
General Objective 4.0: Understand barriers to effective referral systems and strategies for improvement						
8-10	4.1 Explain barriers to effective referral systems. 4.2 Classify types of barriers affecting referrals 4.3 Explain the effects of referral system barriers on patient care. 4.4 Identify patient-related barriers in referral	• Explain barriers to effective referral systems. • Explain types of barriers affecting referrals • Explain the effects of referral system barriers on patient care. • Explain patient-related barriers in referral completion.	Referral forms, Textbooks, Internet, Projector, Lectures.			

	completion.					
General Objective 5.0: Understand multidisciplinary referral and follow-up services						
11-15	5.1 Explain the concept of multidisciplinary care. 5.2 Identify members and roles within a multidisciplinary referral system. 5.3 Explain the purpose of multidisciplinary referrals in healthcare. 5.2 Explain the benefits of multidisciplinary referral and follow-up services.	• Explain which professionals are involved when referring a patient • Explain the purpose of multidisciplinary referrals in healthcare • Explain the benefits of multidisciplinary referral and follow-up services.	Referral forms, Textbooks, Internet, Projector, Lectures.			
COURSE ASSESSMENT: Coursework: 20% Test/Assignments: 20% Examination: 60% Total: 100%						

Foundation of Vocational Rehabilitation

PROGRAMME: NATIONAL DIPLOMA (ND) IN COMMUNITY REHABILITATION TECHNOLOGY		
COURSE TITLE: FOUNDATION OF VOCATIONAL REHABILITATION	COURSE CODE: CRT 127	CONTACT HOURS: 4 HOURS/WEEK
	CREDIT UNITS: 4	THEORETICAL: 1 HOUR/WEEK
YEAR: I SEMESTER: II	PRE-REQUISITE:	PRACTICAL: 3 HOURS/WEEK
GOAL: This course is designed to equip students with the knowledge and skills of vocational rehabilitation principles necessary for effective support of individuals with disabilities in educational, occupational, community settings		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Know Concepts and Principles of Vocational Rehabilitation; 2.0 Know physical, sensory, intellectual, and psychosocial disabilities; 3.0 Know rehabilitation planning and implementation; 4.0 Understand how to assist clients in job placement and workplace adaptation; 5.0 Know communication and counselling techniques; 6.0 Use of assistive devices and rehabilitation technologies.		



PROGRAMME: NATIONAL DIPLOMA (ND) IN COMMUNITY REHABILITATION TECHNOLOGY						
COURSE TITLE: FOUNDATION OF VOCATIONAL REHABILITATION			COURSE CODE: CRT 127		CONTACT HOURS: 4 HOURS/WEEK	
			CREDIT UNITS: 4		THEORETICAL: 1 HOUR/WEEK	
YEAR: I SEMESTER: II			PRE-REQUISITE:		PRACTICAL: 3 HOURS/WEEK	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to equip students with the knowledge and skills of vocational rehabilitation principles necessary for effective support of individuals with disabilities in educational, occupational, community settings						
GENERAL OBJECTIVE 1.0: Know concepts and Principles of Vocational Rehabilitation.						
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 meaning and history of vocational rehabilitation. 1.2 Explain the concepts of rehabilitation. 1.3 Explain the principle of rehabilitation. 1.4 Explain the evolution of disability services. 1.5 Discuss the vocational Rehabilitation team.	• Explain vocational rehabilitation • Reacts to students; answers by explaining the principles and concepts of vocational rehabilitation. • Explain some beneficiaries of vocational rehabilitation such as people with disabilities (PWD) e.g. mobility challenges, visual impairments etc. • Explain how societies have changed in	Textbooks, Internet, Marker board, Markers, Multimedia Projector, Computer Multimedia presentations, Rehabilitation assessment forms, etc.	• Carry out visit to rehabilitation center. • Carry out functional assessment • Carry out workplace evaluations • Carry out counselling simulations • Carry out Community rehabilitation outreach • Demonstrate the use of assistive technology	Guide students to: • Carry out visit to rehabilitation center • Carry out functional assessment • Carry out workplace evaluations • Carry out counselling simulations • Carry out Community rehabilitation outreach activities • Demonstrate the use of assistive technology	Charts, Diagrams, Functional assessment tools, Videos and documentaries Assistive devices, etc

		supporting and treating PWD over time				
General Objective 2.0: Know physical, sensory, intellectual, and psychosocial disabilities						
3-4	2.1 Define the concept of disability. 2.2 Identify the major categories of disabilities. 2.3 Explain physical disabilities as those affecting movement, mobility, or bodily functioning. 2.4 Explain sensory disabilities as impairments affecting the senses 2.5 Explain intellectual disabilities as conditions that affect learning, reasoning, and adaptive behaviour. 2.6 Explain psychosocial disabilities as conditions affecting thoughts, emotions, and behaviour. 2.7 Explain how each disability type influences daily activities.	• Explain disability as a condition that limits an individual's ability to perform certain activities • Explain the main types of disabilities, • Explain how the human body is made up of several systems that work together to keep the body functioning properly. • Explain with examples the types of impairment and how this affects an individual in Activities of Daily Living.	Textbooks, Internet, Marker board, Markers, Multimedia Projector, Computer Multimedia presentations, Rehabilitation assessment forms, etc.	• Identify physical disabilities • Identify sensory disabilities • Identify intellectual disabilities • Identify psychosocial disabilities • Identify the effects of disabilities on everyday functioning	Guide students to: • Identify physical disabilities • Identify sensory disabilities • Identify intellectual disabilities • Identify psychosocial disabilities • Identify the effects of disabilities on everyday functioning	Charts, Diagrams, Functional assessment tools Videos and documentaries Assistive devices.
General Objective 3.0: Know rehabilitation planning and implementation						
5-6	3.1 Define rehabilitation planning. 3.2 Discuss the	• Explain rehabilitation planning as a	Textbooks, Internet, Marker board,	• Identify key components of a rehabilitation plan	Guide students to: • Identify key components of a rehabilitation plan	Charts, Diagrams, Functional

	importance of rehabilitation planning. 3.3 Discuss key components of a rehabilitation plan. 3.4 Explain the assessment phase. 3.5 Explain rehabilitation implementation. 3.6 Explain the role of teamwork in implementation.	systematic and structured process • Explain the role of planning in ensuring effective and personalised rehabilitation • Explain how progress is assessed and plans adjusted	Markers, Multimedia Projector, Computer Multimedia presentations, Rehabilitation assessment forms, etc.	• Carry out assessment as the process of gathering information • Carry out execution of planned interventions • Identify the stages of rehabilitation planning and implementation • Design a multidisciplinary use case for collaboration.	• Carry out assessment as the process of gathering information • Carry out implementation as the execution of planned interventions • Identify the stages of rehabilitation planning and implementation • Design a use case for multidisciplinary collaboration	assessment tools, Videos and documentaries, Assistive devices.
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General Objective 4.0: Understand how to assist clients in job placement and workplace adaptation

7-8	4.1 Define job placement in rehabilitation. 4.2 Explain the concept of workplace adaptation. 4.3 Outline the process of job placement. 4.4 Explain strategies used to support clients. 4.5 Explain how job coaches assist clients	• Explain job placement as the process of assisting clients to secure suitable employment • Explain the concept of workplace adaptation • Outline the process of job placement • Explain strategies used to support clients • Explain how job coaches assist clients	Textbooks, Internet, Marker board, Markers, Multimedia Projector, Computer Multimedia presentations, Rehabilitation assessment forms, etc.	• Carry out workplace adaptation as the modification of the work environment or job tasks • Identify steps in assisting clients with job placement • Assist clients in preparing for employment • Identify methods of supporting clients during job placement • Create presentation slides to describe the role of job coaching	Guide students to: • Describe workplace adaptation as the modification of the work environment or job tasks • Identify steps in assisting clients with job placement • Assist clients in preparing for employment • Identify methods of supporting clients during job placement • Describe the role of job coaching	Charts, Diagrams, Functional assessment tools, Videos and documentaries, Assistive devices, Workstation.
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General Objective 5.0: Apply communication and counselling techniques

9-11	5.1 Define communication and counselling techniques. 5.2 Discuss core communication skills used in counselling. 5.3 Differentiate types of questions: - Open-ended questions; - Closed questions.	• Explain communication techniques as skills used to exchange information effectively • Explain types of questions, including: ✓ Open-ended questions (to explore feelings and ideas) ✓ Closed questions (to obtain specific information)	Textbooks, Internet, Marker board, Markers, Multimedia Projector, Computer Multimedia presentations, Rehabilitation assessment forms, etc.	• Carry out counselling techniques as structured methods used to support clients emotionally and psychologically • Identify core communication skills used in counselling • Demonstrate active listening skills • Apply empathy in counselling interactions • Use questioning techniques effectively • Apply basic counselling techniques (microskills) • Use appropriate techniques in a real or simulated counselling scenario	Guide students to: • Carry out counselling techniques as structured methods used to support clients emotionally and psychologically • Identify core communication skills used in counselling • Demonstrate active listening skills • Apply empathy in counselling interactions • Use questioning techniques effectively • Apply basic counselling techniques (microskills) • Use appropriate techniques in a real or simulated counselling scenario	Charts, Diagrams, Functional assessment tools, Videos and documentaries, Assistive devices, Workstation.
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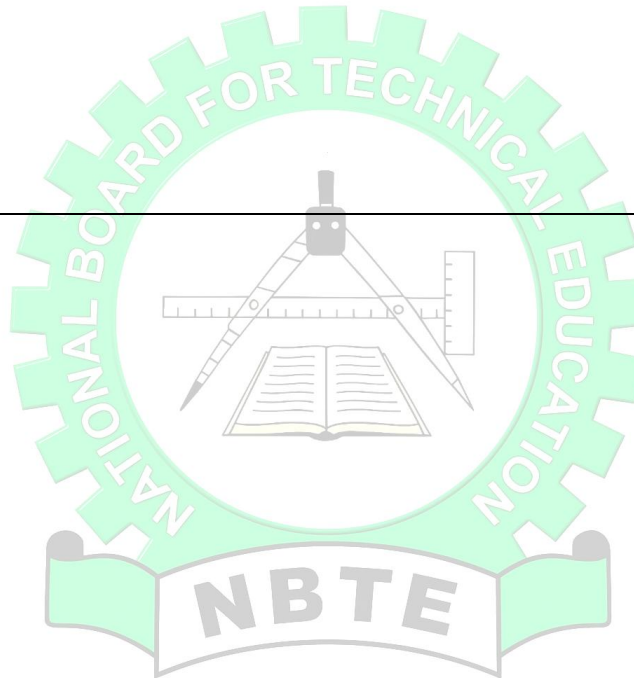
General Objective 6.0: Use of assistive devices and rehabilitation technologies

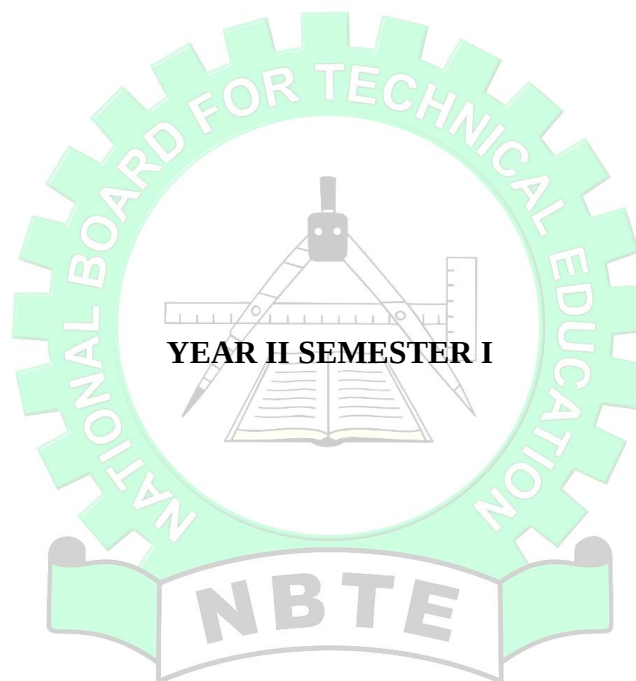
12-15	6.1 Define assistive devices and rehabilitation technologies. 6.2 Distinguish between assistive devices and rehabilitation technologies. 6.3 List major categories	• Explain assistive devices and rehabilitation technologies as tools, equipment, or systems designed to improve the functioning,	Textbooks, Internet, Marker board, Markers, Multimedia Projector, Computer Multimedia presentations,	• Identify types of assistive devices • Identify examples of rehabilitation technologies, such as: - Prosthetic limbs - Wearable sensors - Computer-based therapy systems	• Guide students to: • Identify types of assistive devices • Identify examples of rehabilitation technologies, such as: ✓ Prosthetic limbs ✓ Wearable sensors ✓ Computer-based	Charts, Diagrams, Functional assessment tools, Videos and documentaries, Assistive devices,
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	of assistive devices. 6.4 Explain the functions of assistive devices. 6.5 Explain the role of assistive technology in rehabilitation.	independence, and participation of individuals with disabilities	Rehabilitation assessment forms, etc.	Smart assistive systems • Use assistive devices to support individuals. • Demonstrate proper use of assistive devices.	therapy systems ✓ Smart assistive systems • Describe how assistive devices support individuals. • Demonstrate proper use of assistive devices.	Workstation.
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COURSE ASSESSMENT:

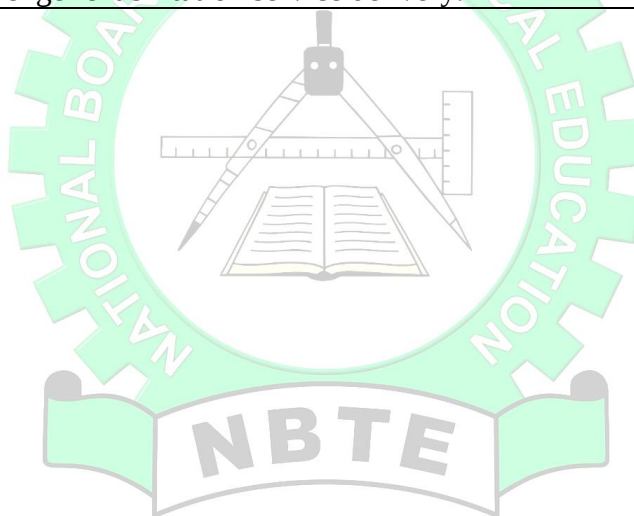
Coursework:	10%
Test/Assignments:	10%
Practical:	40%
Examination:	40%
Total:	100%





Contemporary Issues in Rehabilitation

PROGRAMME: NATIONAL DIPLOMA (ND) IN COMMUNITY REHABILITATION TECHNOLOGY		
COURSE TITLE: CONTEMPORARY ISSUES IN REHABILITATION	COURSE CODE: CRT 211	CONTACT HOURS: 2 HOURS/WEEK
	CREDIT UNITS: 2	THEORETICAL: 2 HOURS/WEEK
YEAR: I1 SEMESTER: 1	PRE-REQUISITE:	PRACTICAL: 0
GOAL: This course is designed to equip students with the knowledge 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 the impact of rise in post-acute workforce demands on rehabilitation; 2.0: Understand the clinical pathways in the contemporary rehabilitation service delivery; 3.0: Understand Socio-cultural issues that challenge rehabilitation service delivery.		



