

NATIONAL BOARD FOR TECHNICAL EDUCATION



NATIONAL DIPLOMA (ND)

IN

COMMUNITY HEALTH

CURRICULUM AND COURSE SPECIFICATION

AUGUST, 2022.

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

FOREWORD

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

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

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

I wish to express my deep appreciation to those that made the review of this curriculum possible. The invaluable contributions of all the members of the committee and resource persons during the national review workshop are appreciated.

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

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

TABLE OF CONTENTS

Contents

FOREWORD	2
TABLE OF CONTENTS	3
GENERAL INFORMATION	6
CURRICULUM TABLE	13
YEAR ONE SEMESTER ONE COURSE	17
Human Anatomy and Physiology	18
Introduction to Primary Health Care	24
Community Health Professional Ethics	33
Social Behavioural Change Communication.....	38
Human Nutrition	46
Immunity and Immunization.....	51
Pharmacology and Essential Medicine in Community Health.....	56
YEAR ONE SEMESTER TWO COURSES	60
Anatomy and Physiology II	61
Accident and Emergency	66
Clinical Skills.....	69
Symptomatology.....	74
Reproductive Health.....	76

Maternal Health.....	83
Modified Essential Care of the New Born	88
Communicable Diseases	92
Microbiology and Laboratory Services.....	97
Community Based Health Care.....	104
YEAR TWO SEMESTER ONE COURSES	110
Anatomy and Physiology III	111
Primary Eye Care	116
Primary Ear, Nose and Throat.....	120
Oral Health Care.....	125
Child Hrealth/IMCI	140
Family Planning	159
Community Mental Health	146
Non-Communicable Diseases.....	150
Introduction to PHC Management and Human Resource in Health	155
Community Based New-born Care	161
Supervised Community Based Experience.....	165
YEAR TWO SEMESTER TWO COURSES.....	169

Use of National Standing Orders.....	170
School of Health Programme.....	176
Adolescent and Adult Health.....	181
Care of Persons with Special Needs.....	186
Community Geriatrics.....	191
Health Management Information Systems.....	195
Occupational Health.....	201
Emerging and Re-Emerging Diseases.....	209
Referral Outreach Services.....	213
Research Project.....	219
List of Equipment.....	221
List of Participants.....	228

NATIONAL BOARD FOR TECHNICAL EDUCATION

GENERAL INFORMATION

1.0 TITLE OF THE PROGRAMME: The title of the programme is **National Diploma Community Health**

2.0 GOAL AND OBJECTIVES OF THE PROGRAMME

2.1 Goal: The National Diploma (ND) programme is designed to produce Community Health Practitioners with appropriate and adequate knowledge, skills and attitude for effective delivery of health care services at the primary health care level.

2.2 Objectives: At the end of the programme, the student should be able to:

- i. Explain to the community, the Primary Health Care approach of the Nigerian Health System and his/ her role as a member of the health team expected to link the community with the health facility.
- ii. Carry out community mobilization for health action.
- iii. Work with other health workers and the community to carryout community diagnosis and continuous health needs assessment of the community.
- iv. Work with the supervisory officer and community members to seek solutions to identified health needs.
- v. Work with other members of the health team and community members to implement the plan.
- vi. Develop a monthly plan with the approval of the supervising officer.
- vii. Supervise Volunteer Village Health Workers (VVHWs,)/Traditional Birth Attendants (TBAs) and together visit prenatal and postnatal mothers to initiate and continue care according to Standing Order.
- viii. Visit homes to monitor pregnant women and children.
- ix. Visit homes to identify "at risk" members of the community, treat or refer according to Standing Order.
- x. Together with VVHWs/TBAs, identify clinic defaulters in the community, and manage according to Standing Order.
- xi. Carry out Health Education on prevalent health problems such as malnutrition, diarrhea, Sexually Transmitted Infections (STIs) in the community on environmental sanitation days
- xii. Screen for health problems in the community and take appropriate actions according to Standing Order.
- xiii. Treat specific conditions in the homes according to Standing Order.

- xiv. Supervise Volunteer Village Health Workers/Traditional Birth Attendants.
- xv. Identify learning needs of VVHWs/TBAs.
- xvi. Participate in the training of VVHWs/TBAs in the community.
- xvii. Collect and collate health data for monitoring and evaluation of PHC activities in the community.
- xviii. Generate simple, clear and precise information from community-based data to serve as evidence for interventions.

B. Clinic-based functions

- i.* Register new clients.
- ii.* Weigh clients and record weights accurately.
- iii.* Carry out health talks on different health-related topics as scheduled.
- iv.* Estimate hemoglobin according to established procedure.
- v.* Measure blood pressure according to established procedure.
- vi.* Test urine for sugar and albumen.
- vii.* Prepare and administer immunization and Montoux test according to standard schedule and prescription on clients' cards.
- viii.* Dress uncomplicated wounds according to prescription on clients' cards.
- ix.* Pack and dispense drugs according to established procedure.
- x.* Provide Family Planning counselling and services according to Standing Orders.
- xi.* Sterilize equipment according to established procedures.
- xii.* Collect and label laboratory specimens.
- xiii.* Carry out clinical procedures (e.g.) taking temperature, pulse, respiratory rate, bed making, oral toileting, food demonstration, etc.
- xiv.* Participate in collating data for monitoring and evaluation of PHC activities in the clinic.
- xv.* Participate in the training of other health workers in the clinic.
- xvi.* Update the clinic master card after community-based functions.
- xvii.* Perform any other duties assigned to by the supervising officer.
- xviii.* Set up and manage a small business

3.0 ENTRY REQUIREMENTS:

The general entry requirements for the ND in **Community Health** are:

- a. At least a minimum score in the Unified Tertiary Matriculation Examination (UTME).

- b. Possession of Five (5) credit passes in English Language, Mathematics, Biology, Chemistry & Physics in WASSCE/GCE/SSCE at not more than two sittings.
- c. Holders of CHEW Certificate with qualifications listed in (a & b) above may be admitted at ND II.

4.0 STAFFING REQUIREMENT

4.1 Headship of the Department:

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

4.2 Core Teaching Staff:

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

4.3 Technical Staff:

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

5.0 CAREER AND ACADEMIC PROSPECTS

5.1 Academic Progression

Holders of the ND are eligible for admission into HND or B.CHS and B.CH. Ed.

5.2 Career prospects

Holders of the ND can work in the following establishments/organizations:

- Primary Health Care (PHCs)
- Clinics
- Hospitals
- Teaching
- Industries,
- Military/Para-military
- NGO's

6.0 DURATION

The duration of the programme is two academic sessions consisting of four semesters of 17 weeks each. (15 weeks academic activities and 2 weeks for Registration & Examinations).

7.0 CURRICULUM

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

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

7.2 The General Education component shall include courses in:

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

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

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

8.0 CURRICULUM STRUCTURE

The structure of the programme consists of four semesters of classroom, and workshop activities in the institution. Each semester shall be of 17 weeks duration made up as follows:

- 15 weeks of teaching, i.e. instruction, practical exercises, quizzes, test, etc.; and
- 2 weeks for examinations and registration.

9.0 ACCREDITATION

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

10.0 AWARD OF NATIONAL DIPLOMA

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

- a. satisfactory performance in all prescribed course work which may include class work, tests, quizzes.
- b. Clinical experience, laboratory work and fieldwork/Community based experience.

c. Satisfactory performance at all semester examinations.

d. Satisfactory completion of final year project work.

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

10.2 Classification of Diploma

The National Diploma shall be awarded in four classes as follows:

- Distinction - CGPA of 3.50 and above
- Upper Credit - CGPA of 3.0 - 3.49
- Lower Credit - CGPA of 2.50- 2.99
- Pass - CGPA of 2.00- 2.49

10.3 Grading of Courses:

Courses shall be graded as follows:

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

11.0 GUIDANCE NOTES FOR TEACHERS

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

11.2 In designing the units, the principle of the modular system by product has been adopted, and each of the professional modules, when completed provides the student with technician operative skills, which can be used for employment purposes or self-reliance.

11.3 As the success of the credit unit system depends on the articulation of the programme between the institutions and industry, the curriculum content has been written in behavioral objectives, so that it is clear to all the expected performance of the student who successfully completed some of the courses or the diplomates of the programme. This is slight departure in the presentation of the performance-based curriculum which requires the conditions under which the performance is expected to be carried out and the criteria for the acceptable levels of performance. It is a deliberate attempt to further involve the staff of the department teaching the programme to write their own curriculum stating the conditions existing in their institution under which performance can take place and to follow that with the criteria for determining an acceptance level of performance.

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

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

11.5 **ASSESSMENT:** Coursework/Assignment 50%, Practical 40%, Report 10%

	Classwork /practical &Laboratory Works	Semester Examinations	Total
Theory	60	60	60
Practical	40	40	40
Total			100

12.0 PRACTICAL LOGBOOK

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

13.0 FINAL YEAR PROJECT

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

14.0 CONDITIONS FOR THE AWARD OF THE ND.

The ND programme in **Community Health** shall be accredited by the National Board for Technical Education in conjunction with Community Health Practitioners' Registration Board of Nigeria (CHPRBN) before the diplomates can be awarded the National Diploma certificates.

15.0 CERTIFICATION AND LICENCING

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

**CURRICULUM TABLE: NATIONAL DIPLOMA COMMUNITY HEALTH
YEAR ONE SEMESTER ONE**

COURSE CODE	COURSE TITLE	L	P	CU	CH	PRE-REQUISITE
GNS 101	Use of English	2	-	2	30	
GNS 111	Citizenship Education I	1	-	1	15	
GNS 213	Introduction to Medical Sociology	2	-	2	30	
GNS 411	Introduction to Psychology	2	-	2	30	
COM 111	Introduction to Computing	1	1	2	30	
STA 224	Biostatistics	2	-	2	30	
CMS 111	Human Anatomy & Physiology I	2	2	4	60	
CMH 111	Introduction to Primary Health Care	2	-	2	30	
CMH 112	Community Health Professional Ethics	1	-	1	15	
CMH 113	Social & Behavioral Change Communication	2	1	3	45	
CMH 114	Human Nutrition	2	1	3	45	
CMH 115	Immunity & Immunization	2	2	4	60	
CMH 116	Pharmacology and Essential Medicine in Community Health	2	-	2	30	
	TOTAL	23	7	30	450	

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

YEAR ONE SEMESTER TWO

COURSE CODE	COURSE TITLE	L	P	CU	CH	PRE-REQUISITE
GNS 201	Communication in English I	2	-	2	30	
ENT 126	Introduction to Entrepreneurship I	2	1	3	45	
CMS 121	Anatomy & Physiology II	1	1	2	30	
CMH 121	Accident & Emergency Conditions	1	1	2	30	
CMH 122	Clinical Skills I	2	2	4	60	
CMH 123	Symptomatology	1	1	2	30	
CMH 124	Reproductive Health	1	1	2	30	
CMH 125	Maternal Health	2	2	4	60	
CMH 126	Modified Essential Care of the Newborn	2	1	3	45	
CMH 127	Communicable Diseases	2	-	2	30	
CMH 128	Microbiology & Laboratory Services.	1	1	2	30	
CMH 129	Community Based Health Care	1	2	3	45	
CMH 120	Clinical Posting [SIWES]	-	-	-	-	-
	TOTAL	18	13	31	465	

KEY: L: Lecture

T-Tutorial

P-Practical

CU-Course Unit

CH-Credit Hour

YEAR TWO SEMESTER ONE

COURSE CODE	COURSE TITLE	L	P	CU	CH	PRE-REQUISITE
GNS 202	Communication in English II	2	-	2	30	
GNS 228	Research Methodology	2	1	2	30	
ENT 216	Introduction to Entrepreneurship II	2	1	3	45	
CMS 211	Anatomy & Physiology III	1	1	2	30	
CMH 211	Primary Eye Care	1	1	2	30	
CMH 212	Primary ENT	1	1	2	30	
CMH 213	Oral Health Care	1	1	2	30	
CMH 214	Child Health/IMCI	2	1	3	45	
CMH 215	Family Planning	2	1	3	45	
CMH 216	Community Mental Health	1	1	2	30	
CMH 217	Non-Communicable Diseases	2	-	2	30	
CMH 218	Intro. To PHC Management & Human Resource for Health	2	-	2	30	
CMH 219	Community Based Newborn Care	2	1	3	45	
CMH 220	Supervised Community Based Experience	-	5	5	75	
	TOTAL	21	15	35	525	

KEY: L: Lecture

T-Tutorial

P-Practical

CU-Course Unit

CH-Credit Hour

YEAR TWO SEMESTER TWO

COURSE CODE	COURSE TITLE	L	P	CU	CH	PRE-REQUISITE
EHT 111	Introduction to Environmental Health	2	-	2	30	
CMH 221	Use of Standing Orders	2	1	3	45	
CMH 222	School Health Programme	2	1	3	45	
CMH 223	Adolescent & Adult Health	2	-	2	30	
CMH 224	Care Of Persons with Special Needs	2	-	2	30	
CMH 225	Community Geriatrics	2	1	3	45	
CMH 226	Essential Drugs in Community Health Practice	2	-	2	30	
CMH 227	Health Management Information System	1	-	1	15	
CMH 228	Occupational Health	1	1	2	30	
CMH 229	Emerging & Re-Emerging Diseases	1	-	1	15	
CMH 230	Referral & Outreach Services	1	1	2	30	
CMH 231	Project	-	-	6	90	
TOTAL		18	5	29	435	

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

NATIONAL BOARD FOR TECHNICAL EDUCATION

YEAR ONE SEMESTER ONE COURSES

PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEALTH			
COURSE TITLE: Human Anatomy and Physiology I			
COURSE CODE: CMS 111			
DURATION:	Lecture: - 2HR	Practical: - 2HR	Total: 60HRS
CREDIT UNITS: 4 UNITS			
GOAL: This course is designed to equip students with basic knowledge of human anatomy and physiology.			
GENERAL OBJECTIVE: On completion of the course, the student should be able to:			
1.0 Understand human anatomy and physiology			
2.0 Know the various systems of the Human body			
3.0 Understand the Cardiovascular system			
4.0 Understand the skeletal system			
5.0 Understand the respiratory System			
6.0 Understand lymphatic System			

PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEALTH						
COURSE: Human Anatomy and Physiology I				Course Code: CMS 111	Contact Hours: 60HRS	
COURSE SPECIFICATION:		Theoretical Content:		Practical Content:		
General Objective: 1.0 Understand the concept of community						
WEEK	Specific Learning Outcomes	Teachers Activities	Learning Resources	Specific Learning Outcomes	Teachers Activities	Evaluation
1	1.1 Define Anatomy 1.2 Define Physiology 1.3 State the relationship between Anatomy and Physiology. 1.4 Describe the following terms: Cell, Tissue, organs, systems	Explain anatomy, physiology and the relationship between them Explain the following terms: - Cell - Tissue - Organs - Systems	Relevant Publications Audio-visuals (video, compact disc, DVD, Internet) Books			Define Anatomy Define Physiology State the relationship between Anatomy and Physiology.
General Objective 2:0 Know the various systems of the Human body.						
2	2.1 Define a system 2.2 List the systems of the Human Body 2.3 Describe the systems mentioned in 2.2 above.	Explain system List the systems of the Human Body • Musculo Skeletal System • Respiratory System • Cardiovascular System • Genito-Urinary System • Digestive System	Relevant Publications Audio-visuals (video, compact disc, DVD, Internet) Books			List the systems of the Human Body

		<ul style="list-style-type: none"> • Male Reproductive System • Female Reproductive System • Special Senses • Endocrine System • Integumentary System • Nervous System • Lymphatic System etc. 				
GENERAL OBJECTIVE 3:0 Understand the Cardiovascular system.						
3	<p>3.1 Define the Cardiovascular System.</p> <p>3.2 State the functions of Cardiovascular System</p> <p>3.3 List the organs/components of the Cardiovascular System</p> <p>3.4 Explain the classification the Blood vessels.</p>	<p>Explain Cardiovascular System.</p> <p>Explain the functions of Cardiovascular System</p> <p>Explain the organs/components of the Cardiovascular System:</p> <ul style="list-style-type: none"> -Blood Vessels -Heart etc. 	<p>Relevant Publications</p> <p>Audio-visuals (video, compact disc, DVD, Internet)</p> <p>Books</p>	<p>Conduct practical's session on the cardiovascular and skeletal systems</p> <p>Draw and Label the Human Heart.</p>	<p>Guide students to carry out Practicals on anatomy and physiology</p> <p>Guide students to draw and label the Human Heart.</p>	<p>Explain the functions of Cardiovascular System</p>

	<p>3.5 Describe the human Heart.</p> <p>3.6 Explain the types of blood circulation.</p> <p>3.7. Describe the human blood.</p> <p>3.9 Describe the body Fluids.</p> <p>3.10 Explain the types Blood Cells</p>	<p>Explain the human Heart. Explain the classification the Blood vessels.</p> <p>Describe the human Heart.</p> <p>3.7 Explain types of blood circulation. -Arterial -Venous -Coronary -Pulmonary.</p> <p>Explain the human blood.</p> <p>Explain the body Fluids.</p> <p>Explain the types Blood Cells -RBC -WBC -Platelets etc.</p>				
GENERAL OBJECTIVE: 4.0 Understand the skeletal system.						
4	4.1 State the functions of skeletal system.	State the functions of skeletal system.	Relevant Publications	Carry out practical's session on the respiratory and lymphatic system	Guide students to carry out practical's session on the	Explain the Human Skeletal System.

	<p>4.2 List the various bones of the human skeletal system.</p> <p>4.3 List the cavities of the Human body: -Cranial Cavity -Thoracic -Pelvic Cavity -Abdominal Cavity etc.</p> <p>4.4 Explain the Human Skeletal System.</p>	<p>Explain the various bones of the human skeletal system.</p> <p>Explain the cavities of the Human body: -Cranial Cavity -Thoracic -Pelvic Cavity -Abdominal Cavity etc.</p> <p>Explain the Human Skeletal System.</p>	<p>Audio-visals (video, compact disc, DVD, Internet) Books</p>	<p>Draw and Label the Human Skeletal System.</p>	<p>respiratory and lymphatic system</p> <p>Guide students to draw and label the Human Skeletal System.</p>	
GENERAL OBJECTIVE 5:0 Understand the respiratory System						
5	<p>5.1 Define Respiration.</p> <p>5.2 List the Organs of the Respiratory System.</p> <p>5.3 State the functions of the Respiratory System.</p> <p>5.5. Explain the Mechanism of Respiration.</p>	<p>Explain Respiration.</p> <p>Explain the Organs of the Respiratory System.</p> <p>5.3 Explain the functions of the Respiratory System.</p> <p>Explain the Mechanism of Respiration.</p>	<p>Relevant Publications</p> <p>Audio-visals (video, compact disc, DVD, Internet) Books</p>			<p>Explain the Mechanism of Respiration.</p>
GENERAL OBJECTIVE 6.0 Understand lymphatic System						
6	<p>6.1 Define Lymphatic system.</p>	<p>Explain Lymphatic system.</p>	<p>Relevant Publications</p>			<p>Explain organs associated with lymphatic system</p>

	<p>6.2. List the Organs of the Lymphatic System.</p> <p>6.3. State the functions of the Lymphatic System.</p> <p>6.4. Explain composition of Lymph.</p> <p>6.5 Explain the Components of the Lymphatic System</p> <p>6.6 Explain organs associated with lymphatic system</p>	<p>Explain the Organs of the Lymphatic System.</p> <p>Explain the functions of the Lymphatic System.</p> <p>Explain composition of Lymph.</p> <p>Explain the Components of the Lymphatic System</p> <p>Explain organs associated with lymphatic system</p>	<p>Audio-visuals (video, compact disc, DVD, Internet)</p> <p>Books</p>			
--	--	--	--	--	--	--

PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEALTH			
COURSE TITLE: INTRODUCTION TO PRIMARY HEALTH CARE.			
COURSE CODE: CMH 111			
DURATION:	Lecture: - 2HRS	Practical: - NIL	Total: 30HRS
CREDIT UNITS: 2			
GOAL: The course is designed to provide the student with the knowledge and skills needed in Primary Health Care.			
GENERAL OBJECTIVE: On completion of the course, the student should be able to:			
1.0 Understand the Concept of Health and Primary Health Care (PHC). 2.0 Know the Tiers of Nigerian Health System. 3.0 Understand the Principles of Primary Health Care. 4.0 Know the components of Primary Health Care. 5.0 Understand the various factors affecting health in Nigeria 6.0 Know the History of Nigerian Health System. 7.0 Understand the Composition of a Health Team. 8.0 Understand the development of the National Health Policy. 9.0 Understand the Concept of PHC Under one Roof. 10.0 Understand the Concept of Basic Health Care Provision.			

PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEALTH						
COURSE: INTRODUCTION TO PRIMARY HEALTH CARE.			Course Code: CMH 111		Contact Hours: 30HRS	
COURSE SPECIFICATION:		Theoretical Contents		Practical Content:		
General Objective: 1.0: Understand the Concept Of Community						
WEEK	Specific Learning Outcomes	Teachers Activities	Learning Resources	Specific Learning Outcomes	Teachers Activities	Evaluation
1	1.1 Define Health according to; <ul style="list-style-type: none"> • WHO • Others 1.2 Define Primary Health Care under: <ul style="list-style-type: none"> • WHO • Others etc. 1.3 Explain Key terms used in 1.2 above.	Explain the various definitions of health Explain the various definitions of Primary Health care. Explain Key terms used in the definition of PHC.	Textbooks Journals Posters Flip chats Computer Projector			Define Health. Define PHC. Explain the Key terms used in the definition of PHC.
General Objective: 2.0: Know the Tiers of Nigerian Health System.						
2	2.1 Describe the three tiers of health care. <ul style="list-style-type: none"> • Primary level • Secondary level • Tertiary level 2.2 State the functions of each of the three tiers of health care. 2.3 State the relationships between the three tiers of health care	Explain the three tiers of Health care and the functions of each tier. Explain the relations among the tiers of health care.	Textbooks Journals Posters Flip chats Computer Projector			Explain tiers of PHC State the functions of PHC. State the relationship between types of PHC.

General Objective: 3.0: Understand the Principles of Primary Health Care.						
3	3.1	<p>Explain the principles of PHC:</p> <ol style="list-style-type: none"> Equity Appropriate technology Community participation Accessibility Acceptability Affordability Inter-sectoral collaboration 	Explain the principles of PHC	<p>Textbooks Journals Posters Flip chats Computer projector</p>		What are the principles of PHC?
General Objective: 4.0: Know the Components of Primary Health Care.						
4	4.1	<p>List the Components of PHC.</p> <ul style="list-style-type: none"> Education concerning prevailing health problems and the methods of preventing and controlling them Promotion of food supply and proper nutrition Adequate supply of safe water and basic sanitation Maternal and Child Health including Family Planning 	Explain the components of PHC	<p>Textbooks Journals Posters Flip chats Computer projector</p>		What are the components of PHC?

