



NATIONAL BOARD FOR TECHNICAL EDUCATION

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

HIGHER NATIONAL DIPLOMA IN COMPLEMENTARY AND ALTERNATIVE MEDICINE CURRICULUM AND COURSE SPECIFICATIONS

DEVELOPED IN
COLLABORATION WITH

**FEDERAL COLLEGE OF COMPLEMENTARY AND ALTERNATIVE
MEDICINE, ABUJA**

JUNE, 2026

PREFACE

The National Board for Technical Education (NBTE) is pleased to present the new National Diploma (ND) and Higher National Diploma (HND) in Complementary and Alternative Medicine (CAM) Curricula and Course Specifications. These mark a landmark achievement in the Board's steadfast commitment to expanding the frontiers of Technical and Vocational Education and Training (TVET) in Nigeria, and to formally structuring the training and certification of practitioners in the vital and growing field of Complementary and Alternative Medicine.

The development of these new curricula was the product of an intensive and systematic process of needs assessment, curriculum design, and stakeholder validation. It brought together a distinguished team of CAM practitioners, academic scholars, health professionals, regulatory authorities, professional associations, and industry representatives, all united by a shared vision of producing competent, ethical, and globally relevant CAM diplomates from Nigerian TVET institutions. The result is a comprehensive set of course specifications that define clear learning outcomes, practical competencies, and professional standards for both the ND and HND levels of the programme.

I wish to express my deep and sincere appreciation to the Federal College of Complementary and Alternative Medicine (FEDCAM), Abuja, for generously sponsoring the curriculum development exercises that gave birth to these programmes. The management of FEDCAM showed exemplary institutional leadership and national commitment by providing the financial resources, logistical support, and enabling environment required to bring together the curriculum development team. Their sponsorship was not merely a financial contribution, but an investment in the future of CAM education and healthcare delivery in Nigeria. The Board is immensely grateful. Heartfelt gratitude is equally extended to all the stakeholders who participated in and contributed to the curriculum development process. Their dedication, expertise, and constructive engagement were the foundation upon which these new curricula were built.

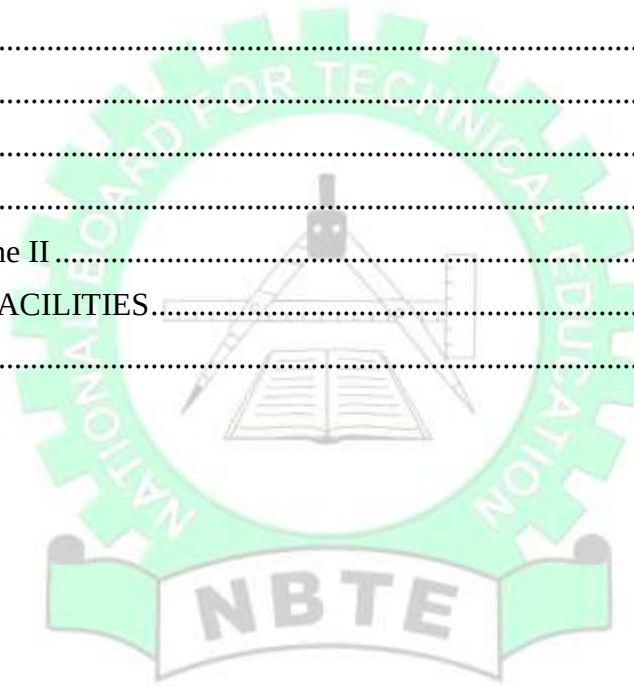
All TVET institutions that will offer ND and HND in CAM programmes are advised to adopt and implement these curricula with enthusiasm, ensuring that their students receive training that is rigorous, hands-on, and consistent with the contents of the curricula. They should foster strong linkages with the CAM industry to sustain relevance and ensure that the competencies being developed align with real-world professional practice. The NBTE remains firmly committed to its mandate of setting and maintaining standards for TVET in Nigeria, and to supporting institutions, students, and stakeholders in delivering programmes that contribute meaningfully to national development and the health and wellbeing of Nigerians.

Prof. Idris M. Bugaje
Executive Secretary
National Board for Technical Education,
Kaduna, Nigeria

Table of Contents

GENERAL INFORMATION.....	iv
CURRICULUM TABLE.....	ix
YEAR ONE SEMESTER ONE.....	1
Health Informatics for CAM	2
Advanced CAM Theories and Integrative Medicine	7
Advanced Nigerian Indigenous Medicine	12
Advanced Herbal Medicine and Pharmacognosy	18
Functional Medicine and Nutritional Biochemistry	23
Advanced Holistic Diagnostics.....	28
CAM Pharmacology and Herb- Drug Interactions	33
Integrative Approaches to Mental Health.....	38
YEAR ONE SEMESTER TWO.....	44
Acupuncture and Traditional Chinese Medicine (TCM)	45
Homeopathy and Biotherapeutic Drainage.....	51
Manual Therapies (Chiropractic, Osteopathy, Bone-Setting)	58
Energy Medicine (Biofield Therapies)	72
Cupping Therapy	77
CAM in Women's and Reproductive Health	82
CAM Business and Legal Ethics	88
Computer Application Packages.....	93
YEAR TWO SEMESTER ONE.....	102

Naturopathy I	103
Advanced Naturopathic Detoxification	110
Sports Medicine and CAM	120
Advanced Aromatherapy	126
Complementary and Alternative Medicine Research Methodology II	130
YEAR TWO SEMESTER TWO	135
Hospital-Based CAM Integration	136
CAM Business Development II	141
Pediatric and Geriatric CAM	146
Spiritual Healing	151
Nigeria Indigenous and Traditional African Medicine II	155
LIST OF MINIMUM RESOURCES/PHYSICAL FACILITIES	166
LIST OF WORKSHOP PARTICIPANTS	171



GENERAL INFORMATION

1.0 TITLE OF THE PROGRAMME

The title of the Programme is Higher National Diploma in Complementary and Alternative Medicine (CAM).

2.0 GOAL AND OBJECTIVES OF THE PROGRAMME

2.1 Goal

The Higher National Diploma (HND) Programme is designed to produce CAM Practitioners with appropriate and adequate knowledge, skills and attitude for effective delivery of health care services at the primary health care level.

2.2 Objectives

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

- i. Apply foundational understanding of the major Complementary and Alternative Medicine systems (CAM), including their history, philosophies, and principles, with specific reference to Nigerian Traditional Medicine practices.
- ii. Develop clinical competency in the safe and effective application of core CAM therapies, ensuring all practices are evidence-informed.
- iii. Instill a strong sense of professional ethics, safety, and legality relevant to the CAM practice in Nigeria, including understanding the scope of practice, patient confidentiality, and the guidelines set by relevant Nigerian regulatory bodies (e.g., NAFDAC for herbal products).
- iv. Cultivate skills in patient assessment and consultation, enabling students to conduct thorough client interviews, understand medical histories, recognize contraindications, and know when to refer clients to conventional medical practitioners.
- v. Promote an integrative approach to health that acknowledges the value of both conventional Western medicine and CAM, fostering the ability to collaborate with other healthcare professionals for improved patient outcomes.
- vi. Establish, manage, and promote a successful and ethical CAM practice within the Nigerian business environment.
- vii. Foster critical thinking and research literacy, enabling students to critically evaluate scientific literature on CAM, distinguish between credible evidence and anecdotal claims, and commit to lifelong learning.
- viii. Enhance cultural competence and sensitivity by exploring the diverse health beliefs and healing practices across different ethnic groups in Nigeria, ensuring respectful and effective patient-centered care.
- ix. Emphasize the principles of holistic health, teaching students to view clients as integrated wholes of body, mind, and spirit and to develop personalized wellness plans that address all aspects of well-being.
- x. Encourage community health advocacy by empowering graduates to educate their communities on preventive health measures, wellness strategies, and the safe use of complementary therapies, thereby contributing to public health in Nigeria.

3.0 ENTRY REQUIREMENTS:

The general entry requirements for the HND in **Complementary and Alternative Medicine** are:

- i. Candidates for the Programme shall possess a minimum of five (5) credit passes in NABTEB/WAEC/GCE/SSCE/NECO or its equivalents in not more than two sittings to include: English Language, Mathematics, and any three from Biology/Health Science, Physics and Chemistry.
- ii. ND in Complementary and Alternative Medicine with a minimum of lower credit.

4.0 STAFFING REQUIREMENTS

4.1 Headship of the Department

The HOD should not be lower than a Senior Lecturer in rank. He should be qualified in the discipline/field of study and have post-qualification cognate experience in teaching, professional practice and educational management to guarantee to the Board that the department is being efficiently and effectively run. He must possess at least HND CAM or Bachelor's Degree in CAM. Graduates of Medicine, Pharmaceutical, Basic Medical, and Allied Health Sciences must have a relevant postgraduate qualification in CAM and also be registered with the appropriate registration body or agency in Nigeria.

4.2 Core Teaching Staff:

At the point of mounting the programme, there should be a minimum of four (4) Lecturers from Lecturer II and above with Bachelor degree / HND in **CAM**, CAM, Medicine, Pharmacy, Nursing, Physiotherapy, Biomedical Sciences and other Life Sciences with additional Higher Degrees or certification in relevant areas.

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 should possess a minimum of National Diploma in Science/Medical Laboratory Technology or Complementary and Alternative Medicine and HND or BSc in Science/Medical Laboratory Technology or Complementary and Alternative Medicine.

5.0 CAREER AND ACADEMIC PROSPECTS

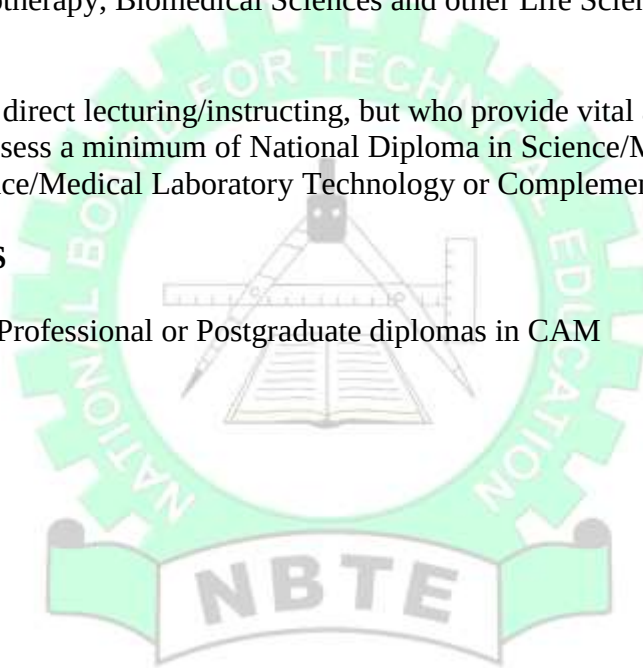
5.1 Academic Progression

Holders of the HND are eligible for admission into Professional or Postgraduate diplomas in CAM

5.2 Career prospects

Holders of the HND can pursue careers in:

- i. Homeopathy;
- ii. Osteopathy;
- iii. Naturopathy;
- iv. Chiropractic;
- v. Wellness Consultancy;
- vi. Herbal Medicine Production and Marketing;
- vii. Aromatherapy;
- viii. Unani;
- ix. Teaching and Academic Services;
- x. NGOs, Wellness Centres and Community Health Services;
- xi. Acupuncture;
- xii. Energy Healing



xiii. CAM Clinics

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 HND 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)

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

Foundation Courses: include courses in English Language, Statistics, and three other subjects, from the sciences humanities or mixtures of both. The number of hours will vary with the programme and may account for about 10-15% of the total contact hours.

Professional Courses: are courses, which give the student the theory and practical skills needed to practice in his/her field of specialization at the technical level. These may account for between 60-70% of the total contact hours of the programme.

8.0 CURRICULUM STRUCTURE

The structure of the HND Programme consists of four semesters of Classroom, Laboratory, Field Trips 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 Higher National Diploma are available from the office of the Executive Secretary, National Board for Technical Education, Plot "B", Road, P.M.B. 2239, Kaduna, Nigeria.

10.0 CONDITION FOR AWARD OF HIGHER NATIONAL DIPLOMA

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

- i. Satisfactory performance in all prescribed course work which may include class work, tests, quizzes.
- ii. Satisfactory performance at one-year internship programme

- iii. Satisfactory performance at all semester examinations
- iv. Satisfactory completion of final year project work
- v. Candidates should have completed a minimum of between 72 to 80 semester credit units.

10.2 Classification of Diploma

Higher National Diploma (HND) shall be awarded in four classes as follows:

Distinction	CGPA of 3.50 and above
Upper Credit	CGPA of 3.00 – 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	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 students with technical 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 completes some of the courses or the diplomates of the programme. This is a slight departure in the presentation of the performance-based curriculum which requires the conditions under which the performance is expected to be carried out and the criteria for the acceptable levels of performance. It is a deliberate attempt to further involve the staff of the department teaching the programme to write their own curriculum stating the conditions existing in their institution under which 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 programme offered throughout the TVET Institution 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 at least a balance of theory to practical in the ratio of 70:30.

12.0 PRACTICAL LOG BOOK

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.

14.0 GUIDELINES ON MANDATORY SKILLS QUALIFICATIONS (MSQ)

Please, see the Guidelines for the Implementation of MSQ in Polytechnics in Nigeria, available on NBTE website (www.nbte.gov.ng/downloads).

CURRICULUM TABLE

Year I- Semester I

S/N	COURSE CODE	COURSE TITLE	L	T	P	CU	CH
1.	GNS 301	Use of English III	2	0	0	2	2
2.	MSQ 311	Principles of Quality Assurance Assessment	1	0	1	2	2
3.	GNS 312	General Philosophy	2	0	0	2	2
4.	CAM 311	Health Informatics for CAM	2	0	1	3	3
5.	CAM 312	Advanced CAM Theories and Integrative Medicine	2	0	0	2	2
6.	CAM 313	Advanced Nigerian Indigenous Medicine	2	0	2	4	4
7.	CAM 314	Advanced Herbal Medicine and Pharmacognosy	2	0	1	3	3
8.	CAM 315	Functional Medicine and Nutritional Biochemistry	2	0	1	3	3
9.	CAM 316	Advanced Holistic Diagnostics	2	0	1	3	3
10.	CAM 317	CAM Pharmacology and Herb-Drug Interactions	2	0	1	3	3
11.	CAM 318	Integrative Approaches to Mental Health	1	0	2	3	3
TOTAL			20	0	10	30	30

Year I- Semester II

S/N	COURSE CODE	COURSE TITLE	L	T	P	CU	CH
1.	GNS 302	Communication in English III	2	0	0	2	2
2.	ENT 326	Practice of Entrepreneurship I	2	0	2	4	4
3.	MSQ 321	Practice of Quality Assurance Assessment	1	0	1	2	2
4.	CAM 321	Acupuncture and Traditional Chinese Medicine (TCM)	1	0	1	2	2
5.	CAM 322	Homeopathy and Biotherapeutic Drainage	2	0	1	3	3
6.	CAM 323	Manual Therapies (Chiropractic, Osteopathy, Bone-Setting)	2	0	1	3	3
7.	CAM 324	Energy Medicine (Biofield Therapies)	2	0	1	3	3
8.	CAM 325	Cupping Therapy	2	0	1	3	3
9.	CAM 326	CAM in Women's and Reproductive Health	2	0	1	3	3
10.	CAM 327	CAM Business and Legal Ethics	1	0	1	2	2
11.	CAM 328	Computer Application Packages	1	0	2	3	3
TOTAL			18	0	12	30	30

Year II- Semester I

S/N	COURSE CODE	COURSE TITLE	L	T	P	CU	CH
1.	GNS 401	Communication in English IV	2	0	2	4	4
2.	ENT 416	Practice of Entrepreneurship II	2	0	2	4	4
3.	GNS 411	Psychology	3	0	0	3	3
4.	CAM 411	Naturopathy I	1	0	1	2	2
5.	CAM 412	Advanced Naturopathic Detoxification	2	0	1	3	3
6.	CAM 413	Sports Medicine and CAM	2	0	1	3	3
7.	CAM 414	Advanced Aromatherapy	2	0	1	3	3
8.	CAM 415	Complementary and Alternative Medicine Research Methodology II	2	0	0	2	2
9.	CAM 416	CAM Seminar	0	0	2	2	2
TOTAL			16	0	10	26	26

Year II- Semester II

S/N	COURSE CODE	COURSE TITLE	L	T	P	CU	CH
1.	CAM 421	Hospital-Based CAM Integration	2	0	2	4	4
2.	CAM 422	CAM Business Development II	2	0	1	3	3
3.	CAM 423	Pediatric and Geriatric CAM	2	0	1	3	3
4.	CAM 424	Spiritual Healing	2	0	0	2	2
5.	CAM 425	Nigeria Indigenous and Traditional African Medicine II	2	0	2	4	4
6.	CAM 426	Research Project	0	0	4	4	4
TOTAL			10	0	10	20	20

KEYS: L= Lecture (hours/week), T= Tutorials (hours/week) P= Practical (hours/week), CU - Credit Unit, CH - Contact Hours (hours/week)



YEAR ONE SEMESTER ONE

Health Informatics for CAM

PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMPLEMENTARY AND ALTERNATIVE MEDICINE		
COURSE TITLE: Health Informatics for CAM	Course Code: CAM 311	Contact Hours: 3 Hours/week
	Credit Unit: 3	Theoretical: 2 Hours/week
Year: I Semester: I	Pre-requisite:	Practical: 1 Hour/week
GOAL: This course introduces students to the fundamentals of health informatics with a focus on applications in complementary and Alternative Medicine (CAM).		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Understand core principles of health informatics and its role in CAM; 2.0 Know electronic tools for patient documentation, clinical protocols, and outcome tracking; 3.0 Know digital resources for evidence-based CAM practice and research; 4.0 Understand ethical and secure handling of patient data in line with Nigerian data protection laws.		

PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMPLEMENTARY AND ALTERNATIVE MEDICINE						
COURSE TITLE: Health Informatics for CAM		COURSE CODE: CAM 311		Contact Hours: 3 Hours/week		
		Credit Unit: 3		Theoretical: 2 Hours/week		
Year: I Semester: I		Pre-requisite:		Practical: 1 Hour/week		
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to equip students with the fundamentals of health informatics with a focus on applications in complementary and alternative medicine (CAM).						
GENERAL OBJECTIVE 1.0: Understand core principles of health informatics and its role in CAM.						
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 informatics 1.2 Explain its role in CAM and integrative healthcare. 1.3 Describe electronic systems for patient record-keeping (EHR, SOAP notes). 1.4 Explain Nigerian legal frameworks: NDPR (Nigeria Data Protection Regulation), NAFDAC digital guidelines.	- Explain health informatics - Explain its role in CAM and integrative healthcare. - Explain electronic systems for patient record-keeping (EHR, SOAP notes). - Explain Nigerian legal frameworks: NDPR (Nigeria Data Protection Regulation), NAFDAC digital guidelines.	Laptop Computers, smart board, Projector Writing Materials Whiteboard Markers Internet etc.			
General Objective 2.0: Know electronic tools for patient documentation, clinical protocols, and outcome tracking.						
5-8	2.1 Explain how to enter and retrieve patient information in electronic records.	Explain how to enter and retrieve patient information in electronic records.	Laptop Computers, smart board Projector	Demonstrate how to enter and retrieve patient information in electronic records.	Guide students to: Demonstrate how to enter and	Practical manual, computer system with relevant software.

	2.2 Explain basic databases for herbal inventory management. 2.3 Describe spreadsheet tools (i.e., EMR, Excel/Google Sheets etc) for patient and research data tracking. 2.4 Explain how to generate simple charts/reports for patient outcomes	• Explain basic databases for herbal inventory management. • Explain spreadsheet tools (i.e., EMR, Excel/Google Sheets, etc.) for patient and research data tracking. • Explain how to generate simple charts/reports for patient outcomes	Writing Materials Whiteboard Markers Internet etc.	• Create basic databases for herbal inventory management. • Use of spreadsheet tools (Excel/Google Sheets) for patient and research data tracking. • Generate simple charts/reports for patient outcomes	retrieve patient information in electronic records. • Demonstrate how to create basic databases for herbal inventory management. • Demonstrate the use of spreadsheet tools (Excel/Google Sheets) for patient and research data tracking. • Demonstrate how to generate simple charts/reports for patient outcomes	
General Objective 3.0: Know digital resources for evidence-based CAM practice and research.						
9-11	3.1 Discuss CAM evidence using PubMed, AJTCAM, and WHO databases. 3.2 Explain the basics of data collection, storage, analysis and reporting for clinical and research use. 3.3 Describe common informatics tools for	• Explain CAM evidence using PubMed, AJTCAM, and WHO databases. • Explain the basics of data collection, storage, analysis and reporting for clinical and research use.	Laptop Computers, smart board Projector Writing Materials Whiteboard Markers Internet etc.	• Access PubMed, AJTCAM, and WHO databases. • Evaluate sample CAM evidence using PubMed, AJTCAM, and WHO databases. • Use of informatics	Guide students to: • Demonstrate how to access PubMed, AJTCAM, and WHO databases. • Demonstrate how to evaluate sample CAM	Practical manual, computer system with relevant software and Internet etc..

	surveys, databases, and bibliographic management. 3.4 Explain structured literature searches on CAM therapies. 3.5 Explain how to appraise online sources for credibility. 3.6 List reference managers (e.g., Mendeley, Zotero) for academic writing.	• Explain common informatics tools for surveys, databases, and bibliographic management. • Explain structured literature searches on CAM therapies. • Appraise online sources for credibility. • Explain reference managers (e.g., Mendeley, Zotero) for academic writing.		tools for surveys, databases, and bibliographic management. • Use of reference managers (e.g., Mendeley, Zotero) for academic writing.	evidence using PubMed, AJTCAM, and WHO databases. • Demonstrate the use of informatics tools for surveys, databases, and bibliographic management. • Demonstrate the use of reference managers (e.g., Mendeley, Zotero) for academic writing.	
General Objective 4.0: Understand ethical and secure handling of patient data in line with Nigerian data protection laws.						
12-15	4.1 Explain Nigeria Data Protection Laws 4.2 Explain principles of confidentiality when using digital systems. 4.3 Explain risk management of data breaches in CAM practice. 4.4 Explain the handling of patient data following NDPR	• Explain Nigeria Data Protection Laws • Explain principles of confidentiality when using digital systems. • Explain risk management of data breaches in CAM practice. • Explain the handling of patient data following NDPR	Laptop Computers, smart board Projector Writing Materials Whiteboard Markers Internet etc.	• Handle electronic patient data following NDPR	Guide students to: • Handle electronic patient data following NDPR	Computer Internet etc. Sample forms

Course Assessment:

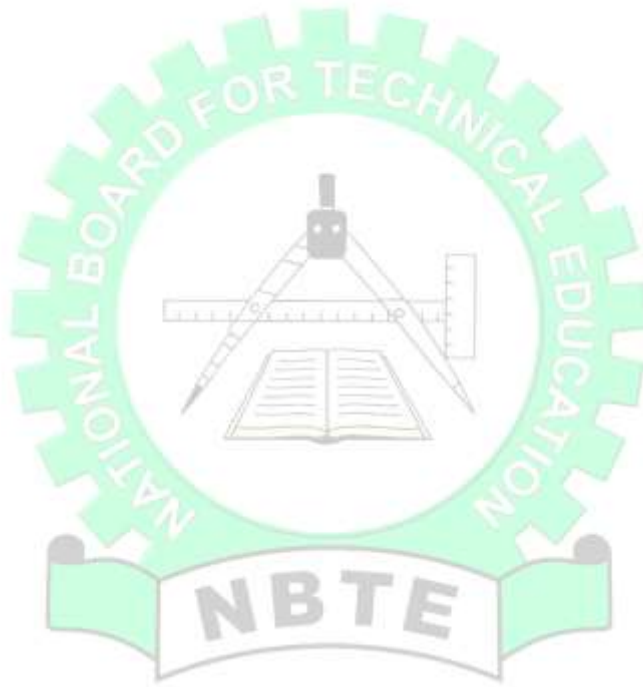
Course work: 10%

Test/Assignments: 10%

Practical: 40%

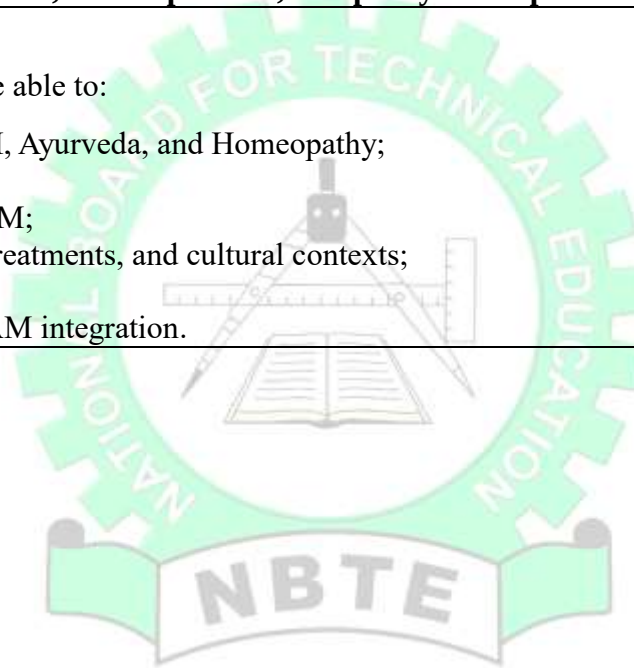
Examination: 40%

Total: 100%



Advanced CAM Theories and Integrative Medicine

PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMPLEMENTARY AND ALTERNATIVE MEDICINE		
COURSE TITLE: Advanced CAM Theories and Integrative Medicine	Course Code: CAM 312	Contact Hours: 2 Hours/week
	Credit Unit: 2	Theoretical: 2 Hours/week
Year: I Semester: I	Pre-requisite:	Practical: 0
GOAL: This course is designed to equip students with a critical, comparative analysis of major CAM systems and their integration into modern healthcare, with a focus on Nigerian clinical contexts, ethical practice, and policy development.		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Understand foundational theories of TAM, TCM, Ayurveda, and Homeopathy; 2.0 Know integration models; 3.0 Understand Nigerian regulations relevant to CAM; 4.0 Know system comparisons across diagnostics, treatments, and cultural contexts; 5.0 Understand ethical dilemmas in CAM practice; 6.0 Know advocacy for policy change regarding CAM integration.		



PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMPLEMENTARY AND ALTERNATIVE MEDICINE						
COURSE TITLE: Advanced CAM Theories and Integrative Medicine		COURSE CODE: CAM 312			Contact Hours: 2 Hours/week	
		Credit Unit: 2			Theoretical: 2 Hours/week	
Year: I Semester: I		Pre-requisite:			Practical: 0 Hour/week	
COURSE SPECIFICATION: THEORETICAL						
GOAL: This course is designed to equip students with a critical, comparative analysis of major CAM systems and their integration into modern healthcare, with a focus on Nigerian clinical contexts, ethical practice, and policy development.						
GENERAL OBJECTIVE 1.0: Understand foundational theories of TAM, TCM, Ayurveda, and Homeopathy						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher’s Activities	Resources	Specific Learning Outcome	Teacher’s Activities	Resources
1-2	1.1 Explain the philosophical underpinnings and health models of TAM, TCM, Ayurveda, and Homeopathy 1.2 Differentiate key diagnostic and therapeutic constructs (e. g, Doshas vs. Qi vs. Miasms). 1.3 Explain similarities and divergences among the four systems	- Explain the philosophical underpinnings and health models of TAM, TCM, Ayurveda, and Homeopathy - Differentiate key diagnostic and therapeutic constructs (e. g, Doshas vs. Qi vs. Miasms). - Explain similarities and divergences among the four systems	Laptop Computers, smart board Projector Writing Materials Whiteboard Markers Internet etc.			
General Objective 2.0: Know integration models						
3-5	2.1 Describe each model of CAM-conventional healthcare integration. 2.2 Discuss the feasibility and	Explain each model of CAM-conventional healthcare	Laptop Computers, smart board Projector			

	limitations of each model in Nigerian clinical settings. 2.3 Explain integration strategies for public or private hospitals.	integration. • Explain the feasibility and limitations of each model in Nigerian clinical settings. • Explain integration strategies for public or private hospitals.	Writing Materials Whiteboard Markers Internet etc.			
--	--	---	--	--	--	--

General Objective 3.0: Understand Nigerian regulations relevant to CAM.

6-8	3.1 Explain legal and regulatory frameworks governing CAM practice in Nigeria (MDCN, PCN, TCAM Board, NAFDAC). 3.2 Explain the impact of policy on practice, innovation, and patient access. 3.3 Discuss ethical and compliance risks in unlicensed or unregulated CAM delivery.	• Explain legal and regulatory frameworks governing CAM practice in Nigeria (MDCN, PCN, TCAM Board, NAFDAC). • Explain the impact of policy on practice, innovation, and patient access. • Explain ethical and compliance risks in unlicensed or unregulated CAM delivery.	Laptop Computers, smart board Projector Writing Materials Whiteboard Markers Internet etc.			
-----	---	--	--	--	--	--

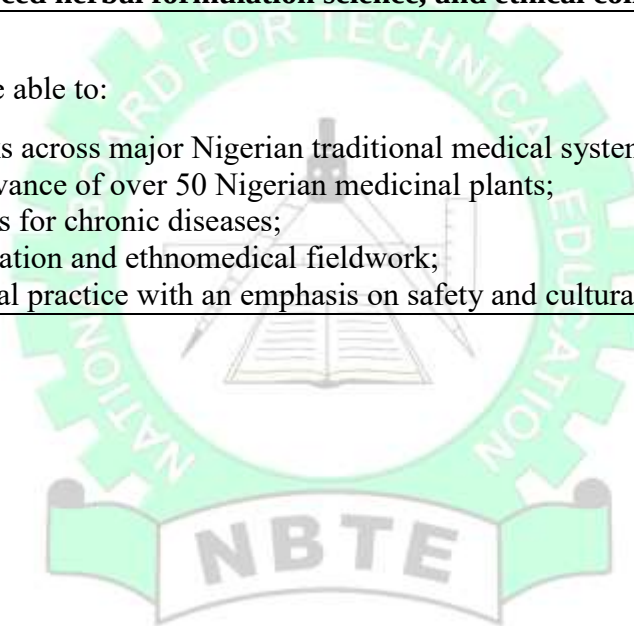
General Objective 4.0: Know system comparisons across diagnostics, treatments, and cultural contexts.

9-11	4.1 Explain comparative matrices or reports analyzing diagnostics (e.g., pulse vs. divination) 4.2 Discuss the treatments of 4.1 above. 4.3 Explain the ability to culturally adapt CAM recommendations for diverse Nigerian populations.	• Explain comparative matrices or reports analyzing diagnostics (e.g., pulse vs. divination) • Explain the treatments of 4.1 above. • Explain the ability to culturally adapt CAM recommendations for diverse Nigerian populations.	Laptop Computers, smart board Projector Writing Materials Whiteboard Markers Internet etc.			
General Objective 5.0: Understand ethical dilemmas in CAM practice.						
12-13	5.1 Discuss ethical reasoning to scenarios involving spiritual therapies, patient autonomy, and cross-disciplinary conflict. 5.2 Discuss informed consent templates appropriate for CAM interventions. 5.3 Explain resolution strategies for patient-provider or CAM-MD conflicts.	• Explain ethical reasoning to scenarios involving spiritual therapies, patient autonomy, and cross-disciplinary conflict. • Explain informed consent templates appropriate for CAM interventions. • Explain resolution strategies for patient-provider or CAM-MD conflicts.	Laptop Computers, smart board Projector Writing Materials Whiteboard Markers Internet etc.			
General Objective 6.0: Know policy change regarding CAM integration.						

14-15	6.1 Explain the preparation of draft proposals advocating for CAM inclusion in clinical settings. 6.2 Discuss cost-benefit analysis comparing CAM and conventional treatments for a given condition. 6.3 Discuss stakeholder negotiations (e.g., insurers, hospital boards, policymakers).	• Discuss the preparation of draft proposals advocating for CAM inclusion in clinical settings. • Explain cost-benefit analysis comparing CAM and conventional treatments for a given condition. • Explain stakeholder negotiations (e.g., insurers, hospital boards, policymakers).	Laptop Computers, smart board Projector Writing Materials Whiteboard Markers Internet etc.			
COURSE ASSESSMENT: Course work: 20% Test/Assignments: 20% Examination: 60% Total: 100%						

Advanced Nigerian Indigenous Medicine

PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMPLEMENTARY AND ALTERNATIVE MEDICINE		
COURSE TITLE: ADVANCED NIGERIAN INDIGENOUS MEDICINE	Course Code: CAM 313	Contact Hours: 4 Hours/week
	Credit Unit: 4	Theoretical: 2 Hours/week
Year: I Semester: I	Pre-requisite:	Practical: 2 Hours/week
GOAL: This course is designed to equip students with in-depth, culturally-grounded training in Nigeria's indigenous healing systems, focusing on ethno medical knowledge preservation, advanced herbal formulation science, and ethical collaboration with traditional healers.		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Understand diagnostic and treatment frameworks across major Nigerian traditional medical systems; 2.0 Know pharmacological actions and clinical relevance of over 50 Nigerian medicinal plants; 3.0 Know safety and efficacy of traditional protocols for chronic diseases; 4.0 Know practical skills in advanced herbal formulation and ethnomedical fieldwork; 5.0 Understand TAM knowledge into modern clinical practice with an emphasis on safety and cultural competence.		



