

**NATIONAL BOARD FOR TECHNICAL EDUCATION
PLOT 'B' BIDA ROAD, P. M. B.2239, KADUNA**



**HIGHER NATIONAL DIPLOMA (HND)
IN
COMMUNITY HEALTH SCIENCE
CURRICULUM AND COURSE SPECIFICATIONS**

AUGUST, 2022.

NATIONAL BOARD FOR TECHNICAL EDUCATION

FOREWORD

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

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

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

I wish to express my deep appreciation to those that made the review of this curriculum possible especially the Community Health Practitioners Registration Board of Nigeria for their financial support and participation. The invaluable contributions of all the members of the committee and resource persons during the national review workshop are appreciated.

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

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

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GENERAL INFORMATION

1.0 TITLE OF THE PROGRAMME: HIGHER NATIONAL DIPLOMA (HND) IN COMMUNITY HEALTH

2.0 GOAL AND OBJECTIVES OF THE PROGRAMME.

2.1 Goal:

The Higher National Diploma (HND) programme is designed to produce Community Health Practitioners with appropriate and adequate knowledge, skills, attitude and competences for effective delivery of health care services at all health care levels.

2.2 Objectives:

At the end of the programme, the diplomat should be able to perform:

A. Community- based functions such as:

- 1) Explain to the Community the Primary Health Care approach of the Nigerian Health System and his/her role as a member of the health team expected to link the community with the health care system.
- 2) Carry out community mobilization for health action.
- 3) Guide and support the Volunteer Village Health Workers (VVHWs)/Traditional Birth Attendants (TBAs) and Junior Community Health Extension Workers (JCHEWS) to initiate preliminary contact with the leaders.
- 4) Familiarize self with target population and health services within the community.

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- 5) Follow-up and provide support for the initial contact made by the Volunteer Village Health Workers/Traditional Birth Attendants and Junior Community Health Extension Workers with the Community Leaders.
 - 6) Initiate the formation (and facilitate the effective functioning) of the Health Development Committees.
 - 7) Attend health facility and Community Development Committee's meetings in rotation.
 - 8) Participate in, and supervise Primary Health Care house numbering and placement of Home-Based Records.
 - 9) Update house numbering and placement of Home-Based Records during home visits, and through reports and records from Junior Community Health Extension Workers and Volunteer Village Health Workers/Traditional Birth Attendants.
 - 10) Initiate and work with the community and other health workers to carry out community diagnosis and continuous health needs assessments of the Community. (Health needs include areas related to provision of good roads, portable water supply, education, agriculture, nutritional problems, HIV and AIDS, poverty eradication, etc.)
 - 11) Initiate and work with the community and other health workers to carry out general community surveys to establish, social and cultural characteristics of the community.
 - 12) Work with other health workers and the community members to ensure the community participates in identifying major health problems of the community. These include HIV and AIDS, teenage pregnancies, problems of the elderly and juvenile delinquency. Other important issues include Family Planning, gender inequalities, child protection etc.
 - 13) Teach the Volunteer Village Health Workers (VVHWs) / Traditional Birth Attendants (TBAs) and Junior Community Health Extension Workers simple methods of data collection and analysis.
 - 14) Participate in the analyses of data collected for decision-making.
 - 15) Initiate and/or work with his/her supervising officer and community members to:
 - a) Prioritize health problems
 - b) Plan solutions to identified health needs
 - c) Identify available resources to solve the health problems
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- d) Set coverage objectives (targets)
 - e) Identify workable interventions.
- 16) Prepare and/or assist the supervising officers in preparing budgets for implementation of plans
 - 17) Prepare a schedule of activities for the delivery of services to tackle the priority health problems.
 - 18) Work with Supervising Officer, Junior Community Health Extension Workers, and Volunteer Village Health Workers/Traditional Birth Attendants and Community members to carry out plans.
 - 19) Develop a monthly work plan with the approval of Supervising Officers.
 - 20) Coordinate the work plan of the Junior Community Health Extension Workers and the Volunteer Village Health Workers/Traditional Birth Attendants.
 - 21) Manage Junior Community Health Extension Workers and Volunteer Village Health Worker/Traditional Birth Attendants referrals and 'At-Risk' cases within the community using Standing Orders.
 - 22) Support Junior Community Health Extension Workers and Volunteer Village Health Workers/Traditional Birth Attendants on health education efforts, and initiate periodic health education and health promotion campaigns within the community.
 - 23) Supervise activities of Junior Community Health Extension Workers and Volunteer Village Health Workers/Traditional Birth Attendants and give feedback.
 - 24) Assess the achievement of set targets (coverage objectives) by Junior Community Health Extension Workers and Volunteer Village Health Workers/Traditional Birth Attendants.
 - 25) Collect and collate records collected by Junior Community Health Extension Workers and Volunteer Village Health Workers/Traditional Birth Attendants and forward these to the Supervising Officer.
 - 26) Supervise the operation of the Essential Drug System and the Drug Revolving Fund
 - 27) Keep accurate records of activities and health problems as required within the area of coverage
 - 28) Analyze and summarize data collected and present in simple graphic form.

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- 29) Compile monthly returns and reports, and send to the Supervising Officer and the Community Development Committee.
- 30) Update from Volunteer Village Health Workers/Traditional Birth Attendants records, information on births, deaths and new entrants into the community.
- 31) Decide, in consultation with Community Health Officer where available, when there is need for more Essential Medicines.
- 32) Maintain a roster for regular servicing of equipment, if Community Health Officer is not available.
- 33) Constantly monitor staff and vehicle movements, if Community Health Officer is not available.
- 34) Maintain a roster decided upon with Volunteer Village Health Workers (VVHWs)/Traditional Birth Attendants (TBAs) for meetings, and inform the community.
- 35) Carry out all other duties assigned to him/her by his Supervising Officer.

B. Clinic-based functions such as:

1. Provide integrated Primary Health Care Services (PHC under one roof).
2. Organize and run Integrated Primary Health Care Services (where Community Health Officer is not available) based on acquired skills and competencies. These services are listed in the Nigeria National Health Plan and include:
 - a) Health Education covering prevention and control of prevailing health problems.
 - b) Promotion of water supply and basic sanitation
 - c) Maternal and Child Health, including reproductive health. For example, ensuring all pregnant women are identified and have access to focused antenatal care services (including delivery of normal pregnancies), postnatal care and other specified reproductive health services such as pre-conception care, HCT, Family Planning and contraception.
 - d) Promote preventive Maternal and Child healthcare (screening for anaemia, pre-eclampsia and eclampsia, malaria; giving routine drugs and malaria prophylaxis, tetanus toxoid immunization, growth monitoring etc.)
 - e) Provide immunization services.
 - f) Manage logistics and cold chain system.
 - g) Carry out sterilization of equipment according to established protocol.
 - h) Treat common conditions and injuries.

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- i) Perform simple laboratory tests and examinations; for example, haemoglobin estimation, stool and urine testing, etc., Rapid Diagnostic Kits test for Pregnancy, Malaria, HIV and Syphilis
 - j) Keep and check that clinic equipment are safe and in good working order.
 - k) Promote mental and dental health.
 - l) Managing clients according to Standing Orders and maintaining high quality of care.
 - m) Practice rational drug use.
3. Collect and collate monitoring and evaluation data for the National Health Management Information System (NHMIS) from the community and health facility and forward to the Ward level.
 4. Carry out with Community Health Officer (where available) the day-to-day administration of health services in the target population.

3.0 ENTRY REQUIREMENTS

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

- a. All the requirements for admission into the ND **Community Health** programme.
- b. ND Community Health with a Minimum of Lower Credit Pass (CGPA of 2.50) and evidence of one-year post ND work experience
- c. In exceptional cases, ND Diplomat in Community Health with a pass grade (CPGA of 2.00. 2.49), with two (2) or more years of work experience may be considered for admission into the HND programme.

4.0 STAFFING REQUIREMENT.

4.1 Headship of the Department:

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

4.2 Core Teaching Staff

At the point of mounting the programme, there should be a minimum of six (6) Lecturers who should spread from Lecturer II and above with first/second degrees in **Community Health or equivalent**.

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4.3 Technical Staff

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

4.4 Academic Progression

PGD and MSc. in Community Health /related areas.

5.0 CAREER PROSPECTS

Diplomates of the Programme can work in the following establishments/organizations

- Primary Health Care (PHCs)
- Clinics
- Hospitals
- Teaching
- Industries,
- Military/Para-military
- NGOs
- Institutions [Private & Public]
- MDA's etc.

6.0 COURSE DURATION

The duration of the programme is two academic sessions consisting of four semesters of 17 weeks each.

7.0 CURRICULUM

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

General Studies/Education

Foundation Courses

Core Courses

Project.

7.2 The General Education component shall include courses in:

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

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

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

8.0 CURRICULUM STRUCTURE

The structure of the programme consists of four semesters of classroom, and workshop/Clinic activities in the institution. Each semester shall be of 17 weeks duration made up of 15 weeks of teaching, i.e. instruction, practical exercise, quizzes, test, etc; and 2 weeks for examinations and registration.

9.0 ACCREDITATION

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

10.0 AWARD OF HIGHER NATIONAL DIPLOMA

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

- a. Satisfactory performance in all prescribed course work, which may include class work, tests, quizzes.
- b. Workshop practice, laboratory work and fieldwork.
- c. Satisfactory performance at all semester examinations.
- d. Satisfactory completion of final year project work.

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

10.2 Higher National Diploma shall be awarded in four classes:

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

10.3 Grading of Courses: Courses shall be graded as follows:

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

40% – 44%	E	2.00
Below 40%	F	0.0

11.0 GUIDANCE NOTES FOR TEACHERS

- 11.1** The new curriculum is drawn in unit courses. This is in keeping with the provisions of the National Policy on Education which stress the need to introduce the semester credit units which will enable a student who so wishes to transfer the units already completed in an institution of similar standard from which he/she is transferring.
- 11.2** In designing the units, the principle of the modular system by product has been adopted, and each of the professional modules, when completed provides the student with technologist 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 programmes between the institutions and industry, the curriculum content has been written in behavioural objectives, so that it is clear to all the expected performance of the student who successfully completed some of the courses or the diplomats of the programme. This is slight departure in the presentation of the performance based curriculum which requires the conditions under which the performance is expected to be carried out and the criteria for the acceptable levels of performance. It is a deliberate attempt to further involve the staff of the department teaching the programme to write their own curriculum stating the conditions existing in their institution under which performance can take place and to follow that with the criteria for determining an acceptance level of performance.



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

- 11.4** The teaching of the theory and practical work should, as much as possible, be integrated. Practical exercises, especially those in professional courses and laboratory work should not be taught in isolation from the theory. For each course, there should be a balance of theory to practical in the ratio of 50:50 or 60:40 or the reverse.
- 11.5** **ASSESSMENT:** Coursework/Assignment 50%, Practical 40%, Report 10%

12.0 PRACTICAL LOGBOOK

A personal Logbook to be kept by each student shall contain all the 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 on individual basis. The project should, as much as possible incorporate basic elements of design, drawing and complete fabrication of a marketable item or something that can be put to use. Project reports should be well presented and should be properly supervised. The department should make their own arrangement of schedules for project work.

14.0 CONDITION FOR THE AWARD OF THE HND

The HND programme in Community Health shall be accredited by the NBTE before the diplomats are awarded the diploma certificate. Details about the process of accrediting a programme for the award of the Higher National Diploma or National Diploma are available from the office of the Executive Secretary, National Board for Technical Education (NBTE), Plot B, Bida Road, P.M.B. 2239, Kaduna, Nigeria.