	<ul style="list-style-type: none"> • Immunization against the major infectious diseases • Prevention and control of locally endemic diseases. • Prevention and control of epidemics/pandemics. • Appropriate treatment of common diseases and injuries • Provision of essential drugs and supplies. • Promotion and maintenance of good mental health • Primary Eye Care • Care of the persons with special needs • Care of the Elderly • Care of the Adolescent • Oral Health Care etc. <p>4.2 Explain the components of Primary Health Care listed in 4.1 above.</p>					
--	---	--	--	--	--	--

General Objective: 5.0: Understand the Various Factors Affecting Health in Nigeria.						
5	5.1	List the Factors affecting Health in Nigeria: <ul style="list-style-type: none"> • Social • Cultural • Economic • Religious • Occupational • Age • Gender • Personal etc. 	Explain factors affecting health in Nigeria.	Textbooks Journals Posters Flip chats Computer Projector		What are the factors affecting health in Nigeria. Explain each of the factors affecting health.
	5.2	Explain the factors in 5.1 above on Health.				
General Objective: 6.0: Know the History of Nigerian Health System.						
6	6.1	Describe the history of health System in Nigeria <ul style="list-style-type: none"> • Pre-Independence • Independence • Post-Independence etc. 	Trace the history of the Nigerian Health System Explain the PHC approaches to Nigeria Health System Define Sustainable Development Goals (SDG's). List the components of Sustainable Development Goals (SDGs). Explain the Components of	Textbooks Journals Posters Flip chats Computer Projector SDG Document Copies of National policies on Health		Trace the history of health system in Nigeria. What are the PHC approaches to Nigeria Health System? What are Sustainable Development Goals (SDG's)
	6.2	Explain the PHC approaches to Nigeria Health System <ul style="list-style-type: none"> • Down-up approach • Cost Recovery 				

	<ul style="list-style-type: none"> Emphasis on prevention <p>6.3 Define Sustainable Development Goals (SDG's).</p> <p>6.4 List the components of Sustainable Development Goals (SDGs).</p> <p>6.5 Explain the Components of Sustainable Development Goals (SDGs) listed in 6.4 above.</p> <p>6.6 State the Objectives of SDG's.</p> <p>6.7 State the roles and responsibilities of community health workers in Sustainable Development Goals (SGDs)</p> <ul style="list-style-type: none"> Supporting Team-based care Promoting Access to health Patient Engagement etc. 	<p>Sustainable Development Goals (SDGs)</p> <p>Explain the Objectives of SDG's.</p> <p>Explain the roles and responsibilities of community health workers in Sustainable Development Goals (SGDs)</p> <p>Explain National policies on Health</p>				<p>What are components of SDGs? What are the objectives of SDGs in health?</p> <p>What are the roles and responsibilities of community health workers in Sustainable Development Goals (SGDs)?</p> <p>State National Health Policies on health.</p>
--	--	--	--	--	--	---

	6.8	<p>Explain National policies on Health:</p> <ul style="list-style-type: none"> • National Health Act 2014 • National Task shifting and Task sharing Policies for Essential Health Care Services in Nigeria 2018. • Adolescent Health Policy. 				
General Objective: 7.0: Understand the Composition of a Health Team.						
7	7.1	Describe the concept of Teamwork.	Explain the concept of teamwork.	Textbooks Journals Posters		Define Teamwork List members of a Health Team
	7.2	Define a Health Team	Explain health team and its members	Flip chats Computer projector		What are the advantages and disadvantages of a health team?
	7.3	List members of a Health Team.	Explain the advantages and disadvantages of a health team			What are the problems militating against a health team?
	7.4	Enumerate the Advantages of a Health Team.	Explain the problems militating against a Health Team			State factors facilitating teamwork in a contemporary health care.
	7.5	Enumerate the Disadvantages of a Health Team.	Explain factors facilitating Teamwork in Contemporary Health Care			
	7.6	Identify the problems militating against a Health Team				

	7.7 Explain factors facilitating Teamwork in Contemporary Health Care					
General Objective: 8.0: Understand the development of National Health Policy.						
8	8.1 Explain PHC as the basis for the National Health Policy. 8.2 Explain the rationale for National Health Policy.	Explain PHC as the basis for the National Health Policy. Explain the rationale for National Health Policy.	Textbooks Journals Posters Flip chats Computer projector			Explain how PHC is identified as the basis for the National Health Policy Explain the rationale for the National Health Policy
General Objective: 9.0: Understand the Concept of PHC Under One Roof.						
9	9.1 Explain the concept of PHC Under One Roof: <ul style="list-style-type: none">• Introduction• The key elements• Monitoring the implementation of PHCUOR: Good governance and ownership, Legislation, Minimum service package, Exposition, PHC system and development,	Explain the concept of PHC Under One Roof:	Textbooks Journals Posters Flip chats Computer projector			Explain the concept of PHC Under One Roof.

	operational guidelines etc.					
General Objective: 10.0: Understand the Concept of Basic Health Care Provision.						
10	10.1	<p>Explain the concept of Basic Health Care Provision:</p> <ul style="list-style-type: none"> • Increase revenue and accountability • Basic minimum Package of Services • National Health Insurance Scheme (NHIS) • National Primary Health Care Development Agency (NPHCDA). 	<p>Explain the concept of Basic Health Care Provision</p>	<p>Textbooks Journals Posters Flip chats Computer Projector National Health Insurance Scheme (NHIS) Policy</p>		<p>Explain the concept of Basic Health Care</p>

PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEALTH			
COURSE TITLE: COMMUNITY HEALTH PROFESSIONAL ETHICS.			
COURSE CODE: CMH 112			
DURATION:	Lecture: - 1HR	Practical: - NIL	Total: 15HRS
CREDIT UNITS: 1 UNIT			
GOAL: This course is designed to instill in the students ethics and etiquette of the Community Health Profession.			
GENERAL OBJECTIVE: On completion of the course, the student should be able to:			
1.0 Know the ethics and etiquette of Community Health Practice			
2.0 Know the professional responsibilities and limitations of a Community Health Practitioner			
3.0 Understand legal aspects of Community Health Practice			
4.0 Understand the concept of accountability in Community Health Practice			

PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEALTH						
COURSE: COMMUNITY HEALTH PROFESSIONAL ETHICS.			Course Code:	CMH 112	Contact Hours:	15HRS
COURSE SPECIFICATION:		Theoretical Content:		Practical Content:		
General Objective: 1.0: Know the ethics and etiquette of Community Health Practice						
WEEK	Specific Learning Outcomes	Teachers Activities	Learning Resources	Specific Learning Outcomes	Teachers Activities	Evaluation
1	1.1 Define Ethics and Etiquette 1.2 Give a Brief history of ethics in health care practice 1.3 Define terms used in community health professional code of conduct: <ul style="list-style-type: none"> • patients, • clients, • profession, • Community health, etc. 1.4 Explain the ethical principles of Community Health 1.5 List the professional ethics required of a Community	Explain the terms Ethics and Etiquette Give a Brief history of ethics in health care practice Explain the terms used in community health professional code of conduct: patients, clients, profession, Community health, etc. Explain the ethical principles of Community Health Explain the professional ethics required of a Community Health practitioner:	Textbooks Journals Posters Flip charts Computer Projector Code of ethics of Community Health practice			Define ethics and etiquette Briefly discuss the history of ethics in health care practice Define terms used in Community Health professional code of conduct. Explain the ethical principles of community health State the professional ethics required of a community health practitioner

	<p>Health practitioner:</p> <ul style="list-style-type: none"> • Confidentiality • Privacy • integrity, • respect for client and clients' relatives, • Acceptable mode of dressing, and Patience. <p>1.6 List unethical behaviours of a community health practitioner:</p> <ul style="list-style-type: none"> • Lateness, • absenteeism, • failure to give prompt attention to issues • criminal abortion and • other unprofessional behaviours 	<p>Confidentiality Privacy integrity, respect for client and clients' relatives, acceptable mode of dressing, and Patience. Explain unethical behaviours of a community health practitioner: Lateness, absenteeism, failure to give prompt attention to issues criminal abortion and other unprofessional behaviours</p>				
General Objective: 2.0: Know the professional responsibilities and limitations of a Community Health Practitioner						
2	2.1	Explain the professional responsibilities and limitations	Explain the professional responsibilities and limitations of a	Textbooks Journals Posters Flip chats		What are the professional responsibilities and limitations of a

	<p>2.2 Explain Standing Orders as a guiding document for Community Health Practice</p> <p>2.3 Explain the concept of patient safety</p> <p>2.4 Identify human factors and principles that apply to health care</p> <p>2.5 Describe steps to take following adverse events</p>	<p>Community Health practitioner. Explain Standing Orders as a guiding document for Community Health Practice Explain the concept of patient safety Explain human factors and principles that apply to health care explain steps to take following adverse events</p>	<p>Computer Projector Copies of Community Health Practice standing orders</p>			<p>Community Health Practitioner?</p> <p>Explain why standing orders is a guiding document for the community health practice</p> <p>What is patient safety?</p>
General Objective: 3.0: Understand the legal aspects of Community Health Practice						
3	<p>3.1 Explain the legal aspects of Community Health Practice including Public Health laws.</p> <p>3.2 Explain Law of the Federation of Nigeria</p>	<p>Explain the legal aspects of Community Health Practice including Public Health laws. Explain Law of the Federation of Nigeria (LFN)Cap19 of 2004), its implications, and</p>	<p>Textbooks Journals Posters Flip chats Computer Projector Copies of Law of the Federation of Nigeria (LFN)Cap19 of 2004)</p>			<p>Explain the legal aspects of community health practice and Public Health Laws.</p> <p>Explain the law of the Federation of Nigeria that established the community health practice (LFN Cap.19 of 2004)</p>

	(LFN)Cap19 of 2004), its implications, and limitations	limitations				Explain the implications and limitations of the law above.
General Objective: 4.0 Understand the concept of accountability in Community Health Practice.						
4	4.1 Explain the concept of accountability in Community Health Practice.	Explain the concept of accountability in Community Health Practice. List the roles of NACHPN	Textbooks, Journals Posters, Flip chats Computer, printer.			Explain the concept of accountability in Community Health Practice. Explain the basic function of Community Health Practitioners Registration Board of Nigeria (CHPRBN)
	4.2 Explain the roles of National Association of Community Health Practitioners (NACHPN)					
	4.3 Explain the basic function of Community Health Practitioners Registration Board of Nigeria (CHPRBN)					

PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEALTH			
COURSE TITLE: SOCIAL BEHAVIOURAL CHANGE COMMUNICATION.			
COURSE CODE: CMH 113			
DURATION:	Lecture: - 2HR	Practical: - 1HR	Total: 45HRS
CREDIT UNITS: 3 UNIT			
GOAL: This course will enhance the student's knowledge and skills to design and implement health education and health promotion activities using an appropriate IEC material for Community mobilization and participation.			
GENERAL OBJECTIVE: On completion of the course, the student should be able to:			
1.0 Understand the concept of community			
2.0 Know the Socio-cultural factors that influence health behaviour in the Community.			
3.0 Understand Community mobilization for health action.			
4.0 Understand general concept of Behavioural Change Communication (BCC)			
5.0 Know the sociological models			
6.0 Understand the Social Behavioral Change Communication (SBCC) in Community Health			

PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEALTH						
COURSE: SOCIAL BEHAVIOURAL CHANGE COMMUNICATION			Course Code:	CMH 113	Contact Hours:	45HRS
COURSE SPECIFICATION:		Theoretical Content:		Practical Content:		
General Objective: 1.0: Understand the concept of community						
WEEK	Specific Learning Outcomes	Teachers Activities	Learning Resources	Specific Learning Outcomes	Teachers Activities	Evaluation
1	1.1 Define Community 1.2 Explain household structure (power and decision making) 1.3 State the types of communities 1.4 State the characteristics of the types of communities 1.5 Describe the organizational and leadership structure of a community: (modern and traditional) 1.6 Explain types of Community Leadership	Explain the concept of Community Explain household structure (power and decision making) Explain types of communities Explain the characteristics of the types of communities Describe the organizational and leadership structure of a community: modern and traditional) Explain types of Community Leadership	Textbooks Journals Posters Flip charts Computer projector			Explain the concept of community. Describe household structure in power and decision making Explain the characteristics of a community Describe the organizational and leadership structure of a community.

	1.7 Explain Styles of Community Leadership	Explain Styles of Community Leadership				
General Objective: 2.0: Know the Socio-cultural factors that influence health behaviour in the Community						
2	2.1 Define Behaviour Change Communication	Explain Behaviour Change Communication	Textbooks Journals Posters Flip chats Computer projector	Carry out Health education and health promotion activities in the community	Lead students to carry out Health education and health promotion activities in a community	Define Behaviour
	2.2 Explain the differences between Health Education and Health promotion	Explain the differences between Health Education and Health promotion		Demonstrate interpersonal communication skills in a counselling session in the community	Guide students to demonstrate interpersonal communication skills in a counselling session in the community	Describe health communication and its importance
	2.3 Explain the principles of Health promotion	Explain the principles of Health promotion				State the barriers to effective IPCC
	2.4 Explain the basic elements of communication	Explain the basic elements of communication		Demonstrate the use of Multi-mix communication channels	Guide students to demonstrate the use of Multi-mix communication channels	Explain factors promoting effective health communication
	2.5 Describe health communication and its importance	Explain health communication and its importance				Explain barriers to effective health communication
	2.6 Explain the concept of interpersonal communication and counselling (IPCC)	Explain the concept of interpersonal communication and counselling (IPCC)		Develop a health promotion message	Guide students to develop a health promotion message	
	2.7 Define client centered approach	Explain client centered approach		Prepare health education messages on flip chats	Guide students to prepare health	

2.8 Explain interpersonal communication skills	Explain interpersonal communication skills			education messages on flip charts.	
2.9 Explain Barriers to effective IPCC	Explain Barriers to effective IPCC				
2.10 Explain strategies for overcoming barriers to interpersonal communication	Explain strategies for overcoming barriers to interpersonal communication				
2.11 Define Counselling	Explain Counselling				
2.12 Explain empathic communication	Explain empathic communication,				
2.13 Explain the need for use of multi-mix communication channels	Explain the need for use of multi-mix communication channels				
2.14 Describe the process of health communication	Explain the process of health communication				
2.15 Explain the guidelines for message development	Explain the guidelines for message development				
2.16 Describe the various educational technologies	Explain the various educational				

	<p>used in health communication</p> <p>2.17 Explain factors promoting effective health communication</p> <p>2.18 Explain the barriers to effective health communication</p> <p>2.19 Explain barriers to effective communication for health using traditional, electronic, and print media)</p>	<p>technologies used in health communication</p> <p>Explain factors promoting effective health communication</p> <p>Explain the barriers to effective health communication</p> <p>Explain the barriers to effective communication for health using traditional, electronic, and print media)</p>				
General Objective: 3.0: Understand Community mobilization for health action						
3	<p>3.5 Explain harmful traditional and cultural practices that influence health behaviour and suggest health interventions to overcome them.</p> <p>3.2 Explain traditional and cultural practices that favourably influence health behaviour and suggest ways of encouraging and promoting them.</p>	<p>Explain harmful traditional and cultural practices that influence health behaviour.</p> <p>Explain health interventions to overcome the above practices.</p> <p>Explain traditional and cultural practices that favourably influence health behaviour.</p>	<p>Textbooks</p> <p>Journals</p> <p>Posters</p> <p>Flip chats</p> <p>Computer projector</p>	<p>Role play (Drama) on traditional and cultural practices that affect health in the community</p> <p>Identify traditional and cultural practices that favourably influence health behaviour and suggest ways of encouraging and promoting them.</p>	<p>Demonstrate traditional and cultural practices that affect health in the community</p> <p>Guide students to identify traditional and cultural practices that favourably influence health behaviour and suggest ways of encouraging and promoting them.</p>	<p>List harmful traditional and cultural practices that influence health behavior and suggest health interventions to overcome them</p>

	3.3 Explain harmless traditional and cultural practices that have no effect on health behaviour in the community	<p>Explain ways of encouraging and promoting the above practices.</p> <p>Explain harmless traditional and cultural practices that have no effect on health behaviour in the community</p>		Identify harmless traditional and cultural practices that have no effect on health behaviour in the community	Guide students to identify harmless traditional and cultural practices that have no effect on health behaviour in the community	
General Objective: 4.0 Understand the concept of Behavioural Change Communication (BCC)						
4	<p>4.1 Explain the importance of Community Mobilization for health action.</p> <p>4.2 Explain methods of community mobilization for health action</p>	<p>Explain the importance of Community Mobilization for health action.</p> <p>Explain methods of community mobilization for health action i.e.,</p> <ul style="list-style-type: none"> • Advocacy meeting • Sensitization meeting • Orientation meeting • Group discussion etc. <p>Describe various health development</p>	<p>Textbooks</p> <p>Journals</p> <p>Posters</p> <p>Flip chats</p> <p>Computer projector</p>	Mobilize a community for health action.	Demonstrate how to mobilize a community for health action.	<p>Explain the importance of Community Mobilization for health action</p> <p>Explain methods of community mobilization for health action</p> <p>Describe various health development committees in PHC</p>

	4.3 Describe various health development committees in LGA PHC 4.4 Explain steps for community mobilization	committees in LGA PHC <ul style="list-style-type: none"> • implementation committee • Health facility • Ward • Village, • Community, etc. Explain steps for community mobilization				
General Objective: 5.0: Know the sociological models.						
5	1.1 Explain sociological models 5.2 Explain behavioural patterns and norms of community.	Explain sociological models and behavioural patterns and norms of community.	Textbooks Journals Posters Flip chats			Explain behavioural patterns and norms of community
General Objective: 6.0: Understand the Social Behavioral Change Communication (SBCC) in Community Health						
6	6.1 Explain Social and Behavioral Change Communication (SBCC)	Explain Social and Behavioral Change Communication (SBCC) <ul style="list-style-type: none"> • Social Change (social order, • institutions, norms and society) on 	Textbooks Journals Posters Flip chats Computer Projector Educational messages (IEC) Materials	Demonstrate (SBCC) skills in health intervention in the community	Guide students on (SBCC) skills in health intervention in the community	Define Social and Behavioral Change Communication (SBCC) Explain key strategies of social and behavioral change

	6.2 Explain key strategies of social and behavioral change communication (SBCC)	<p>health interventions/ programs)</p> <ul style="list-style-type: none"> • Behavioral change (human behavior on health intervention/ programs) <p>Explain key strategies of social and behavioral change communication (SBCC)</p> <ul style="list-style-type: none"> • Advocacy • Social Mobilization • Community engagement • Behavior change communication (SBCC) • Monitoring and evaluation 				communication (SBCC)
--	---	--	--	--	--	----------------------

PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEALTH			
COURSE TITLE: HUMAN NUTRITION.			
COURSE CODE: CMH 114			
DURATION:	Lecture: - 2HR	Practical: - 1HR	Total: 45HRS
CREDIT UNITS: 3 UNIT			
GOAL: This course is designed to acquaint the student with issues of Human Nutrition in the Community.			
GENERAL OBJECTIVE: On completion of the course, the student should be able to:			
1.0 Understand the concept of human nutrition			
2.0 Know the components of food Nutrients and their functions			
3.0 Know the importance of breastfeeding and complimentary feeding			
4.0 Understand the relationship between nutrition and diseases			
5.0 Understand the methods of nutritional assessment			

PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEALTH						
COURSE: HUMAN NUTRITION				Course Code: CMH 114	Contact Hours: 45HRS	
COURSE SPECIFICATION: Theoretical Content:			Practical Content:			
General Objective: 1.0: Understand the concept of human nutrition						
WEEK	Specific Learning Outcomes	Teachers Activities	Learning Resources	Specific Learning Outcomes	Teachers Activities	Evaluation
1	1.1 Define Nutrition 1.2 State the importance of Nutrition to man 1.3 Define Adequate nutrition 1.4 List the components of adequate nutrition and diet 1.5 State the difference between food and nutrition	Explain nutrition and its importance Explain adequate nutrition, its components and diet Explain the differences between food and nutrition.	Relevant Publications Audio-visuals (video, compact disc, DVD, Internet) Books Computer projector			What is nutrition? What is the importance of nutrition to man? What is the meaning of adequate nutrition? What are the components of adequate nutrition and diet? State the difference between food and nutrition
General Objective: 2.0. Identify the components of food Nutrients and their functions						
2	2.1 Define food 2.2 List the classes of food 2.3 List the Nutrients in food	Explain the meaning of food, classes of food and nutrients in food. Explain types of food:	Relevant Publications Audio-visuals (video, compact disc, DVD, Internet) Books posters	Prepare complementary food using locally available foods	Guide students to prepare complementary food using locally available foods	What is food? Explain the classes of and their nutrients

	<p>2.4 List the types of food</p> <p>2.5 Define nutritional education</p> <p>2.6 Describe how to mobilize the community for Nutrition Education</p>	<ul style="list-style-type: none"> • Energy giving • Body building • protective <p>Explain Nutritional Education</p> <p>Explain how to mobilize the community for Nutrition Education</p>	<p>computer projector</p>		<p>Define nutritional education</p> <p>Explain how to mobilize the community for Nutrition Education</p>
General Objective 3.0: Know the importance of breastfeeding and complimentary feeding					
3	<p>3.1 Define breastfeeding</p> <p>3.6 State the importance of breastfeeding</p> <p>3.7 List the composition of breast milk and cow milk</p> <p>3.8 Define exclusive breastfeeding</p> <p>3.9 List the ten steps to successful breastfeeding</p> <p>3.10 Explain the concept of complementary feeding</p>	<p>Explain breast feeding and its importance</p> <p>Explain the composition of breast milk and cow milk</p> <p>Explain exclusive breast feeding</p> <p>Explain steps to successful breastfeeding</p> <p>Explain the concept of complementary feeding</p>	<p>Relevant Publications</p> <p>Audio-visuals (video, compact disc, DVD, Internet)</p> <p>Posters</p> <p>Books</p> <p>Computer projector</p>		<p>Define breastfeeding and explain its importance</p> <p>What are the compositions of breast milk and cow milk</p> <p>What is exclusive breast feeding</p> <p>What is complementary feeding</p>

	3.11 List common complementary feeds in the community 3.8 Explain feeding in the context of HIV and AIDS	Explain common complementary feeds in the community Explain feeding in the context of HIV and AIDS				Explain feeding in the context of HIV and AIDS
General Objective 4.0: Understand the relationship between nutrition and diseases						
4	4.1 Define malnutrition 4.2 List the micronutrient deficiency conditions 4.3 List the macronutrient deficiency condition 4.4 List the risk factors for nutrient deficiency 4.5 Explain the indicators for nutritional deficiency e.g. 4.6 Explain the strategies for preventing nutrient deficiency in the community	Explain malnutrition Explain the micronutrient and macro nutrient deficiency conditions Explain the risk factors for nutrient deficiency Explain the indicators for nutritional deficiency: <ul style="list-style-type: none"> • Stunting • Wasting • Underweight Explain the strategies for preventing	Relevant Publications Audio-visuals (video, compact disc, DVD, Internet) posters Books Computer Projector			Define malnutrition Explain micronutrient and macronutrient deficiency conditions What are the risk factors for nutrient deficiency Explain the indicators for nutritional deficiency Explain the strategies for preventing nutrient deficiency in the community

		nutrient deficiency in the community				
General Objective 5.0: Understand the methods of nutritional assessment						
5	5.1 Explain methods of nutritional assessment	Explain methods of nutritional assessment: <ul style="list-style-type: none"> • Direct method • Indirect method 	Relevant Publications Audio-visuals (video, compact disc, DVD, Internet) Books	Demonstrate the use of each method of nutritional assessment	Demonstrate nutritional assessment	Explain methods of nutritional assessment Demonstrate nutritional assessment using the methods above.

PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEALTH			
COURSE TITLE: IMMUNITY AND IMMUNIZATION.			
COURSE CODE: CMH 115			
DURATION:	Lecture: - 2HR	Practical: - 2HR	Total: 60HRS
CREDIT UNITS: 4 UNIT			
GOAL: This course is designed to equip the student with the knowledge and skills to provide immunization services			
GENERAL OBJECTIVE: On completion of the course, the student should be able to:			
<ul style="list-style-type: none"> 1.0 Know the concept of immunity 2.0 Know the Immunization services at the clinic and community levels 3.0 Understand how to manage the Cold Chain and Storage System 4.0 Know the vaccination program of international importance 			

PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEALTH						
COURSE: IMMUNITY AND IMMUNIZATION			Course Code: CMH 115	Contact Hours: 60HRS		
COURSE SPECIFICATION:		Theoretical Content:	Practical Content			
General Objective: 1.0: Know the Concept Of Immunity.						
WEEK	Specific Learning Outcomes	Teachers Activities	Learning Resources	Specific Learning Outcomes	Teachers Activities	Evaluation
1	1.1 Define immunity 1.2 Identify the cells that are associated with immunity 1.3 Explain the organs that are associated with immunity 1.4 Explain types of immunity 1.5 Explain the differences between antigen and antibody	Explain the meaning of the term immunity Explain the cells that are associated with immunity Explain the organs that are associated with immunity Explain types of immunity <ul style="list-style-type: none"> • Active • Passive • Acquired • Genetic Explain the differences between antigen and antibody	Relevant Publications Audio-visuals (video, compact disc, DVD, Internet) Books Computer Printer Models of the muscular system	Identify cells and organs associated with immunity with the aid of the muscular system	Guide students to identify cells and organs associated with immunity with the aid of the muscular system	Define immunity Identify cells and organs associated with immunity. Explain types of immunity State differences between antigens and antibodies What are the factor that affect immunity and individual resistance to diseases?

