



NATIONAL BOARD FOR TECHNICAL EDUCATION

NATIONAL DIPLOMA

HEALTH EDUCATION AND PROMOTION

CURRICULUM AND COURSE SPECIFICATIONS

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

NOVEMBER, 2023

GENERAL INFORMATION

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

2.0 GOAL AND OBJECTIVES OF THE PROGRAMME

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

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

- i. Carry out Health Education and Promotion at all levels of health care in Nigeria;
- ii. Support in the development of plans and implementation of effective delivery of health education and promotion services in health-related agencies, institutions and organizations
- iii. Disseminate accurate health information to the society at large in order to ameliorate disease burden
- iv. Conduct health education and promotion intervention programmes on prevailing health problems in the community
- v. Engage other health workers and the community members to carryout community health needs assessment
- vi. Collaborate with relevant health workers to conduct health risk assessments during outbreaks
- vii. Engage stakeholders in the promotion of activities that bring changes in behaviours and attitudes toward positive health practices
- viii. Assist in the surveillance, investigation and reporting of disease outbreaks in the community
- ix. Support in the delivery of Primary Health Care (PHC) services
- x. Carry out health advocacy programmes to promote positive health practices in the community
- xi. Collect, collate and maintain social mobilization records
- xii. Conduct nutritional assessment, education and referral in the community

- xiii. Support in the Planning and execution of social mobilization activities to promote acceptance and utilisation of Routine Immunisation (RI) and Supplemental Immunisation Activities (SIA)
- xiv. Carry out management of Cold Chain Services in National Health Care System
- xv. Interact effectively with patient/client for reassurance on positive health outcome
- xvi. Monitor and evaluate health programmes and use the outcomes to transform health and allied sectors
- xvii. Setup and manage own business in the practice of health education and promotion

3.0 ENTRY REQUIREMENTS:

The general entry requirements for the ND in **Health Education and Promotion** are:

- a. At least 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, Health Education/Health Science/Biology and any other two subjects (Agricultural Science, Economics, CRS/IRS, Commerce, Chemistry, Physics, Geography, Government, Civic Education).

4.0 STAFFING REQUIREMENT

4.1 Headship of the Department:

The HOD should have HND/B.Sc.(Ed.) and Higher Degrees in Health Education, Health Education and Promotion not below the rank of a Senior Lecturer and must be Registered with Health Education Practitioners of Nigeria (HEPN) or any relevant professional body.

4.2 Core Teaching Staff:

At the point of mounting the programme, there should be a minimum of four Lecturers and an Instructor who should spread from Lecturer II and above with HND/B.Sc (Ed.) and Higher Degrees in **Health Education, Health Education and Promotion**.

4.3 Technical Staff:

These are technically qualified staff not involved in direct lecturing/instructing, but who provide vital and indispensable services in all

facilities used in the implementation of the programme. They possess ND/HND in Health Education and Promotion

5.0 CAREER AND ACADEMIC PROSPECTS

5.1 Academic Progression

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

5.2 Career prospects

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

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

6.0 DURATION

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

7.0 CURRICULUM

7.1 The curriculum of the 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.

7.2 **Foundation Courses:** include courses in Economics, Mathematics, Pure Science, Computer Application, Technical Drawing/Design, Descriptive Geometry, Statistics, etc. The number of hours will vary with the programme and may account for about 10-15% of the total contact hours.

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.

- 4.5 **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

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 (HEPN) examination for a license to practice Health Education and Promotion in Nigeria

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 I SEMESTER I

COURSE CODE	COURSE	L	P	CU	CH
HEP 111	Basic Human Anatomy and Physiology I	1	1	2	2
HEP 112	Introduction to Epidemiology	1	1	2	2
HEP 113	Introduction to Health Education	2	1	3	3
HEP 114	Introduction to Communicable and Non-communicable Diseases	1	2	3	3
HEP 115	Primary Health Care Delivery System	1	2	3	3
HEP 116	Contemporary Health Issues	1	1	2	2
STA 111	Health and Vital Statistics	1	1	2	2
EHT 104	Environmental Health and Sanitation	1	1	2	2
GNS 111	Introduction to Psychology	2	-	2	2
COM 111	Introduction to Computer	1	1	2	2
GNS 111	Citizenship Education I	2	-	2	2
GNS 101	Use of English Language I	2	-	2	2
	Total	16	11	27	27

YEAR I SEMESTER II

COURSE CODE	COURSE	L	P	CU	CH
HEP 121	Basic Human Anatomy and Physiology II	1	1	2	2
HEP 122	Principles of Health Care Ethics	1	1	2	2
HEP 123	Introduction to Health Promotion	1	1	2	2
HEP 124	Principles of Health Advocacy	2	-	2	2
HEP 125	Patient Education, Health Counseling and Decision Making	1	1	2	2
HEP 126	Research Methodology in Health Education and Promotion	2	-	2	2
HEP 127	Introduction to Tropical Diseases in Africa	1	1	2	2
HEP 128	Practicum/Field Experience (SIWES)	0	-	0	0
HEP 129	Immunity and Immunization	1	1	2	2
NUD 123	Introduction to Food Science and Nutrition	1	1	2	2
ENT 126	Introduction to Entrepreneurship I	2	1	3	3
GNS 121	Citizenship Education II	2	-	2	2
GNS 201	Use of English Language II	2	-	2	2
	Total	17	8	25	25

YEAR II SEMESTER I

COURSECODE	COURSE TITLE	L	P	CU	CH
HEP 211	Introduction to Mental Health Education	1	1	2	2
HEP 212	Practice of Health Advocacy	1	1	2	2
HEP 213	Consumer Health Education	1	1	2	2
HEP 214	Introduction to Drug Education	1	1	2	2
HEP 215	Family Health Education	1	1	2	2
HEP 216	Health Administration and Management Services	2	1	3	3
HEP 217	Health Communication and Strategy	1	1	2	2
HEP 218	Health Demography	1	1	2	2
HEP 219	Community Health Education and Promotion	1	1	2	2
HEP 210	Introduction to Occupational Health and Safety	1	1	2	2
GNS 202	Communication in English II	2	0	2	2
ENT 216	Introduction to Entrepreneurship I	2	1	3	3
	Total	15	11	26	26

YEAR II SEMESTER II

COURSE CODE	COURSE	L	P	CU	CH
HEP 221	Disease Prevention and Control in Health Education	1	1	2	2
HEP 222	Introduction to Health Economics	2	-	2	2
HEP 223	International and Global Health	1	1	2	2
HEP 224	Reproductive Health and Sexuality Education	1	2	3	3
HEP 225	Social and Behavior Change (SBC) in Strategic Health Communication	1	2	3	3
HEP 226	Nutritional Health Education	1	1	2	2
HEP 227	Introduction to School Health Programme	1	1	2	2
HEP 228	First Aid and safety Education	1	2	3	3
HEP 229	Research Project	-	-	4	4
	Total	9	10	23	23

YEAR I SEMESTER I COURSES

PROGRAMMES: NATIONAL DIPLOMA HEALTH EDUCATION AND PROMOTION		
COURSE: Basic Human Anatomy and Physiology I	COURSE CODE: HEP 111	Contact Hours: 2
	Duration: 2 Hours	Theoretical: 1
Year: 1 Semester: 1	Pre-requisite:	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:		
1.0 Understand the structure of the human body		
2.0 Understand the human cell's structure and functions.		
3.0 Know the different types of human tissues and functions.		
4.0 Understand the different systems of the body, structures and functions.		
5.0 Know the body fluids, electrolytes and acid-base balance.		
6.0 Understand the homeostatic mechanism of the body.		

PROGRAMME: NATIONAL DIPLOMA HEALTH EDUCATION AND PROMOTION						
COURSE: Basic Human Anatomy and Physiology I		COURSE CODE: HEP 111			Contact Hours: 2	
		Duration: 2Hours			Theoretical: 1	
Year: I Semester: I		Pre-requisite:			Practical: 1	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: The course is designed to enable the students to know the organization, structure and functions of the human body.						
GENERAL OBJECTIVE 1.0: Understand the structure of the human body						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher's Activities	Resources	Specific Learning Outcome	Teacher's Activities	Resources
1-4	1.1. Explain the following terms associated with anatomical description; anterior; posterior; medial; lateral; superior; interior; planter; palmar; proximal; distal; internal, external, prone, supine, coronal, 1.2. List the terms associated with the body movement: Extension, flexion, abduction, adduction, pronation, supination,	Explain the following terms associated with anatomical description; anterior; posterior; medial; lateral; superior; interior; planter; palmar; proximal; distal; internal, external, prone, supine, coronal, List the terms associated with the body movement: Extension,	Textbooks Charts and forms, Reading materials	Identify the following body structures: anterior; posterior; medial; lateral; superior; interior; planter; palmar; proximal; distal; internal, external, prone, supine, coronal, external parts of the human body and human body curvatures	Guides students to identify the following body structures: anterior; posterior; medial; lateral; superior; interior; planter; palmar; proximal; distal; internal, external, prone, supine, coronal, external parts of the human body and human body curvatures Guide students to	Anatomical models Charts

	<p>protrusion, intrusion, rotation, circumduction, protraction, and retraction.</p> <p>1.3. Describe the external parts of the human body</p> <p>1.4. Describe the human body curvatures:</p> <ul style="list-style-type: none"> • Scoliosis • Kyphosis • Lordosis 	<p>flexion, abduction, adduction, pronation, supination, protrusion, intrusion, rotation, circumduction, protraction, and retraction.</p> <p>Describe the external parts of the human body</p> <p>Describe the human body curvatures</p> <ul style="list-style-type: none"> • Scoliosis • Kyphosis • Lordosis 			<p>describe the human body curvatures:</p> <ul style="list-style-type: none"> • Scoliosis • Kyphosis • Lordosis 	
General Objective 2.0: Understand the human cell structure and its function						
5-8	<p>2.1 Describe the human cell</p> <p>2.2. Explain a well-labelled diagram of the cell and its components (constituents).</p> <p>2.3 Describe the different components of the cell</p> <p>2.4 Explain the functions of cell components</p>	<p>Discuss the human cell</p> <p>Explain a well-labelled diagram of the cell and its components (constituents).</p>	<p>Textbooks</p> <p>Charts and forms,</p> <p>Reading materials</p> <p>Microscope</p>	<p>Identify human cells through microscope</p> <p>Draw a well-labelled diagram of the cell and its components (constituents).</p>	<p>Guides the students to identify human cells through microscope</p> <p>Draw a well-labelled diagram of the cell and its</p>	<p>Anatomical models</p> <p>Charts</p> <p>Microscope</p>

	<p>of plasma – protein (globulin, albumin); fibrinogen, salts (electrolytes); urea, glucose, water and other substances such as prothrombin, vitamins, and enzymes.</p> <p>3.10 Explain the functions of blood plasma.</p> <p>3.11 Explain the functions of the different types of tissues.</p> <p>3.12 Explain the functions of the tissues of the body.</p>	<p>Explain types of blood cells; red blood cells. White blood cells and platelets.</p> <p>Explain the component of plasma – protein (globulin, albumin); fibrinogen, salts (electrolytes); urea, glucose, water and other substances such as prothrombin, vitamins, and enzymes.</p> <p>Explain the functions of blood plasma.</p> <p>Explain the functions of the different types of tissues.</p> <p>Explain the classification of tissues of the body.</p> <p>State the functions of the tissues of the body</p>				
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General Objective 4.0: Understand the different systems of the body, their structures and functions

13-14	<p>4.1 Define the systems of the body.</p> <p>4.2 Enumerate the different systems of the body e.g., skeletal, muscular, nervous, digestive, respiratory, etc.</p> <p>4.3 Describe the two major groups of bones of the skeletal system – Axial and Appendicular.</p> <p>4.4 Mention the major bones in each group</p> <p>4.5 State the functions of the skeletal system.</p> <p>4.6 Explain the main bones of the skeletal system.</p> <p>4.7 Mention the different types of joints in the skeletal system.</p> <p>4.8 State examples of the different joints in the skeletal system.</p> <p>4.9 Explain the major joints in the skeletal system.</p> <p>4.10 Discuss the different types of muscles that make up the Muscular system.</p> <p>4.11 Explain the different types of muscles in 4.10 above.</p>	Explain the different systems of the body, their structures and functions	Models of preserved specimen, Textbooks audio visuals aids, reading materials.	Draw and label the main skeletal system	Guide students to draw and label main: Skeletal system Major joints in the skeletal system Different types of muscles	Charts Posters Anatomical models Textbooks Audio visuals
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<p>4.12 State the structural differences in the muscles in 4.10 above</p> <p>4.13 Describe the main skeletal muscles according to origin, innervation and nerve supply.</p> <p>4.14 State the functions of the different types of muscles in 4.10 above.</p> <p>4.15 Identify the following group of muscles;</p> <ul style="list-style-type: none"> • Muscles of facial expression. • Muscles of facial mastication. • Muscles that serve the head. • Muscles that serve the chest. • Muscles that serve the arms. • Muscles that serve the limbs, etc. <p>Cardiovascular System</p> <p>4.16 List the components of the cardiovascular system.</p> <p>4.17 Explain the major components of the heart.</p> <p>4.18 Describe the functions of the heart.</p> <p>Respiratory System</p>				
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	<p>4.19 List the components of the respiratory system.</p> <p>4.20 Explain the major components of the respiratory system.</p> <p>4.21 Describe the mechanism of respiration.</p> <p>Digestive System</p> <p>4.22 Describe the digestive system.</p> <p>4.23 List the components of the digestive system.</p> <p>4.24 Explain the major components of the digestive system</p> <p>4.25 Describe the process of food digestion</p>					
General Objective 5.0: Know the body fluids, electrolytes and acid, base balance						
	<p>Body Fluid</p> <p>5.1 Explain body fluid.</p> <p>5.2 State the locations of body fluid.</p> <p>5.3 Define the following; acid, base, electrolytes, and acid–base balance.</p> <p>5.4 List examples of each of 4.3above.</p> <p>5.5 Describe the different compositions of body fluid.</p> <p>5.6 List the electrolyte composition of body fluid.</p>	<p>Explain the body fluids, electrolytes and acid, base balance</p>	<p>Textbooks Charts and forms,</p>			

	5.7 Explain the functions of each of 5.3 above. 5.8 Explain the hormonal control of Body fluid.					
General Objective 6.0: Understand the homeostatic Mechanism of the body.						
	Homeostasis 6.1 Define homeostasis. 6.2 Explain the maintenance of the internal homeostasis	Explain the homeostatic Mechanism of the body	Textbooks Charts and forms, Reading materials			

EVALUATION: CA 30%
EXAMINATION: 70%

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PROGRAMMES: NATIONAL DIPLOMA HEALTH EDUCATION AND PROMOTION		
COURSE: Introduction to Epidemiology	COURSE CODE: HEP 112	Contact Hours: 2
	Duration: 2 Hours	Theoretical: 1
Year: I Semester: I	Pre-requisite:	Practical: 1
GOAL: The course is designed to acquaint the students with the knowledge of distribution and determinants of diseases in the human population.		
GENERAL OBJECTIVES: On completion of this course, the students should be able to:		
1.0 Understand the concept of Epidemiology		
2.0 Appreciate the uses of epidemiology		
3.0 Understand infectious diseases		
4.0 Know the various methods of diseases transmission		
5.0 Explain epidemiologic triad model		
6.0 Understand the principles of control of common communicable diseases		
7.0 Know the general principles of investigation of epidemics		
8.0 Know the general principles of surveillance, record-keeping and notification		
9.0 Know how to plan and implement campaign programmes to control endemic diseases		

PROGRAMME: NATIONAL DIPLOMA HEALTH EDUCATION AND PROMOTION						
COURSE: Introduction to Epidemiology		COURSE CODE: HEP 112			Contact Hours: 2	
Year: I Semester: I		Duration: 2 Hours			Theoretical: 1	
		Pre-requisite:			Practical: 1	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL The course is designed to acquaint the students with the knowledge of distribution and determinants of diseases in the human population.						
GENERAL OBJECTIVE 1.0 Understand the concept of Epidemiology						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher's Activities	Resources	Specific Learning Outcome	Teacher's Activities	Resources
1-3	1.1 Define Epidemiology 1.2 Define the following terms; incidence, prevalence, communicable, epidemic, pandemic, antibodies, immunity, surveillance, causative agent, the reservoir of infection, carrier, control, prevention, resistor, antigen, hyperendemic and meso-endemic State the Epidemiological designs 1.3 Describe the uses of epidemiology 1.4 Define infectious disease 1.5 Describe six (6) infectious disease processes	Explain the concept of Epidemiology	Textbooks, internet facilities, White board/ marker, flip charts, training module	Visit to epidemiology units to interact with data tools Visit to airport for port health inspection	Guide students to interact with data in epidemiology units Guide students to airport for port health inspection	Data tools Checklist
General Objective 2.0: Appreciate the uses of epidemiology						

4-5	<p>2.1. Explain the various reservoir of disease causative agents with examples of each i.e.</p> <ul style="list-style-type: none"> i. Human ii. Animal iii. Non-living things <p>2.2. Explain the following modes of transmission of communicable diseases.</p> <ul style="list-style-type: none"> a. Contact b. Inhalation c. Ingestion d. Penetration of skin e. Transplacental infection 	Explain the uses of epidemiology	Textbooks, internet facilities, White board/ marker, flip charts, training module			
General Objective 3.0: Understand the principles of control of common communicable diseases						
6-7	<p>3.1. State the various method of control of communicable diseases in the community i.e.</p> <ul style="list-style-type: none"> a. Recognizing the infection and the confirmation of the diagnosis b. Notifying the disease to the appropriate authority c. Finding the source of the infection d. Assessing the extent of the outbreak by finding other cases and other exposed persons <p>3.2. Describe other</p>	Explain the principles of control of common communicable diseases	Textbooks, internet facilities, White board/ marker, flip charts, training module			

	<p>methods of controlling communicable diseases viz :</p> <ol style="list-style-type: none"> a. Eliminate reservoir of infection b. Interrupt the pathway of transmission c. Protect the susceptible host <ul style="list-style-type: none"> • Vaccination • Health Education • Prophylaxis 					
General Objective 4.0: Know the general principles of investigation of epidemics						
8-10	<p>3.1. State the various method of control of communicable diseases in the community i.e.</p> <ol style="list-style-type: none"> a. Recognizing the infection and the confirmation of the diagnosis b. Notifying the disease to the appropriate authority c. Finding the source of the infection d. Assessing the extent of the outbreak by finding other cases and other exposed persons <p>3.2. Describe other methods of controlling communicable diseases viz :</p> <ol style="list-style-type: none"> a. Eliminate reservoir of 	<p>Explain the general principles of investigation of epidemics</p>	<p>Textbooks, internet facilities, White board/ marker, flip charts, training module</p>			

	<p>infection</p> <p>b. Interrupt the pathway of transmission</p> <p>c. Protect the susceptible host</p> <ul style="list-style-type: none"> • Vaccination • Health Education • Prophylaxis 					
General Objective: 5.0. Know the general principles of surveillance, record-keeping and notification						
11-12	<p>5.1 Explain campaign Programme through one of the methods</p> <p>i. Health Education</p> <p>ii. Mass vaccination which includes: -</p> <ul style="list-style-type: none"> - Static centres - Mobile Vaccination operations - House-to-house campaign - Village-to-village campaign - Collection-point campaign 	<p>Explain the general principles of surveillance, record-keeping and notification</p>	<p>Textbooks, internet facilities, White board/ marker, flip charts, training module</p>	<p>Plan a campaign Programme through one of the methods</p> <p>I. Health Education</p> <p>II. Mass vaccination which includes: -</p> <ul style="list-style-type: none"> - Static centres - Mobile Vaccination operations - House-to-house campaign - Village-to-village campaign - Collection-point campaign 	<p>Guide the students to: Plan a campaign Programme through one of the methods</p> <p>I. Health Education</p> <p>II. Mass vaccination which includes: -</p> <ul style="list-style-type: none"> - Static centres - Mobile Vaccination operations - House-to-house campaign - Village-to-village campaign - Collection-point campaign 	PA system
General Objective: 6.0 Know how to plan and implement campaign programmes to control endemic diseases						

13-14	6.1 Describe how you will organise a campaign for disease control. 6.2 Explain the common strategies for disease control and Prevention	Explain how to plan and implement campaign programmes to control endemic diseases	Textbooks, internet facilities, White board/ marker, flip charts, training module	Organise a campaign for disease control.	Guide students on how to organise a campaign for disease control.	PA system Flip Charts Workplan
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EVALUATION: CA 30%

EXAMINATION: 70%

PROGRAMMES: NATIONAL DIPLOMA HEALTH EDUCATION AND PROMOTION

COURSE: Introduction to Health Education	COURSE CODE: HEP 113	Contact Hours: 3
	Duration: 3 Hours	Theoretical: 2
Year: 1 Semester: 1	Pre-requisite:	Practical: 1
GOAL: This course is designed to provide students with the knowledge and skills to help communities change their negative behaviour by accepting positive Health practices		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Understand the concepts of health and health education 2.0 Appreciate the health triangle in relation to health education 3.0 Know the aims and objectives of health education 4.0 Understand the principles and scope of health education 5.0 Trace the historical basis of health education 6.0 Know the methods/strategies of health education		

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PROGRAMME: NATIONAL DIPLOMA HEALTH EDUCATION AND PROMOTION						
COURSE: Introduction to Health Education		COURSE CODE: HEP 113			Contact Hours: 3	
		Duration: 3 Hours			Theoretical: 2	
Year: I Semester: I		Pre-requisite:			Practical: 1	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL This course is designed to provide students with the knowledge and skills to help communities change their negative behaviour by accepting positive Health practices						
GENERAL OBJECTIVE: 1.0 Understand the concepts of Health and Health Education						
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 health education 1.3 Explain the concept of health 1.4 Explain the role of health education in promoting health	Explain Health, Health Education, and the role of health education in promoting health	Textbooks Marker board Overhead slides Projector	Demonstrate the role of health educator in promoting health	Show students posters or video clips of health educators in promoting health	Charts Posters Video clips
General Objective 2.0: Appreciate the health triangle in relation to health education						
3-4	2.1 Define health triangle 2.2 Describe health triangle in relation to health education 2.3 Explain the components of health in relation to health education	Explain the health triangle in relation to health education	Textbooks, Marker board Chart Overhead slides Projector	Draw the health triangle in relation to health education Interpret the health triangle	Guides the students in drawing the health triangle in relation to health education	Chart Flip chart
General Objective 3.0: Know the aims and objectives of health education						

5-7	<p>3.1 Define the term 'aims'</p> <p>3.2 State the aims of health education</p> <p>3.3 Define the term objectives.</p> <p>3.4 List the objectives of health education.</p> <p>3.5 Explain the functions of the objectives in 3.3</p> <p>3.6 Explain the functions in 3.2</p>	<p>Explain the aims and objectives of health education</p>	<p>Textbooks, Marker board Chart Overhead slides Projector</p>	<p>Identify the aims and objectives of health education</p>	<p>Guide students to identify the aims and objectives of health education</p>	<p>Charts Projector</p>
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General Objective 4.0: Understand the principles and scope of health education

8-10	<p>4.1 Define the term principle</p> <p>4.2 State the principles of health Education</p> <p>4.3 Explain the scope of health education:</p> <ul style="list-style-type: none"> - school health education - community health education - environmental health education <ul style="list-style-type: none"> - occupational health and safety - Patient health education 	<p>Explain the principles and scope of health education</p>	<p>Textbooks Marker board Chart Overhead slides Projector</p>	<p>Identify various settings of health education in the society</p>	<p>Guide students to identify various settings of health education in the society</p>	<p>Charts Pictorials</p>
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General Objective: 5.0. Trace the historical basis of health education						
11-13	5.1 Discuss the history of school health education 5.2 Discuss the history of community health education 5.3 Discuss the history of environmental health education 5.4 Discuss the history of occupational health and safety	Explain the history of health education	Textbooks Markerboard Projector			
General Objective 6.0: Know the methods/strategies of health education						
	6.1 Explain the methods and strategies of health education 6.2 Explain the classification of the methods/strategies of health education 6.3 Explain the materials use in health education 6.4 Explain steps in various strategies of health education	Explain methods and strategies of health education Explain steps in various strategies of health education	Textbooks Markerboard Projector	Classify various methods and strategies of health education Use the materials Demonstrate various strategies in health education	Guide students to: Classify various methods and strategies of health education Use the materials Demonstrate various strategies in health education	Public address system Posters Costumes Flip charts Projector Video clips

EVALUATION:CA 30%
EXAMINATION 70%

PROGRAMMES: NATIONAL DIPLOMA HEALTH EDUCATION AND PROMOTION		
COURSE: Introduction to Communicable and Non-communicable Diseases	COURSE CODE: HEP 114	Contact Hours: 3
	Duration: 3 Hours	Theoretical: 1
Year: I Semester: I	Pre-requisite:	Practical: 2
GOAL: This course is designed to equip the student with the knowledge of Communicable and Non-Communicable Diseases.		
GENERAL OBJECTIVES: On completion of this course, the students should be able to:		
1.0 Understand the concept of communicable disease		
2.0 Understand the concept of non-communicable diseases.		
3.0 Understand the prevention and control of communicable and non-communicable diseases.		
4.0 Understand current policies and intervention strategies in diseases control		

PROGRAMME: NATIONAL DIPLOMA HEALTH EDUCATION AND PROMOTION						
COURSE: Introduction to Communicable and Non-communicable Diseases			COURSE CODE: HEP 114		Contact Hours: 3Hours	
			Duration: 3		Theoretical: 1	
Year: I Semester: I		Pre-requisite:			Practical: 2	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL This course is designed to equip the student with the knowledge of Communicable and Non-Communicable Diseases.						
GENERAL OBJECTIVE 1.0 Understand the concept of communicable disease						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher's Activities	Resources	Specific Learning Outcome	Teacher's Activities	Resources
1-2	1.1. Define communicable diseases 1.2. Define the following terms: <ul style="list-style-type: none"> • Incidence • Prevalence • Endemic • Epidemic • Pandemic • Reservoir 	Explain communicable and non-communicable diseases	Textbooks Reading materials Posters Chart	Visit a health facility to identify communicable and non-communicable diseases	Guide the students to visit a health facility to identify communicable and non-communicable diseases	Charts Community health facility microscope
3-5	Incubation period <ul style="list-style-type: none"> • Control of diseases • Prevention 1.3. Explain the classification of communicable diseases by:	Explain the classification of communicable diseases by: <ul style="list-style-type: none"> • Viral • Bacterial • Protozoan • Fungal • Parasites 		Identify the causative agent, routes of transmission, signs and symptoms and management of the diseases.	Guide the students to classify the causative agent, routes of transmission, signs and symptoms and management of the diseases.	

