



NATIONAL BOARD FOR TECHNICAL EDUCATION

CURRICULUM AND COURSE SPECIFICATION

FOR

NATIONAL DIPLOMA (ND) FAMILY HEALTHCARE TECHNOLOGY

FEBRUARY, 2024

GENERAL INFORMATION

1.0 TITLE OF THE PROGRAMME: The title of the programme is **National Diploma Family Healthcare Technology**

2.0 GOAL AND OBJECTIVES OF THE PROGRAMME

2.1 Goal: The National Diploma (ND) programme is designed to produce Family Healthcare Technicians with appropriate and adequate knowledge, skills and attitudes for effective delivery of health care services at National and International Health Care System.

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

- i. Provide family healthcare services
- ii. Assist in the management of communicable and non-communicable diseases.
- iii. Provide psychological support to individual and the family
- iv. Conduct health education and mobilization programmes on prevailing health problems in the community
- v. Assist in the delivery of laboratory support services
- vi. Support in carrying out maternal and child healthcare services.
- vii. Detect and manage nutritional deficiencies

- viii. Observe family healthcare ethics when rendering services.
- ix. Carryout basic clinical procedures to individuals and family
- x. Manage family emergency situations
- xi. Conduct statistical functions in family healthcare services
- xii. Disseminate accurate health information to the society at large in order to ameliorate disease burden
- xiii. Assist in the management of essential drugs
- xiv. Assist in the conduct of independent research
- xv. Provide supportive care services to the aged and the handicap.
- xvi. Assist in the management of basic ENT and eye care.
- xvii. Provide support in the management of common mental illnesses

3.0 ENTRY REQUIREMENTS:

The general entry requirements for the ND in **Family Healthcare Technology** are:

- a. Minimum score in the Unified Tertiary Matriculation Examination (UTME).
- b. Candidates for the programme shall possess minimum of five (5) credits passes in NABTEB/WAEC/GCE/SSCE/NECO or its equivalents to include English Language, Mathematics, Biology/Health Science, Chemistry and Physics.

4.0 STAFFING REQUIREMENT

4.1 Core Teaching Staff:

At the point of mounting the programme, there should be a minimum of four Lecturers and an Instructor with HND/BSc in Public Health and Nursing Science and or Health related disciplines, with Higher Degrees in Public Health and Nursing Science. Staff on the program must belong to the Professional Institute of Healthcare Technicians and Technologist (PIHTT).

4.2 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. They possess ND/HND in Health-related disciplines

5.0 CAREER AND ACADEMIC PROSPECTS

5.1 Academic Progression

Holders of the ND are eligible for admission into HND or B.Sc.

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
- Rehabilitation centers

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 ND programme consists of four main components. These are:

- i. General Studies/Education
- ii. Foundation Courses
- iii. Core Courses
- iv. Students' Industrial Work Experience Scheme (SIWES)

7.2 The General Education component shall account for not more than 15% of total contact hours for the programme.

7.3 **Foundation Courses:**

7.4 **Professional Courses:** are courses which give the student the theory and practical skills needed to practice as Technician/Officer. These may account for between 60-70% of the contact hours of the programme.

7.5 **Students' Industrial Work Experience Scheme (SIWES)** shall take place during the long vacation following the end of the second semester of the first year. See details on SIWES. The duration shall be 12 weeks.

8.0 CURRICULUM STRUCTURE

The structure of the ND programme consists of four semesters of Classroom, Laboratory and Workshop activities in the college and Students' Industrial Work Experience Scheme at the end of second semester of the first year.

Each semester shall be of 17 weeks duration made up as follows: 15 contact weeks of teaching, lecture recitation and practical exercises, etc and 2 weeks for tests, quizzes, examinations and registration.

9.0 ACCREDITATION

The National Board for Technical Education 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 CONDITION FOR 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.
- e. Normally, for all courses including final year project work, continuous assessment contributes 30% while semester examinations and project reports are weighted 70% to make a total of 100%.
- f. At the end of ND, graduates shall take the Board (PIHTT) examination for a license to practice as Family Healthcare Practitioner

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 Officers/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 70:30.

11.5 ASSESSMENT:

	Classwork /practical &Laboratory Works	Total
Examination		70
CA		30
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 three 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.

**CURRICULUM TABLE
YEAR 1- FIRST SEMESTER**

S/N	COURSE CODE	COURSE TITLE	L	P	CU	CH
1.	FHC 111	Introduction to Family Health Care	2	-	2	2
2.	FHC 112	Introduction to Primary Health Care	2	1	3	3
3.	FHC 113	Introduction to Communicable and non-Communicable Disease	2	1	3	3
4.	FHC 114	Introduction to Behavioral Science	2	-	2	2
5.	HEP 113	Introduction to Health Education	2	1	3	3
6.	FHC 115	Introduction to Microbiology	1	1	2	2
7.	FHC 116	Anatomy and Physiology 1	2	1	3	3
8.	FHC 117	Introduction to General Chemistry	1	1	2	2
9.	EHT 111	Introduction to Environmental Health	1	1	2	2
10.	GNS 101	Use of English	2	-	2	2
11.	GNS 111	Citizenship Education	2	-	2	2
TOTAL			19	7	26	26

YEAR 1- SECOND SEMESTER

S/N	COURSE CODE	COURSE TITLE	L	P	CU	CH
1.	FHC 121	Reproductive Health I	2	1	3	3
2.	FHC 122	Basic human Nutrition	2	1	3	3
3.	FHC 123	Family Healthcare Ethics	2	-	2	2
4.	PHT 111	Introduction to Public Health	2	-	2	2
5.	FHC 124	Clinical Skills I	2	1	3	3
6.	FHC 125	Anatomy and Physiology II	2	1	3	3
7.	FHC 126	Accidents and Emergencies	1	1	2	2
8.	ENT 126	Introduction to Entrepreneurship	2	1	3	3
9.	GNS 121	Citizenship Education II	2	-	2	2
10.	COM 111	Introduction to Computing	1	1	2	2
TOTAL			18	7	25	25

YEAR 2-FIRST SEMESTER

S/N	COURSE CODE	COURSE TITLE	L	P	CU	CH
1.	FHC 211	Reproductive Health II	2	1	3	3
2.	FHC 212	Health Statistics	2	-	2	2
3.	FHC 214	Immunology & Immunization	2	1	3	3
4.	FHC 215	Clinical Skills II	2	1	3	3
5.	FHC 216	Health Informatics	1	1	2	2
6.	FHC 217	Essential Drugs	2	1	3	3
7.	FHC 218	Research Methodology in Healthcare	2	-	2	2
8.	ENT 216	Introduction to Entrepreneurship II	2	1	3	3
TOTAL			15	6	21	21

YEAR 2- SECOND SEMESTER

S/N	COURSE CODE	COURSE TITLE	L	P	CU	CH
1.	FHC 221	Oral Healthcare	2	1	3	3
2.	HEP 216	Health Administration and Management Services	2	-	2	2
3.	FHC 222	Care of Aged and Handicap	2	-	2	2
4.	FHC 223	Community Ear, Nose, Throat and Eyes	1	1	2	2
5.	FHC 224	Advocacy and Community Diagnosis	2	1	3	3
6.	FHC 225	Occupational Health and Safety	2	-	2	2
7.	FHC 226	Family Mental Health	1	1	2	2
8.	FHC 227	Project	-	4	4	4
Total			12	8	20	20

FIRST SEMESTER YEAR

PROGRAMME: NATIONAL DIPLOMA (ND) IN FAMILY HEALTHCARE TECHNOLOGY		
COURSE: INTRODUCTION TO FAMILY HEALTH	COURSE CODE: FHC 111	CONTACT HOURS: 30
	CREDIT UNITS: 2	THEORETICAL: 2
YEAR: I SEMESTER: I	PRE-REQUISITE:	PRACTICAL: 0
GOAL: This course is design to introduce the students to the concepts of family healthcare		
<p>GENERAL OBJECTIVES: On completion of this course, the students should be able to:</p> <ul style="list-style-type: none"> 1.0 Understand the concept of family 2.0 Understand the concept of family healthcare 3.0 Understand the components of family healthcare 4.0 Know the rationale for family healthcare 5.0 Comprehend the objectives of family healthcare 6.0 Understand contemporary issues in family healthcare 7.0 Understand gender roles in family and community setting 8.0 Understand the roles of NGOs in family healthcare delivery 9.0 Understand the concept of maternal and child health 		

PROGRAMME: NATIONAL DIPLOMA (ND) IN FAMILY HEALTHCARE TECHNOLOGY						
COURSE: INTRODUCTION TO FAMILY HEALTH		COURSE CODE: FHC 111		CONTACT HOURS: 30		
		CREDIT UNITS: 2		THEORETICAL: 2		
YEAR: I SEMESTER: I		PRE-REQUISITE:		PRACTICAL: 0		
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to introduce the students to the concepts of family healthcare						
GENERAL OBJECTIVE 1.0: Understand the concept of family						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher's Activities	Resources	Specific Learning Outcome	Teacher's Activities	Resources
1-2	1.1 Define Family 1.2 Explain the types of family 1.3 Explain Family Structures 1.4 Explain the Functions of Family 1.5 Explain Family Dynamics	Explain Family Explain the types of family Explain Family Structures Explain the Functions of Family Explain Family Dynamics Explain the Roles of Family in the Society	Textbooks Marker board Marker Journals Projector Internet			

	<p>1.6 Explain the Roles of Family in the Society</p> <p>1.7 Explain major health problems affecting family members</p>	<p>Explain major health problems affecting family members</p>				
GENERAL OBJECTIVE 2.0: Understand the concept of family healthcare						
3	<p>2.1 Define Family Healthcare</p> <p>2.2 Explain the historical background of family healthcare</p> <p>2.3 Explain the principles of family healthcare</p> <p>2.4 Explain the Strategies for Comprehensive Family Healthcare service delivery</p> <p>2.5 Explain the challenges of Family Healthcare delivery</p>	<p>Explain Family Healthcare</p> <p>Explain the historical background of family healthcare</p> <p>Explain the principles of family healthcare</p> <p>Explain the Strategies for Comprehensive Family Healthcare service delivery</p> <p>Explain the challenges of Family Healthcare delivery</p>	<p>Textbooks</p> <p>Marker board</p> <p>Marker</p> <p>Journals</p> <p>Projector</p> <p>Internet</p>			

	2.6 Explain Ethical Considerations in Family Healthcare delivery	Explain Ethical Considerations in Family Healthcare delivery				
GENERAL OBJECTIVE 3.0: Understand the components of family healthcare						
4-5	<p>3.1 Explain the components of family Healthcare</p> <p>3.2 Explain the significance of each Component</p> <p>3.3 Explain the interconnection of different components of healthcare</p> <p>3.4 Explain Family-Centred Care</p> <p>3.5 Explain the importance of cultural sensitivity within the components of family healthcare</p> <p>3.6 Explain the Strategies for Promoting Family Healthcare</p>	<p>Explain the components of family Healthcare</p> <p>Explain the significance of each Component</p> <p>Explain the interconnection of different components of healthcare</p> <p>Explain Family-Centred Care</p> <p>Explain the importance of cultural sensitivity within the components of family healthcare</p> <p>Explain the Strategies for Promoting Family Healthcare</p>	<p>Textbooks</p> <p>Marker board</p> <p>Marker</p> <p>Journals</p> <p>Projector</p> <p>Internet</p>			

GENERAL OBJECTIVE 4.0: Know the rationale for family healthcare					
6-7	<p>4.1 Explain the rationale behind family healthcare, detailing how early intervention and preventive measures reduce health risks and enhance overall family well-being</p> <p>4.2 Explain the rationale for addressing holistic health needs within families</p> <p>4.3 Explain the cost-effectiveness of family healthcare</p> <p>4.4 Explain the benefits of family-centered approaches in healthcare</p> <p>4.6 Explain strategies for integrating family healthcare into public health initiatives</p>	<p>Explain the rationale behind family healthcare, detailing how early intervention and preventive measures reduce health risks and enhance overall family well-being</p> <p>Explain the rationale for addressing holistic health needs within families</p> <p>Explain the cost-effectiveness of family healthcare</p> <p>Explain the benefits of family-centred approaches in healthcare</p> <p>Explain strategies for integrating family healthcare into public health initiatives</p>	<p>Textbooks</p> <p>Marker board</p> <p>Marker</p> <p>Journals</p> <p>Projector</p> <p>Internet</p>		
GENERAL OBJECTIVE 5.0: Comprehend the objective of family healthcare					
8-9	<p>5.1 Explain the objectives of family healthcare, highlighting its aim to promote, maintain, and</p>	<p>Explain the objectives of family healthcare, highlighting its aim to promote, maintain, and</p>	<p>Textbooks</p> <p>Marker board</p> <p>Marker</p> <p>Journals</p>		

	<p>enhance the health and well-being of all family members.</p> <p>5.2 Explain the health indicators for effective family healthcare, in the aspect of preventive care, health promotion, disease management, mental health support, and fostering healthy lifestyles</p> <p>5.3 Explain the holistic approach embedded in family healthcare.</p> <p>5.4 Explain the interconnectedness of physical, mental, emotional, and social aspects of health within the family unit</p> <p>5.5 Explain the concept of family-centered care</p> <p>5.6 Explain the importance of involving families in decision-making and care planning for better health outcomes</p>	<p>enhance the health and well-being of all family members.</p> <p>Explain the health indicators for effective family healthcare, in the aspect of preventive care, health promotion, disease</p> <p>Explain the holistic approach embedded in family healthcare.</p> <p>Explain the interconnectedness of physical, mental, emotional, and social aspects of health within the family unit</p> <p>Explain the concept of family-centered care</p> <p>Explain the importance of involving families in decision-making and care planning for better health outcomes</p>	<p>Projector Internet</p>			
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GENERAL OBJECTIVE 6.0: Understand contemporary issues in family healthcare

10-11	<p>6.1 Explain the current issues and concerns in family healthcare</p> <p>6.2 Explain the impact of technological advancements on family healthcare, discussing issues such as telemedicine, health monitoring applications, and the influence of digital health records on family-centered care</p> <p>6.3 Explain the factors surrounding cultural diversity and its influence on healthcare practices</p> <p>6.4 Explain the impact of socioeconomic factors on family health, such as healthcare availability, affordability.</p> <p>6.5 Explain the potential solutions and interventions to address contemporary challenges affecting family</p>	<p>Explain the current issues and concerns in family healthcare</p> <p>Explain the impact of technological advancements on family healthcare, discussing issues such as telemedicine, health monitoring applications, and the influence of digital health records on family-centered care</p> <p>Explain the impact of technological advancements on family healthcare, discussing issues such as telemedicine, health monitoring applications, and the influence of digital health records on family-centered care</p> <p>Explain the factors surrounding cultural diversity and its influence on healthcare practices</p> <p>Explain the impact of</p>	<p>Textbooks Marker board Marker Journals Internet Projector</p>			
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	healthcare issues	<p>socioeconomic factors on family health, such as healthcare availability, affordability.</p> <p>Explain the potential solutions and interventions to address contemporary challenges affecting family healthcare issues</p>				
GENERAL OBJECTIVE 7.0: Understand gender roles in family and community setting						
12	<p>7.1 Explain the concept of gender</p> <p>7.2 Explain the gender roles within family and community settings</p> <p>7.3 Explain gender stereotypes prevalent in family and community settings, discussing their impact on individuals, relationships, and societal perceptions.</p> <p>7.4 Explain gender equity and</p>	<p>Explain the concept of gender</p> <p>Explain the gender roles within family and community settings</p> <p>Explain gender stereotypes prevalent in family and community settings, discussing their impact on individuals, relationships, and societal perceptions.</p> <p>Explain gender equity and equality</p>	<p>Textbooks</p> <p>Marker board</p> <p>Marker</p> <p>Journals</p> <p>Projector</p> <p>Internet</p>			

	equality within family and community contexts, exploring challenges and advancements toward achieving fair and equal opportunities for all genders.	within family and community contexts, exploring challenges and advancements toward achieving fair and equal opportunities for all genders.			
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GENERAL OBJECTIVE 8.0: Understand the roles of NGOs in family healthcare delivery

13-14	<p>8.1 Explain the diverse contributions of NGOs in healthcare delivery system</p> <p>8.2 Explain the specific roles and functions of NGOs in family healthcare delivery, recognizing their contributions to health promotion, service provision, advocacy, and community engagement.</p> <p>8.3 Explain the impact of NGO interventions on family healthcare, discussing their effectiveness in addressing healthcare gaps, improving health outcomes, and reaching underserved populations</p> <p>8.4 Explain the importance of</p>	<p>Explain the diverse contributions of NGOs in healthcare delivery system</p> <p>Explain the specific roles and functions of NGOs in family healthcare delivery, recognizing their contributions to health promotion, service provision, advocacy, and community engagement.</p> <p>Explain the impact of NGO interventions on family healthcare, discussing their effectiveness in addressing healthcare gaps, improving health outcomes, and reaching underserved populations</p> <p>Explain the importance of</p>	<p>Textbooks</p> <p>Marker board</p> <p>Marker</p> <p>Journals</p> <p>Projector</p> <p>Internet</p>		
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	collaborative partnerships between NGOs, governments, healthcare providers, and communities in delivering comprehensive family healthcare services.	collaborative partnerships between NGOs, governments, healthcare providers, and communities in delivering comprehensive family healthcare services.				
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GENERAL OBJECTIVE 9.0: Understand the concept of maternal and child health

15	<p>9.1 Define Maternal and child health</p> <p>9.2 Explain the significance of maternal and child health in family healthcare</p> <p>9.3 Explain the factors for promoting maternal and child health.</p> <p>9.4 Explain the components of maternal health services</p> <p>9.5 Define Maternal Morbidity and Mortality</p> <p>9.6 Explain the causes of maternal morbidity and mortality</p>	<p>Explain Maternal and child health</p> <p>Explain the significance of maternal and child health in family healthcare</p> <p>Explain the factors for promoting maternal and child health.</p> <p>Explain the components of maternal health services</p> <p>Explain Maternal Morbidity and Mortality</p> <p>Explain the causes of maternal morbidity and mortality</p>	<p>Textbooks</p> <p>Marker board</p> <p>Marker</p> <p>Journals</p> <p>Projector</p> <p>Internet</p>			
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EVALUATION

CA 30%

EXAMINATION 70%

PROGRAMME: NATIONAL DIPLOMA (ND) IN FAMILY HEALTHCARE TECHNOLOGY		
COURSE: : INTRODUCTION TO PRIMARY HEALTH CARE	COURSE CODE: FHC 112	CONTACT HOURS: 45
	CREDIT UNITS: 3	THEORETICAL: 2
YEAR: I SEMESTER: I	PRE-REQUISITE:	PRACTICAL: 1
GOAL: This course is designed to acquaint students with the concept of Primary Health Care and the Development of Nigeria Health System		
<p>GENERAL OBJECTIVES: On completion of this course, the students should be able to:</p> <ul style="list-style-type: none"> 1.1 Understand the concept of Health 2.0 Understand the concept of PHC 3.0 Understand the concept of Advocacy 4.0 Know the factors affecting Nigeria Health System 5.0 Understand the effects of harmful traditional practice 		

PROGRAMME: NATIONAL DIPLOMA (ND) IN FAMILY HEALTHCARE TECHNOLOGY						
COURSE: INTRODUCTION TO PRIMARY HEALTH CARE		COURSE CODE: FHC 112		CONTACT HOURS: 45		
		CREDIT UNITS: 3		THEORETICAL: 2		
YEAR: I SEMESTER: I		PRE-REQUISITE:		PRACTICAL: 1		
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to acquaint students with the concept of Primary Health Care and the development of Nigeria health system						
GENERAL OBJECTIVE 1.0: Understand the concept of Health						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher's Activities	Resources	Specific Learning Outcome	Teacher's Activities	Resources
1- 2	1.1 Define Health according to World Health Organization (WHO) 1.2 Explain factors that affect health in Nigerians e.g. cultural, social, economical and environmental factors 1.3 Describe the various cultural theories of disease causation in Nigeria e.g Ancestral act of God, Evil eyes, witches and	Explain Health according to World Health Organization (WHO) Explain factors that affect health in Nigerians e.g. cultural, social, economical and environmental factors Explain the various cultural theories of disease causation in Nigeria e.g Ancestral act of God, Evil eyes, witches and	Projector Lecture notes Textbooks Bulletins Journals Charts Marker Board			

	<p>Curse.</p> <p>1.4 Describe how these theories influence</p> <ul style="list-style-type: none"> • Acceptance of modern health Care • Steps taken to get well including medicine • Attitude towards prevention of diseases <p>1.5 List common sources of health care in Nigeria</p> <p>1.6 Define health team</p> <p>1.7 Outline the composition of a health team</p> <p>1.8 Describe the characteristics and functions of a health team.</p>	<p>Curse.</p> <p>Explain how these theories influence</p> <ul style="list-style-type: none"> • Acceptance of modern health Care • Steps taken to get well including medicine • Attitude towards prevention of diseases <p>Explain common sources of health care in Nigeria</p> <p>Explain health team</p> <p>Explain the composition of a health team</p> <p>Explain the characteristics and functions of a health team.</p>	<p>Marker</p> <p>Projector</p>		
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GENERAL OBJECTIVE: 2.0 Understand the concept of Primary health care (PHC)

3-4	<p>2.1 Define primary health care according to WHO</p> <p>2.2 List the components of Primary Health Care</p> <p>2.3 Explain the principle of primary health care</p> <p>2.4 Describe briefly the development of the Nigeria Health System since Independence till date.</p> <p>2.5 Identify the role of Primary Health Care (PHC) in the Nigeria Health System (NHS)</p> <p>2.6 Describe the 3 tiers of Nigeria Health System and explain the relationships between them</p> <p>2.7 Describe the primary health care approach of the Nigeria Health System:</p> <ul style="list-style-type: none"> • Down up approach • Emphasis on prevention • Cost recovery • Quality assurances 	<p>Define primary health care according to WHO</p> <p>Explain the components of Primary health care</p> <p>Explain the principle of primary health care</p> <p>Explain briefly the development of the Nigeria Health System since Independence till date.</p> <p>Explain the role of Primary Health Care (PHC) in the Nigeria Health System (NHS)</p> <p>Explain the 3 tiers of Nigeria Health System and explain the relationships between them</p> <p>Explain the primary health care approach of the Nigeria Health System:</p> <ul style="list-style-type: none"> • Down up approach • Emphasis on prevention • Cost recovery • Quality assurances 	<p>Textbooks</p> <p>Charts</p> <p>Marker board</p> <p>Marker</p> <p>Projector</p> <p>Internet</p>	<p>Draw a diagram of the federal, state and local government Health system.</p>	<p>Guide students to draw a diagram of the federal, state and local government Health system.</p>	<p>Flip Charts</p> <p>Marker</p> <p>Sample map</p>
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GENERAL OBJECTIVE 3.0: Understand the concept of advocacy						
5	3.1 Define Advocacy 3.2 State types of Advocacy 3.3 Explain the elements of Advocacy 3.4 Explain the seven lamps of Advocacy	Explain Advocacy Explain types of Advocacy Explain the elements of Advocacy Explain the seven lamps of Advocacy	Textbooks Journal Marker board Marker, Multimedia Projector. Internet	Visit a Primary Health Care Facility	Organise students to visit a Primary Health Care Facility	PA system Hand bills, Flyers, Banners, Multimedia Projector, Writing Materials
GENERAL OBJECTIVE 4.0: Know the factors affecting Nigeria Health System						
6-7	4.1 List factors affecting Nigeria health system since 1960. 4.2 Outline solutions to factors discussed in 4.1 above. 4.3 List the major challenges in Primary Health Care in Nigeria 4.4 Discuss factors affecting utilization of Primary Health Care facilities in Nigeria	Explain factors affecting Nigeria health system since 1960. Explain solutions to factors discussed in 4.1 above. Explain the major challenges in Primary Health Care in Nigeria Explain factors affecting utilization of Primary Health Care facilities in Nigeria	Textbooks Bulletin Internet Journals Marker Marker board			

GENERAL OBJECTIVE: 5.0 Understand the effects of harmful traditional practice.					
8-15	5.1 Define harmful traditional practice	Explain harmful traditional practice	Textbooks		
	5.2 Explain common practice	Explain common practice	Bulletin		
	5.3 Explain the implication of harmful traditional practices to health	Explain the implication of harmful traditional practices to health	Journals		
	5.4 Explain the role of Family Healthcare Technicians in the prevention of harmful traditional practices	Explain the role of Family Healthcare Technologist in the prevention of harmful traditional practices	Marker board Marker Projector Internet		

Evaluation: 30 C.A & 70 Examinations

PROGRAMME: NATIONAL DIPLOMA (ND) IN FAMILY HEALTHCARE TECHNOLOGY		
COURSE: INTRODUCTION TO COMMUNICABLE AND NON-COMMUNICABLE DISEASES	COURSE CODE: FHC 113	CONTACT HOURS: 30
	CREDIT UNITS: 3	THEORETICAL: 2
YEAR: I SEMESTER: I	PRE-REQUISITE:	PRACTICAL: 1
GOAL: This course is designed to enable the students to acquire knowledge and skills for managing communicable and non-communicable diseases.		
<p>GENERAL OBJECTIVES: On completion of this course, the students should be able to:</p> <ol style="list-style-type: none"> 1.0 Understand the concept of diseases 2.0 Understand the concept of communicable diseases 3.0 Understand the classification of communicable diseases 4.0 Understand the epidemiology of some communicable diseases 5.0 Understand the concept of non-communicable diseases 6.0 Understand the classification of non-communicable diseases 7.0 Understand the predisposing factors of non-communicable diseases 8.0 Understand the epidemiology of some non-communicable diseases 9.0 Understand the general prevention and control of non-communicable diseases 		