15.0 CERTIFICATION AND LICENCING

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

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CURRICULUM TABLE

YEAR I SEMESTER I

COURSE CODE	COURSE TITLE	L	P	CU	CH	TOTAL HOURS PER SEMESTER
GNS 301	Communication in English I	2	0	2	2	30
GNS 121	Citizenship Education II	2	0	2	2	30
GNS 411	Psychology	2	0	2	2	30
COM 115	Computer Application Packages	2	2	3	3	45
CMH 311	Primary Health Care	1	1	2	2	30
CMS 311	Applied Anatomy & Physiology I	1	1	2	2	30
GNS 213	Medical Sociology	2	0	2	2	30

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CMH 312	Social & Behavioral Change Communication	2	1	2	2	30
CMH 313	Human Nutrition	2	1	3	3	45
CMH 314	Community Linkages & Development	2	1	2	2	30
CMH 315	Disaster & Emergency Management	2	1	2	2	30
CMH 316	Maternal Health	2	1	3	3	45
CMH 317	Child Health	1	1	2	2	30
	TOTAL	23	10	29	29	435

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

YEAR I SEMESTER II

COURSE CODE	COURSE TITLE	L	P	CU	CH	TOTAL HOURS PER SEMESTER
GNS 302	Communication in English	2	0	2	2	30
CMH 321	Symptomatology	1	1	2	2	30
CMH 322	Population Dynamics & Family Planning	1	1	2	2	30
CMH 323	Clinical Skills 1	2	2	2	2	30
CMH 324	Medical Laboratory Science	1	1	2	2	30
CMH 325	Control of Communicable Diseases	2	2	2	2	30
CMH 326	Accident & Emergency	2	1	3	3	45
CMH 327	Human Resources for Health	1	1	2	2	30
CMH 328	Primary Health Care Management	1	1	2	2	30
CMH 329	Use of Standing Orders	1	1	2	2	30
CMS 312	Applied Anatomy & Physiology II	1	1	2	2	30
ENT 326	Practice of Entrepreneurship I	2	0	2	2	30
CMH 328	Research Methods	2	0	2	2	30
	TOTAL	19	12	27	27	405

YEAR II SEMESTER I

COURSE CODE	COURSE TITLE	L	P	CU	CH	TOTAL HOURS PER SEMESTER
CMS 411	Applied Anatomy & Physiology III	1	1	2	2	30
CMH 411	Oral Health Care	1	1	2	2	30
CMH 412	Community Mental Health	2	1	3	3	45
CMH 413	Clinical Skills II	2	1	2	2	30
CMH 414	Health Statistics	2	1	2	2	30
CMH 415	Management of HIV/AIDS.	2	1	3	3	45
CMH 416	Occupational Health & Safety	1	1	2	2	30
CMH 417	Reproductive Health	2	1	3	3	30
CMH 418	Non-Communicable Diseases	2	0	2	2	30
STC 222	Introduction to Biochemistry	1	1	2	2	30
CMH 419	Community Health Geography	2	0	2	2	30
ENT 416	Practice of Entrepreneurship II	1	1	2	2	30
CMH 441	Seminar	0	0	4	0	60
	TOTAL	19	10	31	27	450

YEAR II SEMESTER II

COURSE CODE	COURSE TITLE	L	P	CU	CH	TOTAL HOURS PER SEMESTER
CMS 421	Applied Anatomy & Physiology IV	2	0	2	2	30
CMH 421	Integrated Management of Childhood Illness.	1	2	3	3	45
CMH 422	Modified Essential Newborn Care	2	1	3	3	45
CMH 423	Community ENT	1	1	2	2	30
CMH 424	Community Eye Care	1	1	2	2	30
CMH 425	Referral & Outreach Services	1	1	2	2	30
CMH 426	Pharmacology of Essential Medicine	1	1	2	2	30
CMH 427	Nigerian Health System & PHC	2	0	2	2	30
CMH 428	Accounting System in PHC	2	0	2	2	30
CMH 429	Care of Persons with Special Needs	1	1	2	2	30
CMH 443	Project	0	0	6	0	90
CMH 442	Clinical Posting (SIWES)	0	0	2	0	30
	TOTAL	14	8	30	22	450

YEAR I SEMESTER I

PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMMUNITY HEALTH			
COURSE TITLE: PRIMARY HEALTH CARE.			
COURSE CODE: CMH 311			
DURATION: 2 Hours	Theoretical: - 1Hours		Practical: 1
CREDIT UNITS: 2		SCHEDULE:	SEMSTER
GOAL: This course is designed to acquaint the student with the concept of PHC and the development of the Nigerian Health System.			
GENERAL OBJECTIVE: On completion of the course, the student should be able to: 1.0 Understand the concept of Health 2.0 Understand the concept of Primary Health Care 3.0 Know the contemporary health policies, legislation and guidelines in Primary Health in Nigeria 4.0 Understand the role of Nongovernmental Organizations in the Health care delivery system in Nigeria			

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PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMMUNITY HEALTH.						
COURSE: PRIMARY HEALTH CARE.				Course Code: CMH 311		Credit Unit: 2
COURSE SPECIFICATION:		Theoretical: 1Hours	Practical:1hr			
General Objective: 1.0 Understand the concept of Health.						
Week	Specific Learning Outcomes	Teachers Activities	Learning Resources	Specific Learning Outcomes	Teachers Activities	Evaluation
1-3	1.1 Define Health according to; <ul style="list-style-type: none"> • WHO • Others 1.2 Discuss the concepts of Health <ul style="list-style-type: none"> • Biomedical Concept • Ecological Concept • Psychosocial concept • Holistic Concept 1.3 Discuss the Approaches to Health <ul style="list-style-type: none"> • Psychology • Biomedicine • Sociology • Anthropology 1.4 Discuss Dimensions of Health. <ul style="list-style-type: none"> • Physical Health • Social Health • Mental Health 	Explain 1.1-1.10	Cardboard Drawing book Tempo Pencil Textbooks Journals Posters Flip chats	Draw the diagram illustrating the Federal, State and local government health system.	Guide students to illustrate Federal, State and local government health system	Define Health according to WHO and others. Discuss the concept of health Discuss the Approaches to Health Discuss Dimensions of Health Discuss the Determinants of Health

	<ul style="list-style-type: none"> • Spiritual Health • Emotional Health <p>1.5 Discuss the Determinants of Health:</p> <ul style="list-style-type: none"> • Income and social status • Educational Environment • Physical Environment • Social support network • Genetic • Health Services • Gender <p>1.6 Describe briefly the development of the Nigerian Health System</p> <ul style="list-style-type: none"> • Pre-Independence • Independence • Post-Independence etc. <p>1.7 Discuss cultural theories of disease causation in Nigeria</p> <p>1.8 Discuss how these theories influence:</p> <ul style="list-style-type: none"> • The acceptance of Modern health care • Actions that people take to get well (<p>Describe briefly the development of the Nigerian Health System</p> <p>Discuss the cultural theories of disease causation in Nigeria</p> <p>Discuss common sources of health care in Nigeria</p> <p>Explain the challenges militating against good team work at primary health care level</p>
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	<p>Health seeking behaviour)</p> <ul style="list-style-type: none"> • Attitude towards prevention of diseases <p>1.9 Discuss common sources of health care in Nigeria</p> <ul style="list-style-type: none"> • Self-care, • Traditional, • Faith-based, • Modern <p>1.10 Discuss Health Team under the following heading</p> <ul style="list-style-type: none"> • Definition • Composition • Characteristics • Function of an ideal health team • Challenges militating against good team work at primary health care level 					
General Objective: 2.0: Understand the concept of Primary Health Care.						
4-5	<p>2.1 Define PHC according to World Health Organisation (WHO)</p> <p>2.2 Discuss PHC under the following headings</p> <ul style="list-style-type: none"> • rationale /need for PHC • Principles of PHC • Components of PHC 	Explain 2.1- 2.4	<p>Cardboard</p> <p>Drawing book</p> <p>Tempo</p> <p>Pencil</p> <p>Textbooks</p> <p>Journals</p> <p>Posters</p> <p>Flip chats</p>	Make a field trip to a near by PHC clinic	Guide student to a field trip to a near by PHC clinic to observe the difference between PHC and Hospitals	<p>Define PHC according to WHO</p> <p>Discuss the need, Principles, and components of PHC.</p>

<ul style="list-style-type: none"> • Identification of role of PHC in the Nigerian Health System as being a central focus. • The linkage of the PHC system with 2nd and 3rd tier of NHS. • The PHC implementation systems <ul style="list-style-type: none"> • The minimum health care package at the ward level <p>2.3 Discuss PHC approach of the Nigerian Health System:</p> <ul style="list-style-type: none"> • Bottom-up approach • Emphasis on prevention • Cost recovery • Quality assurance <p>2.4 Discuss the challenges facing effective delivery of PHC services</p>				<p>State the role of PHC in the Nigerian Health System as being a central focus.</p> <p>Discuss the linkage of the PHC system with 2nd and 3rd tier of NHS.</p> <p>State PHC implementation systems</p> <p>Discuss the minimum health care package at the ward level</p> <p>Discuss PHC approach of the Nigerian Health System</p> <p>Discuss the challenges facing effective</p>
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						delivery of PHC services
General Objective: 3.0: Know the contemporary health policies, legislation and guidelines in Primary Health in Nigeria						
6-7	<p>3.1 Define the following terms:</p> <ul style="list-style-type: none"> • Health Policy • Health Legislations • Guidelines <p>3.2 Explain the various contemporary health Policies, Legislations and Guidelines in Primary health care in Nigeria.</p> <ul style="list-style-type: none"> • PHC Under One Roof • Basic Health Care Provision Fund (BHCPF), • Task-Shifting & Task Sharing, • National Health Policy, • National Health Insurance Scheme (NHIS), • National Health Act, • National Reproductive Health Policy, • National Health Promotion Policy, • National mental Health Policy, • Patient's Bill of Rights, Etc. <p>3.3 Explain the various contemporary health Policies,</p>	Explain 3.1- 3.3	Textbooks Journals Posters Flip chats Computers projectors			<p>Explain Health Policy, Health Legislations and Guidelines</p> <p>Identify various contemporary health policies, legislation and Guidelines in PHC.</p> <p>Explain various contemporary health policies, legislation and Guidelines in PHC.</p>

	<p>Legislations and Guidelines in Primary health care in Nigeria in 3.2 above under the following headings</p> <ul style="list-style-type: none"> • Objectives • Key Components • Key Updates 					
General Objective: 4.0: Understand the role of Non governmental Organizations in the Health care delivery system in Nigeria.						
8-13	<p>4.1. Explain the roles of non-governmental organizations in the health care delivery system in Nigeria.</p> <p>4.2 Define ‘Alternative Health care Providers’ i.e. traditional healers</p> <p>4.3 Describe the role of Alternative Health Care Providers in Nigeria</p>	<p>Explain 4.1-4.3</p>	<p>Textbooks Journals Posters Flip chats Textbooks Computer Projector</p>			<p>Explain the roles of Non-governmental organization in health care delivery system in Nigeria.</p> <p>Define Alternative Health Care Providers</p> <p>Describe the role of Alternative Health Care Providers in Nigeria.</p>

PROGRAMME: HND Community Health			
COURSE TITLE: APPLIED ANATOMY AND PHYSIOLOGY I			
COURSE CODE: CMS 311			
DURATION:	Theoretical: 1Hour	Practical: 1hour	Credit Unit: 2
CREDIT UNITS: UNIT		SCHEDULE:	1ST SEMSTER
GOAL: This course is designed to acquaint students with knowledge of the Anatomy and Physiology of the Human Body.			
GENERAL OBJECTIVE: On completion of the course, the student should be able to:			
<ul style="list-style-type: none"> 1.0 Know the structure of the human body 2.0 Know the body fluid chemistry 3.0 Discuss the cells, tissues, glands, membranes and organs of the body 4.0 Know tissue structure and function 5.0 Understand blood and its composition 6.0 Understand the cardiovascular system 7.0 Understand lymphatic System 			

PROGRAMME HIGHER NATIONAL DIPLOMA COMMUNITY HEALTH						
COURSE: APPLIED ANATOMY AND PHYSIOLOGY I			Course Code: CMS 311		Credit Unit: 2	
COURSE SPECIFICATION:		Theoretical Content: 1hrs		Practical Content: 1hrs		
General Objective: 1.0 Know the structure of the human body						
Week	Specific Learning Outcomes	Teachers Activities	Learning Resources	Specific Learning Outcomes	Teachers Activities	Evaluation
1-2	1.1 Define the following <ul style="list-style-type: none"> • Cells • Tissues • Organs Systems 1.2 List the systems that make up the human body, Cardiovascular Respiratory Digestive etc. 1.3 List types of body fluids Blood, Synovial fluids Cerebrospinal fluids	Explain 1.1 – 1.3	Relevant Publications Audio-visuials (video, compact disc, DVD, Internet) Books Practical anatomy and physiology Projector computer	Identify the Systems of the Human Body.	Guide students to identify the human body systems	Explain Cells, Tissues, Organs and Systems List the Systems of the Human Body. List the types of Body Fluids
General Objective: 2.0: Know the body fluid chemistry						
3-4	2.1 Define Osmosis 2.2 Define diffusion. 2.3 State the similarities and differences between	Explain 2.1 – 2.6	Audio-visual Ai (video, compact disc, DVD, Internet) Audio-visual Ai (video,	Carry out practical to demonstrate osmosis and diffusion	Guide student to carry out practical to demonstrate osmosis and diffusion	Define terms used in Cellular transportation State the similarities and