	<ul style="list-style-type: none"> • Viral • Bacterial • Protozoan • Fungal <ul style="list-style-type: none"> • Parasites <p>1.6 Explain:</p> <ul style="list-style-type: none"> - causative agent - routes of transmission, - signs and symptoms <p>management of diseases in 1.3.</p>					
General Objective 2.0: Understand the concept of non-communicable diseases						
6-9	<p>2.1. Define non-communicable diseases</p> <p>2.2. List common non-communicable diseases e.g. hypertension, coronary disease, diabetes Mellitus, sickle cell disease, enzyme deficiency (G6PD -glucose-6-phosphate hydrogenase) and stroke, etc.</p> <p>2.3. Explain each of the diseases listed above, under the following:</p> <ul style="list-style-type: none"> - risk factors - signs and symptoms 	Explain the concept of non-communicable diseases	Textbooks Reading materials Slides Chart Marker board	Visit a health facility to identify non-communicable diseases	Guide students to visit a health facility to identify non-communicable diseases	Community health facility Sphygmoma nometer MUAC strip Stethoscope

	<ul style="list-style-type: none"> - prevention and control - management of the diseases. 					
General Objective: 3.0 Understand the prevention and control of communicable and non-communicable diseases						
10-11	<p>3.1 Explain the planning of the control and prevention of communicable and non-communicable diseases</p> <p>3.2 Explain the implementation of the control and prevention of communicable and non-communicable diseases.</p> <p>3.3 Explain the evaluation process in the control and prevention of communicable and non-communicable diseases</p>	<p>Explain planning, implementation and evaluation process of the control and prevention of communicable and non-communicable diseases</p>	<p>Textbooks Chart Posters Maps Board Marker board</p>	<p>Prepare a plan for the control and prevention of communicable and non-communicable diseases.</p> <p>Implement the plan prepared for the control and prevention of communicable and non-communicable diseases.</p> <p>Evaluate the plan</p>	<p>Guide student to: Prepare a plan Implement the plan Evaluate the plan</p>	<p>Sample plan Charts Checklist Posters Implementation guide</p>
General Objective 4.0: Understand current policies and intervention strategies in disease control						
12-15	<p>4.1 Explain government policies and interventions in disease control</p> <p>4.2 Explain the current policies and intervention strategies in disease control, such as:</p> <ul style="list-style-type: none"> • Roll back malaria programme, • National TBL control programme, 	<p>Explain government policies and interventions in disease control</p> <p>Explain the current policies and intervention strategies in disease control, such as:</p> <ul style="list-style-type: none"> • Roll back malaria programme, 	<p>Textbooks Chart Policy documents Reading materials Board Marker board</p>	<p>Appreciate the current policies and intervention strategies in disease control, such as:</p> <ul style="list-style-type: none"> • Roll back malaria programme, • National TBL control programme, • HIV/AIDS scale-up programme, • National Filarial control programme 	<p>Guide student on current policies and intervention strategies in disease control, such as:</p> <ul style="list-style-type: none"> • Roll back malaria programme, • National TBL control programme, 	<p>Policy documents</p>

	<ul style="list-style-type: none"> • HIV/AIDS scale-up programme, • National Filarial control programme • National Policy on immunisation, etc. 	<ul style="list-style-type: none"> • National TBL control programme, • HIV/AIDS scale-up programme, • National Filarial control programme • National Policy on immunisation, etc. 		<ul style="list-style-type: none"> • National Policy on immunisation, etc. <p>Visit Government Agencies responsible for Policies and intervention in disease control</p>	<ul style="list-style-type: none"> • HIV/AIDS scale-up programme, <p>Guide students to visit Government Agencies responsible for Policies and intervention in disease control</p>	
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EVALUATION: CA 30%
EXAMINATION 70%

NATIONAL BOARD FOR TECHNICAL EDUCATION

PROGRAMMES: NATIONAL DIPLOMA HEALTH EDUCATION AND PROMOTION		
COURSE: Primary Health Care Delivery System	COURSE CODE: HEP 115	Contact Hours: 3
	Duration: 3 Hours	Theoretical: 1
Year: I Semester: I	Pre-requisite:	Practical: 2
GOAL: This course is designed to provide the student with knowledge and skills to appreciate the principles and practice of Primary Health Care delivery system as well as to function effectively in a multi-disciplinary environment.		
GENERAL OBJECTIVES: On completion of this course, the students should be able to:		
1.0 Understand the evolution of health services in Nigeria including the formal and informal health care system		
2.0 Know the theories of Disease causation		
3.0 Know the basic principles and strategies of PHC		
4.0 Appreciate the roles of Health Educators in the provision of Primary Health Care services		
5.0 Understand health care delivery system		
6.0 Know the methods of financing health services in Nigeria		

PROGRAMME: NATIONAL DIPLOMA HEALTH EDUCATION AND PROMOTION						
COURSE: Primary Health Care		COURSE CODE: HEP 115			Contact Hours: 3	
Delivery System		Duration: 3 Hours			Theoretical: 1	
Year: I Semester: I		Pre-requisite:			Practical: 2	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to provide the student with knowledge and skills to appreciate the principles and practice of Primary Health Care delivery system as well as to function effectively in a multi-disciplinary environment.						
General Objective 1.0: Understand the evolution of health services in Nigeria including the formal and informal health care system						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher's Activities	Resources	Specific Learning Outcome	Teacher's Activities	Resources
1	1.1 Explain the development of health services in Nigeria from the Alma- Ata Conference. 1.2 Explain the concept of formal health systems including sources of care, and theories associated with them	Explain the development of health services in Nigeria from the Alma- Ata Conference. Explain the concept of formal health systems including sources of care, and theories associated with them	Textbooks Marker board Overhead slides Projector	Tabulate the various harmful traditional practices associated with informal health system in Nigeria	Guides students to tabulate the various harmful traditional practices associated with informal health system in Nigeria	Charts Posters

	1.3 Explain the concept of informal health systems including sources of care and various taboos associated with them.	Explain the concept of informal health systems including sources of care and various taboos associated with them				
General Objective 2.0: Know the theories of Disease causation						
2-3	2.1 Explain the meaning of health and disease 2.2 Explain the socio-cultural and psychological causes of disease 2.3 Describe the implication of cultural practices in the cause of diseases 2.4 Describe the cycle of poverty and deprivation in the cause of disease	Explain the meaning of health and disease Explain the socio-cultural and psychological causes of disease Describe the implication of cultural practices in the cause of diseases Describe the cycle of poverty and deprivation in the cause of disease	Textbooks Marker board Overhead slides Projector	Identify various socio-cultural practices affecting health in Nigeria	Guide students to identify various socio-cultural practices affecting health in Nigeria	Flip chart Posters Flip book Video
General Objective 3.0: Know the basic principles and strategies of Primary Health Care (PHC)						
4-6	3.1. Define primary health care 3.2 Explain the following concepts in PHC:	Explain primary health care Explain the following concepts in	Textbook Marker board Overhead slides Projector	Visit Primary health Care centres	Guide students to visit Primary health Care centres	Primary Health Care

	<ul style="list-style-type: none"> - Essential health care - Scientifically sound methods and techniques - Accessibility of service - Social acceptability of service - Affordability of service <p>3.2 Explain the concept of PHC with its aims and objectives</p> <p>3.3 Explain the components of PHC and their significance to health</p> <p>3.4 Explain the following principles of PHC:</p> <ul style="list-style-type: none"> - Equitable distribution - Integrated health services - Intersectoral collaboration - Appropriate Technology - Community participation 	<p>PHC:</p> <ul style="list-style-type: none"> - Essential health care - Scientifically sound methods and techniques - Accessibility of service - Social acceptability of service - Affordability of service <p>Explain the concept of PHC with its aims and objectives</p> <p>Explain the components of PHC and their significance to health</p> <p>Explain the following principles of PHC:</p> <ul style="list-style-type: none"> - Equitable distribution - Integrated health services - Intersectoral collaboration - Appropriate Technology - Community participation 			centres
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	<p>3.5 Explain the following strategies of PHC</p> <p>Community-based approach</p> <p>Comprehensive services</p> <p>Polyvalent services</p> <p>Entry point through health education</p> <p>Teamwork approach</p> <p>Integrated services</p> <p>3.6 Explain the organization of PHC in relation to the roles of each tier of government, the referral system, training of community-based workers etc.</p> <p>3.7 Explain the approaches to PHC:</p> <ul style="list-style-type: none"> - Cost recovery - Down-up approach - Focus on prevention - Quality assurance 	<p>Explain the following strategies of PHC</p> <ul style="list-style-type: none"> - Community-based approach - Comprehensive services - Polyvalent services - Entry point through health education - Teamwork approach - Integrated services <p>Explain the organization of PHC in relation to the roles of each tier of government, the referral system, training of community-based workers etc.</p> <p>Explain the approaches to PHC:</p> <ul style="list-style-type: none"> - Cost recovery - Down-up approach - Focus on prevention - Quality assurance 				
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NATIONAL BOARD FOR TECHNICAL EDUCATION

General Objective 4.0: Appreciate the roles of Health Educators in the provision of Primary Health Care						
7-9	<p>4.1 Explain the roles of Health Educators in each of the components of PHC</p> <p>4.2 Explain the integration of the health activities into the PHC system</p> <p>4.3 Explain the procedures for the coordination and evaluation of PHC programme</p>	<p>Explain the roles of Health Educators in each of the components of PHC</p> <p>Explain the integration of the health activities into the PHC system</p> <p>Explain the procedures for the coordination and evaluation of PHC programme</p>	<p>Textbooks</p> <p>Marker board</p> <p>Overhead slides</p> <p>Projector</p>	<p>Design the roles of Health Educators on slides.</p> <p>Participate in acting out the roles of Health Educators in PHC</p>	<p>Supervises the role play</p>	<p>Overhead slides</p> <p>Projector</p> <p>Video recorder</p>
General Objective 5.0: Understand the concept of health care delivery system						
10-11	<p>5.1 Define the concept of health care delivery system</p> <p>5.2 Explain the classification of national health care delivery systems in Nigeria:</p> <ul style="list-style-type: none"> - Primary -Secondary -Tertiary 	<p>Explain the concept of health care delivery system</p> <p>Explain the classification of national health care delivery systems in Nigeria:</p> <ul style="list-style-type: none"> - Primary -Secondary -Tertiary 	<p>Textbooks</p> <p>Maker board</p> <p>Overhead slides</p> <p>Projector</p>	<p>Classify the health care delivery system in Nigeria</p>	<p>Guide students to classify the health care delivery system in Nigeria</p>	<p>Document Government Policies</p>

General Objective 6.0: Know the methods of financing health services in Nigeria						
12-13	6.1 Explain the methods of financing health services in Nigeria	Explain the methods of financing health services in Nigeria	Textbooks Maker board Overhead slides Projector	Invite NHIA officials to give a talk	Organise NHIA official to give a talk	National Health Insurance Authority Act 2022
	6.2 Describe the mode of operation of the National Health Insurance Authority (NHIA) in Nigeria.	Explain the mode of operation of the National Health Insurance Authority (NHIA) in Nigeria.				

EVALUATION: CA 30%
EXAMINATION 70%

NATIONAL BOARD FOR TECHNICAL EDUCATION

PROGRAMMES: NATIONAL DIPLOMA HEALTH EDUCATION AND PROMOTION		
COURSE: Contemporary Health Issues	COURSE CODE: HEP 116	Contact Hours: 2
	Duration: 2 Hours	Theoretical: 1
Year: I Semester: I	Pre-requisite:	Practical: 1
GOAL: This course is designed to provide students with the knowledge to understand basic contemporary health issues.		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: <ul style="list-style-type: none"> 1.0 Understand basic contemporary health issues 2.0 Understand private sector participation in health services. 3.0 Know the Sustainable Development Goals (SDGs) and e-governance. 4.0 Understand the relationship between emerging and re-emerging diseases 		

NATIONAL BOARD FOR TECHNICAL EDUCATION

PROGRAMME: NATIONAL DIPLOMA HEALTH EDUCATION AND PROMOTION						
COURSE: Contemporary Health Issues		COURSE CODE: HEP 116			Contact Hours: 2	
		Duration: 2 Hours			Theoretical: 1	
Year: I Semester: I		Pre-requisite:			Practical: 1	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to provide students with the knowledge to understand basic contemporary health issues.						
GENERAL OBJECTIVE 1.0 Understand the basic contemporary health issues						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher's Activities	Resources	Specific Learning Outcome	Teacher's Activities	Resources
1-3	1.1 Explain basic contemporary health issues e.g. obesity, underweight, communicable and non-communicable diseases, and emerging and re-emerging diseases. 1.2 Explain the basic issues in 1.1	Explain the basic contemporary health issues e.g. obesity, underweight, communicable and non-communicable diseases, and emerging and re-emerging diseases. Explain the basic issues in 1.1	Textbooks Reading materials Board Marker board	Identify basic contemporary health issues e.g. obesity, underweight, communicable and non-communicable diseases, and emerging and re-emerging diseases.	Guide students to identify basic contemporary health issues e.g. obesity, underweight, communicable and non-communicable diseases, and emerging and re-emerging diseases.	Charts Posters Video clips Sphygmomano meter Stethoscope Combi 2 and 9

General Objective 2.0: Understand private sector participation (PSP) in health services						
5-7	<p>2.1 Explain the term PSP</p> <p>2.2 Explain institutional arrangement for PSP</p> <p>2.3 Highlight strategies for effective PSP in policy formulation</p> <p>2.4 Highlight strategies for the provision of soft loans for PSP</p> <p>2.5 Explain the mobilization of local monitoring of equipment.</p> <p>2.6 State the merits and de-merit of PSP</p>	<p>Explain the term PSP</p> <p>Explain institutional arrangement for PSP</p> <p>Highlight strategies for effective PSP in policy formulation</p> <p>Highlight strategies for the provision of soft loans for PSP</p> <p>Explain the mobilization of local monitoring of equipment.</p> <p>State the merits and de-merit of PSP</p>	<p>Textbooks</p> <p>Reading materials</p> <p>Board</p> <p>Marker board</p>	<p>Identify the term PSP</p> <p>Identify institutional arrangement for PSP</p> <p>Identify strategies for effective PSP in policy formulation</p> <p>Identify strategies for the provision of soft loans for PSP</p> <p>Identify how to mobilize for local monitoring of equipment.</p> <p>Identify the merits and de-merit of PSP</p>	<p>Guide students on the term PSP</p> <p>Guide students on institutional arrangement for PSP</p> <p>Guide students on how to strategies for effective PSP in policy formulation</p> <p>Guide students on strategies for the provision of soft loans for PSP</p> <p>Guide students on how to mobilize for local monitoring of equipment.</p> <p>State the merits and de-merit of PSP</p>	<p>Chart</p>
General Objective 3.0: Know the Sustainable Development Goals (SDGs) and e-governance						
8-11	<p>3.1 Explain SDGs strategies relating to Health.</p> <p>3.2 State steps to be taken to achieve the SDGs goals as it relates to Health</p> <p>3.3 Explain the</p>	<p>Explain SDGs strategies relating to Health.</p> <p>State steps to be taken to achieve the SDGs goals as it relates to Health.</p> <p>Explain the SDGs strategies relating to Health</p>	<p>Textbooks</p> <p>Reading materials</p> <p>Board</p> <p>Marker board</p> <p>Journals</p> <p>Government policy</p>	<p>Identify SDGs strategies relating to Health.</p> <p>Identify steps to be taken to achieve the SDGs goals as it relates to Health.</p> <p>Identify the SDGs strategies relating to Health</p> <p>Identify e-governance as it relates to Health.</p>	<p>Guide students on SDGs strategies relating to Health.</p> <p>Guide students on steps to be taken to achieve the SDGs goals as it relates to Health.</p> <p>Guide students on the SDGs strategies relating to Health</p> <p>Guide students on e-governance as it</p>	<p>e-journal</p> <p>Policy document</p> <p>Internet Facilities</p>

	<p>SDGs strategies relating to Health</p> <p>3.4 Explain e-governance as it relates to Health.</p> <p>3.5 State the use of e-governance in health services</p>	<p>Explain e-governance as it relates to Health.</p> <p>State the use of e-governance in health services</p>		<p>Identify the use of e-governance in health services</p>	<p>relates to Health. Guide the students on the use of e-governance in health services</p>	
General Objective 4.0: Understand the relationship between emerging and re-emerging diseases						
12-15	<p>4.1 Define exotic, emerging and re-emerging diseases</p> <p>4.2 Explain exotic, emerging and re-emerging diseases.</p> <p>4.3 Explain these diseases according to their causative agents</p> <p>4.4 Explain</p>	<p>Explain exotic, emerging and re-emerging diseases</p> <p>Explain exotic, emerging and re-emerging diseases.</p> <p>Explain these diseases according to their causative agents</p> <p>Explain components in</p>	<p>Textbooks</p> <p>Reading materials</p> <p>Board</p> <p>Marker board</p> <p>Journals</p> <p>Government policy</p>	<p>Identify exotic, emerging and re-emerging diseases</p> <p>Identify exotic, emerging and re-emerging diseases.</p> <p>Identify these diseases according to their causative agents</p> <p>Identify components in their aetiology and</p>	<p>Guide students on exotic, emerging and re-emerging diseases</p> <p>Guide students on exotic, emerging and re-emerging diseases.</p> <p>Guide students on these diseases according to their causative agents</p> <p>Guide students on components in their aetiology and</p>	<p>Textbooks</p> <p>Journals</p> <p>Government policy</p>

	components in their aetiology and spread 4.5 State control measures for these diseases.	their aetiology and spread State control measures for these diseases		spread Identify control measures for these diseases	spread Guide students on control measures for these diseases	
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EVALUATION: CA=30%
EXAMS =70%

NATIONAL BOARD FOR TECHNICAL EDUCATION

YEAR 1 SEMESTER II COURSES

PROGRAMMES: NATIONAL DIPLOMA HEALTH EDUCATION AND PROMOTION		
COURSE: BASIC HUMAN ANATOMY AND PHYSIOLOGY II	COURSE CODE: HEP 121	Contact Hours: 2
	Duration 2 Hours	Theoretical: 1
Year: I Semester: II	Pre-requisite:	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: 1.0 Understand the structure and functions of the Nervous System 2.0 Know the reproductive and hormonal structures of the male and female organs 3.0 Know the structure and functions of the Urinary System.		

PROGRAMME: NATIONAL DIPLOMA HEALTH EDUCATION AND PROMOTION						
COURSE: BASIC HUMAN ANATOMY AND PHYSIOLOGY II		COURSE CODE: HEP 121			Contact Hours: 2	
		Duration: 2 Hours			Theoretical: 1	
Year: I Semester: II		Pre-requisite: HEP 111			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 structure and functions of the Nervous System						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher's Activities	Resources	Specific Learning Outcome	Teacher's Activities	Resources

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1-5	1.1	Describe structure and functions of the Nervous System: The brain Nuclei of cranial nerves Spinal column	Explain anatomy and physiology of the nervous system	Models of preserved specimen, Textbooks, audio visuals aids, reading materials.	Draw and label the structure of human nervous system from a model.	Guide students to draw and label the structure of human nervous system from a model.	Models of preserved specimen, Textbooks, audio visuals aids, drawing materials, projector, posters, charts
	1.2	Explain the general structures of the central and peripheral Nervous systems e.g. Spinal nerves peripheral nerve fibres			Draw and label the human eye.	Guide students to draw and label the human eye.	
	1.3	Describe the anatomy of the neuron.			Draw and label the human skin.	Guide students to draw and label the human skin.	
	1.4	Explain reflex action.					
	1.5	Describe the organs of the special senses e.g Eye Ear Skin					
	1.6	Describe the sensory systems					
	1.7	Describe the anatomy of the neuron and reflex action.					
General Objective: 2.0: Know the reproductive and hormonal structures of the male and female organs							

6- 10	<p>2.1 Describe the reproductive and hormonal structures of the male and female organs.</p> <p>2.2 explain abnormalities of male sexual organ</p> <p>2.3 explain abnormalities of female sexual organs.</p> <p>2.4 Describe testicular tumours and ovarian Cyst.</p> <p>2.5 Describe the process of release of gametes in human.</p> <p>2.6 Describe the following anatomy: -</p> <p>- The female reproductive system</p> <p>- Female hormonal system</p> <p>- Monthly ovarian cycle.</p> <p>- Maturation of the ovum</p> <p>- Fertilization, transportation and implantation of the Ovum</p> <p>2.7 Explain the following concepts: -</p> <p>- Ovaries</p> <p>- Oestrogen</p>	<p>Explain anatomy and physiology of the reproductive system</p>	<p>Models of preserved specimen, Textbooks audio visuals aids, reading materials.</p>	<p>Draw and label male reproductive organ</p> <p>Draw and label female reproductive organ</p>	<p>Guide students to draw and label male reproductive organ</p> <p>Guide students to draw and label female reproductive organ</p>	<p>Models of preserved specimen, Textbooks, audio visuals aids, drawing materials, projector, posters, charts</p>
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	<p>Progesterone in Puberty, menarche and in menopause Gonadotrophic hormone</p> <p>2.8 Explain hormonal factors in the following:</p> <p>Pregnancy Labour Lactation</p> <p>2.9 Explain genetical factors in the following:</p> <p>Congenital malformations Sex-linked genes mutations Hereditary and mechanism of hereditary Concepts of dominant and recessive genes Darwinian concepts Mendelian laws</p>					
General Objective 3.0: Know the structure and functions of the Urinary System						
11-15	<p>3.1 Explain the urinary system and functions</p> <p>3.2 Explain the types of urinary system: Kidneys Ureters Urinary bladder Urethra.</p>	<p>Explain the structure and functions of the Urinary System</p>	<p>Models of preserved specimen, Textbooks audio visuals aids, reading materials.</p>	<p>Draw the following organs of the urinary system:</p> <ul style="list-style-type: none"> - Kidneys - Ureters - Urinary bladder - Urethra. 	<p>Guide students to draw the following organs of the urinary system:</p> <ul style="list-style-type: none"> - Kidneys - Ureters - Urinary bladder - Urethra. 	<p>Flip book Markers Models</p>

Evaluation

CA= 30% Examination =70%

PROGRAMMES: NATIONAL DIPLOMA HEALTH EDUCATION AND PROMOTION		
COURSE: Principles of Health Care Ethics	COURSE CODE: HEP 122	Contact Hours: 2
	Duration: 2 Hours	Theoretical: 1
Year: I Semester: II	Pre-requisite: NIL	Practical: 1
GOAL: This course is designed to equip the student with principles of health care ethics		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: <ul style="list-style-type: none"> 1.0 Know the basic concepts of Health care ethics. 2.0 Understand the principles of health care ethics. 3.0 Know the legal aspects of Health care ethics. 4.0 Know the importance of ethics in health care system. 5.0 Understand ethical principles in health care. 6.0 Understand the professional responsibilities and limitations of a Health educator and promoter. 		