PROGRAMME: NATIONAL DIPLOMA (ND) IN FAMILY HEALTHCARE TECHNOLOGY						
COURSE: INTRODUCTION TO COMMUNICABLE AND NON-COMMUNICABLE DISEASES		COURSE CODE: FHC 113		CONTACT HOURS: 30		
		CREDIT UNITS: 3		THEORETICAL: 2		
YEAR: I SEMESTER: I		PRE-REQUISITE:		PRACTICAL: 1		
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to enable the students to acquire knowledge and skills for managing communicable and non-communicable diseases.						
GENERAL OBJECTIVE 1.0: Understand the concept of diseases						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher's Activities	Resources	Specific Learning Outcome	Teacher's Activities	Resources
1	1.1 Define disease 1.2 Explain the etiology of disease 1.3 Explain the terminologies use in epidemiology: prevention, control, cure,	Explain disease Explain the etiology of disease Explain the terminologies use in epidemiology: prevention, control, cure, vector, host,	Text books Journals Marker Marker board Projector	Watch video on diseases	Guide students to watch video on diseases, noting the broad classes of diseases, ie	Video films/slides on diseases

	<p>vector, host, parasite, etc.</p> <p>1.4 Explain the following terms:</p> <ul style="list-style-type: none"> • Causative agent • Incubation period • Mode of transmission, • Signs and symptoms • Diagnosis • Treatment measures • Prevention and control <p>1.5 explain the broad classifications of disease: communicable and non-communicable diseases</p>	<p>parasite, etc.</p> <p>Explain the following terms:</p> <ul style="list-style-type: none"> • Causative agent • Incubation period • Mode of transmission, • Signs and symptoms • Diagnosis • Treatment measures • Prevention and control <p>Explain the broad classifications of disease: communicable and non-communicable diseases</p>	Internet		communicable and Non-communicable diseases with examples.	
GENERAL OBJECTIVE: 2.0 Understand the concept of communicable diseases						
2	<p>2.1 Define communicable disease</p> <p>2.2 Explain the causative agents of communicable diseases: bacteria, virus, fungi, etc</p>	<p>Explain communicable disease</p> <p>Explain the causative agents of communicable diseases: bacteria, virus, fungi, etc</p>	<p>Charts</p> <p>Diagrams</p> <p>Textbooks</p> <p>Lecture notes</p>			

	2.3 Explain the general prevention and control of communicable disease	Explain the general prevention and control of communicable disease	Internet Projector			
GENERAL OBJECTIVE: 3.0 Understand the classification of communicable disease						
3-5	3.1 Explain the basis for classifications of communicable disease 3.2 Explain the classifications/types of communicable diseases with examples, including: i. Waterborne diseases ii. Air borne disease iii. Insect borne disease iv. Sexually Transmitted Infections (STIs)/Contact disease v. Zoonotic diseases	Explain the basis for classifications of communicable disease Explain the classifications/types of communicable diseases with examples, including: i. Waterborne diseases ii. Air borne disease iii. Insect borne disease iv. Sexually Transmitted Infections (STIs)/Contact disease v. Zoonotic diseases	Textbooks Charts Diagrams Internet Marker board Marker Projector			
GENERAL OBJECTIVE: 4.0 Understand the epidemiology of some communicable diseases						
6-8	4.1. Explain the concept of epidemiology	Explain the concept of epidemiology	Textbooks			

	<p>4.2. Explain the uses/application of epidemiology in healthcare</p> <p>4.3. Explain the epidemiology of the following communicable diseases using the steps mentioned in 1.4:</p> <ol style="list-style-type: none"> i. Malaria, ii. Cholera, iii. Typhoid fever iv. Poliomyelitis, v. Measles, vi. Tuberculosis, vii. Pneumonia viii. Diphtheria ix. HIV/AIDS, x. Gonorrhoea, etc. 	<p>Explain the uses/application of epidemiology in health care</p> <p>Explain the epidemiology of the following communicable diseases using the steps mentioned in 1.4:</p> <ol style="list-style-type: none"> i. Malaria xi. Cholera, xii. Typhoid fever xiii. Poliomyelitis, xiv. Measles, xv. Tuberculosis, xvi. Pneumonia vii. Diphtheria viii. HIV/AIDS, xix. Gonorrhoea, etc. 	<p>Charts</p> <p>Diagrams</p> <p>Internet</p> <p>Marker board</p> <p>Marker</p> <p>Projector</p>			
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GENERAL OBJECTIVE: 5.0 Understand the concept of Non-communicable disease

9	<p>5.1 Define Non-communicable disease</p> <p>5.2 Explain the characteristics of Non-communicable disease</p> <p>5.3 Explain the general prevention and control measures of Non-communicable diseases.</p>	<p>Explain Non-communicable disease</p> <p>Explain the characteristics of Non-communicable disease</p> <p>Explain the general prevention and control measures of Non-communicable diseases.</p>	<p>Textbooks</p> <p>Charts</p> <p>Diagrams</p> <p>Internet</p> <p>Marker board</p> <p>Marker</p> <p>Projector</p>			
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GENERAL OBJECTIVE: 6.0 Understand the classification/types of Non-communicable diseases

10-11	<p>6.1 Explain the bases for classifications/types of Non-communicable disease.</p> <p>6.2 Explain the following classifications/types of Non-communicable disease, with examples:</p> <p>i. Cardiovascular diseases</p> <p>ii. Urinary tract diseases</p>	<p>Explain the bases for classifications/types of Non-communicable disease.</p> <p>Explain the following classifications/types of Non-communicable disease, with examples:</p> <p>i. Cardiovascular diseases</p> <p>ii. Urinary tract diseases</p>	<p>Textbooks</p> <p>Charts</p> <p>Diagrams</p> <p>Internet</p> <p>Projector</p> <p>Marker board</p> <p>Marker</p>			
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	<ul style="list-style-type: none"> iii. Congenital diseases iv. Respiratory diseases v. Metabolic disorders vi. Neurological disorders vii. Muscular diseases/disorders viii. Nutritional deficiency disorder, ix. Reproductive system disorder x. Mental illness, etc. 	<ul style="list-style-type: none"> iii. Congenital diseases iv. Respiratory diseases v. Metabolic disorders vi. Neurological disorders vii. Muscular diseases/disorders viii. Nutritional deficiency disorder, ix. Reproductive system disorder Mental illness, etc. 				
GENERAL OBJECTIVE: 7.0 Understand the predisposing factors of non-communicable diseases						
12	7.1 Explain the general predisposing/risks factors of Non-communicable disease	Explain the general predisposing/risks factors of Non-communicable disease	<ul style="list-style-type: none"> Textbooks Charts Diagrams Internet Marker board Marker Projector 			

GENERAL OBJECTIVE: 8.0 Understand the epidemiology of some Non-communicable disease

13 - 14	<p>8.1 Explain the following Steps used to explain Non-communicable diseases:</p> <ul style="list-style-type: none"> - Definition -Types (if any) - Predisposing/risks factors/cause of the disease -Signs and symptoms -Diagnosis/Screening -Treatment measures -Prevention and control measures. <p>8.2 Explain the following Non-communicable diseases according to the steps mentioned in 8.1:</p> <ol style="list-style-type: none"> i. Hypertension ii. Diabetes iii. Cancer iv. Asthma v. Sickle cell anemia vi. Obesity vii. Kidney failure 	<p>1 Explain the following Steps used to explain Non-communicable diseases:</p> <ul style="list-style-type: none"> - Definition -Types (if any) - Predisposing/risks factors/cause of the disease -Signs and symptoms -Diagnosis/Screening -Treatment measures -Prevention and control measures. <p>Explain the following non-communicable diseases according to the steps mentioned in 8.1:</p> <ol style="list-style-type: none"> i. Hypertension ii. Diabetes iii. Cancer iv. Asthma v. Sickle cell anaemia vi. Obesity vii. Kidney failure viii. Stroke ix. Malnutrition 	<p>Textbooks</p> <p>Charts</p> <p>Diagrams</p> <p>Internet</p> <p>Marker board</p> <p>Marker</p> <p>Projector</p>			
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	viii. Stroke ix. Malnutrition x. Birth defects	x. Birth defects				
GENERAL OBJECTIVE: 9.0 Understand the general prevention and control of non-communicable diseases						
15	9.1 Explain the general prevention of non-communicable diseases	Explain the general prevention of non-communicable diseases	Textbooks Charts Diagrams Internet Marker board Marker Journal Projector			

EVALUATION

CA 30%

EXAMINATION 70%

PROGRAMME: NATIONAL DIPLOMA (ND) IN FAMILY HEALTHCARE TECHNOLOGY		
COURSE: INTRODUCTION TO BEHAVIOURAL SCIENCE	COURSE CODE: FHC 114	CONTACT HOURS: 3
	CREDIT UNITS: 2	THEORETICAL: 2
YEAR: I SEMESTER: I	PRE-REQUISITE:	PRACTICAL: 0
GOAL: This course is designed to provide the students with the knowledge on human behavior and society for the improvement of quality healthcare in the society		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: <ul style="list-style-type: none"> 1.0 Understand behaviour as a science 2.0 Comprehend society and human culture 3.0 Understand the influence of behaviour on the society 4.0 Understand family as an institution 5.0 Know the theories of personality, human growth and development 6.0 Know the theories associated with cognition, motivation, and learning. 		

PROGRAMME: NATIONAL DIPLOMA (ND) IN FAMILY HEALTHCARE TECHNOLOGY						
COURSE: INTRODUCTION TO BEHAVIOURAL SCIENCE		COURSE CODE: FHC 114			CONTACT HOURS: 3	
		CREDIT UNITS: 2			THEORETICAL: 2	
YEAR: I SEMESTER: I		PRE-REQUISITE:			PRACTICAL:	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to provide the students with the knowledge to have better understanding of human behaviour and society for the improvement of quality health in the society						
GENERAL OBJECTIVE 1.0: Understand behaviour as a science						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher's Activities	Resources	Specific Learning Outcome	Teacher's Activities	Resources
1 – 2	1.1 Define behaviour 1.2 Explain the types of behaviours 1.3 Define 'science' 1.4 Define behavioural science	Explain behaviour Explain the types of behaviours Explain 'science' Explain behavioural science	Textbooks Journals Bulletins Projector Marker board			

	1.5 Enumerate the branches of behavioural science	Explain the branches of behavioural science	Marker Internet			
	1.6 List the objectives of studying behavioural science	Explain the objectives of studying behavioural science				
GENERAL OBJECTIVE: 2.0 Comprehend society and human culture						
3 – 4	2.1 Define culture	Explain culture	Textbooks			
	2.2 Explain components of culture	Explain components of culture	Internet			
	2.3 Explain elements of culture	Explain elements of culture	Marker			
	2.4 Describe roles and status of culture	Explain roles and status of culture	Marker board Projector			
GENERAL OBJECTIVE: 3.0 Understand the influence of behaviour on the society						
5 – 6	3.1 Explain the roles of behaviour in the society	Explain the roles of behaviour in the society	Textbooks Lecture notes			
	3.2 Identify effects of behaviour in the society	Explain effects of behaviour in the society	Projector			
	3.3 Explain attitude on behavioural pattern	Explain attitude on behavioural pattern	Pictures Marker board Marker			

GENERAL OBJECTIVE: 4.0 Understand family as an institution					
7 -8	4.1 Define Family	Explain Family	Textbooks		
	4.2 State Types of Family	Explain Types of Family	Lecture notes		
	4.3 Explain Family Composition	Explain Family Composition	Projector		
	4.4 Explain Variation in Family Forms	Explain Variation in Family Forms	Internet		
	4.5 State functions of the Family	Explain functions of the Family	Marker board Marker		
GENERAL OBJECTIVE: 5.0 Know the theories of personality, human growth and development					
9 - 11	5.1 Define personality	Explain personality	Textbooks		
	5.2 Explain types of personality	Explain types of personality	Lecture notes		
	5.3 Explain the theories of personality	Explain the theories of personality	Projector		
	5.4 Explain the principles of growth and development	Explain the principles of growth and development	Internet		
	5.5 Explain the stages of growth and development	Explain the stages of growth and development	Marker board Marker		

GENERAL OBJECTIVE: 6.0 Know the theories associated with cognition, motivation, and learning

12 - 15	<p>6.1 Define the following terms;</p> <ul style="list-style-type: none"> • Cognition • Motivation • learning <p>6.2 Explain the theory of motivation</p> <p>6.3 Explain factors of motivation</p> <p>6.4 Explain Learning and learning theory</p> <p>6.5 Explain Memory and Forgetfulness</p>	<p>Explain the following terms;</p> <ul style="list-style-type: none"> • Cognition • Motivation • learning <p>Explain the theory of motivation</p> <p>Explain factors of motivation</p> <p>Explain Learning and learning theory</p> <p>Explain Memory and Forgetfulness</p>	<p>Textbooks</p> <p>Lecture notes</p> <p>Projector</p> <p>Internet</p> <p>Marker board</p> <p>Marker</p>			
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PROGRAMME: NATIONAL DIPLOMA (ND) IN FAMILY HEALTHCARE TECHNOLOGY		
COURSE: INTRODUCTION TO MICROBIOLOGY	COURSE CODE: FHC 115	CONTACT HOURS: 3
	CREDIT UNITS: 2	THEORETICAL: 1
YEAR: I SEMESTER: I	PRE-REQUISITE:	PRACTICAL: 1
GOAL: This course is designed to equip the students with the knowledge of the general principles of microbiology		
GENERAL OBJECTIVES: On completion of this course, the students should be able to:		
1.0 Understand the history and scope of microbiology 2.0 Know microorganism and their features 3.0 Understand the microscopic examination of micro-organisms 4.0 Understand the effect of environmental factors on growth of micro-organisms 5.0 Know the various media for cultivation of micro-organisms 6.0 Understand the microbial pathogenicity 7.0 Know how to manage a laboratory		

PROGRAMME: NATIONAL DIPLOMA (ND) IN FAMILY HEALTHCARE TECHNOLOGY						
COURSE: INTRODUCTION TO MICROBIOLOGY		COURSE CODE: FHC 115		CONTACT HOURS: 3		
		CREDIT UNITS: 2		THEORETICAL: 1		
YEAR: I SEMESTER: I		PRE-REQUISITE:		PRACTICAL: 1		
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to equip the students with the knowledge of the general principles of microbiology						
GENERAL OBJECTIVE 1.0: Understand the history and scope of microbiology						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher's Activities	Resources	Specific Learning Outcome	Teacher's Activities	Resources
1 – 2	1.1 Define Microbiology 1.2 Trace the history of microbiology 1.3 Outline the scope of microbiology 1.4 Explain the role of microbiology in medicine, agriculture, industry etc.	Explain Microbiology Explain the history of microbiology Explain the scope of microbiology Explain the role of microbiology in	Projector Charts Pictures Textbooks Internet			

		medicine, agriculture, industry etc.	Marker board Marker			
GENERAL OBJECTIVE: 2.0 Know microorganism and their features						
3-4	2.1 Describe the characteristics of micro-organism 2.2 Describe the morphological characteristics of microorganisms, viruses, fungi, bacteria, protozoa, algae, rickettsia and mycoplasma	Explain the characteristics of micro-organism Explain the morphological characteristics of microorganisms, viruses, fungi, bacteria, protozoa, algae, rickettsia and mycoplasma	Projector Charts Pictures Textbooks Marker board Marker	Identify different kind of Microorganism	Guide the Students on how to set microscope and view Guide students to identify different type of microorganism s	Microscope Hand gloves Lab coat Petri dish Slides
GENERAL OBJECTIVE: 3.0 Know microorganism and their features						
5 – 6	3.1 Explain the principle of Microscopy 3.2 Describe types of microscope e.g. light microscope, compound microscope, dark field microscope, phase contrast microscope, electron microscope 3.3 Explain how to observe a drop	Explain the principle of Microscopy Explain types of microscope e.g. light microscope, compound microscope, dark field microscope, phase contrast microscope, electron microscope Explain how to observe a drop of pond water under the light,	Projector Charts Pictures Internet Projector	Identify different types of microscopes and their parts Collect and carry out microscopic examination of sputum, urine tool, blood Examine a drop of pond	Guide students to identify different types of microscopes and their parts Guide students to collect and carry out	Microscope Slides Gloves Petri dish Specimen

	of pond water under the light, compound microscope and electron microscope 3.4 Describe various microbial staining techniques e.g gram stain, spore Stain, flagella stain.	compound microscope and electron microscope Explain various microbial staining techniques e.g gram stain, spore Stain, flagella stain.	Marker Marker board Text books Journals	water under the light and compound microscope, electron microscope	microscopic examination of sputum, urine tool, blood	
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GENERAL OBJECTIVE: 4.0 Understand the effect of environmental factors on growth of micro-organisms

7 – 8	4.1 Define bacteria growth 4.2 Describe intrinsic factors that affect the growth of microorganisms 4.3 Describe extrinsic factorsthat affect the growth of microorganisms	Explain bacteria growth Explain intrinsic factors that affect the growth of microorganisms Explain extrinsic factorsthat affect the growth of microorganisms	Projector Charts Pictures Internet Marker Marker board Text books Journals			
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GENERAL OBJECTIVE: 5.0 Know the various media for cultivation of micro-organisms

9 - 10	<p>5.1 Define culture and culture media</p> <p>5.2 Describe the composition of the different culture media used in the cultivation of microorganism.</p> <p>5.3 Explain microorganism according to their growth, characteristics in or on different media.</p>	<p>Explain culture and culture media</p> <p>Explain the composition of the different culture media used in the cultivation of microorganism.</p> <p>Explain microorganism according to their growth, characteristics in or on different media.</p>	<p>Posters</p> <p>Text books</p> <p>Journal</p> <p>Charts</p> <p>Pictures</p> <p>Internet</p> <p>Projector</p> <p>Marker Board</p> <p>Marker</p>	<p>Cultivate Microorganisms by growth characteristics.</p> <p>Identify Microorganisms by growth characteristics.</p> <p>Transfer microorganisms from one culture media to the other to obtain pure culture</p>	<p>Demonstrate to the students how to;</p> <ul style="list-style-type: none"> • Cultivate Microorganisms by growth characteristics. • Identify Microorganisms by growth characteristics • Transfer microorganisms from one culture media to the other to obtain pure culture 	<p>Culture media</p> <p>Petri dishes</p> <p>Writing materials</p> <p>Microscope</p> <p>Wooden and Metal Spatula</p>
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GENERAL OBJECTIVE: 6.0 Understand the microbial pathogenicity						
11 – 12	6.1 Define pathogens and pathogenicity 6.2 Explain food pathogens 6.3 Describe their mode of infection, growth, pathogenicity and control.	Explain pathogens and pathogenicity Explain food pathogens Explain their mode of infection, growth, pathogenicity and control.	Picture Charts Textbooks Internet Projector Marker board Marker Journals	Isolate bacteria and fungi from dined food, milk, beverages, egg, vegetable, meat, bread, water e.t.c	Demonstrate to students how to isolate bacteria and fungi from dined food, milk, beverages, egg, vegetable, meat, bread, water e.t.c	Culture media Petri dishes Writing materials Microscope Wooden and Metal Spatula
GENERAL OBJECTIVE: 7.0 Know how to manage a laboratory						
13 – 15	7.1 Describe safety precautions in the handling of equipment in microbiology laboratory works e.g use of the autoclave, hot oven, water bath, centrifuge and incubator. 7.2 Explain how to maintain laboratory hygiene and safety	Explain safety precautions in the handling of equipment in microbiology laboratory works e.g use of the autoclave, hot oven, water bath, centrifuge and incubator. Explain how to maintain laboratory hygiene and safety Explain management of	Equipment Projector Charts Lecture Marker board	Identify microbiology wares Demonstrate maintaining laboratory hygiene and safety	Guide students to: Identify microbiology wares Demonstrate maintaining laboratory	Incubator Autoclave Centrifuge Oven Weighing Scale; Manual and Electronic

	7.3 Explain management of Laboratory consumables	Laboratory consumables	Marker		hygiene and safety	
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EVALUATION

CA 30%

EXAMINATION 70%

NATIONAL BOARD FOR TECHNICAL EDUCATION

PROGRAMME: NATIONAL DIPLOMA (ND) IN FAMILY HEALTHCARE TECHNOLOGY		
COURSE: : ANATOMY AND PHYSIOLOGY I	COURSE CODE: FHC 116	CONTACT HOURS: 45
	CREDIT UNITS: 3	THEORETICAL: 2
YEAR: I SEMESTER: I	PRE-REQUISITE:	PRACTICAL: 1
GOAL: This course is designed to enable the students to know the organization, structure and functions of the human body.		
<p>GENERAL OBJECTIVES: : on completion of this course, the students should be able to:</p> <ol style="list-style-type: none"> 1. Understand the organizational structure of the human body 2. Understand the human cell, structure and functions. 3. Know the different types of human tissues and functions. 4. Understand the Cardiovascular system, structures and functions 5. Understand Digestive system, structures and functions 6. Understand Respiratory System, structure and functions 7. Understand Reproductive system, structures and functions 8. Understand Nervous system, structures and functions 9. Understand Excretory system, structures and functions 10. Understand the homeostatic mechanism of the body. 11. Know the body fluids, electrolytes and acid-base balance 		

PROGRAMME: NATIONAL DIPLOMA (ND) IN FAMILY HEALTHCARE TECHNOLOGY						
COURSE: ANATOMY AND PHYSIOLOGY I		COURSE CODE: FHC 116		CONTACT HOURS: 45		
		CREDIT UNITS: 3		THEORETICAL: 2		
YEAR: I SEMESTER: I		PRE-REQUISITE:		PRACTICAL: 1		
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to enable the students to know the organization, structure and functions of the human body.						
GENERAL OBJECTIVE 1.0: Understand the organizational structure of the human body						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher's Activities	Resources	Specific Learning Outcome	Teacher's Activities	Resources
1	1.1 Define the terms Anatomy and Physiology 1.2 Explain the organizational structure of the human body according to: <ul style="list-style-type: none"> • Cell • Tissues • Organs 	Explain Define the terms Anatomy and Physiology Explain the organizational structure of the human body according to: <ul style="list-style-type: none"> • Cell • Tissues • Organs • System of the human 	Textbooks Lecture notes Internet Pictorials Projector Marker Marker board			

	<ul style="list-style-type: none"> • System of the human organism <p>1.3 Explain the following terms associated with anatomical description:</p> <ul style="list-style-type: none"> • Anterior • Posterior • Medial • Lateral • Superior • Interior • planter • Palmar • Proximal • Distal • Internal • External • Prone • Supine • Coronal. <p>1.4 Explains the various cavities of the human body:</p> <ul style="list-style-type: none"> • Cranial • Vertebral • Thoracic • abdominal • pelvic cavities. 	<p>organism</p> <p>Explain the following terms associated with anatomical description:</p> <ul style="list-style-type: none"> • Anterior • Posterior • Medial • Lateral • Superior • Interior • planter • Palmar • Proximal • Distal • Internal • External • Prone • Supine • Coronal. <p>Explains the various cavities of the human body:</p> <ul style="list-style-type: none"> • Cranial • Vertebral • Thoracic • abdominal • pelvic cavities.. 	Charts			
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GENERAL OBJECTIVE: 2.0 Understand the human cell, structure and functions.						
2	<p>2.1 Explain the human cell</p> <p>2.2 Describe a well-labeled diagram of the human cell.</p> <p>2.3 Describe the structure of different components of the cell.</p> <p>2.4 Explain the functions of the component of the cell.</p>	<p>Explain the human cell</p> <p>Explain a well-labeled diagram of the human cell.</p> <p>Explain the structure of different components of the cell.</p> <p>Explain the functions of the component of the cell.</p>	<p>Models,</p> <p>Textbooks</p> <p>Charts</p> <p>Pictorials</p> <p>Projector</p> <p>Models</p> <p>Lecture notes</p> <p>Marker board</p> <p>Marker</p>	<p>Draw the diagram of the human cell</p> <p>Identify the different components of the cell</p>	<p>Guide the students to: draw the diagram of the human cell and identify the different components of the cell.</p>	<p>Markers</p> <p>Marker board</p> <p>Cardboard paper</p> <p>Exercise book</p> <p>Charts</p> <p>Pictorials</p> <p>Anatomical Models</p> <p>Pen</p>
GENERAL OBJECTIVE: 3.0 Know the different types of human tissues and functions						
3	<p>3.1 Define tissue.</p> <p>3.2 Describe a well-labeled diagram of the human tissue</p> <p>3.3 Describe the types of Tissue: <ul style="list-style-type: none"> • Epithelial • Connective </p>	<p>Explain tissue.</p> <p>Explain a well-labeled diagram of the human tissue</p> <p>Explain the types of Tissue: <ul style="list-style-type: none"> • Epithelial • Connective </p>	<p>Models,</p> <p>Textbooks</p> <p>Charts</p> <p>Audio visuals aids.</p> <p>Pictorials</p>	<p>Draw the diagram of the tissues</p>	<p>Guide students to draw the diagram of the tissues</p>	<p>Marker</p> <p>Marker-board</p> <p>Cardboard paper</p> <p>notebook</p> <p>Charts</p> <p>Pictorials</p>