	<p>the processes of Osmosis and Diffusion</p> <p>2.4 Explain how molecules move within and between body compartments.</p> <p>2.5 Define intra-and extra-cellular fluids.</p> <p>2.6 State the importance of homeostatic control of the composition of these fluids.</p>		compact disc, DVD, Internet)			<p>differences between the processes of Osmosis and Diffusion.</p> <p>Explain how molecules move within and between body compartments.</p> <p>Define intra-and extra-cellular fluids.</p>
General Objective: 3.0: Discuss the cells, tissues, glands, membranes and organs of the body						
5-6	<p>3.1 Define a cell.</p> <p>3.2 List the structure of the cell membrane.</p> <p>3.3 List the functions of the cell membrane.</p> <p>3.4 List Structure of the plasma membrane.</p> <p>3.4 List the organelles.</p> <p>3.5 State the functions of the organelles listed below</p> <ul style="list-style-type: none"> • -Nucleus, • -Mitochondria, • -Ribosomes • Endoplasmic • Reticulum, • -Golgi apparatus 	Explain 3.1 – 3.10	<p>Relevant Publications</p> <p>Audio-visals (video, compact disc, DVD, Internet)</p> <p>Books</p> <p>Computers</p> <p>Projectors</p>	<p>Draw and Label the structure of cell membrane.</p> <p>Draw the structures of human tissues and organs using models and visuals</p>	<p>Guide student to draw and label the structure of the cell membrane</p> <p>Guide students to draw the structures of human tissues and organs using models and visuals</p>	<p>Define Cell</p> <p>List the structure of the cell membrane and its functions</p> <p>List Structure of the plasma membrane</p> <p>List organelles and their functions</p>

	<ul style="list-style-type: none"> -Lysosomes, Microtubules and -Microfilaments <p>3.6 List the two types of cell division</p> <ul style="list-style-type: none"> Mitosis Meiosis <p>3.7 Define Mutation</p> <p>3.8 Define active, passive and bulk transport of substances across cell membranes.</p> <p>3.9 Compare and contrast types of Cellular Transport in</p> <p>3.10 Describe the process of protein synthesis.</p>			<p>conduct practicals on single cells (epithelium cell) and view under the microscope</p>	<p>Guide student to conduct practicals on single cells (epithelium cell) and view under the microscope</p>	<p>List the two types of cell division</p> <p>Define Mutation.</p> <p>Define active, passive and bulk transport of substances across cell membranes</p> <p>Compare and contrast types of Cellular Transport</p> <p>Describe the process of protein synthesis.</p>
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General Objective: 4.0: Know Tissue Structure and Function

7-8	<p>4.1 Define the following</p> <ul style="list-style-type: none"> Epithelial connective tissues, muscles, nervous tissue <p>4.2 Describe the</p>	<p>Explain 4.1 – 4.10</p>	<p>Relevant Publications</p> <p>Audio-visuals (video, compact disc, DVD, Internet)</p>	<p>Draw and describe the Structure of Exocrine and Endocrine glands.</p> <p>Draw the structure of mucous and</p>	<p>Guide students draw and describe the Structure of Exocrine and Endocrine gland</p> <p>Guide the students to draw</p>	<p>Explain the terms Epithelial, connective tissues, muscles and nervous systems and their characteristics</p>
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	<p>structures of tissues mentioned in 4.1 above</p> <p>Describe the functional characteristics of tissues mentioned in 4.2 above.</p> <p>4.3 State the capacity of the tissues described above</p> <p>4.4 List the structure and of mucous and serous membranes.</p> <p>4.5 List the functional characteristics of mucous and serous membranes</p> <p>4.6 Define gland. Categorize glands</p> <ul style="list-style-type: none"> • endocrine • exocrine glands <p>4.7 Describe the Structure of Exocrine and Endocrine glands.</p> <p>4.8 Explain the functions of</p>		<p>Books.</p> <p>Computers</p> <p>projectors</p>	<p>serous membranes.</p> <p>Draw a gland.</p>	<p>the structure of mucous and serous membranes.</p> <p>Guide students to draw a gland.</p>	<p>Describe the structures of tissues</p> <p>Explain the functions of exocrine and endocrine glands</p> <p>List the structure of mucous and serous membranes</p> <p>List the functional characteristics of mucous and serous membranes</p> <p>Define gland and its categories</p> <p>Describe the Structure of Exocrine and Endocrine glands</p> <p>Explain the functions of</p>
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	<p>exocrine and endocrine glands.</p> <p>4.9 State Similarities and differences between the structure and functions of exocrine and endocrine glands</p> <p>4.10 List the common conditions that affect body tissues.</p>					<p>exocrine and endocrine glands</p> <p>State Similarities and differences between the structure and functions of exocrine and endocrine glands</p> <p>List the common conditions that affect body tissues.</p>
General Objective 5.0: Understand blood and its composition						
9-10	<p>5.1 Define Blood.</p> <p>5.2 State the functions of blood</p> <p>5.3 List the component</p> <ul style="list-style-type: none"> • red blood cells, • white blood cells, • platelets and • plasma <p>5.4 State the functions and origin of 5.3 above</p>	Explain 5.1 – 5.8	<p>Relevant Publications</p> <p>Audio-visuals (video, compact disc, DVD, Internet)</p> <p>Computers</p> <p>projectors</p>	Draw the structure of red blood cells, white blood cells, platelets and plasma	Guide students to draw the structure of red blood cells, white blood cells, platelets and plasma	<p>Define Blood.</p> <p>State the components and functions of blood</p> <p>State the functions and chemical composition of plasma</p> <p>List the five different types of leukocytes</p>

	<p>5.5 State the chemical composition of plasma</p> <p>5.6 State functions of plasma</p> <p>5.7 List the five different types of leukocytes</p> <p>5.8 Explain the basis of ABO and Rh System Incompatibilities.</p>					<p>Explain the basis of ABO and Rh System Incompatibilities.</p>
GENERAL OBJECTIVE 6.0 Understand the Cardiovascular System						
11-12	<p>6.1 Describe the structure and function of the following</p> <ul style="list-style-type: none"> Heart the arteries, veins and capillaries Conducting system of the heart. <p>6.2 Describe the human heart under the following:</p> <ul style="list-style-type: none"> Size, shape, chambers and location of the heart 	<p>Explain 6.1 – 6.14</p>	<p>Relevant Publications</p> <p>Audio-visuals (video, compact disc, DVD, Internet)</p> <p>Books.</p> <p>Computers</p> <p>projectors</p>	<p>Draw and label the human heart.</p> <p>Demonstrate ways of measuring Blood Pressure and Cardiac output</p> <p>Identify the sites where pulse can be taken</p>	<p>Guide the students to draw and label the human heart.</p> <p>Guide students on how to measure Blood Pressure and Cardiac output</p> <p>Guide students on how to identify the sites where pulse can be taken</p>	<p>Describe the structure and function of the human heart</p> <p>List the functions and components of heart muscles and structures</p> <p>List the major arteries supplying blood to all major body structures</p>

	<ul style="list-style-type: none"> • Coronary arteries; the location and functions. • The valves of the heart; their locations and functions. <p>6.3 List the components of the following</p> <ul style="list-style-type: none"> • the heart muscles; • the structure <p>6.4 List the functions of the following</p> <ul style="list-style-type: none"> • the heart muscles; • the structure <p>6.5 Trace the circulation of blood through the heart and the blood vessels.</p> <p>6.6 List the major arteries supplying blood to all major body structures</p> <p>6.7 Explain the following</p> <ul style="list-style-type: none"> • Drainage involved in returning, blood 					<p>Explain Venous return to the Heart.</p> <p>Describe the main factor determining heart rate and cardiac output.</p> <p>Define pulse and sites where it can be taken.</p> <p>List the disease conditions of the blood and circulatory system.</p>
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	<p>to heart from the body</p> <ul style="list-style-type: none"> • Mechanism by which exchange of nutrients, gases and wastes occurs between the blood and the tissues <p>6.8 Describe the main factor determining heart rate and cardiac output.</p> <p>6.9 Define the following</p> <ul style="list-style-type: none"> • Blood Pressure • Cardiac output <p>6.10 State normal range for the following:-</p> <ul style="list-style-type: none"> • Blood Pressure • Cardiac output <p>6.11 Define pulse</p> <p>6.12 List the sites where pulse can be taken.</p> <p>6.14 List the disease conditions of the blood and circulatory system</p>					
<p>GENERAL OBJECTIVE 7.0 Understand lymphatic System</p>						

<p>12-13</p>	<p>7.1 Define Lymphatic system.</p> <p>7.2 List the Organs of the Lymphatic System.</p> <p>7.3. List the functions of the Lymphatic System.</p> <p>7.4 List the composition of the lymphatic system.</p> <p>7.5 Describe the location of the following</p> <ul style="list-style-type: none"> • lymph, • lymphatic vessels, • lymph nodes • tonsils, • spleen and • thymus gland 	<p>Explain 7.1- 7.5</p>	<p>Relevant Publications</p> <p>Audio-visuals (video, compact disc, DVD, Internet)</p> <p>Books. Projectors</p> <p>computers</p>	<p>Draw the structures of organs of the lymphatic system</p>	<p>Guide students to draw the structures of organs of the lymphatic system</p>	<p>Define Lymphatic system.</p> <p>List the Organs of the Lymphatic System.</p> <p>List the functions of the Lymphatic System.</p> <p>List the composition of the lymphatic system.</p> <p>describe the location of organs in lymphatic systems</p>
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PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMMUNITY HEALTH		
COURSE: SOCIAL AND BEHAVIOURAL CHANGE COMMUNICATION	Course Code: CMH 312	Credit Unit: 2
COURSE SPECIFICATION:	Theoretical: 1Hours	Practical: 1Hour
General Objective: 1.0 Understand the Concept of Community. 2.0 Know Socio-cultural Factors that influence health behavior in the community 3.0 Understand the general concept of Social and Behavioural Change Communication (SBCC) 4.0 Understand Community Mobilization for Health Action 5.0 Know the current trends in health promotion		

PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMMUNITY HEALTH						
COURSE: SOCIAL AND BEHAVIOURAL CHANGE COMMUNICATION			Course Code: CMH 312	Credit Unit: 2		
COURSE SPECIFICATION:		Theoretical: 1 Hours	Practical: 1Hour			
General Objective: 1.0 Understand the Concept of Community						
Week	Specific Learning Outcomes	Teachers Activities	Resources	Specific Learning Outcomes	Teachers Activities	Evaluation
1-3	1.1 Define Community 1.2 Describe the organizational structure of a community under the following headings: <ul style="list-style-type: none"> • Types of leadership Styles of leadership • Household structure (power and decision-making) • Organizational structure (modern and traditional) 	Explain 2.1- 2.5	Textbooks Journals Posters Flip chats Projectors computers	practice leadership and how to communicate to the community as a health worker in a community	Guide student to organize and form a community among themselves to practice leadership and how to communicate to the community as a health worker in a community	Define Community. Discuss the organizational structure of a community.
General Objective: 2.0 Know Socio-cultural Factors that influence health behavior in the community						
4-5	2.1 Explain harmful traditional and cultural practices that influence	Explain 2.1- 2.5	Textbooks Journals Posters Flip chats	Watch videos showing case studies of cultural	Demonstrate to student using	Explain traditional and cultural practices that influence health

	<p>health behaviours negatively.</p> <p>2.2 Explain health interventions to overcome them</p> <p>2.3 Explain traditional and cultural practices that influence health behaviours positively.</p> <p>2.4 Explain ways of encouraging and promoting them</p> <p>2.5 Identify some harmless traditional and cultural practices that have no effect on health behaviours in the community.</p>		Computer projector	and traditional activities that influence health behavior in a community example polio immunization in the northern part of Nigeria	videos showing case studies of cultural and traditional activities that influence health behavior in a community example. polio immunization in the northern part of Nigeria	<p>behavior negatively and positively</p> <p>Explain ways of encouraging and promoting them.</p> <p>Identify some harmless traditional and cultural practices that have neither helpful nor harmful effect on health behaviours in the community.</p>
Objective 3.0: Understand the general concept of Social and Behavioural Change Communication (SBCC)						
6-8	<p>3.1 Define Social Behaviour Change</p> <p>3.2 Discuss Inter Personal Communication and Counselling (IPCC)</p> <p>3.3 Explain interpersonal</p>	Explain 3.1-3.18	Text Books` Journals Posters Flip chats Computers projectors	carry out inter Personal Communication and Counselling (IPCC)	Demonstrate to student how to carry out inter Personal Communication and Counselling (IPCC) demonstrating the barriers to effective IPCC	<p>Define Social Behavioral Change</p> <p>Discuss interpersonal communication and counselling (IPCC)</p> <p>Differentiate between Health Education and Health Promotion</p>