NATIONAL BOARD FOR TECHNICAL EDUCATION

PROGRAMME: NATIONAL DIPLOMA HEALTH EDUCATION AND PROMOTION						
COURSE: Principles of Health Care Ethics		COURSE CODE: HEP 122			Contact Hours: 2 Hours	
		Duration: 2 Hours			Theoretical: 1	
Year: I Semester: II		Pre-requisite:			Practical: 1	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL This course is designed to equip the student with principles of health care ethics in Health education and promotion.						
GENERAL OBJECTIVE 1.0 Know the basic concepts of Health care ethics						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher's Activities	Resources	Specific Learning Outcome	Teacher's Activities	Resources
1-3	1.1 Define ethics and etiquette 1.2 Explain the ethics and philosophy of health practices 1.3 List the professional ethics required of a Health Practitioner <ul style="list-style-type: none"> • Confidentiality • Privacy • Integrity • respect for client • patience, etc. 	Explain the basic concepts of Health care ethics	Textbooks Reading materials Board Marker board	Show ethics and etiquette practices Show the professional ethics required of a Health Practitioner <ul style="list-style-type: none"> • Confidentiality • Privacy • Integrity • respect for client • patience etc. 	Show ethics and etiquette practices Show the professional ethics required of a Health Practitioner <ul style="list-style-type: none"> • Confidentiality • Privacy • Integrity • respect for client • patience etc. 	Health facilities Video clips
General Objective 2.0: Understand the principles of health care ethics						
4-7	2.1 Explain the principles of health care ethics 2.2 Explain professional responsibilities and	Explain the principles of health care ethics	Textbooks Reading materials Board	Identify the principles of health care ethics Identify professional responsibilities and	guide students on the principles of health care ethics	Health facilities Video clips

	limitations of a Health Practitioner. 2.3 Discuss the code of conduct.		Marker board	limitations of a Health Practitioner. Identify the code of conduct.	Guide students on professional responsibilities and limitations of a Health Practitioner. Guide students on the code of conduct.	
General Objective 3.0: Know the legal aspects of Health practice						
8-9	Legal aspects of Health Practice 3.1 Explain the legal aspect of Health Practice 3.2 Explain legal and ethical issues central to health promotion	Explain the legal aspects of Health practice	Textbooks Reading materials Board Marker board	Identify the legal aspect of Health Practice Identify legal and ethical issues central to health promotion	Guide the students on legal aspect of Health Practice Guide the students on legal and ethical issues central to health promotion	Health facilities Video clips
General Objective 4.0: Know the importance of ethics in health care system						
10-12	4.1 Explain the importance of ethics in health care system 4.2 Explain challenges of bioethics and ethics		Textbooks Reading materials Board Marker board	Identify the importance of ethics in health care system Identify challenges of bioethics and ethics	Guide the students on the importance of ethics in health care system Guide the students on the challenges of bioethics and ethics	Health facilities Video clips

General Objective 5.0: Understand ethical principles in health care.						
12-13	5.1 Explain ethical principles in health care 5.2 Explain respect to patients to exercise self-determination and consent on treatment	Explain ethical principles in health care.	Textbooks Reading materials Board Marker board	Identify ethical principles in health care Identify respect to patients to exercise self-determination and consent on treatment	Guide the students on ethical principles in health care Guide students on respect to patients to exercise self-determination and consent on treatment	Health facilities Video clips
General Objective 6.0: Understand the professional responsibilities and limitations of a Health educator and promoter						
14-15	6.1 Explain the professional responsibilities and limitations of a Health educator and promoter.	Explain the professional responsibilities and limitations of a Health educator and promoter	Textbooks Reading materials Board Marker board	Identify the professional responsibilities and limitations of a Health educator and promoter	Guide the students on the professional responsibilities and limitations of a Health educator and promoter	Health facilities Video clips

Evaluation

CA= 30%

Examination =70%

PROGRAMMES: NATIONAL DIPLOMA HEALTH EDUCATION AND PROMOTION		
COURSE: Introduction to Health Promotion	COURSE CODE: HEP 123	Contact Hours: 2
	Duration: 2 Hours	Theoretical: 1
Year: I Semester: II	Pre-requisite:	Practical: 1
GOAL: This course is designed to provide students with the knowledge and skills to help communities change their negative behaviour by accepting positive health practices through health promotion		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Know the basic concepts and principles of Health Promotion. 2.0 Understand the basic principles and methods of effective communication in health promotion. 3.0 Know the stages in community diagnosis. 4.0 Appreciate health promotion activities. 5.0 Understand the procedure for the care and maintenance of audio-visual aids in health promotion practice		

PROGRAMME: NATIONAL DIPLOMA HEALTH EDUCATION AND PROMOTION						
COURSE: Introduction to Health Promotion		COURSE CODE: HEP 123			Contact Hours: 2	
		Duration: 2 hours			Theoretical: 1	
Year: I Semester: II		Pre-requisite:			Practical: 1	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL The course is designed to provide students with the knowledge and skills to help communities change their negative behaviour by accepting positive Health practices through health promotion.						
GENERAL OBJECTIVE: 1.0 Know the basic concepts and principles of Health Promotion						
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 Promotion 1.2 Explain concept of health promotion 1.3 State the diagrammatic illustration of the three pillars of health promotion by WHO. 1.4 Explain the pillars of health promotion 2.1 State the settings for health promotion 2.2 List the strategies for behavioural change. 2.3 Enumerate methods of health promotion	Explain Health Promotion Explain concept of health promotion Explain the pillars of health promotion Explain the settings for health promotion Explain the strategies for behavioural change. Enumerate methods of health promotion	Textbook Marker board Chart Overhead slides Projector	Diagrammatically illustrate the three pillars of health promotion by WHO	Guide the student to diagrammatically illustrate the three pillars of health promotion by WHO	Flip Chart, Projector

General Objective 2.0: Understand the basic principles and methods of effective communication in health promotion						
3-5	2.1 Define communication. 2.2 Describe the process of communication. 2.3 describe some communication theories. 2.4 Identify elements of effective communication. 2.5 State the purpose of communication. 2.6 Identify various communication materials and equipment, e.g. posters, audio-visuals, etc. 2.7 Describe preparation of IEC materials. 2.8 Explain Preparation of proposals for capacity building in effective communication of health promotional messages.	Discuss basic principles and methods of effective communication in health promotion	Textbooks Chalkboard Posters Charts Audio-visuals Visuals (computer)	Prepare IEC material for health interventions. Dramatize the elements of effective communication.	Guides students through the preparation and dramatization.	Charts Posters Computer IEC material (handbills)
General Objective 3.0: Know the stages in community diagnosis						
6-8	3.1 Define the following terms; <ul style="list-style-type: none"> - Community, - Community diagnosis - community participation & involvement - community mobilization. 3.2 Describe the organisational structure of a community 3.3 Describe the process of entering a community (Entry behaviour).	Explain the following terms; <ul style="list-style-type: none"> - Community - Community diagnosis - community participation & involvement - community mobilization. Describe the organisational	Textbooks Chalkboard Charts Observation schedule Interview guide Questionnaire	Design an organisational structure of the community	Guide the students to design an organisational structure of the community	Flip charts Institutional organogram Marker Flex banner

	<p>3.4 Describe the role and rationale of community diagnosis in health promotion.</p> <p>3.5 Explain the methods used for data collection in community diagnosis e.g. home based record.</p> <p>3.6 Explain the preparation of an action plan for health promotion intervention.</p>	<p>structure of a community</p> <p>3.3 Describe the process of entering a community (Entry behaviour).</p>		<p>Demonstrate the methods used for data collection in community diagnosis eg home based record.</p> <p>Prepare an action plan for health promotion intervention</p>	<p>Guide students to: demonstrate the methods used for data collection in community diagnosis eg home based record.</p> <p>prepare an action plan for health promotion intervention</p>	
General Objective 4.0: Appreciate health promotion activities						
9-10	<p>4.1 Explain how to design indicators for measuring health intervention programme.</p> <p>4.2 Explain how to carry out process and outcome evaluation.</p>	<p>Explain how to design indicators for measuring health intervention programme.</p> <p>Explain how to carry out process and outcome evaluation.</p>	<p>Input indicators (human and material; policy)</p>	<p>Design material resources for various health promotion interventions</p> <p>Carry out process and outcome evaluation</p>	<p>Guides students to: Design material resources for various health promotion interventions</p> <p>Carry out process and outcome evaluation</p>	<p>Cardboard</p> <p>Flip charts</p> <p>Posters</p> <p>Workplan</p> <p>Flex banner</p> <p>Jingles</p>
General Objective: 5.0. Understand the procedures for care and maintenance of audio-visual aids						
11-12	<p>5.1 Describe the methods for proper care and routine maintenance of:</p> <ul style="list-style-type: none"> - Overhead slide and LCD projectors 	<p>Explain the methods for proper care and routine maintenance of:</p> <ul style="list-style-type: none"> - Overhead slide and 	<p>Textbook</p> <p>Chalkboard</p> <p>Overhead slide</p> <p>LCD projectors</p> <p>Lenses</p>	<p>Demonstrate the proper handling, care and maintenance of</p> <p>Overhead slide, LCD projectors, lenses,</p>	<p>Guides students through the demonstration.</p>	<p>Overhead slide</p> <p>LCD projectors</p> <p>Lenses</p>

	<p>- Lenses, digital cameras, video recorder, and playback heads,</p> <p>5.2 Describe the precautionary measures involved in the handling of audio-visual aids</p>	<p>LCD projectors</p> <p>- Lenses, digital cameras, video recorder, and playback heads,</p> <p>Explain the precautionary measures involved in the handling of audio-visual aids</p>	<p>Digital camera</p> <p>Video recorder</p> <p>Playback head</p>	<p>digital cameras, video recorder, and playback head.</p>		<p>Digital camera</p> <p>Video recorder</p> <p>Playback head</p>
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EVALUATION: CA 30%
EXAMINATION 70%

NATIONAL BOARD FOR TECHNICAL EDUCATION

PROGRAMMES: NATIONAL DIPLOMA HEALTH EDUCATION AND PROMOTION		
COURSE: Principles of Health Advocacy	COURSE CODE: HEP 124	Contact Hours: 2
	DURATION: 2 Hours	Theoretical: 2
Year: I Semester: II	Pre-requisite:	Practical: -
GOAL: This course aims to equip the students with knowledge and skills of health advocacy.		
GENERAL OBJECTIVES: On completion of this course, the students should be able to:		
1.0 Understand the concept of Advocacy in health 2.0 Know the types of health advocacy 3.0 Know Principles of health advocacy 4.0 Know approaches in health advocacy 5.0 Comprehend the rationale for advocacy in health 6.0 Know the steps in Advocacy for health 7.0 Know the procedures and methods for the design of advocacy health messages 8.0 Understand the use of health advocacy materials 9.0 Understand Barriers to Health Advocacy		

PROGRAMME: NATIONAL DIPLOMA HEALTH EDUCATION AND PROMOTION						
COURSE: Principles of Health Advocacy		COURSE CODE: HEP 124			Contact Hours: 2	
		Duration: 2 Hours			Theoretical: 2	
Year: I Semester: II		Pre-requisite:			Practical: -	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course aims to equip the students with knowledge and skills of health advocacy						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher's Activities	Resources	Specific Learning Outcome	Teacher's Activities	Resources
General Objective 1.0 Understand the concept of Advocacy in health						
1	1.1 Define the term advocacy 1.2 Explain the concept of advocacy in health	Explain advocacy Explain advocacy in health	Textbooks, internet facilities, White board/ marker, flip charts, training module			
General Objectives: 2.0 Know the types of health advocacy						
2	2.1 List the types of health advocacy 2.2 Explain types of health advocacy	Explain the types of health advocacy Such as; - health care workers advocacy - resources mobilization advocacy - speaking out about patient right - advocacy for	Projectors Flip charts			

		patient right etc				
General Objective: 3.0 Know the Principles of health advocacy						
3.	3.1 List the principles of health advocacy 3.2 Discuss Principles of health advocacy	Explain principles of health advocacy - Credibility - Transparency and accountability - Participation - Communication etc	Projectors Text books Charts			
General objective 4:0 Know approaches in health advocacy						
4 – 5	4.1 Explain approaches in health advocacy	Explain approaches in health advocacy such as - Advising - Media campaign - Lobbying - Activism	Projectors Text books Charts			
General Objective 5.0: Understand the rationale for advocacy in health						
6-7	5.1 Explain the rationale for advocacy in health	Explain the rationale for advocacy in health such as; - Address inequity, parity and injustice - Change attitude	Projectors Text books Charts			

		<ul style="list-style-type: none"> - Expose problem needing address - Persuade decision maker on issues etc 				
General Objective 6.0: Know the steps in advocacy for health						
8-9	6.1 Describe the steps in advocacy for health <ul style="list-style-type: none"> • Focus groups of health advocacy at the LGA level • Focus groups of health advocacy at the State level • Focus groups of health advocacy at the Federal level 	Explain the steps in advocacy for health at the LGA, State and Federal level	Projectors Text books Charts			
General Objective 7.0: understand the methods for the design of advocacy of health messages						
11-12	7.1 Explain the processes and methods for the design of advocating health messages <ul style="list-style-type: none"> • Invitation of key policymakers to take part in selected activities • Strategic alliances among like-minded initiatives • Joint/collaborative activities • Media (TV, Print, Electronic, Radio) • Field Visits • Brainstorming • Lecture • Symposium • Lobbying 7.2 Explain the methods for the design of advocacy messages	Discuss methods for the design of advocacy health messages	Projectors Text books Charts			
General Objective: 8.0 Understand the uses of health advocacy materials						

13	8.1 Explain advocacy materials 8.2 Describe the various uses of advocacy materials	Explain the various advocacy materials and their uses	Textbooks Charts Posters			
General Objective: 9.0 Understand Barriers to Health Advocacy						
14-15	9.1 Describe Barriers to Health Advocacy	Explain barriers to health advocacy	Text books			

EVALUATION: CA 30%
EXAMINATION 70%

NATIONAL BOARD FOR TECHNICAL EDUCATION

PROGRAMMES: NATIONAL DIPLOMA HEALTH EDUCATION AND PROMOTION		
COURSE: Patient Education, Health Counselling and Decision making	COURSE CODE: HEP 125	Contact Hours: 2
	Duration: 2 Hours	Theoretical: 1
Year: 1 Semester: II	Pre-requisite:	Practical: 1
GOAL: This course is designed to provide students with the knowledge and skills of patients' education, health counselling and decision making		
GENERAL OBJECTIVES: On completion of this course, the students should be able to:		
1.0 Understand the concept of patients, clients and methods in patient education		
2.0 Understand the rights of patients in health facilities		
3.0 Demonstrate skills in patient education.		
4.0 Know the concepts of health counselling		
5.0 Understand the basic elements and principles of health counselling.		
6.0 Understand the types of counselling		
7.0 Appreciate health guidance services		

PROGRAMME: NATIONAL DIPLOMA HEALTH EDUCATION AND PROMOTION						
COURSE: Patient Education, Health Counselling and Decision making			COURSE CODE: HEP 125		Contact Hours: 2	
			Duration: 2 Hours		Theoretical: 1	
Year: I Semester: II			Pre-requisite:		Practical: 1	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to provide students with the knowledge and skills of patients' education, health counselling and decision making						
GENERAL OBJECTIVE 1.0 Understand the concept of patients, clients and methods in patient education						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher's Activities	Resources	Specific Learning Outcome	Teacher's Activities	Resources
1-2	1.1 Define patient 1.2 Define Client 1.3 Define patients' education 1.4 Differentiate between patients and clients 1.5 Explain types of patient education. 1.6 Describe examples of patient education e.g., receiving patient into the facility, exit health talk, etc. 1.7 Explain the importance of patient education 1.8 Explain methods used in educating patients 1.9 Explain instructional materials used in patients'	Explain Patients Explain Clients Differentiate between patients and clients Explain methods used in educating patients Explain instructional materials used in educating patients Explain roles of family members in patient management.	Textbooks Reading materials Board Marker board Instructional tools	Identify various forms of patient education	Guide students to Identify various forms of patient education	Health care facilities

	education 1.10 Explain roles of family members in patient management.					
General Objective 2.0: Understand the rights of patients in health facilities						
3	2.1 Define Rights 2.2 Explain Right of patient: - Right to make decision - Get adequate information of their diagnosis and treatment - Right to consent - Right to confidentiality - Right to privacy 2.3 Explain the legal issues involved in patient management	Explain Rights, Right of patients e.g. - Right to make decision - Get adequate information of their diagnosis and treatment - Right to consent - Right to confidentiality - Right to privacy Explain the legal issues involved in patient management	Textbooks Reading materials			
General Objective 3.0: Demonstrate skills in patient education.						
4			Textbooks Reading materials Board Marker board language checker	Demonstrate the ability to speak patient language or request for an interpreter Cater for patient capacity to learn	Guide students to demonstrate the ability to speak patient language or request for an interpreter Guide on how to cater for patient capacity to learn	Charts Public address system Flip book

General Objective 4.0: Know the concepts of health counselling						
5-6	4.1 Define health counselling 4.2 Describe the health counselling process 4.3 Explain the characteristics of a good counsellor 4.4 Explain the health concerns that need counselling 4.5 Explain the roles of a health counsellor 4.6 Explain the importance of health counselling	Explain health counselling Describe the health counselling process Explain the characteristics of a good counsellor Explain the health concerns that need counselling Explain the roles of a health counsellor Explain the importance of health counselling	Textbooks Reading materials Board Marker board chart	Conduct a counselling section for the client	Guide students to conduct a counselling section for the client	Charts Flip book Counselling space Screen
General Objective 5.0: Understand the basic elements and principles of health counselling						
7-9	5.1 Explain the basic elements of health counselling 5.2 Describe the principles of health counselling 5.3 Describe the principles of health guidance	Explain the basic elements and principles of health counselling and guidance	Textbooks Reading materials Charts Board Marker board			
General Objective 6.0: Understand the types of health counselling						
10-12	6.1 Explain types of health counselling	Explain types of health counselling	Textbooks Reading materials	Demonstrate various types of health counselling	Guide the student to demonstrate various types of health	Counselling space, Screen

	6.2 Explain problems handled by health counsellors	Explain problems handled by health counsellors	Charts Board Marker board		counselling	
General Objective 7.0: Appreciate health guidance services						
13-15	7.1 Define health guidance services 7.2 Describe the principle of health guidance.	Explain health guidance and principle of health guidance services	Textbooks Reading materials Board Marker board	Identify health guidance services Identify the principle of health guidance	Guide student on health guidance services	Chart, projector, video clips

EVALUATION: CA 30%
EXAMINATION 70%

NATIONAL BOARD FOR TECHNICAL EDUCATION

PROGRAMMES: NATIONAL DIPLOMA HEALTH EDUCATION AND PROMOTION

COURSE: Research Methodology in Health Education and Promotion	COURSE CODE: HEP 126	Contact Hours: 2
	Duration: 2 Hours	Theoretical: 2
Year: 1 Semester: II	Pre-requisite:	Practical: -

GOAL: This course is designed to equip students with knowledge of research skills, to be inquisitive, innovative, discretionary and to present research outcomes in a logical order.

GENERAL OBJECTIVES: On completion of this course, the students should be able to:

- 1.0 Know the meaning of research.
- 2.0 Understand the features of research methods
- 3.0 Appreciate the processes to 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 Appreciate the conduct of research and presentation of the results.

PROGRAMME: NATIONAL DIPLOMA HEALTH EDUCATION AND PROMOTION						
COURSE: Research Methodology in Health Education and Promotion		COURSE CODE: HEP 126			Contact Hours: 2 Hours	
		Duration:2			Theoretical: 2	
Year: I Semester: II		Pre-requisite:			Practical: -	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: The course is designed to equip students with knowledge of research skills, to be inquisitive, innovative and discretionary and to present research outcomes in a logical order in Health Education and Promotion						
General Objective 1.0 Know the meaning 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 examples of research (e. g. historical, descriptive, experimental, etc) 1.3 Explain the aims of research.	Discuss meaning of research	Textbooks Maker board Overhead slides Projector			
General Objective 2.0: Understand the features of research methods						
2	2.1 Meaning of Research Methodology 2.2 Explain research methods 2.3 Explain the methods of conducting research (e. g. survey)	Explain features of research methods	Textbooks Maker board Overhead slides Projector			
General Objective 3.0: Appreciate the processes to research						

3-4	<p>3.1 Explain identification of problem</p> <p>3.2 Review related literature on the subject matter of research.</p> <p>3.3 Formulate/ raise research question and hypotheses</p> <p>3.3 Data collection</p>	Discusses approach to research	<p>Textbooks</p> <p>Maker board</p> <p>Overhead slides</p> <p>Projector</p>			
General Objective: 4.0 Understand review of related literature						
5-6	<p>4.1 Explain 'systematic review of related literature'</p> <p>4.2 Explain the merits of systematic review of related literature</p>	<p>Explain 'systematic review of related literature'</p> <p>Explain the merits of systematic review of related literature.</p>				
General Objective 5.0: Understand the design and planning of research						
7-9	<p>5.1 Explain Research design</p> <p>5.2 State examples of research design</p> <p>5.3 explain the methods to be applied in research design e. g Intervention and non-intervention studies, questionnaire, interviews, home visits and observation.</p> <p>5.4 Explain the merits and demerits of various research designs.</p> <p>5.5 Choose any of the research</p>	Explains design and planning of research	<p>Textbooks</p> <p>Maker board</p> <p>Overhead slides</p> <p>Projector</p>			

	methods most appropriate to your research (project).					
General Objective: 6.0 Know sampling techniques.						
9-12	6.1 Define sampling 6.2 List types of sampling technique 6.3 Explain the types of sampling in 5.2 above 6.4 Explain the advantages and disadvantages of each type of sampling in 5.2 above. 6.5 explain the sample size or population appropriate to your research. 6.6 Explain the methods in 5.2 above for particular research	Discusses sampling techniques	Textbook Maker board Overhead slides Projector			
General Objective: 7.0 Understand the use of statistics in research						
13-14	7.1 Define basic statistics 7.2 Describe the tests used in basic statistics e. g. mean, median, mode, T-test, etc. 7.3 Explain the characteristics of each of the tests 7.2. 7.4 Determine the suitability of each of the tests in 7.2	Discusses statistics in research	Textbook Maker board Overhead slides Projector			
General Objective: 8.0. Appreciate the conduct of research and presentation of the result.						
15	8.1 Explain component of research report	Explains conduct of research and presentation of the result.	Textbook Maker board Overhead slides Projector			

Evaluation: CA 30%
Examination: 70%

NATIONAL BOARD FOR TECHNICAL EDUCATION

PROGRAMME: NATIONAL DIPLOMA HEALTH EDUCATION AND PROMOTION		
COURSE: Introduction to tropical Diseases in Africa	COURSE CODE: HEP 127	Contact Hours: 2
	Duration:2 Hours	Theoretical: 1
Year: 1 Semester: II	Pre-requisite:	Practical: 1
GOAL: This course aims to equip students with an insight into various tropical diseases in Africa, the prevention and control of these tropical diseases in the promotion of health in Africa.		
GENERAL OBJECTIVES: On completion of this course, the student should be able to: <ol style="list-style-type: none"> 1.0 Understand what are tropical diseases 2.0 Understand the epidemiology of some tropical diseases 3.0 Understand the impact of tropical diseases 4.0 Understand the preventive measure and control of some tropical diseases 5.0 Understand causative agents of tropical diseases 		

NATIONAL BOARD FOR TECHNICAL EDUCATION

PROGRAMME: NATIONAL DIPLOMA HEALTH EDUCATION AND PROMOTION							
COURSE: Introduction to tropical Diseases in Africa				COURSE CODE: HEP 127		Contact Hours: 2	
				Duration: 2 Hours		Theoretical: 1	
Year: I Semester: II		Pre-requisite:				Practical: 1	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL							
GOAL: This course aims to equip students with an insight into various tropical diseases in Africa and the prevention and control of these tropical diseases in the promotion of health in Africa							
GENERAL OBJECTIVE 1.0 Understand what are tropical diseases							
THEORETICAL CONTENT				PRACTICAL CONTENT			
Week	Specific Learning Outcome	Teacher's Activities	Resources	Specific Learning Outcome	Teacher's Activities	Resources	
1-3	1.1 Explain Tropical Disease 1.2 Explain tropical diseases in Africa 1.3 Explain the term Neglected Tropical Diseases	Explain; Tropical Disease, tropical diseases in Africa and Neglected Tropical Diseases	Textbooks Reading materials Board Marker board	Identify various types of tropical Disease	Guide students in the Identification of various types of tropical Disease	Chart, pictorials	
General Objective 2.0: Understand the epidemiology of some tropical diseases							
4-6	2.1 Describe the distribution and epidemiology of some tropical diseases e.g. • Malaria • Schistosomiasis • Soil-Transmitted Helminths • River blindness • Lymphatic	Discuss the distribution and epidemiology of some tropical diseases e.g. • Malaria • Schistosomiasis • Soil-Transmitted Helminths etc	Textbooks Reading materials Board Marker board				

	<ul style="list-style-type: none"> • filariasis • Trachoma • Onchocerciasis • Ascariasis • Hookworm 					
General Objective 3.0 Understand causative agents of tropical diseases						
7-9	3.1 Explain the causative agents of tropical diseases	Explain the causative agents of tropical diseases	Textbooks Reading materials Board Marker board	Identify the causative agents of tropical diseases	Guide the students on the identification of causative agents of tropical diseases	Chart, Diagrams, Posters Microscope
General Objective 4.0: Understand the preventive measure and control of some tropical diseases						
10-12	4.1 Explain the preventive measure for various tropical diseases 4.2 Explain the control of various tropical diseases	Explain the preventive measure for various tropical diseases Explain the control of various tropical diseases	Textbooks Reading materials Board Marker board	Demonstrate use of personal protective equipment Demonstration on use of Insecticide Treated Net (ITN) Demonstrate isolation /quarantine	Guide students on; Demonstration on the use of Personal Protective Equipment(PPE) Demonstration on use of ITN Demonstration on isolation /quarantine	PPEs, ITN Projector Isolation space
General Objective 5.0 Understand the preventive measure and control of some tropical diseases						
12-13	5.1 Explain the impact of tropical diseases	Explain the impact of tropical diseases	Textbooks Reading materials Board Marker board			

Evaluation CA=30%

Examination 70%

PROGRAMME: NATIONAL DIPLOMA HEALTH EDUCATION AND PROMOTION		
COURSE: IMMUNITY AND IMMUNIZATION	COURSE CODE: HEP 129	Contact Hours: 2
	Credit Unit: 2	Theoretical: 1 hour
Year: I Semester: II	Pre-requisite:	Practical: 1 hour
GOAL: This course is designed to equip the student with the knowledge and skills to promote immunization services		
GENERAL OBJECTIVES: On completion of this course, the student should be able to: 1.0 Know the concept of immunity and immunization 2.0 Understand the immunization service delivery 3.0 Understand management of cold chain and storage system 4.0 Know the skills for promoting immunization services		

PROGRAMME: NATIONAL DIPLOMA HEALTH EDUCATION AND PROMOTION						
COURSE: IMMUNITY AND IMMUNIZATION		COURSE CODE: HEP 129		Contact Hours: 2		
		Credit Unit: 2		Theoretical: 1		
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 and skills to promote immunization services						
GENERAL OBJECTIVE 1.0: Know the concept of immunity and immunization						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher's Activities	Resources	Specific Learning Outcome	Teacher's Activities	Resources
1-4	1.1 Explain the concept of immunity 1.2 Explain Innate and Adaptive immunity 1.3 Explain Antigens and Antibodies and their reactions 1.4 Explain immunity and factors affecting individual resistance to diseases 1.5 Explain the concept of immunization 1.6 Explain the importance of immunization in disease prevention 1.7 Explain vaccine preventable diseases 1.8 Explain immunization schedule	Explain the concept of immunity Explain Innate and Adaptive immunity Explain Antigens and Antibodies and their reactions Explain immunity and factors affecting individual resistance to diseases Explain the concept of immunization	Textbooks Reading materials Board Marker board National immunization schedule	Identify vaccine preventable diseases Identify various immunization schedules	Guide students to Identify vaccine preventable diseases Identify various immunization schedules	Flip books Immunization schedule Child immunization card RI Data tools

		<p>Explain the importance of immunization in disease prevention</p> <p>Explain vaccine preventable diseases</p> <p>Explain immunization schedule</p>				
GENERAL OBJECTIVE: 2.0 Understand the immunization service delivery						
5-8	<p>2.1 Explain strategies for RI service delivery e.g.</p> <ul style="list-style-type: none"> • Fixed post service • Outreaches • Mobile Health service <p>2.2 Explain the process of planning for 2.1</p> <p>2.3 Explain the monitoring and evaluation of RI service delivery</p> <p>2.4 Explain REW and RI data tools</p>	<p>Explain strategies for RI service delivery e.g.</p> <ul style="list-style-type: none"> • Fixed post service • Outreaches • Mobile Health service <p>Explain the process of planning for 2.1</p> <p>Explain the monitoring and evaluation of RI service delivery</p> <p>Explain REW and RI data tools</p>	<p>Textbooks</p> <p>Reading materials</p> <p>Board</p> <p>Marker board</p> <p>National immunization schedule</p> <p>Sampled REW</p>	<p>Demonstrate preparation of REW and RI monitoring chart for RI service delivery</p>	<p>Guide students to demonstrate preparation of REW and RI Monitoring chart for RI service delivery</p>	<p>Sampled REW</p> <p>Sampled RI Monitoring chart</p>