	<ul style="list-style-type: none"> • Nervous and • Muscular Tissue. <p>3.4 Describe the locations of tissue in the human body.</p> <p>3.5 Classify each of the four major types of tissues.</p> <p>3.6 State the functions of the different types of human tissues.</p>	<ul style="list-style-type: none"> • Nervous and • Muscular Tissue. <p>Explain the locations of tissue in the human body.</p> <p>Explain each of the four major types of tissues.</p> <p>Explain the functions of the different types of human tissues</p>	<p>Projector</p> <p>Lecture notes</p> <p>Marke- board</p> <p>Marker</p> <p>Internet</p>		
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GENERAL OBJECTIVE: 4.0 Understand the Cardiovascular system, structures and functions

4-5	<p>4.1 Define Cardiovascular System</p> <p>4.2 Describe a well-labeled diagram of the heart</p> <p>4.3 Explain the components of the cardiovascular system.</p> <p>4.5 Describe the size, shape, chamber and location of the Heart.</p>	<p>Explain Cardiovascular System</p> <p>Explain a well-labeled diagram of the heart</p> <p>Explain the components of the cardiovascular system.</p> <p>Explain the size, shape, chamber and location of the Heart.</p>	<p>Models</p> <p>Textbooks</p> <p>Charts</p> <p>Pictorials</p> <p>Projector</p> <p>Lecture notes</p> <p>Marker board</p> <p>Marker</p>	<p>Draw the diagram of the Heart</p> <p>Identify the instruments for measuring blood pressure</p> <p>Measure blood pressure</p> <p>Detect pulse</p>	<p>Guide students to:</p> <p>-draw the diagram of the heart</p> <p>-identify the instrument for measuring blood pressure</p> <p>- Measure</p>	<p>Cardboard paper</p> <p>Marker board</p> <p>Note book</p> <p>Blood pressure instrument</p> <p>Charts</p> <p>Models</p>
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<p>4.5 Explain the various blood vessels:</p> <ul style="list-style-type: none"> • Arteries • Veins • Capillaries. <p>4.6 Explain the functions of the heart.</p> <p>4.7 Explain the mechanism of blood circulation</p> <p>4.8 Explain the term blood pressure and how it is measured</p> <p>4.10 Differentiate between the normal range and the abnormal range of blood pressure in various age groups.</p> <p>4.11 Define the term pulse</p> <p>4.12 Explain the main sites of the body where it can be detected.</p>	<p>Explain the various blood vessels:</p> <ul style="list-style-type: none"> • Arteries • Veins And • Capillaries. <p>Explain the functions of the heart.</p> <p>Explain the mechanism of blood circulation</p> <p>Explain the term blood pressure and how it is measured</p> <p>Explain between the normal range and the abnormal range of blood pressure in various age groups.</p> <p>Explain the term pulse</p> <p>Explain the main sites of the body where it can be detected.</p>	<p>Internet</p>		<p>blood pressure</p> <p>-Detect pulse</p>	
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	4.13 Explain the disease conditions associated with cardiovascular/circulatory system.	Explain the disease conditions associated with cardiovascular/circulatory system.				
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GENERAL OBJECTIVE: 5.0 Understand the Digestive system, structures and functions

6	<p>5.1 Define Digestive System</p> <p>5.2 Describe a well-labeled diagram of the digestive system.</p> <p>5.3 Explain the organs of the digestive system.</p> <p>5.4 Describe the structures of the organs of the digestion system:</p> <ul style="list-style-type: none"> • Esophagus • Stomach • Large and Small Intestine • The Liver, Etc. <p>5.5 Explain the functions of the digestive system.</p>	<p>Explain Digestive System</p> <p>Explain a well-labeled diagram of the digestive system.</p> <p>Explain the organs of the digestive system.</p> <p>Explain the structures of the organs of the digestion system:</p> <ul style="list-style-type: none"> • Esophagus • Stomach • Large and Small Intestine • The Liver, Etc. • <p>Explain the functions of the digestive system.</p>	<p>Models</p> <p>Textbooks</p> <p>Charts</p> <p>Internet</p> <p>Pictorials</p> <p>Projector</p> <p>Lecture notes</p> <p>Marker board</p> <p>Marker</p> <p>Journal</p>	<p>Draw the diagram of the organs of the digestive system.</p>	<p>Guide students to: draw the diagram of the organs of the digestive system.</p>	<p>Cardboard paper</p> <p>Markers</p> <p>Board marker</p> <p>Writing materials</p> <p>Projector</p> <p>Charts</p> <p>Models</p>
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	5.6 Describe the processes of digestion of food	Explain the processes of digestion of food				
	5.7 Explain the disease conditions of digestive system.	Explain the disease conditions of digestive system.				
GENERAL OBJECTIVE: 6.0 Understand the respiratory system, structures and functions						
7-8	6.1 Define respiratory System 6.2 Describe a well-labeled diagram of the respiratory system. 6.3 Explain the organs of the respiratory system. 6.4 Describe the structures of the organs of the respiratory system: •Lungs, •Trachea •Bronchus •Alveoli, etc. 6.5 Explain the functions	Explain respiratory System Explain a well-labeled diagram of the respiratory system. Explain the organs of the respiratory system. Explain the structures of the organs of the respiratory system: •Lungs, •Trachea •Bronchus •Alveoli, etc.	Textbooks Charts Internet Pictorials Projector Lecture notes Marker board Marker	Draw the diagram of the respiratory system	Guide students to: draw the diagram of the respiratory system	Cardboard paper Markers Marker board Exercise note book

	<p>of the respiratory system.</p> <p>6.6 Explain the mechanism of respiration.</p> <p>6.7 Highlight the common disease conditions of respiratory system.</p>	<p>Explain the functions of the respiratory system.</p> <p>Explain the mechanism of respiration.</p> <p>Explain the common disease conditions of respiratory system.</p>				
GENERAL OBJECTIVE: 7.0 Understand the reproductive system, structures and functions						
9-10	<p>7.1 Define human reproductive System</p> <p>7.2 Explain male and female reproductive organs.</p> <p>7.3 Explain the structures of the male and female reproductive system</p> <p>7.4 Explain the functions of the organs of the</p>	<p>Explain human reproductive System</p> <p>Explain male and female reproductive organs.</p> <p>Explain the structures of the male and female reproductive system</p> <p>Explain the functions of the organs of the reproductive system.</p>	<p>Textbooks</p> <p>Charts</p> <p>Audio visuals aids.</p> <p>Pictorials</p> <p>Projector</p> <p>Lecture notes</p> <p>Marker board</p> <p>Marker</p> <p>Models</p> <p>Internet</p>	<p>Draw the diagram of the male and female reproductive organs.</p>	<p>Guide students to draw the diagram of male and female reproductive organs.</p>	<p>Cardboard paper</p> <p>Markers</p> <p>Exercise note book</p> <p>Models</p> <p>Charts</p>

	reproductive system.					
	7.5 Highlight the disease conditions of reproductive system.	Explain the disease conditions of reproductive system.				
GENERAL OBJECTIVE: 8.0 Understand the Nervous system, structures and functions						
11-12	8.1 Define nervous System 8.2 Describe the diagram of neuron 8.3 Explain the central organization of the nervous system: <ul style="list-style-type: none"> • The Central Nervous System • The Peripheral Nervous System 8.4 Describe the structures of the nervous system 8.5 Explain the functions of the nervous system	Explain nervous System Explain the diagram of neuron Explain the central organization of the nervous system: <ul style="list-style-type: none"> • The Central Nervous System • The Peripheral Nervous System Explain the structures of the nervous system Explain the functions of the nervous system	Textbooks Charts Audio visuals aids. Pictorials Projector Lecture notes Marker board Marker. Internet	Draw the diagram of the nervous system	Guide students to: draw the diagram of the nervous system	Cardboard paper Markers Marker board Exercise note book Charts Models

	8.6 Highlight the disease conditions associated with the nervous system.	Explain the disease conditions associated with the nervous system.				
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GENERAL OBJECTIVE:9.0 Understand the Excretory system, structures and functions

13	<p>9.1 Define Excretory System</p> <p>9.2 Describe a well-labeled diagram of the human Excretory organs.</p> <p>9.4 Explain the structure of the organs of Excretory system</p> <p>9.5 Explain the functions of the organs of the Excretory system described in 9.4</p> <p>9.6 Explain the disease conditions of Excretory system.</p>	<p>Explain Excretory System</p> <p>Explain a well-labeled diagram of the human Excretory organs.</p> <p>Explain the structure of the organs of Excretory system</p> <p>Explain the functions of the organs of the Excretory system described in 9.4</p> <p>Explain the disease conditions of Excretory system.</p>	<p>Textbooks</p> <p>Charts</p> <p>Audio visuals aids.</p> <p>Pictorials</p> <p>Projector</p> <p>Lecture notes</p> <p>Marker board</p> <p>Marker</p> <p>Internet</p>	<p>Draw the diagram of the excretory organs.</p>	<p>Guide students to draw the diagram of the Excretory organs</p>	<p>Cardboard paper</p> <p>Marker board</p> <p>Markers</p> <p>Exercise note book</p> <p>Chart models</p>
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GENERAL OBJECTIVE 10.0 Understand the homeostatic mechanism of the body.

14	<p>10.1 Define homeostasis.</p> <p>10.2 Explain the maintenance of the internal homeostasis</p>	<p>Explain homeostasis.</p> <p>Explain the maintenance of the internal homeostasis</p>	<p>Textbooks</p> <p>Charts</p> <p>Audio visuals aids.</p> <p>Pictorials</p> <p>Projector</p> <p>Lecture notes</p> <p>Marker board</p> <p>Marker</p> <p>Internet</p>			
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GENERAL OBJECTIVE 11.0 Know the body fluids, electrolytes and acid, base balance

15	<p>11.1 Explain body fluid.</p> <p>11.2 State the locations of body fluid.</p> <p>11.3 Define the following:</p> <ul style="list-style-type: none"> • Electrolytes • Acid–Base Balance. <p>11.4 State examples of :</p>	<p>Explain body fluid.</p> <p>Explain the locations of body fluid.</p> <p>Explain the following:</p> <ul style="list-style-type: none"> • Electrolytes • Acid–Base Balance. <p>Explain examples of :</p> <ul style="list-style-type: none"> • Electrolytes 	<p>Models</p> <p>Textbooks</p> <p>Charts</p> <p>Projector</p> <p>Marker board</p> <p>Marker</p>			
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	<ul style="list-style-type: none"> • Electrolytes • Acid–Base Balance. <p>11.5 Describe the different compositions of body fluid.</p> <p>11.6 Explain the electrolyte composition of body fluid.</p> <p>11.7 Explain the functions of Electrolytes and Acid–Base Balance</p> <p>11.8 Explain the hormonal control of Body fluid.</p> <p>11.9 Explain the components of blood and their functions.</p> <p>11.10 Explain the types of blood cells; Red blood cells and White blood cells</p> <p>11.11 Explain the component of plasma – protein.</p>	<ul style="list-style-type: none"> • Acid–Base Balance. <p>Explain the different compositions of body fluid.</p> <p>Explain the electrolyte composition of body fluid.</p> <p>Explain the functions of Electrolytes and Acid–Base Balance</p> <p>Explain the hormonal control of Body fluid.</p> <p>Explain the components of blood and their functions.</p> <p>Explain the types of blood cells; Red blood cells and White blood cells</p> <p>Explain the component of plasma – protein.</p>	Internet			
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EVALUATION

CA 30%

EXAMINATION 70%

YEAR I SECOND SEMESTER

PROGRAMME: NATIONAL DIPLOMA (ND) IN FAMILY HEALTHCARE TECHNOLOGY		
COURSE: REPRODUCTIVE HEALTH I	COURSE CODE: FHC 121	CONTACT HOURS: 45
	CREDIT UNITS: 3	THEORETICAL: 3
YEAR: I SEMESTER: II	PRE-REQUISITE:	PRACTICAL: 1
GOAL: This course is designed to provide the students with the basic knowledge of reproductive health		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: <ol style="list-style-type: none">1.0 Know the Anatomy and Physiology of the Reproductive System2.0 Understand Reproductive health3.0 Understand Pregnancy process4.0 Know how to monitor pregnant mother and understand the concept of infertility.5.0 Understand the concept of Female Genital Mutilation.6.0 Know the 'At Risk' pregnant women for prompt referral		

PROGRAMME: NATIONAL DIPLOMA (ND) IN FAMILY HEALTHCARE TECHNOLOGY						
COURSE: REPRODUCTIVE HEALTH I		COURSE CODE: FHC 121		CONTACT HOURS: 45		
		CREDIT UNITS: 3		THEORETICAL: 3		
YEAR: I SEMESTER: II		PRE-REQUISITE:		PRACTICAL: 1		
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to provide the students with basic knowledge of reproductive health						
GENERAL OBJECTIVE 1.0: Know the Anatomy and Physiology of Reproductive System						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher's Activities	Resources	Specific Learning Outcome	Teacher's Activities	Resources
1-2	1.1 Describe the anatomy and physiology of the male reproductive organs 1.2 Describe the anatomy and physiology of the Female reproductive organs such as: <ul style="list-style-type: none"> ▪ vulva, ▪ vagina, ▪ uterus, 	Explain the anatomy and physiology of the male reproductive organs Explain the anatomy and physiology of the Female reproductive organs such as: <ul style="list-style-type: none"> ▪ vulva, ▪ vagina, ▪ uterus, 	Textbooks Models Charts Pictorials Lecture note	Draw male and female reproductive organs	Guide students to: Draw male and female reproductive organs	Maker board Maker Chart Models Pictorial

	<ul style="list-style-type: none"> ▪ Pelvic floor ▪ fallopian tube, ▪ ovaries e.t.c 		Pictorials Projector Internet Marker Marker board			
GENERAL OBJECTIVE: 2.0 Understand Reproductive Health						
3	2.1 Explain the concept of reproductive health 2.2 State the principles of reproductive health 2. 3 Explain the components of reproductive health	Explain the concept of reproductive health Explain the principles of reproductive health Explain the components of reproductive health	Textbooks Models Textbooks Pictorials Lecture note Pictorials Internet Projector Marker			

			Marker board			
GENERAL OBJECTIVE: 3.0 Understand Pregnancy						
4-5	<p>3.1 Explain pregnancy</p> <p>3.2 Describe the processes involved in pregnancy</p> <p>3.3 Describe the physical examination of a pregnant woman, including</p> <ul style="list-style-type: none"> • Inspection • Palpation • auscultation <p>3.4 Explain the minor disorders in pregnancy</p>	<p>Explain pregnancy</p> <p>Explain the processes involved in pregnancy</p> <p>Explain the minor disorders in pregnancy</p> <p>Explain the physical Examination of a pregnant woman such as</p> <ul style="list-style-type: none"> • inspection • palpation • auscultation <p>Explain the minor disorders in pregnancy</p>	<p>Textbooks</p> <p>Models</p> <p>Pictorials</p> <p>Lecture notes</p> <p>Pictorials</p> <p>Projector</p> <p>Marker</p> <p>Marker board</p> <p>Charts</p> <p>Internet</p>	<p>Carry out physical examination of a pregnant mother.</p>	<p>Guide students to: carry out physical examination of a pregnant mother.</p>	<p>Examination couch</p> <p>Hand gloves</p> <p>Fetal stethoscope</p> <p>Stethoscope</p> <p>Sphygmomanometer</p>
GENERAL OBJECTIVE: 4.0 Know how to monitor pregnant mother and understand the concept of infertility						

6-7	<p>4.1 Explain the concept of Antenatal care</p> <p>4.2 Define labour</p> <p>4.3 Explain stages of labour</p> <p>4.4 Define post-natal care.</p> <p>4.5 Explain management of the mother and new born.</p> <p>4.6 Describe common issues during lactation.</p> <p>4.7 Define infertility.</p> <p>4.8 Explain the causes of infertility.</p> <p>4.9 Explain the management of infertility</p>	<p>Explain the concept of Antenatal care</p> <p>Explain labour</p> <p>Explain stages of labour</p> <p>Explain post-natal care.</p> <p>Explain management of the mother and new born.</p> <p>Explain common issues during lactation.</p> <p>Explain infertility.</p> <p>Explain the causes of infertility.</p> <p>Explain the management of infertility</p>	<p>Textbooks</p> <p>Models</p> <p>Pictorials</p> <p>Lecture notes</p> <p>Projector</p> <p>Marker</p> <p>Marker board</p> <p>Charts</p> <p>Internet</p>	<p>Demonstrate the physical Examination of a pregnant woman</p> <p>Demonstrate the management of labour</p>	<p>Guide students to:</p> <p>carry out physical examination of a pregnant woman</p> <p>Demonstrate management of pregnant mother</p>	<p>Stethoscope</p> <p>Thermometer</p> <p>Fetal stethoscope</p> <p>Baby scale</p> <p>Sphygmomanometer</p> <p>Demonstration room</p> <p>Items for delivery</p> <p>Couch</p>
GENERAL OBJECTIVE: 5.0 Understand the concept of Female Genital Mutilation						
8	<p>5.1 Define Female Genital Mutilation (FGM)</p> <p>5.2 Explain the types of FGM.</p> <p>5.3 Explain the complications</p>	<p>Explain Female Genital Mutilation (FGM)</p> <p>Explain the types of FGM.</p>	<p>Textbooks</p> <p>Models</p>			

	of FGM.	Explain the complications of FGM.	Pictorials Lecture notes Pictorials Projector Marker Marker board Charts Internet			
GENERAL OBJECTIVE: 6.0 Know the 'At Risk' pregnant women for prompt referral						
9-15	6.1 Explain the 'At Risk' pregnant women for prompt referral 6.2 Explain the signs of 'At Risk' pregnant women. 6.3 Explain regular screenings for conditions such as gestational diabetes, hypertension, and multiple pregnancies etc.	Explain the 'At Risk' pregnant women for prompt referral Explain the signs of 'At Risk' pregnant women. Explain regular screenings for conditions such as gestational diabetes, hypertension, and multiple pregnancies etc.	Textbooks Models Pictorials Lecture notes Pictorials Projector Marker			

	6.4 State first aid measures For the 'At Risk' pregnant women.	Explain first aid measures For the 'At Risk' pregnant women.	Marker board Charts Internet			
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EVALUATION

CA 30%

EXAMINATION 70%

NATIONAL BOARD FOR TECHNICAL EDUCATION

PROGRAMME: NATIONAL DIPLOMA (ND) IN FAMILY HEALTHCARE TECHNOLOGY		
COURSE: BASIC HUMAN NUTRITION	COURSE CODE: FHC 122	CONTACT HOURS: 45
	CREDIT UNITS: 3	THEORETICAL: 2
YEAR: I SEMESTER: II	PRE-REQUISITE:	PRACTICAL: 1
GOAL: This course is designed to equip the student with the knowledge and skills to provide nutritional services		
<p>GENERAL OBJECTIVES: On completion of this course, the students should be able to:</p> <ul style="list-style-type: none"> 1.0 Understand the concept of basic human nutrition 2.0 Understand comprehensive nutritional services 3.0 Understand nutritional disorder 4.0 Understand the concepts of food hygiene 5.0 Understand the factors affecting preservation of food 6.0 Understand food borne diseases 7.0 Understand the national and international food regulatory standard 		

PROGRAMME: NATIONAL DIPLOMA (ND) IN FAMILY HEALTHCARE TECHNOLOGY						
COURSE: BASIC HUMAN NUTRITION		COURSE CODE: FHC 122		CONTACT HOURS: 45		
		CREDIT UNITS:		THEORETICAL: 2		
YEAR: I SEMESTER: II		PRE-REQUISITE:		PRACTICAL: 1		
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to equip the student with the knowledge skills to provide nutritional services						
GENERAL OBJECTIVE 1.0: Understand the concept of basic human nutrition						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher's Activities	Resources	Specific Learning Outcome	Teacher's Activities	Resources
1	1.1 Define basic human nutrition 1.2 Explain classes of food and its functions 1.3 Explain the importance of adequate nutrition	Explain basic human nutrition Explain classes of food and its functions Explain the importance of adequate nutrition	Textbook Charts Internet Marker Marker board Projector	Identify classes of food and its functions.	Show the students different classes of food	Sample of classes of food. Charts Demonstration table.

GENERAL OBJECTIVE: 2.0 Understand comprehensive nutritional services						
2-4	<p>2.1 Explain how to provide comprehensive nutrition services in the clinic and home, including:</p> <ul style="list-style-type: none"> • Nutritional assessment • Appropriate history and management of children with abnormal growth, causes according to Standard <p>2.2 Explain how to give feedback to the health team on growth monitoring and other nutritional activities</p> <ul style="list-style-type: none"> • Encouraging exclusive breast feeding • Teaching food handlers (Vendors and caterers) on food hygiene and adequate diet <p>Screening pregnant women on nutritional activities</p>	<p>Explain how to provide comprehensive nutrition services in the clinic and home, including:</p> <ul style="list-style-type: none"> • Nutritional assessment • Appropriate history and management of children with abnormal growth courses according to Standard <p>Explain how to give feedback to the health team on growth monitoring and other nutritional activities</p> <ul style="list-style-type: none"> • Encouraging exclusive breast feeding • Teaching food handlers (Vendors and caterers) on food hygiene and adequate diets <p>Screening pregnant women on nutritional activities</p>	<p>Textbook</p> <p>Charts</p> <p>Marker</p> <p>Marker board</p> <p>Projector</p> <p>Internet</p>	<p>Carry out nutrition assessment</p>	<p>Guide students to carry out nutritional assessment.</p>	<p>Mid Upper Arm Circumference (MUAC) Stripe</p> <p>Weighing Scale</p> <p>Anthropometric.</p>
GENERAL OBJECTIVE: 3.0 Understand nutritional disorder						
5-6	<p>3.1 Define malnutrition</p> <p>3.2 Outline illnesses caused by inadequate nutrient such</p>	<p>Explain malnutrition</p> <p>Explain illnesses caused by inadequate nutrient such as;</p>	<p>Textbooks</p> <p>Charts</p>			

	<p>as;</p> <ul style="list-style-type: none"> • kwashiorkor, • marasmus, • anemia, • Beri-beri • Dehydration • endemic goiter • Etc. 	<ul style="list-style-type: none"> • kwashiorkor, • marasmus, • anemia, • Beri-beri • Dehydration • endemic goiter • Etc. 	<p>Pictorials</p> <p>Diagrams</p> <p>Marker board</p> <p>Marker</p> <p>Projector</p> <p>Internet</p>			
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GENERAL OBJECTIVE: 4.0 Understand the concepts of food hygiene

7-8	<p>4.1 Define food hygiene</p> <p>4.2 Trace the history of food hygiene</p> <p>4.3 Explain the importance of food Hygiene.</p> <p>4.4 Explain food poisoning</p> <p>4.5 Mention types of food poisoning</p> <p>4.6 Outline symptoms of food poisoning</p>	<p>Explain food hygiene</p> <p>Explain the history of food hygiene</p> <p>Explain the importance of food Hygiene.</p> <p>Explain food poisoning</p> <p>Explain types of food poisoning</p> <p>Explain symptoms of food poisoning</p>	<p>Textbooks</p> <p>Charts</p> <p>Pictorials</p> <p>Diagrams</p> <p>Marker board</p> <p>Marker</p> <p>Projector</p> <p>Internet</p>			
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GENERAL OBJECTIVE: 5.0 Understand the factors affecting preservation of food

9-10	<p>5.1 Explain food preservation</p> <p>5.2 Explain the various types of food preservation e.g. refrigeration, drying, canning, osmotic preservation e.t.c</p> <p>5.3 Describe the factors influencing the effective use of preservative</p> <p>5.4 Discuss food coloring, additives, and food package labels</p>	<p>Explain food preservation</p> <p>Explain the various types of food preservation e.g. refrigeration, drying, canning, osmotic preservation e.t.c</p> <p>Explain the factors influencing the effective use of preservative</p> <p>Explain food coloring, additives, and food package labels</p>	<p>Textbooks</p> <p>Charts</p> <p>Pictorials</p> <p>Diagrams</p> <p>Marker board</p> <p>Marker</p> <p>Projector</p> <p>Internet</p>			
GENERAL OBJECTIVE: 6.0 Understand food borne diseases						
11-12	<p>6.8 Explain food borne diseases;</p> <ul style="list-style-type: none"> • causes • signs and symptom <p>6.9 Explain management of food borne disease by household and food vendors.</p>	<p>Explain food borne diseases;</p> <ul style="list-style-type: none"> • causes • signs and symptom <p>Explain management of food borne disease by household and food</p>	<p>Lecture note</p> <p>Projector</p> <p>Textbooks</p> <p>Pictorials</p> <p>Internet</p>			

	6.3 Explain prevention of food borne diseases.	vendors. Explain prevention of food borne diseases.	Marker board Marker			
GENERAL OBJECTIVE: 7.0 Understand the national and international food regulatory standard						
13-15	7.1 Explain the standard of food regulatory agencies such as Food and Agricultural Organisation (FAO), World Health Organisation (WHO), NAFDAC etc.	Explain the standard of food regulatory agencies such as Food and Agricultural Organisation (FAO), World Health Organisation (WHO), NAFDAC etc.	Projector Textbook Lecture note Chart Marker board Marker internet			