	<p>communication skills.</p> <p>3.4 Discuss barriers to effective IPCC</p> <p>3.5 Explain strategies for overcoming barriers to interpersonal communication</p> <p>3.6 Define counselling</p> <p>3.7 Describe empathic communication</p> <p>3.8 State the Difference between Health Education and Health Promotion</p> <p>3.9 Explain the principles of Health Promotion</p> <p>3.10 Explain the basic elements of communication</p>				<p>Explain the principles of Health Promotion</p> <p>Explain the basic elements of communication</p> <p>Describe health communication and its importance.</p> <p>Describe various channels of communication in health practices.</p> <p>Explain need for use of multi-mix communication channel in health Practice.</p> <p>Describe the process of health communication.</p> <p>Explain the guidelines for message development</p> <p>Describe the various educational</p>
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	<p>3.11 Describe health communication and its importance</p> <p>3.12 Describe various channels of communicating health messages to individuals, families and communities e.g</p> <ul style="list-style-type: none"> • Traditional, • Electronic, • Print) <p>3.13 Explain the need for use of multi-mix communication channel.</p> <p>3.14 Describe the process of health communication.</p> <p>3.15 Explain the guidelines for message development.</p> <p>3.16 Describe the various educational</p>					<p>technologies used in health communication</p> <p>Explain factors that facilitate effective health communication.</p> <p>Explain the barrier to effective health communication</p>
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	<p>technologies used in health communication.</p> <p>3.17 Explain factors that facilitate effective health communication</p> <p>3.18 Discuss the barriers to effective health communication with respect to use of:</p> <ul style="list-style-type: none"> • Traditional • electronic and • print media) 					
General Objective: 4.0 Understand Community Mobilization for Health Action						
9-11	<p>4.1 Define Community Mobilization.</p> <p>4.2 Discuss the importance of community mobilization for health action.</p> <p>4.3 Explain methods of community mobilization for health action</p> <ul style="list-style-type: none"> • Sensitization • Meetings 	Explain 4.1- 4.5	<p>Textbooks</p> <p>Journals</p> <p>Posters</p> <p>Flip chats</p> <p>Computers</p> <p>Projectors</p>	Carry out a practical session to mobilize the community	Demonstrate to student how to mobilize the community	<p>Define Community Mobilization.</p> <p>Discuss the importance of community mobilization for health action.</p> <p>Discuss the importance of community mobilization for health action.</p>

	<ul style="list-style-type: none"> Group Discussions etc. <p>4.4 Explain the importance of community participation and ownership of health action</p> <p>4.5 Describe various health development committees in PHC e.g</p> <ul style="list-style-type: none"> LGA PHC implementation committee, Health facility, Ward, Village, Community, etc. 					<p>Discuss the importance of community participation and ownership of health action.</p> <p>Discuss various health development committees in PHC.</p>
General Objective 5. 0: Know the current trends in health promotion						
12-15	<p>5.1 Define health promotion</p> <p>5.2 Discuss the current trends in health promotion.</p> <ul style="list-style-type: none"> Health Education to Health Promotion 	Explain 5.1 to 5.3	Textbooks Journals Posters Flip chats Computer Projector			Discuss current trends in health promotion.

	<ul style="list-style-type: none"> Focus on social change (IEC, BCC, BCSC, SBCC) <p>5.3 Explain artificial intelligence assistance medicine</p>					
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TECHNICAL EDUCATION

PROGRAMME: HND COMMUNITY HEALTH			
COURSE TITLE: HUMAN NUTRITION			
COURSE CODE: CMH 313			
DURATION: 45	Theoretical: - 2Hours		Practical: 1 Hours
CREDIT UNITS: 3 UNIT		SCHEDULE:	1ST SEMSTER
GOAL: This course is designed to equip students with the knowledge and skills to provide community nutrition services.			
GENERAL OBJECTIVE: On completion of the course, the student should be able to:			
1.0 Know the concept of human nutrition 2.0 Know how to provide comprehensive nutrition services 3.0 Understand the concept of house hold food security 4.0 Know the strategies for proper Nutrition Education 5.0 Know the management of nutritional disorders at community level 6.0 Understand Community Management of Acute Malnutrition (CMAM) 7.0 Know the relationship between HIV and AIDs and Nutrition			

NUTRITION

8.0 Understand the concept of child nutrition

NATIONAL BOARD FOR TECHNICAL EDUCATION

PROGRAMME: HIGHER NATIONAL DIPLOM COMMUNITY HEALTH						
COURSE: HUMAN NUTRITION				Course Code: CMH 313	Credit Unit: 3	
COURSE SPECIFICATION:			Duration: 45	Theoretical: 2Hours	Practical: 1Hours	
General Objective: 1.0 Know the concept of Human Nutrition.						
Week	Specific Learning Outcomes	Teachers Activities	Resources	Specific Learning Outcomes	Teachers Activities	Evaluation
1-2	1.1 Define Nutrition 1.2 Define food 1.3 List the classes of food 1.4 State the importance of Nutrition and food to man <ul style="list-style-type: none"> • Growth • Development etc. 1.5 Define Adequate nutrition 1.6 List the components of adequate nutrition and diet. 1.7 List the factors predisposing to undernutrition	Explain 1.1-1.8	Textbooks Journals Posters Flip chats Computers projector	prepare a nutritious food	Guide student to prepare a nutritious food	Define Nutrition Define Food list the classes of food State the importance of Nutrition and food to man. Define Adequate nutrition. List the components of adequate nutrition and diet List the factors predisposing

	1.8 List the factors predisposing to over-nutrition.					to undernutrition.
General Objective 2: Know how to provide comprehensive nutrition services						
2-3	2.1 Define comprehensive services. 2.2 List Comprehensive nutrition services in the clinic and community.	Explain 2.1 – 2.2	Textbooks Journals Posters Flip chats Computer Projector			Explain comprehensive nutrition services in the clinic and community.
General Objective 3: Understand the concept of house hold food security						
4-5	3.1 Define household food security. 3.2 Explain strategies that support household food security at various levels • Village • Ward • Community	Explain 3.1- 3.2	Relevant Publications Audio-visuials (video, compact disc, DVD, Internet) Books Computer Projector			Define household food security. Identify strategies that support household food security at various levels
General Objective 4: Know the strategies for proper Nutrition Education						
6-7	4.1 Define nutrition education. 4.2 List the strategies in achieving 4.1 above.	Explain 4.1 – 4.3	Relevant Publications Audio-visuials (video, compact disc, DVD, Internet) Books	Guide student to prepare a proper notorious food for neonatal, infant, toddler, adult and old	Guide student to prepare a proper notorious food for neonatal, infant, toddler, adult and old	Define Nutrition Education. List Nutrition Education strategies.

	<p>4.3 Discuss Focusing on nutrition of vulnerable groups like 0-5 years</p> <ul style="list-style-type: none"> • Giving energy rich foods from 6 months of age frequently; at least 4-5 feeds daily • Discouraging the use of breast milk substitutes and commercial complementary foods. 					
General Objective 5: Know the management of nutritional disorders at community level						
8-9	<p>5.1 Classify nutritional disorders.</p> <p>5.2 Identify individuals with nutritional disorders.</p> <p>5.3 Identify children at risk of developing malnutrition.</p> <p>5.4 Identify other nutritional disorders</p> <ul style="list-style-type: none"> • Anemia • Vitamin A deficiency 	Explain 5.1 – 5.5	<p>Relevant Publications</p> <p>Audio-visuals (video, compact disc, DVD, Internet)</p> <p>Books</p> <p>Computers</p> <p>projectors</p>	carry out practical on the preparation of a balance diet	Guide student to carry out practical on the preparation of a balance diet	<p>Classify nutritional disorders.</p> <p>Identify individuals with nutritional disorders.</p> <p>Identify children at risk of developing malnutrition.</p> <p>List nutritional</p>

	<ul style="list-style-type: none"> Iodine deficiency disorder. <p>5.5 List nutritional assessment methods</p> <ul style="list-style-type: none"> height for weight height for age Mid-upper arm circumference, etc. 					assessment methods.
General Objective 6: Understand Community Management of Acute Malnutrition (CMAM)						
10-11	<p>6.1 Define Malnutrition</p> <p>6.2 List common diseases associated with Malnutrition.</p> <p>6.3 Describe Community Management of Acute Malnutrition (CMAM).</p> <p>6.4 Describe the principles of CMAM.</p> <p>6.5 List the components of CMAM.</p> <p>6.6 Describe how CMAM can be implemented in different settings.</p>	Explain 6.1-6.7	<p>Relevant Publications</p> <p>Audio-visuals (video, compact disc, DVD, Internet)</p> <p>Books.</p> <p>Computer projector</p>	carry out practical on the preparation of a balance diet	<p>Guide student to carry out practical on the preparation of a balance diet</p>	<p>Define Malnutrition</p> <p>List common diseases associated with Malnutrition</p> <p>Describe Community Management of Acute Malnutrition (CMAM).</p> <p>Describe the principles of CMAM.</p>

	6.7 Identify SAM in the community and in the health facilities.					Describe how CMAM can be implemented in different settings.
General Objective 7: Know the Relationship Between HIV, AIDs and Nutrition						
12-13	<p>7.1 Identify common health issues that affect nutrition intake by PLWHIV.</p> <p>7.2 List the nutritional needs of PLWHIV.</p> <p>7.3 List options of feeding for PLHIV women.</p> <p>7.4 Identify children at risk of developing malnutrition.</p> <p>7.5 Describe the process of feeding that HIV positive mothers must follow to prevent transmission to their babies.</p> <ul style="list-style-type: none"> • Supporting the mother's decision to breastfeed 	Explain 7.1 – 7.5	<p>Relevant Publications</p> <p>Audio-visuais (video, compact disc, DVD, Internet)</p> <p>Books.</p>			<p>Identify common health issues that affect nutrition intake by PLWHIV.</p> <p>List the nutritional needs of PLWHIV.</p> <p>List options of feeding for PLHIV women.</p> <p>Describe the process of feeding that HIV positive mothers must follow to prevent transmission</p>

	<ul style="list-style-type: none"> • Providing nutrition counselling • Teaching her proper positioning and attachment • Putting the baby to breast immediately after birth 					to their babies.
General Objective 8: Understand the concept of child nutrition						
13-14	8.1 Describe Child Nutrition 8.2 List the component of Infant and Young Child Feeding (IYCF) <ul style="list-style-type: none"> • Counselling • Exclusive breastfeeding for 6 months • Age appropriate complementary foods 	Explain 8.1 – 8.2	Relevant Publications Audio-visuals (video, compact disc, DVD, Internet) Projector computer			Explain Child Nutrition. List the component of Infant and Young Child Feeding (IYCF).

PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMMUNITY HEALTH			
COURSE TITLE: COMMUNITY LINKAGES AND DEVELOPMENT.			
COURSE CODE: CMH 314			
DURATION: 2 Hours	Theoretical: 1Hours	Practical: 1hour	
CREDIT UNIT: 2	SCHEDULE:		
GOAL: This course is designed to acquaint the student with knowledge and skills to aid community entry, and for conducting situation analyses and community diagnosis.			
GENERAL OBJECTIVE: On completion of the course, the student should be able to:			
<ul style="list-style-type: none"> 1.0 Understand the concept of Community 2.0 Understand the importance of Community diagnosis 3.0 Know the concept of Community Mobilization 4.0 Know how to carry out Situation analysis 			

PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMMUNITY HEALTH						
COURSE: COMMUNITY LINKAGES AND DEVELOPMENT.			Course Code: CMH 314		Credit Unit:2	
COURSE SPECIFICATION:		Theoretical: 2Hours		Practical: 1hour		
General Objective: 1.0 Understand the concept of Community.						
Week	Specific Learning Outcomes	Teachers Activities	Resources	Specific Learning Outcomes	Teachers Activities	Evaluation
1-3	1.1 Define community 1.2 Identify the basic components of community <ul style="list-style-type: none"> • social component, • cohesion, • Physical components • cultural component • Membership, etc. 1.3 explain the Characteristics of a Community. 1.4 List different types of community.	Explain 1.1- 1.4	Relevant Publications Audio-visuals (video, compact disc, DVD, Internet Books Computers projectors	form groups mimicking different types of communities	Guide student to form groups mimicking different types of communities	Define community Identify the basic components of community Explain the Characteristics of Community List different types of community

General Objective: 2.0 Understand the Importance of Community Diagnosis.