PROGRAMME: NATIONAL DIPLOMA (ND) IN COMMUNITY REHABILITATION TECHNOLOGY							
COURSE TITLE: CONTEMPORARY ISSUES IN REHABILITATION				COURSE CODE: CRT 211		CONTACT HOURS: 2 HOURS/WEEK	
				CREDIT UNITS: 2		THEORETICAL: 2 HOURS/WEEK	
YEAR: I1 SEMESTER: 1				PRE-REQUISITE:		PRACTICAL: 0	
COURSE SPECIFICATION: THEORETICAL							
GOAL: This course is designed to equip students with the knowledge of current developments and trends in both rehabilitation service delivery and rehabilitation education							
GENERAL OBJECTIVE 1.0: Understand the impact of rise in post-acute workforce demands on rehabilitation							
THEORETICAL CONTENT				PRACTICAL CONTENT			
Week	Specific Learning Outcome	Teacher’s Activities	Resources	Specific Learning Outcome	Teacher’s Activities	Resources	
1-4	1.1 Define post-acute care and rehabilitation workforce demand. 1.2 Identify factors driving the rise in workforce demand. 1.3 Describe workforce challenges in post-acute and rehabilitation settings. 1.4 Discuss the impact of workforce shortages on rehabilitation services. 1.5 Explain the effects on healthcare systems and patient outcomes. 1.6 Evaluate the implications for rehabilitation workforce planning.	•Explain the concept of post-acute care and its relationship to rehabilitation services •Explain key drivers increasing demand for rehabilitation and post-acute workforce •Explain major workforce challenges •Explain how increased demand and limited workforce affect rehabilitation	Textbooks, Internet, Marker board, Markers, Multimedia Projector, Computer Multimedia presentations, Rehabilitation assessment forms, etc.				
General Objective 2.0: Understand the clinical pathways in the contemporary rehabilitation service delivery							

5-9	2.1 Define clinical pathways in rehabilitation. 2.2 Discuss key components of rehabilitation clinical pathways. 2.3 Describe the stages of the rehabilitation care pathway. 2.4 Explain the role of multidisciplinary and interdisciplinary teams. 2.5 Discuss how clinical pathways support integrated service delivery.	• Explain the concept of clinical (care) pathways • Explain essential components of a clinical pathway • Explain the continuum of care in rehabilitation • Explain how different professionals collaborate in clinical pathways • Explain how clinical pathways improve coordination across care levels	Textbooks, Internet, Marker board, Markers, Multimedia Projector, Computer Multimedia presentations, Rehabilitation assessment forms, etc.			
General Objective 3.0: Understand Socio-cultural issues that challenges rehabilitation service delivery						
10-15	3.1 Define socio-cultural factors in rehabilitation. 3.2 Identify key socio-cultural barriers to rehabilitation service delivery. 3.3 Describe the impact of cultural beliefs and values on rehabilitation. 3.4 Explain the role of social determinants in rehabilitation disparities. 3.5 Explain inequalities	• Explain socio-cultural issues that influence access to and effectiveness of rehabilitation services. • Explain major socio-cultural challenges • Explain how cultural values influence health behaviours • Explain how social determinants affect access and outcomes • Explain how	Textbooks, Internet, Marker board, Markers, Multimedia Projector, Computer Multimedia presentations, Rehabilitation assessment forms, etc.			

	among vulnerable and marginalised groups.	socio-cultural factors disproportionately affect groups				
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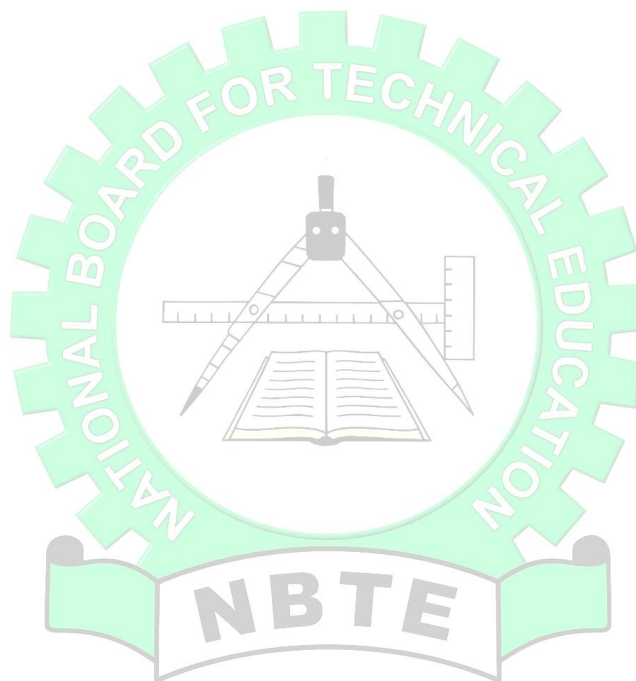
COURSE ASSESSMENT:

Coursework: 20%

Test/Assignments: 20%

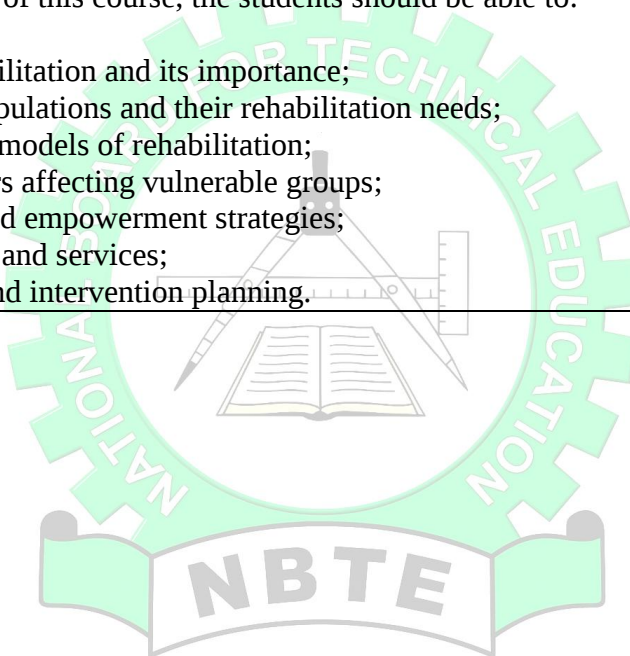
Examination: 60%

Total: 100%



Socio Economic Rehabilitation in Special Population

PROGRAMME: NATIONAL DIPLOMA (ND) IN COMMUNITY REHABILITATION TECHNOLOGY		
COURSE TITLE: SOCIO-ECONOMIC REHABILITATION IN SPECIAL POPULATIONS	COURSE CODE: CRT 212	CONTACT HOURS: 3 HOURS/WEEK
	CREDIT UNITS: 3	THEORETICAL: 2 HOURS/WEEK
YEAR: II SEMESTER: I	PRE-REQUISITE:	PRACTICAL: 1 HOUR/WEEK
GOAL: The course is designed to equip students with the knowledge and skills for rehabilitation and socio-economic reintegration of special populations.		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Understand socio-economic rehabilitation and its importance; 2.0 Know the categories of special populations and their rehabilitation needs; 3.0 Understand different theories and models of rehabilitation; 4.0 Know social and economic barriers affecting vulnerable groups; 5.0 Know rehabilitation techniques and empowerment strategies; 6.0 Understand rehabilitation policies and services; 7.0 Know rehabilitation assessment and intervention planning.		



PROGRAMME: NATIONAL DIPLOMA (ND) IN COMMUNITY REHABILITATION TECHNOLOGY						
COURSE TITLE: SOCIO-ECONOMIC REHABILITATION IN SPECIAL POPULATIONS			COURSE CODE: CRT 212		CONTACT HOURS: 3 HOURS/WEEK	
YEAR: II SEMESTER: I			CREDIT UNIT: 3		THEORETICAL: 2 HOURS/WEEK	
			PRE-REQUISITE:		PRACTICAL: 1 HOUR/WEEK	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: The course is designed to equip students with the knowledge and skills for rehabilitation and socio-economic reintegration of special populations						
GENERAL OBJECTIVE 1.0: Understand socio-economic rehabilitation and its importance						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher’s Activities	Resources	Specific Learning Outcome	Teacher’s Activities	Resources
1-2	1.1 Define socio-economic rehabilitation. 1.2 Describe the concept of rehabilitation. 1.3 Identify key components of socio-economic rehabilitation. 1.4 Discuss the importance of socio-economic rehabilitation in special populations. 1.5 Explain the role of socio-economic rehabilitation in society.	• Explain socio-economic rehabilitation • Explain the concept of rehabilitation • Explain key components of socio-economic rehabilitation • Explain the importance of socio-economic rehabilitation in special populations. • Explain the role of socio-economic rehabilitation in society	Textbooks, Internet, Marker board, Markers, Multimedia Projector, Computer, etc.			
General Objective 2.0: Know the categories of special populations and their rehabilitation needs						

3-4	2.1 Define special populations. 2.2 Identify different categories of special populations. 2.3 Discuss the rehabilitation needs of various special populations. 2.4 Explain the importance of providing rehabilitation services to special populations. 2.5 Differentiate between the needs of different groups requiring rehabilitation support	• Explain groups of people who may require special care or support in society. • Explains the meaning of special populations as groups with unique physical, social, emotional, or economic needs. • Explain different categories of special populations	Textbooks, Internet, Marker board, Markers, Multimedia Projector, Computer, etc.	• Write observation report on field trips to IDP camps	Guide students to: • Organize field trips to IDP camps	Charts, Diagrams, Functional assessment tools, Videos and documentaries.
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General Objective 3.0: Understand different theories and models of rehabilitation

5-6	3.1 Define theories and models of rehabilitation. 3.2 Differentiate between different theories and models of rehabilitation. 3.3 Discuss the main features of selected rehabilitation theories and models. 3.4 Explain the relevance of rehabilitation theories and models in supporting	• Explain the meaning of rehabilitation theories and models as a framework guide to rehabilitation practices and services. • Explain the key features of each model and how they are applied in rehabilitation	Textbooks, Internet, Marker board, Markers, Multimedia Projector, Computer, etc.	• Create vishal content to Present different theories and models of rehabilitation	Guide students to: Present different theories and models of rehabilitation	Charts, Diagrams, Functional assessment tools, Videos and documentaries.
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	individuals with special needs.	Programmes.				
General Objective 4.0: Know social and economic barriers affecting vulnerable groups.						
7-8	4.1 Define social and economic barriers. 4.2 Identify common social barriers. 4.3 Identify common economic barriers. 4.4 Describe barriers related to access to services. 4.5 Explain the role of discrimination and inequality	• Explain the meaning of vulnerable groups, such as persons with disabilities, frail and frailty refugees, and low-income families. • Explain social barriers affecting vulnerable groups, including: ✓ Discrimination and stigma ✓ Lack of access to education ✓ Social exclusion ✓ Cultural prejudice • Explain economic barriers affecting vulnerable groups, including: ✓ Poverty ✓ Unemployment ✓ Lack of access to healthcare and housing ✓ Limited financial	Textbooks, Journals, Internet, Chart, Lectures.			

		resource				
General Objective 5.0: Know rehabilitation techniques and empowerment strategies						
9-10	5.1 Define rehabilitation techniques. 5.2 Identify major categories of rehabilitation techniques. 5.3 Describe specific rehabilitation techniques. 5.4 Explain the goals of rehabilitation techniques. 5.5 Define empowerment. 5.6 Identify key empowerment strategies. 5.7 Discuss the importance of combining rehabilitation and empowerment. 5.8 Discuss rehabilitation techniques and empowerment strategies used to support vulnerable individuals.	• Explains the meaning of rehabilitation techniques and empowerment strategies. • Explain different rehabilitation techniques, such as: ✓ Physical therapy ✓ Counselling and psychotherapy ✓ Vocational training ✓ Medical rehabilitation ✓ Social support services • Explains empowerment strategies, including: ✓ Skills acquisition Programmes ✓ Education and awareness creation ✓ Financial support and microcredit	Textbooks, Internet, Marker board, Markers, Multimedia Projector, Computer, etc.			

		- schemes ✓ Advocacy and inclusion Programmes ✓ Community participation initiatives				
General Objective 6.0: Understand rehabilitation policies and services						
11-12	6.1 Define rehabilitation services. 6.2 Define rehabilitation policies. 6.3 Identify key types of rehabilitation services. 6.4 Describe the scope of rehabilitation services. 6.5 Explain the role of rehabilitation in health systems. 6.6 Discuss the effectiveness of rehabilitation policies and services in supporting vulnerable groups.	• Explain the meaning of rehabilitation policies and services. • Explain how effective these policies and services are in meeting the needs of vulnerable groups.	Textbooks, Internet, Marker board, Markers, Multimedia Projector, Computer, etc.			
General Objective 7.0: Know rehabilitation assessment and intervention planning						
13-15	7.1 Define rehabilitation assessment. 7.2 Describe the purpose of rehabilitation assessment. 7.3 Identify components of rehabilitation assessment.	• Explain rehabilitation assessment • Explain the intervention planning. • Explain the importance of	Textbooks, Internet, Marker board, Markers, Multimedia Projector, Computer, etc.	• Develop an intervention plan for rehabilitation.	Guide students to: • Develop an intervention plan for rehabilitation	Sample intervention plan

	7.4 Explain the concept of needs assessment. 7.5 Define intervention planning. 7.6 Outline the process of developing an intervention plan for rehabilitation.	assessment in identifying physical, social, emotional, and economic needs. • Explain the steps involved in rehabilitation assessment, such as data collection, observation, interviews, and analysis.				
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COURSE ASSESSMENT:

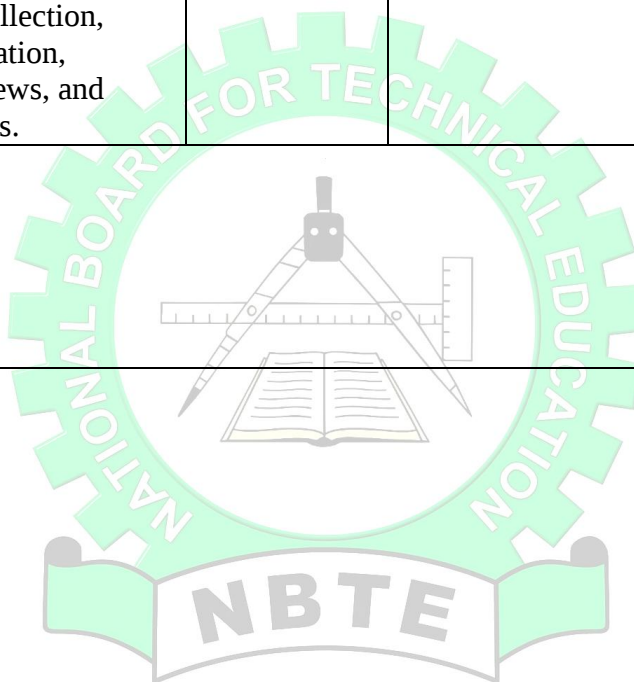
Coursework: 10%

Test/Assignments: 10%

Practical: 40%

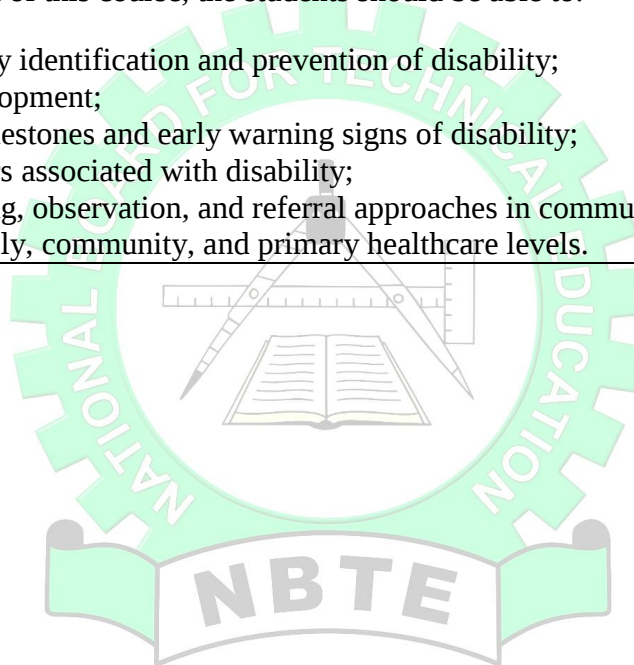
Examination: 40%

Total: 100%



Early Identification and Prevention of Disability in Childhood

PROGRAMME: NATIONAL DIPLOMA (ND) IN COMMUNITY REHABILITATION TECHNOLOGY		
COURSE TITLE: EARLY IDENTIFICATION AND PREVENTION OF DISABILITY IN CHILDHOOD	COURSE CODE: CRT 213	CONTACT HOURS: 3 HOURS/WEEK
	CREDIT UNITS: 3	THEORETICAL: 2 HOURS/WEEK
YEAR: II SEMESTER: I	PRE-REQUISITE:	PRACTICAL: 1HOUR/WEEK
GOAL: This course is designed to equip the students with foundational knowledge and basic skills in early identification, prevention, developmental monitoring, and referral of persons at risk of disability within community and healthcare settings		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Know concepts and principles of early identification and prevention of disability; 2.0 Know normal child growth and development; 3.0 Know the delay in developmental milestones and early warning signs of disability; 4.0 Know common causes and risk factors associated with disability; 5.0 Know basic developmental monitoring, observation, and referral approaches in community and healthcare settings; 6.0 Know prevention of disability at family, community, and primary healthcare levels.		



PROGRAMME: NATIONAL DIPLOMA (ND) IN COMMUNITY REHABILITATION TECHNOLOGY							
COURSE TITLE: EARLY IDENTIFICATION AND PREVENTION OF DISABILITY IN CHILDHOOD				COURSE CODE: CRT 213		CONTACT HOURS: 3 HOURS/WEEK	
				CREDIT UNITS: 3		THEORETICAL: 2 HOURS/WEEK	
YEAR: II SEMESTER: I				PRE-REQUISITE:		PRACTICAL: 1HOUR/WEEK	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL							
GOAL: This course is designed to equip the students with foundational knowledge and basic skills in early identification, prevention, developmental monitoring, and referral of persons at risk of disability within community and healthcare settings							
GENERAL OBJECTIVE 1.0: Know concepts and principles of early identification and prevention 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 Define early identification and prevention of disability. 1.2 Explain the concept of early identification and prevention. 1.3 Explain principles of early identification and prevention. 1.4 Explain the importance of early identification in healthcare and community settings. 1.5 Discuss disability prevention as a public health issue.	• Explain early identification and prevention of disability. • Explain the concept of early identification and prevention • Explain principles of early identification and prevention. • Explain the importance of early identification in healthcare and community settings	Textbooks, Internet, Marker board, Markers, Multimedia Projector, Computer, etc.	• Identify early signs of developmental delay and/or disability • Demonstrate how to carry out simple screening procedures • Apply developmental monitoring and screening appropriately • Demonstrate preventive actions before disability occurs • Demonstrate collaboration with families and the community	Guide students to: • Identify early signs of developmental delay and/or disability • Demonstrate how to carry out simple screening procedures • Apply developmental monitoring and screening appropriately • Demonstrate preventive actions before disability occurs • Demonstrate collaboration with families and the community	Charts, Pictorials, Audiovisuals, Multimedia, Screening tools.	
General Objective 2.0: Know normal child growth and development							

3-4	2.1 Explain normal child growth and development. 2.2 Describe domains of child development. 2.3 Identify developmental milestones in children. 2.4 Identify deviations from normal development	• Explain normal child growth and development. • Explain domains of child development. • Explain developmental milestones in children. • Explain deviations from normal development	Textbooks, Internet, Marker board, Markers, Multimedia Projector, Computer, etc.	• Identify stages of child growth and development • Identify key developmental domains, • Demonstrate ability to observe and document milestones, • Demonstrate understanding of growth patterns, • Measure physical growth indicators • Interpret growth indicators	Guide students to: • Identify stages of child growth and development • Identify key developmental domains, • Demonstrate ability to observe and document milestones, • Demonstrate understanding of growth patterns, • Measure and interpret physical growth indicators	Charts, Pictorials, Audiovisual, Multimedia, Screening tools.
General Objective 3.0: Know the delay in developmental milestones and early warning signs of disability						
5-6	3.1 Discuss early warning signs of disability and developmental delay. 3.2 Discuss children at risk of developmental difficulties. 3.3 Explain the importance of early referral and support. 3.4 Discuss developmental monitoring in community settings.	• Explain early warning signs of disability and developmental delay. • Explain children at risk of developmental difficulties. • Explain the importance of early referral and support. • Explain developmental monitoring in community settings	Textbooks, Internet, Marker board, Markers, Multimedia Projector, Computer, etc.	• Identify early warning signs of disability and developmental delay. • Identify children at risk of developmental difficulties	Guide students to: • Identify early warning signs of disability and developmental delay. • Identify children at risk of developmental difficulties	Charts, Pictorials, Audiovisuals, Multimedia, Screening tools.
General Objective 4.0: Know common causes and risk factors associated with disability						
7-8	4.1 Discuss causes and risk factors associated with disability.	• Explain causes and risk factors associated with disability.	Textbooks, Internet, Marker	• Identify causes and risk factors associated with	Guide students to: • Identify causes and risk factors	Charts, Pictorials, Audiovisuals,

	4.2 Explain prenatal, perinatal, and postnatal causes of disability. 4.3 Discuss prevention of disabilities within healthcare and community settings. 4.4 Explain the importance of maternal and child health, immunization, nutrition, and health education in disability prevention.	• Explain prenatal, perinatal, and postnatal causes of disability. • Explain prevention of disabilities within healthcare and community settings. • Explain the importance of maternal and child health, immunization, nutrition, and health education in disability prevention	board, Markers, Multimedia Projector, Computer, etc.	disability. • Create visual content to classify causes of disability into main groups • Identify genetic and congenital causes • Identify environmental and lifestyle risk factors • Demonstrate understanding that disability often results from multiple interacting factors	associated with disability. • Classify causes of disability into main groups • Identify genetic and congenital causes • Identify environmental and lifestyle risk factors • Demonstrate understanding that disability often results from multiple interacting factors	Multimedia, Screening tools.
General Objective 5.0: Know basic developmental monitoring, observation, and referral approaches in community and healthcare settings.						
9-11	5.1 Explain basic developmental monitoring and observation approaches. 5.2 Identify the role of PHC centres, schools, and communities in early identification. 5.3 Explain referral pathways for children with developmental concerns. 5.4 Discuss family and caregiver support in early identification	• Explain basic developmental monitoring and observation approaches. • Explain the role of PHC centres, schools, and communities in early identification. • Explain referral pathways for children with developmental concerns. • Explain family and caregiver support in early identification	Textbooks, Internet, Marker board, Markers, Multimedia Projector, Computer, etc.	• Observe and track a child's development over time using: Milestone checklists • Routine interactions with the child and caregiver • Perform simple screening activities, including: • Ask structured questions • Use screening tools or questionnaires • Identify children who need referral	• Guide students to: • Observe and track a child's development over time using: Milestone checklists • Routine interactions with the child and caregiver • Perform simple screening activities, including: • Asking structured questions • Using screening tools or questionnaires • Identify children who	Charts, Pictorials, Audiovisuals, Multimedia, Screening tools

	and prevention	and prevention		including: • Missed developmental milestones • Caregiver concerns	need referral including: • Missed developmental milestones • Caregiver concerns	
General Objective 6.0: Know prevention of disability at family, community, and primary healthcare levels.						
13-15	6.1 Explain prevention strategies for disability. 6.2 Discuss health promotion and community awareness in disability prevention. 6.3 Explain basic family guidance and referral support for children with developmental difficulties.	• Explain prevention strategies for disability. • Explain health promotion and community awareness in disability prevention. • Explain basic family guidance and referral support for children with developmental difficulties.	Textbooks, Internet, Marker board, Markers, Multimedia Projector, Computer, etc.	• Demonstrate positive attitudes toward children with disabilities and their families	Guide students to: Demonstrate positive attitudes toward children with disabilities and their families	Charts, Pictorials, Audiovisuals, Multimedia, Screening tools.
COURSE ASSESSMENT: Coursework: 10% Test/Assignments: 10% Practical: 40% Examination: 40% Total: 100%						

Management of Community Rehabilitation Services

PROGRAMME: NATIONAL DIPLOMA (ND) IN COMMUNITY REHABILITATION TECHNOLOGY		
COURSE TITLE: MANAGEMENT OF COMMUNITY REHABILITATION SERVICES	COURSE CODE: CRT 214	CONTACT HOURS: 3 HOURS/WEEK
	CREDIT UNITS: 3	THEORETICAL: 2 HOURS/WEEK
YEAR: II SEMESTER: I	PRE-REQUISITE:	PRACTICAL: 1HOUR/WEEK
GOAL: This course is designed to enable students acquire knowledge of basic principles required for the management of a community rehabilitation center		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Know the concept of management in community rehabilitation services; 2.0 Know the concept of the Community-Based Rehabilitation matrix (CBR); 3.0 Understand the historical development of management as it refers to community rehabilitation services; 4.0 Understand the nature of and role of supervision in community rehabilitation services; 5.0 Understand planning and organisation of community rehabilitation services.		



PROGRAMME: NATIONAL DIPLOMA (ND) IN COMMUNITY REHABILITATION TECHNOLOGY						
COURSE TITLE: MANAGEMENT OF COMMUNITY REHABILITATION SERVICES			COURSE CODE: CRT 214		CONTACT HOURS: 3 HOURS/WEEK	
			CREDIT UNITS: 3		THEORETICAL: 2 HOURS/WEEK	
YEAR: II SEMESTER: I			PRE-REQUISITE:		PRACTICAL: 1 HOUR/WEEK	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to enable students acquire knowledge of basic principles required for the management of a community rehabilitation center						
GENERAL OBJECTIVE 1.0: Know the concept of management in community 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 Define management. 1.2 Explain management in relation to community rehabilitation services. 1.3 Discuss the objective of the management of a community rehabilitation centre. 1.4 Explain the Organisational structure of a community rehabilitation centre.	• Explain management • Explain management in relation to community rehabilitation services • Explain the objective of management of a community rehabilitation centre • Explain the Organisational structure of a community rehabilitation centre	Textbooks, Internet, Marker board, Markers, Multimedia Projector, Computer, Charts, etc.	• Carry out a field trip to the community rehabilitation centre	Guide students to: • Carry out a field trip to the community rehabilitation centre	Model chart of a typical rehabilitation centre, Audiovisual, Multimedia.
General Objective 2.0: Know the concept of the Community-Based Rehabilitation matrix (CBR)						
4-6	2.1 Define Community-Based Rehabilitation matrix (CBR). 2.2 State the purpose of the CBR matrix. 2.3 Discuss the five main	• Explain the Community-Based Rehabilitation matrix (CBR) • Explain the purpose of the CBR matrix • Explain why it is	Textbooks, Internet, Marker board, Markers, Multimedia Projector,	• Identify each component of the CBR matrix • Design a Programme that includes health	Guide students to: • Identify each component of the CBR matrix • Design a Programme that	WHO Model, Audiovisual, Multimedia, Surveillance.

	components of the CBR matrix. 2.4 Explain the role of the CBR matrix in Programme planning.	important for promoting inclusion and equal opportunities. • Explain the role of the CBR matrix in Programme planning.	Computer, Charts, etc.	services and vocational training • Carry out community participation, inclusion, and empowerment	includes health services and vocational training • Carry out community participation, inclusion, and empowerment	
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General Objective 3.0: Understand the historical development of management as it refers to community rehabilitation services

7-9	3.1 Discuss the historical development of management. 3.2 Discuss the historical development and management in relation to community rehabilitation services.	• Explain the historical development of management • Explain the historical development and management in relation to community rehabilitation services	Textbooks, Internet, Marker board, Markers, Multimedia Projector, Computer, Charts, etc.			
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General Objective 4.0: Understand the nature of and role of supervision in community rehabilitation services

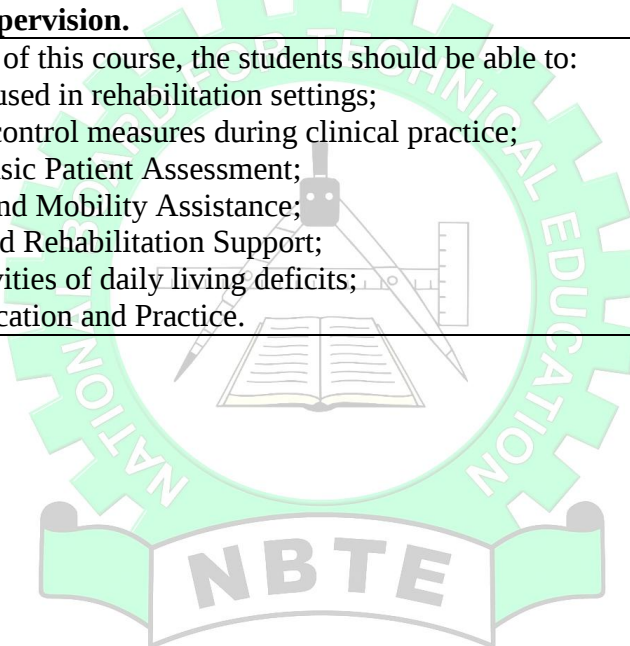
10-11	4.1 Explain supervision. 4.2 Explain the nature of supervision of a community rehabilitation service. 4.3 Explain the role of supervision of a community rehabilitation service. Explain the various patterns of effective supervision	• Explain supervision • Explain the nature of supervision of a community rehabilitation service • Explain the role of supervision of a community rehabilitation service • Explain the various patterns of effective supervision	Textbook, Charts, Projector, Internet.	• Carry out a field trip to a community rehabilitation center • Administer inventory cards • Carry out physical inventory taking while supervising	Guide students to: • Carry out a field trip to a community rehabilitation center • Administer inventory cards • Carry out physical inventory taking while supervising	Inventory cards, Audiovisual, Multimedia.
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General Objective 5.0: Understand planning and organisation of community rehabilitation services

12-15	5.1 Define community rehabilitation services planning 5.2 Define the organisation of community rehabilitation services 5.3 Describe the concept of Community-Based Rehabilitation (CBR) 5.4 Identify key stages in planning community rehabilitation services	• Explain planning as the process of identifying community needs, setting goals, and designing Programmes • Explain Organisation as the process of coordinating resources, personnel, and activities • Explain CBR as a community development approach	Textbooks, Internet, Marker board, Markers, Multimedia Projector, Computer, Charts, etc.			
COURSE ASSESSMENT: Coursework: 10% Test/Assignments: 10% Practical: 40% Examination: 40% Total: 100%						

Clinical Skills I

PROGRAMME: NATIONAL DIPLOMA (ND) IN COMMUNITY REHABILITATION TECHNOLOGY		
COURSE TITLE: CLINICAL SKILLS I	COURSE CODE: CRT 215	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 the students with the knowledge and skills of foundational clinical competencies, professional attitudes, practical support skills, and safe patient-care techniques in clinical and community-based rehabilitation services under appropriate professional supervision.		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Understand basic clinical procedures used in rehabilitation settings; 2.0 Understand infection prevention and control measures during clinical practice; 3.0 Know Vital Signs Monitoring, and Basic Patient Assessment; 4.0 Know Patient Positioning, Transfer, and Mobility Assistance; 5.0 Know Basic Therapeutic Exercises and Rehabilitation Support; 6.0 Know patients with mobility and activities of daily living deficits; 7.0 Know Ethical Principles in Communication and Practice.		