EVALUATION

CA 30%

EXAMINATION 70%

PROGRAMME: NATIONAL DIPLOMA (ND) IN FAMILY HEALTHCARE TECHNOLOGY		
COURSE: FAMILY HEALTHCARE ETHICS	COURSE CODE: FHC 123	CONTACT HOURS: 30
	CREDIT UNITS: 2	THEORETICAL: 2
YEAR: I SEMESTER: II	PRE-REQUISITE:	PRACTICAL: 0
GOAL: This course is designed to enable the students know the importance of medical and professional ethics in family health care delivery system.		
GENERAL OBJECTIVES: On completion of this course, the students should be able to:		
<ul style="list-style-type: none"> 1.1 Understand the concept of Ethics in Family HealthCare. 2.0 Understand the principle of Ethics in Family Healthcare Profession. 3.0 Understand informed consent as it relates to family healthcare practice 4.0 Understand legal implications in family healthcare 		

PROGRAMME: NATIONAL DIPLOMA (ND) IN FAMILY HEALTHCARE TECHNOLOGY						
COURSE: FAMILY HEALTHCARE ETHICS		COURSE CODE: FHC 123		CONTACT HOURS: 30		
		CREDIT UNITS: 2		THEORETICAL: 2		
YEAR: I SEMESTER: II		PRE-REQUISITE:		PRACTICAL: 0		
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to enable the students know the importance of medical and professional ethics in family health care delivery system.						
GENERAL OBJECTIVE 1.0: Understand the concept of Ethics in Family HealthCare						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher's Activities	Resources	Specific Learning Outcome	Teacher's Activities	Resources
1-2	1.1 Define ethics 1.2 Explain the significance of professional ethics 1.3 Explain Historical evolution of ethics	Define ethics Explain the significance of professional ethics Explain Historical evolution of ethics	Textbooks, Charts, Internets Marker-board Marker Journal			

			Projector Lecture note			
GENERAL OBJECTIVE: 2.0 Understand the principles of ethics						
3-4	<p>2.1 Explain the following principles of ethics:</p> <ul style="list-style-type: none"> • Autonomy • Beneficence • Non-maleficence • Justice • Confidentiality <p>2.2. Explain Ethical theories in healthcare</p>	<p>Explain the following principles of ethics:</p> <ul style="list-style-type: none"> • Autonomy • Beneficence • Non-maleficence • Justice • Confidentiality <p>Explain Ethical theories in healthcare</p>	<p>Textbooks, Charts, Internets and Marker-board Marker Journal Projector Lecture note</p>			
GENERAL OBJECTIVE: 3.0 Understand informed consent as it relates to family healthcare practice						
5-6	<p>3.1 Define Consent</p> <p>3.2 Explain types of consent</p> <p>3.3 Explain informed consent</p> <p>3.4 Explain the importance of informed consent</p>	<p>Explain Consent</p> <p>Explain types of consent</p> <p>Explain informed consent</p> <p>Explain the importance of informed consent</p>	<p>Textbooks, Charts, Internets and Marker-board</p>			

	<p>3.5 Explain share DecisionMaking</p> <p>3.6 Explain the Principles of Shared Decision-Making such as:</p> <ul style="list-style-type: none"> • Autonomy • Information Sharing • Collaboration 	<p>Explain share Decision-Making</p> <p>Explain the Principles of Shared Decision-Making such as:</p> <ul style="list-style-type: none"> • Autonomy • Information Sharing • Collaboration 	<p>Marker</p> <p>Journal</p> <p>Projector</p> <p>Lecture note</p>			
GENERAL OBJECTIVE: 4.0 Understand legal implications in family healthcare						
7-15	<p>4.1 Explain the concept of legal implication in family healthcare</p> <p>4.2 Explain the following medical malpractices and their legal implications:</p> <ul style="list-style-type: none"> • Negligence • Battery and Assault • Defamation etc 	<p>Explain the concept of legal implication in family healthcare</p> <p>Explain the following medical malpractices and their legal implications:</p> <ul style="list-style-type: none"> • Negligence • Battery and Assault • Defamation etc 	<p>Textbooks,</p> <p>Charts,</p> <p>Internets and</p> <p>Marker-board</p> <p>Marker</p> <p>Projector</p> <p>Journal</p> <p>Lecture note</p>			

PROGRAMME: NATIONAL DIPLOMA (ND) IN FAMILY HEALTHCARE TECHNOLOGY		
COURSE: CLINICAL SKILLS 1	COURSE CODE: FHC 124	CONTACT HOURS: 45
	CREDIT UNITS: 3	THEORETICAL: 2
YEAR: I SEMESTER: II	PRE-REQUISITE:	PRACTICAL: 1
GOAL: This course is designed to promote and facilitate educational clinical experience in an immersive learning environment		
<p>GENERAL OBJECTIVES: On completion of this course, the students should be able to:</p> <ol style="list-style-type: none"> 1.0 Understand the basic concepts and theories relevant to the health service practice. 2.0 Understand the principles of interviewing 3.0 Understand the principles of physical examination of clients 4.0 Know how to monitor clients' vital signs 5.0 Know the procedure for tepid sponging 6.0 Know how to prepare and administer salt, sugar, solution (SSS) and oral rehydration solution , (ORS). 7.0 Understand the principles of aseptic technique in clinical procedures. 8.0 Know the procedure involved in wound dressing 9.0 Know the components of cold chain. 10.0 Understand immunization schedule. 11.0 Know various routes of administration of medications 		

PROGRAMME: NATIONAL DIPLOMA (ND) IN FAMILY HEALTHCARE TECHNOLOGY						
COURSE: CLINICAL SKILLS 1		COURSE CODE: FHC 124		CONTACT HOURS: 45		
		CREDIT UNITS: 3		THEORETICAL: 2		
YEAR: I SEMESTER: II		PRE-REQUISITE:		PRACTICAL: 1		
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: : This course is designed to promote and facilitate educational clinical experience in an immersive learning environment						
GENERAL OBJECTIVE 1.0: Understand the basic concepts and theories relevant to the health service practice						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher's Activities	Resources	Specific Learning Outcome	Teacher's Activities	Resources
1	1.1 Define health. 1.2 Explain the rationale of health 1.3 Explain the roles of family healthcare technology practitioners in providing health services delivery. 1.4 Identify basic needs of client	Explain health. Explain the rationale of health Explain the roles of family healthcare technology practitioners in providing health services delivery. Identify basic need of client within	Internet Marker board Marker Lecture notes Projector			

	within various communities	various communities			
	1.5 Differentiate between health wellness, illness and diseases.	Differentiate between health wellness, illness and diseases.			
	1.6 Explain the health/illness Condition	Explain the health/illness Condition			

GENERAL OBJECTIVE: 2.0 Understand the principles of interviewing

2	<p>2.1 Describe the procedure for interviewing a client.</p> <p>2.2 Explain the needs to communicate with a client in a Language he/she understands.</p> <p>2.3 Describe the process of establishing good rapport with Clients.</p> <p>2.4 Explain the need to make a client comfortable during an interview.</p> <p>2.5 Explain the techniques for overcoming language barrier during the interview with client.</p>	<p>Explain the procedure for interviewing a client.</p> <p>Explain the needs to communicate with a client in a Language he/she understands.</p> <p>Explain the process of establishing good rapport with Clients.</p> <p>Explain the need to make a client comfortable during an interview.</p> <p>Explain the techniques for overcoming language barrier during the interview with client.</p>	<p>Internet</p> <p>Marker</p> <p>Marker board</p> <p>Lecture notes</p> <p>Projector</p> <p>Journals</p>	<p>Demonstrate interviewing and recording information from a client</p>	<p>Guide students to demonstrate interviewing and recording information from a client</p>	<p>Client Chart</p>
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GENERAL OBJECTIVE: 3.0 Understand the principles of physical examination of client

3	<p>3.1 Describe the process of physical examination of a client.</p> <p>3.2 Explain the need for each of the processes described in 3.1 above.</p> <p>3.3 Identify various positions for physical examination</p> <p>3.4 Identify various methods of carrying out physical examination as: (inspection, palpitation, auscultation and Percussion).</p>	<p>Explain the process of physical examination of a client.</p> <p>Explain the need for each of the processes described in 3.1 above.</p> <p>Explain various positions for physical examination</p> <p>Explain various methods of carrying out physical examination as: (inspection, palpitation, auscultation and Percussion).</p>	<p>Textbooks</p> <p>Models</p> <p>Marker</p> <p>Marker board</p> <p>Charts</p> <p>Picture</p> <p>Projector</p> <p>Internet</p>	<p>Carry out physical examination according to laid down rules</p> <ul style="list-style-type: none"> • Prepare trolley/tray for physical examination 	<p>Guide students to:</p> <p>carry out examination according to the laid down rules</p> <ul style="list-style-type: none"> • Prepare trolley/tray for physical examination 	<p>Trolley</p> <p>Tray</p> <p>Couch</p> <p>Hand Gloves</p>
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GENERAL OBJECTIVE: 4.0 Know how to monitor clients' vital signs

4	<p>4.1 Define vital signs</p> <p>4.2 Describe vital signs</p> <p>4.3 Identify abnormal signs and causes</p> <p>4.4 Describe four components of vital signs</p> <p>4.5. Describe instruments used for assessing vital Signs.</p> <p>4.6 Describe the sites used in</p>	<p>Explain vital signs</p> <p>Explain vital signs</p> <p>Explain abnormal signs and causes</p> <p>Explain four components of vital signs</p> <p>Explain instruments used for assessing vital Signs.</p>	<p>Textbooks</p> <p>Models</p> <p>Marker</p> <p>Marker boards</p> <p>Charts</p> <p>Picture</p> <p>Projector</p>	<p>Identify instruments used for assessing the various vital Signs</p> <p>Identify the various sites used in assessing the various vital Signs</p> <p>Measure vital signs and interpret their results</p>	<p>Guide students to identify instruments used for assessing the various vital Signs</p> <p>Guide students to identify the various sites</p>	<p>Thermometer</p> <p>Sphygmomanometer</p> <p>Stethoscope</p>
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	<p>assessing vital Signs.</p> <p>4.7 Explain how to monitor vital sign</p>	<p>Explain the sites used in assessing vital Signs.</p> <p>Explain how to monitor vital sign</p>	Internet		<p>used in assessing the various vital Signs</p> <p>Guide student to measure vital signs and interpret their results</p>	
GENERAL OBJECTIVE: 5.0 Know the procedure for tepid sponging						
5	<p>5.1 Explain tepid water</p> <p>5.2 Identify the equipment for tepid sponging</p> <p>5.3 Explain reasons for tepid Sponging</p> <p>5.4 Explain the procedures and principles involved in tepid sponging</p>	<p>Explain tepid water</p> <p>Explain the equipment for tepid sponging</p> <p>Explain reasons for tepid Sponging</p> <p>Explain the procedures and principles involved in tepid sponging</p>	<p>Textbooks</p> <p>Charts</p> <p>Instrument</p> <p>Models</p> <p>Marker board</p> <p>Marker</p> <p>Projector</p>	<p>Identify reasons or tepid sponging</p> <p>Identify the equipment for tepid sponging</p>	<p>Guide students to carry out tepid sponging</p>	<p>Bowl</p> <p>Towel</p> <p>Luke warm water</p> <p>Tray</p> <p>Trolley</p> <p>Mackintosh</p>
GENERAL OBJECTIVE 6.0 Know how to prepare and administer salt, sugar, solution (SSS) and oral rehydration solution (ORS).						

6	<p>6.1 Explain SSS and ORS</p> <p>6.2 Identify the materials used in preparation of salt, sugar Solution (SSS)</p> <p>6.3 list the components of salt, sugar solution:</p> <p>6.4 Identify the needs for administration of salt, sugar Solution.</p>	<p>Explain SSS and ORS</p> <p>Explain the materials used in preparation of salt, sugar Solution (SSS)</p> <p>Explain the components of salt, sugar solution:</p> <p>Explain the needs for administration of salt, sugar Solution.</p>	<p>Textbooks</p> <p>Charts</p> <p>Marker</p> <p>Marker board</p> <p>Projector</p> <p>Chart</p> <p>Internet</p>	<p>Identify materials for preparation of SSS</p> <p>Prepare SSS to the correct strength</p> <p>Demonstrate administering SSS</p> <p>Demonstrate how to prepare and administer SSS</p>	<p>Guide students to:</p> <p>Identify materials for preparation of SSS</p> <p>Prepare SSS to the correct strength</p> <p>Demonstrate administering SSS</p> <p>Demonstrate teaching how to prepare and administer SSS</p>	<p>Salt</p> <p>Sugar</p> <p>Sterile water</p> <p>Bowl/jug</p> <p>Bottle</p> <p>Teaspoon e.t.c</p>
GENERAL OBJECTIVE: 7.0 Know how to prepare and administer salt, sugar, solution (SSS) and oral rehydration solution (ORS).						
7	<p>7.1 Define aseptic techniques, sterilization and disinfection.</p> <p>7.2 Explain the concept of aseptic technique.</p> <p>7.3 Describe the method of</p>	<p>Explain aseptic techniques, sterilization and disinfection.</p> <p>Explain the concept of aseptic technique.</p> <p>Explain the method of sterilization</p>	<p>Textbooks</p> <p>Charts</p> <p>Marker</p> <p>Marker board</p>	<p>Demonstrate the contents of packs for various procedures. (e.g., injection packs, dressing pack, e.t.c)</p>	<p>Guide students to:</p> <p>Identify the contents of packs for various</p>	<p>Autoclave</p> <p>Sterile drums</p> <p>Metal instrument packs</p>

	sterilization of instruments, equipments and materials (Physical/chemical) 7.4 Describe the method of disinfection, concurrent, Terminal e.t.c 7.5 Describe the contents of packs for various procedures. (e.g. injection packs, dressing pack, e.t.c)	of instrument, Equipment and materials (Physical/chemical) Explain the method of disinfection, concurrent, Terminal e.t.c Explain the contents of packs for various procedures. (e.g. injection packs, dressing pack, e.t.c)	Projector Internet	Sterilize instruments, equipment and materials Demonstrate the use of mask, gloves and gowns.	procedures. (e.g., injection packs, dressing pack, (e.t.c) Sterilize instruments, equipment and materials Demonstrate the use of mask, gloves and gowns.	Mask Gloves Gowns
GENERAL OBJECTIVE: 8.0 Know the procedure involved in wound dressing						
8	8.1 Explain wound 8.2 Describe types of wounds (incise, puncture, lacerated and confused). 8.3 Identify the classes of wound 8.4 Describe principles and techniques of bandaging	Explain wound Explain types of wounds (incise, puncture, lacerated and contused). Explain the classes of wound Explain principles and techniques of bandaging	Textbooks Charts Marker Marker board Projector Internet	Describe the principles and techniques of wound dressing Prepare a trolley/tray for	Guide students to: Describe the principles and techniques of wound dressing Prepare a trolley/tray for	Tray Spirit, salvon Sterile swaps Wound dressing packs

				wound dressing Dress wound applying aseptic techniques Care for drains in wound Remove sutures and clips from wounds Apply tourniquet to bleeding limbs	wound dressing Dress wound applying aseptic techniques Care for drains in wound Remove sutures and clips from wounds Apply tourniquet to bleeding limbs	Trolley beds Tourniquet
GENERAL OBJECTIVE: 9.0 Know the components of cold chain.						
9	9.1 Explain cold boxes and their uses 9.2 Identify contents of cold box 9.3 Define the cold chain	Explain cold boxes and their uses Explain contents of cold box	Textbooks Charts Marker	Identify cold boxes and their uses Demonstrate maintaining a cold chain	Guide students to : Identify cold boxes and their	Vaccine carrier Thermometer Ice pack vaccine

	system	Explain the cold chain system	Marker board Projector Internet	system	uses Demonstrate maintaining a cold chain system	
GENERAL OBJECTIVE 10.0 Understand immunization schedule.						
10-11	10.1 Explain immunity 10.2 list the types of immunity 10.3 Explain the factors that affect immunity 10.4 Identify the various routes for administering vaccines. 10.5 Explain Immunization schedule	Explain immunity Explain the types of immunity Explain the factors that affect immunity Explain the various routes for administering vaccines. Explain Immunization schedule	Textbooks Charts Marker Marker board Projector Internet	Draw immunization schedule Identify the various routes for administering vaccines	Guide students to: Draw immunization schedule Demonstrate setting immunization tray Demonstrate carrying out immunization Demonstrate aseptic technique in	Chart Vaccine

					Immunization	
GENERAL OBJECTIVE 11.0 Know various routes of administration of medications						
12-15	<p>11.1 List various routes of administering medications</p> <p>11.2 Describe the various methods of administering injection</p> <p>11.3 Identify the equipment needed for the various method of Injection.</p> <p>11.4 Describe the sites of injection</p>	<p>Explain various routes of administering medications</p> <p>Explain the various methods of administering injection</p> <p>Explain the equipment needed for the various method of Injection.</p> <p>Explain the sites of injection</p>	<p>Textbooks</p> <p>Charts</p> <p>Marker</p> <p>Marker board</p> <p>Projector</p> <p>Internet</p>	<p>Identify various routes of administering injections</p> <p>Identify the various methods of administering injection</p> <p>Identify the equipment needed for the various method of Injection.</p> <p>Identify the sites of injection</p>	<p>Guide students to:</p> <p>Identify the sites of injection</p> <p>Demonstrate administering injection by aseptic techniques</p>	<p>Glove, swabs</p> <p>Needle and syringe</p> <p>Drugs</p> <p>Cotton wool</p> <p>Tray</p> <p>Trolleys</p> <p>Kidney dish</p> <p>Spirit</p> <p>Screen</p> <p>Dispensing spoon</p> <p>Gallipot</p>

EVALUATION

CA 30%

EXAMINATION 70%

PROGRAMME: NATIONAL DIPLOMA (ND) IN FAMILY HEALTHCARE TECHNOLOGY		
COURSE: ANATOMY AND PHYSIOLOGY II	COURSE CODE: FHC 125	CONTACT HOURS: 45
	CREDIT UNITS: 3	THEORETICAL: 2
YEAR: I SEMESTER: II	PRE-REQUISITE: FHC 115	PRACTICAL: 1
GOAL: This course is designed to enable the students to know the organization, structure and functions of the human body.		
GENERAL OBJECTIVES: : on completion of this course, the students should be able to: <ul style="list-style-type: none"> 1.0 Understand the Lymphatic system, structures and functions 2.0 Understand skeletal system, structures and functions 3.0 Understand muscular System, structures and functions 4.0 Understand endocrine system, structures and functions 5.0 Understand integumentary system, structures and functions 6.0 Understand the sense organs of the body 		

PROGRAMME: NATIONAL DIPLOMA (ND) IN FAMILY HEALTHCARE TECHNOLOGY						
COURSE: ANATOMY AND PHYSIOLOGY II		COURSE CODE: FHC 125		CONTACT HOURS: 45		
		CREDIT UNITS:3		THEORETICAL: 2		
YEAR: I SEMESTER: ii		PRE-REQUISITE: FHC 115		PRACTICAL: 1		
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to enable the students to know the organization, structure and functions of the human body.						
GENERAL OBJECTIVE 1.0: Understand the Lymphatic system, structures and functions						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher's Activities	Resources	Specific Learning Outcome	Teacher's Activities	Resources
1-2	1.1 Define Lymphatic System 1.2 Explain the components of the Lymphatic system. 1.3 Explain the general functions of the Lymphatic system including <ul style="list-style-type: none"> Absorption, 	Explain Lymphatic System Explain the components of the Lymphatic system. Explain the general functions of the Lymphatic system including <ul style="list-style-type: none"> Absorption, Fluid Balance Immune System 	Textbooks Charts Audio visuals aids. Pictorials Projector	Draw the organs of the Lymphatic system	Guide students to: draw the diagram of the Lymphatic stem	Markers Marker board Cardboard paper Notebook Models Charts

	<ul style="list-style-type: none"> • Fluid Balance • Immune System <p>1.4 Highlight the diseases associated with the Lymphatic system.</p>	Explain the diseases associated with the Lymphatic system.	Lecture notes Marker board Marker Internet			
GENERAL OBJECTIVE: 2.0 Understand the skeletal system, structures and functions						
3-4	<p>2.1 Define skeletal System</p> <p>2.2 Describe the skeletal system.</p> <p>2.3 Explain the division of the skeletal system: the axial and the appendicular skeletal.</p> <p>2.4 Explain the components of the skeletal system.</p> <p>2.5 Describe the structures of the skeletal system.</p> <p>2.6 Explain the functions of the skeletal system.</p>	<p>Explain skeletal System</p> <p>Explain the skeletal system.</p> <p>Explain the division of the skeletal system: the axial and the appendicular skeletal.</p> <p>Explain the components of the skeletal system.</p> <p>Explain the structures of the skeletal system.</p> <p>Explain the functions of the skeletal system.</p> <p>Explain the disorder of</p>	<p>Textbooks</p> <p>Charts</p> <p>Audio visuals aids.</p> <p>Pictorials</p> <p>Projector</p> <p>Lecture notes</p> <p>Marker board</p> <p>Marker</p> <p>Internet</p>	Draw the diagram of the human skeleton.	Guide students to draw the diagram of the human skeleton	<p>Flip book</p> <p>Markers</p> <p>Marker board</p> <p>Cardboard paper</p> <p>Exercise note book</p> <p>Charts</p> <p>Models</p>

	2.7 Highlight the disorder of skeletal system.	skeletal system				
GENERAL OBJECTIVE: 3.0 Understand the muscular system, structures and functions						
5-7	3.1 Define muscular System 3.2 Describe the muscular system. 3.3 Explain the components of the muscular system. 3.4 Describe the structures of the muscular system. 3.5 Explain the functions of the muscular system. 3.6 Highlight the disease conditions associated with muscular system.	Explain muscular System Explain the muscular system. Explain the components of the muscular system. Explain the structures of the muscular system. Explain the functions of the muscular system. Explain the disease conditions associated with muscular system.	Textbooks Charts Audio visuals aids. Pictorials Projector Lecture notes Marker board Marker Internet	Draw the diagram of the human muscles.	Guide students to draw the diagram of the human muscles.	Flip book Markers Marker board Cardboard paper Exercise note book Charts Models

GENERAL OBJECTIVE: 4.0 Understand the endocrine system, structures and functions						
8-9	<p>4.1 Define endocrine System</p> <p>4.2 Describe a well-labeled diagram of the endocrine system.</p> <p>4.3 Explain the components of the endocrine system.</p> <p>4.4 Describe the structures of the endocrine system</p> <p>4.5 Explain the functions of the endocrine system.</p> <p>4.6 Highlight the disease conditions of endocrine system.</p>	<p>Explain endocrine System</p> <p>Explain a well-labeled diagram of the endocrine system.</p> <p>Explain the components of the endocrine system.</p> <p>Explain the structures of the endocrine system</p>	<p>Textbooks</p> <p>Charts</p> <p>Audio visuals aids.</p> <p>Pictorials</p> <p>Projector</p> <p>Lecture notes</p> <p>Marker board</p> <p>Marker</p> <p>Internet</p>	<p>Draw the diagram of the endocrine organ</p>	<p>Guide students to draw the diagram of the endocrine system</p>	<p>Cardboard paper</p> <p>Markers</p> <p>Marker board</p> <p>Exercise note book</p> <p>Charts</p> <p>Models</p>
GENERAL OBJECTIVE: 5.0 Understand the integumentary system, components and functions						
10-11	<p>5.1 Define the integumentary System.</p>	<p>Explain the integumentary System.</p>	<p>Textbooks</p> <p>Charts</p> <p>Audio visuals</p>	<p>Draw the diagram of the skin</p>	<p>Guide students to: draw the diagram of</p>	<p>Cardboard paper</p> <p>Markers</p>

	5.2 Describe a well label diagram of the skin	Explain a well label diagram of the skin	aids. Pictorials Projector		the skin	Marker board Exercise note book Charts Models
	5.3 Describe the structures of integumentary system.	Explain the structures of integumentary system.	Lecture notes Marker board			
	5.4 Explain the functions of integumentary system	Explain the functions of integumentary system	Marker Internet			
	5.5 Highlight the disease conditions of integumentary system.	Explain the disease conditions of integumentary system.				