<p>4-6</p>	<p>2.1 Define Community Diagnosis.</p> <p>2.2 Explain the rationale for Community Diagnosis.</p> <p>2.3 Explain the roles of Community Diagnosis in PHC.</p> <p>2.4 List common methods used in community diagnosis</p> <ul style="list-style-type: none"> • observation, • interview, • group discussion, • Review of existing records. <p>2.5 List the steps in carrying out community diagnosis:-</p> <ul style="list-style-type: none"> • Make entry through the LGA into the community • Identify boundaries of the community • List of resources available in the community e.g. industries, 	<p>Explain 2.2-2.6</p>	<p>Relevant Publications</p> <p>Audio-visuals (video, compact disc, DVD, Internet)</p> <p>Computers</p> <p>projectors</p>	<p>Sketch map (or obtain sketch map of the community)</p> <p>Conduct interviews/surveys of social groups in the community</p>	<p>Guide students on how to Sketch map (or obtain sketch map of the community)</p> <p>Guide students to Conduct interviews/surveys of social groups in the community</p>	<p>Define Community Diagnosis.</p> <p>Identify the rationale for Community Diagnosis.</p> <p>Identify the roles of Community Diagnosis in PHC.</p> <p>List common methods used in community diagnosis in 2.4.</p> <p>List the steps in carrying out community diagnosis in 2.5</p> <p>Explain the steps in carrying out community diagnosis</p>
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	<ul style="list-style-type: none"> attitudes affecting health <p>2.6 Explain the steps in carrying out community diagnosis listed in 2.5 above</p>					
General Objective: 3.0 Know the concept of Community Mobilization						
7-9	<p>3.1 Define Community Mobilization.</p> <p>3.2 Explain Community Mobilization.</p> <p>3.2 List role of Community Mobilization in PHC</p> <ul style="list-style-type: none"> Immunization ANC services <p>3.3 List steps involved in Community Mobilization.</p> <p>3.4 Define advocacy.</p>	Explain 3.1-3.5	<p>Relevant Publications</p> <p>Audio-visuais (video, compact disc, DVD, Internet)</p> <p>Computers</p> <p>projectors</p>			<p>Define Community Mobilization.</p> <p>Explain Community Mobilization</p> <p>List role of Community Mobilization</p> <p>List steps involved in Community Mobilization</p> <p>Define advocacy</p>
General Objective: 4.0 Know how to carry out Situation analysis						
10-13	<p>4.1 List the steps in situation analysis.</p> <p>4.2 List the instruments used in situation analysis.</p> <p>4.3 Explain the importance of situation analysis in</p>	Explain 4.1 – 4.4	<p>Relevant Publications</p> <p>Audio-visuais (video, compact disc, DVD, Internet)</p> <p>Computers</p> <p>projectors</p>			<p>List the steps in situation analysis.</p> <p>List the instruments used in situation analysis.</p> <p>Explain the importance of situation analysis in</p>

	Primary Health Care. 4.4 List the steps in situation analysis.					Primary Health Care. List the steps in situation analysis.
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NATIONAL BOARD FOR TECHNICAL EDUCATION

PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMMUNITY HEALTH			
COURSE TITLE: DISASTER AND EMERGENCY MANAGEMENT.			
COURSE CODE: CMH 315			
DURATION:	Theoretical: 1Hours		Practical: 1 hour
CREDIT UNITS: 2		SCHEDULE:	
<p>GENERAL OBJECTIVE: On completion of the course, the student should be able to:</p> <ul style="list-style-type: none"> 1.0 Understand the basic concepts of community health in disaster and complex emergencies management 2.0 Know the types and phase of disaster and emergency 3.0 Know the professional responsibilities of a Community Health Practitioner during disaster and emergencies 4.0 Understand community health priorities in emergencies 5.0 Understand SENDAI FRAMEWORK 6.0 Know the impacts of disaster and emergencies on Health 7.0 Know the Responsibilities of Community Health Practitioners in disaster and complex emergencies 8.0 Know the “Actors” in Humanitarian Response. 			

PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMMUNITY HEALTH						
COURSE TITLE: DISASTER AND EMERGENCY MANAGEMENT.						
COURSE CODE: CMH 315						
DURATION:		Theoretical: 1Hours			Practical: 1hour	
CREDIT UNITS: 2				SCHEDULE:		
COURSE SPECIFICATION:						
General Objective: 1.0 Understand the Basic Concepts of Community Health in Disaster and Complex Emergencies Management.						
Theoretical Content				Practical Content		
Week	Specific Learning Outcomes	Teachers Activities	Learning Reources	Specific Learning Outcomes	Teachers Activities	Evaluation
1-2	1.1 Define Disaster 1.2 Define complex Emergencies. 1.3 Explain the Basic concepts of community disasters and complex emergencies:- <ul style="list-style-type: none"> • Coordination • Cluster approach • Humanitarian architecture • Modes of communication during disaster and emergencies 	Explain 1.1 – 1.3	Relevant Publications Audio-visuals (video, compact disc, DVD, Internet) Projectors computers			Define Disaster. Define complex Emergencies. Explain the Basic concepts of community disasters and complex emergencies
General Objective: 2.0 Know the Types and Phases of Disaster and Emergency.						
2-3	2.1 State the types of disasters	Explain 2.1-2.2	Relevant Publications	Watch videos on types of disasters	Demonstrate to student using	State the types of disasters

	<ul style="list-style-type: none"> Natural e.g flood, earthquake Man made e.g wars, train crash Hybrid <p>2.2 Explain the phases of disaster:-</p> <ul style="list-style-type: none"> Disaster mitigation, response, recovery, preparedness, <p>Environmental management, Post disaster epidemiological surveillance, Contingency plans etc.</p>		<p>Audio-visuals (video, compact disc, DVD, Internet)</p> <p>Computers projectors</p>		<p>videos on types of disaster</p>	<p>Explain the phases of disaster</p>
General Objective: 3.0 Know the Professional Responsibilities of a Community Health Practitioner During Disaster and Emergencies						
4-5	<p>3.1 State the professional responsibilities of a Community Health Practitioner during Disaster and Emergencies :-</p> <ul style="list-style-type: none"> Disaster Communication and Resilience 	<p>Explain 3.1</p>	<p>Relevant Publications</p> <p>Audio-visuals (video, compact disc, DVD, Internet)</p> <p>Projector computer</p>			<p>State the professional responsibilities of a Community Health Practitioner during Disaster and Emergencies</p>

	<ul style="list-style-type: none"> • Risk Communication • Resilience 					
General Objective: 4.0 Understand community health priorities in emergencies						
6-7	<p>4.1 Explain health priorities and concern.</p> <p>4.2 List community health priorities in emergencies:-</p> <ul style="list-style-type: none"> • Nutrition, • Water and basic sanitation, health • Communicable diseases, • immunization, • Gender issues, • Migrant health 	Explain 4.1- 4.2	<p>Relevant Publications</p> <p>Audio-visuals (video, compact disc, DVD, Internet)</p> <p>Computer projector</p>			<p>Explain health priorities and concern.</p> <p>List community health priorities in emergencies</p>
General Objective: 5.0 Understand sendai framework.						
8-9	<p>5.1 Define Sendai Framework.</p> <p>5.2 State the rationale Behind Sendai Framework.</p>	Explain 5.1- 5.5	<p>Relevant Publications</p> <p>Audio-visuals (video, compact disc, DVD, Internet)</p>			<p>Define Sendai Framework.</p> <p>State the rationale Behind Sendai Framework.</p>

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	<p>5.3 Explain the concept of Sendai Framework for disaster risk reduction.</p> <p>8.1 Explain the contents of Sendai Framework:</p> <p>8.2 Understanding disaster risk;</p> <ul style="list-style-type: none"> • Strengthening disaster risk governance to manage disaster risk; • Investing in disaster reduction for resilience and; • Enhancing disaster preparedness for effective response, and to "Build Back Better" in recovery, rehabilitation and reconstruction 		Projector computer			<p>Explain the concept of Sendai Framework for disaster risk reduction. Explain the contents of Sendai Framework.</p>
General Objective: 6.0 Know the impacts of Disaster and Emergencies on Health.						
10-11	6.1 Explain the impact of disasters:- Health e.g	Explain 6.1- 6.2	Relevant Publications			Explain the impact of disasters

	<ul style="list-style-type: none"> Physical injury, psychological trauma, poor nutrition, Environmental epidemics, Death etc. <p>6.2 Explain the impact of disasters listed above</p>		<p>Audio-visuals (video, compact disc, DVD, Internet)</p>			<p>Explain the impact of disasters</p>
<p>General Objective: 7.0 Know the responsibilities of Community Health Practitioners in disaster and complex emergencies.</p>						
<p>11-12</p>	<p>7.1 Classify roles of Community Health Practitioners in disaster management:-</p> <ul style="list-style-type: none"> Promotive Preventive Curative Rehabilitation <p>7.2 Explain the types of services rendered by CHP in disaster management:-</p> <ul style="list-style-type: none"> Promotive: Health Education, adequate nutrition etc. Preventive: Immunization etc. Curative: clinical services etc. Rehabilitation. 	<p>Explain 7.1 – 7.2</p>	<p>Relevant Publications</p> <p>Audio-visuals (video, compact disc, DVD, Internet)</p> <p>Projectors computer</p>			<p>Classify roles of Community Health Practitioners in disaster management</p> <p>Explain the types of services rendered by Community Health Practitioners in disaster management</p>

	<ul style="list-style-type: none">• community resource connection,• Guidance on community support etc					
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General Objective: 8.0 Know the “Actors” in Humanitarian Response.

<p>12-14</p>	<p>8.1 Explain reasons for cooperation in disaster management.</p> <p>8.2 State the actors in disaster management:-</p> <ul style="list-style-type: none"> • International Agencies • Non-government Organizations (NGOs) • CBOs, FBOs • Governments • Military 	<p>Explain 8.1- 8.2</p>	<p>Relevant Publications</p> <p>Audio-visuals (video, compact disc, DVD, Internet</p> <p>Projectors computers</p>			<p>Explain reasons for cooperation in disaster management.</p> <p>State the actors in disaster management</p>
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PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMMUNITY HEALTH			
COURSE TITLE: MATERNAL HEALTH			
COURSE CODE: CMH 316			
DURATION: 2 Hours	Theoretical: 2Hours	Practical: 1 Hour	
CREDIT UNITS: 3 UNIT		SCHEDULE:	
GOAL: This course is designed to enhance students' competence to diagnose and manage maternal conditions and related immediate New born care in line with global standards. The aim is to contribute to the reduction of infant, childhood and maternal mortality.			
GENERAL OBJECTIVE: On completion of the course, the student should be able to:			
<ul style="list-style-type: none"> 1.0 Understand preconception and pregnancy 2.0 Know the concept of Antenatal Care for Positive pregnancy Experience 3.0 Understand labour and how to conduct normal delivery using standard protocols 4.0 Know complications during labour, delivery and puerperium. 5.0 Know how to use Pantograph 6.0 Understand the immediate new born care 7.0 Know how to provide care during Postpartum period/ postpartum family planning 8.0 Understand Forms of motherhood 			

NON

COURSE: MATERNAL HEALTH			Course Code: CMH 316	Credit Unit: 3		
COURSE SPECIFICATION:			Theoretical: 2Hours	Practical: 1Hours		
General Objective: 1.0 Understand preconception and pregnancy						
Week	Specific Learning Outcomes	Teachers Activities	Resources	Specific Learning Outcomes	Teachers Activities	Evaluation
1-2	1.1 Define Pre-conception Care. 1.2 Discuss the concept Pre-conception Care 1.3 Explain Importance of pre-conception care. 1.4 Discuss Services that constitute pre-conception care 1.5 Explain Roles of Community Health Practitioners in Preconception care. 1.6 Define Pregnancy 1.7 Explain the Physiology of pregnancy:- <ul style="list-style-type: none"> • The process of fertilization to 	Explain 1.1- 1.8	Relevant Publications Audio-visuals (video, compact disc, DVD, Internet Projectors computers			Define Pre-conception Care. Discuss the concept of Pre-conception Care Explain the importance of pre-conception care. Discuss services that constitute pre-conception care.