	1.6 Explain the factors affecting immunity and individual resistance to diseases	Explain the factors affecting immunity and individual resistance to diseases				
General Objective 2.0: Know The Immunization Services At The Clinic And Community Levels						
2	<p>2.1 Explain De-Immunization</p> <p>2.2 Explain the Importance of immunization in reducing child mortality</p> <p>2.3 List the vaccines being given in immunization schedule in Nigeria</p> <p>2.4 List diseases with their local names, which are preventable by immunization</p> <p>2.5 Explain the importance of keeping record of immunization activities</p>	<p>Explain the meaning and importance of immunization</p> <p>Explain the vaccines given in immunization schedule in Nigeria</p> <p>Explain diseases with local names, which are preventable by immunization</p> <p>Explain the importance of keeping record of</p>	<p>Relevant Publications</p> <p>Audio-visuals (video, compact disc, DVD, Internet)</p> <p>Books</p> <p>Computer Projector</p> <p>Immunization charts</p> <p>Immunization cards</p> <p>Samples of immunization vaccines</p> <p>Pictures of polio affected children</p>	<p>Describe how to teach mothers when to take immunization and consequences of not taking immunization</p> <p>Draw a table of current immunization schedule in Nigeria</p>	<p>Guide students on how to educate mothers on types of immunizations and when to administer each and the consequences of not taking the immunizations</p> <p>Guide students to draw a table current immunization schedule in Nigeria</p>	<p>Explain the term immunization and its importance</p> <p>Why is it necessary to keep records of immunization activities?</p> <p>What are the challenges of immunization coverage?</p> <p>Describe the table of current immunization schedule in Nigeria</p>

	2.6 List challenges of immunization coverage	immunization activities Explain challenges of immunization coverage				
General Objective 3.0 Understand How to Manage The Cold Chain And Storage System						
3	<p>3.1 Define cold chain system</p> <p>3.2 State reasons for maintaining vaccine cold chain</p> <p>3.3 Explain the contents of cold chain box</p> <p>3.4 Explain medical waste disposal in immunization</p> <p>3.5 List the methods of sterilization of equipment</p> <p>3.6 Identify problems encountered with cold chain system.</p>	<p>Explain cold chain system and reasons for maintaining vaccine cold chain</p> <p>Explain the contents of cold chain box</p> <p>Explain medical waste disposal in immunization</p> <p>Explain the methods of sterilization of equipment</p> <p>Explain problems encountered with cold chain system</p>	<p>Relevant Publications</p> <p>Audio-visuals (video, compact disc, DVD, Internet)</p> <p>Books</p> <p>Computer</p> <p>Projector</p> <p>Cold Chain Box</p> <p>Sterilizers</p> <p>Equipment to be sterilized</p>	<p>Demonstrate how to maintain cold chain and storage system</p> <p>Identify the contents of cold chain box</p> <p>Prepare an estimate and requisition for vaccine and other cold chain equipment</p> <p>Use safety box</p> <p>Sterilize equipment</p>	<p>Guide students on how to maintain cold chain and storage system</p> <p>Guide students to identify the contents of cold chain box</p> <p>Guide students to prepare an estimate and requisition for vaccine and other cold chain equipment</p> <p>Demonstrate the use of safety boxes</p>	<p>Define cold chain system</p> <p>State reasons for maintaining vaccine cold chain</p> <p>Explain medical waste disposal in immunization</p> <p>List problems encountered with cold chain system.</p>

General Objective: 4.0: Know the vaccination program of international importance					
4	4.1 Describe the concept of vaccination 4.2 Explain types of vaccination programs in Nigeria 4.3 Explain diseases for international vaccination 4.4 Describe vaccination record/ result card	Explain the concept of vaccination Explain types of vaccination programs in Nigeria Explain diseases for international vaccination Describe vaccination record/ result card	Relevant Publications Audio-visuais (video, compact disc, DVD, Internet) Books Computer Projector		Describe vaccination record/ result card

PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEALTH			
COURSE TITLE: Pharmacology and Essential Medicine in Community Health.			
COURSE CODE: CMH 116			
DURATION:	Lecture: - 2HR	Practical: - 0	Total: 30HRS
CREDIT UNITS: 2 UNIT			
GOAL: This course is designed to equip students with the knowledge of the importance of Essential Medicine Supply in the clinic and in the community.			
GENERAL OBJECTIVE: On completion of the course, the student should be able to:			
<ul style="list-style-type: none"> 1.0 Understand the sources and classes of drugs 2.0 Know the purpose and concept of Essential Drugs Programme 3.0 Know the Drug Revolving Fund and its operations 4.0 Know how to maintain pre-packing and dispensing of medicine 			

PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEALTH						
COURSE: Pharmacology and Essential Medicine in Community Health.			Course Code: CMH 116	Contact Hours: 30HRS		
COURSE SPECIFICATION:		Theoretical Content:		Practical Content:		
General Objective: 1.0: Understand the Sources And Classes Of Drugs						
WEEK	Specific Learning Outcomes	Teachers Activities	Learning Resources	Specific Learning Outcomes	Teachers Activities	Evaluation
1	1.1 Define Drug 1.2 Explain the sources of drugs 1.3 Classify drugs using their generic names 1.4 Explain ways by which drugs are metabolized and excreted	Explain the meaning of Drug Explain the sources of drugs Explain classification of drugs using their generic names Explain ways by which drugs are metabolized and excreted	Relevant Publications Audio-visuals (video, compact disc, DVD, Internet) Books Circulatory system Excretory system			What is a drug What are the sources of drugs Classify f drugs using their generic names Explain ways by which drugs are metabolized and excreted
General Objective 2.0: Know The Purpose And Concept Of Essential Drugs Programme						
2	2.1 Define essential medicines 2.2 Explain the purpose of an Essential Medicines list 2.3 Explain the drugs in the Essential Medicines list	Define essential medicines Explain the purpose of an Essential Medicines list Explain the drugs in the Essential Medicines list	Relevant Publications Audio-visuals (video, compact disc, DVD, Internet) Books			Define essential medicines Explain the purpose of an Essential Medicines list

	2.4 List the advantages of an essential medicines list	Explain the advantages of an essential medicines list				
	2.5 Explain the indications and dosages, contra-indications and side effects of essential medicines	Explain the indications and dosages, contra-indications and side effects of essential medicines				
	2.6 List the essential medicines in the Volunteer Village Health Workers/TBAs kit	Explain the essential medicines in the Volunteer Village Health Workers/TBAs kit				
General Objective 3.0: Know The Drug Revolving Fund And Its Operations						
3	3.1 Define Drug Revolving Fund	Explain the meaning of Drug Revolving Fund	Relevant Publications Audio-visuals (video, compact disc, DVD, Internet)			Define Drug Revolving Fund
	3.2 State the purposes of DRF	Explain the purposes of DRF	Books Computer Projector Drug revolving shop			What are the purposes of DRF?
	3.3 State the advantages of a Drug Revolving Fund	Explain the advantages of a Drug Revolving Fund				What are the advantages of a Drug Revolving Fund? List barriers to the effective running of a Drug Revolving Fund

	3.4 State barriers to the effective running of a Drug Revolving Fund	Explain barriers to the effective running of a Drug Revolving Fund				
General Objective 4.0: Know how To Maintain Pre-Packing And Dispensing Of Medicine						
4	4.1 Explain pre-packing and dispensing of medicine	Explain pre-packing and dispensing of medicine	Relevant Publications Audio-visuals (video, compact disc, DVD, Internet) Books	Demonstrate to students how to store, pre-pack and dispense medicines.	Demonstrate how to store, pre-pack and dispense medicines.	What is pre-packing and dispensing of medicine?
	4.2 State the advantages of pre-packing medicines	Explain the advantages of pre-packing medicines		Supervise the Community Development Committee and	Demonstrate how to supervise the Community Development Committee and	What are the advantages of pre-packing medicines?
	4.3 State the disadvantages of pre-packing medicines	Explain the disadvantages of pre-packing medicines		VHWs/TBA on the operation of DRF	VHWs/TBA on the operation of DRF	What are the disadvantages of pre-packing medicines?
	4.4 Define Drug logistics management	Explain Drug logistics management				Define Drug logistics management
	4.5 List the challenges facing drug supplies and storage	Explain the challenges facing drug supplies and storage				What are the challenges facing drug supplies and storage?

NATIONAL BOARD FOR TECHNICAL EDUCATION

YEAR ONE SEMESTER TWO COURSES

PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEALTH			
COURSE TITLE: ANATOMY AND PHYSIOLOGY II			
COURSE CODE: CMS 121			
DURATION:	Lecture: - 1HR	Practical: - 1HR	Total: 30HRS
CREDIT UNITS: 2 UNIT			
GOAL: This course is designed to equip students with basic knowledge of human anatomy and physiology			
GENERAL OBJECTIVE: On completion of the course, the student should be able to:			
1.0 Understand the Gastro-Intestinal System 2.0 Understand the Urinary System 3.0 Understand the Reproductive system 4.0 Understand the Endocrine system 5.0 Know disease conditions associated with each of the systems			

PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEALTH						
COURSE: ANATOMY AND PHYSIOLOGY II				Course Code: CMS 121	Contact Hours: 30HRS	
COURSE SPECIFICATION:		Theoretical Content:		Practical Content:		
General Objective: 1.0 Understand The Concept Of Community						
WEEK	Specific Learning Outcomes	Teachers Activities	Learning Resources	Specific Learning Outcomes	Teachers Activities	Evaluation
1	1.1 Define the Gastrointestinal system 1.2 Describe the Gastro-intestinal System 1.3 State the functions of Gastrointestinal system, e.g -Absorption, - Elimination etc. 1.4 List the organs /components of the Gastrointestinal system	Explain Gastrointestinal system Describe the Gastro-intestinal System Explain the functions of Gastrointestinal system Explain the organs /components of the Gastrointestinal system <ul style="list-style-type: none"> • Stomach, • Salivary glands, • Intestines 	Text books, Models, Anatomical models, posters			Define the Gastrointestinal system Describe the Gastro-intestinal System State the functions of Gastrointestinal system List the organs /components of the Gastrointestinal system Describe the mechanism of food digestion and absorption with associated enzymes

	1.5 Describe the mechanism of food digestion and absorption with associated enzymes	Describe the mechanism of food digestion and absorption with associated enzymes				
General Objective: 2.0 Understand The Urinary System						
2	2.1 Define the urinary system 2.2 State the functions of urinary system 2.3 List the organs/components of the urinary System 2.3 Explain the functions of the organs explained in 2.3 above 2.4 Describe the kidney nephron 2.5 Explain the mechanism and stages of urine formation	Explain the urinary system Explain the functions of urinary system Explain the organs/components of the urinary System Explain the functions of the organs explained in 2.3 above Describe the kidney nephron Explain the mechanism and stages of urine formation	Audio-Visual, Charts Textbooks, Anatomical models, posters			Define the urinary system Describe the kidney nephron Explain the mechanism and stages of urine formation
General Objective: 3: Understand The Reproductive System						
3	3.1 Define the reproductive system	Define the reproductive system	Audio-Visual, Charts Textbooks,			Define the reproductive system State the functions of reproductive system

	<p>3.2 State the functions of reproductive system</p> <p>3.3 Explain the Organs/Components of the Reproductive System</p> <p>3.4 Explain the functions of the organs explained in 3.3, above</p> <p>3.5 Enumerate organs associated with reproductive system.</p>	<p>Explain the functions of the reproductive system</p> <p>Explain the Organs/Components of the Reproductive System</p> <p>Explain the functions of the organs explained above</p> <p>Explain the organs associated with reproductive system.</p>	Anatomical models, posters			<p>Explain the Organs/Components of the Reproductive System</p> <p>Explain the functions of the organs</p>
General Objective: 4: Understand The Endocrine System						
4	<p>4.1 Define the endocrine system</p> <p>4.2 State the functions of endocrine system</p> <p>4.3 List the organs/components of the endocrine System (Endocrine glands and their hormones)</p> <p>4.4 Explain the functions of the</p>	<p>Explain the endocrine system and its functions</p> <p>Explain the organs/components of the endocrine System (Endocrine glands and their hormones)</p> <p>Explain the functions of the endocrine glands and the hormones</p> <p>Explain Differences between endocrine and exocrine gland with examples</p>	<p>Audio-Visual, Charts</p> <p>Textbooks, Anatomical models, posters</p>			<p>Define the endocrine system</p> <p>State the functions of endocrine system</p> <p>List and explain the organs/components of the endocrine System (Endocrine glands and their hormones)</p> <p>Differentiate between endocrine and exocrine gland with examples</p>

	<p>endocrine glands and the hormones explained in 4.3 above</p> <p>4.5 Differentiate between endocrine and exocrine gland with examples</p> <p>4.6 Enumerate organs associated with endocrine system.</p>	<p>Explain organs associated with endocrine system.</p>				<p>Enumerate organs associated with endocrine system.</p>
General Objective: 5: Know Disease Conditions Associated With Each Of The Systems						
5	<p>5.1 List common diseases associated with nervous, muscular, and integumentary systems</p> <p>5.2 Define the etiology of disease conditions associated with each system in 5.1 above</p>	<p>Explain common diseases associated with nervous, muscular, and integumentary systems</p> <p>Explain etiology of disease conditions associated with each system above</p>	<p>Audio-Visual, Charts Textbooks, Anatomical models, posters</p>			<p>What are the common diseases associated with nervous, muscular, and integumentary systems?</p> <p>Explain etiology of disease conditions associated with each system above</p>

PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEALTH			
COURSE TITLE: ACCIDENT AND EMERGENCY.			
COURSE CODE: CMH 121			
DURATION:	Lecture: - 1HR	Practical: - 1HR	Total: 30HRS
CREDIT UNITS: 2 UNIT			
GOAL: This course is designed to enable the student to acquire the knowledge and skills to manage common emergency conditions in the clinic and community			
GENERAL OBJECTIVE: On completion of the course, the student should be able to:			
<ul style="list-style-type: none"> 1.0 Understand accident and emergency conditions 2.0 Know the types of emergency conditions 3.0 Know how to manage accidents and emergency conditions 4.0 Understand how to prevent accident and emergency conditions at home and in the community 5.0 Understand the concept of Disaster Management. 			

PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEALTH						
COURSE TITLE: ACCIDENT AND EMERGENCY.			Course Code: CMH 121		Contact Hours: 30HRS	
COURSE SPECIFICATION:		Theoretical Content:		Practical Content:		
General Objective: 1.0: Understand Accident And Emergency Conditions.						
WEEK	Specific Learning Outcomes	Teachers Activities	Learning Resources	Specific Learning Outcomes	Teachers Activities	Evaluation
1	1.1 Define Accident and Emergency Condition 1.2 Define First Aid 1.3 State the rules of First Aid 1.4 Explain the use of standard First Aid Box.	Explain Accident and Emergency Condition Explain First Aid Explain the rules of First Aid Explain the use of standard First Aid Box.	Textbooks Journal Pictorial Computer Projector First Aid Box	Identify the contents of a First Aid Box	Guide students to identify the contents of a First Aid Box and the uses of the equipment and facilities in the Box.	Define Accident & Emergency Explain the contents of a First Aid Box
General Objective: 2.0: Know The Types Of Emergency Conditions						
2	2.1 List the types of accident and emergency conditions 2.2 Describe each emergency condition	Explain the types of accident and emergency conditions Describe each emergency condition	First Aid Box Computer Projector			List the types of accident and emergency Explain components of each emergency condition
General Objective: 3.0: Know how to manage Accident and Emergency Conditions.						
3	3.1 Explain how to Manage different types of accident and emergency	Explain how to Manage different types of accident and emergency conditions	Textbooks Journal Pictorial Computer	Manage different types of accident and emergency	Demonstrate how to Manage different types of accident and emergency conditions	Explain how to Manage different types of accident and emergency

	conditions according to Standing Orders.	according to Standing Orders.	Projector First Aid Box	conditions according to Standing Orders.	according to Standing Orders.	conditions according to Standing Orders.
General Objective: 4.0: Understand how to prevent accident and emergency conditions at home and in the community						
4	4.1 Describe how to prevent accidents and emergencies at home and in the community.	Explain how to prevent accidents and emergencies at home and in the community.	Textbooks Journal Pictorial Computer Projector			Describe how to prevent accidents and emergencies at home and in the community
General Objective: 5.0: Understand the concept of Disaster Management						
5	5.2 Define Disaster and disaster management 5.2 Explain complex Emergencies 5.3 List types of disaster 5.4 List methods of disaster responses to complex emergencies	Explain the concept of disaster management and complex emergency Explain types of disaster • Natural • Man-made Explain methods of disaster responses to complex emergencies	Textbooks Journal Pictorial Computer Projector			Define disaster and list types of disasters Explain methods of disaster response.

PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEALTH			
COURSE TITLE: CLINICAL SKILLS			
COURSE CODE: CMH 122			
DURATION:	Lecture: - 2HR	Practical: - 2HR	Total: 60HRS
CREDIT UNITS: 4 UNIT			
GOAL: This course is designed to provide students with adequate knowledge and skills needed to carry out clinical procedures for appropriate management of clients conditions			
GENERAL OBJECTIVE: On completion of the course, the student should be able to:			
1.0 Understand the clinical procedures			
2.0 Know the various instruments in clinical procedures			
3.0 Understand the use of the various instruments in clinical procedures			

PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEALTH						
COURSE: CLINICAL SKILLS			Course Code: CMH 122		Contact Hours: 60HRS	
COURSE SPECIFICATION:		Theoretical Content: 30		Practical Content: 30		
General Objective: 1.0: Understand the Concept Of Community						
WEEK	Specific Learning Outcomes	Teachers Activities	Learning Resources	Specific Learning Outcomes	Teachers Activities	Evaluation
1	1.1 Define clinical procedure 1.2 List types of clinical procedures	Explain clinical procedure Explain types of clinical procedures: <ul style="list-style-type: none"> • History Taking • Physical Examination • Temperature Taking • Pulse reading • Respiratory Rate • Bed making • Peripheral oxygen saturation (SPO 2) readings • Blood Pressure Determination • Oral Hygiene • Arm Circumference Measurement • Sterilization of Equipment • Decontamination • Wound Dressing • Preparation of 	Text books, Journal, Pictorial, Thermometer Pulse reading equipment Equipment for reading Respiratory rate Observation Room Equipment for oxygen saturation reading Equipment for reading Blood Pressure Sterilization equipment Equipment for wound dressing Cotton wool Cold Boxes Immunization Tray Oral Polio Subcutaneous Injection Ilo-ORS	Take history of a patient Undertake physical examination of a patient Take temperature of a patient Read the pulse of a patient Take the respiratory Rate of a patient Prepare bed for a patient Read peripheral oxygen rate of a patient Take the BP of a patient Give oral Hygiene	Guide students to: <ul style="list-style-type: none"> • Take history of a patient • Undertake physical examination of a patient • Take temperature of a patient • Read the pulse of a patient • Take the respiratory Rate of a patient • Prepare bed for a patient • Read peripheral oxygen rate of a patient 	Define Clinical procedure Undertake each of the Clinical Procedures

		<p>Cold Boxes for Vaccines</p> <ul style="list-style-type: none"> • Setting of Immunization Tray • Oral Polio Administration • Giving Subcutaneous Injection • Preparation and Administration of I_o-ORS • Tepid Sponging • Breast-Self Examination • Testing of the Eye for Visual Acuity • Growth Monitoring and Promotion • Prevention and treatment of common childhood illnesses (malaria, diarrhea) • Drainage of Abscess • Male circumcision 	<p>Eye test equipment</p> <p>Malaria and diarrhea drugs</p> <p>Equipment for drainage of Abscess and circumcision</p>	<p>Measure arm circumference</p> <p>Sterilize Equipment</p> <p>Dress a wound</p> <p>Prepare cold Box for vaccines</p> <p>Set an immunization Tray</p> <p>Administer oral polio</p> <p>Carryout tepid sponge</p> <p>Test the eye for visual Acuity</p> <p>Monitor a growth</p> <p>Prevent and treat common childhood Illnesses</p> <p>Drain Abscess</p> <p>Circumcise a child</p>	<ul style="list-style-type: none"> • Take the BP of a patient • Give oral Hygiene • Measure arm circumference • Sterilize Equipment • Dress a wound • Prepare cold Box for vaccines • Set an immunization Tray • Administer oral polio • Carryout tepid sponge • Test the eye for visual Acuity • Monitor a growth • Prevent and treat common 	
--	--	--	---	--	---	--

	1.3 Explain the Use of the various instruments in clinical procedures 1.4 Explain Standard Precaution/Universal Precaution	Explain the use of the various instruments in clinical procedures Explain Standard Precaution/Universal Precaution			childhood Illnesses • Drain Abscess • Circumcise a child	
General Objective: 2.0: Know the various instruments in clinical procedures						
2	2.1 Describe types of instruments used in performing clinical procedures 2.2 Explain the application of standards in clinical procedures: • Standard Precaution • Universal Precaution	Describe types of instruments used in performing clinical procedures Explain the application of standards in clinical procedures: • Standard Precaution • Universal Precaution	Set of trays for various instruments, -Audio visuals	Demonstrate skills in using different types of instruments in clinical procedures such as; □ - Clinical thermometer, Sphygmomanometer, Stethoscope,- Dressing forceps, Artery forceps, Scissors, Galipots □ Sterilizers, Sterilizing drums, Cold Chain equipment (cold boxes, ice packs, etc.)	Guide students to use different types of instruments in clinical procedures	Explain types of instruments used in performing clinical procedures
General Objective: 3.0: Understand the use of the various instruments in clinical procedures						
3	3.1 Describe practicum in the use of various instruments	Explain the application of standards operative	Textbooks Journal Pictorial	Use of instrument on relevant clinical procedures	Demonstrate correct use of instrument on	Describe practicum in the use of various instruments

	<p>3.3 Describe Universal Standard Precautionary Measures (USPM)</p> <p>3.3 Explain the application of standards operative procedures (SoP) in clinical procedures:</p> <ul style="list-style-type: none"> • Standard Precaution • Universal Precaution 	<p>procedures (SoP) in clinical procedures:</p> <ul style="list-style-type: none"> • Standard Precaution • Universal Precaution 	<p>Computer Projector</p>		<p>relevant clinical procedures</p>	<p>Describe Universal Standard Precautionary Measures (USPM)</p>
--	---	---	---------------------------	--	-------------------------------------	--

PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEALTH			
COURSE TITLE: SYMPTOMATOLOGY.			
COURSE CODE: CMH 123			
DURATION:	Lecture: - 1HR	Practical: - 1HR	Total: 30HRS
CREDIT UNITS: 2 UNIT			
GOAL: This course is designed to acquaint the students with symptoms of diseases to enable him/her to provide proper and tentative diagnosis of various systemic diseases.			
GENERAL OBJECTIVE: On completion of the course, the student should be able to:			
1.0 Know the various symptoms of diseases.			
2.0 Understand the various forms of clinical presentation of diseases			
3.0 Know the differences between Symptomatology and diagnosis			

PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEALTH						
COURSE: SYMPTOMATOLOGY.				Course Code: CMH 123	Contact Hours: 30HRS	
COURSE SPECIFICATION:		Theoretical Content:	Practical Content:			
General Objective: 1.0 Know the various symptoms of diseases.						
WEEK	Specific Learning Outcomes	Teachers Activities	Learning Resources	Specific Learning Outcomes	Teachers Activities	Evaluation
1	1.1 Define Symptomatology, <ul style="list-style-type: none"> • Symptoms of diseases • Correct diagnosis of diseases 1.2 Explain Rationale for symptomatology in community health	Explain symptoms and diagnosis of diseases. Explain the Rationale for symptomatology in community health	Text books, Journal, Pictorial, Computer projector			Explain the Rationale for symptomatology in community health
General Objective 2.0: Understand the various forms of clinical presentation of diseases						
2	2.1 Explain mode of the clinical presentation of diseases in human body.	Explain mode of the clinical presentation of diseases in human body	Text books, Journal, Pictorial, Computer projector Audio-visual,			Explain mode of the clinical presentation of diseases in human body
General Objective 3.0: Know the differences between symptomatology and diagnosis						
3	3.1 Explain the differences between symptom, Signs and diagnosis of diseases.	Explain the differences between symptom, Signs and diagnosis of diseases	Text books, Journal, Pictorial, Computer projector			Explain the differences between symptom, Signs and diagnosis of diseases

PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEALTH			
COURSE TITLE: REPRODUCTIVE HEALTH			
COURSE CODE: CMH 124			
CREDIT UNITS: 2 UNIT	Lecture: - 1HR	Practical: - 1HR	Total: 30HRS
GOAL: This course is designed to enhance students' competence to diagnose and manage maternal and Newborn conditions and make referrals of emergency cases in line with National standards			
GENERAL OBJECTIVE: On completion of the course, the student should be able to:			
1.0 Understand the concept of Reproductive Health and Rights			
2.0 Understand the anatomy and physiology of the male and female reproductive system			
3.0 Know the reproductive health disorders			
4.0 Understand abortion and post abortion care			
5. 0 Know the concept of Female Genital Mutilation and Cutting			
6.0 Understand Gender and Gender Based Violence			
7.0 Know Reproductive Health Cancers			
8.0 Understand the effect of Infertility			

PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEALTH						
COURSE: REPRODUCTIVE HEALTH				Course Code:	CMH 124	Contact Hours: 30HRS
COURSE SPECIFICATION:		Theoretical Content:		Practical Content:		
General Objective: 1.0: Understand the concept of Reproductive Health and Rights						
WEEK	Specific Learning Outcomes	Teachers Activities	Learning Resources	Specific Learning Outcomes	Teachers Activities	Evaluation
1	<p>1.1 Define Reproductive Health.</p> <p>1.2 Explain the components of reproductive health</p> <p>1.3 Explain the right of humans to reproduce</p> <p>1.4 Explain the factors that influence Reproductive Health and rights</p>	<p>Explain Reproductive Health.</p> <p>Explain the components of reproductive health</p> <ul style="list-style-type: none"> • Family Planning • Maternal Health • Un safe abortion Care • Post-natal care <p>Explain the right of humans to reproduce</p> <p>Explain the factors that influence Reproductive Health and rights</p> <ul style="list-style-type: none"> • housing, • economy, • Poor water supply, etc. 	Textbooks, Journal, Pictorials, Computer projector	Carry out specific adolescent reproductive health services	Guide students to carry out specific adolescent reproductive health services.	<p>Define Reproductive Health</p> <p>Explain the right of humans to reproduce</p>

	1.5 Explain the roles of father, mother and child in reproductive Health 1.6 Explain challenges faced in Reproductive Health	1.5 Explain the roles of father, mother and child in reproductive Health 1.6 Explain challenges faced in Reproductive Health				
General Objective: 2.0: Understand the anatomy and physiology of the male and female reproductive system						
2	2.1 Describe the anatomy and physiology of the female 2.2 Describe anatomy male reproductive organs	Explain the anatomy and physiology of the female and male reproductive organs	Audio-visual, Computer projector			Explain the anatomy and physiology of the female and male reproductive organs
General Objective: 3.0: Know the reproductive health disorders						
3	3.1 Define Pre-conception Care 3.2 Describe services that constitute preconception care 3.3 Explain roles of Community Health Workers in pre-conception care	Explain Pre-conception Care Explain services that constitute preconception care Explain roles of Community Health Workers in pre-conception care	Audio-visual Computer projector			Explain roles of Community Health Workers in pre-conception care
General Objective: 4.0: Understand abortion and post abortion care						
4	4.1 Define Abortion 4.2 List types of Abortion	Explain the meaning of Abortion Explain types of Abortion	Audio-Visual, Computer projector			List types of Abortion Describe causes of Abortion

	<p>4.3 Describe causes of Abortion</p> <p>4.4 Enumerate the possible complications in abortion.</p> <p>4.5 Explain Post Abortion care (PAC),</p>	<p>Explain causes of Abortion</p> <p>Explain the possible complications in abortion.</p> <p>Explain Post Abortion care (PAC),</p> <ul style="list-style-type: none"> • Counseling of clients • Post abortion family planning. 				
General Objective: 5.0: Know the concept of Female Genital Mutilation and Cutting						
5	<p>5.1 Define Female Genital Mutilation/Cutting (FGM/C)</p> <p>5.2 List the types of FGM/C</p> <p>5.3. List the complications of FGM/C</p> <p>5.4 Explain how to Manage Female Genital Mutilation/Cutting according to the Standing Orders</p>	<p>Explain Female Genital Mutilation/Cutting (FGM/C)</p> <p>Explain the types of FGM/C</p> <p>Explain the complications of FGM/C</p> <p>Explain how to Manage Female Genital Mutilation/Cutting according to the Standing Orders</p>	Audio- visual, Charts	Manage Female Genital Mutilation/Cutting according to the Standing Orders	Take students to the ward Guide them to manage the patients	Define Female Genital Mutilation/Cutting (FGM/C)

General Objective: 6.0: Appreciate Gender and Gender Based Violence						
	6.1 Define Gender 6.2 Explain Gender mainstreaming 6.3 Explain Gender-based violence (GBV) i. Rape ii. Sexual assault iii. Sexual Harassment iv. Prostitution	Explain 6.1-6.3	Audio Visuals Charts Computer Projector			Explain Gender mainstreaming
General Objective: 7.0: Know Reproductive Health Cancers						
7	7.1 Define Cancer 7.2 Describe cancer and its causes 7.3 Explain types of cancer of the reproductive organs 7.4 Explain how to refer diagnosed cancers to the appropriate centres,	Explain Cancer, its causes, and types Explain types of cancer of the reproductive organs Explain how to refer diagnosed cancers to the appropriate centres. <ul style="list-style-type: none"> • Cancer of the Cervix 	Audio-visuals Charts Computer Projector	Prepare a referral of diagnosed cancers to the appropriate centres,	Guide students to prepare a referral of diagnosed cancers to the appropriate centres,	Explain Cancer, its causes, and types Explain types of cancer of the reproductive organs