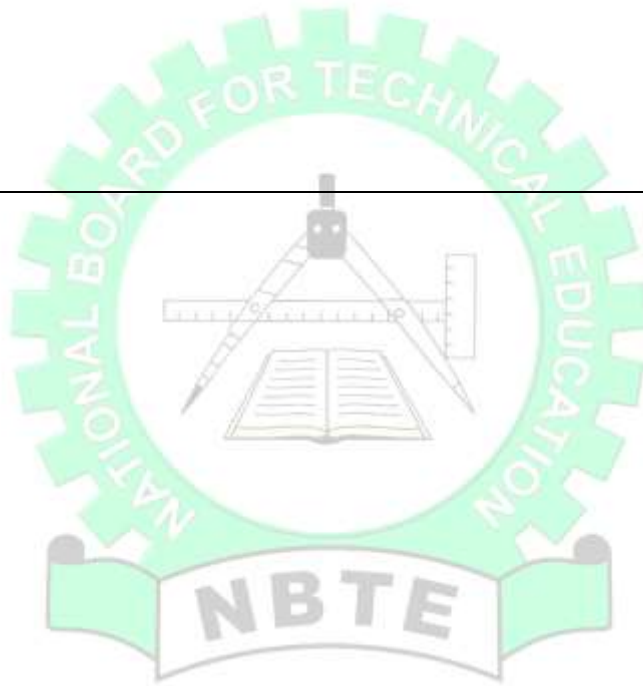
PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMPLEMENTARY AND ALTERNATIVE MEDICINE						
COURSE TITLE: ADVANCED NIGERIAN INDIGENOUS MEDICINE				COURSE CODE: CAM 313		Contact Hours: 4 Hours/week
				Credit Unit: 4		Theoretical: 2 Hours/week
Year: I Semester: I				Pre-requisite:		Practical: 2 Hours/week
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to equip students with in-depth, culturally-grounded training in Nigeria's indigenous healing systems, focusing on ethno medical knowledge preservation, advanced herbal formulation science, and ethical collaboration with traditional healers.						
GENERAL OBJECTIVE 1.0: Understand diagnostic and treatment frameworks across major Nigerian traditional medical systems.						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher’s Activities	Resources	Specific Learning Outcome	Teacher’s Activities	Resources
1-3	1.1 Describe core diagnostic tools (e.g Ifa divination, Dibia consultations, Boka rituals, Obo practices) and therapeutic philosophies in Yoruba, Igbo, Hausa, and Edo systems. 1.2 Discuss cultural and philosophical foundations underlying these approaches. 1.3 Discuss similarities and differences among these systems, especially in the management of chronic diseases.	- Explain core diagnostic tools (e.g Ifa divination, Dibia consultations, Boka rituals, Obo practices) and therapeutic philosophies in Yoruba, Igbo, Hausa, and Edo systems. - Explain cultural and philosophical foundations underlying these approaches. - Explain similarities and differences among these systems, especially in the management	Laptop Computers, smart board Projector Writing Materials Whiteboard Markers Internet etc.			

		of chronic diseases.				
General Objective 2.0: Know pharmacological actions and clinical relevance of over 50 Nigerian medicinal plants.						
4-6	2.1 List botanical names, local names, active constituents, and clinical applications of 50+ Nigerian medicinal plants. 2.2 Explain pharmacological mechanisms supporting traditional uses (e.g., <i>Vernonia amygdalina</i> for diabetes, <i>Gongronema latifolium</i> for metabolic disorders). 2.3 Explain current scientific and ethnopharmacological evidence related to these plants.	- State botanical names, local names, active constituents, and clinical applications of 50+ Nigerian medicinal plants. - Explain pharmacological mechanisms supporting traditional uses (e.g., <i>Vernonia amygdalina</i> for diabetes, <i>Gongronema latifolium</i> for metabolic disorders). - Explain current scientific and ethnopharmacological evidence related to these plants.	Laptop Computers, smart board Projector Writing Materials Whiteboard Markers Internet etc.	- Identify some Nigerian medicinal plants based on morphological characters. - Match Nigerian medicinal plants to their pharmacological use based on ethnobotanical evidences.	Guide students to: - Identify some Nigerian medicinal plants based on morphological characters. - Match Nigerian medicinal plants to their pharmacological use based on ethnobotanical evidence.	Practical manuals, medicinal plant garden, glass wares, reagents and chemicals, relevant publication and charts
General Objective 3.0: Know safety and efficacy of traditional protocols for chronic diseases.						
7-9	3.1 Discuss traditional treatment protocols for hypertension, autoimmune conditions, and neurological disorders. 3.2 Explain contraindications,	Explain traditional treatment protocols for hypertension, autoimmune conditions, and neurological disorders.	Laptop Computers, smart board Projector Writing Materials Whiteboard	Carry out traditional treatment protocols for hypertension, autoimmune conditions, and neurological disorders	Guide students to: Carry out traditional treatment protocols for hypertension, autoimmune	Herb-drugs

	toxicity concerns, and herb-drug interactions. 3.3 Discuss evidence-informed modifications to improve safety and efficacy.	• Explain contraindications, toxicity concerns, and herb-drug interactions. • Explain evidence-informed modifications to improve safety and efficacy.	Markers Internet etc.	• Identify contraindications, toxicity concerns, and herb-drug interactions. • Perform evidence-informed modifications to improve safety and efficacy.	conditions, and neurological disorders • Identify contraindications, toxicity concerns, and herb-drug interactions. • Propose evidence-informed modifications to improve safety and efficacy.	
General Objective 4.0: Know practical skills in advanced herbal formulation and ethnomedical fieldwork.						
10-12	4.1 Explain standardized dosages for chronic disease management, respecting both traditional measures and modern standards. 4.2 Outline synergistic combinations (e.g., neem + garlic antimicrobial blends) and justify their design. 4.3 Explain ethically sound fieldwork, including obtaining informed consent and protecting traditional knowledge. 4.4 Discuss healer practices	• Explain standardized dosages for chronic disease management, respecting both traditional measures and modern standards. • Explain synergistic combinations (e.g., neem + garlic antimicrobial blends) and justify their design. • Explain ethically sound fieldwork, including obtaining informed consent and	Laptop Computers, smart board Projector Writing Materials Whiteboard Markers Internet etc.	• Give standardized dosages in traditional medicine using traditional measures compared to modern standards. • Formulate synergistic medicinal combinations with justifications. • Fill informed consent and document traditional healer practices and protocols through structured interviews	Guide students to: • Give standardized dosages in traditional medicine using traditional measures compared to modern standards. • Formulate synergistic medicinal combinations with	Knowledge Consent Forms Herbal Standardization Protocols Chronic Disease Formulary

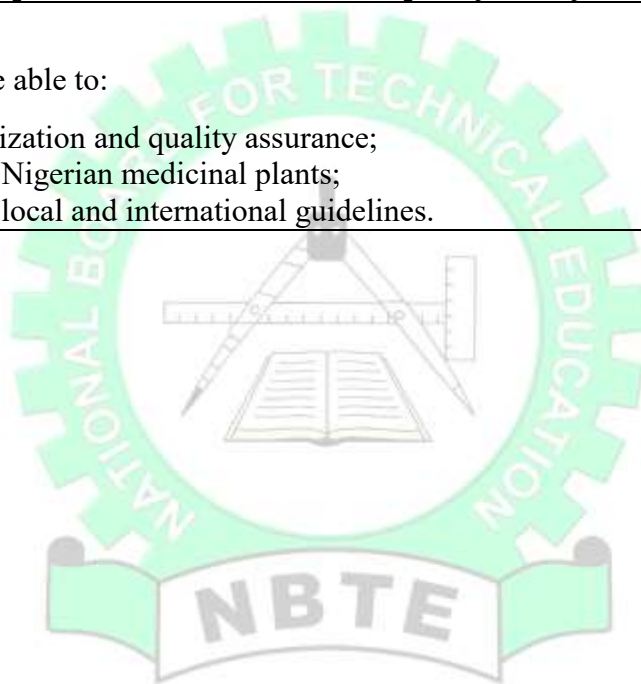
	and protocols through structured interviews and observational methods. 4.5 Explain sustainable harvesting and community reciprocity principles.	protecting traditional knowledge. • Explain healer practices and protocols through structured interviews and observational methods. • Explain sustainable harvesting and community reciprocity principles.		and observational methods during field visits.	justifications. • Fill informed consent and document traditional healer practices and protocols through structured interviews and observational methods during field visits.	
General Objective 5.0: Understand TAM knowledge into modern clinical practice with an emphasis on safety and cultural competence.						
13-15	5.1 Outline herb-drug interaction risks in common Nigerian patient contexts. 5.2 Discuss culturally sensitive referral protocols between traditional healers and biomedical practitioners. 5.3 Discuss patient education tools that explain TAM therapies alongside biomedical treatments.	• Explain herb-drug interaction risks in common Nigerian patient contexts. • Explain culturally sensitive referral protocols between traditional healers and biomedical practitioners. • Explain patient education tools that explain TAM therapies alongside biomedical treatments.	Laptop Computers, smart board Projector Writing Materials Whiteboard Markers Internet etc. Books	• Identify herb-drug interaction risks in common Nigerian patient contexts. • Develop culturally sensitive referral protocols between traditional healers and biomedical practitioners. • Create sample patient education tools that explain TAM therapies alongside biomedical treatments.	Guide students to: • Identify herb-drug interaction risks in common Nigerian patient contexts. • Develop culturally sensitive referral protocols between traditional healers and biomedical practitioners. • Create sample patient	

					education tools that explain TAM therapies alongside biomedical treatments.	
Course Assessment: Course work: 10% Test/Assignments: 10% Practical: 40% Examination: 40% Total: 100%						



Advanced Herbal Medicine and Pharmacognosy

PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMPLEMENTARY AND ALTERNATIVE MEDICINE		
COURSE TITLE: Advanced Herbal Medicine and Pharmacognosy	Course Code: CAM 314	Contact Hours: 3 Hours/week
	Credit Unit: 3	Theoretical: 2 Hours/week
Year: I Semester: I	Pre-requisite:	Practical: 1 Hour/week
GOAL: This course is designed to equip students with hands-on training in the scientific standardization of Nigerian medicinal plants, combining modern analytical techniques with traditional preparation methods to ensure quality, safety, and efficacy of herbal products.		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Understand principles of herbal extract standardization and quality assurance; 2.0 Know pharmacognostic features of locally used Nigerian medicinal plants; 3.0 Know standardized herbal extracts according to local and international guidelines.		



PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMPLEMENTARY AND ALTERNATIVE MEDICINE						
COURSE TITLE: ADVANCED HERBAL MEDICINE AND PHARMACOGNOSY			COURSE CODE: CAM 314	Contact Hours: 3 Hours/week		
			Credit Unit: 3	Theoretical: 2 Hours/week		
Year: I Semester: I			Pre-requisite:	Practical: 1 Hour/week		
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to equip students with hands-on training in the scientific standardization of Nigerian medicinal plants, combining modern analytical techniques with traditional preparation methods to ensure quality, safety, and efficacy of herbal products.						
GENERAL OBJECTIVE 1.0: Understand principles of herbal extract standardization and quality assurance.						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher’s Activities	Resources	Specific Learning Outcome	Teacher’s Activities	Resources
1-5	1.1 Discuss the importance of selecting appropriate marker compounds (e.g., andrographolide in bitter leaf). 1.2 Explain how variables such as: i. Solvent type ii. Temperature, iii. Extraction time affects Extraction efficiency. 1.3 Outline key stability testing methods for herbal preparations.	- Explain the importance of selecting appropriate marker compounds (e.g., andrographolide in bitter leaf). - Explain how variables such as: i. Solvent type ii. Temperature, iii. Extraction time affect Extraction efficiency. - Explain key stability testing methods for herbal preparations.	Laptop Computers, smart board Projector Writing Materials Whiteboard Markers Internet etc. Books			
General Objective 2.0: Know pharmacognostic features of locally used Nigerian medicinal plants.						

6-10	2.1 State microscopic features of plant materials, such as trichomes, stomata, and starch grains. 2.2 List classes of bioactive compounds, including alkaloids, flavonoids, and tannins. 2.3 Explain Thin Layer Chromatography (TLC) for quick phytochemical screening. 2.4 Explain active compounds using modern analytical techniques.	• Explain microscopic features of plant materials, such as trichomes, stomata, and starch grains. • Explain classes of bioactive compounds, including alkaloids, flavonoids, and tannins. • Explain Thin Layer Chromatography (TLC) for quick phytochemical screening. • Explain active compounds using modern analytical techniques.	Laptop Computers, smartboard Projector Writing Materials Whiteboard Markers Internet etc. Books	• Identify the microscopic features of plant materials, such as trichomes, stomata, and starch grains using a compound microscope. • Carry out phytochemical screening to detect major classes of bioactive compounds, including alkaloids, flavonoids, and tannins in medicinal plants. • Use Thin Layer Chromatography (TLC) for quick phytochemical screening of plant extracts.	Guide students to: • Identify the microscopic features of plant materials, such as trichomes, stomata, and starch grains, using a compound microscope. • Carry out phytochemical screening to detect major classes of bioactive compounds, including alkaloids, flavonoids, and tannins in medicinal plants. • Use Thin Layer Chromatography (TLC) for quick phytochemical screening	Practical manual Compound microscope. Solvents Reagents. TLC plates and tanks. Glass wares.
------	--	--	--	---	---	--

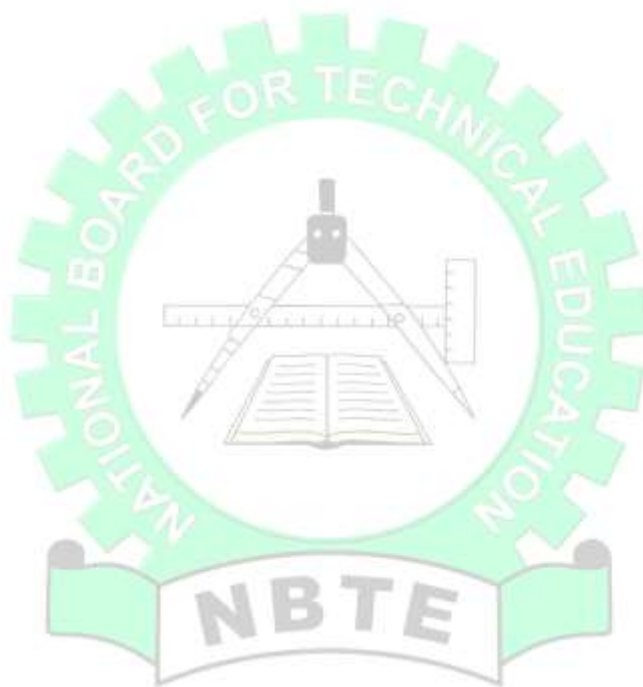
					of plant extracts.	
General Objective 3.0: Know standardized herbal extracts according to local and international guidelines.						
11-15	3.1 Explain preparation of herbal extracts using methods such as decoction, tincture, and infusion. 3.2 Explain the conversion of extracts into different dosage forms, such as oral or topical formulations. 3.3 Explain microbial load assessments to ensure safety. 3.4 List relevant NAFDAC regulations for herbal product registration and safety. 3.5 Discuss WHO guidelines on herbal medicine standardization. 3.6 Explain Good Manufacturing Practice (GMP) requirements for herbal product production.	• Explain preparation of herbal extracts using methods such as decoction, tincture, and infusion. • Explain the conversion of extracts into different dosage forms, such as oral or topical formulations. • Explain microbial load assessments to ensure safety. • State relevant NAFDAC regulations for herbal product registration and safety. • Explain WHO guidelines on herbal medicine standardization. • Explain Good Manufacturing Practice (GMP) requirements for herbal product production.	Laptop Computers, smart board Projector Writing Materials Whiteboard Markers Internet etc. Books	• Prepare decoction, tincture, and supercritical extracts for the same plant and compare yields. • Convert extracts into tea bags and ointments.	Guide students to: • Prepare decoction, tincture, and supercritical extracts for the same plant and compare yields. • Convert extracts into tea bags and ointments.	Practical manual, Percolator, Analytical balance, Soxhlet apparatus, Glass wares, Solvents.
Course Assessment: Course work: 10%						

Test/Assignments: 10%

Practical: 40%

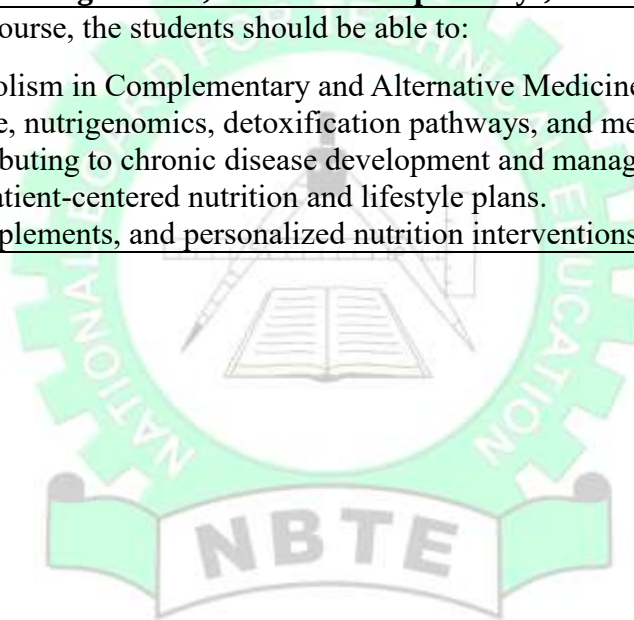
Examination: 40%

Total: 100%



Functional Medicine and Nutritional Biochemistry

PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMPLEMENTARY AND ALTERNATIVE MEDICINE		
COURSE TITLE: Functional Medicine and Nutritional Biochemistry	Course Code: CAM 315	Contact Hours: 3 Hours/week
	Credit Unit: 3	Theoretical: 2 Hours/week
Year: I Semester: I	Pre-requisite:	Practical: 1 Hour/week
GOAL: This course is designed to equip students with advanced principles of functional medicine and nutritional biochemistry, emphasizing the biochemical individuality of patients through nutrigenomics, detoxification pathways, and metabolic typing.		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Understand the biochemical processes of metabolism in Complementary and Alternative Medicine 2.0 Understand core concepts in functional medicine, nutrigenomics, detoxification pathways, and metabolic typing. 3.0 Know biochemical and nutritional factors contributing to chronic disease development and management. 4.0 Know functional medicine models to develop patient-centered nutrition and lifestyle plans. 5.0 Know current evidence on functional foods, supplements, and personalized nutrition interventions.		



PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMPLEMENTARY AND ALTERNATIVE MEDICINE						
COURSE TITLE: FUNCTIONAL MEDICINE AND NUTRITIONAL BIOCHEMISTRY			COURSE CODE: CAM 315		Contact Hours: 3 Hours/week	
			Credit Unit: 3		Theoretical: 2 Hours/week	
Year: I Semester: I			Pre-requisite:		Practical: 1 Hour/week	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to equip students with advanced principles of functional medicine and nutritional biochemistry, emphasizing the biochemical individuality of patients through nutrigenomics, detoxification pathways, and metabolic typing.						
GENERAL OBJECTIVE 1.0: Understand the biochemical processes of metabolism in Complementary and Alternative Medicine						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher’s Activities	Resources	Specific Learning Outcome	Teacher’s Activities	Resources
1-4	1.1 Describe the major metabolic pathways involved in carbohydrate, lipid and protein metabolism 1.2 Explain the role of enzymes, vitamins, minerals, and cofactors in regulating metabolic reactions 1.3 Describe how dietary patterns and nutritional status influence metabolic health and energy production 1.4 Explain the effects of selected Complementary and Alternative Medicine (CAM) interventions on metabolic function and disease prevention	- Explain the major metabolic pathways involved in carbohydrate, lipid and protein metabolism - Explain the role of enzymes, vitamins, minerals, and cofactors in regulating metabolic reactions - Explain how dietary patterns and nutritional status influence metabolic health and energy production - Explain the effects of selected	Laptop Computers, smart board, Projector Writing Materials Whiteboard Markers Internet etc. Books			

		Complementary and Alternative Medicine (CAM) interventions on metabolic function and disease prevention				
GENERAL OBJECTIVE 2.0: Understand core concepts in functional medicine, nutrigenomics, detoxification pathways, and metabolic typing.						
5-7	2.1 Define functional medicine and its relevance in managing chronic disease. 2.2 Explain the principles of biochemical individuality, systems biology, and root cause analysis. 2.3 Describe the role of nutrigenomics and epigenetics in modulating disease risk. 2.4 Explain the phases of liver detoxification and key enzymes involved. 2.5 Explain how metabolic typing is used to tailor dietary plans. 2.6 Explain common nutrient deficiencies and overloads that affect detoxification and metabolism.	• Explain functional medicine and its relevance in managing chronic disease. • Explain the principles of biochemical individuality, systems biology, and root cause analysis. • Explain the role of nutrigenomics and epigenetics in modulating disease risk. • Explain the phases of liver detoxification and key enzymes involved. • Explain how metabolic typing is used to tailor dietary plans. • Explain common nutrient deficiencies and overloads that affect detoxification and metabolism.	Laptop Computers, smart board, Projector Writing Materials Whiteboard Markers Internet etc. Books			
General Objective 3.0: Know biochemical and nutritional factors contributing to chronic disease development and management.						
8-10	3.1 Explain nutritional and biochemical pathways	• Explain nutritional and biochemical pathways	Laptop Computers,			

	relevant to diabetes and hypertension. 3.2 Discuss the impact of micronutrients, phytonutrients, and gut microbiota on metabolic health. 3.3 Explain risks and benefits of common functional foods and supplements for chronic conditions.	relevant to diabetes and hypertension. - Explain the impact of micronutrients, phytonutrients, and gut microbiota on metabolic health. - Explain risks and benefits of common functional foods and supplements for chronic conditions.	smart board Projector Writing Materials Whiteboard Markers Internet etc. Books			
General Objective 4.0: Know functional medicine models to develop patient-centered nutrition and lifestyle plans.						
11-13	4.1 Describe how to develop and present individualized nutrition plans for patients with diabetes or hypertension. 4.2 Describe how to interpret biochemical laboratory data (e.g., blood sugar profiles, lipid panels) to inform dietary recommendations. 4.3 Describe how to formulate appropriate supplementation protocols considering safety and evidence.	- Describe how to develop and present individualized nutrition plans for patients with diabetes or hypertension. - Describe how to interpret biochemical laboratory data (e.g., blood sugar profiles, lipid panels) to inform dietary recommendations. - Describe how to formulate appropriate supplementation protocols considering safety and evidence.	Laptop Computers, smart board Projector Writing Materials Whiteboard Markers Internet etc. Books	- Develop individualized nutrition plans for patients with diabetes or hypertension. - Interpret biochemical laboratory data (e.g., blood sugar profiles, lipid panels) to inform dietary recommendations. - Formulate appropriate supplementation protocols considering	Guide students to: - Develop individualized nutrition plans for patients with diabetes or hypertension. - Interpret biochemical laboratory data (e.g., blood sugar profiles, lipid panels) to inform dietary recommendations. - Formulate appropriate supplementation protocols considering	Practical manual, sample lab reports.

				ion protocols considering safety and evidence.	safety and evidence.	
General Objective 5.0: Know current evidence on functional foods, supplements, and personalized nutrition interventions.						
14-15	5.1 Explain scientific literature related to nutrigenomics, functional foods, and dietary supplements. 5.2 Explain evidence-based practice principles when recommending personalized nutrition interventions. 5.3 Discuss how to communicate risks and benefits clearly to clients in a culturally relevant manner.	• Explain scientific literature related to nutrigenomics, functional foods, and dietary supplements. • Explain evidence-based practice principles when recommending personalized nutrition interventions. • Narrate how to communicate risks and benefits clearly to clients in a culturally relevant manner.	Laptop Computers, smart board Projector Writing Materials Whiteboard Markers Internet etc. Books			
Course Assessment: Course work: 10% Test/Assignments: 10% Practical: 40% Examination: 40% Total: 100%						

Advanced Holistic Diagnostics

PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMPLEMENTARY AND ALTERNATIVE MEDICINE		
COURSE TITLE: ADVANCED HOLISTIC DIAGNOSTICS	Course Code: CAM 316	Contact Hours: 3 Hours/week
	Credit Unit: 3	Theoretical: 2 Hours/week
Year: I Semester: I	Pre-requisite:	Practical: 1 Hour/week
GOAL: This course is designed to equip students with specialized training in non-invasive diagnostic techniques widely used in complementary and alternative medicine.		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Understand the principles, techniques, and scientific basis of iridology, pulse diagnosis, and bioenergetic testing; 2.0 Know holistic diagnostic methods across traditional medical systems; 3.0 Know appropriate applications, limitations, and contraindications of each diagnostic tool; 4.0 Know practical proficiency in conducting, documenting, and communicating holistic diagnostic assessments.		

PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMPLEMENTARY AND ALTERNATIVE MEDICINE						
COURSE TITLE: ADVANCED HOLISTIC DIAGNOSTICS			COURSE CODE: CAM 316		Contact Hours: 3 Hours/week	
			Credit Unit: 3		Theoretical: 2 Hours/week	
Year: I Semester: I			Pre-requisite:		Practical: 1 Hour/week	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to equip students with specialized training in non-invasive diagnostic techniques widely used in complementary and alternative medicine.						
GENERAL OBJECTIVE 1.0: Understand the principles, techniques, and scientific basis of iridology, pulse diagnosis, and bioenergetic testing.						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher’s Activities	Resources	Specific Learning Outcome	Teacher’s Activities	Resources
1-4	1.1 Discuss the key principles of iridology, including constitutional iris markings and organ reflex zones. 1.2 Discuss the theory and practice of pulse diagnosis in Traditional Chinese Medicine (TCM) and Ayurveda (nadi diagnosis). 1.3 Explain the basic concepts of bioenergetic testing, such as electrodermal screening.	• Explain the key principles of iridology, including constitutional iris markings and organ reflex zones. • Explain the theory and practice of pulse diagnosis in Traditional Chinese Medicine (TCM) and Ayurveda (nadi diagnosis). • Explain the basic concepts of bioenergetic testing, such as electrodermal screening.	Laptop Computers, smart board Projector Writing Materials Whiteboard Markers Internet etc. Books			
General Objective 2.0: Know holistic diagnostic methods across traditional medical systems.						

5-8	2.1 Explain diagnostic frameworks and techniques across TCM, Ayurveda, and Nigerian traditional assessment methods. 2.2 Explain similarities and differences in pulse assessment and constitutional evaluation in different traditions. 2.3 Explain holistic diagnostics, complement or contrast with conventional biomedical assessments.	• Explain diagnostic frameworks and techniques across TCM, Ayurveda, and Nigerian traditional assessment methods. • Explain similarities and differences in pulse assessment and constitutional evaluation in different traditions. • Explain holistic diagnostics, complement or contrast with conventional biomedical assessments.	Laptop Computers, smart board, Projector Writing Materials Whiteboard Markers Internet etc. Books			
General Objective 3.0: Know appropriate applications, limitations, and contraindications of each diagnostic tool.						
9-11	3.1 Explain conditions where specific diagnostic methods may be inappropriate or misleading. 3.2 Explain ethical considerations and patient safety when applying non-invasive holistic diagnostics. 3.3 Discuss the limits of evidence supporting each diagnostic approach and communicate these	• Explain conditions where specific diagnostic methods may be inappropriate or misleading. • Explain ethical considerations and patient safety when applying non-invasive holistic diagnostics. • Discuss the limits of evidence supporting each diagnostic	Laptop Computers, smart board Projector Writing Materials Whiteboard Markers Internet etc. Books			

	responsibly.	approach and communicate these responsibly.				
General Objective 4.0: Know practical proficiency in conducting, documenting, and communicating holistic diagnostic assessments.						
12-15	4.1 Describe how to perform accurate iris examinations and interpret charts showing iris zones. 4.2 Describe how to conduct radial and carotid pulse assessments using traditional positional and qualitative parameters. 4.3 Describe how to apply basic electrodermal measurement techniques using standard devices. 4.4 Explain how to integrate holistic diagnostic findings with conventional health data (e.g., lab results, physical exams). 4.5 Describe how to position patients correctly and maintain their comfort during examinations. 4.6 Describe how to document findings clearly and communicate results in a culturally sensitive, understandable manner.	• Explain how to perform accurate iris examinations and interpret charts showing iris zones. • Explain how to conduct radial and carotid pulse assessments using traditional positional and qualitative parameters. • Explain how to apply basic electrodermal measurement techniques using standard devices. • Explain how to integrate holistic diagnostic findings with conventional health data (e.g., lab results, physical exams). • Explain how to position patients correctly and maintain their comfort during examinations.	Laptop Computers, smart board Projector Writing Materials Whiteboard Markers Internet etc. Books	• Perform accurate iris examinations and interpret charts showing iris zones. • Conduct radial and carotid pulse assessments using traditional positional and qualitative parameters. • Apply basic electrodermal measurement techniques using standard devices. • Integrate holistic diagnostic findings with conventional health data (e.g., lab results, physical exams). • Position patients correctly and maintain their comfort during examinations. • Document findings clearly and communicate results	Guide students to: • Perform accurate iris examinations and interpret charts showing iris zones. • Conduct radial and carotid pulse assessments using traditional positional and qualitative parameters. • Apply basic electrodermal measurement techniques using standard devices. • Integrate holistic diagnostic findings with conventional health data (e.g., lab results, physical	Practical manual, Iris charts Pulse assessment training arms Biofeed-back demonstration equipment

		Explain how to document findings clearly and communicate results in a culturally sensitive, understandable manner.		in a culturally sensitive, understandable manner.	exams). - Position patients correctly and maintain their comfort during examinations. - Document findings clearly and communicate results in a culturally sensitive, understandable manner.	
Course Assessment: Course work: 10% Test/Assignments: 10% Practical: 40% Examination: 40% Total: 100%						

CAM Pharmacology and Herb- Drug Interactions

PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMPLEMENTARY AND ALTERNATIVE MEDICINE		
COURSE TITLE: CAM PHARMACOLOGY AND HERB-DRUG INTERACTIONS	Course Code: CAM 317	Contact Hours: 3 Hours/week
	Credit Unit: 3	Theoretical: 2 Hours/week
Year: I Semester: I	Pre-requisite:	Practical: 1 Hour/week
GOAL: This course is designed to provide students with knowledge and practical skills to understand, assess, and manage the safe use of herbal medicines alongside conventional pharmaceuticals.		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Understand the pharmacokinetic and pharmacodynamic properties of common Nigerian medicinal plants and standard pharmaceutical drug classes; 2.0 Understand key mechanisms of herb-food, herb-herb, and herb-drug interactions and their clinical implications; 3.0 Know high-risk herb-drug combinations common in Nigerian healthcare contexts; 4.0 Know tools and strategies to predict, monitor, and safely manage potential interactions.		



PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMPLEMENTARY AND ALTERNATIVE MEDICINE						
COURSE TITLE: CAM PHARMACOLOGY AND HERB-DRUG INTERACTIONS			COURSE CODE: CAM 317		Contact Hours: 3 Hours/week	
			Credit Unit: 3		Theoretical: 2 Hours/week	
Year: I Semester: I			Pre-requisite:		Practical: 1 Hour/week	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to equip students with essential knowledge and practical skills to understand, assess, and manage the safe use of herbal medicines alongside conventional pharmaceuticals.						
GENERAL OBJECTIVE 1.0: Understand the pharmacokinetic and pharmacodynamic properties of common Nigerian medicinal herbs and standard pharmaceutical drug classes.						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher’s Activities	Resources	Specific Learning Outcome	Teacher’s Activities	Resources
1-4	1.1 Explain pharmacokinetics (absorption, distribution, metabolism, excretion - ADME) of widely used Nigerian herbs (e.g., Vernonia amygdalina, garlic, ginger). 1.2 Explain the importance of ADME. 1.3 Explain the chemical aspects of drug metabolism 1.4 Explain classes of enzymes in drug metabolism, e.g., CYP ₄₅₀ 1.5 Explain the principles of Pharmacodynamics 1.6 Describe the properties of herbal drugs with major pharmaceutical	• Discuss pharmacokinetics (absorption, distribution, metabolism, excretion) of widely used Nigerian herbs (e.g., Vernonia amygdalina, garlic, ginger). • Discuss ADME • Explain phase I and phase II drug metabolism pathways. • Explain classes of enzymes in drug metabolism, e.g., CYP₄₅₀ • Explain Pharmacodynamics • Explain the properties of herbal drugs with major pharmaceutical	Laptop Computers, smart board Projector Writing Materials Whiteboard Markers Internet etc. Books			

	classes like antihypertensives, antidiabetics, anticoagulants, and antineoplastics. 1.7 Explain basic pharmacodynamics of herbal active constituents and how they affect therapeutic outcomes.	classes like antihypertensives, antidiabetics, anticoagulants, and antineoplastics. Discuss basic pharmacodynamics of herbal active constituents and how they affect therapeutic outcomes.				
General Objective 2.0: Understand key mechanisms of herb-food, herb-herb, herb-drug interactions and their clinical implications.						
5-8	2.1 Describe how herbs can induce or inhibit CYP₄₅₀ enzymes affecting drug metabolism. 2.2 Explain the role of P-glycoprotein in herbal and drug bioavailability. 2.3 Describe receptor site competition and how it can alter drug efficacy or toxicity. 2.4 Explain non-receptor drug mechanism	- Explain how herbs can induce or inhibit CYP₄₅₀ enzymes affecting drug metabolism. - Explain the role of P-glycoprotein in herbal and drug bioavailability. - Explain receptor site competition and how it can alter drug efficacy or toxicity. Explain non-receptor drug mechanism	Laptop Computers, smart board Projector Writing Materials Whiteboard Markers Internet etc. Books	Demonstrate drug receptor interaction	Guide students to: Demonstrate drug receptor interaction	Models Audio visuals Practical manual Visual laboratory etc.
General Objective 3.0: Know high-risk herb-drug combinations common in Nigerian healthcare contexts.						
9-11	3.1 Describe common high-risk herb-drug interactions, such as Ginger + warfarin (bleeding risk), St. John's Wort +	Explain how to identify common high-risk herb-drug interactions, such as Ginger, + warfarin (bleeding risk), St. John's Wort +	Laptop Computers, smart board Projector, Books, Writing Materials Whiteboard Markers			

	antiretrovirals (reduced drug levels), and kola nut + antihypertensives (hypertension worsening). 3.2 Explain the clinical implications of these interactions for patient safety and treatment outcomes. 3.3 Explain the reversal of complications of drug interactions	antiretrovirals (reduced drug levels), and kola nut + antihypertensives (hypertension worsening). • Explain the clinical implications of these interactions for patient safety and treatment outcomes • Explain the reversal of complications of drug interactions	Internet etc.			
General Objective 4.0: Know tools and strategies to predict, monitor, and safely manage potential interactions.						
12-15	4.1 Describe the interpretation of patient medication profiles, including prescription, OTC, and traditional herbal use. 4.2 Explain comprehensive histories that capture herbal use in culturally relevant ways. 4.3 Describe red flags for potential harmful interactions. 4.4 Outline tools such as the Natural Medicines Database and Liverpool HIV Drug Interactions Checker to assess risks.	• Explain interpretation of patient medication profiles, including prescription, OTC, and traditional herbal use. • Explain comprehensive histories that capture herbal use in culturally relevant ways. • Explain red flags for potential harmful interactions. • Explain tools such as the Natural Medicines Database and Liverpool HIV Drug Interactions Checker to assess risks. • Explain safe dosing plans that minimize interaction	Laptop Computers, smart board Projector Writing Materials Whiteboard Markers Internet etc. Books	• Take patient histories to capture herbal use in culturally relevant ways. • Review patient medication profiles • Identify herb-herb, herb-food, and herb-drug (e. g Bitter leaf, anti-diabetic drugs) interactions from prescriptions	Guide students to: • Take patient histories to capture herbal use in culturally relevant ways. • Review patient medication profiles • Identify herb-herb, herb-food, and herb-drug (e. g Bitter leaf, anti-diabetic drugs) interactions from	Practical manual, sample prescriptions, official books (BPC, BP, Martindale, etc) Animal Models

	4.5 Describe safe dosing plans that minimize interaction risk (e.g., time-separated administration). 4.6 Explain the importance of monitoring parameters such as INR for anticoagulants, BP for antihypertensives, and glucose for diabetics using herbs. 3.4 Discuss safer alternative herbs or non-herbal therapies when appropriate.	risk (e.g., time-separated administration). • Explain the importance of monitoring parameters such as INR for anticoagulants, BP for antihypertensives, and glucose for diabetics using herbs. • Explain safer alternative herbs or non-herbal therapies when appropriate.		• Undertake counseling of patients on safe dosing plans to minimize interactions.	prescriptions • Undertake counseling of patients on safe dosing plans to minimize interactions	
Course Assessment: Course work: 10% Test/Assignments: 10% Practical: 40% Examination: 40% Total: 100%						

Integrative Approaches to Mental Health

PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMPLEMENTARY AND ALTERNATIVE MEDICINE		
COURSE TITLE: INTEGRATIVE APPROACHES TO MENTAL HEALTH	Course Code: CAM 318	Contact Hours: 3 Hours/week
	Credit Unit: 3	Theoretical: 1 Hour/week
Year: I Semester: I	Pre-requisite:	Practical: 2 Hours/week
GOAL: This course is designed to equip students with evidence-based training in complementary therapies for mental health, blending modern psychobiology with traditional Nigerian healing approaches for anxiety, depression, and trauma-related conditions.		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Understand the concept of mental health; 2.0 Understand the neurobiological effects of selected CAM therapies relevant to mental health; 3.0 Know cultural expressions of mental distress within Nigerian communities; 4.0 Know safety concerns, including herb-drug interactions and distinguishing spiritual crisis from psychiatric emergencies; 5.0 Know Design and deliver personalized, integrative mental health protocols that combine CAM and conventional mental health support.		