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	<p>pregnancy</p> <ul style="list-style-type: none"> • Signs of pregnancy • Physiological, anatomical, Psychological and social changes in pregnancy <p>1.8 Discuss the signs and symptoms of normal and abnormal pregnancy and management</p>				<p>Discuss the roles of community health practitioner in preconception care.</p> <p>Define pregnancy Explain the physiology of pregnancy.</p> <p>Discuss the signs and symptoms of normal and abnormal pregnancy and management.</p>	
<p>General Objective: 2.0 Know the Concept of Antenatal Care for Positive pregnancy Experience</p>						
<p>2-3</p>	<p>2.1 Define Antenatal Care</p> <p>2.2 Explain the components of ANC for positive Pregnancy experience;-</p> <ul style="list-style-type: none"> • Recommendation concerning number of contacts • Nutritional interventions • Maternal and foetal assessment 	<p>Explain 2.1 – 2.7</p>	<p>Relevant Publications</p> <p>Audio-visuals (video, compact disc, DVD, Internet</p> <p>Computer projector</p>	<p>Identify danger signs in pregnancy both at the facility and community level</p> <p>Carry out malaria test using RDT</p> <p>Administer ACT to those with RDT</p>	<p>Guide students to identify danger signs in pregnancy both at the facility and community level</p>	<p>Define Antenatal Care.</p> <p>Explain the component of ANC for positive pregnancy experience.</p>

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<ul style="list-style-type: none"> • Appropriate timing for ultrasound scan and result interpretation • Preventive measures • Interventions for common physiological symptoms • Health systems interventions <p>2.3 Discuss the concept of Group ANC:-</p> <ul style="list-style-type: none"> • Discuss the number of meetings and timing of each meeting with mothers. • Formation of cohorts • Describe the process of self-assessment. • Discuss group support. <p>2.4 Discuss the danger signs in pregnancy.</p> <ul style="list-style-type: none"> • Identification of danger signs in pregnancy both at the facility and community level. <p>2.5 Explain the concept and components of focused Antenatal Care (FANC)</p> <ul style="list-style-type: none"> • Birth preparedness and complication readiness • Iron and folic acid supplements in ANC • Tetanus toxoid immunization 			<p>positive test results</p> <p>Investigate and treat other causes of illness according to national guidelines</p> <p>Provide counselling on drug compliance and adverse reaction complete pharmacovigilance form and submit to LGA</p>	<p>Discuss concept of Group ANC</p> <p>Discuss the danger signs in pregnancy</p> <p>Explain the concept and components of focused Antenatal Care (FANC).</p> <p>Explain the concept of Elimination of Mother to Child Transmission</p> <p>Explain effective Prevention and</p>
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	<ul style="list-style-type: none"> • Deworming using mebendazole • Intermittent preventive treatment in pregnancy (IPTp), use of Insecticide treated nets (ITNs). <p>2.6 Explain the concept of Elimination of Mother to Child Transmission.</p> <ul style="list-style-type: none"> • Elimination of Mother to Child Transmission (EMTCT) of HIV Primary prevention of HIV infection among women, especially young women. • Prevention of unintended pregnancies among HIV-infected women • Prevention of HIV transmission from HIV-infected women to their infants. • Provision of appropriate treatment, care and support to HIV-infected mothers, their infants and families <p>2.7 Explain Effective Prevention and Management of Malaria in Pregnancy.</p> <ul style="list-style-type: none"> • Effective use of Intermittent Presumptive Treatment (IPT) using Sulphadoxine and Pyrimethamine (SP) 					<p>Management of Malaria in Pregnancy.</p>
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General Objective 3.0 : Understand labour and how to conduct normal delivery using standard protocols						
4-5	<p>3.1 Define labour</p> <p>3.2 Identify signs of false and true labour.</p> <p>3.3 Explain infection preventive measures (Hand washing, Use of gloves etc) in the labour room.</p> <p>3.4 Identify the different stages of labour:</p> <ul style="list-style-type: none"> • Stage one labour (Latent phase <4cm & active phase ≥ 5cm) • Stage two labour (Full dilatation till baby is delivered) • Stage three labour (from when baby is delivered until placenta is delivered) Stage four: From when the placenta is delivered until 4 hours postpartum Provide supportive care during Labour • Taking normal delivery and Active Management of the Third Stage of Labour (AMTSL) for prevention of excessive loss of blood after delivery uterotonics, controlled cord traction, uterine massage). • Delayed cord Clamping/cutting. 	Explain 3.1- 3.4	<p>Relevant Publications</p> <p>Audio-visuals (video, compact disc, DVD, Internet</p> <p>Projector computer</p>			<p>Define labour</p> <p>Identify signs of false and true labour under supervision.</p> <p>Discuss the use of infection prevention measures in the Labour Room.</p> <p>Identify the different stages of labour.</p>
General Objective 4.0: Know complications during labour, delivery and puerperium						
5-6	4.1 Explain how to recognize complicated cases of pregnancy,	Explain 4.1- 4.3	Relevant Publications	Carry out practical to demonstrate	Guide student to	Explain how to recognize

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	<p>Labour, Puerperium and prompt referral</p> <p>4.2 Explain how to assess complications/ emergency signs, symptom and treatment according to</p> <ul style="list-style-type: none"> • Maternal hemorrhage /vaginal bleeding (-anti-shock garments, • Pre-eclampsia/eclampsia • Premature rupture of membrane • Obstructed labour • Stabilize according to standing order and refer immediately <p>4.3 Discuss emergency cases;</p> <ul style="list-style-type: none"> • Manual removal of placenta • Application of anti-shock garments • Administration of parental oxytocin drugs • Administration of parental anti-convulsion drugs • Administration of parental anti biotic drugs 		<p>Audio-visuals (video, compact disc, DVD, Internet)</p> <p>Projector</p> <p>computer</p>	<p>manual removal of the placenter</p>	<p>carry out practical to demonstrate manual removal of the placenter</p>	<p>complicated cases of pregnancy, Labour, Puerperium and prompt referral</p>
General Objective 5.0: Know How to use patograph						
6-7	<p>5.1 Describe Patograph</p> <p>5.2 Explain Importance of patograph</p> <p>5.3 Components of patograph</p> <p>5.4 How to use patograph</p>	<p>Explain 5.1-5.5</p>	<p>Relevant Publications</p> <p>Audio-visuals (video,</p>			<p>Describe Patograph</p>

	5.5 Describe skills in managing labour and delivery using the delivery model and patograph		compact disc, DVD, Internet Projector Computer Relevant Publications Audio-visuals (video, compact disc, DVD, Internet Projector Computer			Explain Importance of patograph Explain how to use skills and procedures in managing labour and delivery using the delivery model and pantographs
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General Objective 6.0: Understand the new born care

8-9	6.1 Describe New born Care and Resuscitation 6.2 Explain Immediate New born Care 6.2 Explain how to ensure Immediate warmth (drying, Skin to skin contact) 6.3 Discuss Assess breathing &/or Neonatal Resuscitation (Helping Babies Breathe) 6.4 Explain early initiation of breastfeeding within 30 minutes	Explain 7.1- 7.5	Relevant Publications Audio-visuals (video, compact disc, DVD, Internet Projector computer	Carry out practical on how to care for a new born using toy baby	Guide student to carry out practical on how to care for a new born using toy baby	What is New born Care and Resuscitation Explain Immediate New born Care:
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	6.5 Explain clean cord care using 4% Chlorhexidine gel					
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General Objective 7.0: Know how to provide care during Postpartum period

<p>9-10</p>	<p>7.1 Explain post-natal care:</p> <p>7.2 Explain the importance of postnatal care</p> <ul style="list-style-type: none"> • Home visitation/contact with mother/infant within 2-3days of birth • Maternal nutrition counselling • Post-partum Family Planning • Continue Thermal protection (including special care for low-birth weight infant/Kangaroo Mother Care) • Daily cord care with 4% Chlorhexidine gel • Exclusive breastfeeding through 6 months • New born immunization • New born eye care (0.5%Erythromycin/Terramycin) <p>7.3 Explain Post-partum family planning</p> <p>7.4 Discuss conditions and procedures of Post-Partum FP</p>	<p>Explain 8.1-8.4</p>	<p>Relevant Publications</p> <p>Audio-visuals (video, compact disc, DVD, Internet</p> <p>Projector</p> <p>Computer</p>			<p>Explain post-natal care:</p> <p>Explain the importance of postnatal care</p>
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General Objective 8.0: Understand Forms of motherhood

<p>11-13</p>	<p>8.1 Define motherhood</p> <p>8.2 Discuss different forms of motherhood</p> <ul style="list-style-type: none"> • Biological mother • Putative mother • Surrogate mother • Adoptive mother • Step mother etc. <p>8.3 Explain the effect of good motherhood to children</p>	<p>Explain 9.1 to 9.3</p>	<p>Relevant Publications</p> <p>Audio-visuals (video, compact disc, DVD, Internet</p> <p>Projector computer</p>			<p>Discuss different forms of motherhood</p>
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PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMMUNITY HEALTH			
COURSE TITLE: CHILD HEALTH			
COURSE CODE: C MH 317			
DURATION: 2 Hours	Theoretical: 1Hour	Practical: 1Hour	
CREDIT UNITS: 2 UNIT		SCHEDULE:	
Goal: This course is designed to enable the student to acquire the knowledge, attitude and skills that will ensure the physical, mental and social well being of children in the community			
GENERAL OBJECTIVE: On completion of the course, the student should be able to:			
<ul style="list-style-type: none"> 1.0 Know the Rights of the Child as declared by the United Nations. 2.0 Know the children who are 'At Risk' for specific conditions 3.0 Know Conditions which may expose the child to grave danger 4.0 Understand the concept of Integrated Management of Childhood Illness (IMCI). 5.0 Know Conditions which may expose the child to grave danger 6.0 Understand interventions currently included in the IMCI strategy 7.0 Know how to use IMCI algorithm to manage cases of childhood illness 8.0 Know how to improve the health system to improve family and community practices to deliver IMCI 9.0 Understand concept of Integrated Community Case Management (ICCM) intervention 10.0 Know Child survival strategies. 			

COURSE: CHILD HEALTH				Course Code: CMH 317	Credit Unit:2	
COURSE SPECIFICATION:		Duration:	Theoretical:1 hour		Practical:1 hour	
General Objective: 1.0 Know the Rights of the Child as declared by the United Nations.						
Week	Specific Learning Outcomes	Teachers Activities	Resources	Specific Learning Outcomes	Teachers Activities	Evaluation
1	1.1 Definitions of child and child health 1.2 State the objectives of child health. 1.3 Explain the rationale for child rights 1.4 Discuss the Rights of the Child as declared by the United Nations 1.5 Define the term "At Risk" 1.6 Explain Children who are at risk 1.7 Explain the children who are 'At Risk' of specific conditions:- <ul style="list-style-type: none"> • Homelessness • racism, • disability ies, 	Explain 1.1 – 1.8	Relevant books, models, Charts			Define Child and Child Health State the objectives of child health who are at risk. Explain the process of screening children

	<ul style="list-style-type: none"> • substance • abuse, poverty, • divorce, • neglect, • teenage parents etc. <p>1.8 Explain the process of screening children</p>					
General Objective: 2.0 Know the children who are 'At Risk' for specific conditions						
2	<p>2.1 Explain the children who are 'At Risk' of specific conditions :-</p> <ul style="list-style-type: none"> • Homelessness, • racism, • disabilities, • substance • abuse, • poverty, • divorce, • neglect, • teenage parents etc. <p>2.2 Explain the process of screening children.</p>	Explain 2.1- 2.2	Relevant books, models, Charts, marker and marker board			Identify children 'At Risk'
General Objective: 3.0 Know Conditions which may expose the child to grave danger						
3	<p>3.1 Discuss the children who are 'At Risk' of specific conditions :-</p> <ul style="list-style-type: none"> • Homelessness, • racism, 	Explain 3.1 to 3.2	Relevant books, models, Charts			Identify the children who are 'At Risk'

	<ul style="list-style-type: none"> • disabilities, • substance abuse, • poverty • divorce, • neglect, • teenage parents etc. <p>3.2 Explain the process of screening children</p>		<p>Audio-visuals Computers projectors</p>		<p>of specific conditions</p> <p>Explain the process of screening children</p>
General Objective: 4.0 Understand the concept of Integrated Management of Childhood Illness (IMCI).					
4	<p>4.1 Define integrated Management of Neonatal and Childhood Illness (IMNCI)</p> <p>4.2 Explain the Components of IMNCI e.g.:</p> <ul style="list-style-type: none"> • Rationale behind appropriate management and/or referral • Assessment and classification of the sick child (>2months up to 5years) • General danger signs • Identification of a child's immunization status • Treatment priorities 	<p>Explain 4.1</p>	<p>Audio/visuals Relevant textbooks Computer projector</p>		<p>Define integrated Management of Neonatal and Childhood Illness (IMNCI)</p> <p>Explain the Components of IMNCI</p>
General Objective: 5.0 Know the Conditions which may expose the child to grave danger					

5	<p>2.1 Explain the Conditions which may expose child to grave danger:</p> <p>2.2 Explain the General danger signs which may expose the child to grave danger</p> <ul style="list-style-type: none"> • Lethargic or unconscious • Not able to drink or breastfeed • Convulsions in present illness • Vomits everything • Convulsing now <p>2.3 Explain the Severe classifications which may expose the child to grave danger</p> <ul style="list-style-type: none"> • Severe pneumonia or very severe disease • Severe febrile illness • Severe dehydration • Dysentery • Severe persistent diarrhea • Mastoiditis • Severe complicated malnutrition 	Explain 2.1- 2.4	Relevant publications in the approaches	Carry out a home visits for Birth Preparedness, emergency readiness	Guide on Home visits for Birth Preparedness, emergency readiness	<p>Explain the Conditions which may expose child to grave danger</p> <p>Explain the General danger signs which may expose the child to grave danger</p> <p>Explain the Severe classifications which may expose the child to grave danger</p> <p>Recount other conditions which may expose children to grave danger</p>
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	<ul style="list-style-type: none"> • Severe uncomplicated malnutrition • Severe anaemia • Possible serious bacterial infection <p>2.4 Recount other conditions which may expose children to grave danger such as;</p> <ul style="list-style-type: none"> • Haemoglobin below 7gm% or Newborn with haemoglobin below 15gm% • Stiff neck and/or bulging fontanel • Abdominal pain with rigidity • Jaundice • Oedema 					
General Objective: 6.0 Understand interventions currently included in the IMNCI strategy						
6	<p>6.1 Explain Interventions currently included in IMNCI Strategy e.g.</p> <ul style="list-style-type: none"> • Case management • Improving the health system • Improving family and community practices 	Explain 6.1 – 6.2	<p>Visuals (pictures, charts etc.)</p> <p>Audio-visuals (video, compact disc, DVD, Internet</p>			<p>Explain Interventions currently included in IMNCI Strategy</p> <p>Interventions currently included in</p>