GENERAL OBJECTIVE: 3.0 Understand management of cold chain and storage system

9-12	<p>3.1 Explain the cold chain system</p> <p>3.2 Explain the cold chain equipment</p> <p>3.3 Explain the maintenance of cold chain equipment</p> <p>3.4 Explain the estimation and request for vaccine and other cold chain equipment</p> <p>3.5 Explain the factors that affect cold chain system</p> <p>3.6 Explain waste disposal in cold chain system</p>	<p>Explain the cold chain system</p> <p>Explain the cold chain equipment</p> <p>Explain the maintenance of cold chain equipment</p> <p>Explain the estimation and request for vaccine and other cold chain equipment</p> <p>Explain the factors that affect cold chain system</p> <p>Explain waste disposal in cold chain system</p>	<p>Textbooks</p> <p>Reading materials</p> <p>Board</p> <p>Marker board</p> <p>Cold chain equipment</p>	<p>Demonstrate how to maintain cold chain and storage system</p> <p>Demonstrate estimation of vaccine requirement</p>	<p>Guide students to demonstrate how to maintain cold chain and storage system</p> <p>Guide students to demonstrate estimation of vaccine requirement</p>	<p>Cold chain equipment and data tools</p>
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GENERAL OBJECTIVE: 4.0 Know the skills for promoting immunization services

13-15	<p>4.1 Explain challenges of immunization coverage</p> <p>4.2 Define immunization defaulters</p>	<p>Explain challenges of immunization coverage</p>	<p>Textbooks</p> <p>Reading materials</p> <p>Board</p> <p>Marker board</p>	<p>Identify means of tracking defaulters</p> <p>Demonstrate strategies of reducing</p>	<p>Guide students to identify means of tracking defaulters</p>	<p>RI Service workplan</p> <p>RI data tools</p>
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	<p>4.3 Explain ways of tracking defaulters</p> <p>4.4 Explain strategies of reducing immunization defaulters</p>	<p>Define immunization defaulters</p> <p>Explain ways of tracking defaulters</p> <p>Explain strategies of reducing immunization defaulters</p>		<p>immunization defaulters</p>	<p>Guide students to demonstrate strategies of reducing immunization defaulters</p>	
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Evaluation

CA=30%

Examination 70%

NATIONAL BOARD FOR TECHNICAL EDUCATION

YEAR II SEMESTER I COURSES

PROGRAMMES: NATIONAL DIPLOMA HEALTH EDUCATION AND PROMOTION		
COURSE: INTRODUCTION TO MENTAL HEALTH EDUCATION	COURSE CODE: HEP 211	Contact Hours: 2
	Duration: 2hours	Theoretical: 1
Year: II Semester: I	Pre-requisite: -	Practical: 1
GOAL: This course is designed to enable the student to acquire knowledge and skills needed to identify mental health problems in the community, methods of prevention and appropriate referral.		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: <ol style="list-style-type: none"> 1.0 Understand the concept of mental health education 2.0 Know the positive mental health habits 3.0 Know the preventive measures for mental illnesses 4.0 Understand the appropriate referral process for mental illness 		

PROGRAMME: NATIONAL DIPLOMA HEALTH EDUCATION AND PROMOTION						
COURSE: INTRODUCTION TO MENTAL HEALTH EDUCATION		COURSE CODE: HEP 211		Contact Hours: 2		
		Duration: 2 Hours		Theoretical: 1		
Year: II Semester: I		Pre-requisite:		Practical: 1		
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to enable the student to acquire knowledge and skills needed to identify mental health problems in the community, methods of prevention and appropriate referral.						
General Objective: 1.0: Understand the concept of Mental Health Education						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher's Activities	Resources	Specific Learning Outcome	Teacher's Activities	Resources
1-3	1.1. Define mental health education. 1.2. State the importance/rationale of the study of mental health education in the community 1.3. Define mental illness 1.4. List the causes of mental illness 1.5. Classify mental illness. 1.6. Explain Nigerian mental health Act, 2023	Explain mental health, the importance / rationale of the study of mental health Education in the community Explain mental illness, its causes and classes. Explain Nigerian mental health Act, 2023	White boards Text books markers, Projector			

General Objective: 2.0: Know the Preventive Measures for Mental Illnesses.						
4-7	2.1 Explain preventive measures of mental illness: <ul style="list-style-type: none"> • Genetic counselling • Good job • Accident prevention • Avoidance of narcotic drugs • Early recognition and management of an abnormal behaviour Supportive social structure (happy family) etc.	Explain preventive measures of mental illness	White boards Text books .markers	Conduct health talk on prevention of mental health illness in the community	Guide students on health talk session on prevention of mental health illness in the community	Flip chart & books, Chairs, Tables, Projector Public address system
General Objective: 3.0: Know the Positive Mental Health Habits.						
8-11	3.1 List Positive mental health habits: <ul style="list-style-type: none"> • Regular exercise • Eating balanced diet • Adequate rest and sleep • Recreational activities 	Explain positive mental health habits	White boards Text books markers, Projector	Identify activities that promote positive mental habits	Guide the students to identify activities that promote positive mental habits	Demonstration room, Audio Visual lab, Public address system.
General Objective: 4.0: Understand appropriate Referral Process for Mental Illness.						
12 - 15	4.1 Explain the referral process for mental illness 4.2 Describe appropriate referral process for mental illness, according to standard health procedures	Explain the referral process for mental illness Describe appropriate referral process for mental illness, according to standard health	White boards Text books .markers	Use the standard health procedure of referral system	Guide the students to use the standard health procedure of referral system	Sample referral form

		procedures.				
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Evaluation: CA 30%
Examination 70%

NATIONAL BOARD FOR TECHNICAL EDUCATION

PROGRAMMES: NATIONAL DIPLOMA HEALTH EDUCATION AND PROMOTION		
COURSE: Practice of Health Advocacy	COURSE CODE: HEP 212	Contact Hours: 2
	Duration: 2 Hours	Theoretical: 1
Year: II Semester: I	Pre-requisite: HEP 126	Practical: 1
<p>GOAL: This course aims to demonstrate practice of Health advocacy. It involves soliciting support for any health programme at the Local Government, State and Federal Levels.</p>		
<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 steps in Advocacy for health 2.0 Understand the focus groups for health advocacy at the local government, state and federal levels 3.0 Appreciate the methods for the design of advocacy health messages 4.0 Understand the use of health advocacy materials 5.0 Appreciate the practice of health advocacy 		

PROGRAMME: NATIONAL DIPLOMA HEALTH EDUCATION AND PROMOTION						
COURSE: Practice of Health Advocacy		COURSE CODE: HEP 212			Contact Hours: 2	
		Duration: 2 Hours			Theoretical: 1	
Year: II Semester: I		Pre-requisite: HEP 126			Practical: 1	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course aims to demonstrate practice of Health advocacy. It involves soliciting support for any health programme at the Local Government, State and Federal Levels.						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher's Activities	Resources	Specific Learning Outcome	Teacher's Activities	Resources
General Objective 1.0: Know the steps in Advocacy for health						
1-4	1.1 list the steps in Advocacy for health <ul style="list-style-type: none"> ● Enumerate /choose your Issue ● Enumeate /choose your target ● Messaging Methods ● Assess the environment and identify risks ● Gather evidence using a wide range of tools ● Develop a monitoring, evaluation and learning plan ● Develop a resource mobilization plan 	Explain the steps in advocacy for health	Textbooks Charts and forms, Reading materials	Identify the following steps in advocacy for health: Identify/choose your Issue Identify/choose your target Messaging Methods Assess the environment and identify risks Gather evidence using a wide range of tools Develop a monitoring, evaluation and learning plan Develop a resource mobilization plan	Guide the students to: Identify/choose your Issue <ul style="list-style-type: none"> ● Identify/choose your target ● Messaging Methods ● Assess the environment and identify risks ● Gather evidence using a wide range of tools ● Develop a monitoring, evaluation and learning plan 	Video clips Flip chart Furniture Advocacy kits

					<ul style="list-style-type: none"> ● Develop a resource mobilization plan 	
General Objective 2.0: Understand the focus groups for health advocacy at the local government, state and federal levels						

NATIONAL BOARD FOR TECHNICAL EDUCATION

5-7	<p>2.1 list focus groups of health advocacy at the LGA level</p> <ul style="list-style-type: none"> • LGA Chairman • Supervisory councillor for health • Community leaders • Religious leaders • Influential persons • Heads of institutions, etc <p>2.1 list focus groups of health advocacy at the state level</p> <ul style="list-style-type: none"> • State Governor • Health Commissioner • Community leaders • Religious leaders • Influential persons • Heads of institutions/parastatal <p>2.2 list focus groups of health advocacy at the federal level</p> <ul style="list-style-type: none"> • President • Ministers • Heads of Organizations • Partners • Influential persons • Heads of institutions/parastatal 	<p>Explain the focus group for health advocacy at the local government level</p> <p>Explain the focus group for health advocacy at the state level</p> <p>Explain the focus group for health advocacy at the federal level</p>	Textbooks, Reading materials, Posters			
General Objective 3.0: Appreciate the methods for the design of advocacy health messages						

NATIONAL BOARD FOR TECHNICAL EDUCATION

8-12	<p>3.1 Explain the processes for the design of advocacy health messages</p> <ul style="list-style-type: none"> • Invitation of key policymakers to take part in selected activities • Strategic alliances among like-minded initiatives • Joint/collaborative activities • Media (TV, Print, Electronic, Radio) • Field Visits • Brainstorming • Lecture • Symposium • Lobbying <p>3.3 Discuss the methods for the design of advocacy messages</p>	<p>Explain the methods for designing advocacy health messages</p> <p>Discuss the methods for designing advocacy health messages</p>	<p>Textbooks, Reading materials, Posters</p> <p>Textbooks, flipbook/Chart, Reading materials</p>	<p>Demonstrate the processes for the design of advocacy health messages</p> <ul style="list-style-type: none"> • Invitation of key policymakers to take part in selected activities • Strategic alliances among like-minded initiatives • Joint/collaborative activities • Media (TV, Print, Electronic, Radio) • Field Visits • Brainstorming • Lecture • Symposium <p>Lobbying</p>	<p>Guide the students to demonstrate the processes for the design of advocacy health messages</p> <ul style="list-style-type: none"> • Invitation of key policymakers to take part in selected activities • Strategic alliances among like-minded initiatives • Joint/collaborative activities • Media (TV, Print, Electronic, Radio) • Field Visits • Brainstorming • Lecture • Symposium • Lobbying 	<p>Posters, Reading materials, Audio clips, Video clips</p>
General Objective: 4.0 Understand the use of health advocacy material						

13	4.1 List health advocacy materials	Explain health advocacy materials	Textbooks, flip book/Chart, Reading materials	Prepare the health advocacy material	Guide the students to prepare the health advocacy material	Chart Flip chart Flip book Data set
General Objective: 5.0 Appreciate the practice of health advocacy						
14-15	5.1 List method used in Appreciating the practice of health advocacy	Explain how to Appreciate the practice of health advocacy	Textbooks, flip book/Chart, Reading materials	5.1 Use health advocacy materials in health advocacy	Guide the student to use of health advocacy materials	Analyzed health data, Projector, Public address System

Evaluation: CA 30%
Examination 70%

NATIONAL BOARD FOR TECHNICAL EDUCATION

PROGRAMME: NATIONAL DIPLOMA HEALTH EDUCATION AND PROMOTION		
COURSE: Consumer Health Education	COURSE CODE: HEP 213	Contact Hours: 2
	Duration: 2 Hours	Theoretical: 1
Year: II Semester: I	Pre-requisite:	Practical: 1
<p>GOAL: This course aims to acquaint the student with well-equipped information, ideas, and skills needed for society (consumers) in making healthy and intelligent choices when it comes to purchasing goods and services.</p>		
<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 key concepts of Consumer Health Education. 2.0 Know the values of consumer education 3.0 Appraise consumer rights in Nigeria. 4.0 Understand the essential knowledge in consumer education. 5.0 Understand the concepts of quack, quackery and nostrum. 6.0 Understand the laws guiding and protecting consumers 		

PROGRAMME: NATIONAL DIPLOMA HEALTH EDUCATION AND PROMOTION						
COURSE: Consumer Health Education		COURSE CODE: HEP 213			Contact Hours: 2 Hours	
Duration: 2					Theoretical: 1	
Year: II Semester: I		Pre-requisite: -			Practical: 1	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course aims to acquaint the student with well-equipped information, ideas, and skills needed for society (consumers) in making healthy and intelligent choices when it comes to purchasing goods and services.						
GENERAL OBJECTIVE 1.0: Understand the key concepts of Consumer Health Education.						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher's Activities	Resources	Specific Learning Outcome	Teacher's Activities	Resources
1-3	1.1 Explain the key terminologies in consumer health education 1.2 Explain consumer education in Nigeria 1.3 Evaluate the aim/objectives of consumer health education 1.4 Appraise the importance of consumer education	Explain key concepts of Consumer Health Education	Textbook, projector, lecture note, flip book			

General Objective 2.0 Know the values of consumer education						
4-5	2.1 Explain the values of consumer education <ul style="list-style-type: none"> • Value for money • Value for people • Value for environment • Value for democracy • Value for justice 	Explain values of consumer education	Audio-visuals (video, compact disc, DVD, Internet) Books posters computer projector			
General Objective: 3.0 Appraise consumer rights in Nigeria						
5-7	3.1 Explain the consumer rights in Nigeria <ul style="list-style-type: none"> • Rights to Basic Needs • Rights to safety/protection • Rights to be informed • Right to redresser • Right to consumer education • Right to choose • Right to a healthy environment 	Explain consumer rights in Nigeria	Audio-visuals (video, compact disc, DVD, Internet) Books posters computer projector			
General Objective: 4.0 Understand the essential knowledge in consumer education						
7-11	4.1 Explain the responsibilities of the consumer	Describe responsibilities of the consumer	Relevant Publications	Identify good labelling on products	Show to students how to identify	Flip book & Charts,

	<p>4.2 Explain the characteristics of good labelling</p> <p>4.3 Explain the importance of labelling</p> <p>4.4 Evaluate consumer roles in ensuring good labelling</p> <p>4.5 Explain the meaning of business ethics</p> <p>4.6 Explain the importance of good business ethics to consumers and the public</p> <p>4.7 Explain the characteristics of ethical business</p> <p>4.8 Explain consumer organizations</p> <p>4.9 List the important functions and roles performed by consumer organizations.</p> <p>4.10 Explain the possible challenges faced by consumers in the open market.</p> <p>4.11 Explain the various strategies used by traders in cheating and exploitation of consumers</p>	<p>Explain Characteristics of good labelling</p> <p>Explain importance of labelling and consumer roles in ensuring good labelling</p> <p>Explain the importance of good business ethics to consumers and the public</p> <p>Explain the characteristics of ethical business</p> <p>Explain consumer organizations</p> <p>Explain the important functions and roles performed by consumer organizations.</p> <p>Explain the possible challenges faced by consumers in the open market.</p> <p>Explain the various strategies used by traders in cheating and exploitation of consumers</p>	<p>Audio-visuals (video, compact disc, DVD, Internet)</p> <p>Books</p> <p>posters</p> <p>computer projector</p>	<p>conduct health talk sessions on identification of good labelling on products.</p>	<p>good labelling on products. Guide the students to conduct health talk sessions on identification of good labelling on products.</p>	<p>Projectors, public address system, samples of products</p>
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General Objective: 5.0 Understand the concepts of quack, quackery and nostrum.

12-13	<p>5.1 Define the following concepts:</p> <ul style="list-style-type: none"> • quack • quackery • nostrum <p>5.2 Explain the characteristics of the following:</p> <ul style="list-style-type: none"> • quack • quackery • nostrum <p>5.3 Explain the effects of the following:</p> <ul style="list-style-type: none"> • Quack • Quackery • Nostrum <p>5.4 State the types of Quackery</p>	<p>Explain the following concepts:</p> <ul style="list-style-type: none"> • quack • quackery • nostrum <p>Explain the characteristics of the following:</p> <ul style="list-style-type: none"> • quack • quackery • nostrum <p>Explain the effects of the following:</p> <ul style="list-style-type: none"> • Quack • Quackery • Nostrum <p>Explain the types of Quackery</p>	<p>Relevant Publications Audio-visuals (video, compact disc, DVD, Internet) Books posters computer projector</p>	<p>Identify different characteristics of quackery in the society</p>	<p>Guide students to identify characteristics of quackery in the society</p>	<p>Relevant Publications Audio-visuals (video, compact disc, DVD, Internet) posters computer projector</p>
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General Objective: 6.0 Understand the laws guiding and protecting consumers

14-15	<p>6.1 Define the term Consumer Laws/Acts. 6.2 Describe the Consumer Laws in Nigeria. 6.3 Explain the functions of the Consumer Protection Council.</p>	<p>Explain laws guiding and protecting consumers</p>	<p>Relevant law books, projector, marker board, makers</p>			
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Evaluation: CA 30%
Examination 70%

PROGRAMME: NATIONAL DIPLOMA HEALTH EDUCATION AND PROMOTION		
COURSE: Introduction to Drug Education	COURSE CODE: HEP 214	Contact Hours: 2
	Duration: 2 Hours	Theoretical: 1
Year: II Semester: I	Pre-requisite:	Practical: 1
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL		
GOAL: This course aims at encouraging students to learn about drug use, abuse, and the harmful effects as well as the preventive strategies		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: <ul style="list-style-type: none"> 1.0 Understand the brief history of drugs and terminologies in drug education 2.0 Understand the reasons for drug abuse 3.0 Understand the classification of commonly abused drugs 4.0 Know the ways of recognizing a drug abuser and the psycho-social challenges associated with drug abuse 5.0 Understand the effects of alcoholism 6.0 Understand tobacco its types and reasons for use 7.0 Understand preventive strategies of drug abuse 		

PROGRAMME: NATIONAL DIPLOMA HEALTH EDUCATION AND PROMOTION						
COURSE: Introduction to Drug Education		COURSE CODE: HEP 214			Contact Hours: 2	
		Duration: 2 Hours			Theoretical: 1	
Year: II Semester: I		Pre-requisite:			Practical: 1	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course aims at encouraging students to learn about drug use, abuse, and the harmful effects as well as the preventive strategies						
GENERAL OBJECTIVE 1.0: Understand the brief history of drugs and terminologies in drug education						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher's Activities	Resources	Specific Learning Outcome	Teacher's Activities	Resources
1-3	1.1 Define drug 1.2 Drug education 1.3 Define drug use, misuse and abuse 1.4 Explain the history of drug use 1.5 List and explain drug terminologies 1.6 List and explain various terms used in drug education (drug use, drug abuse, drug misuse, drug dependence, drug addiction, physical dependence, tolerance, self-medication)	Explains brief history and terminologies in drug education	Projectors Posters Charts Text books			

General Objective 2.0 Understand the reasons for drug abuse						
4-5	2.1 State reasons for abusing drugs: - Peer influence - Availability of drug - Environmental influence - Social media - Accessibility, etc	Explain reasons for abusing drugs	Posters Textbooks Flip chart			
General Objective: 3.0 Understand the classification of commonly abused drugs						
6-8	3.1 Identify commonly abused drugs: • Psychedelics (Hallucinogens) • Stimulants (Marijuana, Amphetamines, Cocaine and Caffeine) • Depressants (Methaqualone, Barbiturates, Tranquillisers, Volatile Solvent, Chloral Hydrate, Bromides, Opiates, Morphine, Heroin, Codeine)	Explain commonly abused drugs	Posters Textbooks Flip chart			
General Objective: 4.0. Know the ways of recognizing a drug abuser and the psycho-social challenges associated with drug abuse						
9-10	4.1 Explain various ways of recognizing a drug abuser • Signs and symptoms • Identification with drug culture • Signs of physical deterioration • Changes in behaviour	Explain various ways of recognizing a drug abuser	Posters Textbooks Flip chart	Identify signs and symptoms of drug abuse	Guide the students to identify signs and symptoms of drug abuse	Posters Charts Flip chart Pictorials Video clips

	<p>4.2 Explain different psycho-social problems associated with drug abuse</p> <p>4.3 Explain the problems of drug abuse on the academic fortunes of drug abusers.</p>	<p>Explain different psycho-social problems associated with drug abuse</p> <p>Explain the problems of drug abuse on the academic fortunes of drug abusers.</p>				
General Objective: 5.0 Understand the effects of alcoholism						
11-13	<p>5.1 State the reasons why individuals are involved in alcohol taking</p> <p>5.2 State the effects of alcohol and dangerous drugs on the body system</p> <p>5.3 Explain the possible ways of rehabilitating alcoholics</p>	<p>Explain the reasons and effects of alcoholism</p> <p>Explain the possible ways of rehabilitating alcoholics</p>	<p>Posters</p> <p>Textbooks</p> <p>Flip chart</p>	<p>Visit rehabilitation centres to interact with drug abuse patients</p>	<p>Guides the students on visit to rehabilitation centres</p>	<p>Posters</p> <p>Charts</p> <p>Flip chart</p> <p>Pictorials</p> <p>Video clips</p> <p>Register book</p>
General Objective: 6.0 Understand tobacco, its types and reasons for use						
14	<p>6.1 Explain tobacco and its types</p> <p>6.2 State the reasons why tobacco is used by individuals.</p> <p>6.3 State the possible solutions to tobacco misuse.</p>	<p>Explain tobacco, types and reasons for its use</p> <p>Explain possible solutions to tobacco misuse.</p>	<p>Posters</p> <p>Textbooks</p> <p>Flip chart</p>	<p>Identify types of tobacco</p>	<p>Guide students to identify types of tobacco</p>	<p>Posters</p> <p>Charts</p> <p>Flip chart</p> <p>Pictorials</p> <p>Video clips</p>

General Objective 7.0: Understand preventive strategies of drug abuse						
15	7.1 List programmes that could be used in the prevention of drug abuse: - Establishment of Drug Free Club - Drug Control Programme - Establishment of Health Club, etc	Explain programmes that could be used in the prevention of drug abuse	Posters Textbooks Flip chart	Establish: - Drug Free Club - Health Club Conduct Drug Control Programme	Guide students to: - Establish: - Drug Free Club - Health Club Conduct Drug Control Programme Invite NDLEA official to give a talk	Posters Charts Flip chart Pictorials Video clips PA System Projector

EVALUATION: CA 30%
Examination 70%

NATIONAL BOARD FOR TECHNICAL EDUCATION

PROGRAMMES: NATIONAL DIPLOMA HEALTH EDUCATION AND PROMOTION		
COURSE: Family Health Education	COURSE CODE: HEP 215	Contact Hours: 2
	Duration: 2 Hours	Theoretical: 1
Year: II Semester: I	Pre-requisite: -	Practical: 1
GOAL: This course aim is to equip students with the understanding of the concept of health and lifestyle in relation to family health education issues.		
<p>GENERAL OBJECTIVES: On completion of this course, the students should be able to:</p> <p>1.0 Understand the concept of Family health</p> <p>2.0 Know the institutions of the family</p> <p>3.0 Understand the various socio-health family issues.</p>		

PROGRAMME: NATIONAL DIPLOMA HEALTH EDUCATION AND PROMOTION						
COURSE: Family Health Education		COURSE CODE: HEP 215			Contact Hours: 2 Hours	
Year: II Semester: I		Duration: 2			Theoretical: 1	
		Pre-requisite: -			Practical: 1	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course aim is to equip students with the understanding of the concept of health and lifestyle in relation to family health education issues						
GENERAL OBJECTIVE 1.0: Understand the concept of family health						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher's Activities	Resources	Specific Learning Outcome	Teacher's Activities	Resources
1-4	1.1 Define health: <ul style="list-style-type: none"> - Wellness - Lifestyle - health determinants - models and theories of health 1.2 Define family 1.3 Define family health 1.4 Define family health education	Explain the concept of family health education	Textbooks, White board/ marker flip charts.			
General Objective: 2.0 Know the institutions of the family.						
5-9	2.1 Explain family <ul style="list-style-type: none"> • Nature • Types • Role and functions 2.2 Explain family as the core of early childhood education 2.3 Explain marriage and divorce 2.4 Explain family as an agent of social change 2.5 Explain various adolescents'	Explain the institution of the family Explain Child Right Act in relation to the role of the family	Textbooks, White board/ marker, flip charts. Child Right Act.	Demonstrate family members and their roles	Observe and guide students while demonstrating family members and their roles	Chairs, Tables PA system

	issues in the family 2.6 Explain Child Right Act in relation to the role of the family					
General Objective: 3.0 Understand the various socio-health family issues.						
10-15	3.1 Explain Child health 3.2 Explain childhood illness <ul style="list-style-type: none"> • Signs of Illnesses • Immunization 3.3 Explain Family and stress <ul style="list-style-type: none"> - Define stress - State the stages of stress - Sources of stress in the family - Coping strategies 3.4 Explain various family lifestyle issues <ul style="list-style-type: none"> • Exercise • Obesity • Nutrition • Sexually Transmitted Infections (STIs) • Female Genital Mutilation (FGM), etc. 	Explain the various socio-health family issues: <ul style="list-style-type: none"> - Childhood illness - Family and stress - Family lifestyle Explain Family and stress <ul style="list-style-type: none"> - Define stress - State the stages of stress - Sources of stress in the family - Coping strategies Explain various family lifestyle issues <ul style="list-style-type: none"> • Exercise • Obesity • Nutrition • Sexually Transmitted Infections (STIs) Female Genital Mutilation (FGM), etc	Textbooks, White board/ marker, flip charts.	Identify various socio-health family issues: <ul style="list-style-type: none"> - Childhood illness - Family and stress - Family lifestyle 	Guide the students to identify various socio-health family issues: <ul style="list-style-type: none"> - Childhood illness - Family and stress - Family and stress - Family lifestyle 	Flip book Flip chart Video clip Posters Projector

Evaluation: CA 30%
Examination 70%

PROGRAMMES: NATIONAL DIPLOMA HEALTH EDUCATION AND PROMOTION		
COURSE: Health Administration and Management Services	COURSE CODE: HEP 216	Contact Hours: 3
	Duration: 3 Hours	Theoretical: 2
Year: II Semester: 1	Pre-requisite: -	Practical: 1
GOAL: This course is designed to equip the students with knowledge and skills to plan, implement and evaluate health services.		
GENERAL OBJECTIVES: On completion of this course, the students should be able to 1.0 Understand the concept of health administration and management 2.0 Know the basic principles of health administration and management 3.0 Understand the qualities of a manager 4.0 Appreciate principles of Health administration.		