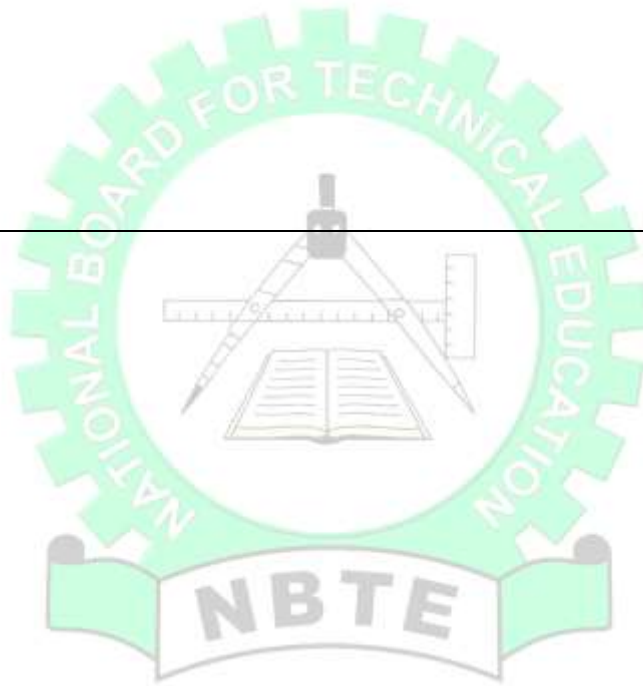
PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMPLEMENTARY AND ALTERNATIVE MEDICINE						
COURSE TITLE: INTEGRATIVE APPROACHES TO MENTAL HEALTH				COURSE CODE: CAM 318		Contact Hours: 3 Hours/week
				Credit Unit: 3		Theoretical: 1 Hour/week
Year: I Semester: I				Pre-requisite:		Practical: 2 Hour/week
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to equip students with evidence-based training in complementary therapies for mental health, blending modern psychobiology with traditional Nigerian healing approaches for anxiety, depression, and trauma-related conditions.						
GENERAL OBJECTIVE 1.0: Understand the concept of mental health						
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 1.2 State types of mental illness 1.3 Explain the treatment approaches to mental illness mentioned in 1.2 above	- Explain Mental Health - Explain types of mental illness - Explain the treatment approaches to mental illness mentioned in 1.2 above	Laptop Computers, smart board Projector Writing Materials Whiteboard Markers Internet etc. Books			
GENERAL OBJECTIVE 2.0: Understand the neurobiological effects of selected CAM therapies relevant to mental health.						
4-6	2.1 Explain the neurobiological effects of selected CAM therapies (Homeopathy, Acupuncture, Naturopathy, Unani, Traditional and herbal medicine) 2.2 Explain how adaptogens such as Rauwolfia,	- Explain the neurobiological effects of selected CAM therapies (Homeopathy, Acupuncture, Naturopathy, Unani, Traditional and herbal medicine) - Explain how	Laptop Computers, smart board Projector Writing Materials Whiteboard Markers Internet etc.	Chart the effects of Ashwagandha, Ginseng, and Ginkgo on brain pathways.	Guide students to: Chart the effects of Ashwagandha, Ginseng, and Ginkgo on brain pathways.	Models Chats

	Ashwagandha and Ginseng modulate the HPA axis and stress response. 2.3 Describe the neuroplastic effects of meditation and mindfulness on brain networks like the default mode network. 2.4 Discuss how herbs like Ginkgo biloba enhance cerebral blood flow and cognition.	adaptogens such as Rauwolfia, Ashwagandha and Ginseng modulate the HPA axis and stress response. • Explain the neuroplastic effects of meditation and mindfulness on brain networks like the default mode network. • Explain how herbs like Ginkgo biloba enhance cerebral blood flow and cognition.	Books			
General Objective 3.0: Know cultural expressions of mental distress within Nigerian communities.						
7-9	3.1 State traditional interpretations of insanity (spiritual origins of anxiety) and their implications for integrative care. 3.2 Explain cultural perspectives on depressive symptoms and local idioms of distress. 3.3 Discuss how somatic expressions of mental distress are interpreted and managed in the Nigerian communities.	• State traditional interpretations of insanity (spiritual origins of anxiety) and their implications for integrative care • Explain cultural perspectives on depressive symptoms and local idioms of distress. • Explain how somatic expressions of mental distress are interpreted	Laptop Computers, smart board Projector Writing Materials Whiteboard Markers Internet etc. Books			

		and managed in the Nigerian communities.				
General Objective 4.0: Know safety concerns, including herb-drug, herb-herb and herb-food interactions and distinguishing spiritual crisis from psychiatric emergencies.						
10-12	4.1 Explain the interaction risks between herbal antidepressants (e.g., St. John's Wort) and SSRIs. 4.2 Distinguish signs of spiritual crisis from psychiatric emergencies that require urgent referral. 4.3 Describe clinical red flags that require escalation to mental health specialists.	- Explain the interaction risks between herbal antidepressants (e.g., St. John's Wort) and SSRIs. - Distinguish signs of spiritual crisis from psychiatric emergencies that require urgent referral. - Explain clinical red flags that require escalation to mental health specialists.	Laptop Computers, smart board Projector Writing Materials Whiteboard Markers Internet etc. Books			
General Objective 5.0: Know personalized, integrative mental health protocols that combine CAM and conventional mental health support.						
13-15	5.1 Define mindfulness-based stress reduction (MBSR) plan for anxiety management. 5.2 Explain herbal protocol for adjunctive support in treatment-resistant depression (e.g., adaptogens, nervines). 5.3 Explain sleep hygiene strategies with herbal supports such as Valerian	- Explain mindfulness-based stress reduction (MBSR) plan for anxiety management. - Explain herbal protocol for adjunctive support in treatment-resistant depression (e.g., adaptogens, nervines). - Explain sleep hygiene strategies with herbal	Laptop Computers, smartboard Projector Writing Materials Whiteboard Markers Internet etc. Books	- Create a 6-week mindfulness-based stress reduction (MBSR) plan for anxiety management. - Formulate an herbal protocol for adjunctive support in treatment-resistant depression (e.g., adaptogens, nervines).	- Create a 6-week mindfulness-based stress reduction (MBSR) plan for anxiety management. - Formulate an herbal protocol for adjunctive support in treatment-	Practical manual, sample prescriptions, case studies.

	and Passiflora. 5.4 Discuss trauma-sensitive meditation and mindfulness exercises. 5.5 Explain breathing techniques for immediate relief of panic attacks. 5.6 Explain safe application and contraindications of aroma therapy for relaxation. 5.7 Explain basic suicide risk assessments within CAM practice scope. 5.8 Explain clear referral pathways for escalating cases to mental health professionals. 5.9 Discuss herb-drug interactions and advise on safe combinations.	supports such as Valerian and Passiflora. • Explain trauma-sensitive meditation and mindfulness exercises. • Explain breathing techniques for immediate relief of panic attacks. • Explain safe application and contraindications of aroma therapy for relaxation. • Explain basic suicide risk assessments within CAM practice scope. • Explain clear referral pathways for escalating cases to mental health professionals. • Explain herb-drug interactions and advise on safe combinations.		• Integrate sleep hygiene strategies with herbal supports such as Valerian and Passiflora. • Guide patients through trauma-sensitive meditation and mindfulness exercises. • Teach breathing techniques for immediate relief of panic attacks. • Demonstrate safe application and contraindications of aroma therapy for relaxation. • Conduct basic suicide risk assessments within CAM practice scope. • Develop clear referral pathways for escalating cases to mental health professionals. • Monitor for herb-drug interactions and advise on safe combinations.	resistant depression (e.g., adaptogens, nervines). • Integrate sleep hygiene strategies with herbal supports such as Valerian and Passiflora. • Guide patients through trauma-sensitive meditation and mindfulness exercises. • Teach breathing techniques for immediate relief of panic attacks. • Demonstrate safe application and contraindications of aroma therapy for relaxation. • Conduct basic suicide risk assessments within CAM practice scope. • Develop clear referral pathways for escalating cases to mental	
--	--	---	--	---	--	--

					health professionals. • Monitor for herb-drug interactions and advise on safe combinations.	
Course Assessment: Course work: 10% Test/Assignments: 10% Practical: 40% Examination: 40% Total: 100%						





Acupuncture and Traditional Chinese Medicine (TCM)

PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMPLEMENTARY AND ALTERNATIVE MEDICINE		
COURSE TITLE: ACUPUNCTURE AND TRADITIONAL CHINESE MEDICINE (TCM)	Course Code: CAM 321	Contact Hours: 2 Hours/week
	Credit Unit: 2	Theoretical: 1 Hour/week
Year: I Semester: II	Pre-requisite:	Practical: 1 Hour/week
GOAL: This course is designed to equip students with advanced theoretical and practical training in TCM principles and acupuncture techniques, adapted for Nigerian patient populations and integrative healthcare settings.		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Understand comprehensive knowledge of advanced TCM meridian and organ theories. 2.0 Understand meridian and channel theories. 3.0 Know precision acupuncture and electroacupuncture safely, following global best practices and local adaptations. 4.0 Know TCM diagnosis 5.0 Know Acupuncture points and point combination 6.0 Understand culturally relevant treatment plans integrating acupuncture with other CAM modalities for conditions common in Nigeria. 7.0 Know acupuncture practicals and skills		

PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMPLEMENTARY AND ALTERNATIVE MEDICINE						
COURSE TITLE: ACUPUNCTURE AND TRADITIONAL CHINESE MEDICINE (TCM)			COURSE CODE: CAM 321		Contact Hours: 2 Hour/week	
			Credit Unit: 2		Theoretical: 1 Hour/week	
Year: I Semester: II			Pre-requisite:		Practical: 1 Hour/week	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to equip students with advanced theoretical and practical training in TCM principles and acupuncture techniques, adapted for Nigerian patient populations and integrative healthcare settings.						
GENERAL OBJECTIVE 1.0: Understand comprehensive knowledge of advanced TCM meridian and organ theories.						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher’s Activities	Resources	Specific Learning Outcome	Teacher’s Activities	Resources
1-2	1.1 Describe the 12 primary and 8 extraordinary meridians and their pathways. 1.2 Explain anatomical considerations for point location, including Nigerian-specific anatomical variations. 1.3 Explain correlate meridian theory with modern neuroanatomical pathways and functions 1.4 Explain Luo connecting channels 1.5 Explain the practical application of Five Element theory in diagnosis and treatment planning. 1.6 Discuss Zang-Fu organ theory and its role in	• Explain the 12 primary and 8 extraordinary meridians and their pathways. • Explain how to identify anatomical considerations for point location, including Nigerian-specific anatomical variations. • Explain how to correlate meridian theory with modern neuroanatomical pathways. • Explain the practical application of Five Element theory in diagnosis and treatment planning. • Explain Zang-Fu organ	Laptop Computers, smart board Projector Writing Materials Whiteboard Markers Internet etc. Books	• Diagnose mock cases • Prescribe point combinations using Five Element patterns.	Guide students to: • Diagnose mock cases • Prescribe point combinations using Five Element patterns.	Practical manual, meridian charts Textbooks

	pattern differentiation. 1.7 Describe principles for selecting electroacupuncture frequencies, comparing low (2Hz) vs. high (100Hz) frequency effects. 1.8 Explain safety precautions in acupuncture	theory and its role in pattern differentiation. • Explain principles for selecting electroacupuncture frequencies, comparing low (2Hz) vs. high (100Hz) frequency effects.				
General Objective 2.0: Understand contemporary neuroanatomical understanding to meridian and point location.						
3-4	2.1 Explain contraindications for needling in immunocompromised patients (e.g., HIV+). 2.2 Explain high-risk anatomical zones (e.g., lung apex, kidney region, ocular area) and adapt techniques accordingly. 2.3 Explain clean Needle Technique (CNT) standards to prevent infection and cross-contamination.	• Explain contraindications for needling in immunocompromised patients (e.g., HIV+). • Explain high-risk anatomical zones (e.g., lung apex, kidney region, ocular area) and adapt techniques accordingly. • Explain clean Needle Technique (CNT) standards to prevent infection and cross-contamination.	Laptop Computers, smart board Projector Writing Materials Whiteboard Markers Internet etc. Books	• Practice point location, insertion angles, and depth under instructor supervision.	Guide students to: • Practice point location, insertion angles, and depth under instructor supervision.	Acupuncture Point Atlas Clean Needle Technique Manual Electroacupuncture Safety Checklist
General Objective 3.0: Know precision acupuncture and electroacupuncture safely, following global best practices and local adaptations.						
5-6	3.1 Explain how to accurately locate needle acupuncture points using correct insertion angles and depths.	• Explain how to accurately locate needle acupuncture points using correct insertion angles and	Laptop Computers, smart board Projector Writing	• Locate needle acupuncture points using correct insertion angles and depths. • Elicit the Deqi	Guide students to: • Locate needle acupuncture points using	Acupuncture Point Atlas Clean Needle Technique Manual Electroacupuncture

	3.2 Describe the Deqi sensation 3.3 Explain acupuncture with moxibustion as appropriate. 3.4 Explain appropriate frequencies, intensities, and durations for different conditions. 3.5 Explain electroacupuncture devices safely, performing pre-use checks and maintenance. 3.6 Describe techniques for special populations, such as geriatric and pediatric patients.	depths. • Explain the Deqi sensation • Explain acupuncture with moxibustion as appropriate. • Explain appropriate frequencies, intensities, and durations for different conditions. • Explain electroacupuncture devices safely, performing pre-use checks and maintenance. • Explain techniques for special populations, such as geriatric and pediatric patients.	Materials Whiteboard Markers Internet etc. Books	sensation using various manual techniques. • Combine acupuncture with moxibustion as appropriate. • Select appropriate frequencies, intensities, and durations for different conditions. • Operate electroacupuncture devices safely, performing pre-use checks and maintenance. • Adapt techniques for special populations, such as geriatric and pediatric patients.	correct insertion angles and depths. • Elicit the Deqi sensation using various manual techniques. • Combine acupuncture with moxibustion as appropriate. • Select appropriate frequencies, intensities, and durations for different conditions. • Operate electroacupuncture devices safely, performing pre-use checks and maintenance. • Adapt techniques for special populations, such as geriatric and pediatric patients.	Safety Checklist Textbooks Charts Audio visuals
General Objective 4.0: Know TCM diagnosis						
7	4.1 Explain types of TCM diagnosis such as: i Observation diagnosis ii Tongue diagnosis iii Pulse diagnosis	• Explain types of TCM diagnosis • Explain Questioning methods • Explain palpation	Laptop Computers, smart board Projector Writing			

	4.2 Describe Questioning methods 4.3 Describe palpation techniques	techniques	Materials Whiteboard Markers Internet etc. Books			
General Objective 5.0 Know Acupuncture points and point combination						
8	5.1 Outline advanced point combinations 5.2 Explain acupuncture trigger points 5.3 Explain point combination 5.4 Define Extra points 5.5 Explain Auricular points	• Explain advanced point combinations • Explain acupuncture trigger points • Explain point combination • Explain Extra points • Explain Auricular points	Laptop Computers, smart board Projector Writing Materials Whiteboard Markers Internet etc. Books			
General Objective 6.0: Understand culturally relevant treatment plans integrating acupuncture with other CAM modalities for conditions common in Nigeria.						
9-12	6.1 Describe how to create individualized point prescriptions for conditions prevalent in Nigeria (e.g., hypertension, chronic pain, infertility). 6.2 Explain how to integrate acupuncture with herbal protocols for holistic care. 6.3 Explain how to determine session frequency and duration based on condition severity and patient constitution	• Explain how to create individualized point prescriptions for conditions prevalent in Nigeria (e.g., hypertension, chronic pain, infertility). • Explain how to integrate acupuncture with herbal protocols for holistic care. • Explain how to determine session frequency and duration based on	Laptop Computers, smart board Projector Writing Materials Whiteboard Markers Internet etc. Books	• Create individualized point prescriptions for conditions prevalent in Nigeria (e.g., hypertension, chronic pain, infertility). • Integrate acupuncture with herbal protocols for holistic care. • Determine session frequency and duration based on	Guide students to: • Create individualized point prescriptions for conditions prevalent in Nigeria (e.g., hypertension, chronic pain, infertility). • Integrate acupuncture with herbal	

		condition severity and patient constitution		condition severity and patient constitution.	protocols for holistic care. • Determine session frequency and duration based on condition severity and patient constitution.	
General Objective 7.0: Know acupuncture practicals and skills						
13-15	7.1 Explain needling techniques 7.2 Explain needle insertion methods 7.3 Describe needle manipulation 7.4 Explain moxibustion techniques 7.5 Explain cupping therapy	• Explain needling techniques • Explain needle insertion methods • Explain needle manipulation • Explain moxibustion techniques • Explain cupping therapy	Laptop Computers, smart board Projector Writing Materials Whiteboard Markers Internet etc. Books	• Perform the following acupuncture under supervision: ➤ Needling ➤ Needle insertion ➤ Needle manipulation ➤ Cupping Therapy	Guide students to carry out: • Perform the following acupuncture under supervision: ➤ Needling ➤ Needle insertion ➤ Needle manipulation ➤ Cupping Therapy	Acupuncture set Models Practical manual Writing materials
Course Assessment: Course work: 10% Test/Assignments: 10% Practical: 40% Examination: 40% Total: 100%						

Homeopathy and Biotherapeutic Drainage

PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMPLEMENTARY AND ALTERNATIVE MEDICINE		
COURSE TITLE: HOMEOPATHY AND BIOTHERAPEUTIC DRAINAGE	Course Code: CAM 322	Contact Hours: 3 Hours/week
	Credit Unit: 3	Theoretical: 2 Hours/week
Year: I Semester: II	Pre-requisite:	Practical: 1 Hour/week
GOAL: This course is designed to provide specialized training in classical homeopathic philosophy and contemporary biotherapeutic approaches, with particular emphasis on Nigerian endemic diseases and constitutional treatment strategies.		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Understand foundational theories and guiding principles of homeopathy and biotherapeutic drainage; 2.0 Know remedy profiles for prevalent Nigerian health conditions; 3.0 Know constitutional prescribing methods, potency principles, and case management strategies safely and effectively; 4.0 Know, store, and administer remedies according to best practices and legal requirements.		



PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMPLEMENTARY AND ALTERNATIVE MEDICINE							
COURSE TITLE: HOMEOPATHY AND BIOTHERAPEUTIC DRAINAGE				COURSE CODE: CAM 322		Contact Hours: 3 Hour/week	
				Credit Unit: 3		Theoretical: 2 Hours/week	
Year: I Semester: II				Pre-requisite:		Practical: 1 Hour/week	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL							
GOAL: This course is designed to equip students with specialized training in classical homeopathic philosophy and contemporary biotherapeutic approaches, with particular emphasis on Nigerian endemic diseases and constitutional treatment strategies.							
GENERAL OBJECTIVE 1.0: Understand foundational theories and guiding principles of homeopathy and biotherapeutic drainage.							
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 history, development, scope and philosophy of homeopathy	• Explain the history, development, scope and philosophy of homeopathy	Laptop Computers, smart board Projector	• Carry out biotherapeutic drainage	Guide students to:	Books
	1.2	Explain the principles of homeopathy	• Explain the principles of homeopathy	Writing Materials	• Identify homeopathy material from the plant and animal kingdom	• Carry out biotherapeutic drainage	Plants, animal and mineral material
	1.3	Explain the terminologies used in homeopathy	• Explain terminologies used in homeopathy	Whiteboard	• Prepare mother tincture, potentiation and succussion	• Identify homeopathy material from the plant and animal kingdom	Solvent
	1.4	Explain the clinical abbreviations used in homeopathy	• Explain the clinical abbreviations used in homeopathy	Markers	• Carry out dilution	• Prepare mother tincture, potentiation and succussion	Glass wares
	1.5	Explain foundational theories in homeopathy	• Explain foundational theories in homeopathy	Internet etc.	• Demonstrate radionics and electro-homeopathy	• Carry out dilution	Radionics and electro homeopathic machine
	1.6	Explain homeopathy pharmacy	• Explain homeopathy pharmacy	Books	• Apply homeopathy in medical and surgical conditions	• Demonstrate radionics and electro-homeopathy	Charts
	1.7	Explain source of homeopathy remedy in the plant kingdom	• Explain source of homeopathy remedy in the plant kingdom		• Carry out repertorisation in homeopathy	• Apply homeopathy in	
	1.8	Explain radionics and electro-homeopathy	• Explain radionics and electro-homeopathy		• match remedy		
	1.9	Explain homeopathy in					

	medical and surgical conditions 1.10 Explain the homeopathic organon of medicine 1.11 Explain reportirisation in homeopathy 1.12 Explain homeopathy for special population 1.13 Explain the Law of Similar and how “like cures like”, laws of minimum doses, vital force, potentization, and individualization of treatment applies in acute and chronic contexts. 1.14 Describe miasms theory (psora, sycosis, syphilis) and discuss its relevance to tropical diseases. 1.15 Explain Hering’s Law of Cure and its practical application in remedy follow-up. 1.16 Describe contra-indication in homeopathy	• Explain homeopathy in medical and surgical conditions • Explain the homeopathic organon of medicine • Explain repertorisation in homeopathy • Explain homeopathy for special population • Explain the Law of Similar and how “like cures like”, laws of minimum doses, vital force, potentization, and individualization of treatment applies in acute and chronic contexts. • Describe miasms theory (psora, sycosis, syphilis) and discuss its relevance to tropical diseases. • Explain Hering’s Law of Cure and its practical application in remedy follow-up. • Describe contra-indication in homeopathy		profiles with tropical symptoms. • Create a diagram linking common Nigerian illnesses with miasmatic influences.	medical and surgical conditions • Carry out repertorisation in homeopathy • Match remedy profiles with tropical symptoms. • Create a diagram linking common Nigerian illnesses with miasmatic influences.	
--	--	--	--	---	--	--

General Objective 2.0: Understand remedy profiles for prevalent Nigerian health conditions.

4-7	2.1 Explain clinical indications and material medica of major remedies relevant to Nigerian conditions (e.g., malaria, typhoid, malaria-like fevers). 2.2 Discuss disease-specific homeopathic protocols using remedies like China officinalis and Natrum muriaticum. 2.3 Describe biotherapeutic drainage 2.4 Describe biotherapeutic drainage remedies and their role in organ detoxification pathways.	• Explain how to evaluate the clinical indications and materia medica of 50 major remedies relevant to Nigerian conditions (e.g., malaria, typhoid, malaria-like fevers). • Explain malaria-specific homeopathic protocols using remedies like China officinalis and Natrum muriaticum. • Explain biotherapeutic drainage • Explain biotherapeutic drainage remedies and their role in organ detoxification pathways	Laptop Computers, smart board Projector Writing Materials Whiteboard Markers Internet etc. Books	• Role play clinical indications • Identify material medica of major remedies relevant to Nigerian conditions (e.g., malaria, typhoid, malaria-like fevers). • Identify organ detoxification pathways.	Guide students to: • Role play clinical indications • Identify material medica of major remedies relevant to Nigerian conditions (e.g., malaria, typhoid, malaria-like fevers). • Identify organ detoxification pathways.	Audio visuals Different material medica remedies
General Objective 3.0: Know constitutional prescribing methods, potency principles, and case management strategies safely and effectively.						
8-11	3.1 Explain prescribing methods in homeopathy 3.2 Describe case management strategies 3.3 Explain potency principles 3.4 Differentiate between low, medium, and high potencies (6X, 30C, LM) and their appropriate use.	• Explain how to differentiate between low, medium, and high potencies (6X, 30C, LM) and their appropriate use. • Explain how dose frequency is adjusted for acute versus chronic conditions.	Laptop Computers, smart board Projector Writing Materials Whiteboard Markers Internet etc. Books	• Demonstrate prescribing methods in homeopathy • Apply case management strategies in medical and surgical conditions • Identify between low, medium, and	Guide students to: • Demonstrate prescribing methods in homeopathy • Apply case management strategies in medical and	Stethoscope Wighing scale Thermometer Vital signs equipment Radionics and electro-homeopathic machine

	3.5 Explain how dose frequency is adjusted for acute versus chronic conditions. 3.6 Discuss the pharmacological considerations related to dilution and Avogadro's limit. 3.7 Describe full constitutional analysis covering physical generals, modalities, and cravings. 3.8 Describe mental/emotional keynote symptoms. 3.9 Discuss awareness of Nigerian cultural illness expressions into remedy choice.	• Explain the pharmacological considerations related to dilution and Avogadro's limit. • Explain how to conduct full constitutional analysis covering physical generals, modalities, and cravings. • Explain how to identify mental/emotional keynote symptoms. • Explain how to integrate awareness of Nigerian cultural illness expressions into remedy choice.		high potencies (6X, 30C, LM) during process of production • Adjust dose frequency for acute and chronic conditions • Carry out constitutional analysis covering physical generals, modalities, and cravings • Identify mental/emotional keynote symptoms	surgical conditions • Identify between low, medium, and high potencies (6X, 30C, LM) during process of production • Adjust dose frequency for acute and chronic conditions • Carry out constitutional analysis covering physical generals, modalities, and cravings • Identify mental/emotional keynote symptoms	
General Objective 4.0: Know store, and administer remedies according to best practices and legal requirements.						
12-15	4.1 Describe the preparation of remedies according to best practice 4.2 Describe how to store and administer remedies 4.3 Describe correct succussion techniques for potentizing remedies. 4.4 Describe the preparation and dispensing of	• Explain the preparation of remedies according to best practice • Explain how to store and administer remedies • Explain correct succussion techniques for	Laptop Computers, smart board Projector Writing Materials Whiteboard Markers Internet etc. Books	• Prepare potencies using succussion and dilution methods. • Store and administer remedies • Demonstrate succussion techniques for potentizing remedies • Carry out	Guide students to: • Prepare potencies using succussion and dilution methods. • Store and administer remedies • Demonstrate succussion	Practical manual, glass wares, case studies. Homeopathic materia medica Specimen bottles PPEs Labelling material Shelf/cabinet Refrigerator

	remedies in pellet and liquid form safely. 4.5 Describe storage and labeling protocols to maintain remedy integrity. 4.6 Describe repertorization tools such as RADAR software for differential remedy selection. 4.7 Describe clear follow-up criteria and apply Hering's Law of Cure to monitor progress. 4.8 Describe primary remedy reactions, aggravations, and return of old symptoms, and respond appropriately.	potentizing remedies. • Explain remedies in pellet and liquid form safely. • Explain storage and labeling protocols to maintain remedy integrity. • Explain repertorization tools such as RADAR software for differential remedy selection. • Explain clear follow-up criteria and apply Hering's Law of Cure to monitor progress. • Describe primary remedy reactions, aggravations, and return of old symptoms, and respond appropriately.		preparation and dispensing of remedies in pellet and liquid form safely • Demonstrate storage and labeling protocols to maintain remedy integrity. • Repertorize case and justify final remedy selection.	techniques for potentizing remedies • Carry out preparation and dispensing of remedies in pellet and liquid form safely • Demonstrate storage and labeling protocols to maintain remedy integrity. • Identify repertorization tools such as RADAR software for differential remedy selection. • Carry out hands-on centesimal scale preparations, liquid dose adjustments and trituration techniques. • Repertorize case and justify final remedy selection.	Desiccator Stainless steel dryer/ Dehydrator Stainless steel grinders
--	--	---	--	---	---	--

Course Assessment:

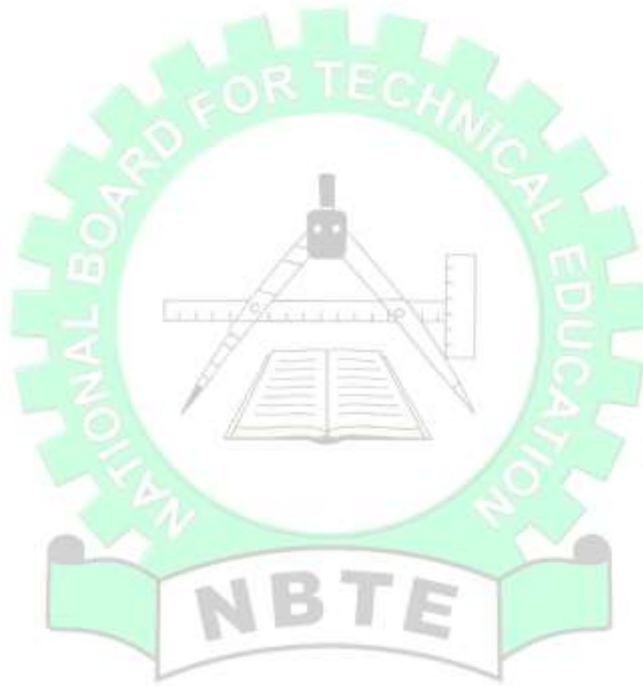
Course work: 10%

Test/Assignments: 10%

Practical: 40%

Examination: 40%

Total: 100%



Manual Therapies (Chiropractic, Osteopathy, Bone-Setting)

PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMPLEMENTARY AND ALTERNATIVE MEDICINE		
COURSE TITLE: MANUAL THERAPIES (CHIROPRACTIC, OSTEOPATHY, BONE-SETTING)	Course Code: CAM 323	Contact Hours: 3 Hours/week
	Credit Unit: 3	Theoretical: 2 Hours/week
Year: I Semester: II	Pre-requisite:	Practical: 1 Hour/week
GOAL: This course is designed to provide students with advanced hands-on training in spinal and musculoskeletal therapies, integrating evidence-based chiropractic/osteopathic techniques with Nigerian traditional bone-setting methods for culturally relevant patient care		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Understand tenets and principle of Osteopathy, Chiropractic, and traditional bone setting; 2.0 Understand functional anatomy and physiology in relation to chiropractic, osteopathic, and traditional bone setting practice; 3.0 Understand the general management and management of special populations in Osteopathy, Chiropractic, and traditional bone setting practice; 4.0 Understand exercise and rehabilitation in Osteopathy, Chiropractic, and traditional bone setting; 5.0 Understand the electro-mechanical and non-electro-mechanical equipment used in in Osteopathy, Chiropractic, and traditional bone setting practice; 6.0 Understand clinical assessment practice in Osteopathy, Chiropractic, and traditional bone setting practice; 7.0 Understand core biomechanical principles of modern spinal manipulation in chiropractic, osteopathy, and traditional bone setting; 8.0 Understand anatomical risk zones and contraindications to ensure patient safety; 9.0 Comprehend High-Velocity, Low-Amplitude (HVLA) adjustments, muscle energy techniques, craniosacral therapy; 10.0 Integrate indigenous bone-setting knowledge with contemporary manual therapy in healthcare system; 11.0 Understand nutritional medicine management in Osteopathy, Chiropractic, and traditional bone setting practice.		

PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMPLEMENTARY AND ALTERNATIVE MEDICINE						
COURSE TITLE: MANUAL THERAPIES (CHIROPRACTIC, OSTEOPATHY, BONE-SETTING)			COURSE CODE: CAM 323		Contact Hours: 3 Hours/week	
			Credit Unit: 3		Theoretical: 2 Hours/week	
Year: I Semester: II			Pre-requisite:		Practical: 1 Hour/week	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to equip students with advanced hands-on training in spinal and musculoskeletal therapies, integrating evidence-based chiropractic/osteopathic techniques with Nigerian traditional bone-setting methods for culturally relevant patient care.						
GENERAL OBJECTIVE 1.0: Understand tenets and principle of Osteopathy, Chiropractic, and traditional bone setting						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher’s Activities	Resources	Specific Learning Outcome	Teacher’s Activities	Resources
1	1.1 Explain the philosophy and tenets of osteopathy 1.2 Explain the philosophy and tenets of chiropractic 1.3 Explain the philosophy and tenets of traditional bone settings	• Explain the philosophy and tenets of osteopathy • Explain the philosophy and tenets of chiropractic • Explain the philosophy and tenets of traditional bone settings	Laptop Computers, smart board Projector Writing Materials Whiteboard Markers Internet etc. Books			
GENERAL OBJECTIVE 2.0: Understand functional anatomy and physiology in relation to chiropractic, osteopathic, and traditional bone setting practice						
2	2.1 Explain musculoskeletal systems as it relates to osteopathy, chiropractic, and traditional bone setting 2.2 Explain circulatory systems as it relates to osteopathy, chiropractic, and traditional bone	• Explain musculoskeletal systems as it relates to osteopathy, chiropractic, and traditional bone setting • Explain circulatory systems as they relate	Laptop Computers, smart board Projector Writing Materials Whiteboard Markers Internet etc.	• Identify the anatomical structure of the human system as it relates to chiropractic, osteopathic, and traditional bone setting	Guide students to: • Identify the anatomical structure of the human system as it relates to	Anatomical models and charts Audio visuals

	setting 2.3 Explain the respiratory system as it relates to osteopathy, chiropractic, and traditional bone setting 2.4 Explain integumentary systems as they relate to osteopathy, chiropractic, and traditional bone setting 2.5 Explain nervous systems as they relate to osteopathy, chiropractic, and traditional bone setting 2.6 Explain relationship among joints, spine, muscle, tissue and ligaments as it relates to osteopathy, chiropractic, and traditional bone setting	to osteopathy, chiropractic, and traditional bone setting • Explain the respiratory system as it relates to osteopathy, chiropractic, and traditional bone setting • Explain integumentary systems as they relate to osteopathy, chiropractic, and traditional bone setting • Explain nervous systems as they relate to osteopathy, chiropractic, and traditional bone setting • Explain relationship among joints, spine, muscle, tissue and ligaments as it relates to osteopathy, chiropractic, and traditional bone setting	Books		chiropractic, osteopathic, and traditional bone setting	
GENERAL OBJECTIVE 3.0: Understand the general management and management of special populations in Osteopathy, Chiropractic, and traditional bone setting practice						

3	3.1 Describe specialized clinical techniques in Osteopathy, Chiropractic, and traditional bone setting practice (i.e. diversified, Gonstead, Thompson, activator sacro-occipital, extremity, tiger point therapy, cranial osteopathy techniques etc) 3.2 Describe special populations, i.e., geriatrics, pediatrics, pregnancy, Accident victims, sportsmen etc 3.3 Explain the psychological, anatomical, physiological, and emotional dynamics of the special population in 3.1 3.4 Describe the associated medical conditions of special populations	• Explain specialized clinical techniques in Osteopathy, Chiropractic, and traditional bone setting practice (i.e. diversified, Gonstead, Thompson, activator sacro-occipital, extremity, tiger point therapy, cranial osteopathy techniques, etc) • Explain special populations, i.e., geriatrics, pediatrics, pregnancy, Accident victims, sportsmen etc • Explain the psychological, anatomical, physiological, and emotional dynamics of the special population in 3.1 • Explain the associated medical conditions of special populations	Laptop Computers, smart board, Projector Writing Materials Whiteboard Markers Internet etc. Books	• Identify special populations as it relates to Osteopathy, Chiropractic, and traditional bone setting	Guide students to: • Identify special populations as it relates to Osteopathy, Chiropractic, and traditional bone setting	Audio visuals CAM Clinic visit
GENERAL OBJECTIVE 4.0: Understand exercise and rehabilitation in Osteopathy, Chiropractic, and traditional bone setting						
4	4.1 Describe exercise and rehabilitation in osteopathy practice for fracture, injuries to joint	• Describe exercise and rehabilitation in osteopathy practice e.g for fracture,	Laptop Computers, smart board Projector	• Demonstrate relevant exercise for Osteopathy, Chiropractic, and	Guide students to: • Demonstrate relevant	Skipping rope Static bicycle Treadmill Vibrator

	and muscle back and neck pain, frozen shoulder 4.2 Describe exercise and rehabilitation in chiropractic practice e.g for fracture, injuries to joint and muscle back and neck pain, frozen shoulder 4.3 Describe exercise and rehabilitation in traditional bone setting practice e.g for fracture, injuries to joint and muscle back and neck pain, frozen shoulder	injuries to joint and muscle back and neck pain, frozen shoulder - Describe exercise and rehabilitation in chiropractic practice e.g for fracture, injuries to joint and muscle back and neck pain, frozen shoulder - Describe exercise and rehabilitation in traditional bone setting practice e.g for fracture, injuries to joints and muscles, back and neck pain, frozen shoulder	Writing Materials Whiteboard Markers Internet etc. Books	traditional bone setting	exercise for Osteopathy, Chiropractic, and traditional bone setting	Gym equipment
GENERAL OBJECTIVE 5.0: Understand the electro-mechanical and non-electro-mechanical equipment used in Osteopathy, Chiropractic, and traditional bone setting practice						
5	5.1 Explain the use of electronic equipment used in Osteopathy, Chiropractic, and traditional bone setting practice 5.2 Describe the electronic equipment used in Osteopathy, Chiropractic, and traditional bone setting practice (i.e., massage gun, etc) 5.3 Explain the use of mechanical equipment in	- Explain the use of electronic equipment used in Osteopathy, Chiropractic, and traditional bone setting practice - Describe the electronic equipment used in Osteopathy, Chiropractic, and traditional bone setting practice (i.e. massage gun, etc)	Laptop Computers, smart board Projector Writing Materials Whiteboard Markers Internet etc. Books	Use electronic, mechanical and non-electro-mechanical materials in Osteopathy, Chiropractic, and traditional bone setting practice	Guide students to: Use electronic, mechanical and non electro-mechanical materials in Osteopathy, Chiropractic, and traditional	Massage table Massage Gun Crouches Walking stick Wheel chair Bandages Splinters Ergonomic chairs and tables

	Osteopathy, Chiropractic, and traditional bone setting practice 5.4 Describe the mechanical equipment used in Osteopathy, Chiropractic, and traditional bone setting practice, i.e., massage table, ergonomic chair, 5.5 Explain the use of non-electro-mechanical equipment used in Osteopathy, Chiropractic, and traditional bone setting practice, i.e., crouches, walking stick etc 5.6 Describe the non-electro mechanical materials used in Osteopathy, Chiropractic, and traditional bone setting practice i.e bandages, splinters, etc. 5.7 Explain the factors to consider when selecting electro-mechanical or non electromechanical material for Osteopathy, Chiropractic, and traditional bone setting practice 5.8 Explain the advantages	• Explain the use of mechanical equipment in Osteopathy, Chiropractic, and traditional bone setting practice • Describe the mechanical equipment used in Osteopathy, Chiropractic, and traditional bone setting practice i.e massage table, ergonomic chair, • Explain the use of non electro-mechanical equipment used in Osteopathy, Chiropractic, and traditional bone setting practice i.e crouches, walking stick etc • Describe the non-electro mechanical materials used in Osteopathy, Chiropractic, and traditional bone setting practice, i.e., bandages, splinters, etc. • Explain the factors to consider when			bone setting practice	
--	--	--	--	--	-----------------------	--

	and disadvantages of electro-mechanical and non-electromechanical materials for Osteopathy, Chiropractic, and traditional bone setting practice	selecting electro-mechanical or non electromechanical material for Osteopathy, Chiropractic, and traditional bone setting practice • Explain the advantages and disadvantages of electro-mechanical and non-electromechanical materials for Osteopathy, Chiropractic, and traditional bone setting practice				
GENERAL OBJECTIVE 6.0: Understand clinical assessment practice in Osteopathy, Chiropractic, and traditional bone setting practice						
6-7	6.1 Explain patient history and consultation for Osteopathy, Chiropractic, and traditional bone setting practice 6.2 Describe palpation and percussion in Osteopathy, Chiropractic, and traditional bone setting practice 6.3 Describe neurological examination in Osteopathy and	• Explain patient history and consultation for Osteopathy, Chiropractic, and traditional bone setting practice • Explain palpation and percussion in Osteopathy, Chiropractic, and traditional bone setting practice • Explain neurological	Laptop Computers, smart board Projector Writing Materials Whiteboard Markers Internet etc. Books	• Demonstrate patient history and consultation for Osteopathy, Chiropractic, and traditional bone setting practice • Carry out palpation and percussion in Osteopathy, Chiropractic, and traditional bone setting practice	Guide students to: • Demonstrate patient history and consultation for Osteopathy, Chiropractic, and traditional bone setting practice	Students volunteer Neurological hammer

	Chiropractic. 6.4 Describe orthopedic test in Osteopathy, Chiropractic, and traditional bone setting practice 6.5 Explain functional movement testing 6.6 Describe respiratory and cardiovascular assessment. 6.7 Explain visceral assessment in osteopathy and chiropractic 6.8 Describe psychosocial assessment in Osteopathy, Chiropractic, and traditional bone setting practice	examination in Osteopathy and Chiropractic. • Explain orthopedic test in Osteopathy, Chiropractic, and traditional bone setting practice • Explain functional movement testing • Describe respiratory and cardiovascular assessment. • Explain visceral assessment in osteopathy and chiropractic • Explain psychosocial assessment in Osteopathy, Chiropractic, and traditional bone setting practice		• Carry out neurological examination in Osteopathy and Chiropractic. • Carry out orthopedic test in Osteopathy, Chiropractic, and traditional bone setting practice • Demonstrate functional movement testing • Demonstrate visceral assessment in osteopathy and chiropractic • Demonstrate psychosocial assessment in Osteopathy, Chiropractic, and traditional bone setting practice	• Carry out palpation and percussion in Osteopathy, Chiropractic, and traditional bone setting practice • Carry out neurological examination in Osteopathy and Chiropractic. • Carry out orthopedic test in Osteopathy, Chiropractic, and traditional bone setting practice • Demonstrate functional movement testing • Demonstrate visceral assessment in osteopathy	
--	--	---	--	---	---	--

					- and chiropractic • Demonstrate psychosocial assessment in Osteopathy, Chiropractic, and traditional bone setting practice	
GENERAL OBJECTIVE 7.0: Understand core biomechanical principles of modern spinal manipulation and traditional bone-setting.						
8	7.1 Describe the mechanics and goals of HVLA spinal adjustments. 7.2 Explain osteopathic muscle energy techniques (MET) and their indications. 7.3 Explain techniques with the core of Nigerian traditional bone-setting	• Explain the mechanics and goals of HVLA spinal adjustments. • Explain osteopathic muscle energy techniques (MET) and their indications. • Explain techniques with the core of Nigerian traditional bone-setting	Laptop Computers, smart board, Projector Writing Materials Whiteboard Markers Internet etc. Books	• Demonstrate osteopathic muscle energy techniques (MET) and their indications	Guide students to: • Demonstrate osteopathic muscle energy techniques (MET) and their indications	Patient history forms SOAP note templates Consent forms Clinical documentation software or record books Communication skills checklists Treatment tables/couches Human skeleton models Spine models Musculoskeletal anatomical charts Palpation training mannequins Surface anatomy guides Reflex hammers Measuring tapes Goniometers Palpation skills manuals Anatomy atlases

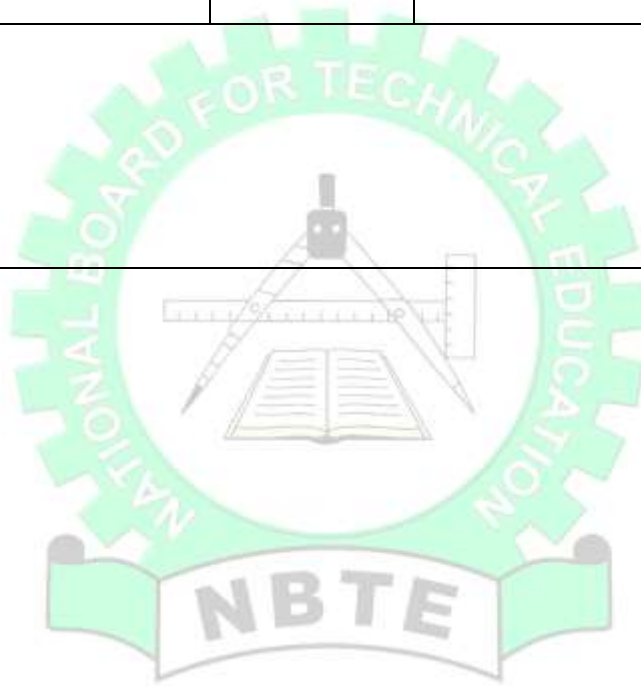
						Video demonstrations Tuning forks (128 Hz and 512 Hz) Cotton wool for sensory testing Neurotips/pinwheel devices enlights Snellen charts Ophthalmoscopes Neurological examination checklists Examination couches Examination tables Inclinometers Measuring tapes Dynamometers (grip strength) Orthopedic assessment manuals Joint models (knee, shoulder, hip, ankle) Functional movement screen (FMS) kit Balance boards Agility cones Resistance bands Step platforms Video recording equipment Treatment tables Anatomical torso models Abdominal examination simulators Visceral
--	--	--	--	--	--	--

						manipulation training videos
General Objective 8.0: Understand anatomical risk zones and contraindications to ensure patient safety.						
9-10	8.1 Describe cervical spine high-risk zones and appropriate precautions. 8.2 Explain contraindications for patients with osteoporosis, severe disc herniation, or vertebrobasilar insufficiency. 8.3 Explain warning signs of potential vascular compromise, including vertebral artery dissection. 8.4 Differentiate modern orthopedic assessment from traditional fracture evaluation. 8.5 Explain the cultural and sometimes spiritual dimensions of indigenous bone-setting practices. 8.6 Discuss how to integrate patient beliefs respectfully within evidence-based care.	• Explain how to identify cervical spine high-risk zones and appropriate precautions. • Explain contraindications for patients with osteoporosis, severe disc herniation, or vertebrobasilar insufficiency. • Explain how to recognize warning signs of potential vascular compromise, including vertebral artery dissection. • Explain how to differentiate modern orthopedic assessment from traditional fracture evaluation. • Explain the cultural and sometimes spiritual dimensions of indigenous bone-setting practices. Discuss how to integrate patient beliefs respectfully within	Laptop Computers, smart board Projector Writing Materials Whiteboard Markers Internet etc. Books	• Identify cervical spine high-risk zones and appropriate precautions • Demonstrate modern orthopedic assessment and traditional fracture evaluation.	Guide students to: • Identify cervical spine high-risk zones and appropriate precautions • Demonstrate modern orthopedic assessment and traditional fracture evaluation.	Neurological examination checklists Examination couches Examination tables Inclinometers Measuring tapes Dynamometers (grip strength) Orthopedic assessment manuals Joint models (knee, shoulder, hip, ankle) Functional movement screen (FMS) kit Balance boards Agility cones Resistance bands Step platforms Video recording equipment Treatment tables

		evidence-based care				
General Objective 9.0: Comprehend high-velocity, low-amplitude (HVLA) adjustments, muscle energy techniques, craniosacral therapy, and traditional fracture care methods.						
11	9.1 Describe the correct performance of a lumbar roll adjustment. 9.2 Discuss cervical rotary break with safety precautions. 9.3 Explain thoracic supine thrust adjustment accurately. 9.4 Describe Palpation and interpretation of cranial rhythmic impulses. 9.5 Describe basic fascial release and gentle craniosacral holds.	• Explain the correct performance of a lumbar roll adjustment. • Explain cervical rotary break with safety precautions. • Explain thoracic supine thrust adjustment accurately. • Explain Palpation and interpretation of cranial rhythmic impulses. • Explain basic fascial release and gentle craniosacral holds.	Laptop Computers, smart board Projector Writing Materials Whiteboard Markers Internet etc. Books	• Perform lumbar, thoracic, and cervical adjustments under instructor supervision. • Practice muscle energy techniques on classmates. • Locate cranial landmarks and palpate rhythmic impulses.	Guide students to: • Perform lumbar, thoracic, and cervical adjustments under instructor supervision. • Practice muscle energy techniques on classmates. • Locate cranial landmarks and palpate rhythmic impulses.	Practical manual Spinal Manipulation Safety Checklist Treatment table, mannequin
General Objective 10.0: Integrate indigenous bone-setting knowledge with contemporary manual therapy approaches.						
12-13	10.1 Describe bamboo splint for simple fractures or sprains. 10.2 Explain preparation and application of herbal	• Explain bamboo splint for simple fractures or sprains. • Explain preparation and application of	Laptop Computers, smart board Projector Writing	• Demonstrate bamboo splint for simple fractures or sprains. • Apply herbal	• Demonstrate bamboo splint for simple fractures or	Practical manual, bamboo sticks, mannequin

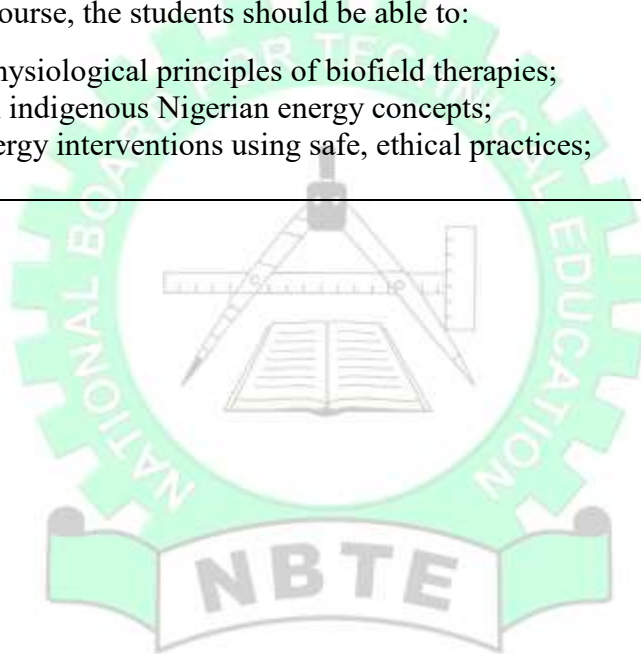
	poultice for musculoskeletal injuries. 10.3 Describe manual traction methods using locally available tools and materials.	herbal poultice for musculoskeletal injuries. • Explain manual traction methods using locally available tools and materials.	Materials Whiteboard Markers Internet etc. Books	poultice for musculoskeletal injuries • Demonstrate manual traction methods using locally available tools and materials	sprains. • Prepare and apply herbal poultice for musculoskeletal injuries • Demonstrate manual traction methods using locally available tools and materials	
General Objective 11.0: Understand nutritional medicine management in Osteopathy, Chiropractic, and traditional bone setting practice						
14-15	11.1 Define nutrition and dietetics 11.2 Explain nutritional therapy in Osteopathy, Chiropractic, and traditional bone setting practice 11.3 Describe specific dietary preparation for Osteopathy, Chiropractic, and traditional bone setting practice 11.4 Explain nutritional supplement, functional foods, and super foods 11.5 Explain nutritional	• Explain nutrition and dietetics • Explain nutritional therapy in Osteopathy, Chiropractic, and traditional bone setting practice • Explain specific dietary preparation for Osteopathy, Chiropractic, and traditional bone setting practice • Explain nutritional supplement, functional foods, and	Laptop Computers, smart board Projector Writing Materials Whiteboard Markers Internet etc. Books	• Demonstrate fermentation process • Prepare nutritional foods	Guide students to: • Demonstrate fermentation process • Prepare nutritional foods	Mixer Juicers Blender Gas Cooker Gas cylinder Kitchen utensils Cooking utensils Digital Weighing scale Glasses wares Kitchen thermometer

	contraindication and adverse reactions in Osteopathy, Chiropractic, and traditional bone setting practice	super foods • Explain nutritional contraindication and adverse reactions in Osteopathy, Chiropractic, and traditional bone setting practice				
Course Assessment: Course work: 10% Test/Assignments: 10% Practical: 40% Examination: 40% Total: 100%						



Energy Medicine (Biofield Therapies)

PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMPLEMENTARY AND ALTERNATIVE MEDICINE		
COURSE TITLE: ENERGY MEDICINE (BIOFIELD THERAPIES)	Course Code: CAM 324	Contact Hours: 3 Hours/week
	Credit Unit: 3	Theoretical: 2 Hours/week
Year: I Semester: II	Pre-requisite:	Practical: 1 Hour/week
GOAL: This course is designed to equip students with practical and theoretical training in biofield therapies, integrating global energy healing modalities with Nigerian traditional energy concepts for holistic patient care.		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Understand the scientific, cultural, and psychophysiological principles of biofield therapies; 2.0 Know international energy healing systems with indigenous Nigerian energy concepts; 3.0 Know patient energy fields and deliver basic energy interventions using safe, ethical practices; 4.0 Know safety and ethics in energy medicine.		



PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMPLEMENTARY AND ALTERNATIVE MEDICINE						
COURSE TITLE: ENERGY MEDICINE (BIOFIELD THERAPIES)			COURSE CODE: CAM 324		Contact Hours: 3 Hours/week	
			Credit Unit: 3		Theoretical: 2 Hours/week	
Year: I Semester: II			Pre-requisite:		Practical: 1 Hour/week	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to equip students with practical and theoretical training in biofield therapies, integrating global energy healing modalities with Nigerian traditional energy concepts for holistic patient care.						
GENERAL OBJECTIVE 1.0: Understand the scientific, cultural, and psychophysiological principles of biofield therapies.						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher’s Activities	Resources	Specific Learning Outcome	Teacher’s Activities	Resources
1-2	1.1 Describe electromagnetic field theories as they relate to biofield concepts. 1.2 Explain the links between psychoneuroimmunology and energy healing. 1.3 Discuss placebo effects vs. measurable physiological impacts in energy medicine research.	- Explain electromagnetic field theories as they relate to biofield concepts. - Explain the links between psychoneuroimmunology and energy healing. - Explain placebo effects vs. measurable physiological impacts in energy medicine research.	Laptop Computers, smart board Projector Writing Materials Whiteboard Markers Internet etc. Books			
General Objective 2.0: Know international energy healing systems with indigenous Nigerian energy concepts.						
3-4	2.1 Explain “Reiki”, “Qigong”, and Pranic Healing principles and practices. 2.2 Explain Nigerian energy concepts in healing contexts.	- Explain the Comparison of Reiki, Qigong, and Pranic Healing principles and practices. - Explain how to interpret Yoruba “àṣẹ” and Igbo “ike” energy concepts in	Laptop Computers, smart board, Projector Writing Materials Whiteboard			

	2.3 Discuss how traditional energy beliefs shape patient perceptions and expectations in Nigeria.	Explain how traditional energy beliefs shape patient perceptions and expectations in Nigeria.	Markers, Internet etc., Books			
General Objective 3.0: Know patient energy fields and deliver basic energy interventions using safe, ethical practices.						
5-10	3.1 Explain appropriate uses of biofield therapies for pain management, anxiety/stress reduction, and post-surgical recovery. 3.2 Explain how to recognize when to use energy therapies as complementary not substitute interventions. 3.3 Explain safe and ethical practices in energy therapy	- Explain appropriate uses of biofield therapies for pain management, anxiety/stress reduction, and post-surgical recovery. - Explain how to recognize when to use energy therapies as complementary not substitute interventions. - Explain safe and ethical practices in energy therapy	Laptop Computers, smart board, Projector, Writing Materials Whiteboard Markers, Internet etc. Books	- Scan each other's biofield using hand scanning. - Perform hand scanning to detect biofield disturbances. - Evaluate energy centers (chakras, meridians) for blockages or imbalances. - Use Nigerian diagnostic frameworks, e.g., "hot/cold" or "warm/cold" states. - Follow guided Qigong exercises to feel energy circulation. - Apply basic Reiki hand positions for general healing. - Perform beginner-level Medical Qigong exercises for	Guide students to: - Scan each other's biofield using hand scanning. - Perform hand scanning to detect biofield disturbances. - Evaluate energy centers (chakras, meridians) for blockages or imbalances. - Use Nigerian diagnostic frameworks, e.g., "hot/cold" or "warm/cold" states. - Follow guided Qigong exercises to feel energy circulation.	Practical manual, EEG device Biofield Photography Atlas Self-Protection Techniques Guide.

				energy flow enhancement. • Conduct simple Pranic cleansing and energizing techniques.	• Apply basic Reiki hand positions for general healing. • Perform beginner-level Medical Qigong exercises for energy flow enhancement. • Conduct simple Pranic cleansing and energizing techniques.	
General Objective 4.0: Know safety and ethics in energy medicine						
11-15	4.1 Explain contraindications for biofield work, such as severe psychiatric conditions or pacemaker risks. 4.2 Discuss informed consent, explaining spiritual aspects clearly. 4.3 Explain establishment and maintenance of professional boundaries, especially with vulnerable patients.	• Explain contraindications for biofield work, such as severe psychiatric conditions or pacemaker risks. • Explain informed consent, explaining spiritual aspects clearly. • Explain establishment and maintenance of professional boundaries, especially with vulnerable patients.	Laptop Computers, smart board Projector Writing Materials Whiteboard Markers Internet etc. Books	• Practice explaining spiritual components and obtaining informed consent of patients.	Guide students to: • Practice explaining spiritual components and obtaining informed consent of patients.	Practical manual, case studies.

Course Assessment:

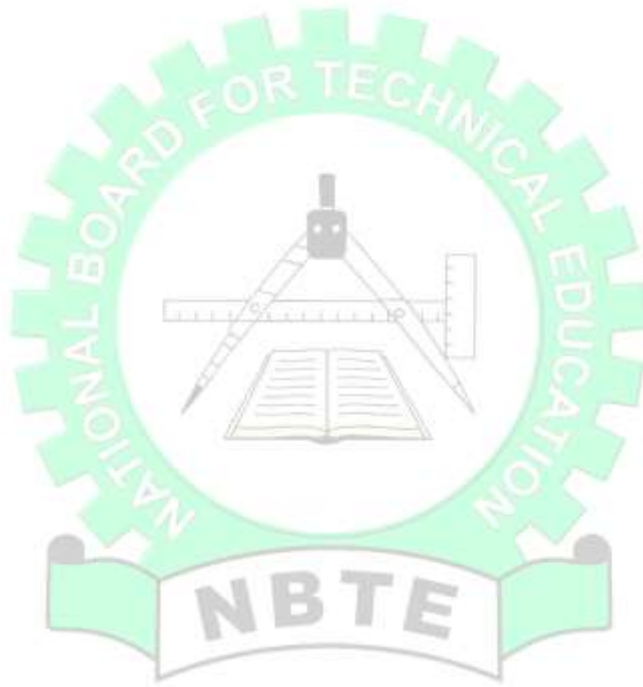
Course work: 10%

Test/Assignments: 10%

Practical: 40%

Examination: 40%

Total: 100%



Cupping Therapy

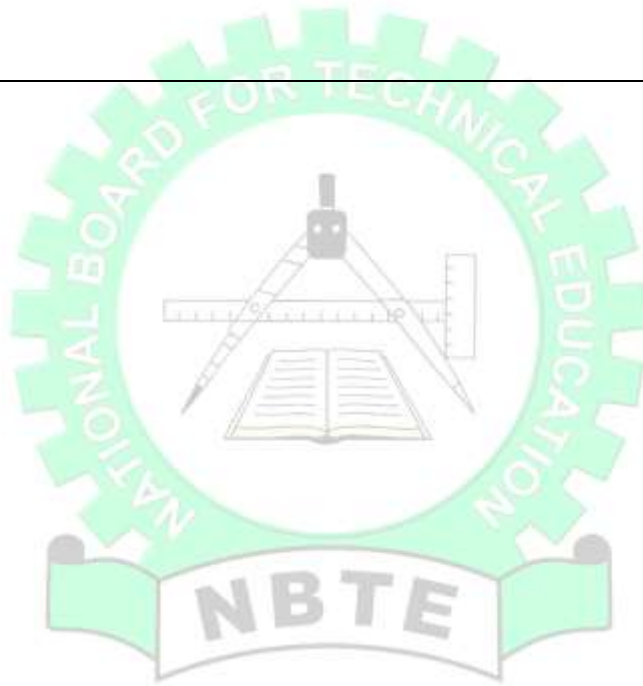
PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMPLEMENTARY AND ALTERNATIVE MEDICINE		
COURSE TITLE: CUPPING THERAPY	Course Code: CAM 325	Contact Hours: 3 Hours/week
	Credit Unit: 3	Theoretical: 2 Hours/week
Year: I Semester: II	Pre-requisite:	Practical: 1 Hour/week
GOAL: This course is designed to equip students with foundational knowledge, practical skills, and professional competence in the safe and effective application of cupping therapy, with an emphasis on Nigerian cultural adaptations and evidence-informed practice.		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Understand the theoretical foundations, mechanisms, and cultural variations of cupping therapy; 2.0 Know competence in performing therapeutic cupping procedures safely and effectively; 3.0 Understand Moxibustion; 4.0 Understand ethical and culturally sensitive practice in cupping therapy.		

PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMPLEMENTARY AND ALTERNATIVE MEDICINE						
COURSE TITLE: CUPPING THERAPY			COURSE CODE: CAM 325		Contact Hours: 3 Hours/week	
			Credit Unit: 3		Theoretical: 2 Hours/week	
Year: I Semester: II			Pre-requisite:		Practical: 1 Hour/week	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to equip students with foundational knowledge, practical skills, and professional competence in the safe and effective application of cupping therapy, with an emphasis on Nigerian cultural adaptations and evidence-informed practice.						
GENERAL OBJECTIVE 1.0: Understand the theoretical foundations, mechanisms, and cultural variations of cupping therapy.						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher’s Activities	Resources	Specific Learning Outcome	Teacher’s Activities	Resources
1-4	1.1 Define cupping and its historical development 1.2 Describe the physiological mechanisms of cupping therapy, including vasodilation and fascial release. 1.3 Differentiate between major cupping techniques (dry, wet, fire, suction) 1.4 Explain their specific indications of cupping techniques 1.5 Discuss Nigerian adaptations of cupping therapy, such as calabash or bamboo cupping.	• Explain the definition of cupping and its historical development • Explain the physiological mechanisms of cupping therapy, including vasodilation and fascial release. • Explain how to differentiate between major cupping techniques (dry, wet, fire, suction) and • Explain their specific indications. • Explain Nigerian adaptations of cupping therapy, such as calabash or bamboo cupping	Laptop Computers, smart board Projector Writing Materials Whiteboard Markers Internet etc. Books	• Use various cupping tools (glass, plastic, bamboo, calabash, horns), Including Nigerian traditional implements (e.g., calabash cupping), discussing pros/cons.	Guide students to: • Use various cupping tools (glass, plastic, bamboo, calabash), Including Nigerian traditional implements (e.g., calabash cupping), discussing pros/cons	Practical manual Cupping tools (glass, plastic, bamboo, calabash, horns)

General Objective 2.0: Know competence in performing therapeutic cupping procedures safely and effectively						
5-8	2.1 Explain five standardized cupping protocols for common conditions (e.g., musculoskeletal pain, detoxification). 2.2 Explain fine-tuning superficial incision patterns, managing suction differentials, and controlling blood volume extraction safely. 2.3 Discuss appropriate hygiene practices and risk mitigation strategies, including prevention of blisters and infection control. 2.4 Discuss cupping therapy sessions in compliance with local regulatory standards	• Explain five standardized cupping protocols for common conditions (e.g., musculoskeletal pain, detoxification). • Explain fine-tuning superficial incision patterns, managing suction differentials, and controlling blood volume extraction safely. • Explain appropriate hygiene practices and risk mitigation strategies, including prevention of blisters and infection control. • Explain cupping therapy sessions in compliance with local regulatory standards	Laptop Computers, smart board, Projector Writing Materials Whiteboard Markers Internet etc. Books	• Perform supervised cupping on mannequins or consenting peers, focusing on: ➢ Localized pain relief (e.g., back, shoulders) ➢ Detoxification protocols ➢ Immune support protocols • Demonstrate setting up a clean cupping station: sterilizing cups, using gloves, and handling blood in wet cupping safely.	Guide students to: • Perform supervised cupping on mannequins or consenting peers, focusing on: ➢ Localized pain relief (e.g., back, shoulders) ➢ Detoxification protocols ➢ Immune support protocols • Demonstrate setting up a clean cupping station: sterilizing cups, using gloves, and handling blood in wet cupping safely.	Practical manual, Mannequin, cupping tools, sterilization materials.
General Objective 3.0: Understand Moxibustion						
9-12	3.1 Define Moxibustion 3.2 Explain the material science of <i>Artemisia</i>	• Explain Moxibustion • Explain Material science of <i>Artemisia</i>	Laptop Computers, smart board			

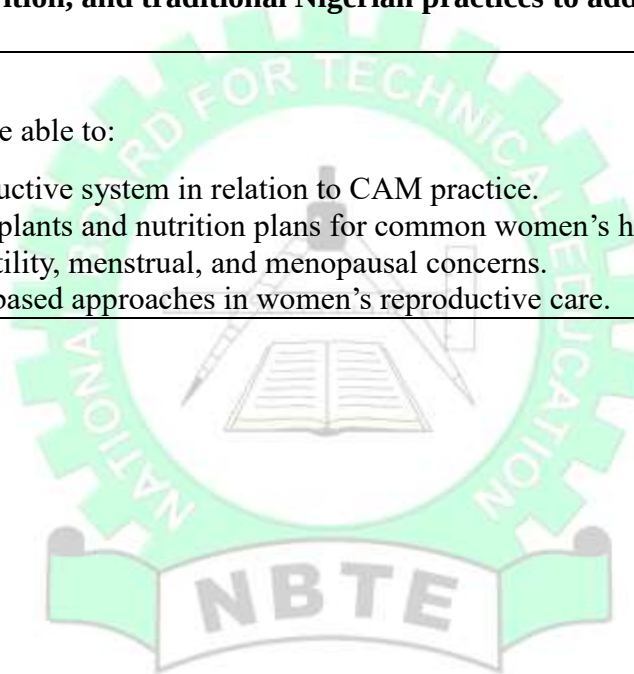
	3.3 <i>vulgaris</i> (Ai Ye). Differentiate between direct and indirect (ginger/salt isolation) 3.4 Explain moxa stick warming techniques 3.5 Discuss Safety mechanics in thermal therapies: Preventing, grading, and treating skin burns. Smoke mitigation and clinic ventilation standards.	<i>vulgaris</i> (Ai Ye). Direct, indirect (ginger/salt isolation) • Explain moxa stick warming techniques • Explain Safety mechanics in thermal therapies: Preventing, grading, and treating skin burns. Smoke mitigation and clinic ventilation standards.	Projector Writing Materials Whiteboard Markers Internet etc. Books			
General Objective 4.0: Understand ethical and culturally sensitive practice in cupping therapy.						
13-15	4.1 Discuss common cultural myths and misconceptions about cupping (e.g., the meaning of cupping marks). 4.2 Outline clinical red flags (e.g., suspected deep vein thrombosis) and refer clients appropriately to conventional healthcare services. 4.3 Explain respect for cultural diversity while maintaining professional boundaries and evidence-based reasoning in practice.	• Explain how to critically discuss and address common cultural myths and misconceptions about cupping (e.g., the meaning of cupping marks). • Explain how to identify clinical red flags (e.g., suspected deep vein thrombosis) and refer clients appropriately to conventional healthcare services. • Explain respect for cultural diversity while maintaining professional	Laptop Computers, smart board Projector Writing Materials Whiteboard Markers Internet etc. Books	• Simulate scenarios involving red flags (e.g., swelling in the leg with pain) • Practice referring the “client” to a medical doctor appropriately.	Guide students to: • Simulate scenarios involving red flags (e.g., swelling in the leg with pain) and practice referring the “client” to a medical doctor appropriately.	Practical manual, case studies

		boundaries and evidence-based reasoning in practice				
Course Assessment: Course work: 10% Test/Assignments: 10% Practical: 40% Examination: 40% Total: 100%						



CAM in Women's and Reproductive Health

PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMPLEMENTARY AND ALTERNATIVE MEDICINE		
COURSE TITLE: CAM IN WOMEN'S AND REPRODUCTIVE HEALTH	Course Code: CAM 326	Contact Hours: 3 Hours/week
	Credit Unit: 3	Theoretical: 2 Hours/week
Year: I Semester: II	Pre-requisite:	Practical: 1 Hour/week
GOAL: This course is designed to equip students with specialized training in complementary and alternative therapies for women's health, integrating evidence-based herbal medicine, nutrition, and traditional Nigerian practices to address fertility, hormonal balance, and reproductive wellness.		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Understand the physiology of the female reproductive system in relation to CAM practice. 2.0 Know the use of Nigerian and global medicinal plants and nutrition plans for common women's health conditions. 3.0 Know safe, personalized CAM protocols for fertility, menstrual, and menopausal concerns. 4.0 Know cultural practices with modern evidence-based approaches in women's reproductive care.		



PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMPLEMENTARY AND ALTERNATIVE MEDICINE						
COURSE TITLE: CAM IN WOMEN’S AND REPRODUCTIVE HEALTH				COURSE CODE: CAM 326		Contact Hours: 3 Hours/week
				Credit Unit: 3		Theoretical: 2 Hours/week
Year: I Semester: II				Pre-requisite:		Practical: 1 Hour/week
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to equip students with specialized training in complementary and alternative therapies for women’s health, integrating evidence-based herbal medicine, nutrition, and traditional Nigerian practices to address fertility, hormonal balance, and reproductive wellness.						
GENERAL OBJECTIVE 1.0: Understand the physiology of the female reproductive system in relation to CAM practice.						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher’s Activities	Resources	Specific Learning Outcome	Teacher’s Activities	Resources
1-2	1.1 Describe hormonal regulation of the menstrual cycle, including HPA axis and ovarian feedback loops. 1.2 Explain the pathophysiology of common conditions such as PCOS, fibroids, and endometriosis. 1.3 Discuss how CAM approaches address these conditions holistically.	- Explain hormonal regulation of the menstrual cycle, including HPA axis and ovarian feedback loops. - Explain the pathophysiology of common conditions such as PCOS, fibroids, and endometriosis. - Explain how CAM approaches address these conditions holistically.	Laptop Computers, smart board Projector Writing Materials Whiteboard Markers Internet etc. Books			
General Objective 2.0: Know the use of Nigerian and global medicinal plants and nutrition plans for common women’s health conditions.						
3-6	2.1 Describe key Nigerian and global herbs for fertility enhancement,	Explain how to identify key Nigerian and global herbs for fertility	Laptop Computers, smart board	Develop a fertility herb chart linking local herbs to their	Guide students to: Develop a	Practical manual, charts and

	menopause management, and uterotonic action. 2.2 Explain mechanisms of action for herbs like <i>Dioscorea villosa</i> (wild yam), <i>Asparagus racemosus</i> (Shatavari), <i>Vitex agnus-castus</i> (chaste tree), and <i>Moringa oleifera</i>. 2.3 Explain evidence for herb safety and efficacy in reproductive contexts.	enhancement, menopause management, and uterotonic action. - Explain mechanisms of action for herbs like <i>Dioscorea villosa</i> (wild yam), <i>Asparagus racemosus</i> (Shatavari), <i>Vitex agnus-castus</i> (chaste tree), and <i>Moringa oleifera</i>. - Explain evidence for herb safety and efficacy in reproductive contexts.	Projector Writing Materials Whiteboard Markers Internet etc. Books	traditional uses and scientific evidence.	fertility herb chart linking local herbs to their traditional uses and scientific evidence	illustrations.
General Objective 3.0: Know safe, personalized CAM protocols for fertility, menstrual, and menopausal concerns						
7-12	3.1 Discuss the CAM protocols for fertility, menstrual, and menopausal concerns 3.2 Explain safety in CAM for fertility, menstrual, and menopausal concerns 3.3 Discuss the advantages and disadvantages of CAM for fertility, menstrual, and menopausal concerns	- Explain the CAM protocols for fertility, menstrual, and menopausal concerns - Explain safety in CAM for fertility, menstrual, and menopausal concerns - Explain the advantages and disadvantages of CAM for fertility, menstrual, and menopausal concerns	Laptop Computers, smart board, Projector Writing Materials Whiteboard Markers Internet etc. Books	- Develop a 3-month fertility support plan combining herbs, diet, and lifestyle advice. - Design an integrated plan for managing PCOS using herbal medicine and nutrition. Create menopause support protocols addressing hot flashes, insomnia, and mood swings with CAM interventions. - Guide patients in tracking menstrual	Guide students to: - Develop a 3-month fertility support plan combining herbs, diet, and lifestyle advice. - Design an integrated plan for managing PCOS using herbal medicine and nutrition. Create menopause support	Relevant Publications Practical manual, charts and illustrations

				cycles (BBT charting, cervical mucus observation). • Identify signs of hormonal imbalance such as acne or alopecia. • Assess for common nutritional deficiencies affecting reproductive health (iron, folate, vitamin D). • Evaluate potential herb-drug interactions, e.g., herbs affecting birth control pills or hormone replacement therapy. • Identify herbs contraindicated during pregnancy and lactation. • Counsel patients on safe and ethical use of fertility and reproductive CAM therapies.	protocols addressing hot flashes, insomnia, and mood swings with CAM interventions. • Guide patients in tracking menstrual cycles (BBT charting, cervical mucus observation). • Identify signs of hormonal imbalance such as acne or alopecia. • Assess for common nutritional deficiencies affecting reproductive health (iron, folate, vitamin D). • Evaluate potential herb-drug interactions, e.g., herbs affecting birth	
--	--	--	--	--	---	--

					control pills or hormone replacement therapy. - Identify herbs contraindicated during pregnancy and lactation. - Counsel patients on safe and ethical use of fertility and reproductive CAM therapies.	
General Objective 4.0: Know cultural practices with modern evidence-based approaches in women's reproductive care						
13-15	4.1 Explain cultural postpartum care practices, e.g., omugwo steam therapy, 4.2 Explain fertility rituals in and their relevance to CAM practice. 4.3 State cultural beliefs influence patient choices and compliance.	- Explain how to analyze cultural postpartum care practices, e.g., omugwo steam therapy, - Explain fertility rituals in and their relevance to CAM practice. - Explain how cultural beliefs influence patient choices and compliance.	Laptop Computers, smart board Projector Writing Materials Whiteboard Markers Internet etc. Books	Visit traditional birth attendants and document ethnobotanical uses of: Uvaria chamae (fertility) and Abrus precatorius (postpartum recovery).	Guide students to: Visit traditional birth attendants and guides on documenting ethnobotanical uses of: Uvaria chamae (fertility) and Abrus precatorius (postpartum recovery).	Relevant Publications Practical manual, documentation materials.

Course Assessment:

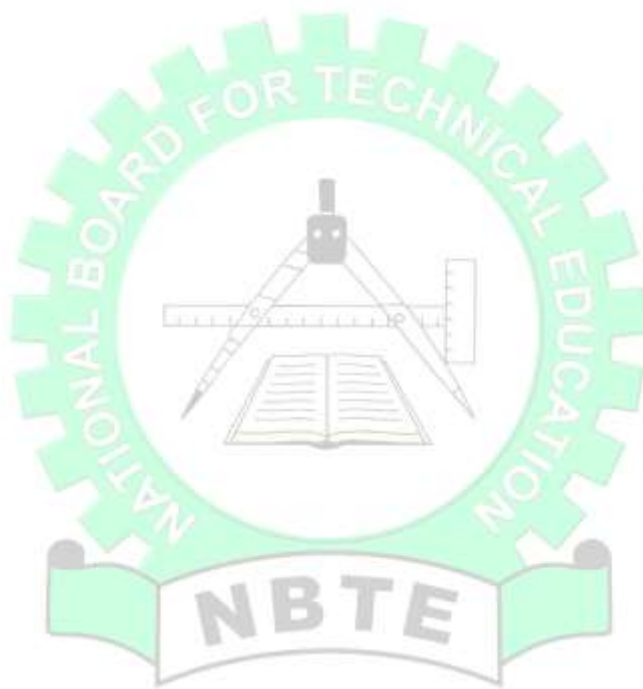
Course work: 10%

Test/Assignments: 10%

Practical: 40%

Examination: 40%

Total: 100%



CAM Business and Legal Ethics

PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMPLEMENTARY AND ALTERNATIVE MEDICINE		
COURSE TITLE: CAM Business and Legal Ethics	Course Code: CAM 327	Contact Hours: 2 Hours/week
	Credit Unit: 2	Theoretical: 1 Hour/week
Year: I Semester: II	Pre-requisite:	Practical: 1 Hour/week
GOAL: This course is designed to equip students with essential business management skills and legal/ethical compliance knowledge to establish and operate CAM clinics and herbal product ventures in Nigeria.		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Understand key Nigerian regulations for CAM practice and herbal product registration; 2.0 Understand sustainable and compliant business plans for CAM clinics and herbal businesses; 3.0 Understand ethical principles to avoid malpractice, fraud, or cultural exploitation; 4.0 Understand practical compliance documents aligned with Nigerian law and international best practices.		

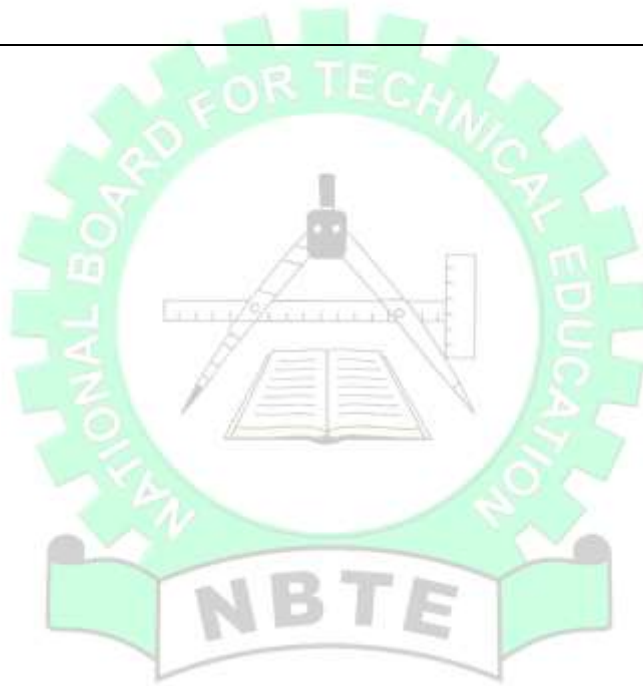


PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMPLEMENTARY AND ALTERNATIVE MEDICINE						
COURSE TITLE: CAM Business and Legal Ethics			COURSE CODE: CAM 327		Contact Hours: 2 Hours/week	
			Credit Unit: 2		Theoretical: 1 Hour/week	
Year: I Semester: II			Pre-requisite:		Practical: 1 Hour/week	
COURSE SPECIFICATION: THEORETICAL						
GOAL: This course is designed to equip students with essential business management skills and legal/ethical compliance knowledge to establish and operate CAM clinics and herbal product ventures in Nigeria.						
GENERAL OBJECTIVE 1.0: Understand key Nigerian regulations for CAM practice and herbal product registration.						
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 step-by-step NAFDAC registration process for herbal products, including dossier preparation, required documentation, labeling, and fee structures. 1.2 Outline key provisions of the MDCN, PCN and related herbal medicine regulations under NAFDAC. 1.3 Discuss the importance of compliance to 1.1 above	- Explain the step-by-step NAFDAC registration process for herbal products, including dossier preparation, required documentation, labeling, and fee structures. - Explain key provisions of the MDCN, PCN and related herbal medicine regulations under NAFDAC. - Explain the importance of compliance to 1.1 above	Laptop Computers, smart board Projector Writing Materials Whiteboard Markers Internet etc. Books			
General Objective 2.0: Understand sustainable and compliant business plans for CAM clinics and herbal businesses.						

4-7	2.1 Discuss business structures suitable for CAM practices (sole proprietorship, partnership, LLC) and their legal implications. 2.2 Discuss cost-benefit analysis comparing services like acupuncture, massage, or herbal dispensing for financial viability. 2.3 Discuss sustainable and compliant business plans for CAM clinics and herbal businesses	• Explain the comparison of business structures suitable for CAM practices (sole proprietorship, partnership, LLC) and their legal implications. • Explain how to conduct a cost-benefit analysis comparing services like acupuncture, massage, or herbal dispensing for financial viability. • Explain sustainable and compliant business plans for CAM clinics and herbal businesses	Laptop Computers, smart board Projector Writing Materials Whiteboard Markers Internet etc. Books			
General Objective 3.0: Understand ethical principles to avoid malpractice, fraud, or cultural exploitation.						
8-12	3.1 List common ethical risks in CAM, such as false "cure-all" claims and unauthorized clinical claims. 3.2 Discuss principles of intellectual property protection for indigenous knowledge. 3.3 Outline malpractice prevention strategies and	• Explain common ethical risks in CAM, such as false "cure-all" claims and unauthorized clinical claims. • Explain principles of intellectual property protection for indigenous knowledge.	Laptop Computers, smart board Projector Writing Materials Whiteboard Markers Internet etc. Books			

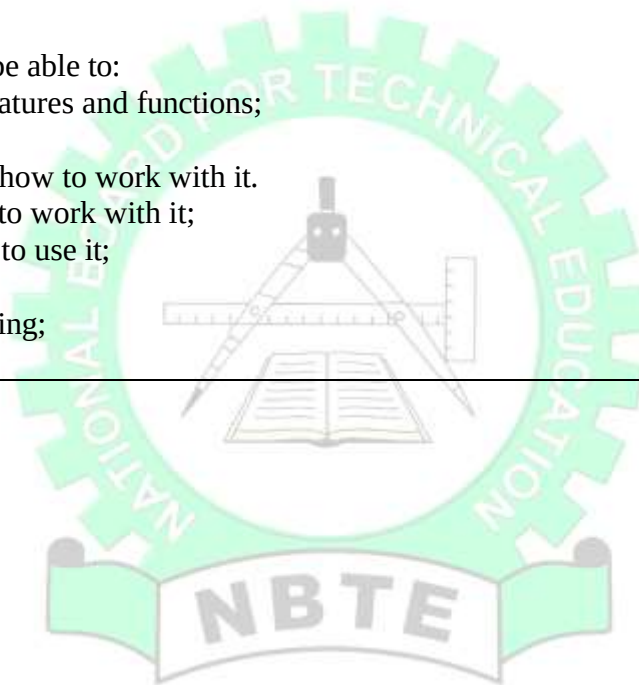
	informed consent requirements in CAM practice.	Explain malpractice prevention strategies and informed consent requirements in CAM practice.				
General Objective 4.0: Understand practical compliance documents aligned with Nigerian law and international best practices.						
13-15				- Prepare a complete herbal product dossier for submission (e.g., for Moringa capsules, Neem tea). - Draft a comprehensive compliance plan for a CAM clinic, covering licensing, patient records, privacy, and adverse event monitoring. - Design patient-friendly, legally compliant marketing materials that adhere to NAFDAC advertising rules and ethical guidelines.	Guide students to: - Prepare a complete herbal product dossier for submission (e.g., for Moringa capsules, Neem tea). - Draft a comprehensive compliance plan for a CAM clinic, covering licensing, patient records, privacy, and adverse event monitoring. - Design patient-friendly, legally compliant marketing materials that adhere to NAFDAC advertising rules	Laptop Computers, smart board Projector Writing Materials Whiteboard Markers Internet etc. Books

					and ethical guidelines.	
Course Assessment: Course work: 10% Test/Assignments: 10% Practical: 40% Examination: 40% Total: 100%						



Computer Application Packages

PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMPLEMENTARY AND ALTERNATIVE MEDICINE		
COURSE TITLE: COMPUTER APPLICATION PACKAGES	COURSE CODE: CAM 328	CONTACT HOURS: 3 HOURS/WEEK
	CREDIT UNIT: 3	THEORETICAL: 2 HOURS/WEEK
YEAR: I SEMESTER: II	PRE-REQUISITE:	PRACTICAL: 1 HOUR/WEEK
GOAL: This course is designed to introduce the students to basic computer packages.		
GENERAL OBJECTIVES: On completion of this course, the diplomates will be able to: 1.0 Understand Common Apps, Application features and functions; 2.0 Understand basic typing skills; 3.0 Understand Word Processing Package and how to work with it. 4.0 Understand Spreadsheet Package and how to work with it; 5.0 Understand Presentation Package and how to use it; 6.0 Understand common graphics packages; 7.0 Understand the process of Desktop Publishing; 8.0 Understand database management.		



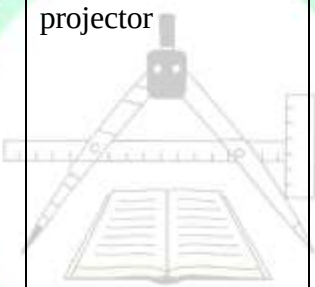
PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMPLEMENTARY AND ALTERNATIVE MEDICINE						
COURSE TITLE: COMPUTER APPLICATION PACKAGES		COURSE CODE: CAM 328		CONTACT HOURS: 3 HOURS/WEEK		
		CREDIT UNIT 3		THEORETICAL: 1 HOUR/WEEK		
		PRACTICAL: 2 HOURS/WEEK				
COURSE SPECIFICATION: THEORETICAL CONTENT				PRACTICAL CONTENT		
General Objective 1.0: Understand Common Apps, Application features and functions						
WEEK	SPECIFIC LEARNING OUTCOME	TEACHERS ACTIVITIES	RESOURCES	SPECIFIC LEARNING OUTCOMES	TEACHER’S ACTIVITIES	RESOURCES
1-2	1.1 Describe the following: System Software, Program Generators, Applications Packages and Apps. 1.2 Identify various types of application software and the tasks for which they are suited 1.3 Explain how to install, use, delete and recover web apps. 1.4 Describe the strengths and weaknesses of apps and applications	• Explain System Software, Program Generators, Applications Packages (Word Processor, Spreadsheet, Database) and Apps • Discuss various types of application software and the tasks for which they are suited • Explain the use of web apps, App store, App Installation, recovery and deletion • Describe the strengths and weaknesses of apps and applications	PC with Office Software and Apps connected to the Internet etc., Multimedia Projector, Projector Screen	• Install software Applications, Web Applications and Apps downloaded from App Store. • Identify the various packages and their uses • Carry out the following tasks: Install, delete and recover apps • Demonstrate the strengths and weaknesses of apps and applications	• Demonstrate how to Install and work with Software and Web Application • Guide students on how to Install and work with Packages • Guide the student on how to install and work with an App downloaded from App Store	PC with Office Software and Apps connected to the Internet etc., Multimedia Projector, Projector Screen

General Objective 2.0: Understand Basic Typing Skills							
3-4	2.1 Describe process of use of keyboard for typing 2.2 List the functions of key board in typing. 2.3 Explain touch typing techniques 2.4 Describe how to type using keyboard 2.5 Discuss the importance of typing accuracy rate and minimum typing speed (20-30 wpm) 2.6 Explain maintenance of keyboards. 2.7 Discuss common typing errors and how to correct them	• Explain keyboards and its layout • Explain how to type with a keyboard • Explain keyboards and its layout • Explain how to type with a keyboard	PC with Typing Tutor Installed Multimedia Projector Projector Screen	• Use keyboard for typing • Identify the functions of keyboard • Apply touch typing to type text while focusing on the screen rather than the keyboard • Type short sentences, paragraphs, reports, letters and documents with correct spacing and formatting	Guide students on how to type with a standard keyboard Guide students to Identify the functions of keyboard	PC with Office Software and Apps connected to the Internet etc. Multimedia Projector	
General Objective 3.0: Understand Word Processing Package and how to work with it							
5-6	3.1 Explain Microsoft Word windows 3.2 Describe process of using Microsoft Word 3.3 Explain how to create tables, import and crop graphics/images 3.4 Explain how to manipulate text using common features, such as: Ruler to create, modify or	• Explain Word common features and applications, starting and exiting Word, and some common screen elements • Explain how to carry out basic operations in word • Describe how to create tables,	Projector Screen PC with Office Software and Apps connected to the Internet etc. Multimedia Projector Projector Screen PC with Office Software and Apps connected to the Internet etc.	• Carry out basic operations in Microsoft word • Create tables and insert objects/images and graphics in word • Carry out more advance word processing activities such	Guide students to: • Carry out basic operations in Microsoft word • Create tables and insert objects/images and graphics in word • Carry out more advance word processing activities such as: formatting,	PC with Office Software and Apps connected to the Internet etc. Multimedia Projector	

	delete tab settings 3.5 Explain more advance word processing activities such as: formatting, Text manipulation	- import and crop graphics/images in word - Explain how to manipulate text using common features, use the ruler to create, modify or delete tab settings - Explain how to carry out Design, Layout, Mailings and Review operations in word	Multimedia Projector Projector Screen	as: formatting, Text manipulation etc.	Text manipulation etc.	
General Objective 4. Understand Spreadsheet Package and how to work with it.						
7-8	4.1 Describe spreadsheet package. 4.2 Describe the use of Spreadsheet Package. 4.3 Explain process of carrying out basic spreadsheet operation. 4.4 Explain how to use spreadsheet to carry out general statistical functions using cell references in a spreadsheet. 4.5 Explain how to perform specific accounting functions using spread sheet. 4.6 Highlight data security	- Explain basic terminologies and concepts for spreadsheets such as Cell, Column, Row Range, Worksheet, Workbook etc - Describe ways of using spreadsheet to carry out general statistical functions using cell references in a spreadsheet. - Explain how to perform specific accounting functions and highlight data security	PC with Office Software and Apps connected to the Internet etc. Multimedia Projector	- Open a spread sheet document - Create a spread sheet document - Carry out key spreadsheet operations - Carry out some key spreadsheet operations using cell references - Carry out key spreadsheet operations to perform specific	- Guide students to open, save and close workbooks - Guide students to carry out the following activities in Excel: select cells for a variety of purposes; copy and move data; change the column width or row height; create simple formulas and use common built-in functions. Merge and	PC with Office Software and Apps connected to the Internet etc., Multimedia Projector, Projector Screen

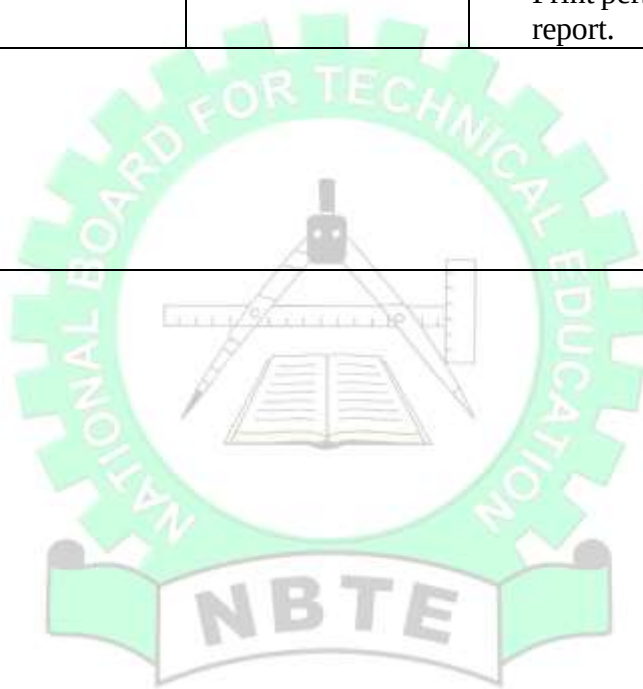
	requirements on spread sheet data. 4.7 Explain the use of a spread sheet in a forecasting project, Financial analysis production scheduling and control and other forms of modeling	requirements on spread sheet data. List the use of a spread sheet in a forecasting project, financial analysis, production scheduling and control and other forms of modeling.		accounting functions using spread sheet - Show data security requirements - Carry out some key spreadsheet operations in a forecasting project, financial analysis, production scheduling and control and other forms of modeling	unmerge cells, cut, copy, and paste data - Guide students to format the data in a worksheet, create charts; sort or filter information in a worksheet; work with tables; and how to preview and print a report; insert/delete rows and columns; modify cell sizes; filter and sort data - Guide students to use accounting functions in a workbook - Guide students to carry out forecasting and analysis in Excel	
General Objective 5.0: Understand Presentation Package and how to use it.						
9	5.1 Describe Presentation Package 5.2 Explain how to use a Presentation Package to prepare presentations 5.3 Explain how to insert and animate multimedia objects on slides 5.4 Explain how to apply	- Explain how to plan and design a presentation - Explain how to create a presentation and use basic formatting features on a slide	PC with Office Software and Apps connected to the Internet etc. Multimedia Projector Projector Screen	- Create a PowerPoint presentation - Apply transitions to slides, share presentations and publish slides - Demonstrate file types compatible	- Demonstrate how to connect to external/extended monitors to display presentation (Cables, Audio) - Demonstrate how to use presentation views and modes	PC with Office Software and Apps connected to the Internet etc. Multimedia Projector

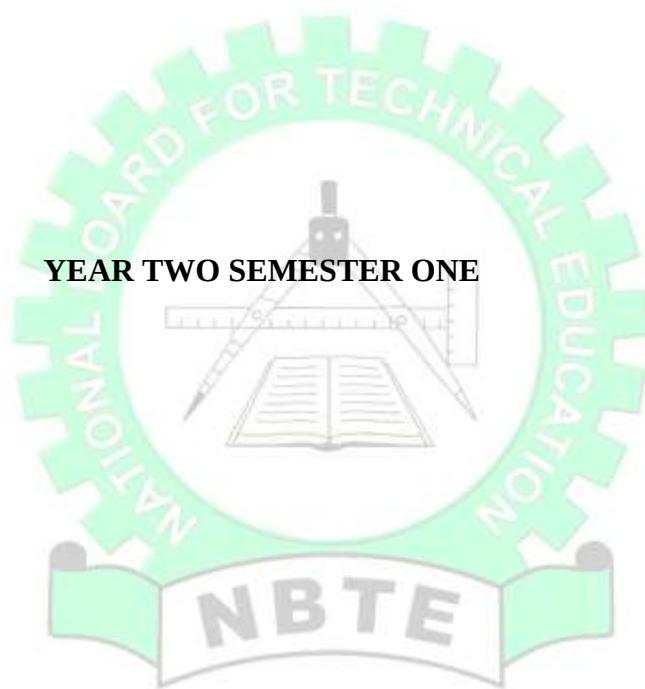
	transitions to slides, share presentations and publish slides 5.5 Explain file types compatible with presentation	Explain how to manipulate text or objects on slides		with presentation Demonstrate the design slides (show how to use templates)	- Demonstrate how to add animations, effects, and slide transitions - Demonstrate how to create and organize slides (Slide management, Inserting and managing media files) - Demonstrate presentation software options (Presentations, Add slides, Delete slides, revise slide order, Layout)	Projector Screen
General Objective 6.0: Understand common graphics packages						
10-11	6.1 Explain different types of graphic representations e.g. pictures, drawings, charts, animations, etc. 6.2 Explain application areas of graphic packages. 6.3 Explain the interface and design space of Graphic Packages. 6.4 Explain various tools and their functions in graphic application packages.	- Define Graphic images - Explain types of Digital image file: TIFF, JPEG, GIF, PNG, etc. - Explain features of: Greeting cards, flyers, posters, Newsletters, Brochures - Explain the Menus and Toolbox of a graphic design application.	PC with Office Software and Apps connected to the Internet etc. Multimedia Projector Projector Screen	- Demonstrate basic understanding of graphic applications. - Identify different tools in the toolbox. - Design a business card that has text and a logo. - Apply color to an object and create an	- Identify different graphic Application Packages. - Explore the toolbox and other features of the interface. - Demonstrate how to create and save documents, use fonts, resizing, rotating and moving documents.	PC Multimedia projector Graphic application packages

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

	objects.			- page newsletter - Create columns and wrap text around graphics - Create drop caps. - Create a three-panel brochure for a business enterprise. - Create a multiple page brochure for an educational institution. - Create a letterhead with logo. - Create a short slideshow that includes charts, graphs and 3D bitmap effects	creating chart and the Ellipse tool to draw pie shapes.	
General Objective 8.0: Understand database management.						
14-15	8.1 Explain the functions of a Database Management System (DBMS) e.g. Microsoft Access, MySQL, SQL, etc. 8.2 Explain the features of a DBMS 8.3 Explain the building blocks of a Database..	- Explain the tools and menus in a DBMS - Define Fields, Records, Tables, Forms and Views - Explain different Data Types: - Numeric, String, Boolean, Date, etc.	PC connected to a Projector Relational DBMS	- Apply a DBMS to Create, Save, and Retrieve Personnel information - Carry out the following: using the records above: - Find and sort	Demonstrate how to Create, Save and Retrieve information from a database. Illustrate how to carry out the following database operations: Find and	

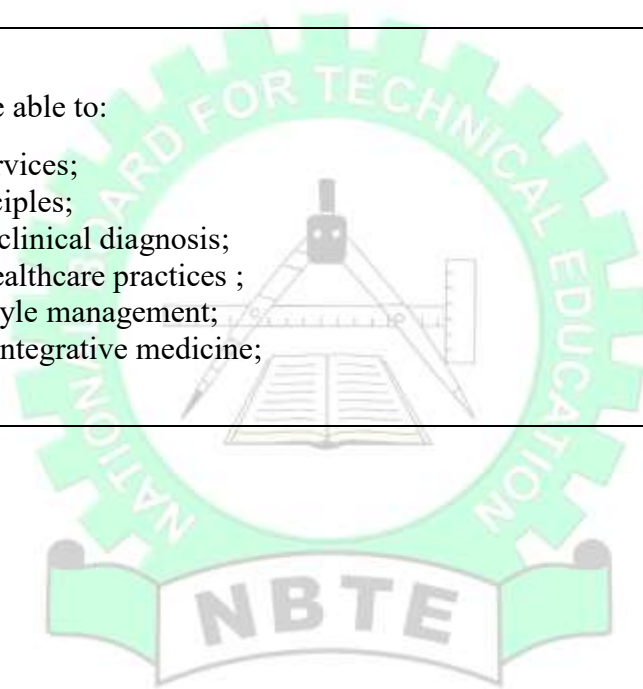
	8.4 Explain basic database operations.	• Give examples of DBMS operations (update, sorting, etc.) • Explain Queries, update, sorting, etc.		data • Create queries and forms • Create personnel report using the records above. • Print personnel report.	Sort Data Work with Queries and Forms Demonstrate how to create Reports and Print Reports	
COURSE ASSESSMENT: Course work: 10% Test/Assignments: 10% Practical: 40% Examination: 40% Total: 100%						





Naturopathy I

PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMPLEMENTARY AND ALTERNATIVE MEDICINE		
COURSE TITLE: Naturopathy I	Course Code: CAM 411	Contact Hours: 2 Hour/week
	Credit Unit: 2	Theoretical: 1 Hour/week
Year: II Semester: I	Pre-requisite:	Practical: 1 Hour/week
GOAL: This course is designed to provide students with comprehensive scientific knowledge and skills for effective naturopathic healthcare delivery		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Know safe and effective natural healthcare services; 2.0 Understand naturopathic philosophy and principles; 3.0 Know practical skills in natural therapies and clinical diagnosis; 4.0 Understand biomedical sciences relevant to healthcare practices ; 5.0 Know preventive healthcare and healthy lifestyle management; 6.0 Know scientific research in naturopathic and integrative medicine; 7.0 Understand ethical healthcare practice.		



PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMPLEMENTARY AND ALTERNATIVE MEDICINE						
COURSE TITLE: NATUROPATHY I			COURSE CODE: CAM 411		Contact Hours: 2 Hour/week	
			Credit Unit: 2		Theoretical: 1 Hour/week	
Year: II Semester: I			Pre-requisite:		Practical: 1 Hour/week	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to provide students with comprehensive scientific knowledge and skills for effective naturopathic healthcare delivery.						
GENERAL OBJECTIVE 1.0: Know safe and effective natural healthcare services.						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher’s Activities	Resources	Specific Learning Outcome	Teacher’s Activities	Resources
1-2	1.1 List different types of natural healthcare services and their intended uses. 1.2 Explain the principles of safe practice in natural healthcare service delivery. 1.3 Discuss the benefits and potential risks associated with common natural healthcare approaches. 1.4 Explain the qualifications, standards, and ethical responsibilities of natural healthcare practitioners.	- Explain different types of natural healthcare services and their intended uses. - Explain the principles of safe practice in natural healthcare service delivery. - Explain the benefits and potential risks associated with common natural healthcare approaches. - Explain the qualifications, standards, and ethical responsibilities of natural healthcare practitioners.	Laptop Computers, smart board Projector Writing Materials Whiteboard Markers Internet etc. Books	Demonstrate the ability to make informed decisions when selecting safe and effective natural healthcare services.	Guide students to: Demonstrate the ability to make informed decisions when selecting safe and effective natural healthcare services.	CAM Training Clinic, Practical manual, PPE etc

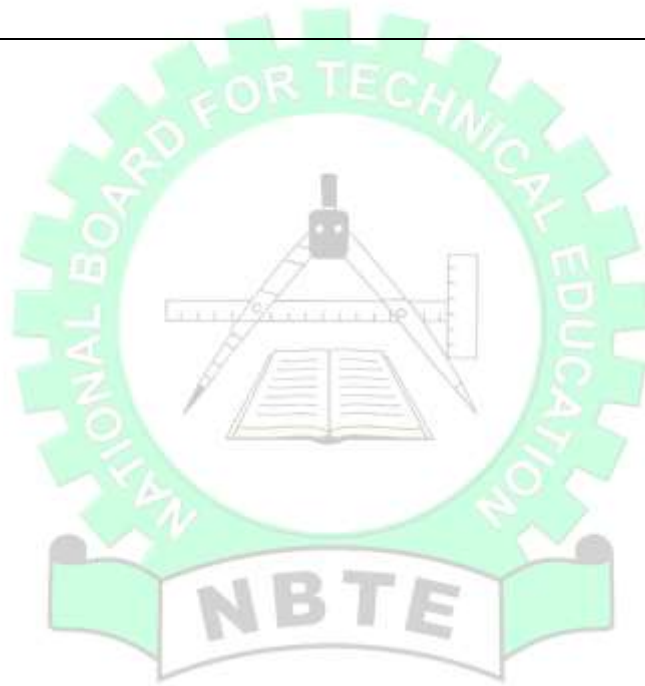
General Objective 2.0: Understand naturopathic philosophy and principles						
3-4	2.1 Define naturopathy 2.2 Explain its core philosophy. 2.3 Describe the fundamental principles that guide naturopathic practice. 2.4 Explain the role of the body's self-healing capacity in naturopathic medicine. 2.5 Differentiate naturopathic approaches from conventional healthcare approaches.	• Explain naturopathy • Explain its core philosophy. • Explain the fundamental principles that guide naturopathic practice. • Explain the role of the body's self-healing capacity in naturopathic medicine. • Differentiate naturopathic approaches from conventional healthcare approaches.	Laptop Computers, smart board Projector Writing Materials Whiteboard Markers Internet etc. Books	• Apply naturopathic principles to promote health, wellness, and disease prevention.	Guide students to: • Apply naturopathic principles to promote health, wellness, and disease prevention.	
General Objective 3.0: Know practical skills in natural therapies and clinical diagnosis.						
5-7	3.1 Explain common natural therapy techniques used in health promotion and disease management. 3.2 Outline basic practical skills required for selected natural therapy applications. 3.3 Describe a basic client assessment using appropriate naturopathic evaluation methods. 3.4 Describe signs and symptoms relevant to clinical diagnosis and	• Explain common natural therapy techniques used in health promotion and disease management. • Explain basic practical skills required for selected natural therapy applications. • Explain a basic client assessment using appropriate naturopathic evaluation methods.	Laptop Computers, smart board Projector Writing Materials Whiteboard Markers Internet etc. Books	• Identify common natural therapy techniques used in health promotion and disease management. • Demonstrate basic practical skills required for selected natural therapy applications. • Conduct a basic client assessment using appropriate naturopathic evaluation methods.	Guide students to: • Identify common natural therapy techniques used in health promotion and disease management. • Demonstrate basic practical skills required for selected natural therapy applications.	

	referral. 3.5 Explain safe and ethical procedures when performing natural therapy and clinical assessment activities.	• Explain signs and symptoms relevant to clinical diagnosis and referral. • Explain safe and ethical procedures when performing natural therapy and clinical assessment activities.		• Recognize signs and symptoms relevant to clinical diagnosis and referral. • Apply safe and ethical procedures when performing natural therapy and clinical assessment activities.	• Conduct a basic client assessment using appropriate naturopathic evaluation methods. • Recognize signs and symptoms relevant to clinical diagnosis and referral. • Apply safe and ethical procedures when performing natural therapy and clinical assessment activities.	
General Objective 4.0: Understand biomedical sciences relevant to healthcare practices						
8-9	4.1 Explain the basic structure and functions of the human body systems. 4.2 Describe the biological processes involved in health, disease, and healing. 4.3 Explain fundamental concepts of anatomy, physiology, and pathology relevant to healthcare practice. 4.4 Discuss biomedical science principles and its	• Explain the basic structure and functions of the human body systems. • Explain the biological processes involved in health, disease, and healing. • Explain fundamental concepts of anatomy, physiology, and pathology relevant to healthcare practice.	Laptop Computers, smart board Projector Writing Materials Whiteboard Markers Internet etc. Books	• Apply biomedical knowledge to support safe and effective healthcare decision-making.	Guide students to: • Apply biomedical knowledge to support safe and effective healthcare decision-making.	

	relation to the assessment and management of health conditions.	• Explain biomedical science principles and its relation to the assessment and management of health conditions.				
General Objective 5.0: Know preventive healthcare and healthy lifestyle management						
10-11	5.1 Explain the concept and importance of preventive healthcare in disease reduction. 5.2 List key lifestyle factors that influence health (e.g., diet, exercise, sleep, stress management). 5.3 Describe strategies used to promote healthy living and prevent common diseases.	• Explain the concept and importance of preventive healthcare in disease reduction. • Explain key lifestyle factors that influence health (e.g., diet, exercise, sleep, stress management). • Explain strategies used to promote healthy living and prevent common diseases.	Laptop Computers, smart board Projector Writing Materials Whiteboard Markers Internet etc. Books	• Develop basic health promotion plans for individuals and communities. • Present health talks on positive behavioural changes that support long-term wellness	Guide students to: • Develop basic health promotion plans for individuals and communities. • Present health talks on positive behavioural changes that support long-term wellness	
General Objective 6.0: Know scientific research in naturopathic and integrative medicine						
12-13	6.1 Explain the principles and purpose of scientific research in naturopathic and integrative medicine. 6.2 List common research methods used in studying natural and integrative healthcare practices. 6.3 Explain the quality and reliability of evidence	• Explain the principles and purpose of scientific research in naturopathic and integrative medicine. • Explain common research methods used in studying natural and integrative healthcare	Laptop Computers, smart board Projector Writing Materials Whiteboard Markers Internet etc. Books	• Interpret basic research findings and their relevance to clinical practice. • Evaluate the quality and reliability of evidence supporting natural and integrative therapies.	Guide students to: • Interpret basic research findings and their relevance to clinical practice. • Evaluate the quality and reliability of	

	supporting natural and integrative therapies	practices. • Explain the quality and reliability of evidence supporting natural and integrative therapies		• Apply evidence-based findings to inform safe and effective healthcare decision-making.	evidence supporting natural and integrative therapies. • Apply evidence-based findings to inform safe and effective healthcare decision-making.	
General Objective 7.0: Understand ethical healthcare practice						
14-15	7.1 Explain the key principles of medical and healthcare ethics (autonomy, beneficence, non-maleficence, and justice). 7.2 Describe professional codes of conduct relevant to healthcare practice. 7.3 Explain ethical issues commonly encountered in healthcare settings.	• Explain the key principles of medical and healthcare ethics (autonomy, beneficence, non-maleficence, and justice). • Explain professional codes of conduct relevant to healthcare practice. • Explain ethical issues commonly encountered in healthcare settings.	Laptop Computers, smart board Projector Writing Materials Whiteboard Markers Internet etc. Books	• Demonstrate respect for patient confidentiality and informed consent in healthcare practice. • Apply ethical decision-making principles in clinical and healthcare-related situations.	Guide students to: • Demonstrate respect for patient confidentiality and informed consent in healthcare practice. • Apply ethical decision-making principles in clinical and healthcare-related situations.	

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



Advanced Naturopathic Detoxification

PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMPLEMENTARY AND ALTERNATIVE MEDICINE		
COURSE TITLE: ADVANCED NATUROPATHIC DETOXIFICATION	Course Code: CAM 412	Contact Hours: 2 Hours/week
	Credit Unit: 3	Theoretical: 2 Hours/week
Year: II Semester: I	Pre-requisite:	Practical: 1 Hour/week
GOAL: This course provides specialized training in evidence-based detoxification therapies, focusing on safe, clinically validated protocols while addressing Nigerian-specific toxic exposures and regulatory limitations.		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Understand human detoxification pathways and fasting therapy, with attention to Nigerian genetic and environmental contexts; 2.0 Know the safety, evidence base, and legal status of naturopathic detox interventions; 3.0 Know implementation of safeguards and emergency response measures in detox practice; 4.0 Understand Nutrition and diet therapy; 5.0 Understand botanical medicine, natural pharmacy and supplementation; 6.0 Understand hydrotherapy and its clinical application; 7.0 Understand physical medicine; 8.0 Understand community medicine; 9.0 Understand pain management; 10.0 Understand mind body medicine; 11.0 Understand lifestyle medicine.		

PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMPLEMENTARY AND ALTERNATIVE MEDICINE						
COURSE TITLE: Advanced Naturopathic Detoxification		COURSE CODE: CAM 412		Contact Hours: 3 Hours/week		
		Credit Unit: 3		Theoretical: 2 Hours/week		
Year: II Semester: I		Pre-requisite:		Practical: 1 Hour/week		
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to equip students with specialized training in evidence-based detoxification therapies, focusing on safe, clinically validated protocols while addressing Nigerian-specific toxic exposures and regulatory limitations.						
GENERAL OBJECTIVE 1.0: Understand human detoxification pathways, with attention to Nigerian genetic and environmental contexts.						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher’s Activities	Resources	Specific Learning Outcome	Teacher’s Activities	Resources
1-2	1.1 Explain Phase I and II liver detoxification pathways and the impact of CYP450 polymorphisms common in Nigerians. 1.2 Discuss the kinetics of heavy metal excretion for lead, mercury, and arsenic. 1.3 Describe the physiological principles of lymphatic drainage and its role in detox protocols. 1.4 Describe a 14-day food-based detox plan using Nigerian botanicals like bitter leaf and garlic. 1.5 Describe post-detox nutrient replenishment strategies to support recovery and maintain	- Explain Phase I and II liver detoxification pathways and the impact of CYP450 polymorphisms common in Nigerians. - Explain the kinetics of heavy metal excretion for lead, mercury, and arsenic. - Explain the physiological principles of lymphatic drainage and its role in detox protocols. - Explain a 14-day food-based detox plan using Nigerian botanicals like bitter	Laptop Computers, smart board Projector Writing Materials Whiteboard Markers Internet etc. Books	- Detoxify patients using detox machine - Liver/Gallbladder Flush Lab: - Demonstrate: - Olive oil-lemon juice protocol adaptations. - Pre/post flush liver enzyme monitoring. - Risk mitigation for gallstone complications. - Nigerian Detox Adaptations: - Demonstrate	Guide students to: - Detoxify patients using detox machine - Liver/Gallbladder Flush Lab: - Demonstrate: - Olive oil-lemon juice protocol adaptations. - Pre/post flush liver enzyme monitoring. - Risk mitigation for gallstone complications.	Detox machine, Chelation Therapy Safety Manual, Toxin Exposure Risk Assessment Tool

	health.	- leaf and garlic. - Explain post-detox nutrient replenishment strategies to support recovery and maintain health.		developing of protocols using: - Local chelators (Coriandrum sativum, Allium sativum). - Traditional sweat therapies (herbal steam baths). - Create safe, staged chelation protocols for patients with confirmed heavy metal exposure	➤ Nigerian Detox Adaptations : - Demonstrate developing of protocols using: - Local chelators (Coriandrum sativum, Allium sativum). - Traditional sweat therapies (herbal steam baths). - Create safe, staged chelation protocols for patients with confirmed heavy metal exposure	
General Objective 2.0: Know the safety, evidence base, and legal status of naturopathic detox interventions.						
3-4	2.1 Describe IV nutrient therapy protocols (vitamin C, glutathione) and assess their regulatory status in Nigeria. 2.2 Differentiate between chelation agents (synthetic: EDTA, DMSA; natural: cilantro, chlorella).	- Explain IV nutrient therapy protocols (vitamin C, glutathione) and assess their regulatory status in Nigeria. - Differentiate between chelation agents (synthetic: EDTA, DMSA; natural:	Laptop Computers, smart board Projector Writing Materials Whiteboard Markers Internet etc. Books			

	2.3 Explain the scientific evidence for liver/gallbladder flush protocols and their practical applications. 2.4 Discuss major Nigerian environmental toxin exposures (e.g., lead poisoning in Zamfara, oil pollution in the Niger Delta). 2.5 Discuss lifestyle-related toxic load contributors such as processed foods, alcohol, and personal care products. 2.6 Explain cumulative toxin exposure and cultural factors that influence detox practices.	cilantro, chlorella). • Explain the scientific evidence for liver/gallbladder flush protocols and their practical applications. • Explain major Nigerian environmental toxin exposures (e.g., lead poisoning in Zamfara, oil pollution in the Niger Delta). • Explain lifestyle-related toxic load contributors such as processed foods, alcohol, and personal care products. • Explain cumulative toxin exposure and cultural factors that influence detox practices.				
General Objective 3.0: Know implementation of safeguards and emergency response measures in detox practice.						
5	3.1 Define Screen for contraindications such as renal impairment, pregnancy, or medication interactions. 3.2 Explain electrolytes and hydration status during IV therapy (where legally	• Explain Screen for contraindications such as renal impairment, pregnancy, or medication interactions. • Explain electrolytes	Laptop Computers, smart board Projector Writing Materials Whiteboard Markers			

	permitted). 3.3 Explain emergency protocols for detoxification side effects, including managing acute reactions and referring when needed.	and hydration status during IV therapy (where legally permitted). • Explain emergency protocols for detoxification side effects, including managing acute reactions and referring when needed.	Internet etc. Books			
General Objective 4.0: Understand nutrition and diet therapy.						
6	4.1 Define nutrients 4.2 Describe the classification of nutrients (micro and macro) 4.3 Explain therapeutic nutrition 4.4 Highlight nutritional deficiencies 4.5 Explain clinical diet plan	• Explain nutrients • Explain the classification of nutrients (micro and macro) • Explain therapeutic nutrition • Highlight nutritional deficiencies • Explain clinical diet plan	Laptop Computers, smart board, Projector Writing Materials Whiteboard Markers Internet etc. Books	• Demonstrate the preparation of classes of foods	Guide students to: • Demonstrate the preparation of classes of foods	Protein Carbohydrate Fats and oil
General Objective 5.0. Understand botanical medicine, natural pharmacy, and supplementation						
7-8	5.1 Explain botanical medicine 5.2 Describe material medica 5.3 List medicinal herbs 5.4 Explain herbal pharmacology, action and medication 5.5 Describe herbal	• Explain botanical medicine • Explain material medica • Explain medicinal herbs • Explain herbal	Laptop Computers, smartboard Projector Writing Materials Whiteboard Markers	• Identify material medica • Formulate herbal supplementation • Prepare nutritional supplement • Collect leaves	Guide students to: • Identify material medica • Formulate herbal supplication • Prepare	Medicinal leaves Herbarium Botanical garden Pestle and mortar Cooking pots

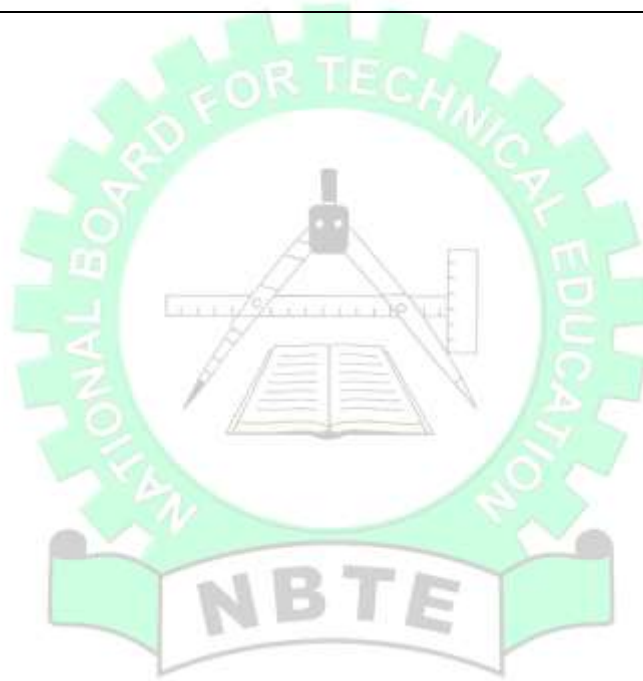
	formulation and supplement 5.6 Explain nutritional supplement and list	pharmacology, action and medication • Explain herbal formulation and supplement • Explain nutritional supplement and list	Internet etc. Books		nutritional supplement	
General Objective 6.0. Understand hydrotherapy and its clinical application						
9-10	6.1 Describe water purification process 6.2 Describe sources of water 6.3 Explain water-based therapy 6.4 Explain cold and hot application 6.5 Describe water detoxification method 6.6 Explain clinical hydrotherapy techniques	- Describe water purification process - Describe sources of water - Explain water-based therapy - Explain cold and hot application - Describe water detoxification method - Explain clinical hydrotherapy techniques	Laptop Computers, smart board, Projector Writing Materials Whiteboard Markers Internet etc. Books	- Collect water using different collection methods - Carry out water purification	Guide students to: - Collect water using different collection method - Carry out water purification - Carry out water detoxification	Sample collection bottles Distiller
General Objective 7.0. Understand Physical medicine						
11	7.1 Describe massage 7.2 Describe different types of massage 7.3 Explain exercise therapy 7.4 Explain different types of exercise 7.5 Describe spine support techniques 7.6 Explain rehabilitation	- Explain massage - Explain different types of massage - Explain exercise therapy - Explain different types of exercise - Explain spine support techniques	Laptop Computers, smart board Projector Writing Materials Whiteboard Markers Internet etc.	Demonstrate different massage technique	Guide students to: Demonstrate different massage technique	Massage bed and table Massage stone Massage Roller and gun Massage Stimulator

	method	• Explain rehabilitation method	Books			
General Objective 8.0. Understand community medicine						
12	8.1 Define public health 8.2 Define epidemiology and disease prevention 8.3 Explain the principles of epidemiology 8.4 Define health education and preventable diseases 8.5 Define health promotion 8.6 Explain the principles of communication and communication channels	• Explain public health • Explain epidemiology and disease prevention • Explain the principles of epidemiology • Explain health education and preventable diseases • Explain health promotion • Explain the principles of communication and communication channels	Laptop Computers, smart board, Projector Writing Materials Whiteboard Markers Internet etc. Books			
General Objective 9.0: Understand pain management						
13	9.1 Explain the concept of pain, including its types (acute, chronic, and neuropathic). 9.2 Describe the physiological and psychological mechanisms involved in pain perception. 9.3 List common methods of pain assessment used in healthcare practice. 9.4 Discuss different approaches to pain	• Explain the concept of pain, including its types (acute, chronic, and neuropathic). • Describe the physiological and psychological mechanisms involved in pain perception. • Explain common methods of pain assessment used in healthcare practice. • Explain different	Laptop Computers, smart board Projector Writing Materials Whiteboard Markers Internet etc. Books			

	management, including pharmacological and non-pharmacological methods. 9.5 Explain appropriate pain management strategies based on patient needs and clinical situations.	approaches to pain management, including pharmacological and non-pharmacological methods. • Explain appropriate pain management strategies based on patient needs and clinical situations.				
General Objective 10.0: Understand mind body medicine						
14	10.1 Explain the concept and principles of mind-body medicine in healthcare. 10.2 Describe the relationship between psychological states and physical health outcomes. 10.3 List common mind-body interventions (e.g., meditation, relaxation techniques, biofeedback). 10.4 Discuss the benefits and limitations of mind-body approaches in disease prevention and management. 10.5 Explain basic mind-body techniques to promote stress reduction and overall wellbeing.	• Explain the concept and principles of mind-body medicine in healthcare. • Explain the relationship between psychological states and physical health outcomes. • Explain common mind-body interventions (e.g., meditation, relaxation techniques, biofeedback). • Explain the benefits and limitations of mind-body approaches in disease prevention	Laptop Computers, smart board Projector Writing Materials Whiteboard Markers Internet etc. Books			

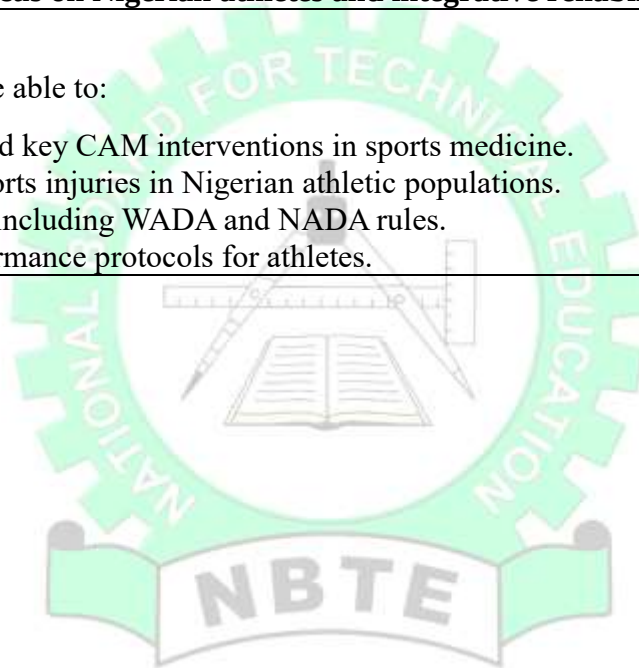
		and management. • Explain basic mind-body techniques to promote stress reduction and overall wellbeing.				
General Objective 11.0: Understand lifestyle medicine						
15	11.1 Explain the concept and scope of lifestyle medicine in health promotion and disease prevention. 11.2 List key pillars of lifestyle medicine (nutrition, physical activity, sleep, stress management, and social connection). 11.3 Describe how lifestyle factors contribute to the development and prevention of chronic diseases. 11.4 Discuss evidence-based interventions used in lifestyle medicine practice. 11.5 Explain basic lifestyle modification strategies to improve individual and community health outcomes.	• Explain the concept and scope of lifestyle medicine in health promotion and disease prevention. • Explain key pillars of lifestyle medicine (nutrition, physical activity, sleep, stress management, and social connection). • Explain how lifestyle factors contribute to the development and prevention of chronic diseases. • Explain evidence-based interventions used in lifestyle medicine practice. • Explain basic lifestyle modification strategies to improve individual and community health outcomes.	Laptop Computers, smart board Projector Writing Materials Whiteboard Markers Internet etc. Books			

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



Sports Medicine and CAM

PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMPLEMENTARY AND ALTERNATIVE MEDICINE		
COURSE TITLE: SPORTS MEDICINE AND CAM	Course Code: CAM 413	Contact Hours: 2 Hour/week
	Credit Unit: 2	Theoretical: 1 Hour/week
Year: II Semester: I	Pre-requisite:	Practical: 1 Hour/week
GOAL: This course is designed to equip students with specialized training in evidence-based complementary therapies for sports-related injuries and performance optimization, with a focus on Nigerian athletes and integrative rehabilitation protocols.		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Understand the mechanisms and evidence behind key CAM interventions in sports medicine. 2.0 Understand the pathophysiology of common sports injuries in Nigerian athletic populations. 3.0 Understand ethical and regulatory frameworks, including WADA and NADA rules. 4.0 Know safe CAM-based rehabilitation and performance protocols for athletes.		



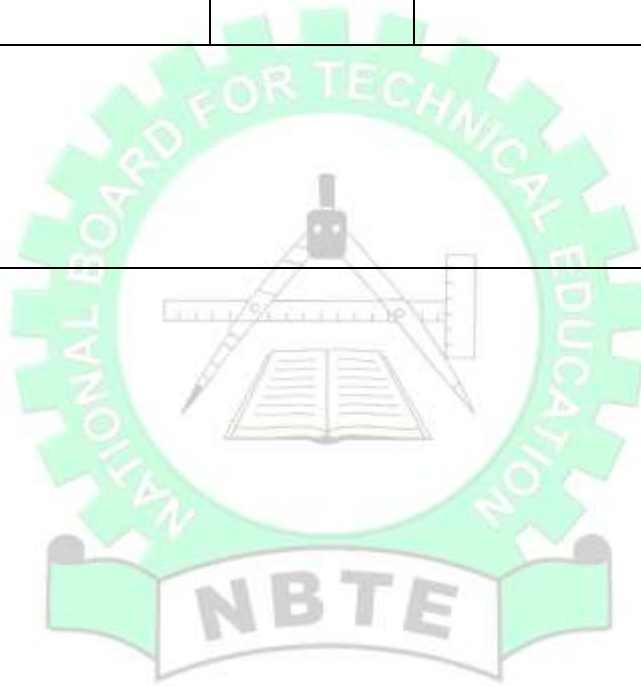
PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMPLEMENTARY AND ALTERNATIVE MEDICINE						
COURSE TITLE: Sports Medicine and CAM			COURSE CODE: CAM 413	Contact Hours: 2 Hours/week		
			Credit Unit: 2	Theoretical: 1 Hour/week		
Year: II Semester: I			Pre-requisite:	Practical: 1 Hour/week		
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to equip students with specialized training in evidence-based complementary therapies for sports-related injuries and performance optimization, with a focus on Nigerian athletes and integrative rehabilitation protocols.						
GENERAL OBJECTIVE 1.0: Understand the mechanisms and evidence behind key CAM interventions in sports medicine.						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher’s Activities	Resources	Specific Learning Outcome	Teacher’s Activities	Resources
1-4	1.1 Explain how herbal anti-inflammatories like turmeric (<i>Curcuma longa</i>) and ginger (<i>Zingiber officinale</i>) reduce inflammation in musculoskeletal injuries. 1.2 Describe the mechanisms and scientific evidence behind cupping therapy such as acupuncture, acupressure osteopathy, chiropractic, and other forms of CAM therapy especially for delayed onset muscle soreness (DOMS). 1.3 Explain kinesiology taping with traditional strapping/bandaging for injury support. 1.4 Explain hydrotherapy in	- Explain how herbal anti-inflammatories like turmeric (<i>Curcuma longa</i>) and ginger (<i>Zingiber officinale</i>) reduce inflammation in musculoskeletal injuries. - Describe the mechanisms and scientific evidence behind cupping therapy such as acupuncture, acupressure osteopathy, chiropractic, and other forms of CAM therapy especially for delayed onset muscle soreness	Laptop Computers, smart board Projector Writing Materials Whiteboard Markers Internet etc. Books			

	the management of sport injuries	(DOMS). • Explain kinesiology taping with traditional strapping/bandaging for injury support. • Explain hydrotherapy in the management of sport injuries				
General Objective 2.0: Understand the pathophysiology of common sports injuries in Nigerian athletic populations.						
5-7	2.1 Explain muscle and tendon repair phases: inflammation, proliferation, and remodeling. 2.2 Explain injury trends in Nigerian athletes: common musculoskeletal issues in football, running, and contact sports. 2.3 Explain concussion management protocols and potential roles of neuroprotective herbs.	• Describe muscle and tendon repair phases: inflammation, proliferation, and remodeling. • Explain injury trends in Nigerian athletes: common musculoskeletal issues in football, running, and contact sports. • Explain concussion management protocols and potential roles of neuroprotective herbs.	Laptop Computers, smart board Projector Writing Materials Whiteboard Markers Internet etc. Books			
General Objective 3.0: Understand ethical and regulatory frameworks, including WADA and NADA rules.						
8-10	3.1 List WADA-prohibited herbal substances (e.g., Ephedra) 3.2 Discuss detection risks. 3.3 Explain NADA Nigeria guidelines on supplement safety.	• 3.1 Explain the list of WADA-prohibited herbal substances (e.g., Ephedra) • Discuss detection risks. • Explain NADA	Laptop Computers, smart board Projector Writing Materials Whiteboard			

	3.4 Explain ethical issues in marketing performance-enhancing CAM therapies.	- Nigeria guidelines on supplement safety. - Explain ethical issues in marketing performance-enhancing CAM therapies.	Markers Internet etc. Books			
General Objective 4.0: Know safe CAM-based rehabilitation and performance protocols for athletes.						
10-15	4.1 Explain how to conduct a complete ROM and functional screening on a student athlete. 4.2 Describe cupping on hamstrings and prepare an Arnica compress. 4.3 Describe evidence-based herbal anti-inflammatory protocol for a sprinter with shin splints.	- Explain how to conduct a complete ROM and functional screening on a student athlete. - Explain cupping on hamstrings and prepare an Arnica compress. - Explain evidence-based herbal anti-inflammatory protocol for a sprinter with shin splints.	Laptop Computers, smart board Projector Writing Materials Whiteboard Markers Internet etc. Books	- Perform range of motion (ROM) assessments for major joints. - Conduct functional movement screening (FMS) to detect risk factors. - Carry out on-field triage for acute sports injuries (sprains, contusions, mild concussions). - Apply dry needling for myofascial trigger points (where legally allowed). - Perform dynamic cupping therapy for common strains, acupuncture, acupressure .g., hamstrings. - Prepare Arnica compresses for	Guide students to: - Perform range of motion (ROM) assessments for major joints. - Conduct functional movement screening (FMS) to detect risk factors. - Carry out on-field triage for acute sports injuries (sprains, contusions, mild concussions). - Apply dry needling for	Practical manual, charts, illustrations, cupping tools. WADA/NADA protocols

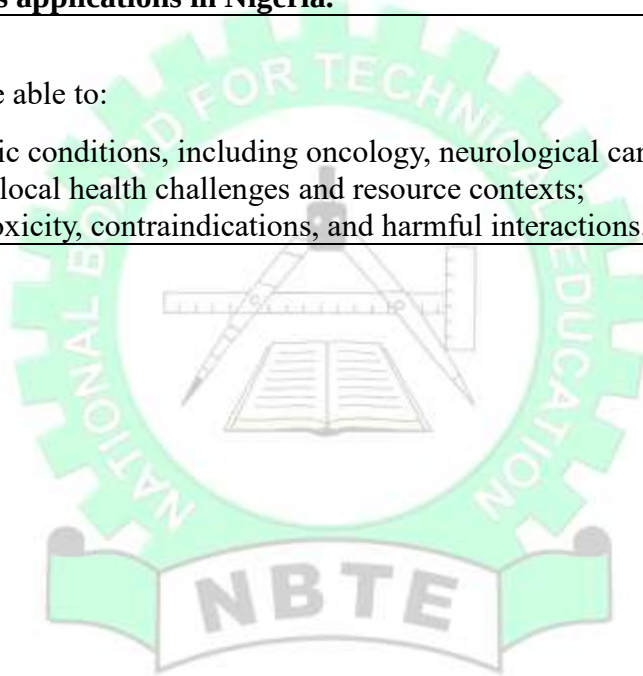
				bruises and minor contusions. • Develop a 4-week herbal + mobility rehab plan for ligament injuries (e.g., ACL post-surgery). • Design pre-competition adaptogenic regimens to support endurance and recovery. • Educate athletes on safe CAM use within anti-doping constraints.	myofascial trigger points (where legally allowed). • Perform dynamic cupping therapy for common strains, acupuncture, acupressure e.g., hamstrings. • Prepare Arnica compresses for bruises and minor contusions. • Develop a 4-week herbal + mobility rehab plan for ligament injuries (e.g., ACL post-surgery). • Design pre-competition adaptogenic regimens to support endurance and	
--	--	--	--	--	--	--

					recovery. • Educate athletes on safe CAM use within anti-doping constraints.	
Course Assessment: Course work: 10% Test/Assignments: 10% Practical: 40% Examination: 40% Total: 100%						



Advanced Aromatherapy

PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMPLEMENTARY AND ALTERNATIVE MEDICINE		
COURSE TITLE: Advanced Aromatherapy	Course Code: CAM 414	Contact Hours: 2 Hours/week
	Credit Unit: 2	Theoretical: 1 Hour/week
Year: II Semester: I	Pre-requisite:	Practical: 1 Hour/week
GOAL: This course delivers in-depth training in advanced clinical aromatherapy, focusing on evidence-based essential oil therapies for diverse health conditions and culturally relevant wellness applications in Nigeria.		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Know the clinical use of essential oils for specific conditions, including oncology, neurological care, and wound healing; 2.0 Know Nigerian-relevant essential oil blends for local health challenges and resource contexts; 3.0 Know rigorous safety protocols to avoid phototoxicity, contraindications, and harmful interactions.		