	6.2 Explain interventions currently included in the ICCM strategy					the ICCM strategy
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General Objective: 7.0 Know how to use IMNCI algorithm to manage cases of Neonatal and childhood illness					
7	<p>7.1 Explain Case Management with IMNCI algorithm</p> <p>7.2 Enumerate the protocol of history taking, examination, and management of some cases of illness</p> <p>7.3 Explain Protocol of history taking, examination, and manage the following cases</p> <ul style="list-style-type: none"> • Cough or difficult breathing • SPO 2 reading • Fever • Diarrhoea • Measles • Malaria • Ear problem • Malnutrition • Anaemia • HIV/AIDS • Immunisation and Vitamin A supplementation 	Explain 7.1- 7.2	<p>Audio-visuals (video, compact disc, DVD, Internet)</p> <p>Relevant textbooks</p> <p>Computer projector</p>	Demonstrate how to use a pulse oximeter	<p>Explain Case Management with IMNCI algorithm</p> <p>Enumerate the protocol of history taking, examination, and management of some cases of illness</p> <p>Guide students how to use a pulse oximeter</p>

	<ul style="list-style-type: none"> • Other Serious Infections. 					
General Objective: 8.0 Know how to improve the health system to improve family and community practices to deliver IMCI						
8	<p>8.1 Explain Case Management with IMNCI algorithm</p> <ul style="list-style-type: none"> • Essential drug supply and management • Work organization in the health facilities • Referral services and care • Quality of Care and Equity of Access • Health Management Information Systems • Management and supervision <p>8.2 Discuss Improvement in Family and Community Practices Promoting key household practices</p>	Explain 8.1-8.2	<p>Visuals (pictures, charts)</p> <p>Audio-visuals (video, compact disc, DVD, Internet)</p>			Explain Case Management with IMNCI algorithm
General Objective: 9.0 Understand concept of Integrated Community Case Management (ICCM) intervention						
9	<p>9.1 Explain Interventions currently included in the ICCM strategy</p> <p>- The developmental milestone of a child.</p>	Explain 9.1	<p>Visuals (pictures, charts)</p> <p>Audio-visuals (video, compact disc,</p>			Discuss Improvement in Family and Community Practices Promoting

	<p>- Component of child survival</p> <p>9.3 Explain barriers to access intervention infant and young feeding/counselling (IYC) caregiver on feeding problem complimentary feeding</p> <ul style="list-style-type: none"> • child development strategy • feeding recommendation for small & special babies • Prevention of accident • Deworming/immunization • growth monitoring • good hygienic practice. 		DVD, Internet)			key household practices
General Objective: 10. Know the Child survival strategies						
10-11	10.1 Describe the strategies of child survival in Nigeria	Explain Child survival strategies: e. g	Visuals (pictures, charts			Explain the evidence-based child

	<p>10.2 Explain evidence-based child survival interventions</p>	<ul style="list-style-type: none"> • Growth monitoring • Oral rehydration therapy(ORT • Exclusive breast feeding • Immunisation etc. <p>Explain the evidence-based child survival interventions</p>	<p>Audio-visuals (video, compact disc, DVD, Internet)</p>		<p>survival interventions</p> <p>Explain Child survival strategies</p>
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NATIONAL BOARD FOR TECHNICAL EDUCATION

YEAR I SEMESTER II

PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMMUNITY HEALTH			
COURSE TITLE: SYMPTOMATOLOGY			
COURSE CODE: CMH 321			
DURATION: 2 Hours	Theoretical: - 1Hour	Practical: 1Hour	
CREDIT UNITS: 2 UNIT	SCHEDULE:		
GOAL: The course is designed to acquaint the students with knowledge and skills on symptoms of diseases to enable students to provide proper and tentative diagnosis of various systemic diseases.			
GENERAL OBJECTIVE: On completion of the course, the student should be able to:			
1.0 Understand the Various Symptoms of Diseases.			
2.0 Understand the Various forms of Diagnosis.			
3.0 Understand Lymphatic Disorder			
4.0 Understand Blood Disorders			
5.0 Understand Basic Endocrinology			

PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMMUNITY HEALTH						
COURSE: SYMPTOMATOLOGY			Course Code: CMH 321		Credit Unit: 2	
COURSE SPECIFICATION:		Theoretical: 1HR		Practical: 1HR		
General Objective: 1.0 Understand the Various Symptoms of Diseases.						
Week	Specific Learning Outcomes	Teachers Activities	Resources	Specific Learning Outcomes	Teachers Activities	Evaluation
1-3	1.1 Define symptomatology 1.2 Explain the rationale for symptomatology in community health.	Explain 1.1 – 1.2	Visuals (pictures, charts Audio-visuals (video, compact disc, DVD, Internet)marker board, marker			Define Symptomatology Explain the rationale for symptomatology in community health
General Objectives 2.0: Differentiate the Various Forms of Diagnosis.						
4-6	2.1 Define diagnosis 2.2 Describe various forms of Diagnosis: - <ul style="list-style-type: none"> • Clinical diagnosis • Differential Diagnosis • Definitive diagnosis • Laboratory diagnosis 	Explain 2.1 to 2.3	Visuals (pictures, charts Audio-visuals (video, compact disc, DVD, Internet)marker board, marker			Describe various forms of Diagnosis

	2.3 Explain the important of diagnosis before treatment					
General Objectives 3.0: Understand Lymphatic Disorders.						
7-9	<p>3.1 List Lymphatic disorders and their signs:</p> <ul style="list-style-type: none"> • Lymphadenopathy • Lymphadenitis • Lymphadenitis • Lymphoma <p>3.2 List Lymphatic disorders and their symptoms:</p> <ul style="list-style-type: none"> • Pains • Fever • Enlarged lymph • Nodes <p>3.3 Explain Integumentary System disorders:</p> <ul style="list-style-type: none"> • Acne, • Yeast, • Athletic foot, • Skin cancer, • Impetigo • Albinism, • Alopecia, • Psoriasis, • Eczema, 	3.1 to 3.4	Text books Journal Pictures	watch videos and charts showing different types of lymphatic disorder	Guide student to watch videos and charts showing different types of lymphatic disorder	<p>List Lymphatic disorders and their signs</p> <p>List Lymphatic disorders and their symptoms</p> <p>Explain Integumentary System disorders</p> <p>Explain Special Sense disorders</p>

	<ul style="list-style-type: none"> • Dermatitis • Itching, • Rashes, • Patches, • Discoloration etc.) <p>3.4 Explain Special Sense disorders:</p> <ul style="list-style-type: none"> • Eyes: cataract, glaucoma, pterygium, refractive errors etc. • Nose: epitaxies, polyps, rhinitis, foreign bodies etc. (symptoms such as bleeding, discharge, flouing nostrils etc.) • Tongue: glossitis, agues, cancer etc. (symptoms such as sore, cracks, rashes, pains, etc.) • Ears: Otitis media, Otitis external, infectious meningitis, acute mastoiditis, foreign bodies, 					
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	vestibular neuritis, herpes zoster etc. (symptoms such as discharge, pain, headache, loss of hearing, vertigo, tinnitus etc.)					
General Objectives 4.0: Understand blood disorders.						
10-13	4.1 Define blood disorders 4.2 Explain signs and symptom of blood disorders <ul style="list-style-type: none"> • Sickle cell disease • Erythroblastosis 	Explain 4.1 to 4.2	Audio Visual Computer Projector	conduct practical using the microscope to view a sickle cell	Guide student to conduct practical using the microscope to view a sickle cell	Explain Blood disorders and their Signs
General Objectives 5.0: Understand Basic Endocrinology.						
14-15	5.1 Define Endocrinology. 5.2 Explain Hyperthyroidism 8.1 Explain the causes of Hypothyroidism	Explain 5.1 to 5.3	Visuals (pictures, charts Audio-visuals video, compact disc, DVD, Internet) marker board, marker			Define Endocrinology Explain the terms used in Endocrinology

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PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMMUNITY HEALTH			
COURSE TITLE: POPULATION DYNAMICS AND FAMILY PLANNING			
COURSE CODE: CMH 322			
DURATION: 2 Hours	Theoretical: 1Hour	Practical: 1Hour	
CREDIT UNITS: 2	SCHEDULE:		
GOAL: This course is aimed at equipping students with the knowledge and skills to provide relevant information on Population Dynamics and Family Planning.			
GENERAL OBJECTIVE: On completion of the course, the student should be able to:			
1.0 Understand population and challenges in the provision of Family Planning services			
2.0 Know the various methods of family planning			
3.0 Understand the factors affecting uptake of modern family planning			
4.0 Understand the concept of infertility and its management			

PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEALTH						
COURSE: POPULATION DYNAMISM AND FAMILY PLANNING				Course Code: CMH 322		Credit Unit:2
COURSE SPECIFICATION:			Theoretical: 1Hour		Practical:1Hour	
General Objective: 1.0 Understand population and challenges in the provision of Family Planning service.						
Week	Specific Learning Outcomes	Teachers Activities	Learning Resources	Specific Learning Outcomes	Teachers Activities	Evaluation
1-3	1.1 Define Population. 1.2 Explain the elements of population dynamics e.g. birth rate, death, migration etc. 1.3 Explain Population distribution/changes. 1.4 Explain world population and that of Nigeria:- <ul style="list-style-type: none"> • Causes of population growth • Areas of population density in Nigeria 1.5 Explain challenges for population distribution, changes over a period of time	Explain 1.1- 1.6	Text books Journal Pictures Text books Journal Pictures.			Define Population Explain the Elements of population dynamics Explain Population distribution. Explain world population and that of Nigeria. Explain challenges for population distribution, changes over a period of time

	(rates of natural increase and migration) 1. 6 Explain factors that affect population events, birth, death, immigration and emigrations.					Identify factors that affect population.
General Objective 2.0: Know the various methods of family planning						
4-6	<p>2.1 Explain the Male and female Reproductive system.</p> <p>2.2 Explain the Classification of Family Planning methods;-</p> <ul style="list-style-type: none"> • Short Acting • Long Acting Reversible and • Permanent Methods, <p>2.3 List the types of family planning available</p> <ul style="list-style-type: none"> • Traditional methods • Natural methods • Barrier Methods • Oral Contraceptive Pills • Injectable 	Explain 2.1- 2.7	Text books Journal Pictures Computer projector	Demonstrate the steps of administration and removal of family planning methods	Guide student to carry out practical to demonstrate the steps of administration and removal of family planning methods	<p>Explain the Male and female Reproductive system.</p> <p>Identify the Classification of Family Planning methods</p> <p>List the types of family planning available</p> <p>Demonstrate the steps of administration and removal of family planning methods.</p> <p>Discuss the exclusion criteria and use of Medical</p>

<ul style="list-style-type: none"> ○ DMPA-SC, self-injection (see Appendix – DMPA-SC: A guide for Trainers of Injection-Experienced Provider) ○ DMPA-IM ○ NET-EN • Implants including Levoplant • IUD and hormonal IUS <p>2.4 Discuss the exclusion criteria and use of Medical Eligibility Criteria (MEC.).</p> <p>2.5 Discuss how to dispel myths and misconception on available FP method.</p> <p>2.6 Explain postpartum family planning methods that can be used within 48 hours.</p> <p>2.7 Explain the advantages and side</p>					<p>Eligibility Criteria (MEC.).</p> <p>Discuss how to dispel myths</p>
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	effects and management of complications for each method and type of Family Planning.					
General Objective 3.0: Understand the Factors Affecting uptake of Modern Family Planning.						
7-9	<p>3.1 Explain the factors that affect provision of family planning services.</p> <ul style="list-style-type: none"> • Sociocultural factors e.g. religion, society • Socio-economic factors • Personal factors • Health-system factors e.g. access, provider bias, stock-outs etc. • Male involvement in Family Planning uptake <p>3.2 Describe standard equipment for setting up a Family Planning clinic, e.g</p> <ul style="list-style-type: none"> • Instruments, Equipment's, furniture's, apparatus and commodities 	Explain 3.1 to 3.2	Picture Charts, Models/mannequins Books Journals Computer	Identify standard equipment for setting up a Family Planning clinic	Guide student to Identify standard equipment for setting up a Family Planning clinic	Explain the factors that affect provision of family planning services