		<ul style="list-style-type: none"> • Cancer of the breast • Prostate cancer 				
General Objective: 8.0: Understand the effect of Infertility						
8	<p>8.1 Define Infertility</p> <p>8.2 List classification of infertility</p> <p>8.3 Explain causes of infertility</p> <p>8.4 Explain how to identify couples and individuals with difficulties in getting pregnant.</p> <p>8.5 Define Menopause and Andropause.</p> <p>8.6 Explain Physiological and psychological changes affecting menopausal problem.</p>	<p>Explain Infertility</p> <p>Explain classification of infertility</p> <p>Explain causes of infertility</p> <ul style="list-style-type: none"> • Hormonal problem • Abnormality of organs • infection of organs (tubal blockage) <p>Explain how to identify couples and individuals with difficulties in getting pregnant.</p> <p>Explain Menopause and Andropause.</p> <p>Explain Physiological and psychological changes affecting menopausal problem.</p>	<p>Audio-visuals</p> <p>Charts</p> <p>Computer projector</p>			<p>Explain how to identify couples and individuals with difficulties in getting pregnant.</p> <p>Define Menopause and Andropause.</p>

		<ul style="list-style-type: none">• Excessive weight gain• Insomnia				
--	--	--	--	--	--	--

NATIONAL BOARD FOR TECHNICAL EDUCATION

PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEALTH			
COURSE TITLE: Maternal Health			
COURSE CODE: CMH 125			
CREDIT UNITS: 4 UNIT	Lecture: - 2HR	Practical: - 2HR	Total: 60HRS
GOAL: This course is designed to enhance students' competence to diagnose and manage maternal and Newborn conditions and make referrals of emergency cases in line with National standards			
GENERAL OBJECTIVE: On completion of the course, the student should be able to:			
1.0 Understand conception and pregnancy			
2.0 Understand the concept of Antenatal Care (ANC)			
3.0 Know the process and Management of labour and delivery			
4.0 Know the Postpartum and care during postnatal period			
5.0 Understand the development of motherhood			

PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEALTH						
COURSE: Maternal Health.				Course Code: CMH 125	Contact Hours: 60HRS	
COURSE SPECIFICATION:		Theoretical Content:	Practical Content:			
General Objective: 1.0: Understand conception and pregnancy						
WEEK	Specific Learning Outcomes	Teachers Activities	Learning Resources	Specific Learning Outcomes	Teachers Activities	Evaluation
1	1.1 Define the term pregnancy 1.2 Explain the process of pregnancy 1.3 Explain complications during pregnancy 1.4 Describe normal and abnormal pregnancy	Explain the term pregnancy Explain the process of pregnancy: <ul style="list-style-type: none"> • Fertilization • Signs of pregnancy • Presumptive signs • Probable signs • Positive signs • Physiological changes in pregnancy Explain complications during pregnancy Explain normal and abnormal pregnancy	Textbooks, Journal, Pictorial, Computer projector			Define the term pregnancy Explain complications during pregnancy
General Objective: 2.0: Understand the concept of Antenatal Care (ANC)						
2	2.1 Define ANC 2.2 Explain how to identify danger signs in pregnancy	Explain ANC <ul style="list-style-type: none"> • Focus ANC • Group ANC Explain danger signs in pregnancy	Audio-Visual, Charts Textbooks, Journal, Pictorial, Computer projector			Explain how to identify danger signs in pregnancy Explain measures to prevent danger

	2.3 List measures to prevent danger signs of pregnancy.	Explain measures to prevent danger signs of pregnancy.				signs of pregnancy.
	2.5 Explain components of Antenatal care services in (PHC) centres	Explain components of Antenatal care services in (PHC) centres				Explain components of Antenatal care services in (PHC) centres
	2.6 Describe anticipatory counselling	Describe anticipatory counselling				
	2.7 Explain Prevention of Mother to Child Transmission (PMTCT)	Explain Prevention of Mother to Child Transmission (PMTCT)				
	2.8 Explain the Importance of maternal nutrition	Explain the Importance of maternal nutrition				
General Objective: 3.0: Know the process and Management of labour and delivery						
3	3.1 Define Labour	Define Labour	Textbooks, Journal, Pictorial, Computer projector	Manage labour and delivery using the delivery model.	Guide students on skills in the management of labour and delivery using the delivery model.	Define Labour
	3.2 Explain the signs and stages of Labour. (First stage, Second, Third)	Explain the signs and stages of Labour. (First stage, Second, Third)				Explain the signs and stages of Labour. (First stage, Second, Third)
	3.3 Explain how to assist in the identification and management of abnormal Labour.(Active management of the third stage (AMTSL)	Explain how to assist in the identification and management of abnormal Labour. (Active management of the third stage (AMTSL)				

General Objective: 4.0: Know the Postpartum and care during postnatal period						
4	<p>4.1 Explain the Importance of Post-partum care</p> <p>4.2 Describe post-natal care services in PHC:</p> <p>4.3 Explain post-partum Family Planning</p>	<p>Explain the Importance of Post-partum care</p> <p>Explain the following post-natal care services in PHC:</p> <ul style="list-style-type: none"> • Early initiation of breastfeeding within 30 minutes of birth • Cord care daily using 4% chlorhexidine gel • Thermal protection • Newborn immunization • Newborn eye care • Exclusive breastfeeding for first 6 months <p>Explain post-partum Family Planning</p> <ul style="list-style-type: none"> • Family Planning methods and counselling • Oral contraceptives (progesterone only) 	<p>Audio-Visual, Charts, Textbooks, Journal, Pictorial, Computer projector</p>			<p>Explain the Importance of Post-partum care</p> <p>Describe post-natal care services in PHC</p>

	4.4 Explain the danger signs in Newborn:	<ul style="list-style-type: none"> • Education on Long Acting Methods e.g. injectable and self-injectable including DMPA-SC • Long acting and permanent methods (IUD/tubal ligation, implants) <p>Explain the danger signs in Newborn:</p> <ul style="list-style-type: none"> • Fever, Hypothermia • Yellow coloration of the eyes, • Poor sucking 				
General Objective: 5.0: Understand the development of motherhood						
5	5.1 Explain forms of motherhood	<p>Explain forms of motherhood:</p> <ul style="list-style-type: none"> • Biological mother • Putative mother • Surrogate mother • Adoptive mother • Stepmother 	<p>Audio-Visual, Charts</p> <p>Textbooks, Journal, Pictorial, Computer projector</p>			Explain the forms of motherhood

PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEALTH			
COURSE TITLE: MODIFIED ESSENTIAL CARE OF THE NEWBORN.			
COURSE CODE: CMH 126			
CREDIT UNITS: 3 UNIT	Lecture: - 2HR	Practical: - 1HR	Total: 45HRS
GOAL: This course is designed to enhance students' ability to diagnose and manage Newborn and childhood conditions, illnesses, and emergencies in line with national standards in order to contribute to the reduction of infant and child mortality			
GENERAL OBJECTIVE: On completion of the course, the student should be able to:			
1.0 Understand the basic needs of the Newborn			
2.0 Appreciate essential care for every baby			
3.0 Understand the concept of care of small babies			
4.0 Understand the factors affecting health of the newborn in the hospital			

PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEALTH						
COURSE: MODIFIED ESSENTIAL CARE OF THE NEWBORN.				Course Code: CMH 126		Contact Hours: 45HRS
COURSE SPECIFICATION: Theoretical Content:			Practical Content:			
General Objective: 1.0: Know the Essential Care Of The Newborn						
WEEK	Specific Learning Outcomes	Teachers Activities	Learning Resources	Specific Learning Outcomes	Teachers Activities	Evaluation
1	1.1 Define the term New-born 1.2 State the components of essential new-born care 1.3 Explain Basic physiological needs of a New-born 1.4 Explain the procedures for the immediate needs of the Newborn	Explain the term New-born Explain the components of essential new-born care Explain Basic physiological needs of a New-born Explain the procedures for the immediate needs of the Newborn <ul style="list-style-type: none"> • Breathing • Warmth • -Feeding • Prevention from (Asepsis) /Infection 	Text books, Journal, Pictorial, Audio-Video,			Define the term New-born State the components of essential new-born care Explain Basic physiological needs of a New-born Explain the procedures for the immediate needs of the Newborn on
General Objective: 2.0: Appreciate Essential Care For Every Baby.						
2	2.1 Explain components of essential care for every baby	Explain components of essential care for every baby:	Text books, Journal, Pictorial, Audio-Video,			Explain components of essential care for every baby

	<p>2.2 Explain how to classify levels for managing New-born</p>	<ul style="list-style-type: none"> • Maintain warmth (Initiate Skin to Skin Care, delay bathing till 24hours after birth) • Cord care with 4% chlorhexidine gel (within 1 hours of birth) • Eye Care with 0.5% Erythromycin ointment, Silver nitrate, tobramycin • Initiate Breastfeeding within 30 minutes of birth • Exclusive breastfeeding • Correct attachment for breastfeeding • Immunization for New-born <p>Explain how to classify levels for managing New-born: - (Cloar code, Age, Weight, Medical condition)</p>				
--	---	--	--	--	--	--

General Objective: 3.0: Understand The Concept Of Care Of Small Babies.						
3	3.1 Define pre-maturity, (Low birth weight baby) 3.2 State differences between premature and low birth weight baby. 3.3 State signs and symptoms of premature baby 3.4 Describe Art of Kangaroo mother care (KMC)	Explain pre-maturity, (Low birth weight baby) Explain differences between premature and low birth weight baby. Explain signs and symptoms of premature baby Explain Art of Kangaroo mother care (KMC)	Audio-Visual			Define pre-maturity State differences between premature and low birth weight baby. State signs and symptoms of premature baby Describe Art of Kangaroo mother care (KMC)
General Objective: 4.0: Understand The Factors Affecting Health Of The New Born In The Hospital						
4	5.1 State the factors affecting health of the newborn	Explain factors affecting health of the newborn	Audio-visual, Charts			State factors affecting health of the newborn

PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEALTH			
COURSE TITLE: COMMUNICABLE DISEASES.			
COURSE CODE: CMH 127			
CREDIT UNITS: 2 UNIT	Lecture: - 2HR	Practical: - 0HR	Total: 30HRS
GOAL: This course is designed to enable the student to acquire knowledge and skills required to identify, prevent and treat cases of communicable diseases in the community using the Standing Orders.			
GENERAL OBJECTIVE: On completion of the course, the student should be able to:			
1.0 Know the term 'Communicable Diseases. 2.0 Understand the classification of communicable diseases. 3.0 Understand the transmission chain of communicable diseases. 4.0 Understand the prevention and control measures for communicable diseases. 5.0 Understand the concepts of emerging and re-emerging diseases.			

PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEALTH						
COURSE: COMMUNICABLE DISEASES.				Course Code: CMH 127	Contact Hours: 30HRS	
COURSE SPECIFICATION:		Theoretical Content:		Practical Content:		
General Objective: 1.0: Know the term 'Communicable Diseases'						
WEEK	Specific Learning Outcomes	Teachers Activities	Learning Resources	Specific Learning Outcomes	Teachers Activities	Evaluation
1	1.1 Define the term Communicable diseases 1.2 Explain the terms used in the study of communicable diseases 1.3 List the causative organisms of common communicable diseases.	Explain the term Communicable diseases Explain the terms used in the study of communicable diseases Explain the causative organisms of common communicable diseases.	Textbooks, Journal, Pictorial,			Define Communicable diseases and their causative agents
General Objective: 2.0: Know the classification of communicable diseases						
2	1. 1 Explain the Classification of communicable diseases according to their causative agents 2.2 List the common communicable diseases for each of the classifications in 2.1 above	Explain the Classification of communicable diseases according to their causative agents Explain the common communicable diseases for each of the classifications above	Textbooks, Journal, Pictorial, Audio-Visual, Charts			Classify communicable diseases according to their causative agents What are the common communicable diseases for each

						of the classifications?
General Objective: 3.0: Understand The Transmission Chain Of Communicable Diseases.						
3	3.1 Explain disease transmission circle in the community 3.2 Explain the modes of transmission of diseases	Explain disease transmission circle in the community Explain the modes of transmission of diseases	Textbooks, Journal, Pictorial, Audio-Visual, Charts			Explain disease transmission circle in the community Explain the modes of transmission of diseases
General Objective: 4.0: Understand The Prevention And Control Measures For Communicable Diseases.						
4	4.1 Explain the prevention and control measures for communicable diseases 4.2 Explain the level of prevention and control of communicable diseases 4.3 Explain the national polices and intervention strategies for combating common communicable diseases in Nigeria:	Explain prevention and control measures for communicable diseases: <ul style="list-style-type: none"> • Early diagnosis and treatment • Eliminate reservoirs of infection • Immunization • Health education Explain the level of prevention and control of communicable diseases Explain the national polices and intervention strategies for combating common	Textbooks, Journal, Pictorial, Audio-Visual, Charts National polices and intervention strategies for combating common communicable diseases in Nigeria			Explain prevention and control measures for communicable diseases Explain the level of prevention and control of communicable diseases

		communicable diseases in Nigeria: <ul style="list-style-type: none"> • Malaria Elimination Programme • TBL Control Programme • Neglected Tropical Diseases • HIV Control Programme 				
General Objective: 5.0: Understand The Concepts Of Emerging And Re-Emerging Diseases.						
5	5.1 Define emerging and re-emerging diseases 5.2 List emerging and re-emerging diseases	5.1 Explain the meaning of emerging and re-emerging diseases Explain emerging and re-emerging diseases: Emerging <ul style="list-style-type: none"> • Covid 19 • Severe acute respiratory Syndrome • Ebola • Monkey pox • Avian flu etc. Re-emerging <ul style="list-style-type: none"> • Lassa fever • Cholera • Yellow fever 	Textbooks, Journal, Pictorial, Audio- visual, Charts			Define emerging and re-emerging diseases List emerging and re-emerging diseases:

	<p>5.3 Explain the emerging and re-emerging diseases under the following sub-headings</p> <ul style="list-style-type: none"> • Causative agents • Risk factors • Signs and symptoms, • Diagnosis • Management • Complications • Prevention and control 	<ul style="list-style-type: none"> • Viral hemorrhagic fever • Tuberculosis etc. <p>Explain the emerging and re-emerging diseases under the following sub-headings</p> <ul style="list-style-type: none"> • Causative agents • Risk factors • Signs and symptoms, • Diagnosis • Management • Complications • Prevention and control 				
--	---	--	--	--	--	--

PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEALTH			
COURSE TITLE: MICROBIOLOGY AND LABORATORY SERVICES			
COURSE CODE: CMH 128			
CREDIT UNITS: 2 UNIT	Lecture: - 1HR	Practical: - 1HR	Total: 30HRS
GOAL: This course is designed to equip students with basic knowledge of microbiology and Medical laboratory services			
GENERAL OBJECTIVE: On completion of the course, the student should be able to:			
1.0 Understand the history and scope of microbiology 2.0 Understand the microscopic examination of micro-organisms 3.0 Appreciate systemic microbiology 4.0 Know the purpose of diagnostic skills in the laboratory 5.0 Know the different types of diagnostic tests in the laboratory and their importance 6.0 Understand the different equipment needed in the laboratory and how to sterilize them 7.0 Know the skills on how to collect specimens from clients and the uses of rapid diagnostic kits			

PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEALTH						
COURSE: MICROBIOLOGY AND LABORATORY SERVICES			Course Code: CMH 128		Contact Hours: 30HRS	
COURSE SPECIFICATION:		Theoretical Content:		Practical Content:		
General Objective: 1.0: Understand the history and scope of microbiology						
WEEK	Specific Learning Outcomes	Teachers Activities	Learning Resources	Specific Learning Outcomes	Teachers Activities	Evaluation
1	1.1 Explain the history and scope of microbiology	Outline the scope of microbiology diseases. Explain the role of microbiology in i. Medicine ii. Agriculture iii. Industry, etc.	Textbooks, Journal, Pictorial,			Outline the scope of microbiology diseases.
General Objective: 2.0: Understand the microscopic examination of micro-organisms						
2	2.1 Describe Microscopic examination of microorganisms 2.2 Enumerate types of microscopes	Explain types of microscopes i. Light microscope, ii. Compound microscope iii. Dark field microscope iv. Phase contrast microscope	Textbooks, Journal, Pictorial, Audio-Visual, Charts, microscopes			Enumerate types of microscopes

		v. Electron microscope				
General Objective: 3.0: Appreciate systemic microbiology						
3	3.1 Describe Systemic Microbiology 3.2 Explain the characteristics of micro-organisms	Explain Systemic Microbiology Discuss the characteristics of micro-organisms with examples Viruses o Bacteria o Protozoa o Fungi o Helminths platy helmint o Rickettsia o Mycoplasma o Algae	Textbooks, Journal, Pictorial, Audio-Visual, Charts, microscopes			Explain the characteristics of micro-organisms
General Objective 4.0 Know the purpose of diagnostic skills in the laboratory						
4	4.1 Define the term diagnostic skill 4.2 Explain the purpose of diagnostic skills 4.3 Describe medical diagnostic skill	Explain 4.1- 4.3	Textbooks, Journal, Pictorial, Audio-Visual, Charts, microscopes			Explain the purpose of diagnostic skills

General Objective: 5.0: Know the different types of diagnostic tests in the laboratory and their importance						
5	1.1 Describe Medical Laboratory Diagnosis	Explain Medical Laboratory Diagnosis and its types	Textbooks, Journal, Pictorial, Audio-Visual, Charts, microscopes			Enumerate the importance of laboratory diagnosis
	5.2 Explain Different types of laboratory diagnosis					
	5.3 Enumerate the importance of laboratory diagnosis	Explain the importance of laboratory diagnosis				
	5.4 Explain how to identify conditions where laboratory diagnostic skills are applicable	Explain conditions where laboratory diagnostic skills are applicable				
General Objective 6.0 Understand the different equipment needed in the laboratory and how to sterilize them						
	6.1 Explain equipment used in a medical Laboratory services	Explain the equipment needed in a medical Laboratory	Textbooks, Journal, Pictorial, Audio-Visual, Charts, microscopes	Maintain laboratory hygiene and safety (e.g. use of personal protective equipment [PPE] etc.)	Guide students to maintain laboratory hygiene and safety (e.g. use of personal protective equipment [PPE] etc.)	Explain the methods of sterilizing medical laboratory equipment
	6.2 Enumerate the parts and functions of microscope	Explain the parts and functions of Microscope i. Centrifuge ii. Blood bags iii. Autoclaves, iv. test-tubes, v. slides etc.				

	<p>6.3 Explain the methods of sterilizing medical laboratory equipment</p> <p>6.4 Explain the concept of Quality Assurance in laboratory practice</p>	<p>Explain the methods of sterilizing medical laboratory equipment</p> <p>Explain the concept of Quality Assurance in laboratory practice</p>		<p>urine, blood, sputum etc.</p> <p>Test blood for HB, urine for sugar and protein and rapid diagnostic kits test for malaria, HIV, etc.</p>	<p>specimens, such as urine, blood, sputum etc.</p> <p>Demonstrate how to test blood for HB, urine for sugar and protein and rapid diagnostic kits test for malaria, HIV, etc</p>	
<p>General Objective 7.0 Know the skills on how to collect specimens from clients and the uses of rapid diagnostic kits</p>						
	<p>7.1 Describe the different ways of collecting specimens for laboratory diagnosis</p> <p>7.2 Explain the instruments/ skills used in laboratory diagnosis</p> <p>7.3 Explain the major units in the medical laboratory</p>	<p>Explain the different ways of collecting specimens for laboratory diagnosis</p> <p>Explain the instruments/ skills used in laboratory diagnosis</p> <p>Explain the following</p> <p>i. Microbiology</p> <p>ii. Histopathology</p>	<p>Specimen containers, pictorial models, audio-visuals, Microhematocrit centrifuge, Glucose meter, test strips</p>	<p>Carry out laboratory diagnostic procedures in systematic order</p> <p>Conduct a blood grouping test in the laboratory, to identify various blood groups.</p>	<p>Demonstrate laboratory diagnostic procedures in systematic order</p> <p>Guide students to conduct a blood grouping test in the laboratory, to identify various blood groups.</p>	<p>Explain the instruments/ skills used in laboratory diagnosis</p>

		<p>iii. Hematology iv. Chemical pathology</p> <p>Explain the concept of blood group and the rhesus system.</p> <p>Explain Reasons for transfusion reaction Cross matching</p> <p>Explain the Microhematocrit centrifuge and the pack cell volume (PCV)</p> <p>Explain the Uses of microhematocrit centrifuge</p> <p>Explain Various ranges of PCV results for male, female children and during pregnancy</p>		<p>Carry out ABO System and Rhesus system</p> <p>Conduct a PCV test in the laboratory</p> <p>Carryout a blood glucose test using one touch basic plus glucose meter</p> <p>Interpret a lab test</p>	<p>Demonstrate ABO System and Rhesus system</p> <p>Guide students to conduct a PCV test in the laboratory</p> <p>Guide students to carryout a blood glucose test using one touch basic plus glucose meter</p> <p>Guide students to interpret lab tests</p>	
7.4	Describe the concept of blood group and the rhesus system.					
7.5	Explain Reasons for transfusion reaction Cross matching					
7.5	Describe the Microhematocrit centrifuge and the pack cell volume (PCV)					
7.6	Explain the Uses of microhematocrit centrifuge					
7.7	Explain Various ranges of PCV results for male, female children and during pregnancy					

	<p>7.8 Explain concept of determination of blood glucose level</p> <p>7.9 Explain the Concept of Fasting blood sugar</p> <p>7.10 Describe Lab result interpretation</p> <p>7.11 Explain Reference range Negative or normal Positive or abnormal Inconclusive or uncertain . Factors affecting lab test result</p>	<p>Explain concept of determination of blood glucose level</p> <p>Explain the Concept of Fasting blood sugar:</p> <p>i. Procedures of Random blood sugar</p> <p>ii. Parts of one touch basic plus glucose meter and its principles of work</p> <p>Explain Reference range Negative or normal Positive or abnormal Inconclusive or uncertain . Factors affecting lab test result</p>				
--	---	---	--	--	--	--

PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEALTH			
COURSE TITLE: COMMUNITY BASED HEALTH CARE			
COURSE CODE: CMH 129			
CREDIT UNITS: 3 UNIT	Lecture: - 1HR	Practical: - 2HR	Total: 45HRS
GOAL: This course is designed to enable the student acquire knowledge and skills about the community and associated health problems and proffer solutions			
GENERAL OBJECTIVE: On completion of the course, the student should be able to:			
1.0 Understand the concept of Community and Community-Based Health care 2.0 Know community diagnosis 3.0 Understand how to conduct situation analysis 4.0 Know community mobilization and Advocacy 5.0 Know the concept of community participation and involvement 6.0 Appreciate House Numbering system in PHC 7.0 Understand Home-Based Record 8.0 Know community-based activities 9.0 Understand how to collect routine data on community-based activities from CORPs, CHlps Agents, VCMs, VVHW, TBAs, to the PHC facility			

PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEALTH						
COURSE: COMMUNITY BASED HEALTH CARE				Course Code: CMH 129	Contact Hours: 30HRS	
COURSE SPECIFICATION:		Theoretical Content:		Practical Content:		
General Objective: 1.0: Understand the concept of Community and Community-Based Health care						
WEEK	Specific Learning Outcomes	Teachers Activities	Learning Resources	Specific Learning Outcomes	Teachers Activities	Evaluation
1	1.1 Define Community, 1.2 Explain Community-Based Health Care 1.3 Enumerate the types of community 1.4 Enumerate the characteristics of a community 1.5 Explain the Organizational Structures of the community	Explain 1.1-1.5	Textbooks, Journal, Pictorial, Audio-Visual,			Explain Community-Based Health Care
General Objective: 2.0: Know community diagnosis						
2	2.1 Describe the concept of Community Diagnosis in PHC 2.2 Explain Roles of community diagnosis in PHC	Explain 2.1-2.6	Textbooks, Journal, Pictorial, Audio-Visual, Charts, microscopes			Explain steps in community diagnosis

	<p>2.3 Explain steps in community diagnosis</p> <p>2.4 List Methods used for community diagnosis (e.g. interviews, group discussions, observation, <i>review</i> of existing records, etc.)</p> <p>2.5 Explain the barriers/Challenges in community diagnosis</p> <p>2.6 Explain how effective community diagnosis can lead to gender equality in service delivery</p>					
General Objective: 3.0: Understand how to conduct situation analysis						
3	<p>3.1 Define situation analysis</p> <p>3.2 Explain the roles of situation analysis in PHC</p> <p>3.2 Enumerate the instruments used in situation analysis</p>	Explain 3.1-3.3	Textbooks, Journal, Pictorial, Audio-Visual, Charts, microscopes			Explain the roles of situation analysis in PHC

General Objective 4.0 Know community mobilization and Advocacy						
4	1.1 Define Community 1.2 Explain the types of community 1.3 Enumerate the characteristics of a community 1.4 Explain the Organisational Structures of the community 1.5 Define advocacy 1.6 Outline the steps in advocacy	Explain 4.1- 4.3	Textbooks, Journal, Pictorial, Audio-Visual, Charts,			Define advocacy
General Objective: 5.0: Know the the concept of community participation and involvement						
5	1.1 Define community Participation and Involvement 1.2 Explain the Difference between community participation and involvement. 1.3 State the types of community participation	Explain 5.1-5.4	Textbooks, Journal, Pictorial, Audio-Visual, Charts,			Explain the Difference between community participation and involvement.