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PROGRAMME: NATIONAL DIPLOMA HEALTH EDUCATION AND PROMOTION						
COURSE: Health Administration and Management Services.		COURSE CODE: HEP 216			Contact Hours: 3Hours	
		Duration: 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 knowledge and skills to plan, implement and evaluate health services						
5.0 GENERAL OBJECTIVE 1.0: Understand the concept of health administration and management						
	THEORETICAL CONTENT			PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher's Activities	Resources	Specific Learning Outcome	Teacher's Activities	Resources
1-2	1.1 Define administration 1.2 Define management 1.3 Differentiate between administration and management 1.4 Explain basic management theories 1.5 Explain traditional administrative theories 1.6 Explain management functions 1.7 Define health administration and management	Explain the concept of administration and management Explain health administration and management	Textbooks, Lecture Notes			

General Objective: 2.0. Know the basic principles of health administration and management						
3 -4	2.1. Explain organizational structure 2.2. Explain health administration 2.3. Explain principles of health management 2.4. Explain elements of management	Explain organizational structure Explain basic principles and concepts of health administration and management	Textbooks, Lecture Notes, Chart	Draw organizational structure	Guide students to draw organizational structure	Flip book Flex banner Diagram chart
General Objective: 3.0 Understand the qualities of a manager						
5-8	3.1. Define a manager 3.2. Explain the qualities of an effective manager 3.3. Explain leadership styles and roles. 3.4. Explain Motivation and communication in health management 3.5. Explain the process of health manpower planning, recruitment and development 3.6. Explain the relationship between various health professionals	Explain manager Explain the qualities of an effective manager Explain leadership styles and roles. Explain motivation and communication in health management Explain the process of health manpower planning, recruitment and development Explain the relationship between	Textbooks, Lecture Notes	Identify qualities and roles of an effective manager Demonstrate delegation of responsibility	Guide the students to identify qualities and roles of an effective manager Guide the students to demonstrate delegation of responsibility	Flip book Flex banner Diagram chart

	3.7. Explain responsibility and delegation	various health professionals Explain responsibility and delegation				
General Objective: 4.0 Appreciate principles of Health administration.						
9-15	4.1. Explain principles of health administration 4.2. Explain operational levels in health administration 4.3. Explain the components of health programme. 4.4. Explain system approach in Health administration. 4.5. Explain health policy and programme planning. 4.6. Explain SWOT analysis in health planning 4.7. Explain Duty roster 4.8. Explain the resources for health programme planning and their management. 4.9. Explain the steps in health programme administration. a) Health programme	Explain principles of health administration Explain operational levels in health administration Explain the components of the health programme. Explain system approach in Health administration. Explain health policy and programme planning. Explain SWOT analysis in health planning Explain Duty roster Explain resources for health programme planning and their management.	Textbooks, Lecture Notes, Projector	Prepare organogram of a health organization. Prepare a SWOT analysis of the organization. Prepare duty roster	Show students how to prepare organogram of a health organization. Draw out SWOT analysis of the organization Guide students to prepare a duty roster.	Flip book, Chart, sample organogram, projector, Makers Sample duty roster

	<p>planning</p> <p>b) Health programme implementation</p> <p>c) Health programme monitoring & evaluation</p> <p>d) Health information management</p> <p>4.8 Explain the application of technology in HEP management and administration</p>	<p>Explain the steps in health programme administration.</p> <ul style="list-style-type: none"> ▪ Health programme planning ▪ Health programme implementation ▪ Health programme monitoring & evaluation ▪ Health information management <p>Explain the application of technology in HEP management and administration</p>				
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Evaluation: CA 30%
Examination 70%

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PROGRAMMES: NATIONAL DIPLOMA HEALTH EDUCATION AND PROMOTION		
COURSE: Health Communication and Strategy	COURSE CODE: HEP 217	Contact Hours: 2
	Duration: 2 Hours	Theoretical: 1
Year: II Semester: I	Pre-requisite:	Practical: 1
GOAL: This course is designed to provide the students with basic communication strategies in health education as well as the tools that are used in facilitating health education programmes		
<p>GENERAL OBJECTIVES: On completion of this course, the students should be able to:</p> <p>1.0 Understand the overview of communication in health education and promotion</p> <p>2.0 Understand the tools used in health communication.</p> <p>3.0 Understand communication strategies in health education and promotion</p> <p>4.0 Understand the assessment methods used in health communication</p>		

PROGRAMME: NATIONAL DIPLOMA HEALTH EDUCATION AND PROMOTION						
COURSE: Health Communication and Strategy		COURSE CODE: HEP 217			Contact Hours:2	
Year: II Semester: I		Duration: 2 Hours			Theoretical: 1	
		Pre-requisite:			Practical: 1	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: The course is designed to provide the students with basic communication strategies in health education as well as the tools that could be used in facilitating health education programs in society.						
GENERAL OBJECTIVE 1.0: Understand the overview of communication in health education and promotion						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher's Activities	Resources	Specific Learning Outcome	Teacher's Activities	Resources
1	1.1 Define communication in health education 1.2 Explain the process in health communication 1.3 Explain various communication methods used in health education 1.4 Explain the advantages and disadvantages of each communication method in health education	Explain communication and methods used in health education Explain the process in health communication Explain the advantages and disadvantages of each communication method in health education	Marker Board, Maker, Flip book, Projector	Demonstrate the use of various methods in health communication	Guide students to demonstrate the use of various methods in health communication	PA system Flip book Flip charts

General Objective 2.0 Understand the tools used in health communication.						
2	<p>2.1 Explain the tools used in health communication</p> <p>2.2 Explain the use of various tools in health communication</p> <ul style="list-style-type: none"> • Visual materials (Printed and non-printed materials) • Audio • Audio-visual materials <p>2.3 State the advantages and disadvantages of each tool.</p>	<p>Explain the tools used in health communication, advantages and disadvantages</p>	<p>Marker Board, Maker, Flip book, Projector</p>	<p>Demonstrate the use of various tools in health communication</p> <ul style="list-style-type: none"> ▪ Printed materials ▪ Visual materials ▪ Audio ▪ Audio-visual materials 	<p>Guide students to demonstrate the use of various tools in health communication</p> <ul style="list-style-type: none"> ▪ Printed materials ▪ Visual materials ▪ Audio ▪ Audio-visual materials 	<p>Computer Projector Visual (Printed and non-printed materials) Audio materials</p>
General Objective: 3.0 Understand communication strategies in health education and promotion						
3	<p>3.1 Define health communication strategies</p> <p>3.2 Explain different health communication strategies</p> <p>A. Individual methods</p> <ul style="list-style-type: none"> • Counselling • Interview <p>B. Group methods</p> <ul style="list-style-type: none"> • Group discussion • Roleplay • Brainstorming • Workshop/Seminar • Demonstration • Mini lecture • Problem-solving 	<p>Explain health communication strategies in health education and promotion</p>	<p>Marker Board, Maker, Flip book, Projector</p>	<p>Carry out various communication strategies in health education and promotion activities:</p> <p>A. Individual methods</p> <p>B. Group methods</p> <p>C. Mass methods</p>	<p>Guide students to carry out various communication strategies in health education and promotion activities:</p> <p>A. Individual methods</p> <p>B. Group methods</p> <p>C. Mass methods</p>	<p>Audio Visual Lab. Charts, Flip books, public address system, bell, Chairs, Tables, Computer</p>

	<ul style="list-style-type: none"> Panel discussion Field trip/educational tour Symposium <p>C. Mass methods</p> <ul style="list-style-type: none"> Lecture Exhibition <p>3.3 Explain the uses of the various health communication methods, advantages, and disadvantages.</p>					
General Objective:4.0 Understand the assessment methods used in health communication						
4	<p>4.1 Define assessment in health communication</p> <p>4.2 Explain types of assessment methods used in health communication</p> <p>A. Diagnostic assessment</p> <p>B. Formative assessment</p> <p>C. Summative assessment</p> <p>4.3 Explain the advantages and disadvantages of each assessment method in health communication</p>	<p>Explain assessment in health communication</p> <p>Explain types of assessment methods used in health communication</p> <p>A. Diagnostic assessment</p> <p>B. Formative assessment</p> <p>C. Summative assessment</p> <p>Explain the advantages and disadvantages of each assessment method in health communication</p>	<p>Marker Board, Marker, Flip book, Projector</p>	<p>Demonstrate types of assessment methods used in health communication</p> <ul style="list-style-type: none"> Diagnostic assessment Formative assessment Summative assessment 	<p>Guide students to demonstrate types of assessment methods used in health communication</p> <ul style="list-style-type: none"> Diagnostic assessment Formative assessment Summative assessment 	<p>Checklist</p> <p>Sample assessment report</p>

EVALUATION: CA 30%
EXAMINATION 70%

PROGRAMMES: NATIONAL DIPLOMA HEALTH EDUCATION AND PROMOTION		
COURSE: Health Demography	COURSE CODE: HEP 218	Contact Hours: 2
	Duration: 2 Hours	Theoretical: 1
Year: II Semester: I	Pre-requisite:	Practical: 1
GOAL: This course is designed to provide the students with basic concepts and theories of population study and its importance to Health Education and Promotion		
<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 and theories of demography 2.0 Know population study 3.0 Understand the processes of conducting population studies 4.0 Understand the importance of population study in health education and promotion 		

PROGRAMME: NATIONAL DIPLOMA HEALTH EDUCATION AND PROMOTION						
COURSE: Health Demography		COURSE CODE: HEP 218			Contact Hours: 2	
		Duration: 2 Hours			Theoretical: 1	
Year: II Semester: I		Pre-requisite:			Practical: 1	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to provide the students with basic concepts and theories of population study and its importance to Health Education and Promotion						
5.0 GENERAL OBJECTIVE 1.0: Understand the concept and theories of health demography						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher's Activities	Resources	Specific Learning Outcome	Teacher's Activities	Resources
1-3	1.1. Define demography 1.2. Explain the concept of health demography 1.3. Explain various health demographic theories 1.4. Explain sources of health demographic data	Explain the concept and theories of health demography Explain sources of health demographic data	Textbooks Lecture Notes	Identify sources of health demographic data e.g. birth rate, death rate, morbidity rate, etc	Guide students to identify sources of health demographic data e.g. birth rate, death rate, morbidity rate, etc	Health facilities registers Home based records, etc
General Objective 2.0 Understand population study						
4-8	2.1. Define population 2.2. Explain population study 2.3. Define census 2.4. Explain types of censuses (de facto & de-jure) 2.5. Explain the procedure of	Explain population study, census, types and procedures	Textbooks Lecture Notes	Conduct population census in community	Guide students to conduct population census in community	Map of the community Flip book Checklist Homes based records Sample of census forms

	<p>conducting population census and other population surveys</p> <p>2.6. Explain the factors that affect population structure and dynamics (fertility, mortality & migration)</p> <p>2.7. Explain population composition</p> <p>2.8. Explain a typical population structure in a developing economy</p> <p>2.9. Explain the effects of population on urbanization in Nigeria</p>	<p>Explain the factors that affect population structure and dynamics (fertility, mortality & migration) Explain population composition</p> <p>Explain a typical population structure in a developing economy</p> <p>Explain the effects of population on urbanization in Nigeria</p>				
General Objective: 3.0 Understand the processes of conducting population studies						
9 -12	<p>3.1. Explain human settlement</p> <p>3.2. Explain the types of human settlement:</p>	Explain human settlement	Textbooks Lecture Notes	Identify the types of human settlements	Guide students to identify types of human settlements	Pictorials Maps

	<ul style="list-style-type: none"> • Hard to reach • Rural • Urban <p>3.3. Explain the processes of conducting population studies</p> <p>3.4. Explain the source of population data in a community</p>	<p>Explain the types of human settlement:</p> <ul style="list-style-type: none"> • Hard to reach • Rural • Urban <p>Explain the processes of conducting</p> <p>Explain the source of population data in a community</p>				Video clips
General Objective:4.0 Understand the importance of population study in health education and promotion						
13-15	<p>4.1 Explain the importance of population study</p> <p>4.2 Explain the challenges of population study</p> <p>4.3 Explain possible solution to the challenges of population study</p>	<p>Explain the importance of population study</p> <p>Explain the challenges of population study</p> <p>Explain possible solution to the challenges of population study</p>	Textbooks, Lecture Notes			

Evaluation: CA 30%

Examination 70%

PROGRAMMES: NATIONAL DIPLOMA HEALTH EDUCATION AND PROMOTION		
COURSE: Community Health Education and Promotion	COURSE CODE HEP 219	Contact Hours: 2
	Duration: 2 Hours	Theoretical: 1
Year: II Semester: 1	Pre-requisite:	Practical: 1
GOAL: This course aims to provide students with an understanding and appreciation of community health education and promotion		
GENERAL OBJECTIVES: On completion of this course, the students should be able to:		
1.0 Understand the overview of community health education and promotion		
2.0 Understand the aims and goals of the National Health Policy		
3.0 Understand the Health Care delivery System		
4.0 Appreciate the roles and functions of various bodies in Health Care Delivery System		
5.0 Understand community engagement and mobilization		

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PROGRAMME: NATIONAL DIPLOMA HEALTH EDUCATION AND PROMOTION						
COURSE: Community Health Education and Promotion		COURSE CODE: HEP 219			Contact Hours: 2	
		Duration: 2			Theoretical: 1	
Year: II Semester: I		Pre-requisite:			Practical: 1	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course aims to provide students with an understanding and appreciation of community health education and promotion						
GENERAL OBJECTIVE 1.0 Understand the overview of community health education and promotion						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher's Activities	Resources	Specific Learning Outcome	Teacher's Activities	Resources
1-4	1.1 Define community health education and promotion 1.2 Explain public health 1.3 Explain the historical background of community health 1.4 Explain the concept of community-based health services 1.5 Explain objectives of community Health Education and promotion 1.6 Explain the principles of community Health Education and promotion	Explain community health education and promotion Explain public health Explain the historical background of community health in Nigeria Explain the concept of community Explain objectives of community Health Education and promotion	Textbook Maker board Overhead slides Projector			

		explain the principles of community Health Education and promotion				
General Objective 2.0: Understand the aims and goals of the National Health Policy						
5-6	2.1 Explain the aims of the National Health Policy 2.2 Explain the goals of the National Health Policy 2.3 Explain Health for All	Explain the aims of the National Health Policy Explain the goals of the National Health Policy Explain Health for All	Textbook Maker board Overhead slides Projector	Identify various national health policy	Guide students to identify various national health policy	Policy documents
General Objective 3.0: Understand the Health Care Delivery System						
7-8	3.1 Explain the Health Care Delivery System 3.2 Explain the objectives of Health care delivery system 3.3 Explain the National Health Care System	Explains the Health Care Delivery System Explain the National Health Care System	Textbook Maker board Overhead slides Projector			
General Objective. 4.0 Appreciate the roles and functions of various bodies in Health Care Delivery System						
9-11	4.1 Explain the roles and functions of the Federal Ministry of Health in community health education and promotion 4.2 Explain the roles and functions of the State Ministry of Health in community health education and promotion 4.3 Explain the roles and functions of Local	Explain the roles and functions of the Federal Ministry of Health in community health education and promotion Explain the roles and functions of the State Ministry of Health in community health education and	Textbook Maker board Overhead slides Projector	Identify various interventions from partners	Guide students to Identify various interventions from partners	MoU with Agencies Reports of various interventions

	<p>government in community health education and promotion</p> <p>4.4 Explain the roles and functions of partners in community health education and promotion e.g</p> <ul style="list-style-type: none"> • WHO • UNICEF • UNEP • GAVI etc. 	<p>promotion</p> <p>Explain the roles and functions of Local government in community health education and promotion</p> <p>Explain the roles and functions of partners in community health education and promotion e.g</p> <ul style="list-style-type: none"> • WHO • UNICEF • UNEP • GAVI etc. 				
General Objective: 5.0 Understand community engagement and mobilization						
12-15	<p>5.1 Define community engagement</p> <p>5.2 Define community mobilization and community diagnosis</p> <p>5.3 Explain steps involved in community mobilization</p> <p>5.4 Explain community engagement process</p>	<p>Explain community engagement</p> <p>Explain community mobilization and community diagnosis</p> <p>Explain steps involved in community mobilization</p> <p>Explain community engagement process</p>	<p>Textbook</p> <p>Maker board</p> <p>Overhead slides</p> <p>Projector</p> <p>Questionnaire</p>	<p>Use steps involved in community diagnosis to identify the incidence of child mortality in a defined locality.</p>	<p>Guide the students to identify various health indicators.</p>	<p>Records of Child Mortality</p> <p>Sample Questionnaire</p>

Evaluation

C.A =30%

Examination= 70%

PROGRAMMES: NATIONAL DIPLOMA HEALTH EDUCATION AND PROMOTION		
COURSE: Introduction to Occupational Health and Safety	COURSE CODE: HEP 210	Contact Hours: 2
	Duration 2 Hours	Theoretical: 1
Year: II Semester: I	Pre-requisite:	Practical: 1
Goal: This course is designed to enable the students identify, evaluate and control occupational hazards/diseases in the working environment.		
<p>GENERAL OBJECTIVES: On completion of this course, the student should be able to:</p> <ol style="list-style-type: none"> 1.0 Know the components of occupational health 2.0 Know various hazards in the working environment 3.0 Understand Occupational Diseases according to their classifications 4.0 Know hazards in the home environment and prevent appropriately 5.0 Understand Factory Act in relation to occupational health 6.0 Know occupational diseases and their prevention 7.0 Know appropriate hazard prevention and control measures in the working environment 		

PROGRAMME: NATIONAL DIPLOMA HEALTH EDUCATION AND PROMOTION						
COURSE: Introduction to Occupational Health And Safety			COURSE CODE: HEP 210		Contact Hours: 2	
			Duration; 2 Hours		Theoretical: 1	
COURSE SPECIFICATION:			Practical: 1			
Goal: This course is designed to enable the students identify, evaluate and control occupational hazards/diseases in the working environment.						
Year II Semester I						
General Objective: 1.0: Know the broad components of occupational health						
THEORETICAL CONTENT:				PRACTICAL CONTENT:1		
Week	Specific Learning Outcomes	Teachers Activities	Learning Resources	Specific Learning Outcomes	Teachers Activities	Learning Resources
	1.1 Explain the components of occupational health viz. a. Occupational medicine: - Medical examination (pre-employment pre-placement and periodic).	Explain the components of occupational health Explain Principles of occupational health and safety	Textbooks, internet facilities, White board/ marker, flip charts,			

- Curative – treatment of occupational and non-occupational ailments
 - Preventive Health Services
 - Provision of family health services
 - Promotive occupational health programmes
- b. Industrial hygiene and safety services :
- sampling of raw materials for toxicity and extrapolation.
 - Engineering control of plants
 - Storage of radioactive and industrial toxic substances
 - Evaluation of actual/potential hazards in the

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	work environment.					
c.	Industrial welfare services					
-	Provision of subsidized cafeteria services.					
-	Provision of free accommodation/housing and/or an owner occupier basis.					
-	Provision of employee recreational facilities					
-	Provision of life and health insurance schemes.					
-	Provision of transportation facilities					
-	Shift duty allowances					
-	Provision of educational					

	facilities to children of employees.					
1.2	Explain Principles of occupational health and safety					
General Objective: 2.0: Know various hazards in the working environment						
2.1	Define occupational hazards	Explain occupational hazards	Textbooks, internet facilities, White board/marker, flip charts, training module	Classify occupational hazards	Guide students to classify occupational hazards	Chart Flip book Diagrams Posters Video clips
2.2	Explain occupational hazards under the following: - Physical - Chemical - Biological - Psychological - Mechanical, etc	Explain occupational hazards under the following: - Physical - Chemical - Biological - Psychological - Mechanical, etc				
2.3	Explain the classified hazards in 2.2 above with examples.	Explain the classified hazards in 2.2 above with examples.				

General Objective: 3.0 Understand Occupational hazards that lead to Diseases according to their classifications					
<p>3.1 Explain occupational hazards that lead to diseases under the following:</p> <p>a. Physical hazards:</p> <ul style="list-style-type: none"> • Noise, • Light, • Vibrations • Heat etc. <p>b. Chemical hazards:</p> <ul style="list-style-type: none"> • Gases • Lead • Mercury • Fumes • Solids • Solvents, etc. <p>c. Biological hazards:</p> <ul style="list-style-type: none"> • Virus, • Bacteria, • Fungi, • Protozoa, • Parasites <p>c. Psycho-social hazards:</p> <ul style="list-style-type: none"> • Stress, • Poor Work Environment • Poor Motivation to Work. <p>3.2 Explain types and causes routes of entry clinical presentation and control preventive measure against occupational diseases mentioned above</p>	<p>Explain occupational hazards that lead to diseases under the following:</p> <p>a. Physical hazards:</p> <ul style="list-style-type: none"> • Noise, • Light, • Vibrations • Heat etc. <p>b. Chemical hazards:</p> <ul style="list-style-type: none"> • Gases • Lead • Mercury • Fumes • Solids • Solvents, etc. <p>c. Biological hazards:</p> <ul style="list-style-type: none"> • Virus, • Bacteria, • Fungi, • Protozoa, • Parasites <p>c. Psycho-social hazards:</p> <ul style="list-style-type: none"> • Stress, • Poor Work 	<p>Visuals (pictures, charts etc.)</p> <p>Audio-visuals (video, compact disc, DVD, Internet</p> <p>Lecture notes</p> <p>Pictures</p> <p>Charts</p> <p>Books</p>	<p>Demonstrate physical, chemical and Psycho-social hazards</p>	<p>Guide students to demonstrate physical, chemical and Psycho-social hazards</p>	<p>Slides</p> <p>Pictorials</p> <p>PA System</p> <p>Room heater/stove</p> <p>Sample Fumigation chemicals</p>

		<p>Environment</p> <ul style="list-style-type: none"> Poor Motivation to Work. <p>Explain types and causes routes of entry clinical presentation and control preventive measure against occupational diseases mentioned above</p>				
General Objective: 4.0 Know hazards in the home environment and prevention						
6-7	<p>4.1 Define home</p> <p>4.3 Define home hazard</p> <p>4.3 Explain causes of home hazards</p> <p>4.4 List specific home hazards</p> <p>4.5 Explain Methods of prevention of home hazards</p>	<p>Explain home</p> <p>Explain home hazard</p> <p>Explain causes of home hazards</p> <p>Explain specific home hazards</p> <p>Explain Methods of prevention of home hazards</p>	<p>Lecture notes</p> <p>Pictures</p> <p>Charts</p> <p>Books</p>	<p>Conduct health talk on prevention of home hazards</p>	<p>Guide students to conduct health talk on prevention of home hazards</p>	<p>Pictorials</p> <p>PA System</p> <p>Room heater/stove</p> <p>Sample Fumigation chemicals</p>
General Objective: 5.0 Understand Factory Act (2004) in relation to occupational health						
8-11	<p>5.1 Explain the Factory Act 2004 in relation to:</p> <ul style="list-style-type: none"> Health provision Welfare services and compensation Safety services, etc. 	<p>Explain the Factory Act 2004 in relation to:</p> <ul style="list-style-type: none"> Health provision 	<p>Lecture notes</p> <p>Pictures</p> <p>Charts</p> <p>Books</p> <p>Factory Act 2004</p>			

	<p>5.2 Define industrial accidents and safety</p> <p>5.3 Explain different types of PPE and the importance of their usage</p> <p>5.4 Explain the Causes of industrial accidents</p> <p>5.5 Explain the Prevention/control of industrial accidents (use of personal protective equipment [PPE], engineering, administrative etc.)</p> <p>5.6 Explain the Description of the roles of the followings in promoting safety in work environments:</p> <ul style="list-style-type: none"> • Local Government • State Ministry of Health, • Federal Ministries of Health • Ministry of Environment and Labour, Local and International NGOs, etc. 	<ul style="list-style-type: none"> • Welfare services and compensation • Safety services, etc. <p>Explain industrial accidents and safety</p> <p>Explain different types of PPE and the importance of their usage</p> <p>Explain the Causes of industrial accidents</p> <p>Explain the Prevention/control of industrial accidents (use of personal protective equipment [PPE], engineering, administrative etc.)</p> <p>Explain the Description of the roles of the followings in promoting safety in work</p>				
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		<p>environments:</p> <ul style="list-style-type: none"> • Local Government • State Ministry of Health, • Federal Ministries of Health <p>Ministry of Environment and Labour, Local and International NGOs, etc</p>				
General Objective:6.0: Know occupational diseases and their prevention						
12	<p>6.1 Explain occupational diseases:</p> <ul style="list-style-type: none"> • Occupational lung diseases, • Occupational dermatitis, • Occupational injuries and accidents, • Occupational cancer. <p>6.2 Explain:</p> <ul style="list-style-type: none"> - types - Causes - routes of entry, - clinical presentation, - prevention, - control measures of occupational diseases in 3.1 	<p>Explain occupational diseases:</p> <ul style="list-style-type: none"> • Occupational lung diseases, • Occupational dermatitis, • Occupational injuries and accidents • Occupational cancer 	Textbooks, internet facilities, White board/marker, flip charts,			

	above				
General Objective:7.0: Know appropriate hazard prevention and control measures in the working environment					
13-15	<p>7.1 Explain the various types of hazard prevention and control measures viz.</p> <ul style="list-style-type: none"> - working environment - Engineering - Administrative - PPEs - Substitution etc <p>7.2 Explain the different types of PPEs.</p> <p>7.3 Explain the importance of personal protective equipment in the working environment.</p>	<p>Explain the various types of hazard prevention and control measures viz.</p> <ul style="list-style-type: none"> ▪ working environment ▪ Engineering ▪ Administrative ▪ PPEs ▪ Substitution etc <p>Explain the different types of PPEs.</p> <p>Explain the importance of personal protective equipment in the working environment.</p>	Textbooks, internet facilities, White board/marker, flip charts,		

Evaluation: CA=30%
EXAMS=70%

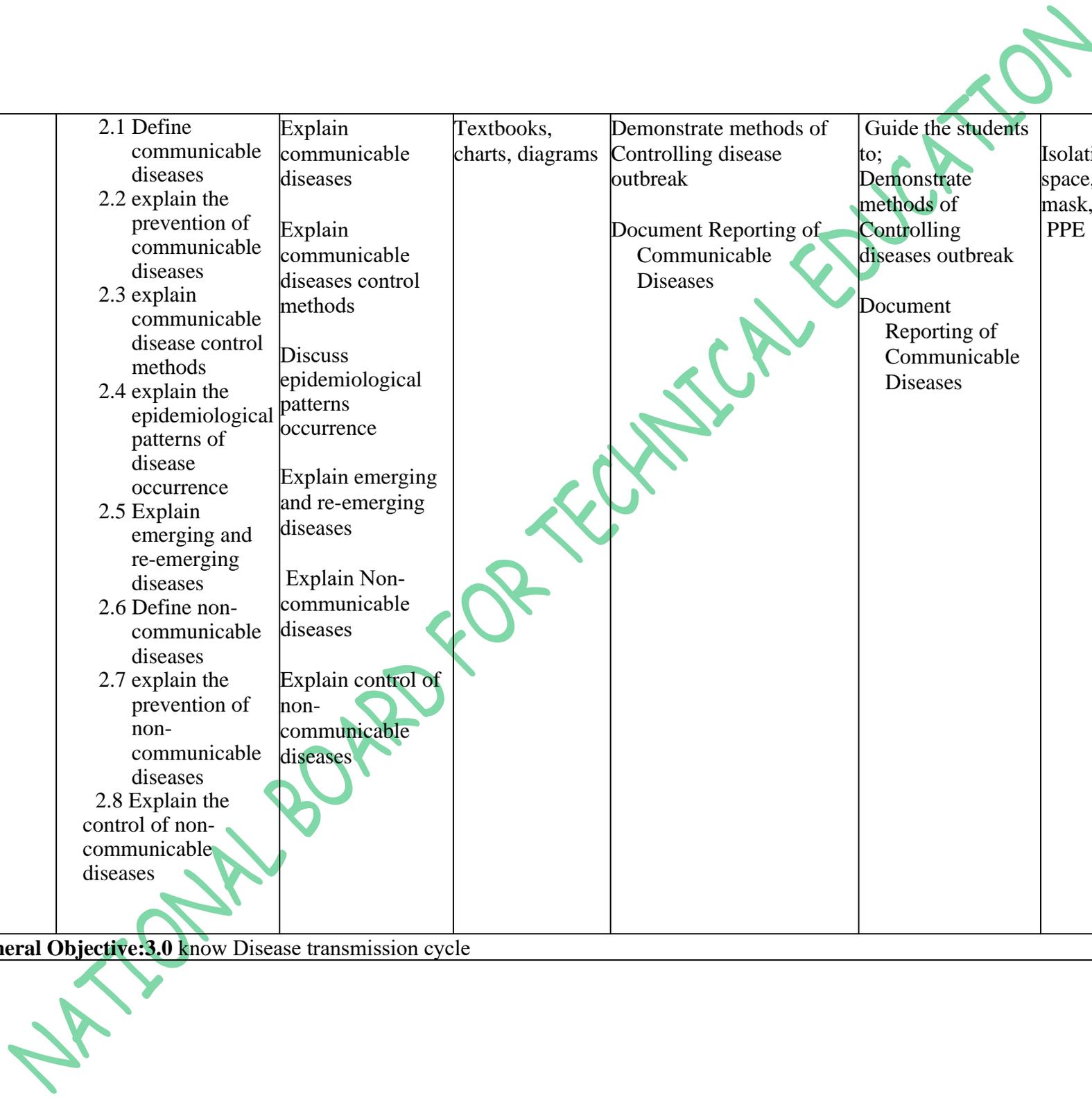
YEAR II SEMESTER II

PROGRAMMES: NATIONAL DIPLOMA HEALTH EDUCATION AND PROMOTION		
COURSE: Disease Prevention and Control in Health Education	COURSE CODE: HEP 221	Contact Hours: 2
	Duration: 2 Hours	Theoretical: 1
Year: II Semester: II	Pre-requisite: HEP 115	Practical: 1
GOAL: This course is designed to enable the student to have an understanding of disease prevention and control which is an important aspect of health education and promotion.		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Understand the concept and stages of disease prevention 2.0 Understand communicable and non-communicable diseases (NCDs) 3.0 Know diseases transmission cycle 4.0 Understand the mode of transmission of communicable diseases. 5.0 Understand the concept of immunity and immunization 6.0 Understand Diseases Control measures and management 7.0 Know Surveillance, tracking, investigating and reporting as strategies for control of communicable diseases.		