PROGRAMME: NATIONAL DIPLOMA (ND) IN COMMUNITY REHABILITATION TECHNOLOGY							
COURSE TITLE: CLINICAL SKILLS I				COURSE CODE: CRT 215		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 the students with the knowledge and skills of foundational clinical competencies, professional attitudes, practical support skills, and safe patient-care techniques in clinical and community-based rehabilitation services under appropriate professional supervision							
GENERAL OBJECTIVE 1.0: Understand basic clinical procedures used in rehabilitation 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 and scope of clinical rehabilitation practice. 1.2 Identify members of the rehabilitation team and their functions. 1.3 Describe the roles of Community Rehabilitation Technicians in healthcare settings. 1.4 Explain principles of patient-centred rehabilitation care. 1.2 1.5 Explain appropriate professional	• Explain concepts of rehabilitation practice. • Explain the roles of Community Rehabilitation Technicians in healthcare settings • Explain principles of patient-centred rehabilitation care. • Explain appropriate professional appearance and conduct	Textbooks, Internet, Marker board, Markers, Multimedia Projector, Computer, Charts, WHO IPC guidelines, Medical Rehabilitation Therapist (Reg) Board of Nigeria (MRTB) Code of Ethics, Public Service Rules and Regulations (PSR), etc.	• Carry out simple rehabilitation clinical practice. • Identify rehabilitation professionals and their functions. • Demonstrate professional conduct and ethics. • Demonstrate expected professional behaviour and ethics.	Guide students to: • Carry out simple rehabilitation clinical practice. • Identify rehabilitation professionals and their functions. • Demonstrate professional conduct and ethics. • Demonstrate expected professional behaviour and ethics.	Charts and diagrams of rehabilitation teams, Hospital and rehabilitation clinic settings, Multimedia instructional materials.	

	appearance and conduct					
GENERAL OBJECTIVE 2.0: Understand infection prevention and control measures during clinical practice						
3-4	2.1 Explain principles of infection prevention and control. 2.2 Explain proper handwashing and hand hygiene techniques. 2.3 Explain the use of personal protective equipment (PPE) appropriately. 2.4 Explain safe disposal of clinical waste. 2.5 Explain how to maintain environmental hygiene 2.6 Explain how to apply standard precautions during patient care	• Explain principles of infection prevention and control. • Explain proper handwashing and hand hygiene techniques. • Explain the use of personal protective equipment (PPE) appropriately. • Explain safe disposal of clinical waste. • Explain how to maintain environmental hygiene • Explain how to apply standard precautions during patient care	Textbooks, Internet, Marker board, Markers, Multimedia Projector, Computer, Charts, WHO IPC guidelines, Medical Rehabilitation Therapist (Reg) Board of Nigeria (MRTB) Code of Ethics, Public Service Rules and Regulations (PSR), etc.	• Perform effective hand hygiene. • Demonstrate use of PPE correctly. • Demonstrate safe waste disposal. • Apply Infection Prevention and Control (IPC) measures during patient interaction. • Demonstrate proper handwashing and hand hygiene techniques • Apply standard precautions during patient care	Guide students to: • Perform effective hand hygiene. • Use PPE correctly. • Demonstrate safe waste disposal. • Apply IPC measures during patient interaction • Demonstrate proper handwashing and hand hygiene techniques • Apply standard precautions during patient care	Handwashing facilities, PPE materials, Waste disposal bins, Sharps containers, Demonstration videos, Skills laboratory.
GENERAL OBJECTIVE 3.0: Know Vital Signs Monitoring and Basic Patient Assessment						
5-6	3.1 Explain normal ranges of vital signs. 3.2 Explain how to measure body temperature accurately.	• Explain normal ranges of vital signs. • Explain body temperature. • Explain pulse rate and respiration. • Explain blood pressure	Textbooks, Internet, Marker board, Markers, Multimedia Projector, Computer,	• Identify normal ranges of vital signs. • Measure body temperature accurately. • Measure pulse	Guide students to: • Identify normal ranges of vital signs. • Measure body temperature	Thermometers, Sphygmomanometers, Stethoscopes, Patient charts and forms, Clinical skills

	3.3 Explain how to measure pulse rate and respiration. 3.4 Explain how to measure blood pressure using appropriate equipment. 3.5 Explain how to observe and report abnormal patient conditions. 3.6 Explain how to document patient observations appropriately	• Explain abnormal patient conditions.	Charts, WHO IPC guidelines, Medical Rehabilitation Therapist (Reg) Board of Nigeria (MRTB) Code of Ethics, Public Service Rules and Regulations (PSR), etc.	rate and respiration. • Measure blood pressure using appropriate equipment. • Report abnormal patient conditions. • Document patient observations appropriately	accurately. • Measure pulse rate and respiration. • Measure blood pressure using appropriate equipment. • Observe and report abnormal patient conditions. • Document patient observations appropriately	laboratory, Mannequins, Spirometers, Peak flowmeter, Weighing scale, Stadiometer, Skinfold, Callipers.
GENERAL OBJECTIVE 4.0: Know Patient Positioning, Transfer, and Mobility Assistance						
7-8	4.1 Discuss proper body mechanics. 4.2 Explain how to position patients safely in bed and chair. 4.3 Explain how to assist patients during transfers. 4.4 Explain how to assist patients with ambulation and mobility. 4.5 Explain how to use walking aids. 4.6 Explain how to prevent pressure sores through	• Discuss proper body mechanics. • Explain how to position patients safely in bed and chair. • Explain how to assist patients during transfers. • Explain how to assist patients with ambulation and mobility. • Explain how to use walking aids. • Explain how to prevent pressure sores through proper positioning.	Textbooks, Internet, Marker board, Markers, Multimedia Projector, Computer, Charts, WHO IPC guidelines, Medical Rehabilitation Therapist (Reg) Board of Nigeria (MRTB) Code of Ethics, Public Service Rules and Regulations	• Demonstrate patient handling techniques. • Supervise transfer procedures. • Demonstrate mobility training techniques. • Organize practical sessions using wheelchairs and walking aids. • Assess practical competencies	Guide students to: • Demonstrate patient handling techniques. • Supervise transfer procedures. • Demonstrate mobility training techniques. • Organize practical sessions using wheelchairs and walking aids. • Assess practical competencies	Hospital beds, Wheelchairs, Walking frames, Crutches and canes, Transfer boards, Skills laboratory.

	proper positioning.		(PSR), etc.			
GENERAL OBJECTIVE 5.0: Know Basic Therapeutic Exercises and Rehabilitation Support						
9-10	5.1 Explain the importance of therapeutic exercises. 5.2 Discuss passive range of motion exercises. 5.3 Discuss active-assisted exercises. 5.4 Discuss patients with stretching activities. 5.5 Discuss contraindications to exercise procedures.	• Explain the importance of therapeutic exercises. • Explain passive range of motion exercises. • Explain active-assisted exercises. • Explain patients with stretching activities. • Explain contraindications to exercise procedures	Textbooks, Internet, Marker board, Markers, Multimedia Projector, Computer, Charts, WHO IPC guidelines, Medical Rehabilitation Therapist (Reg) Board of Nigeria (MRTB) Code of Ethics, Public Service Rules and Regulations (PSR), etc.	• Demonstrate therapeutic exercise techniques. • Identify rehabilitation candidates for therapeutic sessions • Assist patients during rehabilitation sessions. • Demonstrate safe exercise procedures	Guide students to: • Demonstrate therapeutic exercise techniques. • Identify rehabilitation candidates for therapeutic sessions • Assist patients during rehabilitation sessions. • Demonstrate safe exercise procedures.	Exercise mats, Therapy balls, Elastic exercise bands, Parallel bars, Anatomical charts, Rehabilitation gymnasium.
GENERAL OBJECTIVE 6.0: Know patients with mobility and activities of daily living deficits						
11-12	6.1 Explain activities of daily living (ADL) 6.2 Explain how to assist patients with feeding and grooming. 6.3 Explain how to assist patients with dressing and toileting. 6.4 Explain how to	• Explain activities of daily living (ADL) • Explain feeding and grooming. • Explain dressing and toileting. • Explain patient independence • Explain respect for patient dignity and privacy • Explain caregiving on	Textbooks, Internet, Marker board, Markers, Projector, Computer Charts, WHO IPC guidelines, Medical Rehabilitation Therapist (Reg)	• Demonstrate ADL assistance techniques • Assist patients with feeding and grooming. • Assist patients with dressing and toileting. • Demonstrate how to promote patient independence	Guide students to: • Demonstrate ADL assistance techniques • Assist patients with feeding and grooming. • Assist patients with dressing and toileting • Demonstrate how to promote patient	Simulated home-care equipment, Hospital ward setting, ADL training materials, Wheelchairs and commodes, Teaching aids and charts.

	promote patient independence 6.5 Explain respect for patient dignity and privacy 6.6 Explain how to instruct caregivers on basic home care support.	basic home care support	Board of Nigeria (MRTB) Code of Ethics, Public Service Rules and Regulations (PSR), etc.	• Demonstrate how to respect patient dignity and privacy • Demonstrate how to instruct caregivers on basic home care support	independence • Demonstrate how to respect patient dignity and privacy • Demonstrate how to instruct caregivers on basic home care support	
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GENERAL OBJECTIVE 7.0: Know Ethical Principles in Communication and Practice

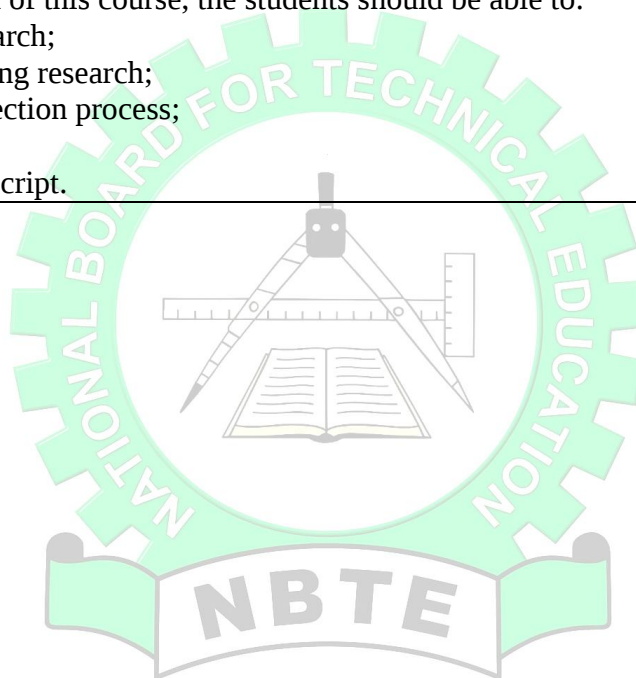
13-15	7.1 Explain effective communication with patients and caregivers. 7.2 Discuss confidentiality of patient information. 7.3 Discuss ethical principles in clinical practice. 7.4 Discuss empathy and respect during patient interaction.	• Discuss effective communication with patients and caregivers. • Explain confidentiality of patient information. • List ethical principles in clinical practice. • Explain empathy and respect during patient interaction.	Internet, Marker board, Markers, WHO IPC guidelines, Medical Rehabilitation Therapist (Reg) Board of Nigeria (MRTB) Code of Ethics, Public Service Rules and Regulations (PSR), etc.	• Conduct communication role-play sessions • Carry out basic clinical documentation accurately • Report incidents and patient concerns appropriately	Guide students to: • Conduct communication role-play sessions • Carry out basic clinical documentation accurately • Report incidents and patient concerns appropriately	Patient record forms, Ethical guidelines, Communication skills manuals, Case studies, Audio-visual learning materials.
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COURSE ASSESSMENT:

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

Research Methods in Community Rehabilitation

PROGRAMME: NATIONAL DIPLOMA (ND) IN COMMUNITY REHABILITATION TECHNOLOGY		
COURSE TITLE: RESEARCH METHODS IN COMMUNITY REHABILITATION	COURSE CODE: CRT 216	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 an understanding of methods in research design, data collection, analysis and reporting		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Understand the concept of scientific research; 2.0 Know the processes involved in conducting research; 3.0 Understand sources of data and data collection process; 4.0 Know data analysis and interpretation; 5.0 Know preparation of proposal and manuscript.		