	1.4 Outline the rationales/roles of community participation					
General Objective 6.0 Appreciate House Numbering system in PHC						
	6.1 Define house numbering 6.2 State key steps for conducting house numbering 6.3 Explain instruments for house numbering 6.4 Describe how to write and interpret a PHC House number	Explain 6.1-6.3	Textbooks, Journal, Pictorial, Audio-Visual, Charts, microscopes	Identify instruments for house numbering Write PHC House Number	Guide students to identify instruments for house numbering Demonstrate how to write and interpret a PHC House number	Describe how to write and interpret a PHC House number
General Objective 7.0 Understand Home-based records						
	7.1 Define home-based record 7.2 State the importance of home-based record	Explain 7.1-7.2	Textbooks, Journal, Pictorial, Audio-Visual, Charts			State the importance of home-based record
General Objective 8.0 Know Community-based activities						
	8.1 Describe Various community-based activities that can be	Explain Community-based activities that can be carried out by	Textbooks, Journal, Pictorial,			Explain Various community-based activities that can

	carried out by health workers	health workers: - Health education <ul style="list-style-type: none"> • Home visit • Referral of cases • Outreach services • Identification of harmful cultural practices • Identification of social services 	Audio-Visual, Charts,			be carried out by health workers
General Objective 9.0 Understand how to collect routine data on community-based activities						
	9.1 Describe routine data on community-based activities	Explain routine data on community-based activities	Textbooks, Journal, Pictorial, Audio-Visual, Charts, microscopes			Explain routine data on community-based activities

NATIONAL BOARD FOR TECHNICAL EDUCATION

YEAR TWO SEMESTER ONE COURSES

PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEALTH			
COURSE TITLE: ANATOMY AND PHYSIOLOGY III			
COURSE CODE: CMS 211			
DURATION:	Lecture: - 1HR	Practical: 1HR	Total: 30HRS
CREDIT UNITS: 2 UNIT			
GOAL: This course is designed to equip students with basic knowledge of human anatomy and physiology.			
GENERAL OBJECTIVE: On completion of the course, the student should be able to:			
1.0 Understanding the Nervous System. 2.0 Understanding the Muscular System. 3.0 Understand the Integumentary System. 4.0 Know the disease conditions associated with each of the systems.			

PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEALTH						
COURSE: ANATOMY AND PHYSIOLOGY III				Course Code: CMS 211	Contact Hours: 30HRS	
COURSE SPECIFICATION:		Theoretical Content:		Practical Content:		
General Objective: 1: Understand The Nervous System						
WEEK	Specific Learning Outcomes	Teachers Activities	Learning Resources	Specific Learning Outcomes	Teachers Activities	Evaluation
1	1.1 Define the Nervous System 1.2 State the functions of Nervous System 1.3 Explain the organs/components of the Nervous System 1.4 Explain the classification nervous system 1.5 Explain the functions of the organs explained in 1.3 above	Explain the Nervous System Explain the functions of Nervous System Explain the organs/components of the Nervous System Explain the classification of the nervous system Explain the functions of the organs explained in 1.3 Explain organs associated with nervous system.	Audio-Visual, Charts Text books, Models.			Define the Nervous System State the functions of Nervous System Classify the nervous system Enumerate organs associated with nervous system.

	1.6 Enumerate organs associated with nervous system.					
General Objective: 2: Understand The Muscular System						
2	2.1 Define the muscular system 2.2 State the functions of muscular system 2.3 Explain the organs/components of the urinary System 2.4 Describe the structures of the muscular system 2.5 Explain the functions of the organs explained in 2.3 above 2.6 Enumerate organs associated with muscular system.	Explain the muscular system State the functions of muscular system Explain the organs/components of the urinary System Describe the structures of the muscular system Explain the functions of the organs explained in 2.3 Enumerate organs associated with muscular system.	Text books, Models, a Audio-Visual, Chart			Define the muscular system State the functions of muscular system Describe the structures of the muscular system Enumerate organs associated with muscular system.
General Objective: 3: Understand The Integumentary System						
3	3.1 Define the integumentary system 3.3 List the functions of integumentary system	Explain the functions of the organs explained in 3.3 above	Text books, Models, a Audio-Visual, Chart			Define the integumentary system

	<p>3.4 Explain the Organs/Components of the integumentary System</p> <p>3.5 Explain the functions of the organs explained in 3.3 above</p> <p>3.6 Explain the glands of the integumentary system (exocrine glands)</p> <p>3.7 Explain the functions and secretions of the glands listed in 3.5 above</p> <p>3.7 Enumerate organs associated with integumentary system.</p>	<p>Explain the Organs/Components of the integumentary System</p> <p>Explain the glands of the integumentary system (exocrine glands)</p> <p>Explain functions and secretions of the glands listed in 3.5 above</p> <p>Enumerate organs associated with integumentary system.</p>				<p>List the functions of integumentary system</p> <p>Enumerate organs associated with integumentary system.</p>
General Objective: 4: Know Disease Conditions Associated With Each Of The Systems						
4	4.1 List common diseases associated with nervous, muscular and integumentary systems	Explain common diseases associated with nervous, muscular and integumentary systems	Text books, Models, a Audio-Visual, Chart			List common diseases associated with nervous, muscular

	4.2 Define the etiology of disease conditions associated with each system in 4.1 above	Explain the etiology of disease conditions associated with each system in 4.1 above				and integumentary systems Define the etiology of disease conditions associated with each system in 4.1 above
--	--	---	--	--	--	---

NATIONAL BOARD FOR TECHNICAL EDUCATION

PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEALTH			
COURSE TITLE: Primary Eye Care.			
COURSE CODE: CMH 211			
CREDIT UNITS: 2 UNIT	Lecture: - 1HR	Practical: - 1HR	Total: 30HRS
GOAL: This course is designed to equip the students with knowledge and skills to identify, manage and refer community eye problems accordingly.			
GENERAL OBJECTIVE: On completion of the course, the student should be able to:			
1.0	Know the anatomy and physiology of the eye		
2.0	Know the diseases/conditions associated with the eye		
3.0	Know common preventable eye conditions		
4.0	Know how to mobilize the community for eye care		
5.0	Know how to manage eye conditions according to Standing Orders		

PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEALTH						
COURSE: PRIMARY EYE CARE.				Course Code: CMH 211	Contact Hours: 30HRS	
COURSE SPECIFICATION:		Theoretical Content:		Practical Content: 1HR		
General Objective: 1.0: Know The Anatomy And Physiology Of The Eye.						
WEEK	Specific Learning Outcomes	Teachers Activities	Learning Resources	Specific Learning Outcomes	Teachers Activities	Evaluation
1	1.1 Define the eye 1.2 Explain the structure of the eye 1.3 State the Functions of the eye	Define the Eye Explain the structure of the Eye Explain the functions of the Eye	Textbooks, Journal, Pictorial, Visuals (pictures, charts, maps, etc.)			Define the Eye Explain the structure of the Eye Explain the functions of the Eye
General Objective: 2.0: Know The Diseases/Conditions Associated With The Eye						
2	2.1 Explain diseases/conditions associated with the eye 2.2 Explain common eye problems in the community <ul style="list-style-type: none"> • Conjunctivitis • Cataract etc. 2.3 Enumerate the signs and symptoms of the major eye conditions in the community	Explain diseases/conditions associated with the eye Explain common eye problems in the community <ul style="list-style-type: none"> • Conjunctivitis • Cataract etc. Explain signs and symptoms of the major eye conditions in the community	Textbooks, Journal, Pictorial, Standing Orders			Explain diseases/conditions associated with the eye Explain the common causes of blindness in the community

	2.4 Explain the common causes of blindness in the community	Explain the common causes of blindness in the community				
General Objective: 3.0: Know how to control common preventable eye conditions						
3	3.1 Explain Methods of preventing eye diseases <ul style="list-style-type: none"> • Good eye care • Good nutrition • Regular clinic attendance • Good personal Hygiene, etc. 	Explain Methods of preventing eye diseases <ul style="list-style-type: none"> • Good eye care • Good nutrition • Regular clinic attendance • Good personal Hygiene, etc. 	Textbooks, Journal, Pictorial, Visuals (pictures, charts, maps, etc.)			Explain Methods of preventing eye diseases
General Objective: 4.0: Know how to mobilize The Community For Eye Care						
4	4.2 Explain practices in the community that reduce the incidence of eye problems in the community 4.2 Explain steps to take to mobilize the community to participate in community eye care programmes.	Explain practices in the community that reduce the incidence of eye problems in the community Explain steps to follow in community mobilization (Entry into the community	Textbooks, Journal, Pictorial, Visuals (pictures, charts, maps, etc.)	Mobilize the community to participate in community eye care programmes following the steps in community mobilization (Entry into the community meeting the community head).	Guide students to mobilize the community to participate in community eye care programmes	Explain practices in the community that reduce the incidence of eye problems Explain steps to take to mobilize the community to participate in community eye care programmes

		meeting the community head)				
General Objective: 5.0: Know how to manage Eye Conditions According To Standing Orders.						
5	<p>5.1 Explain how to manage eye conditions at both the clinic and community according to Standing Orders</p> <p>5.2 Explain how to refer complicated eye conditions as appropriate</p> <p>5.3 Explain skills required in the management and referral of cases</p>	<p>Explain how to manage eye conditions at both the clinic and community according to Standing Orders</p> <p>Explain how to refer complicated eye conditions as appropriate</p> <p>Explain skills required in management and referral of cases</p>	Textbooks, Journal, Pictorial, Visuals (pictures, charts, maps, etc.) Standing orders	Identify and manage eye conditions at both the clinic and community according to Standing Orders Refer complicated eye conditions as appropriate	<p>Take students to the Clinic and Community</p> <p>Guide them to identify and Manage eye conditions at both the clinic and community according to Standing Orders</p> <p>Guide them to refer complicated eye conditions as appropriate</p>	Explain how to manage eye conditions at both the clinic and community according to Standing Orders

PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEALTH			
COURSE TITLE: Primary Ear, Nose And Throat.			
COURSE CODE: CMH 212			
CREDIT UNITS: 2 UNIT	Lecture: - 1HR	Practical: - 1HR	Total: 30HRS
GOAL: This course is designed to enable the student acquire knowledge and skills to handle conditions affecting Ear, Nose and Throat to reduce the incidence of preventable ear, nose and throat conditions /diseases in the community.			
GENERAL OBJECTIVE: On completion of the course, the student should be able to:			
1.0 Know the anatomy and physiology of the ear, nose and throat.			
2.0 Understand the disease conditions associated with Ear, Nose and Throat.			
3.0 Understand the control of common preventable conditions of the ear, nose and throat.			
4.0 Know how to manage ear, nose and throat conditions according to the Standing Orders.			
5.0 Understand the unsafe practices associated with ear, nose and throat.			

PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEALTH						
COURSE: Primary Ear, Nose And Throat.				Course Code: CMH 212	Contact Hours: 30HRS	
COURSE SPECIFICATION:		Theoretical Content:		Practical Content:		
General Objective: 1.0: Know the anatomy and physiology of the Ear, Nose and Throat.						
WEEK	Specific Learning Outcomes	Teachers Activities	Learning Resources	Specific Learning Outcomes	Teachers Activities	Evaluation
1	1.6 Explain Ear Nose and Throat (ENT) 1.2 Explain the Anatomy and Physiology of the ENT	Explain Ear Nose and Throat (ENT) Explain the Anatomy and Physiology of the ENT	Textbooks, Journal, Pictorial, Posters Models, charts			Explain Ear Nose and Throat (ENT) Explain the Anatomy and Physiology of the ENT
General Objective: 2: Understand Disease Conditions Associated With Ear, Nose And Throat etc.						
2	2.1 Enumerate disease conditions associated with Ear, Nose and Throat	Explain disease conditions associated with Ear, Nose and Throat <ul style="list-style-type: none"> • Tonsillitis Ear infections • Tonsillitis, epistaxis, and rhinitis • Sinusitis • Perforation of the eardrum 	Textbooks, Journal, Audio visuals Pictures, charts, models			Enumerate disease conditions associated with Ear, Nose and Throat

		<ul style="list-style-type: none"> Hearing loss/hearing impairment Deafness 				
General Objective: 3.0: Understand the control of common preventable conditions of the Ear, Nose and Throat.						
3	3.1 Explain prevention and control measures of ENT conditions Good personal hygiene	Explain prevention and control measures of ENT conditions Good personal hygiene <ul style="list-style-type: none"> Regular medical check-up Use of personal protective equipment (PPE) etc. 	Posters, Audio-visuals (video, compact disc, DVD, Internet)			Explain prevention and control measures of ENT conditions Good personal hygiene
General Objective: 4.0: Know how to manage Ear, Nose And Throat Conditions According To The Standing Orders.						
4	4.1 Explain Unsafe Practices associated with ear, nose and throat 4.3 Explain unsafe/harmful practices in the community associated with disorders of ear nose and throat	Explain 4.1 - 4.4	Textbooks, Journal, Pictorial, Standing Orders, publications			Explain process of sensitizing the community on unsafe /harmful ear nose and throat practices

	<p>4.4 Explain process of sensitizing the community on unsafe /harmful ear nose and throat practices</p> <p>4.5 Explain how to identify resources in the community for the promotion of ear nose and throat car</p>					
General Objective: 5.0: Understand the unsafe practices associated with Ear, Nose And Throat.						
5	<p>5.1 Describe Unsafe Practices associated with ear, nose and throat</p> <p>5.2 Explain unsafe and /harmful practices in the community associated with disorders of ear nose and throat</p>	<p>Explain un safe practices capable of effecting normal functioning of Ear, Nose and throat</p> <p>Classify the unsafe and harmful practices in the community associated with disorders of ear nose and throat, give example under the following headings Traditional practices, e.g.</p> <ul style="list-style-type: none"> • Herbs, 	<p>Books Posters Models, charts Audio-visuals, CDs</p>			<p>Explain un safe practices capable of effecting normal functioning of Ear, Nose and throat</p>

	<p>5.3 Explain process of sensitizing the community on unsafe /harmful ear nose and throat practices</p>	<ul style="list-style-type: none"> • incantations, • believes <p>Modern practices, e.g.</p> <ul style="list-style-type: none"> • Environment • civilizations, socializations <p>Life style-e.g.</p> <ul style="list-style-type: none"> • Occupation • Diet <p>Explain how to identify resources in the community for the promotion of safe practices towards care of Ear, Nose and Throat.</p>				
--	--	--	--	--	--	--

PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEALTH			
COURSE TITLE: ORAL HEALTH CARE.			
COURSE CODE: CMH 213			
CREDIT UNITS: 2 UNITS	Lecture: - 1HR	Practical: - 1HR	Total: 30HRS
GOAL: This course is designed to equip the student with the knowledge and skills needed to identify and manage oral health problems in the community			
GENERAL OBJECTIVE: On completion of the course, the student should be able to:			
1.0 Understand Oral Health Care			
2.0 Know the structure of a Typical Human Tooth.			
3.0 Know the Prevention of common oral conditions in the community.			
4.0 Know how to carry out Oral Examination			
5.0 Know the prevention of common oral diseases.			

PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEALTH						
COURSE: ORAL HEALTH CARE.				Course Code: CMH 213	Contact Hours: 30HRS	
COURSE SPECIFICATION:		Theoretical Content:		Practical Content:		
General Objective: 1.0: Understand Oral Health Care.						
WEEK	Specific Learning Outcomes	Teachers Activities	Learning Resources	Specific Learning Outcomes	Teachers Activities	Evaluation
1	1.1 Define oral health. 1.2 State the objectives of oral health. 1.3 Describe the oral region into: <ul style="list-style-type: none"> • Hard structures • Soft Structures 1.4 Explain how to identify and classify the structures of the oral region	Explain oral health Explain Objectives of oral health Describe the structural formation of the human tooth Explain how to identify and classify the structures of the oral region	Textbooks Chats Oral health models Visuals (pictures, charts, models, etc.)			Define oral health. State the objectives of oral health. Describe the structure of the human tooth
General Objective 2.0: know the diseases/conditions associated with the eye						
2	2.1 Explain diseases/conditions associated with the eye	Explain diseases/conditions associated with the eye	Textbooks Chats Oral health models			Explain diseases/conditions associated with the eye

	<p>2.2 Explain common eye problems in the community</p> <p>2.3 Enumerate the signs and symptoms of the major eye conditions in the community</p> <p>2.4 Explain the common causes of blindness in the community</p>	<p>Explain common eye problems in the community</p> <ul style="list-style-type: none"> • Conjunctivitis • Cataract etc. <p>Explain signs and symptoms of the major eye conditions in the community</p> <p>Explain the common causes of blindness in the community</p>	<p>Visuals (pictures, charts, models, etc.)</p> <p>Standing Orders</p>			<p>Explain common eye problems in the community</p> <p>Explain signs and symptoms of the major eye conditions in the community</p> <p>Explain the common causes of blindness</p>
General Objective 3.0: Know the Prevention of common oral conditions in the community						
3	<p>3.1 Explain Methods of preventing eye diseases</p> <ul style="list-style-type: none"> • Good eye care • Good nutrition • Regular clinic attendance • Good personal Hygiene, etc. 	<p>Explain Methods of preventing eye diseases</p> <ul style="list-style-type: none"> • Good eye care • Good nutrition • Regular clinic attendance • Good personal Hygiene, etc. 	<p>Textbooks</p> <p>Chats</p> <p>Oral health models</p> <p>Visuals (pictures, charts, maps, etc.)</p>			<p>Explain Methods of preventing eye diseases</p>

General Objective 4.0: Know how to carry out Oral Examination						
4	4.1 Explain normal physical oral structures	Explain normal physical oral structures	Chats Oral health models	Conduct oral examination	Demonstrate how to conduct oral examination on physical structures	Explain normal physical oral structures
General Objective: 5.0: Know how to prevent common oral diseases						
5	5.1 Describe preventive measures for oral diseases/ conditions in the community 5.2 Describe classification of measures to prevent oral conditions at community level	Explain preventive measures for oral diseases/ conditions in the community Explain classification of measures to prevent oral conditions at community level	Chats Oral health models			Explain the preventive measures for oral diseases/ conditions in the community Describe classification of measures to prevent oral conditions at community level
General Objective:6.0 : Understand how to carry out practicum on oral health care						
6	6.1 Describe practical approach to oral examination 6.2 Explain how to manage oral conditions and diseases	Explain the practical approach to oral examination Explain how to manage oral conditions and diseases	Chats Oral health models	Carry out oral examination of physical structures Manage oral conditions using the Standing Orders	Guide students on oral examination of physical structures Guide students on how to manage oral conditions using the Standing Orders	Explain how to manage oral conditions and diseases

PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEALTH			
COURSE TITLE: CHILD HEALTH/IMCI			
COURSE CODE: CMH 214			
CREDIT UNITS: 3	Lecture: - 2	Practical: - 1	Total: 45hrs
GOAL: This course is designed to provide the student with knowledge and skills to promote child health and reduce morbidity and mortality			
GENERAL OBJECTIVE: On completion of the course, the student should be able to:			
1.0 Understand child health services available in the home, workplace and in the community 2.0 Understand the development milestone of children 3.0 Know common health conditions in children 4.0 Understand common diseases which may expose a child to grave danger 5.0 Understand individual or groups involved in childcare and collaborate with them 6.0 Understand child survival strategies 7.0 Know how to immunize children aged 0-5 years under National Programme on Immunization. 8.0 Know the principles of Household Practices. 9.0 Know Home Visits as an integral part of Key Household Practices. 10.0 Understand the concept of ICCM Intervention			

PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEALTH						
COURSE: CHILD HEALTH/IMCI,				Course Code: CMH 214	Contact Hours: 45HRS	
COURSE SPECIFICATION:		Theoretical Content:		Practical Content:		
General Objective: 1.0 Understand Child Health Services Available In The Home, Workplace And In The Community.						
WEEK	Specific Learning Outcomes	Teachers Activities	Learning Resources	Specific Learning Outcomes	Teachers Activities	Evaluation
	1.1. Define child health 1.2. List the objectives of child health 1.3. Describe child health services available in the home, workplace and in the community 1.4. Explain the health needs of the child 1.5. Explain skills required in taking a child's history, carrying out physical examination and determining the health status of the child.	Explain child health Explain the objectives of child health Explain child health services available in the home, workplace and in the community Explain the health needs of the child Explain skills required in taking a child's history, carrying out physical examination and determining the health status of the child.	Textbooks Chats Visuals (pictures, charts, maps, etc.)			Explain child health services available in the home, workplace and in the community

		<ul style="list-style-type: none"> • Sickle cell anemia etc. • child hood anemia • over weight • poisoning • convulsion • asthma/allergies • tuberculosis • head injury • micro-nutrient deficiency • HIV/AIDS, etc. 				
	3.2. Explain each of the common health conditions/diseases above:	Explain each of the common health conditions/diseases above:				
	3.3 Explain the causes of each	Explain the causes of each				
	3.4 Explain the signs and symptoms of each	Explain the signs and symptoms of each				
	3.5 Explain types (where applicable)	Explain types (where applicable)				
	3.6 Explain the diagnosis of each	Explain the diagnosis of each				

	<p>3.7 Explain the treatment of each</p> <p>3.12 Explain the complications of each</p> <p>3.13 Explain the prevention & Control of each</p> <p>3.10 Explain the follow-up of each</p>	<p>Explain the treatment of each</p> <p>Explain the complications of each</p> <p>Explain the prevention & Control of each</p> <p>Explain the follow-up of each</p>				
General Objective: 4.0: Understand Common Diseases Which May Expose A Child To Grave Danger.						
4	<p>4.1 Explain conditions which may expose a child to grave danger</p> <p>4.2 Explain the conditions in 4.1 above in terms of:</p>	<p>Explain conditions which may expose a child to grave danger</p> <ul style="list-style-type: none"> • Acute Respiratory infections (ARI) • Diarrhea. • severe anemia • vomiting • high fever • measles • Malnutrition, etc. <p>4.2. Explain the conditions above-</p>	<p>Textbooks</p> <p>Charts</p> <p>Visuals (pictures, charts, maps, etc.)</p> <p>Diagnosis Forms</p> <p>Referral Forms</p> <p>Drugs</p>			<p>Explain conditions which may expose a child to grave danger</p>

		<ul style="list-style-type: none"> • definition • causes • signs and symptoms • management • complications • prevention • First Aid Treatment • Referrals • Follow-up. 				
General Objective: 5.0: Understand Individual Or Groups Involved In Childcare And Collaborate With Them						
5	<p>5.1. Explain families, community, government, and non-governmental organizations working on the health of children</p> <p>5.2. Explain areas of Collaboration with the groups identified above for the improvement of child health</p> <p>5.3. Explain the rights of the child as declared by the United Nations.</p>	<p>Explain how to identify families, community, government, and non-governmental organizations working on the health of children</p> <p>Explain areas of collaboration with the groups identified above for the improvement of child health</p>	<p>Textbooks</p> <p>Chats</p> <p>Visuals (pictures, charts, maps, etc.)</p>			<p>Explain families, community, government, and non-governmental organizations working on the health of children</p> <p>Explain areas of Collaboration with the groups identified above for the improvement of child health</p> <p>Explain the rights of the child as</p>

		Explain the rights of the child as declared by the United Nations.				declared by the United Nations.
General Objective: 6.0 Understand Child Survival Strategies						
6	6.1 Explain the meaning of child survival strategy 6.2 Describe the child survival strategies	Explain the meaning of child survival strategies Describe child survival strategies: <ul style="list-style-type: none"> • growth monitoring • Oral rehydration therapy. • Exclusive breastfeeding. • Immunization, etc 	Textbooks Chats Visuals (pictures, charts, maps, etc.)			Explain the meaning of child survival strategies Describe child survival strategies
General Objective: 7.0 Know How To Immunize Children Aged 0-5 Years Under National Programme On Immunization.						
7	7.1. Define immunity 7.2. Explain types of immunity 7.3. Define immunization 7.4. Explain the concept of immunization and the Cold Chain (emphasizing vaccine storage)	Define immunity Explain types of immunity Define immunization Explain the concept of immunization and the Cold Chain (emphasizing vaccine storage)	Textbooks Chats Visuals (pictures, charts, maps, etc.)			Define immunity Explain types of immunity Define immunization Explain the concept of immunization and the Cold Chain

	<p>7.5. Enumerate the vaccine preventable childhood diseases.</p> <p>7.6. Explain the types of vaccines used in NPI</p> <p>7.7. Explain how to immunize children 0-5 years using approved schedule.</p> <p>7.8. Explain how to identify barriers to effective vaccination.</p> <p>7.9. Explain the dangers of non-adherence to immunization schedule.</p>	<p>Explain the vaccine preventable childhood diseases.</p> <p>Explain the types of vaccines used in NPI</p> <p>Explain how to immunize children 0-5 years using approved schedule.</p> <p>Explain how to identify barriers to effective vaccination.</p> <p>Explain the dangers of non-adherence to immunization schedule.</p>			<p>(emphasizing vaccine storage)</p> <p>Explain the dangers of non-adherence to immunization schedule.</p>
General Objective: 8.0 Know The Principles Of Household Practices.					
8	<p>8.1. State the principles of Key Household Practices</p> <p>8.2. List the components of Key Household Practices</p> <p>8.3. Explain home visits</p>	<p>Explain the principles of Key Household Practices</p> <p>Explain the components of Key Household Practices</p> <p>Explain home visits</p>	<p>Textbooks</p> <p>Chats</p> <p>Visuals (pictures, charts, maps, etc.)</p>		<p>State the principles of Key Household Practices</p> <p>List the components of Key Household Practices</p> <p>Explain home visits</p>

	<p>8.4. Explain the skills in Key Household Practices.</p>	<p>Explain the skills in Key Household Practices.</p> <ul style="list-style-type: none"> • Exclusive breastfeeding • Preparation for early weaning diet • Growth monitoring • Immunization • Registration of New born. • Care of the New born /child • Birth preparedness • Men involvement in childcare. • Preparation of Lo-ORS • Appropriate action on disease prevention and management of child injuries 				
--	--	---	--	--	--	--

		<ul style="list-style-type: none"> Prompt care seeking and compliance. 				
General Objective: 9.0 Know Home Visits As An Integral Part Of Key Household Practices.						
9	<p>9.1. Describe home visits as integral part of Key Household Practices</p> <p>9.2. Explain areas of importance during home visits</p> <p>9.3. Explain the concept of ICCM intervention</p>	<p>Describe home visits as integral part of Key Household Practices</p> <p>Explain areas of importance during home visits</p> <p>Explain the concept of ICCM intervention</p>	<p>Textbooks</p> <p>Chats</p> <p>Visuals (pictures, charts, maps, etc.)</p>			<p>Describe home visits as integral part of Key Household Practices</p> <p>Explain areas of importance during home visits</p> <p>Explain the concept of ICCM intervention</p>
General Objective: 10.0 Understand The Concept Of ICCM Intervention						
10	<p>10.1. Explain the concept of ICCM intervention</p> <p>10.2. Explain interventions currently included in ICCM strategy.</p> <p>10.3. State the components of Integrated</p>	<p>Explain the concept of ICCM intervention</p> <p>Explain interventions currently included in ICCM strategy.</p> <p>State the components of Integrated Management of Childhood Illness.</p> <p>Explain the advantages of ICMI.</p>	<p>Textbooks</p> <p>Chats</p> <p>Visuals (pictures, charts, maps, etc.)</p>			<p>Explain the concept of ICCM intervention</p> <p>Explain interventions currently included in ICCM strategy.</p> <p>State the components of Integrated Management of Childhood Illness.</p>

	Management of Childhood Illness. 10.4. Explain the advantages of ICMI.					Explain the advantages of ICMI.
--	---	--	--	--	--	---------------------------------

NATIONAL BOARD FOR TECHNICAL EDUCATION

PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEALTH			
COURSE TITLE: FAMILY PLANNING.			
COURSE CODE: CMH 215			
CREDIT UNITS: 3 UNIT	Lecture: - 2HR	Practical: - 1HR	Total: 45HRS
GOAL: This course is designed for students to acquire knowledge and skills in Family Planning services to enable them educate the community on its importance.			
GENERAL OBJECTIVE: On completion of the course, the student should be able to:			
1.0 Know the meaning of Family Planning and child spacing. 2.0 Know the benefits of family planning services. 3.0 Know how to mobilize the community for Family Planning services. 4.0 Know factors affecting uptake of modern family planning. 5.0 Understand the Concept of counselling in FP. 6.0 Know the various methods and effective Family Planning skills. 7.0 Know standard equipment and materials for setting up a Family Planning service.			

PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEALTH						
COURSE: FAMILY PLANNING.				Course Code: CMH 215	Contact Hours: 45HRS	
COURSE SPECIFICATION:		Theoretical Content:		Practical Content:		
General Objective: 1: Know The Meaning Of Family Planning And Child Spacing						
WEEK	Specific Learning Outcomes	Teachers Activities	Learning Resources	Specific Learning Outcomes	Teachers Activities	Evaluation
1	1.1 Define Family Planning and child spacing	Define Family Planning/ Healthy timing and spacing of pregnancy	Visuals (pictures, charts, models, etc.) Infertile couples Models, Mannequins, chats			Define Family Planning/ Healthy timing and spacing of pregnancy
General Objective 2.0: Understanding the meaning of Family Planning and child spacing						
2	2.1 List the benefits of family planning services	Explain the benefit of family planning service to the -Child, Mother -Father, - Family- and Communities	Visuals (pictures, charts, models, etc.)			List the benefits of family planning services
General Objective 3.0: Understand how to mobilize community for Family planning services						
3	3.1 Describe how to mobilize the community for Family Planning services	Explain mobilization for family planning through <ul style="list-style-type: none"> • Advocacy to the community • Organize health talk session on 	Visuals (pictures, charts, models, etc.) Models, Mannequins Chats			Describe how to counsel clients on family planning in the community

	3.2 Describe how to counsel clients on family planning in the community	<p>family planning as follows</p> <ul style="list-style-type: none"> (identification of target audiences, preparation of tailored messages in local language and content to promote family planning) <p>Explain how to counsel clients on family planning in the community</p>				
General Objective 4.0: Understand the Concept of counselling in Family Planning						
	<p>4.1 Describe how to counsel clients on family planning</p> <p>4.2 Explain the important principles in counselling</p>	<p>Explain counselling and methods e.g. (GATHER)</p> <p>List and explain the importance of counselling</p>	<p>Visuals (pictures, charts, models, etc.)</p> <p>Models,</p> <p>Mannequins</p> <p>Chats</p>			Explain how to counsel clients on family planning

General Objective 5.0: Know the various methods and effective Family Planning skills						
5	Explain Family Planning methods, Explain the classification of Family Planning methods by their available types:	Explain Family Planning methods, classify Family Planning methods by their available types: <ul style="list-style-type: none"> • Traditional methods • Barrier Methods • Oral Contraceptive Pills • IUD (hormonal, copper -T) • Injectable: <ul style="list-style-type: none"> - DMPA-SC, Self-injection (see Appendix – DMPA-SC: A guide for Trainers of Injection-Experienced Provider) - DMPA-IM, NET-EN 	Visuals (pictures, charts, models, etc.) Models, Mannequins Charts			Explain Family Planning methods, classify Family Planning methods by their available types
General Objective 6.0: Know factors affecting up-take of modern family planning services						
6	6.1 Describe factors affecting up-take of modern family planning services	Explain the factors affecting modern family planning:	Visuals (pictures, charts, models, etc.) Models,			Explain factors affecting up-take of modern family planning services

		<ul style="list-style-type: none"> • Economic factors • Sociocultural factors • Environmental factors • Age • Education • Personal factors • Religious beliefs etc. 	Mannequin, chats			
General Objective 7.0: Know standard equipment and materials for setting up a Family Planning service						
7	<p>7.1 Describe standard equipment and materials for setting up a Family Planning service.</p> <p>7.2 Explain the classifications family planning material according to the following</p> <ul style="list-style-type: none"> • FP Consumables, e.g. Antiseptics • FP Equipment, e.g. Couch • FP Instruments, forceps 	<p>Explain the standard equipment and materials for setting up a Family Planning service.</p> <p>Classify family planning material according to the following</p> <ul style="list-style-type: none"> • FP Consumables, e.g. Antiseptics • FP Equipment, e.g. Couch • FP Instruments, forceps 	<p>Visuals (pictures, charts, models, etc.)</p> <p>Models, Mannequins</p> <p>Chats</p>			Describe standard equipment and materials for setting up a Family Planning service

	<ul style="list-style-type: none"> • FP Commodities, e.g. Pills • FP Infrastructure, e.g. rooms e.tc 	<ul style="list-style-type: none"> • FP Commodities, e.g. Pills • FP Infrastructure, e.g. rooms e.tc 				
--	--	--	--	--	--	--

NATIONAL BOARD FOR TECHNICAL EDUCATION

PROGRAMME: NATIONAL DIPLOMA COMMUNITY HEALTH			
COURSE TITLE: COMMUNITY MENTAL HEALTH			
COURSE CODE: CMH 216			
DURATION: 30 HRS	Lecture: -1HR	Practical: - 1HR	Total: 30HRS
CREDIT UNITS: 2			
GOAL: This course is designed to enable the student to acquire knowledge and skills needed to identify mental health problems in the community, methods of prevention and appropriate referral.			
GENERAL OBJECTIVE: On completion of the course, the student should be able to:			
1.0 Understand community mental health			
2.0 Know the positive mental health habits			
3.0 Know the preventive measures for mental illnesses			
4.0 Know the appropriate referral process for mental illness			

PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEALTH						
COURSE: COMMUNITY MENTAL HEALTH				Course Code: CMH 216	Contact Hours: 30HRS	
COURSE SPECIFICATION:		Theoretical Content:	Practical Content:			
General Objective: 1.0: Understand Community Mental Health						
WEEK	Specific Learning Outcomes	Teachers Activities	Learning Resources	Specific Learning Outcomes	Teachers Activities	Evaluation
1	1.1. Define mental health 1.2. State the importance / rationale of the study of community mental health 1.3. Define mental illness 1.4. List the causes of mental illness 1.5. Explain the classification of mental illness.	Explain mental health, the importance / rationale of the study of community mental health Explain mental illness, its causes and classes.	White boards Text books markers Visuals (pictures, charts, models, etc.)			Explain mental health and the importance / rationale of the study of community mental health Explain mental illness, its causes and classes.
General Objective: 2.0: Know The Positive Mental Health Habits.						
2	2.1 List Positive mental health habits:	Explain positive mental health habits: <ul style="list-style-type: none"> • Regular exercise • Eating balanced diet 	White boards Text books markers Visuals (pictures, charts, models, etc.)			List Positive mental health habits

		<ul style="list-style-type: none"> • Adequate rest and sleep • Recreational activities 				
General Objective: 3.0: Know the Preventive Measures For Mental Illnesses.						
3	3.1 Explain preventive measures of mental illness:	<p>Explain preventive measures of mental illness:</p> <ul style="list-style-type: none"> • Genetic counselling • Good job • Accident prevention • Avoidance of narcotic drugs • Early recognition and management of an abnormal behaviour • Supportive social structure [happy home] etc. 	<p>White boards Text books markers Visuals (pictures, charts, models, etc.)</p>			Explain preventive measures of mental illness in 3.1:

General Objective: 4.0: Know Referral Process For Mental Illness.						
4	4.1 Explain the referral process for mental illness	Explain the referral process for mental illness	White boards Text books markers Visuals (pictures, charts, models, etc.)			Explain the referral process for mental illness Describe appropriate referral process for mental illness, according to Standing Orders
	4.2 Describe appropriate referral process for mental illness, according to Standing Orders	Describe appropriate referral process for mental illness, according to Standing Orders				

PROGRAMME: NATIONAL DIPLOMA COMMUNITY HEALTH			
COURSE TITLE: NON COMMUNICABLE DISEASES			
COURSE CODE: CMH 217			
CREDIT UNITS: 2	Lecture: -1HR	Practical: - 1HR	Total: 30HRS
GOAL: This course is designed to enable students to acquire knowledge and skills required to identify and prevent the occurrence of non-communicable diseases in the community.			
GENERAL OBJECTIVE: On completion of the course, the student should be able to:			
1.0 Understand the common non-communicable diseases and their prevalence in the community 2.0 Know the causes and pre-disposing factors for non-communicable diseases 3.0 Know the clinical signs and symptoms of common non-communicable diseases 4.0 Understand the preventive/control measures for common non-communicable diseases 5.0 Understand how to manage non-communicable diseases using the Standing Orders 6.0 Know the information technology and gadgets, their associated health challenges			

PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEALTH						
COURSE: NON COMMUNICABLE DISEASES				Course Code: CMH 217	Contact Hours: 30HRS	
COURSE SPECIFICATION:		Theoretical Content:		Practical Content:		
General Objective: 1.0: Understand the common non-communicable diseases and their prevalence in the community						
WEEK	Specific Learning Outcomes	Teachers Activities	Learning Resources	Specific Learning Outcomes	Teachers Activities	Evaluation
1	1.1 Define non-communicable diseases 1.2 List differences between communicable and non-communicable diseases 1.3 List common non-communicable diseases (e.g. sickle cell disease, hypertension, diabetes, etc.) 1.4 Explain the classification non-communicable diseases	Explain non-communicable diseases and their examples Differentiate between communicable and non-communicable diseases Explain various classification of non-communicable	White boards Text books markers Visuals (pictures, charts, models, etc.)			Differentiate between communicable and non-communicable diseases
General Objective: 2.0: Know the causes and pre-disposing factors for non-communicable diseases						
2	2.1 Explain the causes/predisposing	Explain the causes/predisposing	White boards Text books markers			Explain preventive and

	<p>factors of non-communicable diseases</p> <p>2.2 Explain the difference between modifiable and non-modifiable risk factors</p> <p>2.3 List the high risk groups for non-communicable diseases</p> <p>2.4 Explain preventive and control measures against non-communicable</p>	<p>factors of non-communicable diseases</p> <p>Explain the difference between modifiable and non-modifiable risk factors</p> <p>Explain the high risk groups for non-communicable diseases</p> <p>Explain preventive and control measures against non-communicable</p>	<p>Visuals (pictures, charts, models, etc.)</p>			<p>control measures against non-communicable</p>
General Objective: 3.0: Know the clinical signs and symptoms of common non-communicable diseases						
3	<p>3.1 Describe the signs and symptoms of common non-communicable diseases.</p> <p>3.2 Explain the needed skills in counselling clients with non-communicable diseases.</p>	<p>Explain the signs and symptoms of common non-communicable diseases.</p> <p>Explain the needed skills in counselling clients with non-communicable diseases.</p>	<p>White boards</p> <p>Text books markers</p> <p>Visuals (pictures, charts, models, etc.)</p>			<p>Describe the signs and symptoms of common non-communicable diseases.</p>

General Objective: 4.0: Understand the preventive/control measures for common non-communicable diseases					
4	1.1 Enumerate the control measures for non-communicable diseases 1.2 Explain the roles of the individual, <i>family, community and government</i> in the control of non-communicable diseases	Explain 4.1-4.2	White boards Text books markers Visuals (pictures, charts, models, etc.)		Explain the roles of the individual, <i>family, community and government</i> in the control of non-communicable diseases
General Objective 5.0: Understand how to manage non-communicable diseases using the Standing Orders.					
	5.1 Explain how to manage common NCDs according to Standing Orders 5.2 List ways of rehabilitating a client with a non-communicable disease	Explain how to manage common NCDs according to Standing Orders Explain ways of rehabilitating a client with a non-communicable disease	White boards Text books markers Visuals (pictures, charts, models, etc.)		Explain how to manage common NCDs according to Standing Orders
General Objective 6.0: Know the information technology and gadgets, their associated health challenges					
	6.1 Explain health challenges associated with information technology gadgets 6.2 List health challenges associated with	Explain health challenges associated with information technology gadgets:	White boards Text books markers Visuals (pictures, charts, models, etc.)		Explain health challenges associated with information technology gadgets

	<p>information technology gadgets</p> <p>6.3 Explain the strategies to prevent/control the impacts of the information technology gadgets associated health challenges</p>	<ol style="list-style-type: none"> i. Computer vision syndrome ii. Insomnia iii. Receptive iv. Hearing impairment etc. <p>Discuss the strategies to prevent/control the impacts of the information technology gadgets associated health challenges:</p> <ul style="list-style-type: none"> • Reduce time of exposure • Provide conducive environment • Use of Personal Protective Equipment (PPE) e.g. reflective goggles 				
--	---	--	--	--	--	--

PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEALTH			
COURSE TITLE: Introduction to PHC Management and Human Resource in Health			
COURSE CODE: CMH 218			
CREDIT UNITS: 2	Lecture: - 2	Practical: -	Total: 30 hours
GOAL: This course is aimed at providing the students with the organizational and leadership skills needed to manage resources for effective Primary Health Care planning and organizing Human Resources for training and seminar presentation			
GENERAL OBJECTIVE: On completion of the course, the student should be able to:			
1.0 Understand management and planning 2.0 Know the principles of leadership and importance of supervision 3.0 Understand basic accounting principles 4.0 Know the health plan of the local government 5.0 Understand a work plan and carry out the plan 6.0 Know the concept of Human Resources 7.0 Know how to plan a human resources training programme			

PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEALTH						
COURSE: Introduction to PHC Management and Human Resource in Health				Course Code: CMH 218	Contact Hours: 30HRS	
COURSE SPECIFICATION:		Theoretical Content:		Practical Content:		
General Objective: 1.0: Understand Management And Planning.						
WEEK	Specific Learning Outcomes	Teachers Activities	Learning Resources	Specific Learning Outcomes	Teachers Activities	Evaluation
1	1.1. Define planning 1.2. Explain the importance of planning and management. 1.3. Explain the principles of management 1.4. Explain the functions of management:	Explain the meaning of planning Explain the importance of planning and management. Explain the principles of management -Motivation -division of labour -Delegation, etc. Explain the functions of management: <ul style="list-style-type: none"> • Planning • Organising • Staffing • Directing • Controlling 	White boards Text books markers Visuals (pictures, charts, models, etc.)			Define planning Explain the importance of planning and management. Explain the functions of management:
General Objective: 2.0: Know The Principles Of Leadership And Importance Of Supervision						
2	2.1. Define of leadership.	Explain the meaning of leadership.	White boards			Define of leadership.

	<p>2.2. Explain leadership styles</p> <p>2.3. Explain the characteristics of a good leader</p> <p>2.4. Define supervision</p> <p>2.5 Explain the importance of supervision.</p> <p>2.6. State the roles of a supervisor</p> <p>2.7. Explain the types of supervision</p> <p>2.8. Explain level of supervision in PHC</p>	<p>Describe leadership styles: -Autocracy -Democracy -Eclectic etc. Explain the characteristics of a good leader: -simplicity -approachable -understanding, etc.</p> <p>Explain supervision</p> <p>Explain the importance of supervision.</p> <p>Explain the roles of a supervisor</p> <p>Explain types of supervision</p> <p>Explain level of supervision in PHC</p>	<p>Text books markers Visuals (pictures, charts, models, etc.)</p>			<p>Describe leadership styles:</p> <p>Define supervision</p> <p>Explain the importance of supervision.</p> <p>State the roles of a supervisor</p> <p>Explain the types of supervision</p>
General Objective: 3.0: Understand Basic Accounting Principles						
3	<p>3.1. Define Accounting System in PHC.</p> <p>3.2. Describe basic accounting principles</p>	<p>Explain Accounting System in PHC.</p> <p>Explain basic accounting principles</p>	<p>White boards Text books markers</p>			<p>Define Accounting System in PHC.</p>

	<p>3.3. Explain books of accounting</p> <p>3.4. Describe the petty cash impress system.</p> <p>3.5. Define Budgeting.</p> <p>3.6. Explain the effects of improper budgeting.</p>	<p>Explain books of accounting:</p> <p>-teller -Invoice -ledger -cash book.</p> <p>Explain the petty cash impress system.</p> <p>Explain Budgeting.</p> <p>Explain the effects of improper budgeting.</p>	<p>Visuals (pictures, charts, models, etc.)</p>			<p>Describe basic accounting principles</p> <p>Explain books of accounting:</p> <p>Describe the petty cash impress system.</p> <p>Define Budgeting.</p> <p>Explain the effects of improper budgeting.</p>
General Objective: 4.0: Know The Health Plan Of The Local Government						
4	<p>4.1. Define Health Planning.</p> <p>4.2. Explain the purpose of Health Planning.</p> <p>4.3. Explain steps in Health Planning.</p> <p>4.5. Explain the relationship between community diagnosis and health planning.</p>	<p>Explain Health Planning.</p> <p>Explain the purpose of Health Planning.</p> <p>Explain steps in Health Planning.</p> <p>Explain the relationship between community diagnosis and health planning.</p>	<p>White boards Text books markers</p> <p>Visuals (pictures, charts, models, etc.)</p>			<p>Define Health Planning.</p> <p>Explain the purpose of</p>

	4.6. Explain the Health Plan of the Local Government.	Explain the Health Plan of the Local Government.				
General Objective: 5.0: Understand A Work Plan And Carry Out The Plan						
5	5.1. Define Work Plan 5.2. Explain the importance of work plan. 5.3. Explain the components of work plan. 5.4. Explain how to develop a Work Plan. 5.5. Implement a Work Plan.	Explain Work Plan Explain the importance of work plan. Explain the components of work plan. Explain how to develop a work plan Explain how to Implement a Work Plan	White boards Text books markers Visuals (pictures, charts, models, etc.)	Develop a Work Plan Implement a work plan	Guide students to Develop and implement a Work Plan	Define Work Plan Explain the importance of work plan.
General Objective: 6.0: Know The Concept Of Human Resources						
6	6.1. Define Human Resources in Health 6.2. Explain cadres of human resources for health. 6.3. Explain the importance of training	Explain Human Resources in Health Explain cadres of human resources for health. Explain the importance of training for human resource in health.	White boards Text books markers Visuals (pictures, charts, models, etc.)			Define Human Resources in Health Explain cadres of human resources for health.

	<p>for human resource in health.</p> <p>6.4. Explain methods of human resources training.</p> <p>6.5. Explain types of human resources training</p>	<p>Explain methods of human resources training.</p> <p>Explain types of human resources training</p>				<p>Explain the importance of training for human resource in health.</p> <p>Explain methods of human resources training.</p> <p>Explain types of human resources training</p>
General Objective: 7.0: Know How To Plan A Human Resources Training Programme						
7	<p>7.1. Explain the staff training needs using simple training assessment methods</p> <p>7.2. Explain staff training need with the superior officer</p> <p>7.3. Explain how to collaborate with other members of staff in planning, implantation and evaluation of needs of staff</p>	<p>Explain how to Identify staff training needs using simple training assessment methods</p> <p>Discuss staff training need with the superior officer</p> <p>Explain how to collaborate with other members of staff in planning, implantation and evaluation of needs of staff</p>	<p>White boards</p> <p>Text books</p> <p>markers</p> <p>Visuals (pictures, charts, models, etc.)</p>			<p>Explain staff training needs using simple training assessment method</p>

PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEALTH			
COURSE TITLE: COMMUNITY BASED NEWBORN CARE			
COURSE CODE: CMH 219			
CREDIT UNITS: 3	Lecture: - 2HRS	Practical: - 1HR	Total: 45HRS
GOAL: This course is designed to provide community health practitioners with knowledge and skills to care for mothers and New-borns in the community, assess for danger signs, and assist families in accessing clinical care when necessary.			
GENERAL OBJECTIVE: On completion of the course, the student should be able to:			
1.0 Understand the concept of Community-Based New-born care.			
2.0 Know the intervention packages in community-based New-born care.			
3.0 Know how to implement intervention packages in New-born care at the community level.			

PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEALTH						
COURSE: COMMUNITY BASED NEWBORN CARE.				Course Code: CMH 219	Contact Hours: 45HRS	
COURSE SPECIFICATION:		Theoretical Content:		Practical Content:		
General Objective: 1.0: Understand The Concept Of Community-Based New-Born Care						
WEEK	Specific Learning Outcomes	Teachers Activities	Learning Resources	Specific Learning Outcomes	Teachers Activities	Evaluation
1	1.1 Define community-based new-born care 1.2 Define Perinatal and neonatal mortality	Explain community-based new-born care Explain Perinatal and neonatal mortality <ul style="list-style-type: none"> • Prematurity, • Birth Asphyxia, • Neonatal Infections • etc. 	Relevant Publications Audio-visuals (video, compact disc, DVD, Internet) Books			Define community-based new-born care Define Perinatal and neonatal mortality
General Objective: 2.0: Know The Intervention Packages In Community-Based New-Born Care						
2	2.1 List intervention packages that have been found to be beneficial in community based Newborn care	List intervention packages that have been found to be beneficial in community based Newborn care <ul style="list-style-type: none"> • Home visits for Birth Preparedness, emergency readiness and promotion of facility delivery. 	Community-Based Newborn Care Training Manual (FMOH) Modified Essential Newborn Care course materials	Counsel mothers on KMC Conduct a demonstration on the implementation of KMC	Guide students to counsel mothers on KMC	List intervention packages that have been found to be beneficial in community based New born care Explain Kangaroo Mother Care (KMC)

	<p>2.2 Explain intervention packages that have been found to be beneficial in community based New born care</p>	<ul style="list-style-type: none"> • Counselling and preparation for new-born care • Healthy home care including promotion of exclusive breastfeeding • Cord care with daily 4% Chlorhexidine gel • Care of Small Babies emphasizing good hygiene and thermal care / (Kangaroo Mother Care-KMC) • Birth Spacing. • Maternal Nutrition. • Promoting illness recognition & timely • etc. <p>Explain intervention packages that have been found to be beneficial in community based Newborn care</p>				
--	---	---	--	--	--	--

	2.3 Explain of Kangaroo Mother Care (KMC)	Explain Kangaroo Mother Care (KMC) Explain types of KMC				
	2.4 List the types of KMC					
	2.5 List the component of KMC	Explain the component of KMC				
	2.6 List the advantages of KMC	Explain the advantages of KMC				
	2.7 Describe Kangaroo Mother Care (KMC)	Describe Kangaroo Mother Care (KMC)				
	2.8 List the criteria for discharge from KMC	Explain the criteria for discharge from KMC				
General Objective: 3.0: Know How To Implement Intervention Packages In New-Born Care At The Community Level.						
3	3.1 Explain intervention packages in New-born care at the community level	Explain intervention packages in New-born care at the community level	Community-Based Newborn Care Training Manual (FMOH) Modified Essential Newborn Care course materials	Demonstrate how to implement beneficial intervention packages in essential Newborn care at the community level <ul style="list-style-type: none"> • Home visits before births • Visits after birth on days 0, 1,2,3,10 and 14 + 	Guide students to implement beneficial intervention packages in essential New born care at the community level	Explain intervention packages in New-born care at the community level

PROGRAMME: NATIONAL DIPLOMA COMMUNITY HEALTH			
COURSE TITLE: SUPERVISED COMMUNITY BASED EXPERIENCE			
COURSE CODE: CMH 220			
CREDIT UNITS: 5	Lecture: -0HR	Practical: - 5HR	Total: 75HRS
GOAL: This course is designed to enable the student to apply knowledge and skills acquired in community diagnosis at field work .			
GENERAL OBJECTIVE: On completion of the course, the student should be able to:			
1.0 Understand how to carry out mapping, Health needs assessment and community mobilization and house numbering			
2.0 Know how to Address Health issues in mothers and children under five (U-5years)			

PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEALTH						
COURSE: SUPERVISED COMMUNITY BASED EXPERIENCE			Course Code: CMH 220		Contact Hours: 75HRS	
COURSE SPECIFICATION:		Theoretical Content:		Practical Content:		
General Objective: 1.0: Understand how to carry out mapping, Health needs assessment and community mobilization						
WEEK	Specific Learning Outcomes	Teachers Activities	Learning Resources	Specific Learning Outcomes	Teachers Activities	Evaluation
1	1.1 Describe community mapping 1.2 List types of map 1.3 Explain general characteristics of maps	Explain community mapping Explain types of map Explain general characteristics of maps	White boards Text books markers Visuals (pictures, charts, models, etc.)	Identify general characteristics of maps Draw a social map of the community Conduct a needs assessment of the community Use the results of the needs assessment to identify major health problems to be addressed Evaluate the community mobilisation, advocacy, awareness creation and campaign	Guide students to identify general characteristics of maps Sketch a social map of the community Guide students to conduct a needs assessment of the community Guide students to evaluate the community mobilisation, advocacy, awareness creation and campaign	Evaluate the community mobilisation, advocacy, awareness creation and campaign