PROGRAMME: NATIONAL DIPLOMA HEALTH EDUCATION AND PROMOTION							
COURSE: Disease Prevention and Control in Health Education				COURSE CODE: HEP 221		Contact Hours: 2	
				Duration: 2 Hours		Theoretical: 1	
Year: II Semester: II				Pre-requisite: HEP115		Practical: 1	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL							
GOAL: This course is designed to enable the student to have an understanding of disease prevention which is an important aspect of health education and promotion.							
GENERAL OBJECTIVE 1.0: Understand the concept and stages of disease prevention							
THEORETICAL CONTENT				PRACTICAL CONTENT			
Week	Specific Learning Outcome	Teacher's Activities	Resources	Specific Learning Outcome	Teacher's Activities	Resources	
1-2	Diseases Prevention 1.1 Define disease 1.2 Define disease prevention 1.3 Mention the stages of disease prevention i. Primary ii. Secondary iii. Tertiary	Explain disease Explain disease prevention Explain the stages of disease prevention	Textbooks, charts, diagrams Posters, video clips				
General Objective 2.0 Understand communicable and non-communicable diseases (NCDs)							

3-7	<p>2.1 Define communicable diseases</p> <p>2.2 explain the prevention of communicable diseases</p> <p>2.3 explain communicable disease control methods</p> <p>2.4 explain the epidemiological patterns of disease occurrence</p> <p>2.5 Explain emerging and re-emerging diseases</p> <p>2.6 Define non-communicable diseases</p> <p>2.7 explain the prevention of non-communicable diseases</p> <p>2.8 Explain the control of non-communicable diseases</p>	<p>Explain communicable diseases</p> <p>Explain communicable diseases control methods</p> <p>Discuss epidemiological patterns occurrence</p> <p>Explain emerging and re-emerging diseases</p> <p>Explain Non-communicable diseases</p> <p>Explain control of non-communicable diseases</p>	Textbooks, charts, diagrams	<p>Demonstrate methods of Controlling disease outbreak</p> <p>Document Reporting of Communicable Diseases</p>	<p>Guide the students to; Demonstrate methods of Controlling diseases outbreak</p> <p>Document Reporting of Communicable Diseases</p>	Isolation space, face mask, PPE
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General Objective:3.0 know Disease transmission cycle



8	3.1 Explain Causative Agents. 3.2 Explain stages required for successful parasitism 3.3 Explain Causal factors responsible for transmission of communicable disease.	Explain Causative Agents. Discuss stages required for successful parasitism Explain Causal factors responsible for transmission of communicable disease.	Textbooks, charts, diagrams, pictures,	Draw disease transmission cycle	Guide students to draw disease transmission cycle	Flip book Marker board Cardboard papers
General Objective: 4.0 Understand the mode of transmission of communicable diseases.						
9	4.1 Explain concept of mode of transmission: - Agents - Reservoir of infectious Agents -Carrier -Vector 4.2 Modes of transmission of disease - direct contact (direct and indirect) - transplacental. etc	Explain mode of transmission of communicable diseases	Textbooks, charts, diagrams, pictures,			
General Objective: 5.0 Understand the concept of immunity and immunization						
10	6.1 Define Immunity 6.2 Explain the types of Immunity i) Passive Immunity	Explain Immunity Discuss the types of Immunity i) Passive Immun	Textbooks, charts, diagrams, pictures,	Draw out Contents of National immunization Schedule Track immunization	Guide the students to Draw out Contents of National immunization	National immunization Schedule Flip book

	<p>ii) Active Immunity</p> <p>6.3 Define immunization</p> <p>6.4 Explain cold chain system</p> <p>6.5 Explain National immunization Schedule</p>	<p>ity</p> <p>ii) Active Immunity</p> <p>Explain cold chain system</p> <p>Explain National immunization Schedule</p>		<p>defaulters</p> <p>Identify different cold chain equipment</p> <p>Demonstrate the correct use of cold chain equipment</p> <p>Monitor vaccine potency</p>	<p>Schedule</p> <p>Guide students to identify different cold chain equipment</p> <p>Guide students to demonstrate the correct use of cold chain equipment</p> <p>Guide students to monitor vaccine potency</p> <p>Guide student to Track immunization defaulters</p>	<p>Defaulters tracking form</p> <p>Cold chain equipment</p> <p>vaccine monitoring chart</p> <p>Thermometer</p> <p>Ice packs</p>
General Objective: 6.0 Understand Diseases Control measures and management.						
11	<p>6.1 Explain Elimination of Reservoir of infection</p> <ul style="list-style-type: none"> - isolation - Quarantine <p>6.2 explain the pathway of transmission.</p> <p>6.3 explain the susceptible host</p> <p>6.4 explain disease</p>	<p>Explain Elimination of Reservoir of infection</p> <ul style="list-style-type: none"> - isolation - Quarantine <p>Interrupt the pathway of transmission.</p>	Textbooks, charts, diagrams, pictures,	<p>Eliminate Reservoir of infection</p> <p>isolation</p> <p>Quarantine</p> <p>Interrupt the pathway of transmission.</p> <p>Protect the susceptible host</p>	<ul style="list-style-type: none"> • Show the students the steps involved in Elimination of Reservoir of infection, isolation, Quarantine • Demonstrate how to Interrupt the 	<p>Sample Live patient, face mask, gloves, Isolation room</p> <p>Sample Assessment form</p>

	outbreak risk assessment	Protect the susceptible host explain disease outbreak risk assessment		Conduct disease outbreak risk assessment	pathway of transmission • Describe protection of susceptible host Guide Conduct disease outbreak risk assessment	
General Objective: 7.0. Understand Surveillance, tracking, investigating and reporting as strategies for control of communicable diseases.						
12-15	7.1 Define disease surveillance 7.2 Explain Methods of Surveillance 7.3 Explain types of surveillance 7.4 Explain routine Reporting System 7.5 Explain the advantages of Routine Reporting System	<ul style="list-style-type: none"> • Explain disease surveillance • Explain Methods of Surveillance <p>Explain types of surveillance</p> <p>Explain Routine Reporting System</p> <p>Explain Advantages of Routine Reporting System</p>	Textbooks, charts, diagrams, pictures, Textbooks, charts, diagrams, pictures,	<ul style="list-style-type: none"> • Conduct surveillance • Implement different Methods of Surveillance <p>compose a Routine Report</p>	<p>Guide students to conduct surveillance</p> <p>Guide students demonstrate different Methods of Surveillance</p> <p>Demonstrate how to write routine report</p>	Posters, Checklist

Evaluation CA=30%
Examination =70%

PROGRAMME: NATIONAL DIPLOMA HEALTH EDUCATION AND PROMOTION			
COURSE: Introduction to Health Economics		CODE: HEP 222	Contact Hours: 2
		DURATION: 2 Hours	Theoretical: 2
Year II	Semester II		Practical: -
UNITS:2			
GOAL: This course is designed to enable students to Acquire Basic knowledge of Health Economics			
GENERAL OBJECTIVES: On completion of this course, the student should be able to:			
1.0 Understand the fundamentals of Health Economics 2.0 Understand Health Care Markets 3.0 Understand Demand- Side of Health Care Markets 4.0 Understand Supply-Side of Health Care Markets 5.0 Know Health Care Market Failure and Interventions 6.0 Understand Economic Evaluation in Health Care 7.0 Know Health Care Fraud and Abuse 8.0 Appreciate the basic economic concept and models in Health 9.0 Appreciate the concept of the economic cost of health			

PROGRAMME: NATIONAL DIPLOMA HEALTH EDUCATION AND PROMOTION

COURSE: Introduction to Health Economics **Course Code: HEP 222** **Contact Hours: 2**

GOAL: This course is designed to enable students to Acquire Basic knowledge of Health Economics

COURSE SPECIFICATION: Lecture: 2 Practical :- Duration: 2Hours

General Objective: 1:0 Know the fundamentals of Health Economics

Week	Specific Learning Outcomes	Teachers Activities	Learning Resources	Specific Learning Outcomes	Teachers Activities	Resources
1-2	<p>1.1 Define Health Economics.</p> <p>plain Basic Economic terms in relation to health:-</p> <ul style="list-style-type: none">-Needs- Wants- Demands-Scarcity- Choice-Scale of preference-Opportunity Cost-Consumers-Producers etc. <p>1.2 List types of health Economic goods</p> <ul style="list-style-type: none">-Normal goods-Inferior goods-Superior goods-Substitute goods-Complementary goods-Merit goods-Public goods, etc	<p>Explain fundamentals of Health Economics</p>	<p>White Board Marker, Projector Laptop Computer</p>			

	<p>1.3 Explain goods listed in 1.2 above.</p> <p>1.4 Describe Demand, Supply and Equilibrium.</p> <p>1.5 Explain types of Elasticity -Price Elasticity -Income Elasticity</p> <p>1.6 Explain types of Equity - Horizontal Equity - Vertical Equity</p> <p>1.7 Explain types of Efficiency - Technical Efficiency - Allocative Efficiency - Administrative Efficiency</p>					
General Objective: 2:0 Understand Health Care Markets.						
3-4	<p>2.1 Explain Health Care Markets.</p> <p>2.2 Explain the roles of health care consumers in health care markets.</p> <p>2.3 explain the roles of health providers in health care markets.</p> <p>2.4 Explain Free Market Optimality.</p> <p>2.5 Explain the following terms: - Free Market Optimality - Perfect competition - Complete market</p>	<p>Explain Health Care Markets.</p> <p>Explain the roles of health care consumers in health care markets.</p> <p>explain the roles of health providers in health care</p>	<p>White Board Marker, Projector Laptop Computer</p>			

NATIONAL BOARD FOR TECHNICAL EDUCATION

	<p>- Rational maximizers - Equitable distribution of resources.</p> <p>2.6 Explain limitations of Free Market.</p> <p>2.7 Explain Optimality in health care market.</p>	<p>markets. Explain Free Market Optimality.</p> <p>Explain the following terms: - Free Market Optimality - Perfect competition - Complete market - Rational maximizers - Equitable distribution of resources.</p> <p>Explain limitations of Free Market.</p> <p>Explain Optimality in health care market.</p>				
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General Objective:3.0 Understand Demand-Side of Health Care Markets.					
5-6	<p>3.1 Explain the demand for health care.</p> <p>3.2 Explain the factors Influencing demands for health care-Patients' Factors</p> <ul style="list-style-type: none"> - Patients Health Status - Economic Standing(Income) - Level of out of pocket expenditure - Availability of medical insurance <p>-Physicians-induced demand Explain each factor listed in 3.2 above.</p> <p>3.4 Explain price elasticity of demand for medical/health care.</p> <p>3.5 Explain income elasticity of demand for medical/health care.</p>	<p>Explain the Demand-Side of Health Care Markets</p>	<p>White Board Marker, Projector Laptop Computer</p>		
General Objective: 4:0 Understand Supply-Side of Health Care Market.					
7	<p>4.1 Explain the supply of health care.</p> <p>4.2 Explain the factors influencing supply of health care.</p> <p>Source of healthcare financing</p> <p>Level of medical training Technology in medicine Government policies etc.</p> <p>4.3 Explain the roles of Hospital Services in Health Care Markets.</p> <p>4.5 Outline the history of hospital services.</p>	<p>Explain the supply side of health care market</p>	<p>White Board Marker, Projector Laptop Computer</p>		

	<p>4.6 Explain the Classification of Hospitals.</p> <p>4.6 Explain the factors affecting hospital pricing:</p> <ul style="list-style-type: none"> - -Ownership - -Improved facilities - -Increased staffing - -Emerging Technology etc. <p>4.7 Explain Managed Care.</p> <p>4.8 Outline the history of Managed Care.</p> <p>4.9 Enumerate various types of Care Plans.</p> <ul style="list-style-type: none"> - Health Maintenance Organisations (HMOs) - Preferred Provider Organisations (PPOs) - Point-of-Services (POS) Plans etc. <p>4.10 Explain the merits and demerits of plans in 4.9 above.</p>		<p>White Board Marker, Projector Laptop Computer</p>			
General Objective:5: Know Health Care Market Failures and Interventions.						
8	<p>5.1 Explain Health Care Market Failure.</p> <p>5.2 Explain causes of Health Care Market Failure</p>	<p>Explain the Health Care Market Failures and Interventions</p>	<p>White Board Marker, Projector Laptop Computer</p>			

- Monopoly in Health Care Markets
- Externalities
- Health Care as public goods
- Medical information asymmetry.

5.3 Explain causes of Health Care market failure listed above.

5.4 Explain Government Interventions in Health Care Markets.

- Financing
- Direct provision of health care services
- Regulation (Price controls, entry restrictions such as licensing)
- Subsidization e.g. NHIA etc.

5.5 Explain causes of government failure in Health Care Markets e.g. inequities

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General Objective: 6.0 Understand Economic Evaluation in Health Care.					
9	<p>6.1 Explain Economic Evaluation in Health Care.</p> <p>6.2 Explain the importance of Economic Evaluation in Health Care.</p> <p>6.3 Explain types of Economic Evaluation in Health Care. -Cost-of-illness studies -Cost-Benefits Analysis -Cost-Effectiveness Analysis -Cost-Minimization Analysis -Cost-Utility Analysis etc.</p> <p>6.4 Explain types listed in 6.3 above.</p> <p>6.5 Explain the merits and demerits of each type listed above.</p>	<p>Explain types of economic evaluation and its advantages in health care.</p>	<p>White Board Marker, Projector Laptop Computer</p>		
General Objective: 7.0 Know Health Care Fraud and Abuse.					
10-12	<p>7.1 Explain Health Care Fraud.</p> <p>7.2 Explain types of Health Care Fraud -Fraud in billing. -Fraud of incorrect reporting of diagnoses/procedures for payments -Fraud of uncovered services -Fraud in prescription drug pricing -Fraud in marketing of drugs -Fraud in the delivery of prescription</p>	<p>n Health Care Fraud. n types of Health Care Fraud in billing. of incorrect reporting of diagnoses/procedures for</p>	<p>White Board Marker, Projector Laptop Computer</p>		

	<p>drugs</p> <p>-Fraud of unnecessary referral to maximize payments e.t.c.</p> <p>7.3 Explain each type listed in 7.2 above.</p> <p>7.4 explain Health Care Abuse.</p> <p>7.5 Explain certain preventive measures against fraud and abuse.</p> <p>7.6 Explain Nostrum, Quack and Quackery</p>	<p>payments of uncovered services in prescription drug pricing in marketing of drugs in the delivery of prescription drugs of unnecessary referral to maximize payments e.t.c.</p> <p>n each type listed in 7.2 above.</p> <p>s Health Care Abuse.</p> <p>Explain certain preventive measures against fraud and abuse.</p> <p>Explain Nostrum, Quack and Quackery</p>				
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NATIONAL BOARD FOR TECHNICAL EDUCATION

General Objective:8.0 Appreciate the basic economic concept and model in Health

13-14	<p>8.1 Explain the determinants of health.</p> <p>8.2 Explain the concept of private–public sector mix in Health service delivery in Nigeria and its implications for service delivery and cost.</p> <p>8.3 Explain the basic concept of cost-benefit and cost-effectiveness analysis in Health.</p> <p>8.3 Explain the basic concept of Health insurance/social insurance.</p> <p>8.4 Explain the impact of economic measures/changes in health.</p> <p>8.5 Explain the constraints of Health financing in the country.</p> <p>8.6 Explain the concept of Health care financing.</p> <p>8.7 Explain the methods and strategies of mobilizing communities for self-financed and sustainable Health projects.</p> <p>8.8 Explain the concept</p>	<p>Explain the determinants of health.</p> <p>Explain the concept of private–public sector mix in Health service delivery in Nigeria and its implications for service delivery and cost.</p> <p>Explain 8.4 -8.9</p>	<p>White Board Marker, Projector Laptop Computer</p>			
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	of demand and supply in Health Services 8.9 Explain the concept of privatization of Health Services.					
General Objective: 9.0 Appreciate the concept of the economic cost of health						
15	9.1 Explain the concept of opportunity cost. 9.2 Explain the various determinants of health. 9.3 Explain the factors that determine the value placed on health by various people and groups. 9.4 State the actual cost of health	Explain the concept of opportunity cost. Enumerate the various determinants of health.	White Board Marker, Projector			

Evaluation CA =30%
Exam=70%

NATIONAL BOARD FOR TECHNICAL EDUCATION

PROGRAMMES: NATIONAL DIPLOMA HEALTH EDUCATION AND PROMOTION		
COURSE: International and Global Health:	COURSE CODE: HEP 223	Contact Hours: 2
	Duration: 2 Hours	Theoretical: 1
Year: II Semester: II	Pre-requisite:	Practical: 1
GOAL: This course is designed to equip the student with a good understanding of global health.		
<p>GENERAL OBJECTIVES: On completion of this course, the students should be able to:</p> <p>1.0 Understand the concepts of globalization and health.</p> <p>2.0 Appreciate the essential skills in international and global health</p> <p>3.0 Understand the interdisciplinary topics in global health</p> <p>4.0 Know global health economics</p> <p>5.0 Explore the financing and delivery of healthcare in developing countries</p> <p>6.0 Understand economic demography and global health</p> <p>7.0 Understand leadership, management and global health policy</p> <p>8.0 Appreciate global health disparities</p>		

PROGRAMME: NATIONAL DIPLOMA HEALTH EDUCATION AND PROMOTION						
COURSE: International and Global Health		COURSE CODE: HEP 223			Contact Hours: 2	
		Duration: 2 Hours			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 a good understanding of global health						
GENERAL OBJECTIVE 1.0: Understand the concepts of globalization and 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 Globalization 1.2 Define global healthcare and global healthcare delivery (WHO, UNICEF etc.) 1.3 Define health governance and global health governance 1.4 Explain the importance of health indicators, list their groups with examples 1.5 Define mixed-method approaches and discuss the design methods it utilizes 1.6 mention elements of ethics as it relates to global health research 1.7 Explain the effects of globalization on health	Define globalization Enumerate the effects of globalization on health governance Explain the health governance and global health governance Highlight the importance of health indicators, list their groups with examples Explain mixed-method approaches and discuss the design methods it utilizes	White Board Marker, Projector Laptop Computer			

	<p>governance</p> <p>1.8 List top issues in healthcare</p> <p>1.9 Explain implementation bottleneck as it relates to healthcare delivery</p> <p>1.10 Explain the strategies for tackling problems posed by improper implementation</p>	<p>Discuss on elements of ethics as it relates to global health research</p> <p>Explain global healthcare and global healthcare delivery</p> <p>Itemize top issues in healthcare</p> <p>Enumerate the implementation bottleneck as it relates to</p> <p>Explain the strategies for tackling problems posed by improper implementation</p>				
General Objective 2.0 Understand the essential skills in international and global health						
2-4	<p>2.1 Explain essential skills connotes in international and global health</p> <p>2.2 Explain skills areas as a must-have for health services professionals</p>	<p>Explain what essential skills connotes in international and global health</p> <p>Explain skills areas that as must-have for health services professionals</p>	<p>White Board</p> <p>Marker,</p> <p>Projector</p> <p>Laptop Computer</p>	<p>Develop key health messages,</p> <p>Give entry and exit point counselling</p>	<p>Guide student to development of key health messages.</p> <p>Guide the student to give entry point health counselling</p>	<p>Visitation to port health unit of airport/seaport</p>
General Objective: 3.0 Understand the interdisciplinary topics in global health						
5-6	<p>3.1 define the concept of climate change and global warming</p>	<p>Explain the concept of climate change and global warming</p>	<p>White Board</p> <p>Marker,</p> <p>Projector</p>			

	<p>3.2 explain the link between climate change, social justice and health</p> <p>3.3 explain sustainable development in the context of global health</p> <p>3.4 list the Sustainable Development Goals which are trying to solve the global health crisis</p>	<p>Explain the link between climate change, social justice and health</p> <p>Explain sustainable development in the context of global health</p> <p>Itemize the Sustainable Development Goals which are trying to solve the global health crisis</p>	Laptop Computer			
General Objective:4.0 Know global health economics						
7-9	<p>4.1 Explain the Scope of Health Economics</p> <p>4.2 Explain the Concept of Economic Evaluation in Health Economics</p> <p>4.3 List types of Economic evaluation in global Health Economics</p>	<p>Explain the Scope of Health Economics</p> <p>Explain the Concept of Economic Evaluation in Health Economics</p> <p>Explain the types of Economic Evaluation in Health Economics</p>	White Board Marker, Projector Laptop Computer			
General Objective: 5.0 Understand the financing and delivery of healthcare in developing countries						
9-12	<p>5.1 Define healthcare financing</p> <p>5.2 Explain the relationship between financing and healthcare delivery in developing countries</p> <p>5.3 list the financial constraints of</p>	<p>Explain healthcare financing</p> <p>Describe the relationship between financing and healthcare delivery</p> <p>Explain the financial constraints of healthcare delivery in</p>	White Board Marker, Projector Laptop Computer			

	healthcare delivery in developing countries	developing countries				
General Objective: 6.0 Appreciate economic demography and global health						
13	<p>6.1 Define the following important terms</p> <ul style="list-style-type: none"> • demography • demographic economics • global health <p>6.2 Explain the relationship between demography and health</p> <p>6.3 Explain the relationship between economics and health</p>	<p>Explain the following important terms</p> <ul style="list-style-type: none"> • demography • demographic economics • global health <p>Discuss the relationship between demography and health</p> <p>Discuss the relationship between economics and health</p>	<p>White Board Marker, Projector Laptop Computer</p>			
General Objective: 7.0 Understand leadership, management and global health policy						
14	<p>7.1 Define the concept of leadership and management in health</p> <p>7.2 Explain the role of governance in global health</p> <p>7.3 Explain global health policy</p> <p>7.4 Explain the health policy triangle</p> <p>7.5 Explain politics in global health policies</p> <p>7.6 Explain global health issues from a critical political</p>	<p>Explain the concept of leadership and management in health</p> <p>Explain the role of governance in global health</p> <p>Explains global health policy</p> <p>Describe the health policy triangle</p>	<p>White Board Marker, Projector Laptop Computer</p>			

	and economy perspective 7.7 Explain the political and economy analysis of human resources	<p>Explain politics in global health policies</p> <p>Explain global health issues from a critical political and economy perspective</p> <p>Explain the political and economy analysis of human resources</p>				
General Objective: 8.0 Appreciate global health disparities						
15	8.1 Define the concept of disparity in global health 8.2 Explain the various measures and strategies put in place to combat disparity in global health	<p>Explain the concept of disparity in global health</p> <p>Explain the various measures and strategies put in place to combat disparity in global health</p>	White Board Marker, Projector Laptop Computer			

Evaluation

C.A= 30%

Examination 70%

PROGRAMMES: NATIONAL DIPLOMA HEALTH EDUCATION AND PROMOTION		
COURSE: Reproductive Health and Sexuality Education	COURSE CODE: HEP 224	Contact Hours: 3
	Duration: 3 Hours	Theoretical: 1
Year: II Semester: II	Pre-requisite:	Practical: 2
GOAL: This course is designed to equip the student with the knowledge and skills to provide reproductive health care.		
<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 anatomy and physiology of the male and female reproductive systems. 2.0 Understand the concept of Reproductive Health and Right, including Family Planning. 3.0 Understand the process of pregnancy. 4.0 Understand the processes of labour according to acceptable standards. 5.0 Understand the care of the mother and child during puerperium. 6.0 Understand population dynamics and the benefits of family planning. 7.0 Understand abortion and its possible complications. 8.0 Understand the concept of infertility. 9.0 Understand menopause and andropause. 10.0 Understand the concept of Female Genital Mutilation. 11.0 Know the 'At Risk' pregnant women for prompt referral. 		