GENERAL OBJECTIVE: 6.0 Understand the senses of the human body

12-15	6.1 Describe the senses of the human body 6.2 Explain the sense organs of the human body: <ul style="list-style-type: none"> • Eye • Ear • Nose • Tongue 	Explain the senses of the human body Explain the sense organs of the human body: <ul style="list-style-type: none"> • Eye • Ear • Nose 	Textbooks Charts Audio visuals aids. Pictorials	Draw the diagram of sense organs	Guide students to: draw the diagram of sense organs	Cardboard paper Markers Marker board Exercise note book Charts
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	<ul style="list-style-type: none"> • Skin <p>6.3 Describe a well-labeled diagram of the sense organs</p> <p>6.4 Explain the functions of the sense organs</p> <p>6.5 Highlight the disorders associated with the sense organs.</p>	<ul style="list-style-type: none"> • Tongue • Skin <p>Explain a well-labeled diagram of the sense organs</p>	<p>Projector</p> <p>Lecture notes</p> <p>Marker board</p> <p>Marker</p> <p>Internet</p>		<p>Models</p>
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EVALUATION

- Test
- Class presentation
- Assignments

40%

Examination

60%

PROGRAMME: NATIONAL DIPLOMA (ND) IN FAMILY HEALTHCARE TECHNOLOGY		
COURSE: ACCIDENT AND EMERGENCY	COURSE CODE: FHC 126	CONTACT HOURS: 30
	CREDIT UNITS: 3	THEORETICAL: 1
YEAR: I SEMESTER: II	PRE-REQUISITE:	PRACTICAL: 1
GOAL: This course is designed to equip the student with the knowledge and skills to manage family emergencies.		
<p>GENERAL OBJECTIVES: on completion of this course, the students should be able to:</p> <ul style="list-style-type: none"> 1.0 Understand the term Accident and Emergency 2.0 know the types of emergency conditions 3.0 Know how to prevent accident at home and in the Community 4.0 Know how to manage emergency conditions 5.0 Understand the role of airway, breathing and circulation (abc) in Accident and Emergency 		

PROGRAMME: NATIONAL DIPLOMA (ND) IN FAMILY HEALTHCARE TECHNOLOGY						
COURSE: ACCIDENT AND EMERGENCY		COURSE CODE: FHC 126		CONTACT HOURS: 30		
		CREDIT UNITS: 2		THEORETICAL: 1		
YEAR: I SEMESTER: II		PRE-REQUISITE:		PRACTICAL: 1		
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: this course is the designed to equip the student with the knowledge and skills to manage emergency						
GENERAL OBJECTIVE 1.0: Understand the term Accident and Emergency						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher's Activities	Resources	Specific Learning Outcome	Teacher's Activities	Resources
1-2	1.1 Define the term accident and emergency 1.2 Define first aids 1.3 explain the rules of first aid	Explain the term accident and Emergency Explain First Aids Explain the rules of first aid	Lecture note. Projectors Marker maker board Internet Journals	Identify the various equipment inside the first aid box	Guide the students to identify the various equipment inside the first aid box	First aid box

	<p>1.4 Explain standard first aid box</p> <p>1.5 Identify the content of a standard first aid box</p> <p>1.6 Explain the use of the contents of the standard first aid box</p>	<p>Explain the content of a standard first aid box</p> <p>Explain the use of the contents of a standard first aid box</p> <p>Explain the use of the contents of the standard first aid box</p>	Textbook			
GENERAL OBJECTIVE: 2.0 know the types of emergency conditions						
3-5	<p>2.1 List the types of emergency conditions</p> <ul style="list-style-type: none"> • Shock • Fracture • Burns • Haemorrhage • Wound • Asphyxia • Snake bite (etc) <p>2.2 Discuss each above emergency in 2.1 under the following:</p> <ul style="list-style-type: none"> • Definition • Types 	<p>Explain the types of emergency conditions</p> <ul style="list-style-type: none"> • Shock • Fracture • Burns • Haemorrhage • Wound • Asphyxia • Snake bite (etc) <p>Explain each emergency under the following:</p> <ul style="list-style-type: none"> • Definition • Types <p>Signs and symptoms</p>	<p>Lecture notes</p> <p>Projector</p> <p>Internet</p> <p>Textbook</p> <p>Marker</p> <p>Maker board</p>			

	<ul style="list-style-type: none"> • Signs and symptoms 					
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GENERAL OBJECTIVE: 3.0 Know How to Prevent Accidents at Home and in the Community

6-7	<p>3.1 Discuss accidents preventive measures at home and in the community</p> <ul style="list-style-type: none"> • Keep the environment clean • Keep the medicine in locked cupboard • Avoid alcohol e.t.c 	<p>Explain accidents preventive measures at home and in the community</p> <ul style="list-style-type: none"> • Keep the environment clean • Keep the medicine in locked cupboard • Avoid alcohol 	<p>Lecture note</p> <p>Projector</p> <p>Marker-board</p> <p>Marker</p> <p>Internet</p> <p>Textbook</p>			
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GENERAL OBJECTIVE: 4.0 Know how to manage Accident and Emergency Conditions

8	4.1 Explain types of accidents	Explain types of accident	Lecture note	Demonstrate how to manage accidents and emergency	Guide students on how to manage accidents and emergency	First Aid Box
	4.2 Explain how to manage Accidents	Explain how to Manage Accidents	Projector			
	4.3 Explain how to manage emergency	Explain how to manage emergency	Textbook			
			Marker			Personal Protective Equipment
						Fire Extinguisher

			Maker board			
GENERAL OBJECTIVE: 5.0 Understand the role of airway, breathing and circulation (ABC) in accident and emergency						
9-15	<p>5.1 Explain how the following roles could be performed;</p> <p>i. Opening the victim's airway</p> <p>ii. Provide rescue breathing</p> <p>iii. Perform chest compression to restore blood circulation.</p> <p>5.2 Identify the component of airway, breathing and circulation approach in emergency care.</p>	<p>Explain how the following roles could be performed;</p> <p>i. Opening the victim's airway</p> <p>ii. Provide rescue breathing</p> <p>ii. Perform chest compression to restore blood circulation.</p> <p>5.2 Identify the component of airway, breathing and circulation approach in emergency care</p>	<p>Lecture notes</p> <p>Projector</p> <p>Textbook</p> <p>Internet</p> <p>Marker</p> <p>Maker board</p>	<p>Carry out ABC role successfully</p>	<p>Guide students to carry out ABC role successfully</p>	<p>Spatula</p> <p>Hand gloves</p> <p>Towel/Hankie</p> <p>Bandage</p>

EVALUATION

CA 30%

EXAMINATION 70%

YEAR II SEMESTER I

PROGRAMME: NATIONAL DIPLOMA (ND) IN FAMILY HEALTHCARE TECHNOLOGY		
COURSE: REPRODUCTIVE HEALTH II	COURSE CODE: FHC 211	CONTACT HOURS: 45
	CREDIT UNITS: 3	THEORETICAL: 2
YEAR: II SEMESTER: I	PRE-REQUISITE:	PRACTICAL: 1
GOAL: This course is designed to provide the student with the necessary knowledge and skills needed to understand the maternal and child health		
GENERAL OBJECTIVES: on completion of this course, the students should be able to: 1.0 Understand the concept of maternal health 2.0 Know fetal development 3.0 Understand the meaning of abortion, immunization in pregnancy and management of labour 4.0 Understand child health 5.0 Understand adolescent health 6.0 Understand Family Planning		

PROGRAMME: NATIONAL DIPLOMA (ND) IN FAMILY HEALTHCARE TECHNOLOGY						
COURSE: REPRODUCTIVE HEALTH II		COURSE CODE: FHC 211		CONTACT HOURS: 45		
		CREDIT UNITS: 3		THEORETICAL: 2		
YEAR: II SEMESTER: I		PRE-REQUISITE:		PRACTICAL: 1		
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to provide the student with the necessary knowledge and skills needed to understand the maternal and child health.						
GENERAL OBJECTIVE 1.0: Understand the concept of maternal health						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher's Activities	Resources	Specific Learning Outcome	Teacher's Activities	Resources
1-3	1.1 Explain the concept of maternal health 1.2 Explain maternal health during: <ul style="list-style-type: none"> • Menstrual cycle ▪ Ante partum ▪ Intra partum ▪ Post-partum care. 	Explain the concept of maternal Health Explain maternal health during: <ul style="list-style-type: none"> ▪ Menstrual cycle ▪ Ante partum ▪ Intra partum ▪ Post-partum care. 	Textbooks Pictorials Projector Lecture notes Charts Internet	Demonstrate how to carry out: <ul style="list-style-type: none"> ▪ Ante partum ▪ Intra partum ▪ Post-partum care. 	Guide the students to demonstrate: <ul style="list-style-type: none"> ▪ Ante partum ▪ Intra partum ▪ Post-partum care 	Stethoscope Thermometer Fetal stethoscope Sphygmomanometer Demonstration

			Maker Marker board			room
GENERAL OBJECTIVE: 2.0 Know fetal development						
4-5	<p>2.1 Explain fetal development</p> <p>2.2 Explain stages of fetal development</p> <p>2.3 Explain psychological changes due to pregnancy</p> <p>2.4 Explain the following;</p> <ul style="list-style-type: none"> • Diet in pregnancy • Relief of pain in labour • Vagina examination • Fetal circulation 	<p>Explain fetal development</p> <p>Explain stages of fetal development</p> <p>Explain psychological changes due to pregnancy</p> <p>Explain the following;</p> <ul style="list-style-type: none"> • Diet in pregnancy • Relief of pain in labour • Vagina examination • Fetal circulation 	<p>Textbooks</p> <p>Pictorials</p> <p>Projector</p> <p>Lecture notes</p> <p>Charts</p> <p>Internet</p> <p>Maker</p> <p>Marker board</p>	Demonstrate how to carry out vaginal examination	Guide the students to carry out vaginal examination	<p>Hand gloves</p> <p>Couch</p> <p>Fetal stethoscope</p> <p>Models</p> <p>Charts</p> <p>Vaginal Speculum</p>
GENERAL OBJECTIVE: 3.0 Understand the meaning of abortion, immunization in pregnancy and management of Labour						
6-8	<p>3.1 Explain abortion</p> <p>3.2 Explain types of abortion</p> <p>3.3 Explain concept of</p>	<p>Explain abortion</p> <p>Explain types of abortion</p> <p>Explain concept of immunization</p>	<p>Textbooks</p> <p>Pictorials</p> <p>Charts</p> <p>Lecture note</p>	Demonstrate management of Perineal tear, episiotomy and Cord prolapse	<p>Guide students to:</p> <p>Carry out:</p> <p>Management of Perineal tear, episiotomy and</p>	<p>Episiotomy scissors</p> <p>Suture</p> <p>Hand gloves</p> <p>Dissecting forceps</p>

immunization in pregnancy	in pregnancy	Projector		Cord prolapse	Needle holder
3.4 Explain labour	Explain labour	Maker			Couch
3.5 Explain stages of labour and its management	Explain stages of labour and its management	Marker board			Demonstration room.
3.6 Explain Perinea tear	Explain Perinea tear	Models			
3.7 Explain episiotomy	Explain episiotomy	Internet			
3.8 Explain rupture of the uterus	Explain rupture of the uterus				
3.9 Explain Cord prolapsed	Explain Cord prolapse				
3.10 Explain management of Perinea tear, episiotomy and Cord prolapsed	Explain management of Perinea tear, episiotomy and Cord prolapse				
3.11 Describe management of	Explain management of puerperium				

	puerperium					
GENERAL OBJECTIVE: 4.0 Understand child health						
9-10	<p>4.1 Explain child health</p> <p>4.2 Outline categories of children.</p> <p>4.3 Explain growth and development in children.</p> <p>4.4 Explain Child mobility and Mortality.</p> <p>4.5 Explain male circumcision</p> <p>4.6 Explain the advantages of male circumcision</p>	<p>Explain child health</p> <p>Explain categories of children.</p> <p>Explain growth and development in children.</p> <p>Explain Child mobility and Mortality.</p> <p>Explain male circumcision</p> <p>Explain the advantages of male circumcision</p>	<p>Textbooks</p> <p>Pictorials</p> <p>Lecture note</p> <p>Internet</p> <p>Projector</p> <p>Maker</p> <p>Marker board</p>	<p>Demonstrate how to carry out male circumcision</p>	<p>Guide students to carry out male circumcision</p>	<p>Demonstration room.</p> <p>Models</p> <p>Hand gloves</p> <p>Forceps</p> <p>Surgical blade etc.</p>
GENERAL OBJECTIVE: 5.0 Understand adolescent health						
11-13	5.1 Define adolescent	Explain adolescent	Textbook			

	<p>5.2 Explain adolescent health.</p> <p>5.3 State importance of adolescent health.</p> <p>5.4 Describe the developmental changes in adolescent such as:</p> <ul style="list-style-type: none"> • Sexual development • Emotional development, • Intellectual development • Physical development <p>5.5 Explain the behavioural characteristics of the Adolescence.</p> <p>5.6 Explain sexuality</p> <p>5.7 Explain problems</p>	<p>Explain adolescent health.</p> <p>Explain importance of adolescent health.</p> <p>Explain the developmental changes in adolescent such as:</p> <ul style="list-style-type: none"> • Sexual development • Emotional development, • Intellectual development • Physical development <p>Explain the behavioural characteristics of the Adolescence.</p> <p>Explain sexuality</p>	<p>Internet</p> <p>Lecture notes.</p> <p>Projector</p> <p>Maker</p> <p>Marker board</p>			
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	associated with adolescence. 5.8 Explain the needs of the adolescence.	Explain problems associated with adolescence.				
GENERAL OBJECTIVE: 6.0 Understand Family Planning						
14-15	6.1 Define Family Planning 6.2 Discuss the types of Family Planning 6.3 Explain the misconceptions of family planning 6.4 Explain in details modern and Traditional methods of family planning 6.5 Explain Family planning in post abortion care 6.6 Explain Family planning provision	Explain Family Planning Explain the types of Family Planning Explain the misconceptions of family planning Explain in details modern and Traditional methods of family planning Explain Family planning in post abortion care Explain Family planning provision		Identify different types of family planning	Guide students to identify different types of family planning	Gloves, Tray, Oral contraceptives, Injectables, Intra Uterine Contraceptive Device (IUCD)

	6.7 Explain in details counselling in family planning	Explain in details counselling in family planning				
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EVALUATION

CA 30%

EXAMINATION 70%

NATIONAL BOARD FOR TECHNICAL EDUCATION

PROGRAMME: NATIONAL DIPLOMA (ND) IN FAMILY HEALTHCARE TECHNOLOGY		
COURSE: HEALTH STATISTICS	COURSE CODE: FHC 212	CONTACT HOURS: 30
	CREDIT UNITS: 2	THEORETICAL: 2
YEAR: I SEMESTER: II	PRE-REQUISITE:	PRACTICAL: 0
GOAL: This course is designed to enable the students acquire knowledge in basic statistical principles and how to apply them in family healthcare.		
GENERAL OBJECTIVES: On completion of this course, the students should be able to:		
1.0 Understand the role of statistics in science and healthcare		
2.0 Know the sources and use of medical data		
3.0 Know various data collection methods		
4.0 Know health indices		
5.0 Understand simple statistical methods in gathering, analyzing and presenting data		

PROGRAMME: NATIONAL DIPLOMA (ND) IN FAMILY HEALTHCARE TECHNOLOGY						
COURSE: HEALTH STATISTICS		COURSE CODE: FHC 212		CONTACT HOURS: 30		
		CREDIT UNITS: 2		THEORETICAL: 2		
YEAR: II SEMESTER: I		PRE-REQUISITE:		PRACTICAL:		
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to equip the students with basic knowledge and skills of statistics in relation to family health.						
GENERAL OBJECTIVE 1.0: Understand the nature of health statistics, their types and uses						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher's Activities	Resources	Specific Learning Outcome	Teacher's Activities	Resources
1-2	1.1 Define the following: <ul style="list-style-type: none"> • Statistics • Biostatistics • Health statistics • Vital statistics • Medical data 	Explain the following: <ul style="list-style-type: none"> • Statistics • Biostatistics • Health statistics • Vital statistics • Medical data 	Textbook Charts Lecture notes Internet Marker- board Marker Projector			
	.2 Explain the Basic concepts, principles and	Explain the Basic concepts, principles and methods in biostatistics				

	<p>methods in biostatistics</p> <p>3.3 Outline the roles of statistics in science and health care</p>	<p>Explain the roles of statistics in science and health care</p>			
GENERAL OBJECTIVE: 2.0 Know the sources and use of medical data					
3-5	<p>2.1 List the types of medical data</p> <p>2.2 Identify sources of medical data.</p> <p>2.3 Explain health and vital statistics</p> <p>2.4 Explain the procedures for collection of vital statistics/ health statistics</p> <p>2.5 State uses of Medical, Vital and Health statistics</p> <p>2.6 Discuss the sources, forms and nature of medical data in Nigeria with equivalent data from other nations</p>	<p>Explain the types of medical data</p> <p>Explain sources of medical data.</p> <p>Explain health and vital statistics</p> <p>Explain the procedures for collection of vital statistics/ health statistics</p> <p>Explain uses of Medical, Vital and Health statistics</p> <p>Explain the sources, forms and nature of medical data in Nigeria with equivalent data from other nations</p> <p>Explain problems associated with</p>	<p>Textbooks</p> <p>Marker board</p> <p>markers</p> <p>Health statistics and vital statistics forms</p> <p>Projector</p> <p>Internet</p>		

	<p>2.7 State problems associated with sourcing for collection of medical data</p> <p>2.8 Discuss ways of tackling the problems identified in 2.7</p>	<p>sourcing for/collection of medical data</p> <p>Explain ways of tackling the problems identified in</p> <p>Explain problems associated with sourcing for/collection of medical data</p> <p>Explain ways of tackling the problems identified in 2.7</p>				
GENERAL OBJECTIVE: 3.0 Know various data collection methods						
6	<p>3.1 Explain data collection methods</p> <p>3.2 Describe the procedures for registration of births and deaths</p>	<p>Explain data collection methods</p> <p>Explain the procedures for registration of births and deaths</p>	<ul style="list-style-type: none"> • Marker board • Markers • Textbooks • Samples of Registration of births and deaths forms • Samples of birth and death certificates 			

			<ul style="list-style-type: none"> • Projector • Internet 			
GENERAL OBJECTIVE: 4.0 Know health indices						
7-8	<p>4.1 Define health indices.</p> <p>4.2 Explain vital and Health statistics indices.</p> <p>4.3 Explain the methods of direct and indirect standardization of rates.</p> <p>4.4 Discuss Problems involving standardized rates.</p>	<p>Explain health indices.</p> <p>Explain vital and Health statistics indices.</p> <p>Explain the methods of direct and indirect standardization of rates.</p> <p>Explain Problems involving standardized rates.</p>	<ul style="list-style-type: none"> • Marker board • Markers • Textbooks • Audio visuals • Projector • Internet 			
GENERAL OBJECTIVE: 5.0 Understand simple statistical methods in gathering, analyzing and presenting data						
9-15	<p>5.1 State statistical methods used in gathering, analyzing and presenting data</p> <p>5.2 Describe scales of</p>	<p>Explain statistical methods used in gathering, analyzing and presenting data</p> <p>Explain scales of measurement</p>	<ul style="list-style-type: none"> • Marker board • Markers • Textbooks 			

	<p>measurement</p> <p>5.3 Explain measures of central tendency and location</p> <p>5.4 Describe measures of variability</p> <p>5.5 Explain non- probability and probability/ inferential statistics</p> <p>5.6 Explain Estimation population values</p> <p>5.7 Explain association, correlation and regression</p>	<p>Explain measures of central tendency and location</p> <p>Explain measures of variability</p> <p>Explain non- probability and probability/ inferential statistics</p> <p>Explain Estimation population values</p> <p>Explain association, correlation and regression</p>	<ul style="list-style-type: none"> • Chart • Audio visuals • Projector • Internet 			
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PROGRAMME: NATIONAL DIPLOMA FAMILY HEALTH CARE						
COURSE: Immunology and Immunization		COURSE CODE: FHC 214			Contact Hours: 2 Hours	
		Credit Unit: 3			Theoretical: 2	
Year: II Semester: I		Pre-requisite:			Practical: 1	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to provide the students with the Knowledge of principles of immunity and the fundamentals of immunization						
GENERAL OBJECTIVE 1.0 Know the nature of the immune system.						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher's Activities	Resources	Specific Learning Outcome	Teacher's Activities	Resources
1-3	1.1 Outline the early concerns of immunology and public health. 1.2 Explain the following terms: <ul style="list-style-type: none"> • antigen, • antibody 	Explain the early concerns of immunology and public health. Explain the following terms: <ul style="list-style-type: none"> • antigen, • antibody 	Multimedia Projector Screen, Internet Textbooks Computer Flip charts Journals	•	•	

	<ul style="list-style-type: none"> • Natural immunity and • Artificial immunity <p>Discuss the structure and synthesis of antibodies</p>	<ul style="list-style-type: none"> • Natural immunity and • Artificial immunity <p>Discuss the structure and synthesis of antibodies</p>				
General Objective 2.0: Understand antigen-antibody and allergic reactions.						
4-7	<p>2.1 Explain the various antigen-antibody reactions.</p> <p>2.2 Explain the various types of hypersensitivity (delayed, immediate, etc.) and allergic reactions.</p> <p>2.3 Discuss the factors affecting antigen-antibody reactions.</p> <p>2.4 Explain the A, B, O, blood group serology.</p> <p>2.5 Explain the Rhesus factor and blood and rhesus incompatibilities.</p> <p>Demonstrate any of the reaction in 2.1 e.g. Agglutination, Precipitation, etc.</p>	<p>Explain the various antigen-antibody reactions.</p> <p>Explain the various types of hypersensitivity (delayed, immediate, etc.) and allergic reactions.</p> <p>Explain the factors affecting antigen-antibody reactions.</p>	<p>Multimedia</p> <p>Projector</p> <p>Screen,</p> <p>Internet</p> <p>Textbooks</p> <p>Computer</p> <p>Flip charts</p> <p>Journals</p>			

		<p>Explain the A, B, O, blood group serology.</p> <p>Explain the Rhesus factor and blood and rhesus incompatibilities.</p> <p>Demonstrate any of the reaction in 2.1 e.g. Agglutination, Precipitation, etc.</p>				
General Objective 3.0: Know complement fixation tests.						
8-9	3.1 Explain the term complement.	Explain the term complement.	<p>Multimedia</p> <p>Projector</p> <p>Screen,</p> <p>Internet</p> <p>Textbooks</p> <p>Computer</p> <p>Flip charts</p> <p>Journals</p>	<p>Prepare and standardize complement</p> <p>Prepare and standardize hemolysis</p> <p>Prepare an indicator system.</p> <p>Carry out complement – fixation proper</p>	<p>Guide students to:</p> <p>Prepare and standardize complement</p> <p>Prepare and standardize hemolysis</p> <p>Prepare an</p>	<p>Charts</p> <p>Models</p> <p>Equipment and reagents</p>

				carry out complement – fixation test.	indicator system. Carry out complement – fixation proper test. carry out complement – fixation test.	
General Objective 4.0: Understand the nature of toxins and anti-toxins.						
10-12	4.1 Explain the terms – “Toxins” (exo – and endo) and antitoxins. 4.2 Differentiate between endotoxin and exotoxin. 4.3 Describe the preparation of toxoids. 4.4 Describe the preparation and standardization of vaccines.	Explain the terms – “Toxins” (exo – and endo) and antitoxins. Differentiate between endotoxin and exotoxin. Describe the preparation of toxoids.	Multimedia Projector Screen, Internet Textbooks Computer Flip charts Journals	Prepare an antitoxin. Test an antitoxin produced in 4.3 above for potency.	Guide students to: Prepare an antitoxin. Test an antitoxin produced in 4.3 above for potency.	ector pment ent

		Describe the preparation and standardization of vaccines.				
General Objective 5.0: Justify the significance of immunology, e.g., immunization.						
12-13	<p>5.1. Explain the mechanisms of resistance to infection.</p> <p>5.2.Explain the relationship between infection and immunity.</p> <p>5.3.Explain – Immunity: Sources and Types (Cross immunity, Herd Immunity).</p> <p>5.4.Explain the interaction of drugs to the immune system.</p> <p>5.5.List common communicable diseases in Nigeria e.g. AIDS, Hepatitis, Yellow Fever, TB, Measles, etc.</p> <p>5.6.Explain the immune measures against the diseases in 5.5 above.</p>	<p>Explain the mechanisms of resistance to infection.</p> <p>Explain the relationship between infection and immunity.</p> <p>Explain – Immunity: Sources and Types (Cross immunity, Herd Immunity).</p> <p>Explain the interaction of drugs to the immune system.</p> <p>common</p>	<p>Multimedia Projector Screen, Internet Textbooks Computer Flip charts Journals</p>			

	5.7.Explain the control and preventive methods applicable to each situation in 5.6 above.	<p>communicable diseases in Nigeria e.g. AIDS, Hepatitis, Yellow Fever, TB, Measles, etc.</p> <p>Explain the immune measures against the diseases in 5.5 above.</p> <p>Explain the control and preventive methods applicable to each situation in 5.6 above.</p>				
General Objective 6.0: Understand the fundamentals of immunization.						
14-15			<p>Multimedia</p> <p>Projector</p> <p>Screen,</p> <p>Internet</p> <p>Textbooks</p> <p>Computer</p> <p>Flip charts</p> <p>Journals</p>			

General Objective 7.0: Perform immunization procedures

<p>6.1. Define immunization. 6.2. Differentiate between immunization and vaccination. 6.3. List types of vaccines 6.4. Identify Immunizable diseases. 6.5. Discuss the types of vaccines, e.g. live and Killed, 6.6. Explain vaccine storage and cold chain system 6.7. Describe the various methods of immunization. 6.8. Explain the factors affecting Immunization coverage in Nigeria</p>	<p>Explain immunization. Differentiate between immunization and vaccination. List types of vaccines Explain Immunizable diseases. Explain the types of vaccines, e.g. live and Killed Explain vaccine storage and cold chain system Explain the various methods of immunization. Explain the factors</p>	<p>Multimedia Projector Screen, Internet Textbooks Computer Flip charts Journals</p>			
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		affecting Immunization coverage in Nigeria				
General Objective 8.0: Know the strategies involved in immunization activities						
	8.1 Describe various immunization methods e.g. static centers, mobile units, etc. 8.2 Explain how to set specific immunization targets for Nigeria, States and LGAs.	Explain various immunization methods e.g. static centers, mobile units, etc. Explain how to set specific immunization targets for Nigeria, States and LGAs.	Multimedia Projector Screen, Internet Textbooks Computer Flip charts Journals	Identify various immunization strategies Plan and execute mass immunization campaign. Adopt methods to evaluate immunization campaign activities	Guide students to: Identify various immunization strategies Plan and execute mass immunization campaign. Adopt methods to evaluate immunization campaign activities	
General Objective 9.0: Construct immunization milestones						
	9.1 Discuss immunization milestone from the Roles of Louis Pasteur, Edward	Explain immunization milestone from the	Multimedia Projector Screen,	Obtain evidence based information on global and national	Guide students to: Obtain evidence	