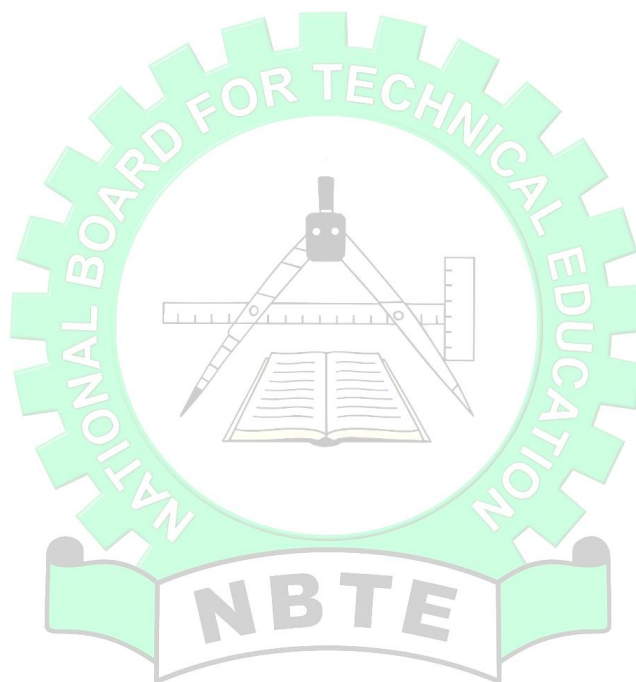
PROGRAMME: NATIONAL DIPLOMA (ND) IN COMMUNITY REHABILITATION TECHNOLOGY						
COURSE TITLE: RESEARCH METHODS IN COMMUNITY REHABILITATION			COURSE CODE: CRT 216	CONTACT HOURS: 2 HOURS/WEEK		
			CREDIT UNITS: 2	THEORETICAL: 1 HOUR/WEEK		
YEAR: II SEMESTER: I			PRE-REQUISITE:	PRACTICAL: 1 HOUR/WEEK		
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to equip students with an understanding of methods in research design, data collection, analysis and reporting						
GENERAL OBJECTIVE 1.0 Understand the concept of scientific research						
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. 1.2 Describe types of research designs. 1.3 Explain the purpose of scientific research. 1.4 Discuss the importance of scientific research.	• Explain what research is • Explain types of research designs e.g. descriptive, experimental etc • Explain why scientific research is conducted • Explain how scientific research contributes to knowledge and society	Textbooks, Internet, Marker board, Markers, Multimedia Projector, Computer, Charts, Sample research, etc.			
General Objective 2.0: Know the processes involved in conducting research						
3-4	2.1 Explain the research problem. 2.2 Explain study designs. 2.3 Explain the methods of data collection, sample	• Explain research problem • Explain study designs e.g. cross-sectional, case control etc • Explain method of	Textbooks, Internet, Marker board, Markers, Multimedia Projector, Computer,			

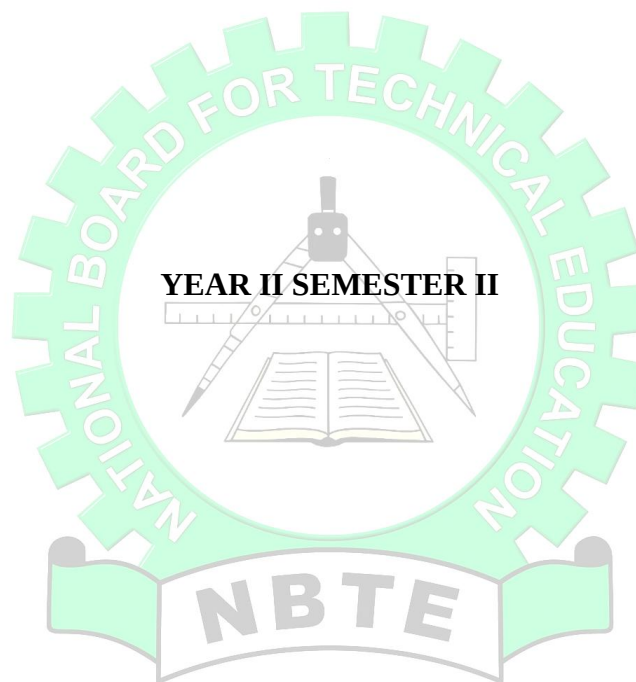
	representation, where and how data is collected. 2.4 Explain data analysis, statistical procedures. 2.5 Explain data interpretation. 2.6 Explain research report, thesis or dissertation and journal publication.	data collection, sample representation, where and how data is collected - Explain data analysis, statistical procedure e.g. descriptive, inferential etc. - Explain data interpretation - Explain research report, thesis or dissertation and journal publication	Charts, Sample research, etc.			
General Objective 3.0: Understand sources of data and the data collection process						
5-7	3.1 Define data and data collection. 3.2 Discuss methods of data collection. 3.3 Differentiate between types of data. 3.4 Explain primary and secondary data sources. 3.5 Explain data collection procedures.	- Explain primary and secondary data sources - Explain data collection procedures e.g. study introduction, consent, study tools etc.	Textbooks, Internet, Marker board, Markers, Multimedia Projector, Computer, Charts, Sample research, etc.			
General Objective 4.0: Know data analysis and interpretation						
8-11	4.1 Explain data entry. 4.2 Explain data cleaning and test of normality. 4.3 Explain descriptive statistics.	- Explain data entry - Explain data cleaning and test of normality. - Explain descriptive	Textbooks, Internet, Marker board, Markers, Multimedia	- Code raw data - Enter data into a specific data analysis software. - Clean data and	Guide students to: - Code raw data - Enter data into a specific data analysis	Computers (desktop or personal), Statistical

	4.4 Explain inferential statistics. 4.5 Explain result findings. 4.6 Explain result interpretation	statistics of frequency, percentage, mean, standard deviation etc. • Explain inferential statistics of difference, relationship etc. • Explain result findings. • Explain result interpretation	Projector, Computer, Charts, Sample research, etc.	run appropriate tests of normality. • Run a descriptive statistic of frequency, mean etc. • Run an inferential statistic of Chi-square, t-test, correlation etc	software. • Clean data and run appropriate tests of normality. • Run a descriptive statistic of frequency, mean etc. • Run an inferential statistic	software, Sample research.
General Objective 5.0: Know preparation of proposal and manuscript						
12-15	5.1 Explain the research topic search. 5.2 Explain the search of relevant literature for proposal. 5.3 Explain the relevant contents of a research proposal. 5.4 Explain the types of manuscripts. 5.5 Explain the relevant contents of each type mentioned in 5.4 above. 5.6 Explain referencing.	• Explain the research topic search. • Explain the search of relevant literature for proposal. • Explain the relevant content of a research proposal • Explain types of manuscripts (thesis, dissertation, project, article). • Explain the relevant contents of each of the above. • Explain referencing both in-text citation and bibliography	Textbooks, Internet, Marker board, Markers, Multimedia Projector, Computer, Charts, Sample research, etc.	• Search for relevant information both in the library and on the net. • Write a proposal • Present a proposal • Organize Journal Club activity	Guide students to: • Search for relevant information both in the library and on the net. • Write a proposal • Present a proposal • Organize Journal Club activity	Computers (desktop or personal), Internet, Sample research.

COURSE ASSESSMENT:

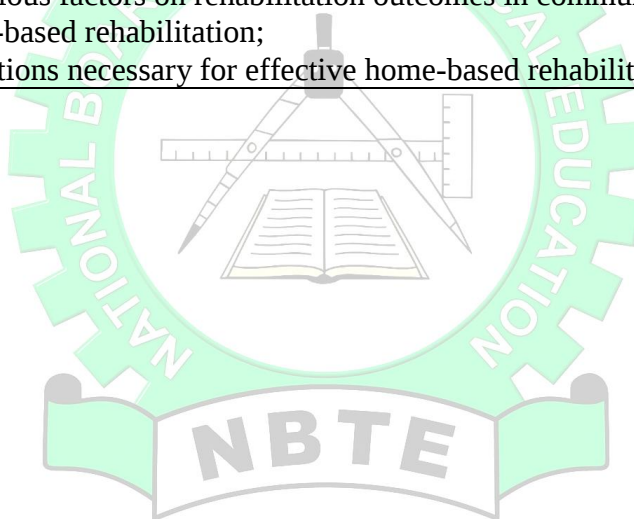
Coursework:	10%
Test/Assignments:	10%
Practical:	40%
Examination:	40%
Total:	100%





Home-Based Rehabilitation

PROGRAMME: NATIONAL DIPLOMA (ND) IN COMMUNITY REHABILITATION TECHNOLOGY		
COURSE TITLE: HOME-BASED REHABILITATION	COURSE CODE: CRT 221	CONTACT HOURS: 3 HOURS/WEEK
	CREDIT UNITS: 3	THEORETICAL: 1HOUR/WEEK
YEAR: II SEMESTER: II	PRE-REQUISITE: NIL	PRACTICAL: 2 HOURS/WEEK
GOAL: This course is designed to equip students with foundational knowledge and skills required to support, plan and implement home-based rehabilitation in community settings.		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Understand the concepts, principles and importance of home-based rehabilitation in community settings; 2.0 Understand the roles of relevant stakeholders in delivering home-based rehabilitation; 3.0 Conduct various home assessments to identify limitations for the implementation of Home-Based Rehabilitation; 4.0 Understand the impacts of various factors on rehabilitation outcomes in community settings; 5.0 Deliver a client-centred home-based rehabilitation; 6.0 Know major ethical considerations necessary for effective home-based rehabilitation.		



PROGRAMME: NATIONAL DIPLOMA (ND) IN COMMUNITY REHABILITATION TECHNOLOGY						
COURSE TITLE: HOME-BASED REHABILITATION			COURSE CODE: CRT 221		CONTACT HOURS: 3 HOURS/WEEK	
			CREDIT UNITS: 3		THEORETICAL: 1HOUR/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 foundational knowledge and skills required to support, plan and implement home-based rehabilitation in community settings.						
GENERAL OBJECTIVE 1.0: Understand the concepts, principles and importance of home-based rehabilitation in 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 Define home-based rehabilitation and related concepts. 1.2 Explain the goals and principles of home-based rehabilitation. 1.3 Examine the various components of effective home-based rehabilitation. 1.4 Differentiate between home-based and institution-based rehabilitation.	• Provide basic definition of home-based rehabilitation and related contents • Establish the major goals and principles of home-based rehabilitation • Explain the various components of home-based rehabilitation • Explain the importance of home-based rehabilitation • Compare the similarities and differences between the types of rehabilitation	Textbooks, Internet, Marker board, Markers, Multimedia Projector, Computer, Charts, WHO Community-Based Rehabilitation (CBR) guidelines, PowerPoint presentations, Case studies, scenario cards, etc.			

GENERAL OBJECTIVE 2.0: Understand the roles of relevant stakeholders in delivering home-based rehabilitation						
3-5	2.1 Describe relevant stakeholders in rehabilitation services. 2.2 Explain specific roles of each stakeholder in effective home-based rehabilitation. 2.3 Analyse the importance of teamwork and collaboration in home-based rehabilitation.	- Discuss the major stakeholders in rehabilitation - Explain the roles and professional boundaries of stakeholders in rehabilitation - Describe the importance of teamwork and collaboration for effective home-based rehabilitation - Explain the importance of community participation in rehabilitation	Textbooks, Internet, Marker board, Markers, Multimedia Projector, Computer, Charts, WHO Community-Based Rehabilitation (CBR) guidelines, PowerPoint presentations, Case studies, scenario cards, etc.	- Identify major stakeholders in rehabilitation - Demonstrate the roles of relevant stakeholders - Demonstrate hierarchical system in rehabilitation practice across various healthcare system of Nigeria - Roleplay the roles of major rehabilitation professionals in Nigeria	- Organize panel discussions with rehabilitation professionals where feasible. - Facilitate role-play of major rehabilitation professionals	Simulated home environment/laboratory, Measuring tape, Environmental assessment forms, Home assessment checklists, Photographs/videos clips.
GENERAL OBJECTIVE 3.0: Conduct various home assessments to identify limitations for the implementation of Home-Based Rehabilitation						
6-8	3.1 Explain basic home assessments. 3.2 Discuss common hazards in home environments. 3.3 Explain skills necessary to conduct home-based assessment. 3.4 Discuss common functional limitations	- Explain basic home assessments - Facilitate interactive lectures on common hazards in various home settings - Discuss necessary skills vital to conducting home assessment	Home assessment checklists, Simulated home environment/laboratory, Measuring tape and assessment tools, Environmental assessment forms, Photographs/video	- Identify common hazards in home environments. - Analyze functional limitations affecting daily living activities.	- Analyze various hazards and impacts - Demonstrate functional limitations of common conditions - Simulate home assessments techniques	Simulated home environment, laboratory, Measuring tape, Environmental assessment forms, Home assessment checklists,

	peculiar to common rehabilitation conditions. 3.5 Describe common structural barriers in community settings. 3.6 Explain rehabilitation outcome using necessary home-based assessments.	- Explain the impacts of functional limitations of some conditions - Describe the linkage between rehabilitation outcome and home assessments.	os of home settings, Accessibility guidelines, etc.	Record findings from home and environmental assessments.		Photographs/videos clips.
GENERAL OBJECTIVE 4.0: Understand the impacts of various factors on rehabilitation outcomes in community settings.						
9-10	4.1 Discuss various factors affecting rehabilitation outcomes in the community. 4.2 Explain the impacts of various factors on home-based rehabilitation. 4.3 Highlight solutions to various factors affecting home-based rehabilitations.	- Explain the meaning and effects of various factors on home-based rehabilitation - Provide solutions to various factors affecting home-based rehabilitation. - Assess various coping strategies and lifestyle modifications for patients	Textbooks, Internet, Marker board, Markers, Multimedia Projector, Computer, Charts, Rehabilitation (CBR) guidelines, Case studies, scenario cards, etc.	- Identify the effect of various factors on home-based rehabilitation - Identify opportunities and challenges across various factor for home-based rehabilitation	Analyze different home Programmes for common conditions	Videos, Photographs, Home Assessment Checklist.
GENERAL OBJECTIVE 5.0: Deliver a client-centred home-based rehabilitation						
11-13	5.1 Explain the concept of client-centred rehabilitation. 5.2 Describe the relevance of client-centred rehabilitation. 5.2 Analyse the	- Explain the meaning of client centeredness in rehabilitation - Justify the relevance of client-centeredness on	Textbooks, Internet, Marker board, Markers, Multimedia Projector, Computer,	- Apply the concept of client-centred rehabilitation - Deliver basic client-centred home-based rehabilitation	- Demonstrate various methods of planning client-centeredness home-based rehabilitation - Simulate the effective delivery	Simulation lab/demonstration rooms. ADL room, Infographs, Videos, Basic assessment

	skills necessary for effective client-centred rehabilitation.	rehabilitation services Plan home Programmes for effective rehabilitation across various settings.	Charts, Rehabilitation (CBR) guidelines, Case studies, scenario cards, etc.	Monitor the impact of basic client-centred home-based rehabilitation	of client-centred home-based rehabilitation Carry out monitoring and evaluation approaches for home-based rehabilitation	checklist.
GENERAL OBJECTIVE 6.0: Know major ethical considerations necessary for effective home-based rehabilitation.						
14-15	6.1 Explain the concept of ethics. 6.2 Describe various ethical principles in rehabilitation services. 6.3 Analyse various ethical dilemma in community rehabilitation. 6.4 Explain professional boundaries in practice. 6.5 Discuss the concept of quackery, absconded practice and legal implications.	- Facilitate interactive learning on the concepts and principles of ethics in medical rehabilitation with special focus on community rehabilitation. - Explain various ethical dilemma in rehabilitation practice - Make case for correct ethical practice in home-based rehabilitation	Nigeria constitution, SERVICOM materials, MRTB code of ethics, MRTB scope of practice for CRW.	- Identify correct and incorrect ethical practices - Analyse case studies on professional boundaries - Collect data on various ethical dilemma in rehabilitation practices	- Guide students on discussion centred around health ethics - Map professional terrain and boundaries for the students - Cite various case scenarios on rehabilitation ethical dilemmas. - Simulate the concept of quackery and professional impostor to students	Case scenarios, MRTB code of ethics, Nigeria constitution, SERVICOM materials, MRTB code of ethics, MRTB scope of practice for CRW.
COURSE ASSESSMENT: Coursework: 10% Test/Assignments: 10% Practical: 40% Examination: 40% Total: 100%						