PROGRAMME: NATIONAL DIPLOMA HEALTH EDUCATION AND PROMOTION						
COURSE: Reproductive Health and Sexuality Education		COURSE CODE: HEP 224			Contact Hours: 3	
		Duration: 3Hours			Theoretical: 1	
Year: II Semester: II		Pre-requisite:			Practical: 2	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to equip the student with the knowledge and skills to provide reproductive health care services						
GENERAL OBJECTIVE 1.0: Understand the anatomy and physiology of the male and female reproductive systems.						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher's Activities	Resources	Specific Learning Outcome	Teacher's Activities	Resources
1-3	<p>1.1 Explain the anatomy and physiology of the male and female reproductive systems.</p> <p>1.2 Explain the significance of the male and female reproductive organs in relation to family planning.</p> <p>1.3 Explain the physiology of</p>	<p>Explain anatomy and physiology of the male and female reproductive systems.</p> <p>Explain the significance of the male and female reproductive organs in relation to family</p>	<p>White Board Marker, Projector Laptop Computer</p>	<p>Draw the male and female reproductive organs</p>	<p>Guides student to draw the male and female reproductive organs</p>	<p>Flip books Card board papers Markers</p>

	<p>menstruation and the phases of the cycle.</p> <p>1.4 explain menstrual disorders.</p> <p>1.5 Explain the process of sperm formation.</p> <p>1.6 explain the types of sexual dysfunctions.</p>	<p>planning.</p> <p>Explain the physiology of menstruation and the phases of the cycle.</p> <p>Describe the process of sperm formation.</p> <ul style="list-style-type: none"> • Explain menstrual disorders. • Discuss the types of sexual dysfunctions 				
General Objective 2.0 Understand the concept of Reproductive Health and Right, including Family Planning						
4-5	<p>2.1 Define Reproductive Health.</p> <p>2.2 Explain the right of a human to reproduce</p> <p>2.3 Explain the factors that could influence Reproductive Health and Right e.g. housing, economy, poor water supply, etc.</p> <p>2.4 Explain the role of the father, mother and child in Reproductive Health and Rights.</p>	<p>Define Reproductive Health.</p> <p>Define the right of a human to reproduce.</p> <p>Explain the factors that could influence Reproductive Health and Right e.g. housing, economy, poor water supply, etc.</p> <p>Explain the role of the father, mother and</p>	<p>White Board Marker, Projector Laptop Computer</p>	<p>Provide information and education on Voluntary Counseling and Testing (VCT) for HIV/AIDS</p>	<p>Guide the student in Providing information and education on Voluntary Counseling and Testing (VCT) for HIV/AIDS</p>	<p>Flip chart Projectors Flip book Video clips</p>

	2.5 Explain specific adolescent reproductive health services. 2.6 Explain syndromic management of STIs and HIV/AIDS.	child in Reproductive Health and Rights. Provide specific adolescent reproductive health services.				
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General Objective:3.0 Understand the process of pregnancy.

6	3.1 Define the term pregnancy. 3.2 Describe the physiology of pregnancy from fertilization to delivery. 3.3 Explain the probable and positive signs of pregnancy. 3.4 Explain the physiological and psychological changes during pregnancy.	Explain the term pregnancy. Describe the physiology of pregnancy from fertilization to delivery. Explain the probable and positive signs of pregnancy. • Explain the physiological and psychological changes during	White Board Marker, Projector Laptop Computer	Manage pregnant mothers during the antenatal period: a. Take History b. Health Educate c. Provide Nutritional counselling d. Explain importance of rest and sleep e. Exercises, etc.	Demonstrate the Management of pregnant mothers during the antenatal period: a. Take History b. Health Education c. Nutritional counselling d. Explain importance of rest and sleep e. Exercises, etc.	White Board Marker, Projector Laptop Computer
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		pregnancy.				
General Objective:4.0 Understand the Processes of Labour.						
7	4.1 Define normal Labour. 4.2 Explain labour preparedness and danger signs in pregnancy 4.3 Explain the signs of Labour.	Defines normal Labour. Explain labour preparedness and danger signs in pregnancy List the signs of Labour.	White Board Marker, Projector Laptop Computer	Health educates on the process of labour and danger signs of pregnancy	Guide students to Health educate on the process of labour and danger signs of pregnancy	Flip book PA system Projector
GENERAL OBJECTIVE: 5.0: Understand the care of the mother and child during puerperium.						
8-9	5.1 Define the term Puerperium. 5.2 Explain postnatal care according to acceptable standards. 5.3 explain any abnormality of the mother and baby. 5.4 Explain Referral of serious abnormality and follow-up. 5.5 Explain the following: <ul style="list-style-type: none"> • Proper nutrition and weaning diet. • Family planning. • Proper care of the baby 	Explain the term Puerperium. Instruct on how to Provide postnatal care according to acceptable standards. List possible abnormality of the mother and baby. Describe Referral system in serious abnormality and follow-up.	White Board Marker, Projector Laptop Computer	Health educate mothers on care of the baby and selfcare; Immunization. Exclusive breast feeding, personal hygiene etc health education on: <ul style="list-style-type: none"> • Proper nutrition and weaning diet. • Family planning. • Proper care of the baby 	Guide students to Health educate mothers on care of the baby and selfcare; Immunization. Exclusive breast feeding, personal hygiene etc health education on: <ul style="list-style-type: none"> • Proper nutrition and weaning diet. • Family planning. • Proper care of 	Health facility, Sample immunization schedule, flip book

		<p>Explain health education on: Proper nutrition and weaning diet. Family planning.</p> <ul style="list-style-type: none"> • Proper care of the baby 			the baby	
GENERAL OBJECTIVE: 6.0 Understand population dynamics and the benefits of family planning.						
10	<p>6.1 Explain population dynamics and National Population Policies. 6.2 Explain Family Planning. 6.3 Explain family planning methods and types available. 6.4 Explain the advantages and disadvantages of each method and type. 6.5 Explain standard equipment for setting up a family planning clinic. 6.6 Explain the acceptance of family planning services in the community</p>	<p>Explains Definition of Population Dynamics and National Population Policies.</p> <p>Explain Family Planning.</p> <p>Discuss family planning methods and types available.</p> <p>Explain the advantages and disadvantages of each method and type.</p> <p>Explain standard equipment for setting up a family planning clinic.</p>	<p>White Board Marker, Projector Laptop Computer</p>	<p>Give health talk on family planning to promote acceptance and utilization in the community</p>	<p>Guide students to give health talk on family planning to promote acceptance and utilization in the community</p>	<p>Flip book on family planning PA system Samples FP commodities</p>

NATIONAL BOARD FOR TECHNICAL EDUCATION

		<p>Explain how to Manage family planning clinics, prescribe and administer commodities.</p> <p>Explain acceptance of family planning services in the community</p>				
GENERAL OBJECTIVE:7.0: Understand abortion and its possible complications.						
11	<p>7.1 Define Abortion</p> <p>7.2 Explain the various types and causes of Abortion.</p> <p>7.3 Discuss post-abortion care.</p> <p>7.4 List the possible complications of abortion.</p> <p>7.5 Explain importance of Referring clients with complications to the appropriate quarters.</p>	<p>Explains the term Abortion</p> <p>Describe types and causes of Abortion.</p> <p>Discuss post-abortion care.</p> <ul style="list-style-type: none"> Enumerate the possible complications of abortion. Enumerate importance of Referring clients with complications to the appropriate quarters. 	<p>White Board Marker, Projector Laptop Computer</p>	<p>Counsel client on post-abortion family planning</p> <p>Counsel client on post-abortion family planning.</p>	<p>Guide students to Counseling client on post-abortion family planning</p> <p>Guide students to Counsel client on post-abortion family planning</p>	<p>Flip book on family planning PA system Samples FP commodities</p>

GENERAL OBJECTIVE: 8.0 Understand the concept of infertility.						
12	<p>8.1 Discuss infertility under:</p> <ul style="list-style-type: none"> • Definition • Types • Causes • Prevention <p>8.2 explain counselling process for couples and individuals concerning difficulties in getting pregnant</p>	<p>Explains infertility under:</p> <ul style="list-style-type: none"> • Definition • Types • Causes • Prevention <p>Describes counselling process for couples and individuals concerning difficulties in getting pregnant</p>	<p>White Board Marker, Projector Laptop Computer</p>	<p>counsel couples and individuals concerning difficulties in getting pregnant</p>	<p>Guide students to counsel couples and individuals concerning difficulties in getting pregnant</p>	<p>Flip book on family planning PA system</p>
GENERAL OBJECTIVE: 9.0 Understand menopause and andropause						
13	<p>9.1 Define menopause and andropause</p> <p>9.2 Explain pre-and post-menopausal symptoms.</p>	<p>Explain the meaning of menopause and andropause</p> <p>Explain pre-and post-menopausal symptoms.</p>	<p>White Board Marker, Projector Laptop Computer</p>			
GENERAL OBJECTIVE: 10.0 Understand the concept of Female Genital Mutilation.						
14	<p>10.1 Define Female Genital Mutilation (FGM)</p> <p>10.2 List the types of FGM.</p> <p>10.3 List the complications of FGM.</p>	<ul style="list-style-type: none"> • Explain concept of Female Genital Mutilation 	<p>White Board Marker, Projector Laptop Computer</p>			

GENERAL OBJECTIVE: 11.0 Know the 'At Risk' pregnant women for prompt referral						
15	11.1 Explain the 'At Risk' pregnant women for prompt referral	Describe the 'At Risk' pregnant women for prompt referral	White Board Marker, Projector Laptop Computer	Identify 'At Risk' pregnant women	Identify 'At Risk' pregnant women	Flip book Flip chart PA system
	11.2 List signs 'At Risk' of pregnant women for prompt referral	Explain signs 'At Risk' of pregnant women for prompt referral		Refer identified cases appropriately.	Refer identified cases appropriately.	
	11.3 State first aid measures the 'At Risk' pregnant women for prompt referral	Explain first aid measures the 'At Risk' pregnant women for prompt referral				

Evaluation

CA= 30%

Examination= 70%

NATIONAL BOARD FOR TECHNICAL EDUCATION

PROGRAMME: NATIONAL DIPLOMA HEALTH EDUCATION AND PROMOTION		
COURSE: Social Behaviour Change (SBC) in Strategic Health Communication	COURSE CODE: HEP 225	Hours: 3
	Duration: 3Hours	Theoretical: 1
Year: II Semester: II	Pre-requisite:	Practical: 2
GOAL: This course is designed to equip the student with knowledge and skills for improving health outcomes through communication strategies aimed at positive behaviour change among key populations		
GENERAL OBJECTIVES: On completion of this course, the students should be able to:		
<ul style="list-style-type: none"> 1.0 Understand Social and Behaviour Change Communication (SBCC). 2.0 Understand Core Principles SBC 3.0 Understand the Ethics of SBC 4.0 Understand Private sector partnership and roles 5.0 Understand health theories related to human behaviour 6.0 Understand the dynamics of health and human behaviour. 7.0 know how to understand audience for SBCC through needs assessment. 8.0 Understand Community engagement 9.0 Understand Strategic design and planning of SBCC programmes. 10.0 Understand the Implementation and monitoring of SBCC programmes. 11.0 Understand implementing and monitoring SBCC programmes. 12.0 Understand the impact of SBCC programmes. 		

PROGRAMME: NATIONAL DIPLOMA HEALTH EDUCATION AND PROMOTION							
COURSE: Social and Behaviour Change (SBC) Strategic Communication		COURSE CODE: HEP 225				Contact Hours: 3	
		Duration: 3 Hours				Theoretical: 1	
Year: II Semester: II		Pre-requisite:				Practical: 2	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL							
GOAL: This course is designed to equip the student with knowledge and skills for improving health outcomes through targeted communication strategies aimed at positive behaviour change among key populations							
GENERAL OBJECTIVE 1.0: Understand Social and Behaviour Change Communication (SBCC).							
THEORETICAL CONTENT				PRACTICAL CONTENT			
Week	Specific Learning Outcome	Teacher's Activities	Resources	Specific Learning Outcome	Teacher's Activities	Evaluation	
1	1.1 define Social and Behaviour Change Communication	Explain the Social and Behaviour Change Communication	Textbooks, charts, diagram, projector, Marker Board				
GENERAL OBJECTIVE:2.0 Understand Core Principles of SBC							
2	2.1 Enumerate Core Principles of SBC such as Right to; - fulfilment, local partnership -ownership, 2.2 List	Explain Core Principles of SBC	Textbooks, charts, diagram, projector, Marker Board	Health educate on core principles of SBC	Guide students to Health educate on core principles of SBC	PA system Flip chart	

	fundamental principles of people-centred approach					
General Objectives:3.0 understand the Ethics of SBC						
3	3.1 Explain the statement of SBC ethical Values 3.2 Explain SBC ethical Principles	Explain the statement of SBC ethical Values Explain SBC ethical Principles	Textbooks, charts, diagram, projector, Marker Board			
General Objectives: 4.0. Private sector partnership and roles						
4	2.1 Define private Sector partnership 2.2 List the implementation steps of private Sector partnership 2.3 list the roles of Private sectors in health promotion	Explain private Sector partnership Explain the implementation steps of private Sector partnership Explain the roles of Private sectors in health promotion	Textbooks, charts, diagram, projector, Marker Board			

General Objectives: 5.0. Understand health theories related to human behaviour						
5-8	Explain the following health theories; 5.1 Social behaviour theory 5.2 Ecological theory 5.3 Health believe model 5.4 Social change theories	Explains health theories related to human behaviour	Textbooks, charts, diagram, projector, Marker Board Theoretical Models			
General Objective 6.0 Understand the dynamics of health and human behaviour						
9	6.1 Explain health dynamics 6.2 Define human behaviour 6.3 List factors that determines behavioural change	Explains the dynamics of health and human behaviour	Textbooks, charts, diagram, projector, Marker Board			
General Objective 7.0 know how to understand audience for SBCC through needs assessment.						
10	7.1 Define needs assessment. 7.2 Explain how to interact with audience for SBCC through needs assessment.	Explains how to understand audience for SBCC through needs assessment	Textbooks, charts, diagram, projector, Marker Board			
General Objective 8.0 understand how to Draw a Strategic design and planning of SBCC Programmes.						

11-12	8.1 Explain Strategic design and planning of SBCC programmes	Explain how to Draw a Strategic design and planning of SBCC Programmes	Textbooks, charts, diagram, projector, Marker Board	Draw a Strategic design and planning of SBCC programmes	Guide students to Draw a Strategic design and planning of SBCC programmes	projector, Marker Board PA system
General Objective 9.0 know how to Develop and pretest messages and communication materials.						
13	9.1 Explain messages and list communication materials 9.2 Explain how to Develop and pretest messages and communication materials.	Explain how to Develop and pretest messages and communication materials	Textbooks, charts, diagram, projector, Marker Board	Develop and pretesting messages and communication materials.	Guide the students in developing communication material	Textbooks, charts, diagram, projector, Marker Board Writing materials, test items, manuals
General Objective 10.0 understand the Implementation and monitoring of SBCC programmes.						
14	10.1 Explain the implementation of SBCC programmes 10.2 Explain the monitoring of SBCC programmes	Explain the implementation and monitoring of SBCC programmes	Textbooks, charts, diagram, projector, Marker Board			
General Objective 11.0 Understand how to Evaluate the impact of SBCC programmes.						
15	15.1 Explain steps involved in Evaluating the impact of SBCC programmes	Explain how to Evaluate the impact of SBCC programmes	Textbooks, charts, diagram, projector, Marker Board	Evaluate the impact of SBCC programme	Show steps involved in Evaluating the impact of SBCC programme	Textbooks, charts, diagram, projector, Marker Board Evaluation guide, checklist

Evaluation CA = 30% Exam= 70%

PROGRAMMES: NATIONAL DIPLOMA HEALTH EDUCATION AND PROMOTION		
COURSE: Nutritional Health Education	COURSE CODE: HEP 226	Contact Hours: 2
	Duration: 2 Hours	Theoretical: 1
Year: II Semester: II	Pre-requisite: NUD 123	Practical: 1
GOAL: This course is designed to enable the student to know the principles of nutrition.		
<p>GENERAL OBJECTIVES: On completion of this course, the students should be able to:</p> <ol style="list-style-type: none"> 1.0 Understand basic food nutrients, and their functions. 2.0 Know the concept of human nutrition 3.0 Understand the strategies for proper Nutrition Education 4.0 know how to provide comprehensive Nutrition services 5.0 Understand digestion, absorption and metabolism of food nutrients. 6.0 Appreciate influence of various factors affecting nutrition, diet and food habits. 7.0 Understand various aspects of nutritional management. 8.0 Know the relationship between nutrition and health 9.0 know the concept of house hold food security 10.0 Understand the management of nutritional disorders at community 11.0 Know micronutrient deficiencies and control 12.0 Understand community management of Acute Malnutrition (CMAN) 		

PROGRAMME: NATIONAL DIPLOMA HEALTH EDUCATION AND PROMOTION						
COURSE: Nutritional Health Education		COURSE CODE: HEP 226			Contact Hours: 2	
		Duration: 2 hours			Theoretical: 1	
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 provide community nutrition services						
GENERAL OBJECTIVE 1.0: Understand basic food nutrients, and their functions						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher's Activities	Resources	Specific Learning Outcome	Teacher's Activities	Evaluation
1	1.1 Define of nutritional terms 1.2 Narrate the historical background of the study of nutrition 1.3 Explain Nutrients: chemical structures, sources and functions 1.4 State the classification of foods into constituents and nutrients	Define of nutritional terms Narrate the historical background of the study of nutrition Explain Nutrients: chemical structures, sources and functions Explain the classification of foods into constituents and	Textbooks, charts, diagram, projector, Marker Board			

		nutrients				
GENERAL OBJECTIVE: 2.0. Know the concept of human nutrition						
2	2.1 Define food and nutrition 2.2 List example the classes of food, nutrients, use and deficiency symptoms	Define food and nutrition Explain the classes of food, nutrients, use and deficiency symptoms	Textbooks, charts, diagram, projector, Marker Board			
GENERAL OBJECTIVE: 3.0. Understand the strategies for proper Nutrition Education						
3	3.1 Describe strategies that support proper nutrition education	Explain strategies that support proper nutrition education	Textbooks, charts, diagram, projector, Marker Board			
GENERAL OBJECTIVE 4.0 know how to provide comprehensive Nutrition services						
4-5	4.1 Explain how to provide comprehensive nutrition services in the clinic and community	Explain how to provide comprehensive nutrition services in the clinic and community	Textbooks, charts, diagram, projector, Marker Board	Provide comprehensive nutrition services in the clinic and community	Explain provide comprehensive nutrition services in the clinic and community	Textbooks, charts, diagram, projector, Marker Board, public address system and food items, food

						demonstration table
GENERAL OBJECTIVE 5.0 Understand digestion, absorption and metabolism of food nutrients.						
6	5.1 Explain digestion, absorption and utilization of nutrients 5.2 Define the metabolism of nutrients 5.3 Define Metabolic Rate 5.4 explain Body Mass Index 5.5 Explain Balanced diets 5.6 Explain changing food needs across the life span Nutrition and growth monitoring	Explain digestion, absorption and utilization of nutrients Define the metabolism of nutrients Explain Metabolic Rate Explain Body Mass Index Explain Balanced diets Explain changing food needs across the life span Nutrition and growth monitoring	Textbooks, charts, diagram, projector, Marker Board			
General Objective: 6.0 Appreciate influence of various factors affecting nutrition, diet and food habits.						
7	6.1 State the factors affecting nutrition, food selection and habits e.g. <ul style="list-style-type: none"> • Eating disorders • Body needs • Cultural and ethnic factors (food taboos, myths and fads) • Religion • Socio economic status • Availability and 	Explain the factors affecting nutrition, food selection and habits with relevant examples.	Textbooks, charts, diagram, projector, Marker Board			

	<p>geographical factors</p> <ul style="list-style-type: none"> Health status 					
General Objective:7.0 Understand various aspects of nutritional management.						
8-9	<p>7.1 Explain food production, preservation and storage.</p> <p>7.2 Explain food distribution, pricing and effect on consumption for individuals and families.</p> <p>7.3 Explain food preparation for special group and food handling.</p> <p>4.4 Explain the education and supervision of food handlers, in homes, hospitals and public places.</p> <p>4.5 Explain balanced diet for individuals and families.</p> <p>4.6 Explain the role of governments, organizations, communities and families in the food supply.</p>	<p>Discuss food production, preservation and storage</p> <p>Explain food distribution, pricing and effect on consumption for individuals and families.</p> <p>Explain the role of governments, organizations, communities and families in the food supply.</p>	<p>Textbooks, charts, diagram, projector, Marker Board</p>	<p>Prepare a menu table for special group</p> <p>Plan a balanced diet for Special groups and Individual</p>	<p>Guide the students in Preparation of menu table for special group</p> <p>Guide on planning balanced diet for Special groups and Individual</p>	<p>Textbooks, charts, diagram, projector, Marker Board, food menu tables, food items</p>
General Objective 8.0 Know the relationship between nutrition and health						
10	<p>8.1 Explain the relationship between nutrition and health</p> <p>8.2 list the nutritional needs of related diseases e.g. protein-energy malnutrition, scurvy, rickets etc</p>	<p>Examine the relationship between nutrition and health</p> <p>Explain the nutritional needs of related diseases</p>	<p>Textbooks, charts, diagram, projector, Marker Board</p>			

		e.g. protein-energy malnutrition, scurvy, rickets etc				
General Objective 9.0 know the concept of house hold food security						
11	9.1 Describe household food security 9.2 Explain strategies that support household food security at various levels	Discuss household food security Explain strategies that support household food security at various Levels	Textbooks, charts, diagram, projector, Marker Board			
General Objective 10.0 Understand the management of nutritional disorders at community level						
12-13	10.1 List the characteristics of individual with nutritional disorders 10.2 list types of nutritional disorders mentioned above 10.3 Explain children at risk of developing Malnutrition 10.4 Explain health education strategies on prevention of malnutrition	Mention characteristics of individual with nutritional disorders Discuss types of nutritional disorders mentioned above Explain how to Identify children at risk of developing Malnutrition Explain health	Textbooks, charts, diagram, projector, Marker Board	Identify individual with the types of nutritional disorders Identify children at risk of developing Malnutrition Give health talk on prevention of malnutrition	<ul style="list-style-type: none"> Guide the students to identify of individual with the types of nutritional disorders Guide the students to determine malnutrition through the use of MUAC tape 	Textbooks, charts, diagram, projector, Marker Board shaka strip

		education strategies on prevention of malnutrition				
General Objective 11.0 Know micronutrient deficiencies and control						
14	<p>11.1 Define ‘Micronutrients’ List the various types of micronutrients Types of micronutrients (vitamin A iodine, iron and zinc)</p> <p>11.2 mention the vulnerable groups most affected by micronutrients deficiencies in the community</p> <p>11.3 Enumerate intervention strategies in the control and prevention of micronutrients deficiencies</p>	<p>Explain 11.1 -11.2</p> <p>Explain Intervention strategies in the control and prevention of micronutrients deficiencies. e.g. supplementation, fortification, dietary diversification and control of parasitic infestation</p>	<p>Textbooks, charts, diagram, projector, Marker Board</p>	<p>Describe the dosage of supplement given per age</p>	<p>Guide the students on dosage of supplement given per age</p>	<p>micronutrients such as (vitamin A iodine, iron and zinc)</p>
General Objective 12.0 Understand community management of Acute Malnutrition (CMAN)						
15	<p>12.1 Define Community Management of Acute Malnutrition (CMAM)</p> <p>12.2 Describe the principle of CMAM</p> <p>12.3 List the components of CMAM</p> <p>12.4 Describe how CMAM can be implemented in</p>	<p>Explain community management of Acute Malnutrition (CMAN)</p>	<p>Textbooks, charts, diagram, projector, Marker Board</p>			

	different settings 12.5 Implementation of CMAM in different settings like					
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Evaluation

CA. =30%

Examination= 70%

NATIONAL BOARD FOR TECHNICAL EDUCATION

PROGRAMMES: NATIONAL DIPLOMA HEALTH EDUCATION AND PROMOTION		
COURSE: Introduction to School Health Programme	COURSE CODE: HEP 227	Contact Hours: 2
	Duration: 2 Hours	Theoretical: 1
Year: II Semester: II	Pre-requisite:	Practical: 1
GOAL: This course is designed to equip students with knowledge and skills to enable them promote health through the components of school health programme.		
<p>GENERAL OBJECTIVES: On completion of this course, the students should be able to:</p> <ul style="list-style-type: none"> 1.0 Know the concept of school health programme. 2.0 Understand the health needs of school children 3.0 Appreciate the models of school health programme 4.0 Understand the recent five-point model of school health programme 5.0 Understand the sub-components of each of the five-point model 6.0 Appreciate the concept of skill-based health education 7.0 Understand the concept of school feeding services 8.0 Appreciate the concept of school-home-community relationship 9.0 Know the concept of school health services 		