	<p>Jenner, Paul Ehrlich etc.</p> <p>9.2 Explain Milestone in Nigeria</p> <p>9.3 Explain Milestone through WHO</p>	<p>Roles of Louis Pasteur, Edward Jenner, Paul Ehrlich etc.</p> <p>Explain Milestone in Nigeria</p> <p>Explain Milestone through WHO</p>	<p>Internet</p> <p>Textbooks</p> <p>Computer</p> <p>Flip charts</p> <p>Journals</p>	<p>immunization/vaccination Information.</p>	<p>based information on global and national immunization/vaccination Information</p>	
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PROGRAMME: NATIONAL DIPLOMA (ND) IN FAMILY HEALTHCARE TECHNOLOGY		
COURSE: CLINICAL SKILLS II	COURSE CODE: FHC 215	CONTACT HOURS: 45
	CREDIT UNITS: 3	THEORETICAL: 2
YEAR: II SEMESTER: I	PRE-REQUISITE:	PRACTICAL: 1
GOAL: This course is designed to equip the students with the knowledge and practical skills to perform clinical procedures		
<p>GENERAL OBJECTIVES: : On completion of this course, the students should be able to</p> <ol style="list-style-type: none"> 1.0 Know the processes of storage and administration of drugs 2.0 Know how to collect and test urine specimen 3.0 Understand how to estimate hemoglobin 4.0 Understand the procedure for visual acuity 5.0 Know the procedure for breast self-examination 6.0 Know the procedure on weighing 7.0 Understand the concept of referral system 8.0 Comprehend the difference between outreach and referral system 		

PROGRAMME: NATIONAL DIPLOMA (ND) IN FAMILY HEALTHCARE TECHNOLOGY						
COURSE: CLINICAL SKILLS II		COURSE CODE: FHC 215		CONTACT HOURS: 45		
		CREDIT UNITS: 3		THEORETICAL: 2		
YEAR: II SEMESTER: I		PRE-REQUISITE:		PRACTICAL: 1		
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to equip the students with the knowledge and practical skills to perform clinical procedures						
GENERAL OBJECTIVE 1.0: Know the processes of storage and administration of drugs						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher's Activities	Resources	Specific Learning Outcome	Teacher's Activities	Resources
1	1.1 Explain the method and procedure for drug storage 1.2 Identify the route of drug administration 1.3 Describe the procedures for drugs administration Through various routes (orally, rectally,	Explain the method and procedure for drug storage Explain the route of drug administration Explain the procedures for drugs administration Through various routes (orally, rectally, topically, etc.	Marker board Marker Projector Lectures notes Internet	Set tray/trolleys for administration of medication Identify the procedures for drugs administration Through various routes (orally, rectally,	Guide students to: Set tray/trolleys for administration of medication Demonstrate administering drugs through	Tray Trolley Kidney dish Galipot Cupboard

	topically, etc.)			topically, e.t.c) Calculate ratio for dilution of lotion and rate of flow Of infusion	various routes. Calculate ratio for dilution of lotion and rate of flow Of infusion	
GENERAL OBJECTIVE: 2.0 Know how to collect and test urine specimen						
2-3	<p>2.1 Explain the various urine specimen e.g early morning, Mid-stream, 24 hour-specimen, e.t.c</p> <p>2.2 Identify the various containers for collecting urine Specimen e.g. clean or sterile containers.</p> <p>2.3 Explain how to collect urine specimen for laboratory test.</p> <p>2. 4 Identify various reagents for different testing of urine e.gAlbusticks, clinitese, tablets, Accetes tablet.</p>	<p>Explain the various urine specimen e.g early morning, Mid-stream, 24 hour-specimen, e.t.c</p> <p>Explain the various containers for collecting urine Specimen e.g. clean or sterile containers.</p> <p>Explain how to collect urine specimen for laboratory test.</p> <p>Explain various reagents for different testing of urine e.gAlbusticks, clinitese, tablets, Accetes tablet.</p>	<p>Marker board</p> <p>Marker</p> <p>Projector</p> <p>Lectures notes</p> <p>Textbooks</p> <p>Internet</p>	<p>Demonstrate collecting urine specimen for laboratory test</p> <p>Observe the colour, odour, quantity reaction and specific gravity or urine specimen e.t.c</p> <p>Test the urine for various indications</p> <p>Interpret urine test result</p>	<p>Guide students to: demonstrate collecting urine specimen for laboratory test</p> <p>Observe the colour, odour, quantity reaction and specific gravity or urine specimen e.t.c</p> <p>Test the urine for various indications</p>	<p>Urine sample bottle</p> <p>Combi strip (either 2,3 or 9)</p> <p>Gloves</p> <p>Sterile wipes or Swabs</p> <p>Test strips</p> <p>Urine analyzer or color chart</p> <p>Urinometer</p>

					Interpret urine test result	
GENERAL OBJECTIVE: 3.0 Understand how to estimate haemoglobin						
4-5	<p>3.1 Describe the methods employed to estimate hemoglobin levels and demonstrate proficiency in their application within clinical or laboratory settings.</p> <p>3.2 Explain how to interpret hemoglobin estimation results, such as colorimetric assays or automated methods to ensure accurate results.</p> <p>3.3 Explain the significance of hemoglobin estimation in diagnosing and monitoring conditions like anemia, polycythemia, and various hematological disorders.</p>	<p>Explain the methods employed to estimate hemoglobin levels and demonstrate proficiency in their application within clinical or laboratory settings.</p> <p>Explain how to interpret hemoglobin estimation results such as colorimetric assays or automated methods to ensure accurate results.</p> <p>Explain the significance of hemoglobin estimation in diagnosing and monitoring conditions like anemia, polycythemia, and various hematological disorders.</p>	<p>Marker board</p> <p>Marker</p> <p>Projector</p> <p>Lectures notes</p> <p>Internet</p> <p>Textbook</p>	<p>Carry out haemoglobin estimation with the use of Talquist</p> <p>Read and interpret the hemoglobin level</p>	<p>Guide students to:</p> <p>Carry out haemoglobin estimation with the use of talquist</p> <p>Read and interpret the hemoglobin level</p>	<p>Lancet</p> <p>Specimen bottle (EDTA bottle preferably i.e Ethylene Diamine Tetra acetic acide EDTA) bottle</p> <p>Gloves</p> <p>Cotton wool</p> <p>Needle and syringe</p> <p>Spirit</p>

	3.4 Discuss the factors affecting hemoglobin estimation accuracy and know how to address them, including sample preparation, equipment calibration, and potential interfering substances.	Explain the factors affecting hemoglobin estimation accuracy and know how to address them, including sample preparation, equipment calibration, and potential interfering substances.				
GENERAL OBJECTIVE: 4.0 Understand the procedure for visual acuity						
6-7	4.1 Define visual acuity 4.2 Explain methods of carrying out visual acuity 4.3 Explain the normal and abnormal level of Vision	Explain visual acuity Explain methods of carrying out visual acuity Explain the normal and abnormal level of Vision	Marker board Marker Projector Lectures notes Internet Journals	Identify various method of carrying out visual acuity Carry out visual acuity test Interpret visual acuity test result	Guide students to: carry out visual acuity test Interpret visual acuity test result	Snellen chart

GENERAL OBJECTIVE: 5.0 Know the procedure for breast self-examination						
8	5.1 Describe the anatomy of breast	Explain the anatomy of breast	Marker board Marker	Carry out breast examination	Guide students to demonstrate breast examination	Gloves Couch
	5.2 Identify the various steps in breast self-examination	Explain the various steps in breast self-examination	Projector Lectures notes Internet Journals	Demonstrate breast examination		Mirror Model
GENERAL OBJECTIVE: 6.0 Know the procedure on weighing						
9-10	6.1 Explain the appropriate scale for client weighing	Explain the appropriate scale for client weighing	Marker board Marker	Demonstrate how to test the weighing scale and balance before weighing	Guide students to:	Weight scale MUAC
	6.2 Explain how to test the weighing scale and balance before weighing	Explain how to test the weighing scale and balance before weighing	Projector	Identify materials used in mid upper arm circumference measurement	Demonstrate how to test the weighing scale and balance before weighing	Model
	6.3 Explain materials used in Mid upper arm circumference Measurement (MUAC)	Explain materials used in Mid upper arm circumference Measurement (MUAC)	Lectures notes Internet		Identify materials used in mid upper	
	6.4 Explain the procedure for determining mid upper arm	Explain the procedure for determining mid upper arm circumference measurement				

	circumference measurement				arm circumference measurement	
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GENERAL OBJECTIVE: 7.0 Understand the concept of referral system

11-12	7.1 Define referral system	Explain referral system	Textbooks			
	7.2 Explain the rationale for referral	Explain the rationale for referral	pictorials			
	7.3 Explain the objectives of referral system	Explain the objectives of referral system	marker board			
	7.4 Identify client to be refer	Explain client to be refer	Marker			
	7.5 Explain the procedure for referral	Explain the procedure for referral Explain the referral forms	Internet			
	7.6 Identify the referral forms	Explain the importance of feedback	Journals			
	7.7 Explain the importance of feedback	Explain the advantage of 2-ways referral system				
	7.8 Enumerate advantage of 2-	Explain the facilitators and				

	ways referral system 7.9 Explain the facilitators and constraints of 2 ways referral system	constraints of 2 ways referral system Explain the facilitators and constraints of 2 ways referral system				
GENERAL OBJECTIVE: 8.0 Comprehend the difference between outreach and referral system						
13-15	8.1 Define outreach services 8.2 Explain the importance of outreach services 8.3 Differentiate between outreach and referral system	Explain outreach services Explain the importance of outreach services Explain the difference between outreach and referral system	Textbooks Pictorials Charts Marker board Marker Internet			

PROGRAMME: NATIONAL DIPLOMA (ND) IN FAMILY HEALTHCARE TECHNOLOGY		
COURSE: HEALTH INFORMATICS	COURSE CODE: FHC 216	CONTACT HOURS: 30
	CREDIT UNITS: 2	THEORETICAL: 1
YEAR: II SEMESTER: I	PRE-REQUISITE:	PRACTICAL: 1
GOAL: This course is designed to equip the students with the knowledge and skills in health informatics as its relate to family healthcare		
<p>GENERAL OBJECTIVES: : On completion of this course, the students should be able to:</p> <ol style="list-style-type: none"> 1.0 Understand the concept of health informatics 2.0 Know the basic knowledge and skills in health Informatics as it relates to family healthcare services 3.0 Understand the application of health informatics in family healthcare services 4.0 Know the problems and challenges of health informatics that relate to family healthcare services 		

PROGRAMME: NATIONAL DIPLOMA (ND) IN FAMILY HEALTHCARE TECHNOLOGY						
COURSE: HEALTH INFORMATICS		COURSE CODE: FHC 216		CONTACT HOURS: 30		
		CREDIT UNITS:2		THEORETICAL: 1		
YEAR: II SEMESTER: I		PRE-REQUISITE:		PRACTICAL: 1		
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to equip the students with the knowledge and skills in health informatics as its relate to family healthcare						
GENERAL OBJECTIVE 1.0: Understand the concept of health informatics						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher's Activities	Resources	Specific Learning Outcome	Teacher's Activities	Resources
1-2	1.1 Define health 1.2 Define Informatics 1.3 Define Health Informatics 1.4 Explain the effective use of information, biomedical data and knowledge in relation to family healthcare. 1.5 Explain the differences	Explain health Explain Informatics Explain Health Informatics Explain the effective use of information, biomedical data	Textbooks Pictorials Marker board Marker Projector Internet			

	between computer and informatics 1.6 Explain the Impact of health informatics on healthcare	and knowledge in relation to family healthcare. Explain the difference between computer and informatics Explain the Impact of health informatics on healthcare				
GENERAL OBJECTIVE: 2.0 Know basic knowledge and skills in health Informatics as it relates to family healthcare services						
2-4	2.1 Explain the basic knowledge and skills in health informatics required for family healthcare practice 2.2 Explain the overall technology of computer 2.3 Explain the different methods of connecting to the internet 2.4 Define data and describe data collection. 2.5 Explain how to input data into different application packages such as i. Microsoft word ii. Microsoft Excel iii. SPSS,	Explain the basic knowledge and skills in health informatics required for family healthcare practice Explain the overall technology of computer Explain the different methods of connecting to the internet Explain data and describe data collection. Explain how to input data into different application packages Explain how to calculate	Textbooks Pictorials Charts Marker board Marker Journals Internet	Demonstrate how to operate computer Demonstrate how to input data and explain various types of data Demonstrate how to visualize data	Guide the students on how to handle computer Guide students on how to import data, analyses and visualization using various methods like Excel, Microsoft word and spas	Computer Mouse Microsoft word Microsoft excels Spas

	e.t.c 2.6 Explain how to calculate mean, media, mode and average 2.7 Explain how to perform visualization and simple analysis of a set of data.	mean, media, mode, media and average Explain how to perform visualization and simple analysis of a set of data			Guide students on how to used functions keys	
GENERAL OBJECTIVE: 3.0 Understand the application of health informatics in family healthcare services						
5-6	3.1 Explain the application of health informatics in family healthcare services 3.2 Explain how to search for information on family health related subject matter 3.3 Explain the features of operating system	Explain the application of health informatics in family healthcare services Explain how to search for information on family health related subject matter Explain the features of operating system	Textbooks Pictorials Charts Marker board Marker Internet Journals			
GENERAL OBJECTIVE: 4.0 Know the problems and challenges of health informatics that relates to family healthcare services						
	4.1 Explain the contemporary issues in health informatics related to family	Explain the contemporary issues in health informatics related to family healthcare	Textbooks Pictorials			

7-15	healthcare 4.2 Explain the problem and challenges of health informatics as it related to family health services	Explain the problem and challenges of health informatics as it related to family health services	Charts Marker board Marker Journals Internet			
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EVALUATION

CA 30%

EXAMINATION 70%

PROGRAMME: NATIONAL DIPLOMA (ND) IN FAMILY HEALTHCARE TECHNOLOGY		
COURSE: ESSENTIAL DRUGS	COURSE CODE: FHC 217	CONTACT HOURS: 45
	CREDIT UNITS: 3	THEORETICAL: 2
YEAR: II SEMESTER: I	PRE-REQUISITE:	PRACTICAL: 1
GOAL: This course is designed to equip the student with the knowledge and skills to enable them manage essential drugs.		
<p>GENERAL OBJECTIVES: on completion of this course, the students should be able to:</p> <ul style="list-style-type: none"> 1.0 Know essential drugs and supply system 2.0 Understand how to calculate dosage of drugs and administration 3.0 Understand the concept and management of drug revolving system 4.0 Comprehend the mechanism of drug action in essential drug list 		

PROGRAMME: NATIONAL DIPLOMA (ND) IN FAMILY HEALTHCARE TECHNOLOGY						
COURSE: ESSENTIAL DRUGS		COURSE CODE: FHC 217		CONTACT HOURS: 45		
		CREDIT UNITS:3		THEORETICAL: 2		
YEAR: II SEMESTER: I		PRE-REQUISITE:		PRACTICAL: 1		
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to equip the student with the knowledge and skills to enable them manage essential drugs.						
GENERAL OBJECTIVE 1.0: Know essential drugs and supply system						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher's Activities	Resources	Specific Learning Outcome	Teacher's Activities	Resources
1-3	1.1 Define drugs 1.2 Explain the concept of essential drugs 1.3 Explain the objectives of the national essential drugs programme (NEDP) 1.4 Explain the management of essential drugs	Explain drugs Explain the concept of essential drugs Explain the objectives of the national essential drugs programme (NEDP) Explain the management of essential drugs	Textbooks Lecture notes Charts Marker board Marker Journals			

	1.5 Explain the criteria for selecting essential drugs	Explain the criteria for selecting essential drugs	Projector			
	1.6 Explain the steps for ordering drugs	Explain the steps for ordering drugs				
	1.7 Explain the step involving in stocking drugs	Explain the step involving in stocking drugs				
	1.8 Explain the steps involved in issuing drugs.	Explain the steps involved in issuing drugs.				
GENERAL OBJECTIVE: 2.0 Understand how to calculate dosage of drugs and administration						
4-5	2.1 Explain various methods of calculating dosage of drugs.	Explain various methods of calculating dosage of drugs.	Textbooks Lecture notes	Demonstrate how to administer drugs	Guide the students on how to administer drugs	Drugs Models Charts Writing materials Tray
	2.2 Highlight various formulation for calculating dosage of drugs.	Explain various formulation for calculating dosage of drugs.	Charts Marker board			
	2.3 Define drug administration	Explain drug administration	Marker Journals			
	2.4 Explain principles of drug administration	Explain principles of drug administration	Projector			

GENERAL OBJECTIVE: 3.0 Understand the concept and management of drug revolving system						
6	<p>3.1 Explain the concept of drug revolving fund (DRF)</p> <p>3.2 Explain the steps for setting up a DRF</p> <p>3.3 Explain the advantages of DRF</p> <p>3.4 Explain the reasons why DRF failed.</p>	<p>Explain the concept of drug revolving fund (DRF)</p> <p>Explain the steps for setting up a DRF</p> <p>Explain the advantages of DRF</p> <p>Explain the reasons why DRF failed..</p>	<p>Textbooks</p> <p>Lecture notes</p> <p>Charts</p> <p>Marker board</p> <p>Marker</p> <p>Journals</p> <p>Projector</p>			
GENERAL OBJECTIVE: 4.0 Comprehend the mechanism of drug action in essential drug list						
7-15	<p>4.1 Explain essential drugs under the following</p> <ul style="list-style-type: none"> • Generic name • Indications • Mechanism of action • Contra- indication • Side effects etc. 	<p>Explain essential drugs under the following</p> <ul style="list-style-type: none"> • Generic name • Indications • Mechanism of action • Contra- indication • Side effects etc. 	<p>Textbooks</p> <p>Lecture notes</p> <p>Charts</p> <p>Marker board</p> <p>Marker</p> <p>Journals</p> <p>Projector</p> <p>Models</p>	<p>Identify the drugs under the following.</p> <p>-Generic name</p> <p>-Indications</p> <p>-Centra-indicator</p> <p>-Toxicity</p> <p>Identify drugs under the generic name toxicity e.t.c</p>	<p>Guide students to Identify drugs under the following:</p> <p>Generic name</p> <p>-Indications</p> <p>-Centra-indicator</p> <p>-Toxicity</p>	<p>Drugs</p> <p>Tray</p> <p>Trolley</p>

			Drug packages			
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EVALUATION

30 C.A

60 EXAMINATIONS

NATIONAL BOARD FOR TECHNICAL EDUCATION

PROGRAMME: NATIONAL DIPLOMA (ND) IN FAMILY HEALTHCARE TECHNOLOGY		
COURSE: : RESEARCH METHODOLOGY IN FAMILY HEALTHCARE	COURSE CODE: FHC 218	CONTACT HOURS: 30
	CREDIT UNITS: 2	THEORETICAL: 2
YEAR: II SEMESTER: I	PRE-REQUISITE:	PRACTICAL: 0
GOAL: This course is designed to equip students with knowledge and skills of research approach		
<p>GENERAL OBJECTIVES: On completion of this course, the students should be able to:</p> <ol style="list-style-type: none"> 1.0 Know the concept of research. 2.0 Understand the features of research methods 3.0 Understand the process of research 4.0 Understand review of related literature 5.0 Understand the design and planning of research 6.0 Know sampling techniques 7.0 Understand the use of statistics in research 8.0 Know how to conduct research and presentation of the results 		

PROGRAMME: NATIONAL DIPLOMA (ND) IN FAMILY HEALTHCARE TECHNOLOGY						
COURSE: RESEARCH METHODOLOGY IN FAMILY HEALTHCARE		COURSE CODE: FHC 218			CONTACT HOURS: 30	
		CREDIT UNITS: 2			THEORETICAL: 2	
YEAR: II SEMESTER: I		PRE-REQUISITE:			PRACTICAL:	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to equip students with knowledge and skills of research approach						
GENERAL OBJECTIVE 1.0: Know the concept of research.						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher's Activities	Resources	Specific Learning Outcome	Teacher's Activities	Resources
1	1.1 Define Research 1.2 Explain types of research (e. g. historical, descriptive, experimental, etc) 1.3 Explain the aims of research.	Explain Research Explain types of research (e. g. historical, descriptive, experimental, etc) Explain the aims of research	Textbooks Maker board Overhead slides Projector Journals markers			

			Internet			
GENERAL OBJECTIVE: 2.0 Understand the features of research methods						
2	<p>2.1 Explain Research Methodology</p> <p>2.2 Explain research methods</p> <p>2.3 Explain the methods of conducting research e. g. survey</p>	<p>Explain Research Methodology</p> <p>Explain research methods</p> <p>Explain the methods of conducting research e. g. survey</p>	<p>Textbooks</p> <p>Maker board</p> <p>Marker</p> <p>Overhead slides</p> <p>Projector</p> <p>Journals</p> <p>Internet</p>			
GENERAL OBJECTIVE: 3.0 Understand the process of research						
3-4	<p>3.1 Explain how to identify research problem</p> <p>3.2 Explain how to review related literature.</p> <p>3.3 Explain how to formulate research question and hypotheses</p> <p>3.4 Explain the methods of data collection e.g.</p> <ul style="list-style-type: none"> • Questionnaire • Observation etc 	<p>Explain how to identify research problem</p> <p>3.2 Explain how to review related literature.</p> <p>3.3 Explain how to formulate research question and hypotheses</p> <p>3.4 Explain the methods of data collection e.g.</p> <ul style="list-style-type: none"> • Questionnaire • Observation etc 	<p>Textbooks</p> <p>Maker board</p> <p>Marker</p> <p>Journals</p> <p>Projector</p> <p>Internet</p>			

General Objective: 4.0 Understand review of related literature					
5	4.1 Explain 'systematic review of related literature' 4.2 Explain the importance of literature review	Explain 'systematic review of related literature' Explain the importance of literature review	Textbooks Maker board Marker Journals Projector Internet		
GENERAL OBJECTIVE: 5.0: Understand the design and planning of research					
6-7	5.1 Explain Research design 5.2 Explain types of research design 5.3 Explain the methods to be applied in research design e. g <ul style="list-style-type: none"> • Intervention and non-intervention studies, • questionnaire, interviews, • home visits and observation etc 5.4 Explain the merits	Explain Research design Explain types of research design Explain the methods to be applied in research design Explain the merits and demerits of various research designs	Textbooks Marker Maker board Internet Projector		

	and demerits of various research designs.					
GENERAL OBJECTIVE: 6.0 Know sampling techniques.						
8-9	6.1 Define sample 6.2 Define sampling techniques 6.3 Explain types of sampling techniques 6.4 Explain the advantages and disadvantages of each type of sampling technique 6.5 Explain sample size	Explain sample Explain sampling techniques Explain types of sampling techniques Explain the advantages and disadvantages of each type of sampling technique Explain sample size	Textbook Maker board Marker Projector Internet			
GENERAL OBJECTIVE: 7.0 Understand the use of statistics in research						
10-11	7.1 Define basic statistics 7.2 Describe the tests used in basic statistics e. g. mean, median, mode, T-test, etc. 7.3 Determine the suitability of each test.	Explain basic statistics Explain the tests used in basic statistics e. g. mean, median, mode, T-test, etc Explain the suitability of each test	Textbook Maker board Marker Journals Projector			

			Internet			
GENERAL OBJECTIVE: 8.0 Know how to conduct research and presentation of the result						
12-15	8.1 Explain component of research report	Explain component of research report	Textbook Maker board Marker Projector Internet			

EVALUATION

CA 30%

EXAMINATION 70%

YEAR II SEMESTER II

PROGRAMME: NATIONAL DIPLOMA (ND) IN FAMILY HEALTHCARE TECHNOLOGY		
COURSE: ORAL HEALTH CARE.	COURSE CODE: FHC 221	CONTACT HOURS: 30
	CREDIT UNITS: 2	THEORETICAL: 1
YEAR: II SEMESTER: II	PRE-REQUISITE:	PRACTICAL: 1
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 OBJECTIVES: On completion of the course, the student should be able to: 1.0 Understand Oral HealthCare 2.0 Know the structure of a typical Human Tooth 3.0 Know how to carry out Oral Examination and Management of common oral conditions 4.0 Know the prevention of common oral diseases.		