Disaster, Emergency and Humanitarian Rehabilitation

PROGRAMME: NATIONAL DIPLOMA (ND) IN COMMUNITY REHABILITATION TECHNOLOGY		
COURSE TITLE: DISASTER, EMERGENCY AND HUMANITARIAN REHABILITATION	COURSE CODE: CRT 222	CONTACT HOURS: 3HOURS/WEEK
	CREDIT UNITS: 3	THEORETICAL: 1 HOUR/WEEK
YEAR: 1I SEMESTER: 1I	PRE-REQUISITE:	PRACTICAL: 2 HOURS/WEEK
GOAL: This course is designed to equip students with basic competencies required to support Community-Based Rehabilitation services during disasters, emergencies, and humanitarian situations in Primary Health Care		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Understand the concepts and principles of disasters, humanitarian crises, emergencies, and rehabilitation within local and global contexts; 2.0 Know the causes, types, and impacts of natural and human-induced disasters on individuals, families, communities, and health systems; 3.0 Know the rehabilitation needs of persons affected by disasters, conflicts, emergencies, and humanitarian crises; 4.0 Understand disaster risk reduction and preparedness strategies to minimize the impact of emergencies on vulnerable populations, including persons with disabilities; 5.0 Understand emergency response mechanisms and the role of rehabilitation professionals in disaster and humanitarian settings; 6.0 Know physical, psychosocial, and functional consequences of disasters and emergencies requiring rehabilitation interventions; 7.0 Know how to plan and implement appropriate rehabilitation services for affected populations during emergency response, recovery, and reconstruction phases.		

PROGRAMME: NATIONAL DIPLOMA (ND) IN COMMUNITY REHABILITATION TECHNOLOGY						
COURSE TITLE: DISASTER, EMERGENCY AND HUMANITARIAN REHABILITATION			COURSE CODE: CRT 222		CONTACT HOURS: 3HOURS/WEEK	
			CREDIT UNITS: 3		THEORETICAL: 1 HOUR/WEEK	
YEAR: 1I SEMESTER: 1I			PRE-REQUISITE:		PRACTICAL: 2 HOURS/WEEK	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to equip students with basic competencies required to support Community-Based Rehabilitation services during disasters, emergencies, and humanitarian situations in Primary Health Care						
GENERAL OBJECTIVE 1.0: Understand the concepts and principles of disasters, humanitarian crises, emergencies, and rehabilitation within local and global contexts						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher’s Activities	Resources	Specific Learning Outcome	Teacher’s Activities	Resources
1-2	1.1 Define i. Disaster; ii. Emergency; iii. humanitarian crisis. 1.2 Differentiate between disasters, emergencies, and humanitarian crises. 1.3 Describe the principles of humanitarian action. 1.4 Explain the relationship between disaster management and rehabilitation services. 1.5 Discuss global and national frameworks for disaster and emergency management.	- Differentiate between disasters, emergencies, and humanitarian crises. - Explain the principles of humanitarian action, including humanity, neutrality, impartiality, and independence. - Explain the relationship between disaster management and rehabilitation services. - Discuss global	Textbooks, Internet, Marker board, Markers, Multimedia Projector, Computer, Charts, etc.	- Identify different disaster and emergency scenarios using case studies. - Create video content on disaster events according to their causes and characteristics. - Demonstrate the application of humanitarian principles in simulated emergency situations. - Prepare presentation slides on disaster	Guide students to: - Identify different disaster and emergency scenarios using case studies. - Classify disaster events according to their causes and characteristics. - Demonstrate the application of humanitarian principles in simulated emergency situations. - Prepare a presentation on	Home assessment checklists, Simulated environment/laboratory, Assessment tools, Environmental assessment forms, Photographs/videos,

		and national frameworks for disaster and emergency management		management and rehabilitation concepts.	disaster management and rehabilitation concepts.	
General Objective 2.0: Know the causes, types, and impacts of natural and human-induced disasters on individuals, families, communities, and health systems						
3-4	2.1 Classify disasters into natural and human-induced categories. 2.2 Identify common causes of disasters and emergencies 2.3 Describe the physical, social, economic, and environmental impacts of disasters 2.4 Explain the effects of disasters on health and rehabilitation services.	- Classify disasters into natural and human-induced categories. - Identify common causes of disasters and emergencies. - Describe the physical, social, economic, and environmental impacts of disasters - Explain the effects of disasters on health and rehabilitation services.	Textbooks, Internet, Marker board, Markers, Multimedia Projector, Computer, Charts, etc.	- Conduct hazard identification exercises within a community. - Prepare a disaster risk profile for a selected locality - Assess the impact of a disaster using case scenarios. - Develop community maps showing disaster-prone areas. - Document the effects of disasters on vulnerable populations through field studies	Guide students to: - Conduct hazard identification exercises within a community. - Prepare a disaster risk profile for a selected locality. Assess the impact of a disaster using case scenarios. - Develop community maps showing disaster-prone areas. - Document the effects of disasters on vulnerable populations through field studies	Home assessment checklists, Simulated environment/laboratory, Assessment tools, Environmental assessment forms, Photographs/videos,
General Objective 3.0: Understand the rehabilitation needs of persons affected by disasters, conflicts, emergencies, and humanitarian crises						

5-6	3.1 Identify common impairments and disabilities resulting from disasters and emergencies. 3.2 Explain the rehabilitation needs of different age groups and vulnerable populations. 3.3 Discuss rehabilitation of persons the needs affected by conflicts and humanitarian crises.	• Explain common impairments and disabilities resulting from disasters and emergencies. • Explain the rehabilitation needs of different age groups and vulnerable populations.	Textbooks, Internet, Marker board, Markers, Multimedia Projector, Computer, Charts, etc.	• Conduct rehabilitation needs assessments using standard assessment tools. • Prepare rehabilitation care plans for affected individuals. • Conduct home or community visits to assess rehabilitation needs	Guide students to: • Conduct rehabilitation needs assessments using standard assessment tools. • Prepare rehabilitation care plans for affected individuals. • Conduct home or community visits to assess rehabilitation needs	Home assessment checklists, Simulated environment/laboratory, Assessment tools, Environmental assessment forms, Photographs/videos,
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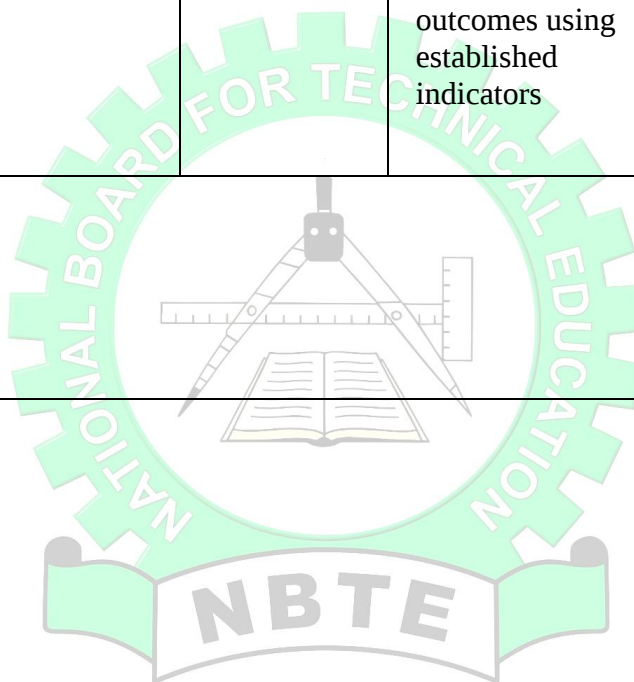
General Objective 4.0: Understand disaster risk reduction and preparedness strategies to minimize the impact of emergencies on vulnerable populations, including persons with disabilities

7-8	4.1 Explain the concept of disaster risk reduction (DRR). 4.2 Identify disaster preparedness measures at individual, community, and institutional levels. 4.3 Explain how to promote inclusive disaster preparedness for	• Explain the concept of disaster risk reduction (DRR). • Identify disaster preparedness measures at individual, community, and institutional levels. • Explain how to promote inclusive disaster preparedness for persons with disabilities.	Textbooks, Internet, Marker board, Markers, Multimedia Projector, Computer, Charts, etc.	• Develop disaster preparedness plans for households and communities. • Conduct public awareness campaigns on disaster preparedness. • Organize disaster simulation exercises. • Demonstrate evacuation	Guide students to: • Develop disaster preparedness plans for households and communities. • Conduct public awareness campaigns on disaster preparedness. • Organize disaster simulation exercises.	Home assessment checklists, Simulated environment/laboratory, Assessment tools, Environmental assessment forms, Photographs/videos,
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	persons with disabilities.			procedures for persons with disabilities. • Prepare emergency kits and resource inventories.	• Demonstrate evacuation procedures for persons with disabilities. • Prepare emergency kits and resource inventories.	
General Objective 5.0: Know emergency response mechanisms and the role of rehabilitation professionals in disaster and humanitarian settings						
9-10	5.1 Describe the phases of disaster management. 5.2 Explain emergency response coordination structures. 5.3 Identify the roles of rehabilitation professionals during emergencies 5.4 Describe referral pathways in emergency rehabilitation services.	• Explain Describe the phases of disaster management. • Explain emergency response coordination structures. • Explain the roles of rehabilitation professionals during emergencies • Describe referral pathways in emergency rehabilitation services.	Textbooks, Internet, Marker board, Markers, Multimedia Projector, Computer, Charts, etc.	• Participate in emergency response drills. • Demonstrate emergency communication and coordination procedures. • Map referral pathways for rehabilitation services during emergencies. • Simulate rehabilitation team roles during disaster response operations. • Prepare emergency response action plans	Guide students to: • Participate in emergency response drills. • Demonstrate emergency communication and coordination procedures. • Map referral pathways for rehabilitation services during emergencies. • Simulate rehabilitation team roles during disaster response operations. • Prepare emergency response action	Home assessment checklists, Simulated environment/laboratory, Assessment tools, Environmental assessment forms, Photographs/videos,

					plans	
General Objective 6.0: Know physical, psychosocial, and functional consequences of disasters and emergencies requiring rehabilitation interventions						
11-12	6.1 Explain how to conduct basic assessments of physical injuries and impairments. 6.2 Identify psychosocial effects of disasters on affected populations. 6.3 Discuss functional abilities and limitations of disaster survivors.	Explain how to conduct basic assessments of physical injuries and impairments. Explain psychosocial effects of disasters on affected populations. Explain functional abilities and limitations of disaster survivors.	Textbooks, Internet, Marker board, Markers, Multimedia Projector, Computer, Charts, etc.	• Perform basic physical assessments of injured individuals. • Conduct psychosocial screening interviews. • Assess functional independence using standard tools. • Complete rehabilitation assessment forms accurately. • Prepare assessment reports and recommendations	Guide students to: • Perform basic physical assessments of injured individuals. • Conduct psychosocial screening interviews. • Assess functional independence using standard tools. • Complete rehabilitation assessment forms accurately. • Prepare assessment reports and recommendations	Home assessment checklists, Simulated environment/laboratory, Assessment tools, Environmental assessment forms, Photographs/videos,
General Objective 7.0: Know how to plan and implement appropriate rehabilitation services for affected populations during emergency response, recovery, and reconstruction phases						
13-15				• Develop rehabilitation intervention plans based on assessment findings. • Demonstrate basic rehabilitation	Guide students to: • Develop rehabilitation intervention plans based on assessment findings. • Demonstrate basic	Home assessment checklists, Simulated environment/laboratory, Assessment tools,

				techniques for disaster survivors. • Coordinate rehabilitation referrals and follow-up services. • Evaluate rehabilitation outcomes using established indicators	rehabilitation techniques for disaster survivors. • Coordinate rehabilitation referrals and follow-up services. • Evaluate rehabilitation outcomes using established indicators	Environmental assessment forms, Photographs/videos,
COURSE ASSESSMENT: Coursework: 10% Test/Assignments: 10% Practical: 40% Examination: 40% Total: 100%						



Supervised Community-Based Rehabilitation Experience

PROGRAMME: NATIONAL DIPLOMA (ND) IN COMMUNITY REHABILITATION TECHNOLOGY		
COURSE TITLE: SUPERVISED COMMUNITY-BASED REHABILITATION EXPERIENCE	COURSE CODE: CRT 223	CONTACT HOURS: 3HOURS/WEEK
	CREDIT UNITS: 3	THEORETICAL: 1 HOUR/WEEK
YEAR II SEMESTER II	PRE-REQUISITE:	PRACTICAL: 2 HOURS/WEEK
GOAL: This course is designed to enables students integrate theoretical knowledge with real-world application in diverse community settings, while developing professional competence, ethical practice, and community engagement skills under direct supervision.		
GENERAL OBJECTIVES : On completion of this course, the students should be able to: 1.0 Understand the principles and processes of community entry, engagement, and needs assessment in CR; 2.0 Understand basic community and individual rehabilitation assessments; 3.0 Understand basic rehabilitation techniques and interventions in real community settings; 4.0 Implement treatment protocol and safe rehabilitation support; 5.0 Know basic home-based and family-centered rehabilitation support; 6.0 Comprehend effective documentation, monitoring, evaluation, and reporting of CR activities; 7.0 Know professional ethics, cultural sensitivity, teamwork, and reflective practice in community rehabilitation.		