				<p>Prepare a community mobilisation plan for one of the priority health problems identified</p> <p>Conduct PHC house numbering</p>		
General Objective: 2.0: Know how to Address Health issues in mothers and children under five (U-5years).						
3	<p>2.1 Explain how to assess health issues in mothers and children under 5 in the community that can be addressed through health talks</p> <p>2.2 Explain how to evaluate the outcome of the health talk at community level</p>	<p>Explain how to assess health issues in mothers and children under 5 in the community that can be addressed through health</p>	<p>White boards Text books markers Visuals (pictures, charts, models, etc.)</p>	<p>Assess health issues in mothers and children under 5 in the community that can be addressed through health talks</p> <p>Demonstrate how to conduct a health talk on prevailing health problems: e.g., HIV/AIDS, malaria, acute respiratory diseases, Family</p> <p>Prepare a format for conducting health talks on the identified issues.</p>		<p>Explain preventive measures of mental illness in 3.1:</p>

				<p>Conduct health talks on the identified issue</p> <p>Evaluate the outcome of the health talk at community level</p> <p>- Share experiences with community members and leaders.</p>	
General Objective: 4.0: Know Referral Process For Mental Illness.					
4	<p>4.1 Explain the referral process for mental illness</p> <p>4.2 Describe appropriate referral process for mental illness, according to Standing Orders</p>	<p>Explain the referral process for mental illness</p> <p>Describe appropriate referral process for mental illness, according to Standing Orders</p>	<p>White boards</p> <p>Text books markers</p> <p>Visuals (pictures, charts, models, etc.)</p>		<p>Explain the referral process for mental illness</p> <p>Describe appropriate referral process for mental illness, according to Standing Orders</p>

NATIONAL BOARD FOR TECHNICAL EDUCATION

YEAR TWO SEMESTER TWO COURSES

PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEALTH			
COURSE TITLE: USE OF NATIONAL STANDING ORDERS			
COURSE CODE: CMH 221			
CREDIT UNITS: 2	Lecture: - 2HR	Practical: 1HR	Total: 45HRS
GOAL: This course is designed to equip students with the necessary knowledge and skills in the management of common ailments and conditions in both the community and in the clinic using the Standing Orders and other job aids.			
GENERAL OBJECTIVE: On completion of the course, the student should be able to:			
1.0 Know the historical background of Standing Orders 2.0 Understand the layout and format of Standing Orders 3.0 Know the steps for the use of Standing Orders 4.0 Know the referral system 5.0 Understand how to use the Standing Orders to discuss the conditions in which children or adults are identified as 'At Risk' 6.0 Understand the other job aids			

PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEALTH						
COURSE: USE OF NATIONAL STANDING ORDERS				Course Code: CMH 221	Contact Hours: 45HRS	
COURSE SPECIFICATION: Theoretical Content:			Practical Content:			
General Objective: 1.0: Know the historical background of National Standing Orders						
WEEK	Specific Learning Outcomes	Teachers Activities	Learning Resources	Specific Learning Outcomes	Teachers Activities	Evaluation
1	1.1 Describe the Standing Orders 1.2 Describe the historical evolution of Standing Orders 1.3 Explain the objective of Standing Orders	Explain 1.1-1.3	Audio-Visual, Charts Text books, Models, a Audio-Visual, Chart			Explain the objective of Standing Orders
General Objective: 2.0: Understand the layout and format of Standing Orders						
2	2.1 Describe the various sections of Standing Orders	Explain the various sections of Standing Orders: i. Section I: New-born (0-1 month) ii. Section II: Babies and young children (1 month – 5 years) iii. Section III: Older	Audio-Visual, Charts Text books, Models, a Audio-Visual, Chart			Describe the various sections of Standing Orders

		children (6-12 years) iv. Section IV: Adolescents (10-19 years) v. Section V: Adult health vi. Section VI: Elderly				
General Objective:3.0 Know the steps for the use of Standing Orders						
3	3.1 Describe steps in the use of Standing Orders 3.2 Describe how to assist in the management of clients with different complaints using the Standing Orders 3.3 Explain the importance of continuous and appropriate use of the Standing	Explain 3.1-3.3	Audio-Visual, Charts Text books, Models, a Audio-Visual, Chart			Explain the importance of continuous and appropriate use of the Standing Orders at all times.

	Orders at all times					
General Objective: 4: Know the referral system						
4	<p>4.1 Define the two-way referral system</p> <p>4.2 List the indications for referrals</p> <p>4.3 Describe the process of referrals</p>	Explain 4.1-4.3	<p>Audio-Visual, Charts Text books, Models, a Audio-Visual, Chart</p>	Refer patients and identifying when it is appropriate to do so	<p>Guide students to Practice on referral of patients and identifying when it is appropriate to do so. This covers:</p> <ul style="list-style-type: none"> Identifying patients that need to be referred Completing the referral forms and Follow-up of referred patients 	List the indications for referrals
General Objective 5.0: Understand how to use the Standing Orders to classify the conditions in which children or adults are identified as 'At Risk'						
	5.1 Explain conditions in children and adults which put them in grave danger	Explain conditions in children and adults which	<p>Audio-Visual, Charts Text books, Models, a Audio-Visual, Chart</p>			Develop a checklist for follow-up of 'At Risk' cases

	<p>5.2 Explain the 'At Risk' register</p> <p>5.3 Explain how to develop a checklist for follow-up of 'At Risk' cases</p>	<p>put them at risk:</p> <ol style="list-style-type: none"> i. Acute pneumonia ii. Severe sepsis iii. Severe anaemia iv. Severe malaria v. Severe diarrhoea <p>Etc.</p> <p>Explain the 'At Risk' register</p> <p>Explain how to develop a checklist for follow-up of 'At Risk' cases</p>				
General Objective 6.0: Understand the other job aids						
	<p>6.1 Describe relevant job aids</p>	<p>Explain relevant job aids such as:</p> <ol style="list-style-type: none"> i. IMCI chart booklets 	<p>Audio-Visual, Charts Text books, Models, a Audio-Visual, Chart</p>	<p>Use relevant job aids</p>	<p>Guide students to use relevant job aids</p>	<p>Describe relevant job aids</p>

		ii. ICCM chart booklets iii. Action Plans for Modified ENCC etc.				
--	--	---	--	--	--	--

NATIONAL BOARD FOR TECHNICAL EDUCATION

PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEALTH			
COURSE TITLE: SCHOOL HEALTH PROGRAMME			
COURSE CODE: CMH 222			
CREDIT UNITS: 2	Lecture: - 2HR	Practical: 1HR	Total: 45HRS
GOAL: This course is designed to enable the student to acquire appropriate knowledge and skills required to take care of school children in the schools and in the community.			
GENERAL OBJECTIVE: On completion of the course, the student should be able to:			
1.0 Understand the school health programme 2.0 Know health/disease conditions that affect school children 6.0 Know the danger/hazards associated with school children 7.0 Know the health needs of the school child 5.0 Understand the components of school health programme 6.0 Know the requirements for school health programme			

PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEALTH						
COURSE TITLE: SCHOOL HEALTH PROGRAMME				Course Code: CMH 222	Contact Hours: 45HRS	
COURSE SPECIFICATION: Theoretical Content:				Practical Content:		
General Objective: 1.0: Understand the school health programme						
WEEK	Specific Learning Outcomes	Teachers Activities	Learning Resources	Specific Learning Outcomes	Teachers Activities	Evaluation
1	1.1 Define the following <ul style="list-style-type: none"> ➤ a school child ➤ school health 1.2 Explain school health programmes 1.3 Enumerate the objective of school health programme	Explain 1.1-1.3	Audio-Visual, Charts Text books, Models, a Audio-Visual, Chart			Explain school health programmes
General Objective: 2.0: Know the health/ disease conditions that affect school children						
2	2.1 Explain the health conditions that affect school children	Explain the health conditions that affect school children such as: <ol style="list-style-type: none"> i. Worm ii. Infestation iii. Skin diseases such as scabies, ringworm iv. Dental caries v. Eye infections vi. Malnutrition 	Audio-Visual, Charts Text books, Models, a Audio-Visual, Chart			Explain the health conditions that affect school children

		vii. Anaemia, etc				
General Objective: 3.0 Know the danger/hazards associated with school children						
3	3.1 Explain the health conditions that affect children	<p>Explain the health conditions that affect children such as:</p> <ul style="list-style-type: none"> i. Communicable disease ii. Accident, e.g. fractures iii. Emotional stress iv. Competition of school life v. Drugs abuse, etc. 	<p>Audio-Visual, Charts Text books, Models, Audio-Visual, Chart</p>			Explain the health conditions that affect children
General Objective: 4: Understand school health programmes						
4	4.1 Explain the needs of a school child	<p>Explain the needs of a school child such as</p> <ul style="list-style-type: none"> i. Good health care ii. Qualified food iii. Vendor/school meal iv. Good and adequate nutrition 	<p>Audio-Visual, Charts Text books, Models, a Audio-Visual, Chart</p>			Explain the needs of a school child

		<ul style="list-style-type: none"> v. Potable water supply vi. Routine medical check-up vii. Immunization, etc. 				
General Objective 5.0 know the components of school health programmes						
	5.1 Enumerate the components of school health programs	<p>Explain the components of school health programs:</p> <ul style="list-style-type: none"> i. Physical examination (hygiene inspection) ii. Environmental inspection iii. Immunization iv. Scholl meal services v. Health education vi. Treatment of minor ailments, etc 	<p>Audio-Visual, Charts Text books, Models, a Audio-Visual, Chart</p>			Enumerate the components of school health programs
General Objective 6.0: Understand the requirements for school health programmes						
	6.1 Outline the requirement for school health programmes	<p>Explain the requirement for school health programmes:</p>	<p>Audio-Visual, Charts Text books, Models, a Audio-Visual, Chart</p>			Outline the requirement for school health programmes

		<ul style="list-style-type: none">i. Manpowerii. Community health workersiii. Public health nursesiv. Doctorsv. Social workersvi. Attendantsvii. Drivers				
--	--	--	--	--	--	--

NATIONAL BOARD FOR TECHNICAL EDUCATION

PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEALTH			
COURSE TITLE: ADOLESCENT AND ADULT HEALTH			
COURSE CODE: CMH 223			
CREDIT UNITS: 2	Lecture: - 2HR	Practical: 0HR	Total: 30HRS
GOAL: This course is designed to enable students acquire appropriate knowledge about adolescents and adult for their traits in order to improve their health status			
GENERAL OBJECTIVE: On completion of the course, the student should be able to:			
1.0 Know adolescence, and Adult 2.0 Understand the characteristics and traits associated with adolescents and adult 3.0 Know the needs, health conditions or disease, and health problems of adolescents, and adult 4.0 Understand the skills in counselling adolescents, and adult 5.0 Know the men's health and its health related issues. 6.0 Know the principles of physical examination			

PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEALTH						
COURSE: ADOLESCENT AND ADULT HEALTH			Course Code: CMH 223	Contact Hours: 30HRS		
COURSE SPECIFICATION:		Theoretical Content:		Practical Content:		
General Objective: 1.0: Know adolescence, and Adult						
WEEK	Specific Learning Outcomes	Teachers Activities	Learning Resources	Specific Learning Outcomes	Teachers Activities	Evaluation
1	1.1 Explain adolescent and young people 1.2 Explain physiological changes in adolescents i. Males ii. Females	Explain 1.1-1.2	Audio-Visual, Charts Text books, Models, a Audio-Visual, Chart			Explain adolescent and young people
General Objective: 2.0: Understand the characteristics and traits associated with adolescents.						
2	2.1 Explain the behavioural, emotional and social characteristics of adolescents. 2.2 Explain the health needs of adults such as: 2.3 Explain the developmental challenges of adolescents	Explain the behavioural, emotional and social characteristics of adolescents i.e. i. Exhibition of exuberance ii. Involvement in social vices iii. Claiming equality with adults, iv. Fantasy, etc. Explain the health needs of adults such as: i. Shelter	Audio-Visual, Charts Text books, Models, a Audio-Visual, Chart			Explain the developmental challenges of adolescents

		<ul style="list-style-type: none"> ii. Security iii. Good nutrition iv. Education v. Love vi. Adequate health facilities vii. Stable home etc. <p>Explain the developmental challenges of adolescents</p>				
General Objective:3.0 : Know the needs, health conditions or disease, and health problems of adolescents, and adult						
3	<p>6.4 Explain the diseases/health conditions</p> <p>3.2 Explain the needs and health problems of adolescents and young people</p>	<p>Explain the diseases/health conditions under the following headings:</p> <ul style="list-style-type: none"> i. Definition ii. Causes iii. Mode of spread (where applicable) iv. Types (where applicable) v. Diagnosis vi. Management vii. Complications viii. Prevention and control ix. Referral x. Follow up <p>Explain the needs and health problems of adolescents and young people with regards to the following:</p>	<p>Audio-Visual, Charts Text books, Models, a Audio-Visual, Chart</p>			<p>Explain the needs and health problems of adolescents and young people</p>

		<ul style="list-style-type: none"> i. Drug abuse ii. STIs/HIV/AIDS iii. Accidents iv. Unwanted pregnancy v. Love vi. Guidance and Counselling vii. Education viii. Spirituality ix. Sexuality x. Shelter xi. Food , Security, etc. 				
General Objective: 4.0 Understand the skills in counselling adolescents, and adult						
4	4.1 Explain Counselling skills for the management of adolescents' health needs.	<p>Explain Counselling skills for the management of adolescents' health needs:</p> <ul style="list-style-type: none"> i. Listening ii. Attending behaviour reflection, etc. 	<p>Audio-Visual, Charts Text books, Models, a Audio-Visual, Chart</p>			Explain Counselling skills for the management of adolescents' health needs.
General Objective 5.0: Understand various methods of physical examinations of clients.						
	5.1 Describe methods of physical examination of clients	<p>Describe methods of physical examination of clients:</p> <ul style="list-style-type: none"> i. Inspect/observe ii. Palpate iii. Auscultate iv. Percuss. 	<p>Audio-Visual, Charts Text books, Models, a Audio-Visual, Chart</p>	Develop a checklist for follow-up of 'At Risk' cases	Guide students to develop a checklist for follow-up of 'At Risk' cases	Explain methods of physical examination of clients
General Objective 6.0: Know the principles for physical examination of clients.						
	6.1 Describe the principles of physical	Explain the principles of physical examination of clients	Audio-Visual, Charts,			Explain the principles of

	examination of clients		Text books, Models, a Audio-Visual, Chart			physical examination of clients
--	------------------------	--	---	--	--	---------------------------------------

NATIONAL BOARD FOR TECHNICAL EDUCATION

PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEALTH			
COURSE TITLE: CARE OF PERSONS WITH SPECIAL NEEDS			
COURSE CODE: CMH 224			
CREDIT UNITS: 2	Lecture: - 2HR	Practical: HR	Total: 30HRS
GOAL: The course is designed to provide students with skills to care for persons living with disabilities			
GENERAL OBJECTIVE: On completion of the course, the student should be able to:			
1.0 Understand the concept of disability			
2.0 Know the different categories of disabilities			
3.0 Understand common disability conditions in the community			
4.0 Know the care for people with disabilities including rehabilitation in the Community			
5.0 Understand the rehabilitation of people with disability condition in the community			

PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEALTH						
COURSE: CARE OF PERSONS WITH SPECIAL NEEDS				Course Code: CMH 224		Contact Hours: 30HRS
COURSE SPECIFICATION:		Theoretical Content:		Practical Content:		
General Objective: 1.0: Understand the concept of disability						
WEEK	Specific Learning Outcomes	Teachers Activities	Learning Resources	Specific Learning Outcomes	Teachers Activities	Evaluation
1	1.1. Explain Disability 1.2. Explain Impairment 1.2 Explain how to identify individuals with special needs 1.3 Explain how to identify common causes of disabilities	Explain 1.1-1.2	Audio-Visual, Charts Text books, Models, a Audio-Visual, Chart			Explain how to identify common causes of disabilities
General Objective: 2.0: Know different categories of disabilities.						
2	2.1 Describe disability conditions 2.2 Explain the following concepts i. Paralysis including poliomyelitis ii. Loss of a limb(s) iii. Blindness iv. Deafness v. Spinal bifida etc	Explain 2.1-2.10	Audio-Visual, Charts Text books, Models, a Audio-Visual, Chart			Explain causes of learning disability

	<p>2.3 Explain mental disabilities in relation to</p> <ol style="list-style-type: none"> i. Cerebral palsy ii. Down's syndrome (Mongolism) iii. Hydrocephalus etc. <p>2.4 Explain social disability, e.g.</p> <ol style="list-style-type: none"> i. Single parenthood ii. Motherless children cared for by grannies/guardians iii. Orphans iv. Low income earners etc. <p>2.5.Explain learning disability</p> <p>2.6 Explain causes of learning disability</p> <p>2.7 Explain -clinical features of learning disability</p> <p>2.8. Explain preventive measure</p>					
--	---	--	--	--	--	--

	2.9 Explain -referral procedure 2.10. Explain follow up of people with learning disabilities					
General Objective:3.0 : Care provision and management if disability conditions						
3	3.1 Explain methods of providing care for different persons with disabilities in the community 3.2 Describe ways of managing persons with disabilities in line with Standing Orders 3.3. Explain how to refer disability conditions to appropriate places	Explain 3.1-3.3	Audio-Visual, Charts Text books, Models, a Audio-Visual, Chart	Refer disability conditions to appropriate places	Explain how to refer disability conditions to appropriate places	Describe ways of managing persons with disabilities in line with Standing Orders
General Objective: 4.0 Know the care for people with disabilities including rehabilitation						
4	4.1. Define rehabilitation	Explain 4.1-4.4	Audio-Visual, Charts Text books, Models, a Audio-Visual, Chart			Explain rehabilitation procedure for different disability conditions

	<p>4.2. Explain rehabilitation procedure for different disability conditions</p> <p>4.3 Enumerate importance of rehabilitation</p> <p>4.4. Explain how to identify rehabilitation centres (e.g. Schools for the blind, etc.).</p>					
--	---	--	--	--	--	--

NATIONAL BOARD FOR TECHNICAL EDUCATION

PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEALTH			
COURSE TITLE: COMMUNITY GERIATRICS			
COURSE CODE: CMH 225			
CREDIT UNITS: 2	Lecture: - 2HR	Practical: HR	Total: 30HRS
GOAL: This course is designed to equip the students with the knowledge and skills to provide healthcare services to older persons			
GENERAL OBJECTIVE: On completion of the course, the student should be able to:			
1.0 Understand the concept of older persons (60 years and above)			
2.0 Know the common problems affecting the older persons			
3.0 Understand the types of services needed to improve the health and well-being of older persons in the community			
4.0 Know the resources and facilities available to assist older persons in the community			
5.0 Manage the conditions affecting older persons using the Standing Orders			

PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEALTH						
COURSE: COMMUNITY GERIATRICS				Course Code: CMH 225	Contact Hours: 30HRS	
COURSE SPECIFICATION: Theoretical Content:			Practical Content:			
General Objective: 1.0 Understand the concept of older persons (60 years and above)						
WEEK	Specific Learning Outcomes	Teachers Activities	Learning Resources	Specific Learning Outcomes	Teachers Activities	Evaluation
1	1.1 Define older persons 1.2 Describe Old age and older persons 1.3 Describe the process of aging	Explain 1.1-1.3	Audio-Visual, Charts Text books, Models, a Audio-Visual, Chart			Describe the process of aging
General Objective: 2.0: Know the characteristics and traits associated with Old age.						
2	2.1 Explain factors affecting the health of older persons Stable home etc.	Explain factors affecting the health of older persons Stable home etc.	Audio-Visual, Charts Text books, Models, a Audio-Visual, Chart			Explain factors affecting the health of older persons Stable home etc.
General Objective:3.0 : Understand the types of services needed to improve the health and well-being of older persons in the community						
3	3.1 Explain types of services for the elderly at the Family, community and at the healthcare facility level	Explain types of services for the elderly at the Family, community and at the healthcare facility level:	Audio-Visual, Charts Text books, Models, a Audio-Visual, Chart			Explain the needs and health problems of adolescents and young people

		<ul style="list-style-type: none"> i. Regular medical services ii. Pension services, if pensionable iii. Provision of aids for sight and hearing iv. Modification of living accommodation v. Dental services vi. Assistance at the home, etc. 				
General Objective: 4.0 Know the resources and facilities available to assist older persons in the community.						
4	<p>4.1 Describe resources and facilities available in the community health facility to help older persons e.g. community health centres, older peoples' homes, geriatric clinics etc</p> <p>4.2 Explain care for the aged with the available resources and facilities</p>	Explain 4.1-4.2	Audio-Visual, Charts Text books, Models, a Audio-Visual, Chart			Explain care for the aged with the available resources and facilities
General Objective 5.0: Manage the conditions affecting older persons using the Standing Orders						
	5.1 Explain management of	Explain management of	Audio-Visual, Charts Text books, Models, a			Explain management of

	common conditions affecting the elderly using Standing Orders.	common conditions affecting the elderly using Standing Orders.	Audio-Visual, Chart			common conditions affecting the elderly using Standing Orders.
--	--	--	---------------------	--	--	--

NATIONAL BOARD FOR TECHNICAL EDUCATION

PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEALTH			
COURSE TITLE: HEALTH MANAGEMENT INFORMATION SYSTEMS			
COURSE CODE: CMH 226			
CREDIT UNITS: 1	Lecture: - 1HR	Practical: HR	Total: 15HRS
GOAL: This course is designed to equip students with basic knowledge and skills to maintain and report Health records/data at PHC facility and community level			
GENERAL OBJECTIVE: On completion of the course, the student should be able to:			
1.0 Understand the concept of monitoring and evaluation of primary healthcare services			
2.0 Describe how to collate records collected at home, community and health facility levels			
3.0 Know the National Health Management Information System (NHMIS) / District Health Information System (DHIS)			
4.0 Know the Community health Information system			

PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEALTH						
COURSE: HEALTH MANAGEMENT INFORMATION SYSTEMS			Course Code: CMH 226		Contact Hours: 15HRS	
COURSE SPECIFICATION:		Theoretical Content:		Practical Content:		
General Objectives: 1.0 Understand the concept of monitoring and evaluation of primary healthcare services						
WEEK	Specific Learning Outcomes	Teachers Activities	Learning Resources	Specific Learning Outcomes	Teachers Activities	Evaluation
1	1.1 Describe monitoring and evaluation in Primary Health Care services 1.2 Explain levels of data collection for the National Health Management Information System. 1.3 Explain records/data collection forms that are available for information collection in the National Health Management Information	Explain Monitoring and evaluation Explain National Health Management Information System for PHC (e.g. home, community, health facility, etc.) Explain National Health Management Information System for PHC at all levels, such as: i.Home Level ,Child health and treatment card ii.Community/Village level	Audio-Visual, Charts Text books, Models, a Audio-Visual, Chart			Explain records/data collection forms that are available for information collection in the National Health Management Information System for PHC at all levels

<p>System for PHC at all levels</p>	<p>1.4 Describe records to be kept by Volunteer Village Health Workers / CHips agents and CORPS/</p>	<p>iii.VVHWs/TBAs pictorial record of work iv.Community demographic profile v.Community pregnancy profile vi.Community Family Planning profile vii.Community Health Information System (HIS) viii. Health Facility/Ward Level. ix.Clinic and ward level</p> <p>Explain Various records to be kept by Volunteer Village Health Workers / Traditional Birth Attendants</p>				
-------------------------------------	--	--	--	--	--	--

	<p>Traditional Birth Attendants</p> <p>1.5 Describe records to be kept by the Junior Community Health Extension Workers</p> <p>1.6 Explain the relationship between the types of records</p>	<p>Explain records to be kept by the Junior Community Health Extension Workers</p> <p>Explain the relationship between the types of records</p>				
General Objective: 2.0: Describe how to collate records collected at home, community and health facility levels						
2	<p>2.1 Describe how to collate records collected at home, community and health facility levels</p> <p>2.2 Explain clients' clinic records with records brought from the community</p> <p>2.1 Describe Clinic master card, Home -based record</p>	<p>Explain how to Update record of work of , Chips Agents, CORPS and the V VHWs, e.g wall charts</p> <p>Explain clients' clinic records with records brought from the community</p> <p>Explain Clinic master card, Home -based record</p>	<p>Audio-Visual, Charts Text books, Models, a Audio-Visual, Chart</p>			<p>Describe the flow of information under the HMIS (as beginning from the community to health facilities to ward to LGA to State and Federal levels) and data management cycle.</p>

	<p>2.2 Explain how to fill the clinic Master Cards brought from the community in logical order and submitting to the supervising officer</p> <p>2.3 Explain how to fill tally sheets daily, weekly, monthly</p> <p>2.4 Describe the advantages of having home-based records in the system</p> <p>2.5 Describe the flow of information under the HMIS (as beginning from the community to health facilities to ward to LGA</p>	<p>Explain how to fill the clinic Master Cards brought from the community in logical order and submitting to the supervising officer Explain how to fill tally sheets daily, weekly, monthly</p> <p>Describe the advantages of having home-based records in the system</p> <p>Describe the flow of information under the HMIS (as beginning from the community to health facilities to ward to LGA to State and Federal levels) and data management cycle.</p>				
--	---	--	--	--	--	--

	to State and Federal levels) and data management cycle.					
General Objective:3.0 Describe National Health Management Information System (NHMIS) / District Health Information System (DHIS)						
3	3.1 Describe National Health Management Information System (NHMIS) / District Health Information System (DHIS)	Describe National Health Management Information System (NHMIS) / District Health Information System (DHIS)	Audio-Visual, Charts Text books, Models, a Audio-Visual, Chart			Describe National Health Management Information System (NHMIS) / District Health Information System (DHIS)
General Objective: 4.0 Know community health Information system.						
4	4.1 Define Community health information system tools 4.2 Describe Community information system	Define Community health information system tools Explain Community health information system	Audio-Visual, Charts Text books, Models, a Audio-Visual, Chart			Explain care for the aged with the available resources and facilities

PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEALTH			
COURSE TITLE: OCCUPATIONAL HEALTH			
COURSE CODE: CMH 227			
CREDIT UNITS: 2	Lecture: - 1HR	Practical: 1HR	Total: 30HRS
GOAL: This course is designed to equip students with the knowledge and skills to prevent deviations from normal health of workers and also promote adherence to safety procedures in the work environment			
GENERAL OBJECTIVE: On completion of the course, the student should be able to:			
1.0 Understand the Occupational Health Services			
2.0 Know the common occupational health hazards in the community and be able to manage them			
3.0 Understand Occupational Diseases according to their classification			
4.0 Know the hazards in the home and prevent appropriately			
5.0 Understand the Factory Act in relation to occupational health services			
6.0 Know the industrial accidents and safety			
7.0 Know how to collaborate with occupational authorities and Government regulating bodies to promote safe working environment			

PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEALTH						
COURSE: OCCUPATIONAL HEALTH				Course Code: CMH 227	Contact Hours: 30HRS	
COURSE SPECIFICATION: Theoretical Content:			Practical Content:			
General Objectives: 1.0 Understand the concept of monitoring and evaluation of primary healthcare services						
WEEK	Specific Learning Outcomes	Teachers Activities	Learning Resources	Specific Learning Outcomes	Teachers Activities	Evaluation
1	1.1 Describe Occupational Health 1.2 Explain the principles and practice of Occupational Health and Safety 1.3 Explain good sanitation practices, keeping toilets clean (and why); learn about safe disposal of garbage and children's faeces.	Explain 1.1-1.3	Audio-Visual, Charts Text books, Models, a Audio-Visual, Chart			Explain good sanitation practices, keeping toilets clean (and why); learn about safe disposal of garbage and children's faeces
General Objective: 2.0: Know the common occupational health hazards in the community and be able to manage them						
2	2.1 Explain occupational diseases	Explain occupational diseases under the following headings:	Audio-Visual, Charts Text books, Models, a Audio-Visual, Chart			Describe the flow of information under the HMIS (as beginning from the community to health facilities to

	<p>2.2 Describe each of the diseases mentioned in 2.1 above.</p>	<p>a. Biological</p> <ul style="list-style-type: none"> i. Bacteria-cataract ii. Arthritis, iii. Viral-HIV/AIDS, iv. -Helminthiasis, etc. <p>b. Chemical</p> <ul style="list-style-type: none"> i. Pneumoconiosis ii. Silicosis, iii. Bargasosis iv. Tuberculosis etc. <p>c. Psycho-Social</p> <ul style="list-style-type: none"> i. Stress conditions ii. Neurosis, iii. Psychosis, etc. 				<p>ward to LGA to State and Federal levels) and data management cycle.</p>
--	--	---	--	--	--	--

		<p>Explain each disease mentioned in 2.1 under the following headings</p> <ol style="list-style-type: none"> i. Cause/sources ii. Signs and symptoms iii. Diagnosis iv. Treatment according to Standing Orders v. Complications vi. Prevention and control vii. Referral viii. Follow up 				
General Objective:3.0 Understand Occupational Diseases according to their classification						
3	<p>3.1 Explain occupational hazards</p> <p>3.2 Explain classification of common occupational diseases</p> <p>3.3 Explain the types, causes routes of entry, clinical presentation and control/preventive measures against</p>	<p>Explain occupational hazards under the following:</p> <ol style="list-style-type: none"> a. Physical hazards: <ol style="list-style-type: none"> i. Noise, ii. Light, iii. Vibrations iv. Heat etc. b. Chemical hazards: 	<p>Audio-Visual, Charts Text books, Models, a Audio-Visual, Chart</p>			<p>Describe National Health Management Information System (NHMIS) / District Health Information System (DHIS)</p>

	<p>occupational diseases mentioned above</p>	<ul style="list-style-type: none"> i. Gases ii. Lead iii. Mercury iv. Fumes v. Solids vi. Solvents, etc. <p>c. Biological hazards:</p> <ul style="list-style-type: none"> i. Virus, ii. Bacteria, iii. Fungi, iv. Protozoa, v. Parasites <p>c. Psycho-social hazards:</p> <ul style="list-style-type: none"> i. Stress, ii. Poor Work Environment iii. Poor Motivation to Work 				
--	--	--	--	--	--	--

		<p>Explain the common occupational disease:</p> <ol style="list-style-type: none"> i. Occupational lung disease ii. Occupational dermatitis iii. Occupational injuries iv. Occupational cancer v. Accidents, etc. <p>Explain the types, causes routes of entry, clinical presentation and control/preventive measures against occupational diseases mentioned above</p>				
General Objective: 4.0 Know the hazards in the home and prevent appropriately						
4	<p>4.1 Define home hazards</p> <p>4.2 Explain causes of home hazards</p> <p>4.3 List methods of</p>	<p>Discuss home hazards</p> <p>Explain causes of home hazards</p>	<p>Audio-Visual, Charts</p> <p>Text books, Models, a</p> <p>Audio-Visual, Chart</p>			<p>Explain care for the aged with the available resources and facilities</p>

	prevention of home hazards	Explain methods of prevention of home hazards				
General Objective: 5.0 Understand the Factory Act in relation to occupational health services						
	5.1 Explain The Factory Act	Explain factory Act in relation to: i. Health provision ii. Welfare services and compensation iii. Safety services, etc.	Audio-Visual, Charts Text books, Models, a Audio-Visual, Chart			Explain The Factory Act
General Objective: 6.0 Know the industrial accidents and safety						
	6.1 Define industrial accidents and safety 6.2 Explain the causes, prevention/control of industrial accidents	Explain 1.1.-1.2	Audio-Visual, Charts Text books, Models, a Audio-Visual, Chart			Explain the causes, prevention/control of industrial accidents
General Objective: 7.0 Know how to collaborate with occupational authorities and Government regulating bodies to promote safe working environment.						
	7.1 Describe the roles of the governments/agencies and organisations in promoting safety in work environments	Explain the roles of the governments/agencies and organisations in promoting safety in work environments	Audio-Visual, Charts Text books, Models, a Audio-Visual, Chart			Describe the roles of the governments/agencies and organisations in promoting safety in work environments

		<ul style="list-style-type: none"> i. Local Government ii. State Ministry of Health, iii. Federal Ministries of Health iv. Ministry of Environment and Labour v. Local and International NGOs, etc. 				
--	--	--	--	--	--	--

PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEALTH			
COURSE TITLE: EMERGING AND RE-EMERGING DISEASES			
COURSE CODE: CMH 228			
CREDIT UNITS: 1	Lecture: - 1HR	Practical: HR	Total: 1HRS
GOAL: This course is designed to equip students with the knowledge and skills to handle modern technology in tackling re-emerging diseases			
GENERAL OBJECTIVE: On completion of the course, the student should be able to:			
1.0 Understand the concepts of emerging and re-emerging diseases			
2.0 Know the types of emerging re-emerging diseases			

PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEALTH						
COURSE: EMERGING AND RE-EMERGING DISEASES				Course Code: CMH 228	Contact Hours: 15HRS	
COURSE SPECIFICATION: Theoretical Content:			Practical Content:			
General Objectives: 1.0 Understand the concepts of emerging and re-emerging diseases						
WEEK	Specific Learning Outcomes	Teachers Activities	Learning Resources	Specific Learning Outcomes	Teachers Activities	Evaluation
1	1.1 Define Emerging disease 1.2 Define re-emerging disease 1.3 Explain the differences between emerging and re-emerging diseases.	Explain 1.1-1.3	Audio-Visual, Charts Text books, Models, a Audio-Visual, Chart			Differentiate emerging and re-emerging diseases
General Objective: 2.0 Know the types of emerging re emerging diseases						
2	2.1 Explain the classification of diseases into emerging and re-emerging a. Emerging i. Covid 19	Explain 2.1-2.3	Audio-Visual, Charts Text books, Models, a Audio-Visual, Chart			Explain general control measures for emerging and re-emerging diseases

<p>ii. Severe acute respiratory Syndrome</p> <p>iii. Ebola</p> <p>iv. Monkey pox</p> <p>v. Avian flu etc.</p> <p>Re-emerging</p> <p>i. Lassa fever</p> <p>ii. Cholera</p> <p>iii. Yellow fever</p> <p>iv. Viral haemorrhagic fever</p> <p>v. Tuberculosis etc.</p> <p>2.2 Describe the emerging and re-emerging diseases under the following sub-headings:</p> <p>i. Causative agents</p> <p>ii. Risk factors</p> <p>iii. Signs and symptoms,</p> <p>iv. Diagnosis</p> <p>v. Management</p>						
---	--	--	--	--	--	--

	<p>vi. Complications vii. Prevention and control viii. Referral ix. Follow-up</p> <p>2.3 Explain general control measures for emerging and re-emerging diseases such as</p> <ul style="list-style-type: none"> • Notification • Isolation • Health education • Quarantine et 				
--	--	--	--	--	--

PROGRAMME: COMMUNITY HEALTH			
COURSE TITLE: Referral and Outreach Services			
COURSE CODE: CMH 229			
CREDIT UNITS: 2	Lecture: - 2HR	Practical: 3HRS	Total: - 30 HRS
GOAL: This course is designed to equip students with the knowledge and skills required to conduct referral and outreach services in the community.			
GENERAL OBJECTIVE: On completion of the course, the student should be able to:			
<ol style="list-style-type: none"> 1. Know the 2-way referral system 2. Understand the concept of outreach services 			

PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEALTH							
COURSE: Referral and Outreach Services				Course Code: CMH 229		Contact Hours:30HRS	
COURSE SPECIFICATION:		Theoretical Content:			Practical Content:		
General Objective: 1.0 Know the 2-way referral system							
WEEK	Specific Learning Outcomes	Teachers Activities	Learning Resources	Specific Learning Outcomes	Teachers Activities	Evaluation	
1	1.1 Define Referral Services 1.2 Describe the component of referral system such as <ul style="list-style-type: none"> • The health system e.g. • Service providers • Performance expectation • Involvement of organization • Initiating facilities • Referral practicalities • Receiving facilities • Supervision and capacity building 	Explain 1.1 – 1.8	Lecture notes Pictures Charts Books Journals	Draw the diagram of 2-way referral system showing <ul style="list-style-type: none"> • HMIS tools used for the two-way referral including the referral form and record keeping • Diagram of the 2-way referral system showing normal and emergency paths Demonstrate skills required to train, VVHWS/TBAs and other community resource persons on	Guide the students to draw diagrams Guide the students on the skills required to train, VVHWS/TBAs and other community resource persons on the use of 2-way referral system	Define Referral Services Explain the component of referral system Explain the two-way referral system Explain the Steps in patients' referral Explain the condition to the patient care giver Explain the Criteria for identifying client to be referred	

	<ul style="list-style-type: none"> Continues quality improvement <p>1.3 Explain the two-way referral system:</p> <ul style="list-style-type: none"> HMIS tools used for the two-way referral including the referral form and record keeping Diagram of the 2-way referral system showing normal and emergency paths normal and emergency paths <p>1.4 Explain the Steps in patients' referral</p> <p>1.5 Explain the condition to the patient care giver</p> <ul style="list-style-type: none"> Discus with the patient how to travel Administer pre-referral medication (if necessary) Complete the two-way referral form etc. 			<p>the use of 2-way referral system</p>		<p>Discuss the Levels of referrals</p>
--	--	--	--	---	--	--

	<p>1.5 Explain the Criteria for identifying client to be referred</p> <ul style="list-style-type: none"> • Illness not responding to treatment • When in doubt accept referral from low or upper levels as necessary etc. <p>1.6 Describe advantage and disadvantage of 2 way referral system</p> <p>1.7 Explain the conditions of cases to be referred e.g.</p> <ul style="list-style-type: none"> • Cases not responding to treatment • Cases not covered by standing orders • Cases requiring more expertise diagnosis and treatment etc. 					
--	---	--	--	--	--	--

	<p>1.8 Discuss the Levels of referrals</p> <ul style="list-style-type: none"> • Primary • Secondary • Tertiary 					
General Objective: 2.0 Understand the concept of outreach services						
2	<p>2.1 Define outreach services</p> <p>2.2 Explain the Steps in planning an outreach services</p> <ul style="list-style-type: none"> • Outreach toolkit, materials and equipment • Mobile Health Clinic and its operations, Mode of outreach and mobile health services <p>2.3 Explain Specialized services during outreach i.e.</p> <ul style="list-style-type: none"> • Ante natal care 	Explain 2.1 – 2.4	<p>Lecture notes</p> <p>Pictures</p> <p>Charts</p> <p>Books</p> <p>Journals</p>	Conduct and implement outreach services	Guide students to conduct and implement outreach services	<p>Define outreach services</p> <p>Explain the Steps in planning an outreach services</p>

	<ul style="list-style-type: none"> • Immunisation, • General Outpatient services etc. <p>2.4 Explain Barriers and enablers for outreach services</p>					
--	--	--	--	--	--	--

NATIONAL BOARD FOR TECHNICAL EDUCATION

PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEALTH			
COURSE TITLE: RESEARCH PROJECT			
COURSE CODE: CMH 230			
CREDIT UNITS: 6	Lecture: - 1HR	Practical: HR	Total: 90HRS
GOAL: This course is designed to equip students with the knowledge and skills to conduct basic research and write report using standard format			
GENERAL OBJECTIVE: On completion of the course, the student should be able to:			
1.0 Understand the concepts of research Project			
2.0 Know the format of project write up			

PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEALTH						
COURSE: RESEARCH PROJECT				Course Code: CMH 230	Contact Hours: 15HRS	
COURSE SPECIFICATION: Theoretical Content:			Practical Content:			
General Objectives: 1.0 Understand the concepts of emerging and re-emerging diseases						
WEEK	Specific Learning Outcomes	Teachers Activities	Learning Resources	Specific Learning Outcomes	Teachers Activities	Evaluation
1	1.1 Explain research project 1.2 Classify types of research project	Explain research project and it's types	Audio-Visual, Charts Text books, Models, a Audio-Visual, Chart			Explain research project
General Objective: 2.0 Know the format of project write up						
2	2.1 Explain various format of project lay out 2.2 Explain pattern and style of project referencing	Explain various format of project lay out List chapters and in project write up Select patterns, of report writing e.g cases study, family study, field survey,	Audio-Visual, Charts Text books, Models, a Audio-Visual, Chart			Explain various format of project lay out

MINIMUM MATERIAL RESOURCES AND EQUIPMENT REQUIREMENT FOR COMMUNITY HEALTH PROGRAM

DEMONSTRATION ROOM/SKILLS LABORATORY		
S/N	DESCRIPTION	QUANTITY REQUIRED
1	a) Designated office for clinical instructor	1
	b) Designated Clinical instructor	1
0		
2	Sphygmomanometer (Aneroid, Mercury and Digital)	8
3	Clinical Thermometer (Oral and Rectal)	10 of each type
4	Stethoscope (bell and Diaphragm)	8
5	Foetal Stethoscope	5
6	Examination couch	2
7	Diagnostic sets	5
8	Wash hand basin	5
9	Trolleys	3
10	Weighing scales (infant & adults)	5
11	Weighing scales with height	2
12	Hanging weighing scale	2
13	Mid-upper arm circumference strip (measuring tape--2)	100
14	Different sizes of Gallipots with lid	10
15	Trays	6
16	Vaccine carriers	3
17	Cold box with icepacks	2
18	Deep freezer, medium size	1
19	Surgical scissors, and forceps (different sizes/shapes)	2 of each type
20	Kidney dishes (different sizes)	10
21	Measuring jugs	2
22	Angle Poised Lamp	1
23	Pen Torches	10
24	Microscope	1
25	Consumables (surgical blades, Needles & syringes, Catheters, infant urine bags, Dressing, etc.) hand towel/paper towels, tourniquets, intravenous giving (iv) sets etc.	10 packets of each

26	Sterilizer	2
27	Stretcher	2
28	Instrument for dressing, incision and Delivery kits	10 assorted instruments (2 of each type)
29	Thermometer and forceps holding jar	5
30	Anatomical models organs	20
31	Charts of organs and systems	20
32	Bed and beddings	2
33	Audio-visual aids (Projector, Tv Set, PAS etc.)	3
34	Life sized models	5
35	Ambu kit (adult & infant)	2 of each type 3
36	Breast models	5
37	Catheter model (male and female)	5
38	Child birth simulator	2
39	CPR Manikin (adult & infant)	1 of each type
40	Dual sex Anatomical Torso	1
41	Dual sex anatomical torso with open back (28 parts)	1
42	Intubation Model (adult & infant)	2 of each type
43	Mamanatalie	2
44	Neonatalie	5
45	Maternal Pelvis Model	2
46	Resuscitation trays (Ambu bag, suction bulb, 2 galipots, 1 kidney dish, stethoscope, hand gloves)	2 Sets
47	Skeleton (Articulated)	2
48	Testicle Model	2
49	Anatomy posters/ photograph	2 for each system
50	Partograph forms/ Charts	50/1
51	Screens	2
52	Food demonstration items (assorted)	10
53	Snellen's charts	4
54	Tongue depressor (plastic, wooden and metal)	5 each
55	Nail scrubbing brush	5
56	Intravenous (iv) giving set, Cannula/scalp vein needles (different sizes)	1 packet Different sizes
57	Drip stand	2

58	Tourniquet	5
59	Pedal waste bin	2
60	Suction apparatus (mechanical & electronic)	2 of each type
61	Umbilical cord clamps	1 packet
62	Anti-shock garment	1
63	Kangaroo pouch/ 6 yards cloth wrapper	2
64	Suture materials (chromic catgut, silk, nylon, suturing needles)	1pkts each
65	Implant insertion and removal kits (Commodity, disinfectant, 2 Galipots for wet and dry swab, surgical gloves, kidney dish)	2
66	IUD insertion kits (surgical gloves, Vaginal speculum, sponge holding forceps, single-tooth tenaculum, Gallipot with swab, uterine sounds, scissor and commodity)	2
67	WHO Medical Eligibility Criteria Wheel (MEC)	50
68	Basic counselling strategy (BCS)Plus	2
B. DEMONSTRATION CLINIC/TEACHING HEALTH CENTRE		
S/N	Description	Quantity
1	Stretcher	2
2	Instrument for dressing, (gallipot, sponge holding forceps, straight scissors, dissecting forceps, needle holder, suturing materials)	As appropriate
3	Incision and drainage Materials (scalpel, scalpel-holder, toothed artery forceps, sponge holding forceps)	As appropriate
4	Delivery kits	2 sets
5	Equipment for sterilization (autoclave, sterilizer)	2 each
6	Cold-chain (Cold Box. Vaccine carrier (Geostyle), Ice packs different sizes 2 each, Refrigerator 1	
7	Bed and beddings	6
8	Screens	3
9	Snellen charts	4
10	Diagnostic set	3
11	Weighing scale for adult/children	2 of each
12	Weighing scale with height	1
13	Stethoscope	5
14	Foetal stethoscope	5
15	Food demonstration items	10 assorted
16	HMIS records	As applicable

17	Treatment protocol (Treatment cards)	As applicable
18	SOP and other treatment protocol (Standing orders CHO/CHEW and JCHEW)	
19	Sphygmomanometer (Mercury, Aneroid and Digital (micro life),	3 of each type
20	Glucometer	5
21	Examination couch	2
22	Oral, Rectal and digital Thermometers	10 of each
23	Trolleys	3
24	Wash hand Bowls/ Sink	5
25	Surgical scissors and forceps, Scalpel	2 of each type
26	Essential drugs	As applicable
27	Personal protective equipment (hand gloves - 1 pack, aprons - 10, gowns - 3, face masks- 2 packs, boots (different sizes)	
28	Pedal waste bin	5
29	Thermometer jar	3 of each 5
30	Forceps holding jar/Cheadle forceps	5
31	NG. Tubes	1 pack
32	IV giving set / scalp vein needles, cannula (different sizes),	1 pack each
33	Drip stand & tourniquet	6
34	Tongue depressors (Wooden)	2
35	Suture materials (chromic catgut, silks, nylon, suturing needles)	1 pack each
36	Umbilical cord Clamps	1 pack
37	Kangaroo pouch (for KMC)/ 6 yards Cloth wrapper	1
38	Implant insertion & removal kit (Commodity, disinfectant, 2 Galipots for wet and dry swab, surgical gloves, kidney dish, single-tooth tenaculum,	1 set
39	IUD insertion kit (surgical gloves, Vaginal speculum, sponge holding forceps, tenaculum, Galli pot with swab, uterine sounds, commodity)	1
40	WHO MEC Wheel	3
41	Gallipot & kidney dish (different sizes)	5 each
42	Partograph chart	1
43	Partograph forms	100
44	Ambu kit (infants & adult)	2 Each
45	Pulse Oximeter	1
A. SIDE LABORATORY		

S/N	Description	Quantity
1	Refrigerator (1 chest & 1medium)	2
2	Microscope (monocular and binocular)	2 of each type
3	Manual centrifuge	5
4	Rough balance	2
5	Salhi Haemoglobinometer	3
6	Hot Air Oven	1
FURNITURE		
S/N	Description	Quantity
1	Long bench	2
2	Working benches/platforms	As appropriate
3	Long stools	75
4	Tables	1
CHEMICAL AND REAGENTS		
S/N	Description	Quantity / Bottles
1	Acetone	1 litre
2	Methyl alcohol	1 litre
3	Ethanol	1 litre
4	Sulphuric acid	1 litre
5	Hydrochloric acid	1 litre
6	Absolute alcohol	1 litre
7	Giensa Stain	2 bottles
8	Lieshman Stain	2 bottles
9	Field Stain A	2 „
10	Field Stain B	2 „
11	Acetic acid	1 litre
12	Ethanol	1 „
13	Iodine Crystals	2 bottles
14	Methylene blue	2 „
15	Hydrogen Peroxide	2 „
16	Benedict Solution	2 „
17	Carbol Fucshin	2 „
CONSUMABLES/ Equipment/ Materials		

SN	Description	Quantity
1	Filter Paper	2 packs
2	Pocket Mask	2 „
3	Combi 2 for Protein test	2
4	Clinistix Strip Reagent	2
5	Glucometer	2
6	Urinometer	2
7	Spirit Lamp	10 pcs.
8	Glass Slide	2 packs
9	Cover Slips	2 „
10	Long Test Tubes	2 „
11	Conical Centrifuge Tubes	2 „
12	Taliquist Paper for HB	2 „
13	Cotton Wool	2 „
14	Lancet (Pricking Needles)	2 „
15	Kidney Dishes	5
16	First Aid Box	2

TEACHING STAFF REQUIRED QUALIFICATIONS

- a. B.Sc. or M.Sc. or P.HD.in Community Health
- b. ND & HND in Community Health plus: PGD/PGDE/PHCT in Community Health OR
- c. ND & HND in Community Health plus:
B.Sc. /M.Sc. in the following related specialization area;
 - Health Education
 - Primary Health Care
 - Public Health
 - Social Work/ Medical Sociology
 - HIV/AIDs and STIs
 - Maternal & Child Health (MCH)
 - Reproductive Health
 - Microbiology
 - Parasitology/Entomology
- d. - Must be a Registered Community Health Practitioner [RCHP].

LIST OF PARTICIPANTS

S/NO.	NAME	ADDRESS	E-MAIL ADDRESS
1.	Prof. Abdullahi Sabo Muhammad	PHCEd Dept, Kaduna Polytechnic	leketesabo@gmail.com
2.	Dalhatu Bello (Ph'D)	School of Health Tech. Kano	adnandalhatu@gmail.com
3.	Dr. Gimbason M. Daniel	CHOIP BHUTH Jos	dgimbason@yahoo.com
4.	Dr. Seni James Barka	College of Health Sci & Tech, Kaltungo	mennabarka@gmail.com
5.	Dr. Modupe Elizabeth Ogunrinde	College of Health Sci Tech. Ijero Ekiti COHESTI	duperinde2014@gmail.com
6.	Dr. Doris Atibnye Dotirell	Bayelsa Medical University	atibwilcox@mail.com
7.	Mal, Umar Kyari Yusuf	Kaduna State, University, CHT. Makarfi	uyusufm@gmail.com
8.	Prof, Adebimpe Wasiu Olalekan	University of Medical Sciences Ondo	lekanadebimpe@unimed.edu.ng
9.	Hafsat Aliyu Koko	CHOTP UDUTH, Sokoto	halsatarg77@yayoo.com
10.	Abdullahi M. Idrees	CHPRBN	aedress@yahoo.com
11.	Dr. Abdullahi A. Kankia	MAAUN, Kaduna	abdulk0818@gmail.com
12.	Nwokpuru, Bartholomew Ogbonna	CHPRBN	bartholomewnwokpuru@gmail.com
NBTE STAFF			
1.	Prof. Idris M. Bugaje	Executive Secretary N.B.T.E. Kaduna	es@nbte.org.ng
2.	Ibrahim Bello Bashir (SA/ES)	N.B.T.E, KADUNA	Ibrahimb2@yahoo.com
3.	Mal. Musa M. Isgogo	Director Curriculum Development Department, NBTE, Kaduna,	dugujiisgogo@gmail.com
4.	Bala Danladi Akut	N.B.T.E. Kaduna	baladanladi2000@yahoo.ca
5.	Yusuf Bello Yakubu	N.B.T.E. Kaduna	yusufgwaram@gmail.com
6.	Farida Umar Ahamed	N.B.T.E. Kaduna	phareedatu26@gmail.com
7.	Abdulrahman Yusuf	N.B.T.E. Kaduna	abdulrahmanyusuf1010@gmail.com
SECRETARIES			
8.	Emmanuel Abi	N.B.T.E. Kaduna	emmanuelninma@gmail.com
9.	Ibrahim Yayork	N.B.T.E. Kaduna	ibrahimyayork@gmail.com