PROGRAMME: NATIONAL DIPLOMA (ND) IN FAMILY HEALTHCARE TECHNOLOGY						
COURSE: ORAL HEALTH CARE.		COURSE CODE: FHC 221		CONTACT HOURS: 30		
		CREDIT UNITS: 2		THEORETICAL: 1		
YEAR: II SEMESTER: II		PRE-REQUISITE:		PRACTICAL: 1		
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
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 1.0: Understand Oral Health Care.						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher's Activities	Resources	Specific Learning Outcome	Teacher's Activities	Resources
1-2	1.1 Define 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 	Explain oral health Explain Objectives of oral health Explain the structural formation of the human tooth	Textbooks Charts Audio visuals aids. Pictorials Projector	Draw and describe the diagram of the oral cavity	Guide students to draw and describe the diagram of the oral cavity.	Cardboard paper Markers Notebook Charts Models Marker board

	<ul style="list-style-type: none"> Soft Structures 1.4 Explain how to identify and classify the structures of the oral region	Explain how to identify and classify the structures of the oral region	Lecture notes Marker board Marker Internet			
GENERAL OBJECTIVE: 2.0 Know the structure of a Typical Human Tooth						
3	2.1 Explain the human tooth 2.2 Explain the structure of a typical human tooth. 2.3 Identify types of teeth	Draw the human tooth Explain the structure of a typical human tooth. Explain types of teeth	Textbooks Charts Audio visual aids. Pictorials Internet Projector Lecture notes Marker board Marker	Draw and describe the diagram of the human tooth.	Guide students to draw and describe the diagram of the human tooth	Cardboard paper Markers Notebook Charts Models Marker board
GENERAL OBJECTIVE: 3.0 Know how to carry out Oral Examination and Management of common oral conditions						
4-6	3.1 Describe how to carry out an oral examination.	Explain how to carry out an oral examination.	Textbooks Charts	Conduct oral examination	Guide students to conduct oral	Mouth Mirrors Periodontal probes

	<p>3.2 Enumerate major oral conditions with their signs and symptoms.</p> <p>3.3 Explain the common causes of oral conditions.</p> <p>3.4 Explain the management of oral conditions mentioned above.</p>	<p>Explain major oral conditions with their signs and symptoms.</p> <p>Explain the common causes of oral conditions.</p> <p>Explain the management of oral conditions mentioned above.</p>	<p>Audio visuals aids.</p> <p>Oral health models</p> <p>Pictorials</p> <p>Projector</p> <p>Lecture notes</p> <p>Markerboard</p> <p>Marker</p> <p>Internet</p>		<p>examination</p>	<p>Tweezers</p> <p>Gallipot</p> <p>Gloves</p> <p>Month gag</p> <p>Spatula</p> <p>Mouth speculum</p>
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GENERAL OBJECTIVE: 4.0 Know how to prevent common oral diseases

7-15	<p>4.1 Describe preventive measures for oral diseases/ conditions in the community</p> <p>4.2 Explain the classification of measures to prevent oral conditions at the community level such as:</p>	<p>Explain preventive measures for oral diseases/ conditions in the community</p> <p>Explain the classification of measures to prevent oral conditions at the community level such as:</p>	<p>Textbooks</p> <p>Charts</p> <p>Oral health models</p> <p>Audio visuals aids.</p>			
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	<ul style="list-style-type: none"> -Regular dental -check-ups -Brushing teeth twice daily -Flossing daily -Use of mouthwash -Healthy diet -Avoid tobacco products etc. 	<ul style="list-style-type: none"> -Regular dental -check-ups -Brushing teeth twice daily -Flossing daily -Use of mouthwash -Healthy diet -Avoid tobacco products 	<ul style="list-style-type: none"> Pictorials Projector Lecture notes Internet Marker board Marker 			
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EVALUATION

CA 30%

EXAMINATION 70%

PROGRAMME: NATIONAL DIPLOMA (ND) IN FAMILY HEALTHCARE TECHNOLOGY		
COURSE: CARE OF AGED AND HANDICAP	COURSE CODE: FHC 222	CONTACT HOURS: 30
	CREDIT UNITS:2	THEORETICAL: 2
YEAR: II SEMESTER: II	PRE-REQUISITE:	PRACTICAL: 0
GOAL: The course is designed to provide the student with the knowledge on care of the aged and handicap.		
<p>GENERAL OBJECTIVES: On completion of this course, the students should be able to</p> <ol style="list-style-type: none"> 1.0 Know about the care of the aged 2.0 Understand the health problems of the aged 3.0 Understand the healthcare services to meet the needs of the aged 4.0 Understand the Nutritional needs of the aged 5.0 Understand the physical and psychological support needs for the aged 6.0 Understand the concept of disability and handicap 7.0 Understand the health services needed by different types of disable and handicap 		

PROGRAMME: NATIONAL DIPLOMA (ND) IN FAMILY HEALTHCARE TECHNOLOGY						
COURSE: CARE OF AGED AND HANDICAP		COURSE CODE: FHC 222		CONTACT HOURS: 30		
		CREDIT UNITS:2		THEORETICAL: 2		
YEAR: II SEMESTER: II		PRE-REQUISITE:		PRACTICAL: 0		
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: The course is designed to provide the student with the knowledge on care of the aged and handicap.						
GENERAL OBJECTIVE 1.0 Know about the care of the aged						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher's Activities	Resources	Specific Learning Outcome	Teacher's Activities	Evaluation
1-2	1.1 Define aged 1.2 Explain the categories of aged 1.3 Explain the characteristics of the aged 1.4 Explain the care of the aged	Explain aged Explain the categories of aged Explain the characteristics of the aged Explain the care of the aged	Textbooks Internet Marker board Maker Projector			

GENERAL OBJECTIVE: 2.0 Understand the health problems of the aged					
3	2.1 Explain psycho-Social problems of the aged 2.2 Explain Medical conditions of the aged	Explain psycho-Social problems of the aged Explain Medical conditions of the aged	Textbooks Internet Marker board Maker Projector		
GENERAL OBJECTIVE: 3.0 Understand the healthcare services to meet the needs of the aged					
4	3.1 Explain the health services needs for the aged 3.2 Explain the factors affecting the provision of healthcare services for the aged	Explain the health services needs for the aged Explain the factors affecting the provision of healthcare services for the aged	Textbooks Internet Marker board Maker Projector		
GENERAL OBJECTIVE: 4.0 Understand the Nutritional needs of the aged					
4	4.1 Explain the Nutritional needs of the aged 4.2 Explain the nutritional services for the aged 4.3 Explain the resources and facilities to support the provision of nutritional needs of the aged	Explain the Nutritional needs of the aged Explain the nutritional services for the aged Explain the resources and facilities to support the provision of nutritional needs of the aged	Textbooks Internet Marker board Maker Projector		
GENERAL OBJECTIVE: 5.0 Understand the physical and psychological support needs for the aged					
5	5.1 Explain the physical and psychological	Explain the physical and psychological challenges of	Lecture note Pictorial on		

	challenges of the aged 5.2 Explain the physical and psychological services for the aged	the aged Explain the physical and psychological services for the aged	varieties of diet Textbooks Internet Marker board Maker Projector			
GENERAL OBJECTIVE: 6.0 Understand the concept of disability and handicap						
6-7	6.1 Explain the concept of disability and handicapping conditions 6.2 Explain the categories/types of disability and handicapping conditions 6.3 Explain the Causes of Disability and handicapping condition in the community 6.4 Explain the challenges faced by disable and handicap	Explain the concept of disability and handicapping conditions Explain the categories/types of disability and handicapping conditions Explain the Causes of Disability and handicapping condition in the community Explain the challenges faced by disable and handicap	Projector Textbooks Pictorial chart Textbook Internet Marker board Marker Lecture notes			
GENERAL OBJECTIVE: 7. 0 Understand the health services needed by different types of disable and handicap						
8-15	7.1 Explain the health services needed by different types of disabled and handicap	Explain the health services needed by different types of disabled and handicap	Textbook Lecture notes Projector Marker Marker-board Pictorial Chart			

	7.2 Explain the facilities and organisations that provide services for disable and handicap e.g Rehabilitation centres	Explain the facility and organisation that provide services for disable and handicap	Internet			
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EVALUATION

CA 30%

EXAMINATION 70%

NATIONAL BOARD FOR TECHNICAL EDUCATION

PROGRAMME: NATIONAL DIPLOMA (ND) IN FAMILY HEALTHCARE TECHNOLOGY		
COURSE: COMMUNITY EAR, NOSE, THROAT, AND EYE CARE	COURSE CODE: FHC 223	CONTACT HOURS:
	CREDIT UNITS: 2	THEORETICAL: 1
YEAR: II SEMESTER: II	PRE-REQUISITE:	PRACTICAL: 1
GOAL: This course is designed to provide the students with basic knowledge and skills of community ear, nose, throat and eye care.		
<p>GENERAL OBJECTIVES: On completion of this course, the students should be able to:</p> <ol style="list-style-type: none"> 1.0 Know the anatomy and physiology of the ear, nose, throat and eye. 2.0 Know how to recognize and treat common disorders affecting the ear, nose, throat, and eye conditions 3.0 Understand preventive measures for common ear, nose, throat, and eye disorders. 4.0 Understand the complication of ear, nose, throat and eye diseases and refer to a specialist centre. 5.0 Know how to educate the family to identify unsafe ear, nose, throat and eye practices. 		

PROGRAMME: NATIONAL DIPLOMA (ND) IN FAMILY HEALTHCARE TECHNOLOGY						
COURSE: COMMUNITY EAR, NOSE, THROAT, AND EYE CARE		COURSE CODE: FHC 223		CONTACT HOURS:		
		CREDIT UNITS: 2		THEORETICAL: 1		
YEAR: II SEMESTER: II		PRE-REQUISITE:		PRACTICAL: 1		
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to provide the students with basic knowledge and skills of community ear, nose, throat and eye care.						
GENERAL OBJECTIVE 1.0: Know the anatomy and physiology of the ear, nose, throat and eye.						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher's Activities	Resources	Specific Learning Outcome	Teacher's Activities	Resources
1-3	1.1 Describe the anatomical structures of the ear, including <ul style="list-style-type: none"> • The pinna and • External auditory canal. 1.2 Describe the anatomical structure of the nose, including <ul style="list-style-type: none"> • The bridge, • Nostrils, and • Septum. 1.3 Explain the structure of the nasal cavity and its divisions.	Explain the anatomical structures of the ear, including <ul style="list-style-type: none"> • The pinna and • External auditory canal. Explain the anatomical structure of the nose, including <ul style="list-style-type: none"> • The bridge, • Nostrils, and • Septum. Explain the structure of the nasal cavity and its divisions.	Textbooks Pictorials Projector Models Lecture notes Marker board Marker	Draw and label ear, nose, and throat. Draw and label the eye	Guide the students to: Draw and label ear, nose, and throat. Draw and label the eye	Marker board Marker Pictorial Note book Charts Pen and pencil

	<p>1.4 Explain the functions of the nose.</p> <p>1.5 Describe the anatomy of the throat.</p> <p>1.6 Differentiate between the nasopharynx, oropharynx, and laryngopharynx.</p> <p>1.7 . Describe the anatomy of the eye including:</p> <ul style="list-style-type: none"> • The cornea • Sclera • Conjunctiva • Eyelids. 	<p>Explain the functions of the nose.</p> <p>Explain the anatomy of the throat.</p> <p>Differentiate between the nasopharynx, oropharynx, and laryngopharynx.</p> <p>Explain the anatomy of the eye including:</p> <ul style="list-style-type: none"> • The cornea • Sclera • Conjunctiva <p>Eyelids.</p>	<p>Internet</p>			
<p>GENERAL OBJECTIVE: 2.0 Know how to recognize and treat common disorders affecting the ear, nose, throat, and eye conditions</p>						
<p>4-6</p>	<p>2.1 Recognize and treat common ear disorders such as</p> <ul style="list-style-type: none"> • Otitis externa, (swimmer's ear) • Tinnitus and • Earwax impaction. Etc. <p>2.2 Explain appropriate treatment strategies for ear infections, and refer patients promptly for specialized care.</p>	<p>Explain how to recognize and treat common ear disorders such as</p> <ul style="list-style-type: none"> • Otitis externa, (swimmer's ear) • Tinnitus and • Earwax impaction. Etc. <p>Explain appropriate treatment strategies for ear infections, and refer patients promptly for specialized care.</p>	<p>Text books</p> <p>Lecture notes</p> <p>Bulletins</p> <p>Internet/Intranet</p> <p>Journal</p> <p>Projector</p> <p>Models</p> <p>Marker board</p>	<p>Carry out:</p> <ul style="list-style-type: none"> ▪ Steam inhalation ▪ Nasal irrigation 	<p>Guide the students to carry out</p> <p>Steam inhalation, nasal irrigation</p>	<p>Nelson inhaler</p> <p>Jug inhaler</p> <p>Bowl</p> <p>Sink</p> <p>Large towel</p> <p>A lotion</p> <p>thermometer</p> <p>Handkerchief</p> <p>Gallipot</p> <p>Hand gloves</p> <p>Models</p> <p>Otoscope</p>

<p>2.3 Identify and treat common nasal disorders such as</p> <ul style="list-style-type: none"> • Rhinitis • Various types influenza (Flu) • Adenoiditis etc. <p>2.4 Perform minor procedures like:</p> <ul style="list-style-type: none"> -Management of life insect in the ear. -Steam inhalation -Nasal irrigation etc. <p>2.5 Recognize and treat common throat disorders, including:</p> <p>Pharyngitis. Tonsillitis etc.</p> <p>2.6 Identify and treat common eye disorders, such as :</p> <ul style="list-style-type: none"> ▪ Conjunctivitis, and ▪ Refractive errors, etc. <p>2.7 Recognize signs of urgent eye conditions:</p> <ul style="list-style-type: none"> ▪ Glaucoma ▪ Cataract etc. <p>Refer patients promptly for specialized care.</p>	<p>Explain how to Identify and treat common nasal disorders such as</p> <ul style="list-style-type: none"> • Rhinitis • Various types influenza (Flu) • Adenoiditis etc. <p>Explain how to Perform minor procedures like:</p> <ul style="list-style-type: none"> -Management of life insect in the ear. Steam inhalation -Nasal irrigation etc. <p>Recognize and treat common throat disorders, including:</p> <p>Pharyngitis. Tonsillitis etc.</p> <p>Explain how to Identify and treat common eye disorders, such as :</p> <ul style="list-style-type: none"> ▪ Conjunctivitis, and ▪ Refractive errors, etc. <p>Explain how to Recognize signs of urgent eye conditions:</p> <ul style="list-style-type: none"> ▪ Glaucoma ▪ Cataract etc. <p>Refer patients promptly for specialized care.</p>	<p>Charts Internet</p>		<p>Ear forceps</p>
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GENERAL OBJECTIVE: 3.0 Understand preventive measures for common ear, nose, throat and eye disorders.					
7-8	<p>3.1 Explain Health education on ear protection and hygiene practices.</p> <p>3.2 Explain lifestyle modifications such as:</p> <ul style="list-style-type: none"> • Cessation of smoking • Avoidance allergens. <p>3.3 Explain Health education on nasal conditions such as:</p> <ul style="list-style-type: none"> • Allergen • Epistaxis • Allergic Rhinitis etc <p>3.4 Explain Health education on voice hygiene practices including:</p> <ul style="list-style-type: none"> ▪ Staying hydrated and ▪ Avoiding excessive throat clearing. Etc. 	<p>Explain Health education on ear protection and hygiene practices.</p> <p>Explain lifestyle modifications such as:</p> <ul style="list-style-type: none"> • Cessation of smoking • Avoidance allergens. <p>Explain Health education on nasal conditions such as:</p> <ul style="list-style-type: none"> • Allergen • Epistaxis • Allergic Rhinitis etc <p>Explain Health education on voice hygiene practices including:</p> <ul style="list-style-type: none"> ▪ Staying hydrated and ▪ Avoiding excessive throat clearing. Etc. <p>Explain Health education on the use of protective eyewear such as safety</p>	<p>Textbooks</p> <p>Lecture notes</p> <p>Marker</p> <p>Marker board</p> <p>Internet/Intranet</p> <p>Journals</p> <p>Projector</p> <p>Internet</p>		

	3.5 Explain Health education on the use of protective eyewear such as safety glasses or goggles.	glasses or goggles.				
GENERAL OBJECTIVE: 4.0 Understand the complications of ear, nose, throat and eye diseases and refer to specialist centre.						
9-10	<p>4.1 Identify complications of ear conditions and the need to refer</p> <p>4.2 Explain complications of nasal conditions.</p> <p>4.3 Explain complications of throat conditions.</p> <p>4.4 Explain complications from common eye diseases, such as</p> <ul style="list-style-type: none"> • Glaucoma • Cataracts • Macular degeneration <p>4.5 Explain the referral guidelines for healthcare providers in primary care settings.</p> <p>4.6 Explain the need for regular update of the guideline to reflect the latest evidence-based practices in</p>	<p>Identify complications of ear conditions and the need to refer</p> <p>4.2 Explain complications of nasal conditions.</p> <p>4.3 Explain complications of throat conditions.</p> <p>4.4 Explain complications from common eye diseases, such as</p> <ul style="list-style-type: none"> • Glaucoma • Cataracts • Macular degeneration <p>Explain the referral guidelines for healthcare providers in primary care settings.</p> <p>Explain the need for regular update of the guidelines to reflect the latest evidence-based practices in ENT care</p>	<p>Textbook</p> <p>Lecture notes</p> <p>Marker</p> <p>Maker board</p> <p>Internet/Intranet</p> <p>Journal</p> <p>Projector</p>			

	ENT care.					
GENERAL OBJECTIVE: 5.0 Know how to educate the family to identify unsafe ear, nose, throat and eye practices.						
11-15	<p>5.1 Explain the proper methods of ear cleaning and emphasize the dangers of</p> <ul style="list-style-type: none"> • using cotton swabs, • inserting objects into the ear canal <p>5.2 Describe the connection between forceful nose blowing and potential ear and sinus complications.</p> <p>5.3 Explain the risks of tobacco use and excessive alcohol consumption on throat health.</p> <p>5.4 Explain the danger of frequent and forceful throat clearing.</p> <p>5.5 Explain the danger of sleeping with contact lenses.</p>	<p>Explain the proper methods of ear cleaning and emphasize the dangers of</p> <ul style="list-style-type: none"> • using cotton swabs, • inserting objects into the ear canal <p>Explain the connection between forceful nose blowing and potential ear and sinus complications.</p> <p>Explain the risks of tobacco use and excessive alcohol consumption on throat health.</p> <p>Explain the danger of frequent and forceful throat clearing.</p> <p>Explain the danger of sleeping with contact lenses</p>	<p>Textbook</p> <p>Lecture notes</p> <p>Bulletins</p> <p>Charts</p> <p>Projector,</p> <p>Internet/Intranet</p> <p>Journal</p> <p>Marker board</p> <p>Marker</p>			

PROGRAMME: NATIONAL DIPLOMA (ND) IN FAMILY HEALTHCARE TECHNOLOGY		
COURSE: ADVOCACY AND COMMUNITY DIAGNOSIS	COURSE CODE: FHC 224	CONTACT HOURS: 45
	CREDIT UNITS: 3	THEORETICAL: 2
YEAR: II SEMESTER: II	PRE-REQUISITE:	PRACTICAL: 1
GOAL: This course is designed to equip students with the knowledge and skills to carryout Advocacy and Community Diagnosis.		
GENERAL OBJECTIVES: On completion of this course, the students should be able to:		
1.0 Understand the concept of advocacy 2.0 Comprehend the concept of community diagnosis 3.0 Comprehend the concept of community mobilization 4.0 Know how to conduct situation analysis 5.0 Know the implementation of PHC system at the Local Government Level		

PROGRAMME: NATIONAL DIPLOMA (ND) IN FAMILY HEALTHCARE TECHNOLOGY						
COURSE: ADVOCACY AND COMMUNITY DIAGNOSIS		COURSE CODE: FHC 224		CONTACT HOURS: 45		
		CREDIT UNITS: 3		THEORETICAL: 2		
YEAR: II SEMESTER: II		PRE-REQUISITE:		PRACTICAL: 1		
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to equip students with the knowledge and skills to carryout Advocacy and Community Diagnosis						
GENERAL OBJECTIVE 1.0: Understand the concept of advocacy						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher's Activities	Resources	Specific Learning Outcome	Teacher's Activities	Resources
1 – 2	1.1 Define advocacy 1.2 State rationale for advocacy 1.3 Explain the steps and levels in advocacy	Explain advocacy Explain rationale for advocacy Explain the steps and levels in advocacy	Marker board Maker Textbooks Pictorials Projector	Visit Various Community Leaders to carryout advocacy	Guide students on a visit to Community Leaders on advocacy	Field Trip required. Arrange for transport Public address system

			Internet			Banners Posters
GENERAL OBJECTIVE: 2.0 Comprehend the concept of community diagnosis						
3-4	<p>2.1 Define community diagnosis</p> <p>2.2 Explain the role of community diagnosis in PHC</p> <p>2.3 Explain the rationale for community diagnosis in PHC</p> <p>2.4 Explain methods used in community diagnosis such as, observation, interview and existing records.</p> <p>2.5 Describe the steps in carrying out community diagnosis.</p>	<p>Explain community diagnosis</p> <p>Explain the role of community diagnosis in PHC</p> <p>Explain the rationale for community diagnosis in PHC</p> <p>Explain methods used in community diagnosis such as, observation, interview and existing records.</p> <p>Explain the steps in carrying out community diagnosis.</p>	<p>Textbooks</p> <p>Journal</p> <p>Chart</p> <p>Projector</p> <p>Internet</p> <p>Pictorials</p> <p>Marker</p> <p>Marker board</p>			
GENERAL OBJECTIVE: 3.0 Comprehend the concept of community mobilization						
5-6	<p>3.1 Define community mobilization</p> <p>3.2 Explain the followings:</p> <ul style="list-style-type: none"> Rationale for community mobilization Role of community mobilization in PHC 	<p>Explain community mobilization</p> <p>Explain the followings:</p> <ul style="list-style-type: none"> Rationale for community mobilization Role of community mobilization in PHC Steps involved in 	<p>Charts</p> <p>Textbooks</p> <p>Journals</p> <p>Periodical</p>	<p>Identify community resources</p> <p>Mobilize the community for action.</p>	<p>Guide students to;</p> <ul style="list-style-type: none"> Identify community resource 	<p>Field Trip required.</p> <p>Arrange for transport</p> <p>Public address system</p>

	<ul style="list-style-type: none"> Steps involved in community mobilization <p>3.3 Describe the various PHC committees under the following headings:</p> <ul style="list-style-type: none"> Title of the committee.g VDC, WDC, FDC Composition of the committee Terms of reference Inter-relationship of the committees 	<p>community mobilization</p> <p>Explain the various PHC committees under the following headings:</p> <ul style="list-style-type: none"> Title of the committee.g VDC, WDC, FDC Composition of the committee Terms of reference Inter-relationship of the committees 	<p>Marker maker board</p> <p>Internet</p>		<ul style="list-style-type: none"> Mobilize community for action 	<p>Banners</p> <p>Posters</p> <p>Megaphone</p>
GENERAL OBJECTIVE: 4.0 Know how to conduct situation analysis						
7-8	<p>4.1 Define Situation analysis</p> <p>4.2 Discuss the importance of situation analysis in PHC</p> <p>4.3 Describe the instruments used in situation analysis</p> <p>4.4 Describe the steps in situation analysis</p>	<p>Explain Situation analysis</p> <p>Explain the importance of situation analysis in PHC</p> <p>Explain the instruments used in situation analysis</p> <p>Explain the steps in situation analysis</p>	<p>Charts</p> <p>Textbooks</p> <p>Journals</p> <p>Periodical</p> <p>Marker maker board</p> <p>Internet</p>	<p>Conduct situation analysis</p>	<p>Guide the student to conduct situation analysis</p>	<p>Field Trip required.</p> <p>Arrange for transport</p> <p>Public address system</p> <p>Banners</p> <p>Posters</p> <p>Megaphone</p>
GENERAL OBJECTIVE: 5.0 Know the implementation of PHC system at the Local Government Level (LGL)						

9-15	<p>5.1 Explain PHC system at the LGL</p> <p>5.2 Explain PHC house numbering system</p> <p>5.3 Explain how to assign PHC code number for household members.</p> <p>5.4 Describe the home-based record</p> <p>5.5 Explain the importance of home base record</p> <p>5.6 Describe the clinic master card</p>	<p>Explain PHC system at the LGL</p> <p>Explain PHC house numbering system</p> <p>Explain how to assign PHC code number for household members</p> <p>Explain the home-based record</p> <p>Explain the importance of home base record</p> <p>Explain the clinic master card</p>	<p>Charts</p> <p>Textbooks</p> <p>Pictorials</p> <p>Marker board</p> <p>Marker</p> <p>Projector</p> <p>Internet</p>	<p>Carryout house numbering</p> <p>Carryout household listing</p> <p>Fill home base card</p> <p>Fill clinic master card</p>	<p>Guide students to carry out:</p> <ul style="list-style-type: none"> • House numbering • Household listing • Filling of home base card • Filling of clinic master card 	<p>Marker</p> <p>Sample Registers</p> <p>Sample home base card</p> <p>Sample clinic master card</p>
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EVALUATION

CA 30%

EXAMINATION 70%

PROGRAMMES: NATIONAL DIPLOMA FAMILY HEALTH CARE		
COURSE: Occupational Health Safety	COURSE CODE: FHC 225	Contact Hours: 2
	Credit Unit: 2	Theoretical: 2
Year: II Semester: II	Pre-requisite:	Practical:
GOAL: This course is designed to provide the students with the fundamentals of occupational health and types of occupational Hazards / Diseases and their control		
GENERAL OBJECTIVES: On completion of this course, the students should be able to:		
1.0 Understand the fundamentals of concepts in occupational health 2.0 Know the components of occupational health and occupational health programmes in the industry 3.0 Evaluate the types of occupational hazards and diseases in an occupational environment 4. 0 Understand the major principles of controlling hazards in an occupational environment 5.0 Know the various occupational health and safety legislations 6.0 Recognizes causes, effects and prevention of Occupational Accident		