PROGRAMME: NATIONAL DIPLOMA (ND) IN COMMUNITY REHABILITATION TECHNOLOGY						
COURSE TITLE: SUPERVISED COMMUNITY-BASED REHABILITATION EXPERIENCE			COURSE CODE: CRT 223		CONTACT HOURS: 3HOURS/WEEK	
			CREDIT UNITS: 3		THEORETICAL: 1 HOUR/WEEK	
YEAR II SEMESTER II			PRE-REQUISITE:		PRACTICAL: 2 HOURS/WEEK	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to enables students integrate theoretical knowledge with real-world application in diverse community settings, while developing professional competence, ethical practice, and community engagement skills under direct supervision.						
GENERAL OBJECTIVE 1.0 Understand the principles and processes of community entry, engagement, and needs assessment in CR.						
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 concepts, stages, and importance of community entry and participatory approaches in CR. 1.2 Describe strategies for building trust, stakeholder mapping, and cultural sensitivity in diverse Nigerian communities. 1.3 Discuss ethical considerations and potential challenges in community mobilization for rehabilitation.	- Explain the concepts, stages, and importance of community entry and participatory approaches in CR - Explain strategies for building trust, stakeholder mapping, and cultural sensitivity in diverse Nigerian communities - Explain ethical considerations and potential challenges in community mobilization for rehabilitation	Textbooks, Internet, Marker board, Markers, Multimedia Projector, Computer, Flip chart, , PowerPoint slides, WHO CBR Matrix, community maps, videos of successful CBR Programmes, Case studies, MRTB ethics handout, etc	- Participate in community entry meetings and map key stakeholders - Conduct a simple community needs assessment using participatory tools - Develop and present a basic community profile report - Use role-play and case studies from different geo-political zones; demonstrate stakeholder mapping	Guide students to: - Participate in community entry meetings and map key stakeholders - Conduct a simple community needs assessment using participatory tools - Develop and present a basic community profile report - Use role-play and case studies from different geo-political zones; demonstrate stakeholder mapping	Vehicle for transport, Introductory letters, Checklist, Recording sheets, Computer, Projector, Student activity logbooks.
General Objective 2.0 Understand basic community and individual rehabilitation assessments.						

3-4	2.1 Explain types of functional rehabilitation assessments. 2.2 Explain types of environmental, social and vocational rehabilitation assessments. 2.3 Describe standardized and context-appropriate tools for screening disabilities.	• Explain types of functional rehabilitation assessments • Explain types of environmental, social and vocational rehabilitation assessments • Describe standardized and context-appropriate tools for screening disabilities	Textbooks, Internet, Marker board, Markers, Multimedia WHO CBR Matrix, community maps, videos of successful CBR Programmes, Case studies, MRTB ethics handout, Anatomical charts, assessment forms Screening tools, WHO ICF framework, Case studies, Referral protocols, etc.	• Perform functional rehabilitation assessments on at least 5–10 clients • Identify red flags requiring immediate referral • Conduct home and environmental accessibility assessments • Screen for common disabilities and co-morbidities • Demonstrate the use of selected tools; compare international vs local tools • Present case scenarios and facilitate decision-making drills	Guide students to: • Perform functional assessments on at least 5–10 clients • Identify red flags requiring immediate referral • Conduct home and environmental accessibility assessments • Screen for common disabilities and co-morbidities • Demonstrate the use of selected tools;(compare international with local tools0 • Present case scenarios and facilitate decision-making drills	Assessment Checklist, stopwatch, Measuring tape, camera (for documentation) Screening forms, Video Clips.
General Objective 3.0: Understand basic rehabilitation techniques and interventions in real community settings.						
5-6	3.1 Explain basic principles of Rehabilitation techniques in CR. 3.2 Describe appropriate use of assistive devices. 3.3 Describe the use of appropriate locally fabricated aids.	• Explain basic principles of Rehabilitation techniques in CR. • Explain appropriate use of assistive devices • Describe the use of appropriate locally	Projector, videos of techniques, Samples of assistive devices, Progress charts, etc.	• Demonstrate basic therapeutic exercises, positioning, and transfers • Adapt simple assistive devices using locally available materials	Guide students to: • Demonstrate techniques on clients; supervise and correct students • Go through fabrication process step-by-step • Observe and coach	Mats, pillows, assistive devices, Plinth, Local materials (wood, foam, cloth, etc.) ADL training materials.

	3.4 Outline principles of progressive rehabilitation and activity-based therapy.	- fabricated aids - Explain principles of progressive rehabilitation and activity-based therapy		Facilitate group and individual ADL training sessions	students while facilitating sessions	
General Objective 4.0: Implement treatment protocols and safe rehabilitation support.						
7-8	4.1 Explain relevant treatment protocols applicable to rehabilitation 4.2 Describe referral pathways and continuity of care 4.3 Discuss infection prevention, medication safety, and wound care	- Explain relevant treatment protocols applicable to rehabilitation - Describe referral pathways and continuity of care - Discuss infection prevention, medication safety, and wound care	Treatment protocols, Referral forms, flowcharts, IPC materials, wound care kit, etc.	- Apply treatment protocols for common conditions - Initiate timely referrals and follow-up - Demonstrate infection prevention practices	- Supervise application during community visits - Guide students in completing referral forms and follow-up - Observe correct hand hygiene, PPE use during visits	Treatment protocols, Referral forms, transport, Handwashing materials, PPE, Alcohol-Based Hand-Sanitizer
General Objective 5.0: Know basic home-based and family-centred rehabilitation support.						
9-10	5.1 Explain the roles of family and caregivers in long-term rehabilitation 5.2 Describe strategies for caregiver training and empowerment 5.3 Discuss psychosocial support and stigma reduction	- Explain the roles of family and caregivers in long-term rehabilitation - Explain strategies for caregiver training and empowerment - Explain psychosocial support and stigma reduction	Case studies, Training manuals, Counselling guides, etc.	- Conduct home visits and train family members - Provide counselling and emotional support - Develop individualized home-based rehabilitation care plans	- Accompany students on home visits; demonstrate training - Supervise counselling sessions; give feedback - Guide students in writing SMART care plans	Home visit bag, Counselling room/kits, Care plan templates.
General Objective 6.0: Comprehend effective documentation, monitoring, evaluation, and reporting of CR activities.						

11-12	6.1 Explain principles of accurate record-keeping. 6.2 Describe simple M and E frameworks for CR. 6.3 Outline reporting requirements.	• Teach documentation standards and legal implications • Explain indicators and data collection methods • Guide students on writing different types of reports	Sample registers, M&E templates, Report formats.	• Maintain client logbooks and registers • Conduct follow-up assessments and document progress • Present activity reports	• Review students' documentation daily • Supervise follow-up visits • Provide feedback on draft reports and presentations	Logbooks, registers, Follow-up forms, Computer.
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General Objective 7.0: Know professional ethics, cultural sensitivity, teamwork, and reflective practice.

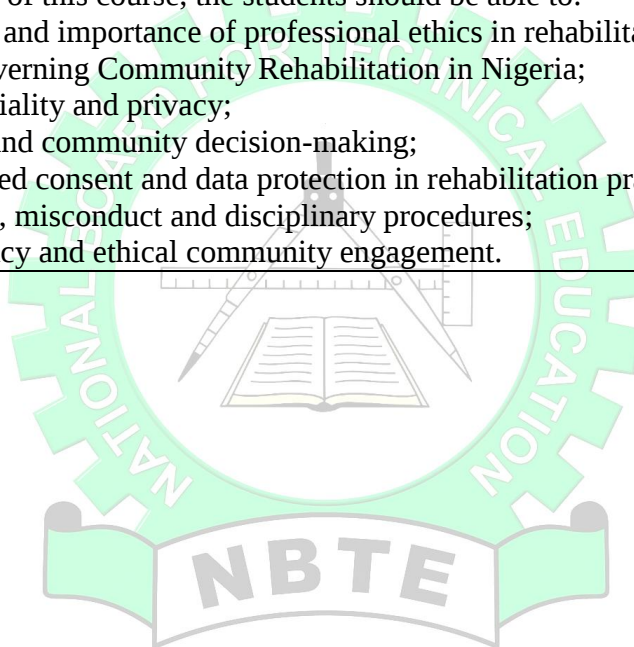
13-15	7.1 Discuss stipulated professional codes, confidentiality, and disability rights. 7.2 Explain cultural competence and inclusive practice. 7.3 Describe reflective practice and CPD.	• Facilitate debate on ethical dilemmas • Use Nigerian cultural examples and case studies • Teach reflective journaling techniques	Code of ethics, Videos, case studies, Reflective journal template.	• Demonstrate ethical conduct and professional boundaries • Demonstrate teamwork collaboration • Maintain reflective journal and participate in debriefing	• Monitor student behaviour during postings • Facilitate joint activities with PHC workers • Review journals regularly and conduct debrief sessions	Supervisor observation rubric, Team settings, Journal.
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COURSE ASSESSMENT:

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

Professional Ethics, Legal Issues and Patient Rights

PROGRAMME: NATIONAL DIPLOMA (ND) IN COMMUNITY REHABILITATION TECHNOLOGY		
COURSE TITLE: PROFESSIONAL ETHICS, LEGAL ISSUES AND PATIENT RIGHTS	COURSE CODE: CRT 224	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 the knowledge, skills and attitudes required to practice ethically with respect for patient rights in Community Rehabilitation settings.		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Understand the concepts, principles and importance of professional ethics in rehabilitation practice; 2.0 Understand the legal framework governing Community Rehabilitation in Nigeria; 3.0 Understand patient rights, confidentiality and privacy; 4.0 Know ethical principles in clinical and community decision-making; 5.0 Understand the principles of informed consent and data protection in rehabilitation practice; 6.0 Understand professional boundaries, misconduct and disciplinary procedures; 7.0 Understand disability rights, advocacy and ethical community engagement.		



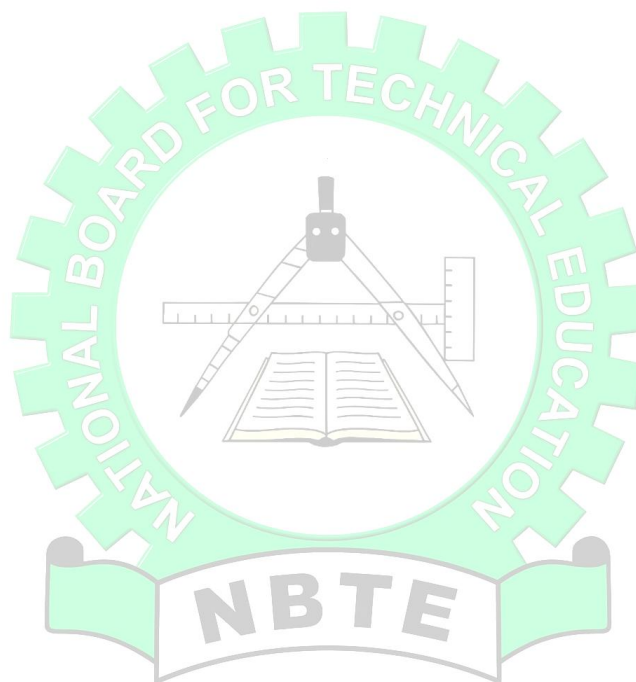
PROGRAMME: NATIONAL DIPLOMA (ND) IN COMMUNITY REHABILITATION TECHNOLOGY							
COURSE TITLE: PROFESSIONAL ETHICS, LEGAL ISSUES AND PATIENT RIGHTS			COURSE CODE: CRT 224		CONTACT HOURS: 3 HOURS/WEEK		
			CREDIT UNITS: 3		THEORETICAL: 1 HOUR/WEEK		
YEAR: II SEMESTER: II			PRE-REQUISITE:		PRACTICAL: 2 HOURS/WEEK		
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL							
GOAL: This course is designed to equip students with the knowledge, skills and attitudes required to practice ethically with respect for patient rights in Community Rehabilitation settings.							
GENERAL OBJECTIVE 1.0 Understand the concepts, principles and importance of professional ethics in 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 Define professional ethics and distinguish it from morals and law. 1.2 Explain the core ethical principles (autonomy, beneficence, non-maleficence, justice). 1.3 Discuss the importance of ethics in building public trust.	• Deliver interactive lecture with examples; facilitate comparison discussion • Explain each principle with rehabilitation examples • Use real Nigerian cases to illustrate consequences of ethical/unethical practice	Whiteboard, PowerPoint, textbooks Charts, case summaries Videos, news clips.	• Identify ethical issues in given rehabilitation scenarios • Role-play application of ethical principles • Develop a personal professional ethics pledge	• Guide group analysis of scenarios • Organize and supervise role-play sessions • Supervise individual drafting and class presentation	Case study, handouts, Role-play scripts, Templates, MRTB code of ethics.	
General Objective 2.0 Understand the legal framework governing Community Rehabilitation in Nigeria.							
3-4	2.1 Explain relevant national laws and policies (National Health Act, Disability Act, MRTBN Act). 2.2 Describe the scope	• Lecture with excerpts from key documents • Explain scope using Standing Orders • Facilitate discussion on common legal	Legal documents, handouts, Case law summaries, National Health Act,	• Analyze real or hypothetical medico-legal cases • Identify legal risks in common community rehabilitation	• Supervise group case analysis and presentation • Guide risk identification exercises	Case studies, Checklist, Sample forms Legal documents, handouts, Case law summaries,	

	of practice and legal limitations 2.3 Discuss medico-legal issues (negligence, liability, documentation).	risks	Disability Act, MRTBN Act, WHO CBR framework, MRTB Scope of practice for CRW.	activities • Critically observe basic legal documentation (consent forms, incident reports)	• Supervise mock documentation	National Health Act, Disability Act, MRTBN Act, WHO CBR framework, MRTB Scope of practice for CRW.
General Objective 3.0: Understand patient rights, confidentiality and privacy.						
5-6	3.1 List the fundamental rights of patients/clients in rehabilitation 3.2 Discuss rights of persons with disabilities (CRPD, Nigerian Disability Act). 3.3 Explain the principles of confidentiality and privacy. 3.4 Discuss exceptions to confidentiality.	• Lecture and discussion. • Demonstrate step-by-step consent process. • Compare local and international instruments.	Patient Rights Charter, Consent templates, Disability Act document, National Commission for persons with disability policy.	• Educate community members on patient rights • Identify violations of patient rights in case scenarios • Develop a confidentiality agreement • Identify confidentiality breaches • Respond to confidentiality and privacy breaches	• Conduct role-play consent sessions • Supervise peer education role-plays • Facilitate group critique	Simulated clients, Teaching aids, Case scenarios, Discrimination against persons with disability act.
General Objective 4.0: Know ethical principles in clinical and community decision-making.						
7-8	4.1 Explain ethical decision-making models 4.2 Discuss ethical conflicts common in CR. 4.3 Describe the role of ethics committees.	• Teach models with examples. • Facilitate discussion on real dilemmas. • Explain functions and processes	Decision-making flowchart, Case studies, Institutional guidelines.	• Apply ethical decision-making models to resolve dilemmas • Justify decisions in rehabilitation case studies	• Supervise application to cases • Guide oral and written justifications	Case studies, Rubric.