PROGRAMME: NATIONAL DIPLOMA HEALTH EDUCATION AND PROMOTION							
COURSE: Introduction to School Health Programme		COURSE CODE: HEP 227			Contact Hours: 2 Hours		
		Duration:2			Theoretical: 1		
Year: II Semester: II		Pre-requisite:			Practical: 1		
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL							
GOAL: This course is designed to equip students with knowledge and skills to enable them promote health through the components of school health programme							
GENERAL OBJECTIVE 1.0 Know the concept of school health programme.							
THEORETICAL CONTENT				PRACTICAL CONTENT			
Week	Specific Learning Outcome	Teacher's Activities	Resources	Specific Learning Outcome	Teacher's Activities	Resources	
1	1.1 Define school health programme 1.2 State the overall goal and objectives of school health programme.	Explain school health programme Discuss the overall goal and objectives of school health programme.	Textbooks Maker board Overhead slides Projector				
General Objective 2.0 Understand the health needs of school children							
2	2.1 explain the health needs of a school child 2.2 explain the health problem of a school child	explain the health needs of a school child Explain the health problem of a school child	Textbooks Maker board Overhead slides Projector	Identify the health problem of a school child	Guide the students to identify the health problem of a school child	Posters Video clips Chart	
General Objective 3.0: Appreciate the 3-point model of school health programme							

3-4	3.1 Define the concept of model 3.2 Explain the model of school health programme	Define the concept of model Explain the model of school health programme	Textbooks Maker board Overhead slides Projector	Identify the models of school health programme	Guide the student to Identify the models of school health programme	Posters Charts
General Objective 4.0: Understand the eight components of the school health programme						
5	4.1 Describe the eight components of school health programme 4.2 List the components that make up the school health programme	Describe the eight components of school health programme by the Explain the components that make up the school health programme	Textbooks Maker board Overhead slides Projector			
General Objective 5.0: Understand the concept of healthful school environment						
6-7	5.1 Define healthful school environment 5.2. State the aim and objectives of healthful school environment 5.3 explain the standard elements of a healthful school 5.4 Compare the standard elements in 5.3 with the	Explain concept of healthful school environment	Textbooks Maker board Overhead slides Projector Checklist	Identify the standard elements of a healthful school	Guide the student to Identify the standard elements of a healthful school	Checklist Chart

	element available in a school setting.					
General Objective: 6.0: Appreciate the concept of skill-based health education						
8-10	6.1 Define skill-based health education 5.2 State the aims and objectives of skill-based health education 5.3 List the elements that qualify an effective skill-based health education programme of the school	Explain skill-based health education Explain the aims and objectives of skill-based health education Explain the elements that qualify an effective skill-based health education programme of the school	Textbook Maker board Overhead slides Projector	Demonstrate health talk on skill-based health education	Guide students on Demonstration health talk on skill-based health education	Public address system
General Objective: 7.0 Understand the concept of school feeding service						
11-12	7.1 Define school feeding service 7.2 List the aims and objectives of school feeding service 7.3 describe the parameters that characterize an effective school feeding service.	explain school feeding service discuss the aims and objectives of school feeding service describe the parameters that characterize an effective school feeding service.	Textbook Maker board Overhead slides Projector			
General Objective: 8.0. Appreciate the concept of school-home-community relationship						
13	8.1 Define the concept of school-	explain the concept of school-home-community	Textbook Maker board Overhead			

	home-community relationship 8.2 State the aim and objectives of school-home-community relationship 8.3 Explain the components that make up a cordial school-home-community relationship	relationship explain aim and objectives of school-home-community relationship describe the components that make up a cordial school-home-community relationship	slides Projector			
General Objective: 9.0 Know the concept of school health services						
14-15	9.1 Define school health service 9.2 Explain the aim and objectives of school health service 9.3 Explain the elements that qualify an effective school health service	Explain school health service Explain the aim and objectives of school health service Describe the elements that qualify an effective school health service	Textbook Maker board Overhead slides Projector			

Evaluation

CA. =30%

Examination= 70%

PROGRAMMES: NATIONAL DIPLOMA HEALTH EDUCATION AND PROMOTION		
COURSE: First Aid and Safety Education	COURSE CODE: HEP 228	Contact Hours: 3
	Duration: 3 hours	Theoretical: 1
Year: II Semester: II	Pre-requisite:	Practical: 2
GOAL: This course is designed to equip the student with the knowledge and skills to first Aid and Safety education.		
<p>GENERAL OBJECTIVES: On completion of this course, the students should be able to</p> <ul style="list-style-type: none"> 1.0 Understand first Aid and emergency care 2.0 Understand duties of a first Aider. 3.0 Understand the reasons for First Aid 4.0 Understand principles of First Aid 5.0 know contents of a first Aid box 6.0 Understand types of emergency conditions 7.0 Understand how to prevent accident at home and the community 8.0 Understand causes of injuries 9.0 Understand safety education and safe living 10.0 Understand importance of safety education and safe living 11.0 Understand types of hazards 		

PROGRAMME: NATIONAL DIPLOMA HEALTH EDUCATION AND PROMOTION						
COURSE: First Aid and Safety education		COURSE CODE: HEP 228			Contact Hours: 3	
		Duration: 3Hours			Theoretical: 1	
Year: II Semester: II		Pre-requisite:			Practical: 2	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to equip the student with the knowledge and skills on first Aid and Safety education						
GENERAL OBJECTIVE 1.0: Understand first Aid and emergency care						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher's Activities	Resources	Specific Learning Outcome	Teacher's Activities	Resources
1	1. 1 Define Accident and Emergency 1. 2 Explain the following terms <ul style="list-style-type: none"> • First Aid • Emergency care 	Explain first Aid and emergency care	Textbooks Reading materials Board Marker board	Identify types of Accident and Emergency Identify the following terms <ul style="list-style-type: none"> • First Aid • Emergency care 	Guide students on Accident and Emergency Guide students on the following terms <ul style="list-style-type: none"> • First Aid • Emergency care 	Posters, charts video clips
General Objective 2.0 Understand duties of a first Aider						
2-3	2.1 Define first aider 2.2 Explain the duties of a first Aider 2.3 Explain the roles of First Aid 2.4 Explain the roles of health promotion officer as a first Aider	Explain the duties of a first Aider	Textbooks Reading materials Board Marker board	Demonstrate the duties of a first Aider Perform the roles of First Aid	Guide students on the duties of a first Aider Guide students on the roles of First Aider	First aid box, Public address system

General Objective:3.0 Understand the aims and objectives of First Aid.						
4-5	3.1 Explain the aims for first Aid: save life, etc 3.2 Explain objectives of for first Aid: prevent injuries from getting worse, prevent disability, provide emergency care, promote recovery etc	Explain aims and objectives of First Aid	Textbooks Reading materials Board Marker board			
General Objective:4.0 Understand principles of First Aid						
6	4.1 Explain the principles of First Aid	Explain principles of First Aid	Textbooks Reading materials Board Marker board			
GENERAL OBJECTIVE: 5.0: know contents of a first Aid box						
7	5.1 Explain the contents of a standard First Aid box	Explain contents of a first Aid box	Textbooks Reading materials Board	Identify the contents of a standard First Aid box	Guide the students to identify the contents of a standard First Aid	First Aid box

			Marker board		box	
GENERAL OBJECTIVE: 6.0 Understand types of emergency conditions						
8-9	<p>6.1 Explain types of emergency conditions such as:</p> <ul style="list-style-type: none"> • Shock • Fracture • Burns • Bleeding • Acute Abdominal problem • Asphyxia • Epistaxis • Snake Bite, etc. <p>6.2 Explain the Signs, symptoms, management, first aid measure and prevention of Emergency Conditions.</p>	Explain types of emergency conditions	Textbooks Reading materials Board Marker board	<p>Demonstrate first aid care for the following conditions</p> <ul style="list-style-type: none"> • Shock • Fracture • Burns • Bleeding • Acute Abdominal problem • Asphyxia • Epistaxis • Snake Bite, etc. <p>Identify the Signs, symptoms, management, first aid measure and prevention of Emergency Conditions.</p>	<p>Guide students to Demonstrate first aid care for the following conditions:</p> <ul style="list-style-type: none"> • Shock • Fracture • Burns • Bleeding • Acute Abdominal problem • Asphyxia • Epistaxis • Snake Bite, etc. <p>Guide students on the Signs, symptoms, management, first aid measure and prevention of Emergency Conditions.</p>	First Aid box Models, Mannequin , pictorials, stretcher
GENERAL OBJECTIVE: 7.0: Understand how to prevent accident at home and the community.						
10	7.1 Explain Accident Preventive Measures at	Explain prevention of accident at home and the community	Textbooks Reading materials	Demonstrate Accident Preventive Measures at	Guide students on Accident Preventive Measures at home	Pictures and diagrams

	home and in the Community e.g. <ul style="list-style-type: none"> Keep the environment clean Keep medicine in locked cupboard Avoid alcohol, etc.		Board Marker board	home and in the Community	and in the Community	
GENERAL OBJECTIVE: 8.0 Understand causes of injuries						
11	8.1 Explain causes of injuries 8.2 Explain emergency situations	Explain causes of injuries Explain emergency situations	Textbooks Reading materials Board Marker board	Identify causes of injuries	Guide students on causes of injuries	Pictures and diagrams
GENERAL OBJECTIVE: 9.0 Understand safety education and safe living						
12	9.1 Explain safety education and safe living	Explain safety education and safe living	Textbooks Reading materials Board Marker board			
GENERAL OBJECTIVE: 10.0 Understand importance of safety education and safe living						
13	10.1 Explain importance of safety education and safe living	Explain importance of safety education and safe living	Textbooks Reading materials Board Marker board	Identify importance of safety education and safe living	Guide students on importance of safety education and safe living	Pictures and diagrams
GENERAL OBJECTIVE: 11.0 Understand types of hazards						
14	11.1 Define hazards 11.2 Explain types of hazards	Explain hazards and its types	Textbooks Reading materials	Identify types of hazards	Guide students on types of hazards	Pictures and diagrams

			Board Marker board			
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EVALUATION

CA=30

EXAMS=70

NATIONAL BOARD FOR TECHNICAL EDUCATION

Practical Guide for ND Health Education and Promotion

<p>HEP 111 Basic Human Anatomy and Physiology I</p>	<ol style="list-style-type: none"> 1. Identify the following body structures: anterior; posterior; median; lateral; superior; interior; planter; palmar; proximal; distal; internal, external, prone, supine, coronal, external parts of the human body and human body curvatures 2. Identify human cells through microscope 3. Draw a well-labelled diagram of the cell and its components (constituents). 4. Identify different components of the cell 5. Identify types of tissue; epithelial, connective, nervous and muscular tissue. 6. Identify each of the tissue mentioned in 3.1 above. 7. Draw and label the types of tissues in above. 8. Draw and label the main skeletal system
<p>HEP 112 Introduction to Epidemiology</p>	<ol style="list-style-type: none"> 1. Visit to epidemiology units to interact with data tools 2. Visit to airport for port health inspection 3. Plan a campaign Programme through one of the methods <ol style="list-style-type: none"> i. Health Education ii. Mass vaccination which includes:- <ul style="list-style-type: none"> - Static centres - Mobile Vaccination operations - House-to-house campaign - Village-to-village campaign - Collection-point campaign 4. Organise a campaign for disease control.
<p>HEP 113 Introduction to Health Education</p>	<ol style="list-style-type: none"> 1. Demonstrate the role of health educator in promoting health 2. Draw the health triangle in relation to health education 3. Interpret the health triangle 4. Identify the aims and objectives of health education 5. Identify various settings of health education in the society

	<ol style="list-style-type: none"> 6. Narrate the history of health education 7. Classify various methods and strategies of health education 8. Use the materials 9. Demonstrate various strategies in health education
<p>HEP 114 Introduction to Communicable and Non-communicable Diseases</p>	<ol style="list-style-type: none"> 1. Visit a health facility to identify communicable and non-communicable diseases 2. Identify the causative agent, routes of transmission, signs and symptoms and management of the diseases. 3. Visit a health facility to identify non-communicable diseases 4. Prepare a plan for the control and prevention of communicable and non-communicable diseases. 5. Implement the plan prepared for the control and prevention of communicable and non-communicable diseases. 6. Evaluate the plan 7. Appreciate the current policies and intervention strategies in disease control, such as: <ol style="list-style-type: none"> a. Roll back malaria programme, b. National TBL control programme, c. HIV/AIDS scale-up programme, d. National Filarial control programme e. National Policy on immunisation, etc. 8. Visit Government Agencies responsible for Policies and intervention in disease control
<p>HEP 115 Primary Health Care Delivery System</p>	<ol style="list-style-type: none"> 1. Tabulate the various harmful traditional practices associated with informal health system in Nigeria 2. Identify various socio-cultural practices affecting health in Nigeria 3. Visit Primary health Care centres 4. Design the roles of Health Educators on slides. 5. Participate in acting out the roles of Health Educators in PHC 6. Classify the health care delivery system in Nigeria

	7. Invite NHIA officials to give a talk
HEP116 Contemporary Health Issues	<ol style="list-style-type: none"> 1. Identify basic contemporary health issues e.g. obesity, underweight, communicable and non-communicable diseases, and emerging and re-emerging diseases. 2. Identify the term PSP 3. Identify institutional arrangement for PSP 4. Identify strategies for effective PSP in policy formulation 5. Identify strategies for the provision of soft loans for PSP 6. Identify how to mobilize for local monitoring of equipment. 7. Identify the merits and de-merit of PSP 8. Identify SDGs strategies relating to Health. 9. Identify steps to be taken to achieve the SDGs goals as it relates to Health. 10. Identify the SDGs strategies relating to Health 11. Identify e-governance as it relates to Health. 12. Identify the use of e-governance in health services 13. Identify exotic, emerging and re-emerging diseases 14. Identify exotic, emerging and re-emerging diseases. 15. Identify these diseases according to their causative agents 16. Identify components in their aetiology and spread 17. Identify control measures for these diseases
HEP121 Basic Human Anatomy and Physiology II	<ol style="list-style-type: none"> 1. Draw and label the structure of human nervous system from a model. 2. Draw and label the human eye. 3. Draw and label the human skin. 4. Draw and label male reproductive organ 5. Draw and label female reproductive organ 6. Draw the following organs of the urinary system: <ul style="list-style-type: none"> • Kidneys • Ureters • Urinary bladder • Urethra
HEP 122	1. Identify ethics and etiquette

Principles of Health Care Ethics	<ol style="list-style-type: none"> 2. Identify the ethics and philosophy of health practices 3. Identify the professional ethics required of a Health Practitioner <ol style="list-style-type: none"> a. Confidentiality b. Privacy c. Integrity d. respect for client e. patience. 4. Identify the principles of health care ethics 5. Identify professional responsibilities and limitations of a Health Practitioner. 6. Identify the code of conduct. 7. Identify the legal aspect of Health Practice 8. Identify legal and ethical issues central to health promotion 9. Identify the importance of ethics in health care system 10. Identify challenges of bioethics and ethics 11. Identify ethical principles in health care 12. Identify respect to patients to exercise self-determination and consent on treatment 13. Identify the professional responsibilities and limitations of a Health educator
HEP123 Introduction to Health Promotion	<ol style="list-style-type: none"> 1. Diagrammatically illustrate the three pillars of health promotion by WHO 2. Prepare IEC material for prevention of HIV/AIDS for school learners. 3. Dramatize the elements of effective communication. 4. Design an organisational structure of the community 5. Demonstrate the methods used for data collection in community diagnosis eg home based record. 6. Prepare an action plan for health promotion intervention 7. Design material resources for various health promotion interventions 8. Carry out process and outcome evaluation 9. Demonstrate the proper handling, care and maintenance of Overhead slide, LCD projectors, lenses, digital cameras, video recorder, and playback head.

HEP125 Patient Education, Health Counselling and Decision making	<ol style="list-style-type: none"> 1. Identify various forms of patient education 2. Demonstrate the ability to speak patient language or request for an interpreter 3. Cater for patient capacity to learn 4. Conduct a counselling session for the client 5. Demonstrate various types of health counselling 6. Identify health guidance services 7. Identify the principle of health guidance
HEP127 Introduction to tropical Diseases in Africa	<ol style="list-style-type: none"> 1. Identify various tropical Diseases 2. Identify the causative agents of tropical diseases 3. Demonstrate use of personal protective equipment 4. Demonstration on use of Insecticide Treated Net (ITN) 5. Demonstrate isolation /quarantine
HEP 129 Immunity and Immunization	<ol style="list-style-type: none"> 1. Identify vaccine preventable diseases 2. Identify various immunization schedules 3. Demonstrate preparation of REW and RI monitoring chart for RI service delivery 4. Demonstrate how to maintain cold chain and storage system 5. Demonstrate estimation of vaccine requirement 6. Identify means of tracking defaulters 7. Demonstrate strategies of reducing immunization defaulters
HEP 211 Introduction to Mental Health Education	<ol style="list-style-type: none"> 1. Identify activities that promote positive mental habits 2. Conduct health talk on prevention of mental health illness in the community 3. Conduct health talk on prevention of mental health illness in the community
HEP 212 Practice of Health Advocacy	<ol style="list-style-type: none"> 1. Identify the following steps in advocacy for health: <ul style="list-style-type: none"> • Identify/choose your Issue • Identify/choose your target

	<ul style="list-style-type: none"> • Messaging Methods • Assess the environment and identify risks • Gather evidence using a wide range of tools • Develop a monitoring, evaluation and learning <ol style="list-style-type: none"> 2. Demonstrate the processes for the design of advocacy health messages <ul style="list-style-type: none"> • Invitation of key policymakers to take part in selected activities • Strategic alliances among like-minded initiatives • Joint/collaborative activities • Media (TV, Print, Electronic, Radio) • Field Visits • Brainstorming • Lecture • Symposium • Lobbying 3. Prepare the health advocacy material 4. Use health advocacy materials in health advocacy
HEP 213 Consumer Health Education	<ol style="list-style-type: none"> 1. Identify good labelling on products 2. Conduct health talk sessions on identification of good labelling on products 3. Identify different characteristics of quackery in the society
HEP 214 Introduction to Drug Education	<ol style="list-style-type: none"> 1. Identify signs and symptoms of drug abuse 2. Identify types of tobacco 3. Visit rehabilitation centres to interact with drug abuse patients 4. Establish: <ul style="list-style-type: none"> • Establishment of Drug Free Club • Establishment of Health Club 5. Conduct Drug Control Programme
HEP 215 Family Health Education	<ol style="list-style-type: none"> 1. Demonstrate family members and roles 2. identify various socio-health family issues: <ul style="list-style-type: none"> • Childhood illness • Family and stress

	<ul style="list-style-type: none"> • Family lifestyle
HEP 216 Health Administration and Management Services	<ol style="list-style-type: none"> 1. Draw organizational structure 2. Identify qualities and roles of an effective manager 3. Demonstrate delegation of responsibility 4. Prepare organogram of an organization. 5. Prepare a SWOT analysis of the organization. 6. Demonstrate preparation of duty rosters
HEP 217 Health Communication and Strategy	<ol style="list-style-type: none"> 1. Demonstrate various tools used in health communication; <ul style="list-style-type: none"> • Printed materials • Visual materials • Audio • Audio-visual materials 2. Carry out various communication strategies in health education and promotion activities: <ol style="list-style-type: none"> D. Individual methods E. Group methods F. Mass methods 3. Demonstrate various communication strategies in health education and promotion activities 4. Demonstrate types of assessment methods used in health communication <ul style="list-style-type: none"> • Diagnostic assessment • Formative assessment • Summative assessment
HEP 218 Health Demography	<ol style="list-style-type: none"> 1. identify sources of health demographic data e.g. birth rate, death rate, morbidity rate, etc 2. Conduct population census in community 3. Identify the types of human settlements
HEP 219 Community Health	<ol style="list-style-type: none"> 1. Identify various national health policy

Education and Promotion	<ol style="list-style-type: none"> 2. Identify various interventions from partners 3. Use steps involved in community diagnosis to identify the incidence of child mortality in a defined locality.
HEP 210 Introduction to Occupational Health and Safety	<ol style="list-style-type: none"> 1. Classify occupational hazards 2. Demonstrate physical, chemical and Psycho-social hazards 3. Conduct health talk on prevention of home hazards
HEP 221 Disease Prevention and Control in Health Education	<ol style="list-style-type: none"> 1. Demonstrate methods of Controlling disease outbreak 2. Document Reporting of Communicable Diseases 3. Draw disease transmission cycle 4. Draw out Contents of National immunization Schedule 5. Track immunization defaulters 6. Identify different cold chain equipment 7. Demonstrate the correct use of cold chain equipment 8. Monitor vaccine potency 9. Eliminate Reservoir of infection <ul style="list-style-type: none"> • isolation • Quarantine • Interrupt the pathway of transmission. • Protect the susceptible host 10. Conduct disease outbreak risk assessment 11. Conduct surveillance 12. Implement different Methods of Surveillance 13. Compose a Routine Report
HEP 223 International and Global Health	<ol style="list-style-type: none"> 1. Develop key health messages, 2. Give entry and exit point counselling
HEP224 Reproductive Health and Sexuality Education	<ol style="list-style-type: none"> 1. Draw the male and female reproductive organs 2. Provide information and education on Voluntary Counseling and Testing (VCT) for HIV/AIDS 3. Manage pregnant mothers during the antenatal period: <ol style="list-style-type: none"> a. Take History

	<p>b. Health Educate c. Provide Nutritional counselling d. Explain importance of rest and sleep e. Exercises, etc.</p> <p>4. Health educate mothers on the process of labour and danger signs of pregnancy</p> <p>5. Health educate mothers on care of the baby and selfcare; Immunization. Exclusive breast feeding, personal hygiene etc</p> <p>6. health education on:</p> <ul style="list-style-type: none"> • Proper nutrition and weaning diet. • Family planning. • Proper care of the baby <p>7. Give health talk on family planning to promote acceptance and utilization in the community</p> <p>8. Counsel client on post-abortion family planning</p> <p>9. Counsel couples and individuals concerning difficulties in getting pregnant</p> <p>10. Identify 'At Risk' pregnant women</p> <p>11. Refer identified cases appropriately.</p>
<p>HEP225 Social and Behaviour Change (SBC) in Strategic Health Communication</p>	<p>1. Health Educate on core principles of SBC 2. Draw a Strategic design and planning of SBCC programmes 3. Develop and pretesting messages and communication materials. 4. Evaluate the impact of SBCC programme</p>
<p>HEP 226 Nutritional Health Education</p>	<p>1. Provide comprehensive nutrition services in the clinic and community 2. Prepare a menu table for special group 3. Plan a balanced diet for Special groups and Individual 4. Identify of individual with the types of nutritional disorders 5. Identify children at risk of developing malnutrition 6. Give health talk on prevention of malnutrition 7. Describe the dosage of supplement given per age</p>
<p>HEP 227</p>	<p>1. Identify the health problem of a school child</p>

Introduction to School Health Programme	<ol style="list-style-type: none"> 2. Identify the models of school health programme 3. Identify the standard elements of a healthful school 4. Demonstrate health talk on skill-based health education
HEP228 First Aid and Safety Education	<ol style="list-style-type: none"> 1. Identify types of Accident and Emergency 2. Identify the following terms <ul style="list-style-type: none"> • First Aid • Emergency care 3. Demonstrate the duties of a first Aider 4. Perform the roles of First Aid 5. Identify the contents of a standard First Aid box 6. Demonstrate first aid care for the following conditions <ul style="list-style-type: none"> • Shock • Fracture • Burns • Bleeding • Acute Abdominal problem • Asphyxia • Epistaxis • Snake Bite, etc. 7. Identify the Signs, symptoms, management, first aid measure and prevention of Emergency Conditions. 8. Demonstrate Accident Preventive Measures at home and in the Community 9. Identify causes of injuries 10. Identify importance of safety education and safe living 11. Identify types of hazards

NATIONAL BOARD FOR TECHNICAL EDUCATION

MINIMUM MATERIAL RESOURCES AND EQUIPMENT REQUIREMENT FOR HEALTH EDUCATION AND PROMOTION PROGRAMME

A. DEMONSTRATION ROOM/SKILLS LABORATORY		
S/N	DESCRIPTION	QUANTITY REQUIRED
1.	Sphygmomanometer (Aneroid, Mercury and Digital)	4/stream
2.	Stethoscope (bell and Diaphragm)	4/stream
3.	Wash hand basin	4
4.	Trolleys	4
5.	Weighing scales (infant & adults)	4
6.	Weighing scales with height	4
7.	Hanging weighing scale	1
8.	Mid-upper arm circumference strip (measuring tape--2)	40
9.	Vaccine carriers	4
10.	Cold box with icepacks	2
11.	Pen Torches	4
12.	Microscope	4
13.	Stretcher	2
14.	Thermometer	20
15.	Anatomical models organs	2
16.	Charts of organs and systems	10
17.	Breast models	1
18.	CPR Manikin (adult & infant)	1 of each type
19.	Dual sex Anatomical Torso	1
20.	Dual sex anatomical torso with open back (28 parts)	1
21.	Neonatalie	2
22.	Skeleton (Articulated)	2
23.	Anatomy posters/ photograph	2 for each system
24.	Screens	2
25.	Food demonstration items (assorted)	10 assorted
26.	Snellen's charts	10
	Tongue depressor (plastic, wooden and metal)	5 each
	Tourniquet	5

	Pedal waste bin	5
	WHO Medical Eligibility Criteria Wheel (MEC)	2
	Basic counselling strategy (BCS)Plus	2
	Banner	Various
B. DEMONSTRATION CLINIC/TEACHING HEALTH CENTRE		
1	Pulse Oximeter	WHO MEC Wheel
2	Description	Quantity
3	Stretcher	2
4	Cold-chain (Cold Box. Vaccine carrier (Geostyle), Ice packs different sizes 2 each, Refrigerator 1	1each
5	Screens	2
6	Snellen charts	10
7	Weighing scale for adult/children	2 of each
8	Weighing scale with height	2 of each
9	Stethoscope	8
10	Food demonstration items	10 assorted
11	HMIS records	As applicable
12	Referral forms	As applicable
13	Standard Operational Procedures (SOP-HEP)	10
14	Trolleys	2
15	Wash hand Bowls/Sink	2
16	First Aid Kit	4
17	Personal protective equipment (hand gloves - 1 pack, aprons - 10, gowns - 3, face masks- 2 packs, boots (different sizes)	1set each
18	Pedal waste bin	2
19	Thermometer jar	10
20	Tongue depressors (Wooden)	20
C. AUDIO VISUAL LABORATORY		
S/N	Description	Quantity
1	Projector	1
2	Projector Screen	1
3	Flip Chart/book	8

4	Computer set	2
5	Posters	Various
6	Printer	1
7	Public Address System	1
8	Mega phone	5
9	Video Camera	2
10	Tv set	2

NATIONAL BOARD FOR TECHNICAL EDUCATION

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