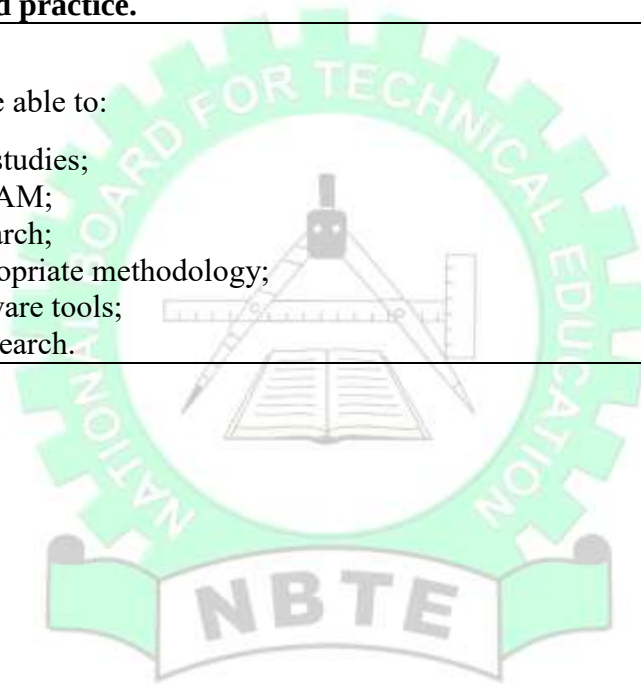
PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMPLEMENTARY AND ALTERNATIVE MEDICINE						
COURSE TITLE: Advanced Aromatherapy			COURSE CODE: CAM 414		Contact Hours: 2 Hours/week	
			Credit Unit: 2		Theoretical: 1 Hour/week	
Year: II Semester: I			Pre-requisite:		Practical: 1 Hour/week	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to equip students with in-depth training in advanced clinical aromatherapy, focusing on evidence-based essential oil therapies for diverse health conditions and culturally relevant wellness applications in Nigeria.						
GENERAL OBJECTIVE 1.0: Know the clinical use of essential oils for specific conditions.						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher’s Activities	Resources	Specific Learning Outcome	Teacher’s Activities	Resources
1-2	1.1 Define essential oils 1.2 Explain mechanisms of action for key essential oils: i. Lavender: Chemo-induced nausea and anxiety relief. ii. Rosemary: Cognitive support for mild cognitive impairment. iii. Tea tree oil: Antimicrobial action for wound care. 1.3 Discuss supporting clinical evidence for essential oil use in oncology, neurology, and dermatology.	- Explain essential oils - Explain mechanisms of action for key essential oils: – Lavender: Chemo-induced nausea and anxiety relief. – Rosemary: Cognitive support for mild cognitive impairment. – Tea tree oil: Antimicrobial action for wound care. - Explain supporting clinical evidence for essential oil use in oncology, neurology, and dermatology.	Laptop Computers, smart board Projector Writing Materials Whiteboard Markers Internet etc. Books			
General Objective 2.0: Know Nigerian-relevant essential oil blends for local health challenges and resource contexts.						

3-8	2.1 List locally available oils and plant sources (e.g., neem, citronella, moringa seeds). 2.2 State blends for malaria prevention (citronella-neem synergy) and postpartum care (frankincense-myrrh support). 2.3 Compare cost-effectiveness of local vs. imported oils in community wellness settings. 2.4 State patient-specific blends for conditions such as insomnia, stress, or wound healing. 2.5 Outline dilution ratios for different carriers (e.g., coconut oil, shea butter).	• Explain locally available oils and plant sources (e.g., neem, citronella, moringa seeds). • Explain blends for malaria prevention (citronella-neem synergy) and postpartum care (frankincense-myrrh support). • Compare cost-effectiveness of local vs. imported oils in community wellness settings. • Explain patient-specific blends for conditions such as insomnia, stress, or wound healing. • Explain dilution ratios for different carriers (e.g., coconut oil, shea butter).	Laptop Computers, smart board Projector Writing Materials Whiteboard Markers Internet etc. Books	• Formulate a 30ml malaria-prevention diffuser blend using citronella, neem, and lemongrass. • Role-play of a client consult • Use lavender oil during chemotherapy. • Conduct a patch test for a new wound-healing blend and document findings. • Draft a cost sheet comparing imported lavender oil vs. local lemongrass oil. • Package products to meet NAFDAC standards. • Perform patch testing and sensitivity checks. • Guide patients on safe topical, inhalation, and diffusion methods. • Demonstrate preparation of compresses, massage oils, and roll-ons.	Guide students to: • Formulate a 30ml malaria-prevention diffuser blend using citronella, neem, and lemongrass. • Role-play of a client consult • Use lavender oil during chemotherapy. • Conduct a patch test for a new wound-healing blend and document findings. • Draft a cost sheet comparing imported lavender oil vs. local lemongrass oil. • Package products to meet NAFDAC standards. • Perform patch testing and sensitivity checks.	Practical manual, glass wares, essential oils.
-----	---	---	---	--	--	---

					• Guide patients on safe topical, inhalation, and diffusion methods. • Prepare compresses, massage oils, and roll-ons.	
General Objective 3.0: Know rigorous safety protocols to avoid phototoxicity, contraindications, and harmful interactions.						
9-15	3.1 Explain risks of phototoxic oils (bergamot, citrus) in tropical climates 3.2 Explain essential oils contraindicated in pregnancy, lactation, or for children. 3.3 Discuss possible interactions with anticoagulant herbs and pharmaceuticals. 3.4 Explain Screen for photosensitivity and plan sun exposure precautions	• Explain risks of phototoxic oils (bergamot, citrus) in tropical climates • Explain essential oils contraindicated in pregnancy, lactation, or for children. • Explain possible interactions with anticoagulant herbs and pharmaceuticals. • Explain Screen for photosensitivity and plan sun exposure precautions	Laptop Computers, smart board Projector Writing Materials Whiteboard Markers Internet etc. Books	• Create a patient handout • Adjust dosages for pregnant women, elderly clients, or immunocompromised patients. • Document adverse reactions and report per Nigerian CAM guidelines	Guide students to: • Create a patient handout • Adjust dosages for pregnant women, elderly clients, or immunocompromised patients. • Document adverse reactions and report per Nigerian CAM guidelines	Practical manual,
Course Assessment: Course work: 10% Test/Assignments: 10% Practical: 40% Examination: 40% Total: 100%						

Complementary and Alternative Medicine Research Methodology II

PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMPLEMENTARY AND ALTERNATIVE MEDICINE		
COURSE TITLE: Complementary and Alternative Medicine Research Methodology II	Course Code: CAM 415	Contact Hours: 3 Hours/week
	Credit Unit: 2	Theoretical: 2 Hours/week
Year: II Semester: I	Pre-requisite:	Practical: 0 Hours/week
GOAL: This course is designed to equip students with essential research skills to design, analyze, and evaluate CAM studies, with a focus on Nigerian traditional medicine and evidence-based practice.		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Understand key research designs used in CAM studies; 2.0 Understand biostatistical concepts relevant to CAM; 3.0 Understand ethical considerations in CAM research; 4.0 Understand a CAM research proposal with appropriate methodology; 5.0 Understand basic statistical analyses using software tools; 6.0 Understand how to appraise published CAM research.		

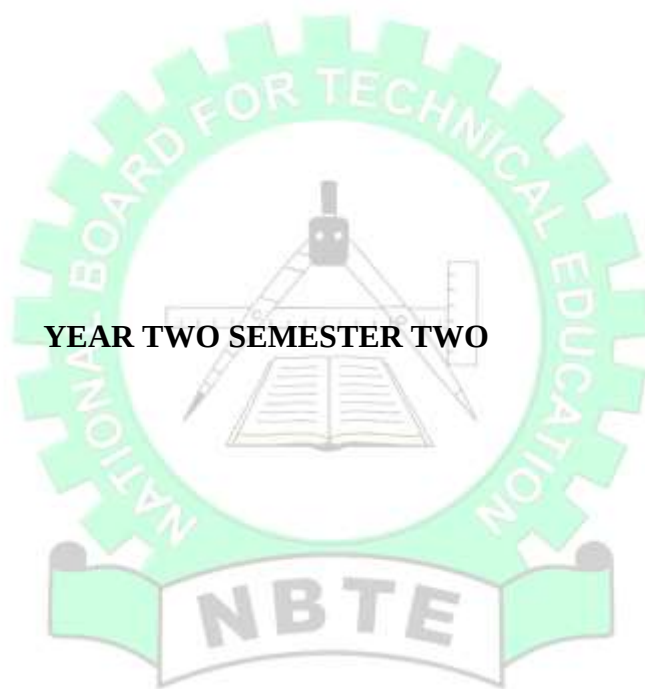


PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMPLEMENTARY AND ALTERNATIVE MEDICINE						
COURSE TITLE: CAM RESEARCH METHODOLOGY II				COURSE CODE: CAM 415		Contact Hours: 3 Hours/week
				Credit Unit: 2		Theoretical: 2 Hours/week
Year: II Semester: I				Pre-requisite:		Practical: 0
COURSE SPECIFICATION: THEORETICAL						
GOAL: This course is designed to equip students with essential research skills to design, analyze, and evaluate CAM studies, with a focus on Nigerian traditional medicine and evidence-based practice.						
GENERAL OBJECTIVE 1.0: Understand key research designs used in CAM studies.						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher’s Activities	Resources	Specific Learning Outcome	Teacher’s Activities	Resources
1-2	1.1 Describe ethnographic/qualitative studies, and observational designs within CAM contexts. 1.2 Differentiate between RCTs, ethnographic/qualitative studies, and observational designs within CAM contexts. 1.3 Explain the relevance and limitations of each design for studying herbal medicine and traditional therapies. 1.4 Explain appropriate research designs for specific CAM research questions.	• Explain ethnographic/qualitative studies, and observational designs within CAM contexts. • Differentiate between RCTs, ethnographic/qualitative studies, and observational designs within CAM contexts. • Explain the relevance and limitations of each design for studying herbal medicine and traditional therapies. • Explain appropriate research designs for specific CAM research questions.	Laptop Computers, smart board Projector Writing Materials Whiteboard Markers Internet etc. Books			
General Objective 2.0: Understand biostatistical concepts relevant to CAM.						

3-4	2.1 Define basic statistical terms (mean, standard deviation, p-value, effect size). 2.2 Discuss confidence intervals and significance levels in published CAM trials. 2.3 State sources of bias and confounding in CAM research and propose strategies to mitigate them.	• Explain basic statistical terms (mean, standard deviation, p-value, effect size). • Explain confidence intervals and significance levels in published CAM trials. • Explain sources of bias and confounding in CAM research and propose strategies to mitigate them.	Laptop Computers, smart board Projector Writing Materials Whiteboard Markers Internet etc. Books			
General Objective 3.0: Understand ethical considerations in CAM research.						
4-6	3.1 Discuss ethical principles governing human research, especially in traditional medicine studies. 3.2 Explain the process of obtaining informed consent in rural or indigenous CAM settings. 3.3 Discuss the importance of protecting intellectual property and traditional knowledge in research design and dissemination.	• Explain the ethical principles governing human research, especially in traditional medicine studies. • Explain the process of obtaining informed consent in rural or indigenous CAM settings. • Explain the importance of protecting intellectual property and traditional knowledge in research design and dissemination.	Laptop Computers, smart board Projector Writing Materials Whiteboard Markers Internet etc. Books			

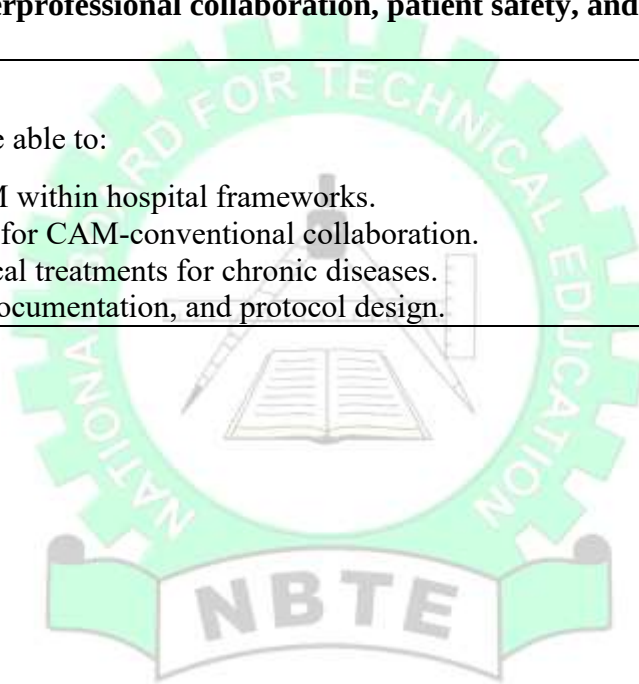
General Objective 4.0: Understand CAM research proposal with appropriate methodology.					
7-8	4.1 Discuss research questions and hypotheses using the PICO framework tailored to CAM interventions. 4.2 Explain methodologically sound proposals integrating quantitative, qualitative, or mixed-methods approaches. 4.3 Explain culturally sensitive research protocols suitable for Nigerian CAM settings (e.g., involving community leaders or traditional healers).	• Explain research questions and hypotheses using the PICO framework tailored to CAM interventions. • Explain methodologically sound proposals integrating quantitative, qualitative, or mixed-methods approaches. • Explain culturally sensitive research protocols suitable for Nigerian CAM settings (e.g., involving community leaders or traditional healers).	Laptop Computers, smart board Projector Writing Materials Whiteboard Markers Internet etc. Books		
General Objective 5.0: Understand basic statistical analyses using software tools.					
9-11	5.1 Explain t-tests, chi-square tests, and correlation/regression analyses using Excel, SPSS, or R. 5.2 Explain tables and graphs to summarize herbal or alternative therapy data. 5.3 Explain the statistical significance and practical	• Explain t-tests, chi-square tests, and correlation/regression analyses using Excel, SPSS, or R. • Explain tables and graphs to summarize herbal or alternative therapy data. • Explain the statistical	Laptop Computers, smart board Projector Writing Materials Whiteboard Markers Internet etc. Books		

	relevance of results from CAM trials.	significance and practical relevance of results from CAM trials.				
General Objective 6.0: Understand how to appraise published CAM research.						
12-15	6.1 Explain the internal and external validity of CAM studies using established critical appraisal tools (e.g., CONSORT, STROBE, Jadad scale). 6.2 Explain methodological flaws, reporting gaps, and overinterpretations in published literature. 6.3 Explain structured critiques of selected CAM publications, with recommendations for improvement.	• Explain the internal and external validity of CAM studies using established critical appraisal tools (e.g., CONSORT, STROBE, Jadad scale). • Explain methodological flaws, reporting gaps, and overinterpretations in published literature. • Explain structured critiques of selected CAM publications, with recommendations for improvement.	Laptop Computers, smart board Projector Writing Materials Whiteboard Markers Internet etc. Books			
Course Assessment: Course work: 50% Test/Assignments: 10% Examination: 40% Total: 100%						



Hospital-Based CAM Integration

PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMPLEMENTARY AND ALTERNATIVE MEDICINE		
COURSE TITLE: Hospital-Based CAM Integration	Course Code: CAM 421	Contact Hours: 4 Hours/week
	Credit Unit: 4	Theoretical: 2 Hours/week
Year: II Semester: II	Pre-requisite:	Practical: 2 Hours/week
GOAL: This course provides advanced training in the ethical and evidence-based integration of complementary therapies within Nigerian conventional healthcare settings, focusing on interprofessional collaboration, patient safety, and protocol development for complex chronic conditions.		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Understand various models for embedding CAM within hospital frameworks. 2.0 Understand Nigerian laws and ethical standards for CAM-conventional collaboration. 3.0 Know evidence-based CAM alongside biomedical treatments for chronic diseases. 4.0 Know practical skills in hospital rounds, EHR documentation, and protocol design.		



PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMPLEMENTARY AND ALTERNATIVE MEDICINE						
COURSE TITLE: Hospital-Based CAM Integration		COURSE CODE: CAM 421		Contact Hours: 4 Hours/week		
		Credit Unit: 4		Theoretical: 2 Hours/week		
Year: II Semester: II		Pre-requisite:		Practical: 2 Hours/week		
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to equip students with advanced training in the ethical and evidence-based integration of complementary therapies within Nigerian conventional healthcare settings, focusing on interprofessional collaboration, patient safety, and protocol development for complex chronic conditions.						
GENERAL OBJECTIVE 1.0: Understand various models for embedding CAM within hospital frameworks.						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher’s Activities	Resources	Specific Learning Outcome	Teacher’s Activities	Resources
1-3	1.1 Explain hospital integration models 1.2 Discuss Consultative: MD referral to CAM specialist. 1.3 Explain co-treatment: Joint care with MD and CAM collaboration 1.4 Describe embedded: CAM services within hospital departments (oncology, pain clinics).	- Explain the different hospital integration models: - Consultative: MD referral to CAM specialist. - Co-treatment: Joint care with MD + CAM collaboration. - Embedded: CAM services within hospital departments (oncology, pain clinics).	Laptop Computers, smart board Projector Writing Materials Whiteboard Markers Internet etc. Books			
General Objective 2.0: Understand Nigerian laws and ethical standards for CAM-conventional collaboration.						
4-6	2.1 State Federal and state ministry of health and TCAM Board guidelines	Explain Federal and state ministry of health and TCAM	Laptop Computers, smart board			

	for integrative care. 2.2 Explain NAFDAC herbal product standards for hospital use. 2.3 Describe ethical billing/reimbursement processes for CAM services in Nigerian hospitals.	Board guidelines for integrative care. - Explain NAFDAC herbal product standards for hospital use. - Explain ethical billing/reimbursement processes for CAM services in Nigerian hospitals.	Projector Writing Materials Whiteboard Markers Internet etc. Books			
General Objective 3.0: Know evidence-based CAM alongside biomedical treatments for chronic diseases.						
7-10	3.1 Explain evidence based CAM for chronic diseases. 3.2 Discuss clinical evidence for 3.3 Diabetes: <i>Gymnema sylvestre</i> + metformin synergy. 3.4 Discuss clinical evidence for 3.5 Hypertension: <i>Hibiscus sabdariffa</i> + ACE inhibitors. 3.6 Evaluate clinical evidence for Oncology: Mistletoe as an adjunctive immunotherapy.	- Explain the clinical evidence for key disease areas: - Diabetes: <i>Gymnema sylvestre</i> + metformin synergy. - Hypertension: <i>Hibiscus sabdariffa</i> + ACE inhibitors. - Oncology: Mistletoe as an adjunctive immunotherapy	Laptop Computers, smart board Projector Writing Materials Whiteboard Markers Internet etc. Books			
General Objective 4.0: Know practical skills in hospital rounds, EHR documentation, and protocol design.						
11-15				Present CAM treatment options to	Guide students to: Present CAM	Laptop smart board Computers, board

				physicians in clear medical terminology. • Interpret lab results relevant to herbal safety (e.g., LFTs for hepatotoxic herbs). • Accurately document CAM interventions in hospital EHR systems. • Draft a 3-month integrated care plan for diabetes patients combining diet, herbs, and glucose monitoring. • Design pre/post-surgical CAM support bundles (e.g., arnica for bruising, acupuncture for pain). • Assemble palliative CAM bundles for oncology patients. • Develop strategies for managing resistance from biomedical staff. • Address herb access issues in resource-	treatment options to physicians in clear medical terminology. • Interpret lab results relevant to herbal safety (e.g., LFTs for hepatotoxic herbs). • Accurately document CAM interventions in hospital EHR systems. • Draft a 3-month integrated care plan for diabetes patients combining diet, herbs, and glucose monitoring. • Design pre/post-surgical CAM support bundles (e.g., arnica for bruising, acupuncture for pain). • Assemble palliative CAM bundles for	Projector Writing Materials Whiteboard Markers Internet etc. Books clinical log book.
--	--	--	--	---	---	--

				limited settings. • Navigate cultural or religious concerns about CAM in hospital contexts.	oncology patients. • Develop strategies for managing resistance from biomedical staff. • Address herb access issues in resource-limited settings. • Navigate cultural or religious concerns about CAM in hospital contexts.	
Course Assessment: Course work: 10% Test/Assignments: 10% Practical: 40% Examination: 40% Total: 100%						

CAM Business Development II

PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMPLEMENTARY AND ALTERNATIVE MEDICINE		
COURSE TITLE: CAM Business Development II	Course Code: CAM 422	Contact Hours: 2 Hour/week
	Credit Unit: 2	Theoretical: 1 Hour/week
Year: II Semester: II	Pre-requisite:	Practical: 1 Hour/week
GOAL: This course equips students with strategic business skills to launch, scale, and sustain CAM enterprises in Nigeria, with a focus on market expansion, regulatory compliance, and investment readiness for the wellness industry.		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Know sustainable business models for CAM ventures; 2.0 Know local and international regulations for herbal exports and wellness services; 3.0 Understand global and local market opportunities for Nigerian CAM products; 4.0 Know investor-ready pitches and growth frameworks aligned with ethical business practices.		



PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMPLEMENTARY AND ALTERNATIVE MEDICINE						
COURSE TITLE: CAM BUSINESS DEVELOPMENT II			COURSE CODE: CAM 422	Contact Hours: 2 Hour/week		
			Credit Unit: 2	Theoretical: 1 Hour/week		
Year: II Semester: II			Pre-requisite:	Practical: 1 Hour/week		
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to equip students with strategic business skills to launch, scale, and sustain CAM enterprises in Nigeria, with a focus on market expansion, regulatory compliance, and investment readiness for the wellness industry.						
GENERAL OBJECTIVE 1.0: Know sustainable business models for CAM ventures.						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher’s Activities	Resources	Specific Learning Outcome	Teacher’s Activities	Resources
1-3	1.1 Explain strategies for growing CAM enterprises: i. Franchising vs. vertical integration for multi-branch clinics. ii. E-commerce solutions for herbal products. iii. Subscription-based wellness models for sustained client engagement. 1.2 Discuss sustainable business models for CAM ventures	- Explain strategies for growing CAM enterprises: — Franchising vs. vertical integration for multi-branch clinics. — E-commerce solutions for herbal products. — Subscription-based wellness models for sustained client engagement. - Discuss sustainable business models for CAM ventures	Laptop Computers, smart board Projector Writing Materials Whiteboard Markers Internet etc. Books			
General Objective 2.0: Know local and international regulations for natural/ herbal products exports and wellness services.						
4-8	2.1 Discuss export compliance	Explain the export compliance	Laptop Computers,			

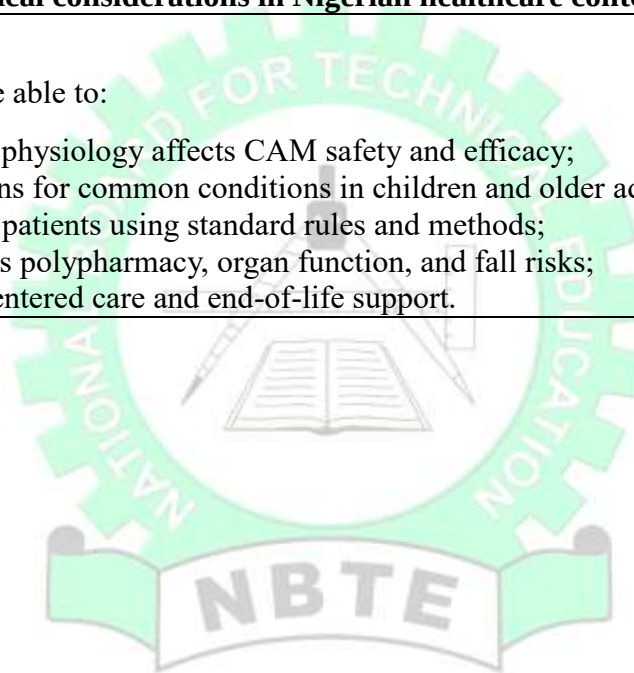
	requirements. 2.2 Explain NAFDAC GMP standards for herbal processing. 2.3 Discuss CITES permits for endangered medicinal species (e.g., <i>Prunus africana</i>) 2.4 Explain EU/US FDA guidelines (heavy metal/microbial limits, labeling).	requirements: – NAFDAC GMP standards for herbal processing. – CITES permits for endangered medicinal species (e.g., <i>Prunus africana</i>). – EU/US FDA guidelines (heavy metal/microbial limits, labeling).	smart board Projector Writing Materials Whiteboard Markers Internet etc. Books			
General Objective 3.0: Understand global and local market opportunities for Nigerian CAM products.						
9-11	3.1 Evaluate trends in global and local CAM markets: 3.2 Discuss growing demand for Nigerian superfoods (moringa, bitter kola etc.) 3.3 Explain diaspora health tourism and cross-border telewellness. 3.4 Describe corporate wellness programmes as B2B growth channels.	Explain the trends in global and local CAM markets: – Growing demand for Nigerian superfoods (moringa, bitter kola etc.) – Diaspora health tourism and cross-border telewellness. – Corporate wellness programmes as B2B growth channels.	Laptop Computers, smart board Projector Writing Materials Whiteboard Markers Internet etc. Books			
General Objective 4.0: Know investor-ready pitches and growth frameworks aligned with ethical business practices.						
12-15				- Develop professional investor pitches: 5-year financial	Guide students to: Develop professional investor	Practical manual, case studies.

				models (P&L, ROI). — Competitive landscape analyses for CAM niches. • Scalability frameworks for herbal product lines or service franchises. • Create robust compliance structures including: ➤ Intellectual property safeguards (Traditional Knowledge Digital Library registration). ➤ Ethical bioprospecting and benefit-sharing agreements. ➤ Navigating Halal and Kosher certifications for export markets. ➤ Apply advanced business growth tools:	itches: • 5-year financial models (P&L, ROI). — Competitive landscape analyses for CAM niches. • Scalability frameworks for herbal product lines or service franchises. • Create robust compliance structures including: ➤ Intellectual property safeguards (Traditional Knowledge Digital Library registration) • ➤ Ethical bioprospecting and benefit-sharing agreements.	
--	--	--	--	--	---	--

				➤ SEO for regional/global reach. • B2B supply chain network development. • Social impact measurement (Social ROI, community engagement).	➤ Navigating Halal and Kosher certifications for export markets. ➤ Apply advanced business growth tools: ➤ SEO for regional/global reach. • B2B supply chain network development. • Social impact measurement (Social ROI, community engagement).	
Course Assessment: Course work: 10% Test/Assignments: 10% Practical: 40% Examination: 40% Total: 100%						

Pediatric and Geriatric CAM

PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMPLEMENTARY AND ALTERNATIVE MEDICINE		
COURSE TITLE: Pediatric and Geriatric CAM	Course Code: CAM 423	Contact Hours: 3 Hours/week
	Credit Unit: 3	Theoretical: 2 Hour/week
Year: II Semester: II	Pre-requisite:	Practical: 1 Hour/week
GOAL: This course provides specialized training in safe, evidence-based complementary therapies for children and elderly patients, focusing on dosing precision, age-related physiology, and ethical considerations in Nigerian healthcare contexts.		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Understand how developmental and age-related physiology affects CAM safety and efficacy; 2.0 Know natural/ herbal and nutritional interventions for common conditions in children and older adults; 3.0 Know accurate dosing calculations for pediatric patients using standard rules and methods; 4.0 Understand geriatric CAM protocols that address polypharmacy, organ function, and fall risks; 5.0 Understand ethical considerations into family-centered care and end-of-life support.		



PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMPLEMENTARY AND ALTERNATIVE MEDICINE						
COURSE TITLE: Pediatric and Geriatric CAM			COURSE CODE: CAM 423		Contact Hours: 3 Hours/week	
			Credit Unit: 3		Theoretical: 2 Hour/week	
Year: II Semester: II			Pre-requisite:		Practical: 1 Hour/week	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to equip students with specialized training in safe, evidence-based complementary therapies for children and elderly patients, focusing on dosing precision, age-related physiology, and ethical considerations in Nigerian healthcare contexts.						
GENERAL OBJECTIVE 1.0: Understand how developmental and age-related physiology affects CAM safety and efficacy.						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher’s Activities	Resources	Specific Learning Outcome	Teacher’s Activities	Resources
1-2	1.1 Explain pediatric pharmacokinetics, e.g., differences in liver enzyme activity and absorption. 1.2 Describe geriatric pharmacodynamics, including reduced renal clearance and drug-herb synergy risks. 1.3 Discuss polypharmacy risks for elderly patients and how herbs can interact with conventional medications.	• Explain pediatric pharmacokinetics, e.g., differences in liver enzyme activity and absorption. • Explain geriatric pharmacodynamics, including reduced renal clearance and drug-herb synergy risks. • Explain polypharmacy risks for elderly patients and how herbs can interact with conventional medications.	Laptop Computers, smart board Projector Writing Materials Whiteboard Markers Internet etc. Books			
General Objective 2.0: Know herbal and nutritional interventions for common conditions in children and older adults.						
3-5	2.1 Outline safe CAM/herbal options for common pediatric issues: colic (Foeniculum vulgare),	• Explain how to identify safe herbal options for common pediatric issues: colic	Laptop Computers, smart board Projector	• Demonstrate how to map out a 4-week dementia support plan with	Guide students to: • Demonstrate how to map out a	Practical manual, case studies.

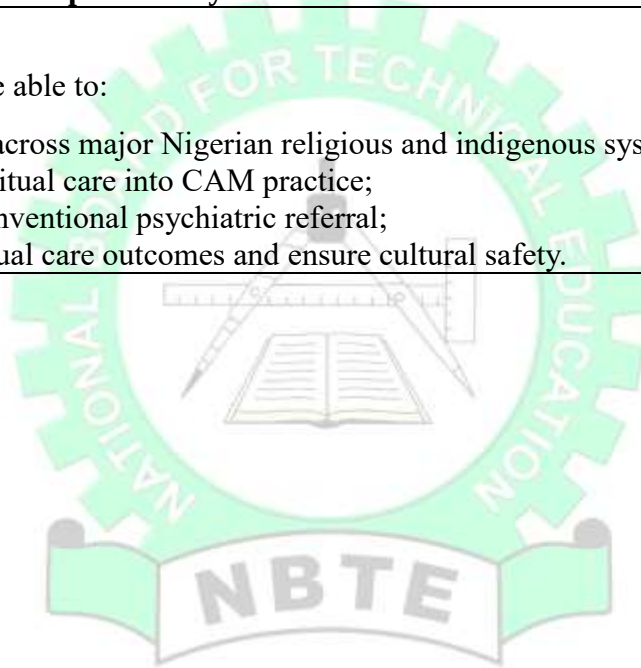
	ADHD (Ginkgo biloba, interaction with stimulants), malaria prophylaxis (Cryptolepis sanguinolenta). 2.2 Describe evidence-based CAM/ herbal support for elderly patients: dementia (Bacopa monnieri), osteoarthritis (Curcuma longa co-administration), insomnia (Valeriana officinalis). 2.3 List red flags such as breastmilk herb transfer in neonates and CAM use in frail elderly patients or palliative settings.	(Foeniculum vulgare), ADHD (Ginkgo biloba, interaction with stimulants), malaria prophylaxis (Cryptolepis sanguinolenta). Explain evidence-based herbal support for elderly patients: dementia (Bacopa monnieri), osteoarthritis (Curcuma longa co-administration), insomnia (Valeriana officinalis). Explain how to recognize red flags such as breastmilk herb transfer in neonates and CAM use in frail elderly patients or palliative settings.	Writing Materials Whiteboard Markers Internet etc. Books	Bacopa for an elderly patient.	4-week dementia support plan with Bacopa for an elderly patient	
General Objective 3.0: Know accurate dosing calculations for pediatric patients using standard rules and methods.						
6-8	3.1 Describe how to calculate Natural/ herbal dosages for children. 3.2 Explain Clark's Rule (weight-based), 3.3 Discuss Young's Rule (age-based)	Explain how to calculate herbal dosages for children using: Clark's Rule (weight-based), Young's Rule (age-based) and Body	Laptop Computers, smart board Projector Writing Materials Whiteboard	- Demonstrate Weight-based emergency dosing drills. - Develop an infographic for pediatric parents	Guide students to: - Demonstrate Weight-based emergency dosing drills. - Develop an infographic for	Practical manual, case studies, Chats

	3.4 Explain Body Surface Area (BSA) methods. 3.5 Explain pediatric growth charts to assess appropriate herbal dosing and nutritional status.	Surface Area (BSA) method. Describe how to use pediatric growth charts to assess appropriate herbal dosing and nutritional status.	Markers Internet etc. Books	Use pediatric growth charts to assess appropriate herbal dosing and nutritional status.	pediatric parents Use pediatric growth charts to assess appropriate herbal dosing and nutritional status.	
General Objective 4.0: Understand geriatric CAM protocols that address polypharmacy, organ function, and fall risks.						
9-12	4.1 Explain how to adjust herbal treatment plans for elderly patients with impaired kidney or liver function. 4.2 Explain how to identify and prevent herb-drug interactions with anticoagulants (e.g., warfarin) and diuretics. 4.3 Describe how to recommend safe adaptogens for frailty support and fall prevention. 4.4 Describe how to perform comprehensive medication reviews for geriatric patients to screen for CAM risks	- Explain how to adjust herbal treatment plans for elderly patients with impaired kidney or liver function. - Explain how to identify and prevent herb-drug interactions with anticoagulants (e.g., warfarin) and diuretics. - Describe how to recommend safe adaptogens for frailty support and fall prevention. - Describe how to perform comprehensive medication reviews for geriatric patients to screen for CAM risks	Laptop Computers, smart board Projector Writing Materials Whiteboard Markers Internet etc. Books	- Adjust natural/herbal treatment plans for elderly patients with impaired kidney or liver function. - Identify herb-drug interactions with anticoagulants (e.g., warfarin) and diuretics. - Prevent herb-drug interactions - Recommend safe adaptogens for frailty support and fall prevention. - Perform comprehensive medication reviews for geriatric patients to screen for CAM risks	Guide students to: - Adjust natural/herbal treatment plans for elderly patients with impaired kidney or liver function. - Identify herb-drug interactions with anticoagulants (e.g., warfarin) and diuretics. - Prevent herb-drug interactions - Recommend safe adaptogens for frailty support and fall prevention.	Practical manual, case studies, Chats

					Perform comprehensive medication reviews for geriatric patients to screen for CAM risks	
General Objective 5.0: Understand ethical considerations into family-centered care and end-of-life support.						
13-15	5.1 Describe how to counsel families on ethical decision-making for herbal use in children 5.2 Describe how to counsel families on ethical decision-making for herbal use in Elderly 5.3 Describe how to counsel families on ethical decision-making for herbal use in pregnant women	- Explain how to counsel families on ethical decision-making for herbal use in children - Explain how to counsel families on ethical decision-making for herbal use in Elderly - Explain how to counsel families on ethical decision-making for herbal use in pregnant women	Laptop Computers, smart board Projector Writing Materials Whiteboard Markers Internet etc. Books	- Draft an ethical guideline for herbal use in frail, terminally ill elderly patients. - Counsel families on ethical decision-making for herbal use in children and elders.	Guide students to: - Draft an ethical guideline for herbal use in frail, terminally ill elderly patients. - Counsel families on ethical decision-making for herbal use in children and elders.	Practical manual, case studies, Chats
Course Assessment: Course work: 10% Test/Assignments: 10% Practical: 40% Examination: 40% Total: 100%						

Spiritual Healing

PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMPLEMENTARY AND ALTERNATIVE MEDICINE		
COURSE TITLE: SPIRITUAL HEALING	Course Code: CAM 425	Contact Hours: 1 Hour/week
	Credit Unit: 1	Theoretical: 1 Hour/week
Year: II Semester: II	Pre-requisite:	Practical:
GOAL: This course provides students with critical insights and practical skills for the safe, ethical, and culturally sensitive integration of spiritual and faith-based healing practices within complementary and alternative medicine.		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Understand diverse faith-based healing models across major Nigerian religious and indigenous systems; 2.0 Understand ethical protocols for integrating spiritual care into CAM practice; 3.0 Understand mental health red flags requiring conventional psychiatric referral; 4.0 Understand appropriate tools to document spiritual care outcomes and ensure cultural safety.		



PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMPLEMENTARY AND ALTERNATIVE MEDICINE						
COURSE TITLE: Spiritual Healing		COURSE CODE: CAM 425		Contact Hours: 2 Hours/week		
		Credit Unit: 2		Theoretical: 2 Hours/week		
Year: II Semester: II		Pre-requisite:		Practical: 0 Hour/week		
COURSE SPECIFICATION: THEORETICAL						
GOAL: This course is designed to equip students with critical insights and practical skills for the safe, ethical, and culturally sensitive integration of spiritual and faith-based healing practices within complementary and alternative medicine.						
GENERAL OBJECTIVE 1.0: Understand diverse faith-based healing models across major Nigerian religious and indigenous systems.						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher’s Activities	Resources	Specific Learning Outcome	Teacher’s Activities	Resources
1-3	1.1 Define theological frameworks 1.2 Discuss Christian faith healing: Prayer lines, laying of hands. 1.3 Explain Islamic Ruqya: Quranic recitation, spiritual cleansing. 1.4 Explain Indigenous systems: Ifá divination, Dibia, Boka, ancestral rituals, community ceremonies.	• Explain theological frameworks • Explain Christian faith healing: Prayer lines, laying of hands. • Explain Islamic Ruqya: Quranic recitation, spiritual cleansing. • Explain Indigenous systems: Ifá divination, Dibia, Boka, ancestral rituals, community ceremonies.	Laptop Computers, smart board Projector Writing Materials Whiteboard Markers Internet etc. Books			
General Objective 2.0: Understand ethical protocols for integrating spiritual care into CAM practice.						
4-6	2.1 Explain core ethical principles 2.2 Discuss securing informed consent for spiritual interventions. 2.3 Explain Boundaries	• Explain core ethical principles • Explain securing informed consent for spiritual interventions. • Explain Boundaries	Laptop Computers, smart board Projector Writing Materials Whiteboard Markers			

	between spiritual healing and psychiatric care. 2.4 Explain confidentiality and respect for diverse beliefs.	between spiritual healing and psychiatric care. • Explain confidentiality and respect for diverse beliefs.	Internet etc. Books			
General Objective 3.0: Understand mental health red flags requiring conventional psychiatric referral.						
7-9	3.1 List mental health emergencies 3.2 Describe urgent medical or psychiatric referral. 3.3 Discuss safeguarding vulnerable clients from exploitation. 3.4 Explain Appropriate interfaith and interprofessional pathways with clergy and mental health providers.	• Explain mental health emergencies • Explain urgent medical or psychiatric referral. • Explain Safeguarding vulnerable clients from exploitation. • Explain Appropriate interfaith and interprofessional pathways with clergy and mental health providers.	Laptop Computers, smart board Projector Writing Materials Whiteboard Markers Internet etc. Books			
General Objective 4.0: Understand appropriate tools to document spiritual care outcomes and ensure cultural safety.						
10-15	4.1 Explain context-sensitive protocols: i. Consent forms for spiritual treatments. ii. Referral pathways linking CAM practitioners with faith leaders and psychiatrists. iii. Client follow-up procedures for integrated care.	• Explain context-sensitive protocols: — Consent forms for spiritual treatments. — Referral pathways linking CAM practitioners with faith leaders and psychiatrists. — Client follow-up procedures for integrated care.	Laptop Computers, smart board Projector Writing Materials Whiteboard Markers Internet etc. Books			

	4.2 List appropriate outcome tools: - WHOQOL-SRPB scale to assess spiritual well-being. - Cultural safety checklists to respect indigenous knowledge and client beliefs. 4.3 Explain faith-sensitive counseling 4.4 Discuss spiritual intake session. 4.5 Explain how to respond to spiritual crisis situations ethically.	- Explain appropriate outcome tools: - WHOQOL-SRPB scale to assess spiritual well-being. - Cultural safety checklists to respect indigenous knowledge and client beliefs. - Explain faith-sensitive counseling: - Practice conducting a spiritual intake session. - Role-play explaining spiritual interventions. - Respond to spiritual crisis situations ethically.				
Course Assessment: Course work: 50% Test/Assignments: 10% Examination: 40% Total: 100%						

Nigeria Indigenous and Traditional African Medicine II

PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMPLEMENTARY AND ALTERNATIVE MEDICINE		
COURSE TITLE: NIGERIA INDIGENOUS AND TRADITIONAL AFRICAN MEDICINE II	Course Code: CAM 426	Contact Hours: 3 hours/week
	Credit Unit: 3	Theoretical: 2 hours/week
Year: II Semester: II	Pre-requisite:	Practical: 1 hour/week
GOAL: This course is designed to provide students with knowledge and skills on critical evaluation of Nigeria Indigenous and Traditional African Medicine's safety, effectiveness, and integration with modern healthcare systems for improved healthcare services.		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Know the advanced concepts and cultural foundations of Nigerian Indigenous and Traditional African Medicine. 2.0 Understand the roles of traditional medicine practitioners within African healthcare systems. 3.0 Know the classification, preparation, and use of indigenous medicinal therapies. 4.0 Understand the safety, efficacy, and ethical issues in traditional medical practices. 5.0 Know how indigenous medicine is integrated with modern healthcare systems. 6.0 Understand common indigenous diagnostic and treatment methods used in African traditional medicine. 7.0 Know the importance of culturally sensitive healthcare in traditional medicine practice. 8.0 Know the importance of dosage and standardization of Nigeria Indigenous and Traditional African Medicine		

PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMPLEMENTARY AND ALTERNATIVE MEDICINE						
COURSE TITLE: NIGERIA INDIGENOUS AND TRADITIONAL AFRICAN MEDICINE II			COURSE CODE: CAM 426		Contact Hours: 4 hours/week	
			Credit Unit: 4		Theoretical: 2 hours/week	
Year: II Semester: II			Pre-requisite:		Practical: 2 hours/week	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to provide students with knowledge and skills on critical evaluation of Nigeria Indigenous and Traditional African Medicine’s safety, effectiveness, and integration with modern healthcare systems for improved healthcare services.						
GENERAL OBJECTIVE 1.0: Know the advanced concepts and cultural foundations of Nigerian Indigenous and Traditional African Medicine.						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher’s Activities	Resources	Specific Learning Outcome	Teacher’s Activities	Resources
1-2	1.1 Explain advanced concepts and terminologies used in Nigerian Indigenous and Traditional African medicine. 1.2 Describe the historical development and cultural roots of traditional African medical systems. 1.3 Explain the belief systems and worldviews that shape indigenous healing practices. 1.4 Explain the major categories of traditional medicine practices across different Nigerian ethnic groups. 1.5 Discuss the role of spirituality, culture, and	- Explain advanced concepts and terminologies used in Nigerian Indigenous and Traditional African medicine. - Explain the historical development and cultural roots of traditional African medical systems. - Explain the belief systems and worldviews that shape indigenous healing practices. - Explain the major categories of traditional medicine practices across	Laptop Computers, smart board Projector Writing Materials Whiteboard Markers Internet etc. Books	- Identify common cultural practices associated with indigenous healing in local communities. - Demonstrate basic knowledge of traditional healthcare settings and practitioner roles. - Document culturally significant practices related to indigenous medicine (where applicable). - Recognize the use of traditional symbols, rituals, and tools in healing practices.	Guide students to: - Identify common cultural practices associated with indigenous healing in local communities. - Demonstrate basic knowledge of traditional healthcare settings and practitioner roles. - Document culturally significant practices related to indigenous	Videos Charts Pictorials

	community in indigenous healthcare systems. 1.6 Differentiate between various traditional healing approaches based on cultural context	- different Nigerian ethnic groups. - Explain the role of spirituality, culture, and community in indigenous healthcare systems. - Differentiate between various traditional healing approaches based on cultural context			- medicine (where applicable). - Recognize the use of traditional symbols, rituals, and tools in healing practices.	
General Objective 2.0: Understand the roles of traditional medicine practitioners within African healthcare systems.						
3-4	2.1 Explain the advanced concepts and terminologies in Nigerian Indigenous and Traditional African medicine. 2.2 Describe the historical development and cultural foundations of indigenous African healing systems. 2.3 Explain the belief systems, spirituality, and worldview underlying traditional medical practice. 2.4 Identify major categories and classifications of indigenous medicine across Nigerian cultures. 2.5 Discuss the role of culture, tradition, and	- Explain the advanced concepts and terminologies in Nigerian Indigenous and Traditional African medicine. - Explain the historical development and cultural foundations of indigenous African healing systems. - Explain the belief systems, spirituality, and worldview underlying traditional medical practice. - Explain major categories and classifications of indigenous medicine	Laptop Computers, smart board Projector Writing Materials Whiteboard Markers Internet etc. Books	- Identify cultural practices associated with indigenous medicine in local settings. - Demonstrate awareness of roles played by traditional medicine practitioners in communities. - Document basic cultural elements (symbols, rituals, and tools) used in traditional healing. - Participate appropriately in supervised field exposure to	Guide students to: - Identify cultural practices associated with indigenous medicine in local settings. - Demonstrate awareness of roles played by traditional medicine practitioners in communities. - Document basic cultural elements (symbols, rituals, and tools) used in	Videos Charts Pictorials

	community in shaping healing practices. 2.6 Differentiate between various indigenous healing approaches based on cultural practices.	- across Nigerian cultures. - Explain the role of culture, tradition, and community in shaping healing practices. - Differentiate between various indigenous healing approaches based on cultural practices.		traditional healthcare settings.	- traditional healing. - Participate appropriately in supervised field exposure to traditional healthcare settings.	
General Objective 3.0: Know the classification, preparation, and use of indigenous medicinal therapies.						
5-6	3.1 Define indigenous medicinal therapies and their scope in African traditional medicine. 3.2 Classify indigenous medicinal therapies based on sources, forms, and modes of administration. 3.3 Describe the principles guiding the preparation of herbal and traditional remedies. 3.4 Explain advanced methods of extraction, formulation, and preservation of indigenous medicines. 3.5 Discuss the uses, dosage considerations, and safety issues in indigenous	- Explain indigenous medicinal therapies and their scope in African traditional medicine. - Explain indigenous medicinal therapies based on sources, forms, and modes of administration. - Explain the principles guiding the preparation of herbal and traditional remedies. - Explain advanced methods of extraction, formulation, and	Laptop Computers, smart board Projector Writing Materials Whiteboard Markers Internet etc. Books	- Identify different types of indigenous medicinal products and their sources. - Demonstrate basic methods of preparing simple herbal remedies (e.g., decoctions, infusions, poultices). - Classify medicinal plants and products based on their therapeutic uses. - Apply correct procedures in measuring, mixing, and processing herbal materials.	Guide students to: - Identify different types of indigenous medicinal products and their sources. - Demonstrate basic methods of preparing simple herbal remedies (e.g., decoctions, infusions, poultices). - Classify medicinal plants and products based on their therapeutic uses.	Videos Charts Pictorials

	therapeutic practice.	preservation of indigenous medicines. • Explain the uses, dosage considerations, and safety issues in indigenous therapeutic practice.		• Demonstrate safe handling and storage of indigenous medicinal preparations.	• Apply correct procedures in measuring, mixing, and processing herbal materials. Demonstrate safe handling and storage of indigenous medicinal preparations.	
General Objective 4.0: Understand the safety, efficacy, and ethical issues in traditional medical practices.						
7-8	4.1 Explain the concepts of safety, efficacy, and ethics in traditional medical practice. 4.2 Explain potential risks and adverse effects associated with indigenous medicinal therapies. 4.3 Discuss factors that influence the efficacy of traditional medicines (e.g., dosage, preparation, and source). 4.4 Describe ethical principles guiding traditional medical practice, including patient rights and confidentiality. 4.5 Examine regulatory and	• Explain the concepts of safety, efficacy, and ethics in traditional medical practice. • Explain potential risks and adverse effects associated with indigenous medicinal therapies. • Explain factors that influence the efficacy of traditional medicines (e.g., dosage, preparation, and source). • Explain ethical principles guiding traditional medical practice, including	Laptop Computers, smart board Projector Writing Materials Whiteboard Markers Internet etc. Books	• Assess basic safety precautions in the handling and preparation of herbal medicines. • Demonstrate proper labeling, storage, and dosage estimation of herbal products. • Identify unsafe practices in traditional medicine preparation and administration. • Apply ethical considerations during simulated patient-practitioner interactions.	Guide students to: • Assess basic safety precautions in the handling and preparation of herbal medicines. • Demonstrate proper labeling, storage, and dosage estimation of herbal products. • Identify unsafe practices in traditional medicine preparation and	Videos Charts Pictorials

	quality control issues in traditional and herbal medicine practice.	patient rights and confidentiality. Explain regulatory and quality control issues in traditional and herbal medicine practice.		Evaluate sample herbal preparations for possible contamination or improper handling.	administration. - Apply ethical considerations during simulated patient-practitioner interactions. - Evaluate sample herbal preparations for possible contamination or improper handling.	
General Objective 5.0: Know how indigenous medicine is integrated with modern healthcare systems.						
9-10	5.1 Explain the concept of advance integration between indigenous medicine and modern healthcare systems. 5.2 Describe models of integrative healthcare practice used in Nigeria and other African countries. 5.3 State the roles of traditional medicine practitioners within the formal healthcare system. 5.4 Discuss policies, regulations, and frameworks guiding	- Explain the concept of advance integration between indigenous medicine and modern healthcare systems. - Explain models of integrative healthcare practice used in Nigeria and other African countries. - Explain the roles of traditional medicine practitioners within the formal healthcare system. - Explain policies, regulations, and	Laptop Computers, smart board Projector Writing Materials Whiteboard Markers Internet etc. Books	- Observe collaborative practices between traditional healers and modern healthcare providers. - Demonstrate understanding of referral systems between traditional and modern healthcare facilities. - Identify settings where integrative healthcare services are practiced (e.g., teaching hospitals).	Guide students to: - Observe collaborative practices between traditional healers and modern healthcare providers. - Demonstrate understanding of referral systems between traditional and	Videos Charts Pictorials

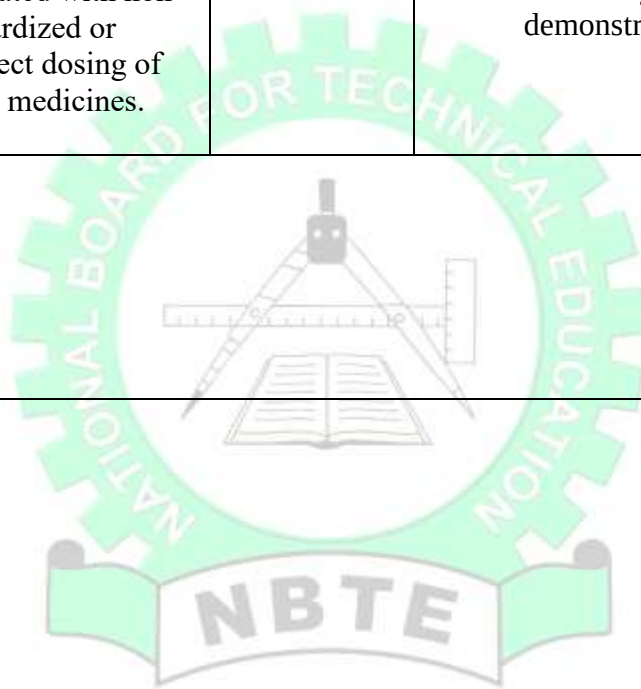
	integration of traditional and orthodox medicine. 5.5 Examine the benefits and challenges of integrating indigenous medicine into modern healthcare delivery.	frameworks guiding integration of traditional and orthodox medicine. • Explain the benefits and challenges of integrating indigenous medicine into modern healthcare delivery.		• Participate in supervised field visits to integrative healthcare centres. • Document examples of integrated treatment approaches used in real healthcare settings.	modern healthcare facilities. • Identify settings where integrative healthcare services are practiced (e.g., teaching hospitals). • Participate in supervised field visits to integrative healthcare centres. • Document examples of integrated treatment approaches used in real healthcare settings.	
General Objective 6.0: Understand common indigenous diagnostic and treatment methods used in African traditional medicine						
11-12	6.1 Explain common indigenous diagnostic methods used in African traditional medicine. 6.2 Describe the principles behind traditional diagnosis (e.g.,	• Explain common indigenous diagnostic methods used in African traditional medicine. • Explain the principles behind traditional	Laptop Computers, smart board Projector Writing Materials Whiteboard	• Identify indigenous diagnostic tools and methods used in local traditional practice settings. • Demonstrate basic interpretation of	Guide students to: • Identify indigenous diagnostic tools and methods used in local	Videos Charts Pictorials

	observation, divination, intuition, and symptom interpretation). 6.3 List common treatment approaches used in indigenous healthcare systems. 6.4 Discuss the rationale for selecting specific traditional treatments for different conditions. 6.5 Explain the limitations and strengths of indigenous diagnostic and therapeutic methods.	diagnosis (e.g., observation, divination, intuition, and symptom interpretation). • Explain common treatment approaches used in indigenous healthcare systems. • Explain the rationale for selecting specific traditional treatments for different conditions. • Explain the limitations and strengths of indigenous diagnostic and therapeutic methods.	Markers Internet etc. Books	symptoms as used in traditional diagnostic approaches. • Document traditional treatment procedures during supervised field exposure. • Differentiate between various indigenous treatment methods (e.g., herbal, spiritual, physical therapies). • Apply simulated case studies to suggest appropriate indigenous diagnostic and treatment approaches.	traditional practice settings. • Demonstrate basic interpretation of symptoms as used in traditional diagnostic approaches. • Document traditional treatment procedures during supervised field exposure. • Differentiate between various indigenous treatment methods (e.g., herbal, spiritual, physical therapies). • Apply simulated case studies to suggest appropriate indigenous diagnostic and treatment	
--	--	---	--	---	---	--

					approaches.	
General Objective 7.0: Know the importance of culturally sensitive healthcare in traditional medicine practice.						
13-14	7.1 Define culturally sensitive healthcare and its relevance in traditional medicine practice. 7.2 Explain how cultural beliefs and values influence health-seeking behaviour in African communities. 7.3 List key principles of cultural competence in healthcare delivery. 7.4 Discuss the impact of culture on patient-practitioner communication and treatment outcomes. 7.5 Explain the importance of respecting cultural diversity in integrating traditional and modern healthcare systems.	• Explain culturally sensitive healthcare and its relevance in traditional medicine practice. • Explain how cultural beliefs and values influence health-seeking behaviour in African communities. • Explain key principles of cultural competence in healthcare delivery. • Explain the impact of culture on patient-practitioner communication and treatment outcomes. • Explain the importance of respecting cultural diversity in integrating traditional and modern healthcare systems.	Laptop Computers, smart board Projector Writing Materials Whiteboard, Markers Internet etc. Books	• Demonstrate respectful communication with individuals from different cultural health backgrounds. • Identify culturally influenced health beliefs and practices in community case studies. • Apply culturally appropriate approaches in simulated patient-care scenarios. • Document culturally sensitive practices during field exposure to traditional healing settings. • Differentiate between culturally appropriate and inappropriate healthcare interactions.	Guide students to: • Demonstrate respectful communication with individuals from different cultural health backgrounds. • Identify culturally influenced health beliefs and practices in community case studies. • Apply culturally appropriate approaches in simulated patient-care scenarios. • Document culturally sensitive practices during field exposure to traditional healing settings. • Differentiate between	Videos Charts Pictorials

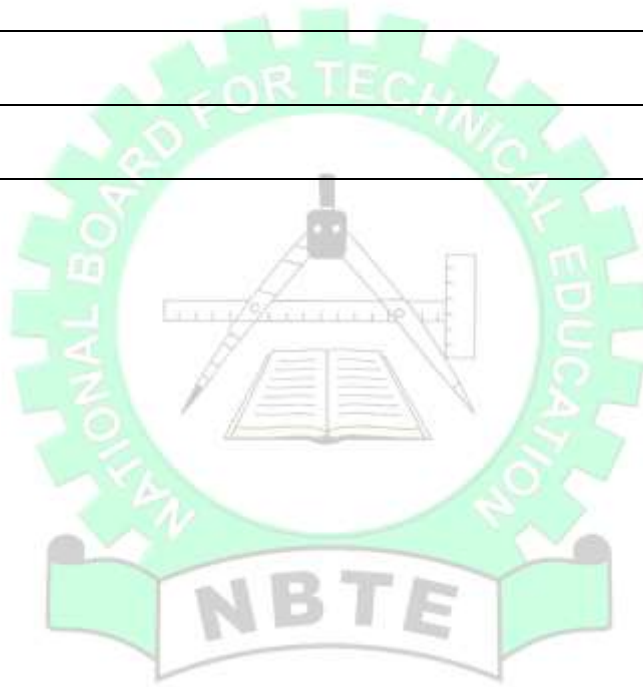
					culturally appropriate and inappropriate healthcare interactions.	
General Objective 8.0: Know the importance of dosage and standardization of Nigeria Indigenous and Traditional African Medicine						
15	8.1 Explain the concept of dosage in indigenous and traditional African medicine. 8.2 Explain the rules that govern calculation of dosage in indigenous and traditional African medicine. 8.3 Describe the principles (WHO Guidelines, etc.) and importance of standardization in herbal and traditional remedies. 8.4 Discuss current approaches to quality control in traditional medicine practice (Microbial quality, contaminants control, etc.) 8.5 List factors that affect dosage accuracy (e.g., plant part, preparation method, patient condition). 8.6 Discuss the risks associated	• Explain the concept of dosage in indigenous and traditional African medicine. • Explain the rules that govern calculation of dosage in indigenous and traditional African medicine. • Explain the principles (WHO Guidelines, etc.) and importance of standardization in herbal and traditional remedies. • Explain current approaches to quality control in traditional medicine practice (Microbial quality, contaminants control, etc.)	Laptop Computers, smart board Projector Writing Materials Whiteboard Markers Internet etc. Books	• Take accurate measurement of herbal materials using basic instruments. • Prepare simple herbal formulations using standardized quantities and procedures. • Apply appropriate dosage estimation methods in simulated patient cases. • Identify variations in herbal preparations that	Guide students to: • Take accurate measurement of herbal materials using basic instruments. • Prepare simple herbal formulations using standardized quantities and procedures. • Apply appropriate dosage estimation methods in simulated patient cases. • Identify variations in	Videos Charts Pictorials

	with non-standardized or incorrect dosing of herbal medicines.	• Explain factors that affect dosage accuracy (e.g., plant part, preparation method, patient condition). • Explain the risks associated with non-standardized or incorrect dosing of herbal medicines.		may affect dosage consistency. • Document standardization practices during field or laboratory demonstrations.	herbal preparations that may affect dosage consistency. • Document standardization practices during field or laboratory demonstrations.	
Course Assessment: Course work: 10% Test/Assignments: 10% Practical: 40% Examination: 40% Total: 100%						



LIST OF MINIMUM RESOURCES/PHYSICAL FACILITIES

S/N	DESCRIPTION OF ITEMS
1.	Biology/Anatomy/ Histology/Pathology Laboratory
2.	Chemistry/Nutrition/Physiology Laboratory
3.	Nutrition/Physiology Laboratory
4.	Photo/Audio Visual Studio
5.	Computer Studio



Complementary and Alternative Medicine Training Clinic

A. Acupuncture and Traditional Chinese Medicine (TCM) Unit

S/N	DESCRIPTION OF ITEMS	QUANTITY
1.	Acupuncture Needles	2 Packets
2.	Needle Disposal Units	2
3.	Acupuncture Mannequins	Assorted
4.	Moxibustion Supplies	2 sets
5.	TCM Diagnostic Tools	1 sets

B. Cupping Therapy Unit

S/N	DESCRIPTION OF ITEMS	QUANTITY
1.	Cupping Sets	2 sets
2.	Lubricants for Sliding Cupping	2 sets

C. Aromatherapy Unit

S/N	DESCRIPTION OF ITEMS	QUANTITY
1.	Essential Oils (e.g., Lavender, Peppermint, Eucalyptus, Tea Tree, Chamomile, Rosemary).	10 liters each
2.	Carrier Oils (Cold-pressed oils like Jojoba, Sweet Almond, Fractionated Coconut Oil.)	10 liters each
3.	Storage Cabinet (A dark, cool, lockable cabinet for storing essential oils.)	Assorted
4.	Diffusers	Assorted
5.	Blending Supplies (Glass beakers, small amber glass bottles with droppers, funnels, labels.)	Assorted

D. Osteopathy/chiropractic (Manual Therapy) Unit

S/N	DESCRIPTION OF ITEMS	QUANTITY
1.	Treatment Tables	2 Packets
2.	Anatomical Models (Detailed models of the spine, pelvis, knee, shoulder, etc.)	2
3.	Palpation Aids	Assorted
4.	Foam roller	2 sets

5.	Chiropractic Adjustment Tools	2 sets
----	-------------------------------	--------

E. Herbal Medicine/Homeopathy Unit

S/N	DESCRIPTION OF ITEMS	QUANTITY
1.	Herbarium (A collection of dried medicinal herbs in clear jars.)	Assorted
2.	Herbarium preparation kits	2
3.	Tincture Press & Glassware (Beakers, dropper bottles, funnels, amber glass bottles, test tubes, measuring cylinders, pipettes.)	Assorted
4.	Tea Preparation Station (Electric kettles, teapots, tea strainers, mugs.)	Assorted
5.	Drying ovens	Assorted
6.	pH meters	2
7.	Hot plates	2
8.	Digital top loading balance	2
9.	TLC adjustable spreader	2
10.	TLC Chromatography tanks (20 x 20)	4
11.	Analytical Chromatographic columns	4
12.	Soxhlet apparatus	Assorted
13.	Precoated TLC plates	4 packets
14.	Percolator	Assorted
15.	Fume cupboard	Assorted
16.	Student compound microscope	4
17.	Slides and cover slips	2 packets
18.	Extraction solvents (hexane, chloroform, ethyl acetate, ethanol, acetone)	10 liters each
19.	Medicinal plant garden	1

F. Holistic Diagnostics Unit

S/N	DESCRIPTION OF ITEMS	QUANTITY
1	Physical Aids (Large, clear anatomical diagrams and mirrors for student self-practice)	2 sets
2	Visual Aids [High-resolution photographic atlas showcasing various tongue bodies and coatings (e.g., pale, red, purple; thick, yellow, greasy, peeling coatings)].	2 sets
3	Holistic Diagnostics Tools set (Disposable tongue depressors, gloves, penlights for illumination)	2

4	Pulse simulators	2
---	------------------	---

G. CAM First aid and Emergency Care Unit

S/N	DESCRIPTION OF ITEMS	QUANTITY
1.	Gauze	Assorted
2.	Plasters	Assorted
3.	Surgical set	2
4.	Cotton wool	Assorted
5.	Bandages	Assorted
6.	Disinfectants	Assorted
7.	Honey	10 liters

H. Naturopathy and Detoxification Unit

S/N	DESCRIPTION OF ITEMS	QUANTITY
1.	Hydrotherapy Unit (Bathtubs for immersion therapies, Portable steam tents)	Assorted
2.	Juicers	Assorted
3.	Sprouting trays	2
4.	Traditional tools (calabash sieves for agbo).	Assorted
5.	IV hydration kits	Assorted
6.	Blood pressure monitor	Assorted

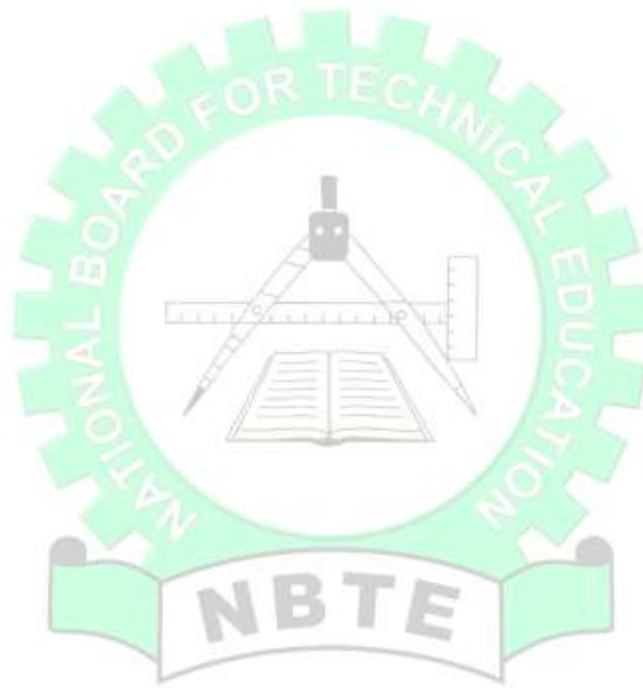
I. Biofeedback and Energy Healing Unit

S/N	DESCRIPTION OF ITEMS	QUANTITY
1.	Biofeedback and Energy Healing	
2.	HRV Monitor (Heart rate variability)	Assorted
3.	EMG (electromyography)	Assorted

J. General and Administrative Unit

S/N	DESCRIPTION OF ITEMS	QUANTITY
1.	Whiteboard / Flip Chart	Assorted
2.	Storage Cabinets	Assorted
3.	Computer & Projector	Assorted

4.	Hand Sanitizer Stations	Assorted
5.	Client Intake Forms/Charts	Assorted
6.	Fire extinguisher	Assorted
7.	First aid box	Assorted
8.	Personal Protective Equipment	Assorted



LIST OF WORKSHOP PARTICIPANTS

S/N	NAME	CONTACT ADDRESS	E-MAIL ADDRESS
1.	Prof. Baba Ejiga	Association of Professors and Consultants of Traditional, Complementary and Integrative Medicine, Abuja	babaejiga@gmail.com
2.	Dr. Aderemi Najim Azeez	Federal College of Complementary and Alternative Medicine, Abuja	zzaderemi@yahoo.co.uk
3.	Prof. M.I. Jawa	MIJ College of TM & Acupuncture, Damaturu	drjawa58@gmail.com
4.	Prof. Ibrahim Mohammed Sule	Mercy Medical University, Iwo, Osun State	ibrasule@gmail.com
5.	Prof. Aminu Adamu Ambi	Ahmadu Bello University, Zaria	aaambi@abu.edu.ng
6.	Dr. Oghale Oghenefego Ovuakporie-Uvo	University of Medical Sciences, Ondo	ooghale@unimed.edu.ng
7.	Prof. Afonja Ibrahim Adewale	Federal College of Complementary and Alternative Medicine, Lagos	afonjawale@gmail.com
8.	Dr. Mrs. Khafilat Onanuga	Federal College of Complementary and Alternative Medicine, Abuja	kafilatonanuga19@gmail.com
9.	Prof. Adedamola Bank-Kadejo	Association of Provost of College of Alternative Medicine, Abuja	adedamola1972@yahoo.com
10.	Prof. Joseph Akpile	Association of Provosts of Colleges of Alternative and Traditional Medicine, Abuja	vadaram@gmail.com
11.	Hon. Dr. Elechi Johnson Agbovu	No. 208, Obi Wali Road, Rumuigbo, Port Harcourt	echedeoilservices@gmail.com
12.	Dr. Akinlolu Fawehinmi	Nigeria College of Natural Medicine, Lagos	akinnbank@gmail.com
13.	Dr. Muhammad Mustapha Jibril	Biochemistry Department, BUK, Kano	mmjibril.bch@buk.edu.ng
14.	Walid Shawkey Moukarim	Shifah Holistic Health Care Ltd	walidmoukarim@gmail.com
15.	Yakubu Adamu	Ahmadu Bello University, Zaria	ruralwebsite@gmail.com

16.	Dr. Hassan F. Akande	TA to ES, National Board for Technical Education, Kaduna	akandehf@googlemail.com
17.	Dr. O.O Bello	Director, Curriculum Development, National Board for Technical Education, Kaduna	engroobello@gmail.com
18.	Pharm. Salihu Ibrahim	Director, Nursing and Health Technology programmes, National Board for Technical Education, Kaduna	ibrahim22salihu@gmail.com
19.	Zainab Sulaiman Ardo	National Board for Technical Education, Kaduna	sisterzeefat@gmail.com
20.	Fahad Sani Abdallah	National Board for Technical Education, Kaduna	sfabdallah@yahoo.com
21.	Maryam Abubakar Habib	National Board for Technical Education, Kaduna	myuabubakar@gmail.com
22.	Aisha Sabo Muhammad	National Board for Technical Education, Kaduna	esharh95@gmail.com
23.	Mohammed Umar Ndagi	National Board for Technical Education, Kaduna	musbahu14@gmail.com