General Objective 5.0: Understand the principles of informed consent and data protection in rehabilitation practice.						
9-10	5.1 Describe data protection laws 5.2 Describe safe record-keeping 5.2 Explain the process and elements of informed consent	- Lecture with community practice examples - Explain legal exceptions clearly - Teach practical documentation standards	Policy documents Case examples Sample registers	- Obtain simulated informed consent from “clients” - Demonstrate proper handling of client information	- Supervise documentation exercises - Guide drafting of agreements - Role-play breach scenarios	Client files, Templates, Scenarios.
General Objective 6.0: Understand professional boundaries, misconduct and disciplinary procedures.						
11-12	6.1 Define professional boundaries and dual relationships 6.2 Explain types of professional misconduct 6.3 Explain disciplinary processes by regulatory bodies	- Explain professional boundaries and dual relationships - Explain types of professional misconduct - Explain disciplinary processes by regulatory bodies	Code of Ethics, Case studies, Regulatory documents, MRTBN code of ethics.	- Recognize boundary violations in scenarios - Demonstrate maintenance of professional boundaries - Demonstrate steps when facing ethical misconduct	- Facilitate identification exercises - Role-play boundary situations - Guide reporting procedure simulation	Scenarios, Role-play, Flowchart, MRTBN code of ethics, MRTB Scope of practice for CRW.
General Objective 7.0: Promote disability rights, advocacy and ethical community engagement.						
13-15	7.1 Explain the rights-based approach to disability. 7.2 Discuss strategies for advocacy and sensitization. 7.3 Describe the practitioner’s role in reducing stigma.	- Lecture on rights-based rehabilitation. - Facilitate advocacy planning. - Use documentaries and discussions.	CRPD & Disability Act, Advocacy tools, Videos.	- Design a simple community sensitization Programme - Participate in mock advocacy campaigns - Advocate for clients’ rights in simulated settings	- Guide development of materials - Organize mock campaigns - Supervise advocacy role-plays	Templates, Campaign materials, Scenarios, IEC materials.

COURSE ASSESSMENT:

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



Early Detection and Prevention of Disability

PROGRAMME: NATIONAL DIPLOMA (ND) IN COMMUNITY REHABILITATION TECHNOLOGY		
COURSE TITLE: EARLY DETECTION AND PREVENTION OF DISABILITY	COURSE CODE: CRT 225	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 assess and provide community rehabilitation for persons with mental illness, visual and hearing impairments.		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Understand mental health needs and integrate rehabilitation of persons with mental illness into community rehabilitation services; 2.0 Understand neurological and developmental conditions such as epilepsy, autism, and learning disabilities, and recognize their rehabilitation requirements; 3.0 Understand basic rehabilitation interventions for mental illness, epilepsy, autism, learning disabilities, TB, leprosy, cancer, HIV/AIDS, and other chronic conditions; 4.0 Highlight causes of sensory impairments including visual impairment, hearing loss, and common diseases of the eye and ear; 5.0 Carry out basic assessments of visual and hearing acuity using appropriate tools and techniques; 6.0 Develop basic client-centered rehabilitation plan for mental, neurological, sensory, and chronic conditions; 7.0 Understand basic assistive technologies for persons with impairment; 8.0 Promote family and community involvement in rehabilitation to enhance reintegration.		

PROGRAMME: NATIONAL DIPLOMA (ND) IN COMMUNITY REHABILITATION TECHNOLOGY						
COURSE TITLE: EARLY DETECTION AND PREVENTION OF DISABILITY			COURSE CODE: CRT 225		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 assess and provide community rehabilitation for persons with mental illness, visual and hearing impairments.						
GENERAL OBJECTIVE 1.0: Understand mental health needs and integrate rehabilitation of persons with mental illness into community rehabilitation services.						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher’s Activities	Resources	Specific Learning Outcome	Teacher’s Activities	Resources
1-2	1.1. Explain mental illness and related disabilities. 1.2. Analyse factors influencing mental health. 1.3. Compare institution vs community-based service for mentally ill persons. 1.4. Integrate rehabilitation into mental health services in the community.	• Explain: Mental Retardation and Mental Illness; Common community mental health problems and analyse the causes. • Discuss institution based and community-based services for mentally ill persons • Discuss Causes, prevention and rehabilitation of other psychiatric disorders such as suicidal tendencies, drug addiction, alcoholism etc.	WHO mental health reports, Journals, case studies, WHO CBR Matrix, WHO guidelines.	• Identify community mental health problems. • Map local factors affecting mental health. • Analyze service models in local context. • Simulate rehabilitation integration model into community mental health services	Guide students to: • Identify community mental health problems. • Map local factors affecting mental health. • Analyze service models in local context. • Simulate rehabilitation integration model into community mental health services	Charts, Flip charts, Templates, Worksheets.

General Objective 2.0: Understand neurological and developmental conditions such as epilepsy, autism, and learning disabilities, and recognize their rehabilitation requirements

3-4	2.1 Describe types/causes of epilepsy. 2.2 Explain autism characteristics. 2.3 Explain types of learning disabilities. 2.4 Discuss rehabilitation needs in epilepsy, autism and LD. 2.5 Integrate rehabilitation into epilepsy, autism and LD health services in the community	• Explain Causes and different types of these conditions; • Describe Simple tools for monitoring of these conditions by the family • Explain Safety measures and counselling of persons with these conditions and their families • Discuss Rehabilitation needs of persons with these conditions	WHO Mental Disorder fact sheet, WHO epilepsy guidelines, Textbooks, Journals, case studies, WHO CBR Matrix, Case studies.	• Identify epilepsy cases in scenarios. • Recognize autism traits in case vignettes. • Identify LD traits in scenarios. • Simulate rehabilitation integration model into community epilepsy, autism and LD health services	Guide students to: • Identify epilepsy cases in scenarios. • Recognize autism traits in case vignettes. • Identify LD traits in scenarios. • Simulate rehabilitation integration model into community epilepsy, autism and LD health services	Vignette Worksheets, Role play cards, Templates, Charts.
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General Objective 3.0: Understand basic rehabilitation interventions for mental illness, epilepsy, autism, learning disabilities, TB, leprosy, cancer, HIV/AIDS, and other chronic conditions.

5-6	3.1 Discuss the Rehabilitation needs for persons with TB, leprosy, HIV/AIDS, cancer. 3.2 Discuss the Psychosocial support strategies for conditions discussed in 3.1. 3.3 Explain basic rehabilitation intervention plans in	• Explain the rehabilitation of persons with these conditions in the society • Explain the psychosocial supports available to them • Explain the basic interventions plans for these conditions • Analyze	Lectures, Textbooks, Journal articles, WHO guidelines. Case studies.	• Identify rehabilitation priorities for persons with TB, leprosy, HIV/AIDS, cancer • Role-play counselling sessions. • Demonstrate basic intervention	Guide students to: • Identify rehabilitation priorities for persons with TB, leprosy, HIV/AIDS, cancer • Role-play counselling sessions. • Demonstrate basic	Case studies, Role cards, Worksheets, Charts.
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	3.1.	intervention effectiveness		strategies.	intervention strategies.	
General Objective 4.0: Understand causes of sensory impairments including: visual impairment, hearing loss, and common diseases of the eye and ear.						
7-8	4.1. Discuss the following; i. Causes of visual impairment. ii. Causes of hearing loss. 4.2. Explain common diseases of eye and ear. 4.3. Discuss impacts of visual and hearing impairments in the community.	• Explain: ✓ Causes of visual impairment. ✓ Causes of hearing loss. • Explain common diseases of eye/ear. • Discuss impacts of visual and hearing impairments in the community.	WHO World report on Vision, WHO Deafness and hearing loss fact sheet, Medical texts, WHO CBR Matrix.	• Identify visual impairment cases. • Identify hearing loss in scenarios. • Monitor impact of basic rehabilitation deliveries in the community.	Guide students to: • Identify visual impairment cases. • Identify hearing loss in scenarios. • Monitor impact of basic rehabilitation deliveries in the community.	Charts, Role cards, Templates, Worksheets.
General Objective 5.0: Carry out basic assessments of visual and hearing acuity using appropriate tools and techniques.						
9-10	5.1 Explain the principles of visual acuity assessment. 5.2 Explain basic hearing acuity assessment. 5.2 Highlight tools for visual and hearing acuity assessments.	• Describe the principles of assessing visual efficiency • Describe the hearing assessment techniques	WHO Vision and eye screening implementation handbook, Case studies, Audiology texts.	• Identify basic visual acuity tests. • Conduct basic tests for visual acuity • Identify basic hearing acuity tests. • Conduct basic hearing acuity tests. • Refer cases of visual and hearing acuity deficiencies to experts.	Guide students to: • Identify basic visual acuity tests. • Conduct basic tests for visual acuity • Identify basic hearing acuity tests. • Conduct basic hearing acuity tests. • Refer cases of visual and hearing acuity	WHO Vision and eye screening implementation handbook, Visual and hearing assessment checklist, Charts, Tools, Worksheets, Hearing aids, audiometers, Templates.

				Prepare assessment reports.	deficiencies to experts. Prepare assessment reports.	
General Objective 6.0: Develop basic client-centered rehabilitation plan for mental, neurological, sensory, and chronic conditions.						
11-12	6.1 Explain the principles of client-centered rehabilitation. 6.2 Highlight the Vocational needs in persons with special needs. 6.3 Describe effectiveness of rehabilitation plans.	- Explain the principles of client-centered rehabilitation. - Highlight the Vocational needs in persons with special needs. - Describe effectiveness of rehabilitation plans.	WHO CBR Matrix, Vocational rehab texts, Templates, worksheets, Case studies.	- Demonstrate clients' rehabilitation placements. - Simulate clinical rehabilitation scenarios in community settings	Guide students to: - Demonstrate clients' rehabilitation placements. - Simulate clinical rehabilitation scenarios in community settings	Templates, Worksheets, Charts, Basic assistive devices, Screening kit.
General Objective 7.0: Know basic assistive technologies for persons with impairment.						
13-14	7.1 Explain types of assistive devices in mental, neurological and related conditions. 7.2 Discuss communication modes for hearing impairment. 7.3 Explain basic management of assistive devices for CRWs.	- Describe different amplification and assistive devices (hearing aids, FM systems, cochlear implants). - Describe how these devices improve communication and daily functioning. - Discuss communication approaches (sign	WHO hearing guidelines, Case studies, Journals, case studies, WHO CBR Matrix, Case studies.	- Demonstrate ability to initiate basic management of assistive devices. - Demonstrate step-by-step how hearing aids are fitted, adjusted, and maintained - Demonstrate	Guide students to: - Demonstrate ability to initiate basic management of assistive devices. - Demonstrate step-by-step how hearing aids are fitted, adjusted, and maintained - Demonstrate	Hearing aids, Worksheets, Role cards, Template, Chart.

		language, lip-reading, total communication).		ability to make referrals for assistive devices. • Role-play communication approaches.	ability to make referrals for assistive devices. • Role-play communication approaches.	
General Objective 8.0: Promote family and community involvement in rehabilitation to enhance reintegration.						
15	8.1 Explain roles of family in rehabilitation. 8.2 Describe community support strategies for persons with disabilities. 8.3 Discuss early childhood intervention Programmes. 8.4 Explain family and community roles in reintegration.	- Explain family involvement; guided discussion. - Present examples of community Programmes - Discuss inclusive early education; highlight best practices. - Prepare a case study review.	WHO CBR Matrix, case studies, WHO guidelines, UNESCO inclusive education reports, WHO ageing and disability reports.	- Identify family roles in sample cases. - Initiate family and community support groups to aid patient reintegration.	Guide students to: - Identify family roles in sample cases. - Initiate family and community support groups to aid patient reintegration.	Charts, Worksheets, Templates, Role cards, Multimedia.
COURSE ASSESSMENT: Coursework: 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

LIST OF WORKSHOP PARTICIPANTS

S/N	Full Name	Contact Address	Email
1.	Prof Rufai Yusuf Ahmad	Registrar, Medical Rehabilitation Therapists (Registration) Board of Nigeria, Abuja	mrtbstakeholders@gmail.com
2.	Prof. Isa Usman Lawal	Department of Physiotherapy, Bayero University, Kano.	lulawal.pth@buk.edu.ng
3.	Mr. Jao Mallam Kato	Department of Physiotherapy, Modibbo Adama University Teaching Hospital, Yola.	jmkato1@gmail.com
4.	Prof. Adamu Ahmad Rufai	Department of Physiotherapy, Kaduna State University, Kaduna	adamuarufai@gmail.com
5.	Dr. Kingsley Onwukamuche Chikwado	Department of Prosthetics and Orthotics, FTH Owerri.	chikwady2k@yahoo.com
6.	Prof. Julius Ademokoya	Department of Special Education, University of Ibadan, Ibadan	biobera1@gmail.com
7.	Mr. Oluwasegun Ayeni	Department of Occupational Therapy, University of Medical Sciences, Ondo	oluwasegundynasty@gmail.com
8.	Achi Tanko Patience	Community Health Practitioners Registration Board of Nigeria, Abuja	treasure4real176@gmail.com
9.	Adewale Aderibigbe	Community Health Practitioners Registration Board of Nigeria, Abuja	godheals82@gmail.com
10.	Dr. Jurbe Simon Bisji	Nigerian Association of Clinical Psychologists	jurbesimonb@gmail.com
11.	Mr Adeniran Akinyele Michael	Director, PRS, Medical Rehabilitation Therapists (Registration) Board of Nigeria, Abuja	akinyele_ade@yahoo.com
12.	Mr Adeyemi Rotimi Lawrence	Medical Rehabilitation Therapists (Registration) Board of Nigeria, Abuja	rotimiadeyemi5@gmail.com
13.	Mr. Kingsley Ikemefuna Ogbodo	Medical Rehabilitation Therapists (Registration) Board of Nigeria, Abuja	physiokingsley@gmail.com
14.	Mr. Mulli Olatunde	Medical Rehabilitation Therapists (Registration) Board of Nigeria, Abuja	olatundemuili2@gmail.com

15.	Abubakar Sammani Yuguda	Medical Rehabilitation Therapists (Registration) Board of Nigeria, Abuja	sammaniay@gmail.com
16.	Hauwa Ahmed	Medical Rehabilitation Therapists (Registration) Board of Nigeria, Abuja	ahmedhauwa13@yahoo.com
17.	Fatima Suleiman Halilu	Medical Rehabilitation Therapists (Registration) Board of Nigeria, Abuja	oyedemioluwatobitomiwa247@gmail.com
18.	Oyedemi Oluwatobi T.	Medical Rehabilitation Therapists (Registration) Board of Nigeria, Abuja.	engroobello@gmail.com
19.	Dr. O.O. Bello	Director, Curriculum Development, National Board for Technical Education, Kaduna	ibrahim22salihu@gmail.com
20.	Pharm Ibrahim Salihu	Director, Nursing Health Technology Programmes, National Board for Technical Education, Kaduna	sisterzeefra@gmail.com
21.	Mrs Zainab Sulaiman Ardo	National Board for Technical Education, Kaduna	teekaytaheer@gmail.com
22.	Tukur Tahir Mahmud	National Board for Technical Education, Kaduna	rufahm98@gmail.com
23.	Ahmad Rufa'u Mahmoud	National Board for Technical Education, Kaduna	rufahm98@gmail.com
24.	Abdulhamid Usman	National Board for Technical Education, Liaison Office, Abuja	hamid97@gmail.com