PROGRAMME: NATIONAL DIPLOMA FAMILY HEALTH CARE						
COURSE: Occupational Health Safety		COURSE CODE: FHC 225			Contact Hours: 2 Hours	
		Credit Unit: 2			Theoretical: 2	
Year: II Semester: II		Pre-requisite:			Practical:	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to provide the students with the fundamentals of occupational health and types of occupational Hazards / Diseases and their control						
GENERAL OBJECTIVE 1.0 Understand the fundamentals of concepts in occupational health						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher's Activities	Resources	Specific Learning Outcome	Teacher's Activities	Resources
1-3	1.1 Explain the following: Occupation, Occupational health, Occupational hazard, Occupational Safety, occupational health services, occupational environment, work associated diseases, work related diseases,	Explain the following: Occupation, Occupational health, Occupational hazard, Occupational Safety,		•	•	

	<p>Occupation/ industrial hygiene, non-occupational environment.</p> <p>1.2 Outline the Evolution of occupational health from Industrial revolution in Europe.</p> <p>1.3 Explain the objectives of occupational health as defined by WHO/ILO Joint Committee</p> <p>1.4 Discuss the history of Occupational Health in Nigeria.</p> <p>1.5 Explain major constraints and limitations in the practices of occupational health in developing countries.</p> <p>1.6 Discuss roles of Federal Ministries of Health and Labour in occupational health and safety.</p>	<p>occupational health services, occupational environment, work associated diseases, work related diseases, Occupation/ industrial hygiene, non-occupational environment.</p> <p>Explain the Evolution of occupational health from Industrial revolution in Europe.</p> <p>Explain the objectives of occupational health as defined</p>				
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		<p>by WHO/ILO Joint Committee</p> <p>Explain the history of Occupational Health in Nigeria.</p> <p>Explain major constraints and limitations in the practices of occupational health in developing countries.</p> <p>Explain roles of Federal Ministries of Health and Labour in occupational health and safety.</p>				
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General Objective 2.0: Know the components of occupational health and occupational health programmes in the industry

4-7	<p>2.1 Describe the components of occupational health.</p> <ul style="list-style-type: none"> a. Occupational health medicine b. Industrial hygiene c. Industrial welfare services <p>2.2 Discuss the Professional Groups Involved in occupational health Services such as;</p> <ul style="list-style-type: none"> a. Environmental Health Officer b. Occupational Health Nurse c. Occupational Physician d. Occupational Hygienist e. Industrial Psychologist d. Ergonomics e. Welfare Officers 	<p>Explain the components of occupational health.</p> <ul style="list-style-type: none"> h. Occupational health medicine i. Industrial hygiene j. Industrial welfare services <p>Explain the Professional Groups Involved in occupational health Services such as;</p> <ul style="list-style-type: none"> a. Environmental Health Officer b. Occupational Health Nurse 	<p>Multimedia Projector Screen, Internet Textbooks Computer Flip charts Journals</p>			
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	<p>f. Safety (fire) Officers g. Counselors etc.</p> <p>2.3 Describe occupational health programmes under: preventive, Curative, Rehabilitative and promotive.</p> <p>2.4 Identify possible health risk areas in a work environment such as typical manufacturing industry, educational institution, recreation ground, offices and local occupations.</p>	<p>c. Occupational Physician</p> <p>d. Occupational Hygienist</p> <p>e. Industrial Psychologist</p> <p>k. Ergonomics l. Welfare Officers m. Safety (fire) Officers n. Counselors etc.</p> <p>Explain occupational health programmes under: preventive, Curative, Rehabilitative and promotive.</p> <p>Explain possible</p>				
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		health risk areas in a work environment such as typical manufacturing industry, educational institution, recreation ground, offices and local occupations.				
General Objective 3.0: 3.0 Evaluate the types of occupational hazards and diseases in an occupational environment						
8-9	<p>3.1 Describe occupational hazards under the following:</p> <ul style="list-style-type: none"> i. Chemical ii. Physical iii. Biological and iv. Psychosocial <p>3.2 Describe the broad categories of occupational diseases e.g. Occupational lung diseases, Occupational dermatitis, Occupational cancer, Occupational asphyxiation, Occupational injuries/accidents</p>	<p>Explain occupational hazards under the following:</p> <ul style="list-style-type: none"> i. Chemical ii. Physical iii. Biological iv. Psychosocial <p>Explain the broad</p>	<p>Multimedia Projector Screen, Internet Textbooks Computer Flip charts Journals</p>			

		categories of occupational diseases e.g. Occupational lung diseases, Occupational dermatitis, Occupational cancer, Occupational asphyxiation, Occupational injuries/accidents				
General Objective 4.0: Understand the major principles of controlling hazards in an occupational environment						
10-12	4.1 Describe major principles for controlling occupational environment a. Mechanical control e.g. Shielding, ventilation etc. b. Administrative control e.g. works practices etc. c. Personal Protective	Explain major principles for controlling occupational environment a. Mechanical control e.g. Shielding, ventilation etc. b. Administrative	Multimedia Projector Screen, Internet Textbooks Computer Flip charts Journals			

	<p>Equipment (PPE)</p> <p>d. Elimination/Substitution</p> <p>e. Engineering control (e.g. Engine Design)</p> <p>f. Ergonomic control.</p> <p>4.2 Identify protective clothing in various occupations e.g. hand gloves, etc.</p> <p>4.3 Carry out factory inspection to identify hazards and recommend possible control measures.</p>	<p>control e.g. works practices etc.</p> <p>c. Personal Protective Equipment (PPE)</p> <p>d. Elimination/Substitution</p> <p>e. Engineering control (e.g. Engine Design)</p> <p>f. Ergonomic control.</p> <p>Explain protective clothing in various occupations e.g. hand gloves, etc.</p> <p>Carry out factory</p>				
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		inspection to identify hazards and recommend possible control measures.				
General Objective 5.0: Know the various occupational health and safety legislations						
12-13	5.1 Explain occupational health and safety laws under the following: - Factories Act 1958 - Factories Act 1987 - Workman Compensation Act 1987	Explain occupational health and safety laws under the following: - Factories Act 1958 - Factories Act 1987 - Workman Compensation Act 1987	Factory Acts of 1958, 1987 and the compensation act of 1987, Multimedia Projector Screen, Internet Textbooks Computer Flip charts Journals			
General Objective 6.0: Recognizes causes, effects and prevention of Occupational Accident						
14-15	6.1 Explain occupational Accident under the following; 6.1. 1 Types of Accidents 6.1.2 Occupational	Explain occupational Accident under the following; • Types of	Multimedia Projector Screen, Internet Textbooks Computer Flip charts			

	<p>Accident</p> <p>6.1.3 Causes,</p> <p>6.1.4 Effects</p> <p>6.1.5 Control and Prevention</p> <p>6.1.6 maintenance of Accident Register in work environment</p> <p>6.1.7 Roles of various Stakeholders in the Prevention and control of Occupational accident.</p>	<p>Accidents</p> <ul style="list-style-type: none"> • Occupational Accident • Causes, • Effects • Control and Prevention • maintenance of Accident Register in work environment • Roles of various Stakeholders in the Prevention and control of Occupational accident. 	<p>Journals</p>			
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PROGRAMME: NATIONAL DIPLOMA (ND) IN FAMILY HEALTHCARE TECHNOLOGY		
COURSE: FAMILY MENTAL HEALTH	COURSE CODE: FHC 226	CONTACT HOURS: 30
	CREDIT UNITS: 2	THEORETICAL: 1
YEAR: II SEMESTER: II	PRE-REQUISITE:	PRACTICAL: 1
GOAL: This course is designed to provide students with basic knowledge of the concepts of mental health and mental illness		
<p>GENERAL OBJECTIVES: On completion of this course, the students should be able to:</p> <ol style="list-style-type: none"> 1.0 Understand the concepts associated with mental health and mental illness 2.0 Know the factors that cause mental health and mental disorders 3.0 Know the common mental illness and emergencies. 4.0 Understand the management of some mental disorders 5.0 Understand family mental health and referral services 6.0 Know the various methods of rehabilitation and management of the mental illness within the family 		

PROGRAMME: NATIONAL DIPLOMA (ND) IN FAMILY HEALTHCARE TECHNOLOGY						
COURSE: FAMILY MENTAL HEALTH		COURSE CODE: FHC 226		CONTACT HOURS: 30		
		CREDIT UNITS: 2		THEORETICAL:1		
YEAR: II SEMESTER: II		PRE-REQUISITE:		PRACTICAL: 1		
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to provide students with basic knowledge of the concepts of mental health and mental illness						
GENERAL OBJECTIVE 1.0: Understand the concepts associated with mental health and mental illness						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher's Activities	Resources	Specific Learning Outcome	Teacher's Activities	Resources
1-2	1.1 Define mental health and mental illness 1.2 Outline the historical development of psychiatric medicine in Nigeria and the world. 1.3 Describe the concepts of mental healthcare in Nigeria. 1.4 Explain the emotional health needs of individuals, families and the societies. 1.5 Explain the concept of	Explain mental health and mental illness Explain the historical development of psychiatric healthcare in Nigeria and the world. Explain the concepts of mental healthcare in Nigeria. Explain the emotional health needs of individuals, families and the societies Explain the concept of personality	Bulletins Charts Internet/Intranet Journals Lecture notes Pictorials			

	personality development.	development	Projector Text book Marker board Marker			
GENERAL OBJECTIVE: 2.0 Know the factors that cause mental health and mental disorders						
3-4	2.1 Explain the theories and etiology of mental illness: - Freudian Theory - Biochemical Theory etc 2.2 List the various causes of mental illness under the following headings: - Physical causes - Psychological causes - Environmental causes - Social causes 2.3 Explain the factors that contribute to mental health	Explain the theories and etiology of mental illness: - Freudian Theory - Biochemical Theory etc Explain the various causes of mental illness under the following headings: - Physical causes - Psychological causes - Environmental causes - Social causes Explain the factors that contribute to mental health	Bulletins Charts Internet/Intranet Journals Lecture notes Pictorials Projector Text book			
GENERAL OBJECTIVE: 3.0 Know the common mental illness and emergencies.						
5-7	3.1 Explain the pattern of behaviour disorders 3.2 Explain the adaptive process in symptom formation 3.3 Explain the classification of mental disorders. 3.4 Define neurotic and psychotic	Explain the pattern of behaviour disorders Explain the adaptive process in symptom formation Explain the classification mental disorders.	Bulletins Charts Internet/Intranet			

	<p>disorders.</p> <p>3.5 Describe the signs & symptom of neurotic disorders i.e.</p> <ul style="list-style-type: none"> - Anxiety - Phobia - Obsessive compulsive neurosis - Hypochondriasis - Neurasthenics etc. <p>3.6 Describe the signs & symptoms of psychotic disorders:</p> <ul style="list-style-type: none"> - Schizophrenias - Depression - Mania - Manic / depressive psychotic disorders etc. - Organic disorders - Personality disorders - Psychosomatic disorders - Emotional disorders of life cycle - Substance abuse (Drug and Alcohol) <p>3.7 Explain psychiatric Emergencies e.g suicidal attempt</p>	<p>Explain neurotic and psychotic disorders.</p> <p>Explain the signs & symptom of neurotic disorders i.e.</p> <ul style="list-style-type: none"> - Anxiety - Phobia - Obsessive compulsive neurosis - Hypochondriasis - Neurasthenics etc. <p>Explain the signs & symptoms of psychotic disorders:</p> <ul style="list-style-type: none"> - Schizophrenias - Depression - Mania - Manic / depressive psychotic disorders etc. - Organic disorders - Organic disorders - Personality disorders - Psychosomatic disorders - Emotional disorders of life cycle - Substance abuse (Drug and Alcohol) 	<p>Journals</p> <p>Lecture notes</p> <p>Pictorials</p> <p>Projector</p> <p>Text book</p> <p>Marker-board</p> <p>Marker</p>			
GENERAL OBJECTIVE: 4.0 Understand the management of some mental disorders						
8-9	<p>4.1 State the Mental Health Laws and Acts related to treatment of patients</p> <p>4.2 Describe the assessment of mental health status of individuals and families.</p>	<p>Explain the Mental Health Laws and Acts related to treatment of patients.</p> <p>Explain the assessment of mental health status of individuals and families.</p>	<p>Bulletins</p> <p>Charts</p> <p>Internet/Intranet</p>			

	<p>4.3 Explain psychiatric emergencies and their management</p> <p>4.4 Explain the management of some mental disorders: depression, anxiety, schizophrenia, substance abuse etc.</p> <p>4.5 Describe somatic therapy, activity therapy and Psychotherapy</p>	<p>Explain psychiatric emergencies and their management</p> <p>Explain the management of some mental disorders: depression, anxiety, schizophrenia, substance abuse etc.</p> <p>Explain somatic therapy, activity therapy and Psychotherapy</p>	<p>Journals</p> <p>Lecture notes</p> <p>Pictorials</p> <p>Projector</p> <p>Text book</p> <p>Marker-board</p> <p>Marker</p>			
GENERAL OBJECTIVE: 5.0 Understand family mental health and referral services						
10-11	<p>5.1 Identify the factors that contribute to the RELAPSE of mental illness</p> <p>5.2 Outline the traditional and other methods of treatment and management of mentally ill persons in the family and community.</p> <p>5.3 Explain follow- up care and/home visits.</p> <p>5.4 Discuss the referral services in mental healthcare.</p>	<p>Explain the factors that contribute to the RELAPSE of mental illness</p> <p>Explain the traditional and other methods of treatment and management of mentally ill persons in the family and community.</p> <p>Explain follow- up care and/home visits.</p> <p>Explain the referral services in mental healthcare</p>	<p>Bulletins</p> <p>Charts</p> <p>Internet/Intranet</p> <p>Journals</p> <p>Lecture notes</p> <p>Pictorials</p> <p>Projector</p> <p>Text book</p> <p>Marker-board</p>			

GENERAL OBJECTIVE: 6.0 Know the various methods of rehabilitation and management of mental illness within the family

12-15	<p>6.1 Outline the principles of rehabilitation of mentally ill persons.</p> <p>6.2 Explain the methods of rehabilitation of the mentally ill persons in the family i.e.</p> <ul style="list-style-type: none"> - Half-way house or homes - Day & Night Hospital - Occasional leave/trial leave - Sheltered workshop - Parole <p>6.3 Outline the preventive measures of mental illness.</p>	<p>Explain the principles of rehabilitation of the mentally ill persons.</p> <p>Explain the methods of rehabilitation of the mentally ill persons in the family i.e.</p> <ul style="list-style-type: none"> - Half-way house or homes - Day & Night Hospital - Occasional leave/trial leave - Sheltered workshop - Parole <p>Explain the preventive measures of mental illness</p>	<p>Bulletins</p> <p>Charts</p> <p>Internet/Intranet</p> <p>Journals</p> <p>Lecture notes</p> <p>Pictorials</p> <p>Projector</p> <p>Text book</p> <p>Marker-board</p> <p>Marker</p>			
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PRACTICAL GUIDE FOR ND FAMILY HEALTHCARE TECHNOLOGY	
INTRODUCTION TO MICROBIOLOGY FHC 115	<ul style="list-style-type: none"> • Identify different types of microscopes and their parts • Collect and carry out microscopic examination of sputum, urine, stool, blood • Examine a drop of pond water under the light and compound microscope, electron microscope • Identify different kind of Microorganism • Cultivate Microorganisms by growth characteristics. • Identify Microorganisms by growth characteristics. • Transfer microorganisms from one culture media to the other to obtain pure culture • Isolate bacteria and fungi from dined food, milk, beverages, egg, vegetable, meat, bread, water e.t.c • Identify microbiology wares • Demonstrate maintaining laboratory hygiene and safety
ANATOMY AND PHYSIOLOGY I FHC 116	<ul style="list-style-type: none"> • Draw the diagram of the human cell • Identify the different components of the cell • Draw the diagram of the tissues • Draw the diagram of the Heart • Identify the instruments for measuring blood pressure • Measure blood pressure • Detect pulse • Draw the diagram of the organs of the digestive

	<p>system.</p> <ul style="list-style-type: none"> • Draw the diagram of the respiratory system • Draw the diagram of the male and female reproductive organs. • Draw the diagram of the nervous system • Draw the diagram of the excretory organs
REPRODUCTIVE HEALTH I FHC 121	<ul style="list-style-type: none"> • Draw male and female reproductive organs • Carry out physical examination of a pregnant mother. • Demonstrate the physical Examination of a pregnant woman • Demonstrate the management of labour
BASIC HUMAN NUTRITION FHC 122	<ul style="list-style-type: none"> • Identify classes of food and its functions. • Carry out nutrition assessment
CLINICAL SKILLS 1 FHC 124	<ul style="list-style-type: none"> • Demonstrate interviewing and recording information from a client • Carry out physical examination according to laid down rules • Prepare trolley/tray for physical examination • Identify instruments used for assessing the various vital Signs • Identify the various sites used in assessing the various vital Signs • Measure vital signs and interpret their results • Explain reasons or tepid sponging • Identify the equipment for tepid sponging • Identify materials for preparation of SSS • Prepare SSS to the correct strength • Demonstrate administering SSS

	<ul style="list-style-type: none"> • Demonstrate how to prepare and administer SSS • Demonstrate the contents of packs for various procedures. (e.g., injection packs, dressing pack, e.t.c) • Sterilize instruments, equipment and materials • Demonstrate the use of mask, gloves and gowns • Describe the principles and techniques of wound dressing • Prepare a trolley/tray for wound dressing • Dress wound applying aseptic techniques • Care for drains in wound • Remove sutures and clips from wounds • Apply tourniquet to bleeding limbs • Identify cold boxes and their uses • Demonstrate maintaining a cold chain system • Draw immunization schedule • Identify the various routes for administering vaccines • Identify various routes of administering injections • Identify the various methods of administering injection • Identify the equipment needed for the various method of Injection. • Identify the sites of injection
ANATOMY AND PHYSIOLOGY II FHC 125	<ul style="list-style-type: none"> • Draw the organs of the Lymphatic system • Draw the diagram of the human skeleton. • Draw the diagram of the human muscles • Draw the diagram of the endocrine organ

	<ul style="list-style-type: none"> • Draw the diagram of the skin • Draw the diagram of sense organs
ACCIDENT AND EMERGENCY FHC 126	<ul style="list-style-type: none"> • Identify the various equipment inside the first aid box • Demonstrate how to manage accidents and emergency • Carry out ABC role successfully
REPRODUCTIVE HEALTH II FHC 211	<ul style="list-style-type: none"> • Demonstrate how to carry out: <ul style="list-style-type: none"> - Ante partum - Intra partum - Post-partum care. • Demonstrate how to carry out vaginal examination • Demonstrate management of Perinea tear, episiotomy and Cord prolapsed • Demonstrate how to carry out male circumcision • Identify different types of family planning
CLINICAL SKILLS 11 FHC 215	<ul style="list-style-type: none"> • Set tray/trolleys for administration of medication • Describe the procedures for drugs administration Through various routes (orally, rectally, topically, e.t.c) • Calculate ratio for dilution of lotion and rate of flow Of infusion • Demonstrate collecting urine specimen for laboratory test • Observe the colour, odour, quantity reaction and specific gravity or urine specimen e.t.c

	<ul style="list-style-type: none"> • Test the urine for various indications • Interpret urine test result • Carry out haemoglobin estimation with the use of Talquist • Read and interpret the hemoglobin level • Identify various method of carrying out visual acuity • Carry out visual acuity test • Interpret visual acuity test result • Carry out breast examination • Demonstrate breast examination • Demonstrate how to test the weighing scale and balance before weighing • Identify materials used in mid upper arm circumference measurement
HEALTH INFORMATICS FHC 216	<ul style="list-style-type: none"> • Demonstrate how to operate computer • Demonstrate how to input data and explain various types of data • Demonstrate how to visualize data
ESSENTIAL DRUGS FHC 217	<ul style="list-style-type: none"> • Demonstrate how to administer drugs • Identify the drugs under the following. <ul style="list-style-type: none"> -Generic name -Indications -Centra-indicator -Toxicity • Identify drugs under the generic name toxicity e.t.c
ORAL HEALTH CARE FHC 221	<ul style="list-style-type: none"> • Draw and describe the diagram of the oral cavity • Draw and describe the diagram of the human tooth. • Conduct oral examination
COMMUNITY EAR, NOSE, THROAT, AND EYE	<ul style="list-style-type: none"> ▪ Draw and label ear, nose, and throat. ▪ Draw and label the eye

CARE FHC 223	<ul style="list-style-type: none"> ▪ Carry out: <ul style="list-style-type: none"> - Steam inhalation - Nasal irrigation
ADVOCACY AND COMMUNITY DIAGNOSIS FHC 224	<ul style="list-style-type: none"> ▪ Visit Various Community Leaders to carryout advocacy ▪ Identify community resources ▪ Mobilize the community for action. ▪ Conduct situation analysis ▪ Carryout house numbering ▪ Carryout household listing ▪ Fill home base card ▪ Fill clinic master card

**MINIMUM MATERIAL RESOURCES AND EQUIPMENT REQUIREMENT FOR
NATIONAL DIPLOMA FAMILY HEALTHCARE PROGRAMME**

A. DEMONSTRATION ROOM/SKILLS LABORATORY		
S/N	ITEM	QUANTITY REQUIRED
1.	Anatomy Charts of body systems	Assorted
2.	Anatomical models of body organs	Assorted
3.	Anatomy posters of body organs	Assorted
4.	Basic counselling strategy (BCS) pack	2
5.	Cold box with icepacks	3
6.	Medical Diagnostic set	3
7.	Dual sex Anatomical Torso	1
8.	Food demonstration items	Assorted
9.	Hanging weighing scale	5
10.	Complete set of bed	2

11.	Wheelchair	1
12.	Couch	1
13.	Walking sticks	2
14.	Crutches	2 set
15.	Mid-upper arm circumference strip (measuring tape--2)	40
16.	Neonataly	2
17.	Pedal waste bin	2
18.	Pen Torches	4
19.	Patient Screen	4
20.	Skeleton (Articulated)	1
21.	Snellen's charts	10
22.	Sphygmomanometer	5
23.	Stethoscope	5
24.	Stretcher	2
25.	Body Thermometer	Assorted
26.	Tourniquet	5

27.	Trolleys	2
28.	Vaccine carrier	2
29.	Wash hand basin	4
30.	Weighing scales (infant)	4
31.	Weighing scales with height	2
32.	WHO Medical Eligibility Criteria Wheel (MEC)	2
33.	Timer	3
34.	Towels (Big and Small)	10 each
35.	Markintosh	5
36.	Markintosh cape	5
37.	Water Jugs	4
38.	Kidney dishes with lids (different sizes)	10
39.	Forceps (Various types)	Assorted
40.	Drip stand	2
41.	Gallipot with lids	Assorted
42.	Mouth Mirrors	2

43.	Periodontal probes	2
44.	Tweezers	2
45.	Mouth gag	2
46.	Mouth speculum	4
47.	Nasal speculum	2
48.	Microscope	1
49.	Centrifuge	1
50.	Otoscope	1
51.	Ear forceps	Assorted
52.	Head light	2
53.	Sterilizing drum	Assorted
54.	Autoclave	1
55.	Oxygen cylinder	1
56.	Incubator	1
57.	Fire extinguisher	1
B. DEMONSTRATION CLINIC/TEACHING HEALTH CENTRE		

S/N	ITEM	QUANTITY
1.	Cold-chain (Cold Box)	1
2.	Diagnostic set	1
3.	Fetoscope	8
4.	First Aid Kit	4
5.	Food demonstration items	10 assorted
6.	HMIS registers	As applicable
7.	Pedal waste bin	2
8.	Personal protective equipment (hand gloves, aprons, gowns, face masks, boots (different sizes)	1 set each
9.	Pulse Oximeter	2
10.	Referral forms	As applicable
11.	Refrigerator	1
12.	Patient Screen	2
13.	Snellen's charts	10
14.	Sphygmomanometer (Aneroid, Mercury and Digital)	1 each

15.	Standard Operational Procedures (SOP-FHC)	10
16.	Stethoscope (bell and Diaphragm)	3
17.	Stretcher	2
18.	Body thermometer and its jar	10
19.	Tongue depressors (Wooden)	20
20.	Metal tongue spatula	5
21.	Trolleys	3
22.	Trays (small, medium and big sizes)	2 each
23.	Wash hand basin	3
24.	Wash hand basin stand	3
25.	Wash hand Bowls/Sink	2
26.	Weighing scale for children	2
27.	Weighing scale with height	1
28.	Drip stand	3

C. AUDIO VISUAL LABORATORY

S/N	Description	Quantity
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1.	Computer set	2
2.	Flip Chart/book	8
3.	Mega phone	5
4.	Posters	Assorted
5.	Printer	1
6.	Projector	1
7.	Projector Screen	1
8.	Public Address System	1 set
9.	Television set	1
10.	Video Camera	2
11.	Still Picture Camera	1
12.	Video player	1
13.	Marker board	1
14.	Makers	1pack



**LIST OF PARTICIPANTS FOR FINAL CRITIQUE OF NATIONAL DIPLOMA IN FAMILY HEALTHCARE TECHNOLOGY HELD ON
12TH – 17TH FEBRUARY, 2024 NBTE CONSULT, NO.9 KAJURU CLOSE, UNGUWAR RIMI GRA, KADUNA**

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