General Objective 4.0: Understand the Concept of Infertility and its Management.					
10-13	4.1 Define infertility 4.2 List types of infertility 4.3 Explain the Causes of infertility 4.4 Discuss the prevention of infertility. 4.5 Explain how to manage couples and individuals with issues related to infertility according to standing orders.	Explain 4.1- 4.5	Pictures, Charts, Models/mannequins Books, Journals Computer, Pictures, Charts, Models/mannequins Book		Define Infertility. List types of Infertility. explain the Causes of infertility discuss the prevention of infertility

PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMMUNITY HEALTH			
COURSE TITLE: CLINICAL SKILLS 1			
COURSE CODE: CMH 323			
DURATION: 4 Hours/Week	Theoretical: 1 Hours	Practical: 1 Hours	
CREDIT UNITS: 2	SCHEDULE:		
GOAL: This course is designed to equip students with the knowledge and skills in practical procedures, which will enhance effective health care delivery course is designed to provide students with basic knowledge of Microbiology and diagnostic skills in medical Laboratory sciences.			
GENERAL OBJECTIVE: On completion of the course, the student should be able to:			
1.0 Understand the procedure involved in clinical skills and Instrumentation in PHC.			
2.0 Understand the principles of Aseptic Technique in clinical procedures			
3.0 Understand the diagnostic skills in Community Health Practice			
4.0 Understand Safety precautions in the Laboratory			

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PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEALTH						
COURSE: CLINICAL SKILLS I			Course Code: CMH 323		Credit Unit: 2	
COURSE SPECIFICATION:		Theoretical:1 Hour		Practical:1Hour		
General Objective: 1.0 Understand the procedure involved in clinical skills and Instrumentation in PHC						
Week	Specific Learning Outcomes	Teachers Activities	Resources	Specific Learning Outcomes	Teachers Activities	Evaluation
1-3	<p>1.1 Define Clinical skills</p> <p>1.2 List clinical sprocudures instrumentation in PHC facilities: e.g Setting up table and trays for procedures in:</p> <ul style="list-style-type: none"> • Vital Signs • ORS, Visual • Acquit • Weighing • Test for Glucose and Albumin • HB test • Health education • Nutrition. <p>1.3 Explain the Use of each in 1.2 above.</p> <p>1.4 list the instrument use in clinical procedures e.g:</p> <ul style="list-style-type: none"> • Sphygmo manometer • Stethoscope 	Explain 1.1- 1.5	<p>Relevant Publications</p> <p>Audio-visuals (video, compact disc, DVD, Internet.</p> <p>Computers projectors</p>	<p>Identify parts and uses of the instruments in 1.4</p>	<p>Guide student to Identify parts and uses of the instruments in 1.4 above</p>	<p>Define Clinical Skills.</p> <p>Explain the Use of each instrument in clinical procedures.</p> <p>Explain the rationale for medical laboratory science in PHC setting.</p>

	<ul style="list-style-type: none"> • Diagnostic set • Forceps • Speculums • Circumcision kits • Anti-shock garment • catheter models • weighing scales, • Patella hammer, etc. <p>1.5 Explain the rationale for medical laboratory science in PHC setting.</p>					
General Objective: 2.0 Understand the principles of Aseptic Technique in clinical procedures						
4-6	<p>2.1 Define Aseptic Techniques</p> <p>2.2 Explain the concept of aseptic technique in clinical procedure</p> <p>2.3 Describe proper hand washing techniques</p> <p>2.4 Describe the methods of instrument processing</p> <p>2.5 list the contents of instrument packs for various procedures (e.g. dressing packs, circumcision pack etc.)</p>	Explain 2.1- 2.8	<p>Relevant Publications</p> <p>Audio-visuals (video, compact disc, DVD, Internet Computers</p> <p>projectors</p>	<p>conduct a proper hand washing technique</p> <p>use the instrument in 2.5</p> <p>Carry out a sterilization of instrument in 2.5</p>	<p>Guide student to conduct a proper hand washing technique</p> <p>Guide student to use the instrument in 2.5</p> <p>Guide student to carry out a sterilization of instrument in 2.5</p>	<p>Define Aseptic Techniques</p> <p>Explain the concept of aseptic technique in clinical procedure</p> <p>Describe proper hand washing techniques describe the methods of instrument processing</p>

	and how to sterilize them 2.6 Define aseptic techniques 2.7 Explain the concept of aseptic technique in clinical procedure 2.8 Discuss proper hand washing techniques					Identify the contents of instrument packs for various procedures Define aseptic techniques
General Objective: 3.0 Understand the diagnostic skills in Community Health Practice						
7-9	3.1 Explain the rationale for medical laboratory science in PHC setting	Explain 3.1 – 3.2	Relevant Publications Audio-visuals (video, compact disc, DVD, Internet Computers	Demonstrates Skills on specific procedures in Community Health Practice	Guide students on specific procedures in Community Health Practice	Explain the rationale for medical laboratory science in PHC setting
General Objective: 4.0 Understand Safety precautions in the Laboratory						
10-13	4.1 Explain Safety precautions in the handling of equipment in the laboratory work, e.g. <ul style="list-style-type: none">• Autoclave• Hot oven• Water bath• Centrifuge and	Explain 4.1- 4.2	Relevant Publications Audio-visuals (video, compact disc, DVD, Internet, marker, marker board	Carry out practical on care and maintain laboratory instrument listed in 4.1	Guide student on how to care and maintain laboratory instrument listed in 4.1	Describe Safety precautions in the handling of equipment in the laboratory work

	<ul style="list-style-type: none"> • Dangerous chemicals <p>4.2 Explain universal precautionary measures in the Laboratory, e.g:</p> <ul style="list-style-type: none"> • Use of PPE • Leveling of all chemicals and reagents, etc. 					<p>Explain universal precautionary measures in the Laboratory</p>
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PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMMUNITY HEALTH		
COURSE TITLE: MEDICAL LABORATORY SCIENCE		
COURSE CODE: CMH 324		
DURATION: 2Hours/Week	Theoretical: 1Hour	Practical: 1Hour
CREDIT UNITS: 2		
GOAL: This course is designed to equip students with basic knowledge of microbiology and laboratory services		
<p>General Objectives: On completion of this course, the student should be able to:</p> <ol style="list-style-type: none"> 1.0 Understand the history and scope of microbiology 2.0 Understand the branches of microbiology 3.0 Understand the microscopic examination of micro-organism 4.0 know the purpose of diagnostic skills in the laboratory 5.0 Understand different types of diagnostic tests in the laboratory 6.0 Know different equipment needed in the laboratory and how to sterilize them 7.0 Understand different equipment needed in the laboratory and how to sterilize them 8.0 know how to collect specimens from a clients and the use of rapid diagnostic kit 9.0 Understand Parasitology and different types of parasite and their life cycle 10.0 Understand how to carry out a blood glucose test using one touch basic plus glucose meter Lab result interpretation 11.0 Know how to interpret lab a tests 		

NATIONAL BOARD FOR TECHNICAL EDUCATION

PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMMUNITY HEALTH						
COURSE TITLE: MEDICAL LABORATORY SCIENCE						
COURSE CODE: CMH 324						
DURATION: 2Hours/Week		Theoretical: 1Hour		Practical: 1Hour		
CREDIT UNITS: 2						
General Objective 1: Understand the history and scope of microbiology						
GOAL: This course is designed to equip students with basic knowledge of microbiology and laboratory services						
Week	Specific Learning Outcome	Teachers Activities	Learning Resources	Specific Learning Outcome	Teachers Activities	Evaluation
1-2	1.1 Define: <ul style="list-style-type: none"> • Microbiology • Parasitology • Histopathology • Hematology 1.2 Define chemical pathology 1.3 Outline the scope of microbiology 1.4 Explain the role of microbiology in <ul style="list-style-type: none"> • Medicine 	Explain 1.1 – 1.4	Relevant Publications Audio-visu als (video, compact disc, DVD, Internet, marker, marker board			Define: <ul style="list-style-type: none"> • Microbiology • Parasitology • Histopathology • Hematology Define chemical pathology

	<ul style="list-style-type: none">• Agriculture• Industry, etc					
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General Objective 2: Understand the branches of microbiology						
3	2.1 Discuss the branches of microbiology 2.2 Explain the connection between micro biology and microscope 2.3 Describe the branches of Microbiology e.g <ul style="list-style-type: none"> • Bacteriology • Mycology • Protozoology • Virology • Helminthology etc 	Explain 2.1 – 2.3	Relevant Publications Audio-visuals (video, compact disc, DVD, Internet, marker, marker board)			Discuss the branches of microbiology Explain the connection between micro biology and microscope
General Objective 3: Understand the microscopic examination of micro-organism						
4	3.1 Explain types of microscopes <ul style="list-style-type: none"> • Light microscope, • Compound microscope • Dark field microscope • Phase contrast microscope • Electron microscope 	Explain 3.1 to 3.2	Relevant Publications Audio-visuals (video, compact disc, DVD, Internet, marker, marker board)	carry out practical on different types of microscope	Guide student to carry out practical using different types of microscope	Explain types of microscopes

	<p>3.2 Explain the Characteristics of micro-organisms with examples</p> <ul style="list-style-type: none"> • Viruses • Bacteria • Protozoa • Fungi • Helminths platyhelminths • Rickettsia • Mycoplasma • Algae 					
General Objective 4: know the purpose of diagnostic skills in the laboratory						
5	<p>4.1 Explain the term diagnostic skill</p> <p>4.2 Explain the purpose of diagnostic skills</p>	Explain 4.1 – 4.2	<p>Relevant Publications</p> <p>Audio-visuals (video, compact disc, DVD, Internet, marker, marker board</p>			<p>Definition of the term diagnostic skill</p> <p>Explain the purpose of diagnostic skills</p>

General Objective 5: Understand different types of diagnostic tests in the laboratory						
6	<p>5.1 Explain different types of laboratory diagnosis</p> <p>5.2 Enumerate the importance of laboratory diagnosis</p> <p>5.3 Explain Conditions where laboratory diagnostic skills are applicable</p> <p>5.5 Explain the instruments/ skills used in laboratory diagnosis</p> <p>5.5 Demonstrate laboratory diagnostic procedures in systematic order</p>	Explain 5.1 – 5.5	<p>Relevant Publications</p> <p>Audio-visuals (video, compact disc, DVD, Internet, marker, marker board</p>			<p>Different types of laboratory diagnosis</p> <p>Enumerate the importance of laboratory diagnosis</p> <p>Identify Conditions where laboratory diagnostic skills are applicable</p>
General Objective 6: Know different equipment needed in the laboratory and how to sterilize them						
7	<p>6.1 Define a Laboratory</p> <p>6.2 explain the equipment needed in a medical laboratory</p>	Explain 6.1 – 6.9	<p>Relevant Publications</p> <p>Audio-visuals (video, compact disc, DVD, Internet, marker, marker board</p>	sterilize some laboratory apparatus	Guide student to sterilize some laboratory apparatus	<p>Define a Laboratory</p> <p>explain the equipment needed in a medical laboratory</p>

	<p>6.3 Describe Microscope (parts and functions)</p> <p>6.4 Explain the methods of sterilising medical laboratory equipment</p> <p>6.5 Explain the concept of Quality Assurance in laboratory practice</p> <p>6.7 Discuss How to maintain laboratory hygiene and safety (e.g. use of personal protective equipment [PPE] etc.)</p> <p>6.8 List the Does and Don'ts In the Laboratory</p>					<p>Describe Microscope (parts and functions)</p>
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	<p>6.12 Explain the instruments/ skills used in laboratory diagnosis</p> <ul style="list-style-type: none"> • Centrifuge • Blood bags • Autoclaves, • test tubes, • slides etc. <p>6.13 Demonstrate laboratory diagnostic procedures in systematic order</p>	<p>Explain 7.1 to 7.2</p>	<p>Relevant Publications Audio-visuals (video, compact disc, DVD, Internet, marker, marker board</p>			<p>List the Does and Dents In the Laboratory</p> <p>Describe different ways of collecting Specimens in the laboratory for diagnosis</p>
General Objective 8.0 : know how to collect specimens from a clients and the use of rapid diagnostic kit						
8	<p>7.1 Explain concept of ABO System</p> <p>7.2 Explain Concept of rhesus factor</p> <p>7.3 Explain Reasons for transfusion reaction</p> <p>7.4 Discuss Cross matching in 7.3</p> <p>7.5 Describe different ways of collecting Specimens in the laboratory for diagnosis</p>	<p>Explain 8.1</p>	<p>Relevant Publications Audio-visuals (video, compact disc, DVD, Internet, marker, marker board</p>	<p>Carry out practical on how to collect simple specimens, such as urine, blood, sputum etc.</p> <p>Practice on how to test blood for HB, urine for sugar and protein and rapid diagnostic kits test for malaria, HIV</p>	<p>Guide student to Practice how to collect simple specimens, such as urine, blood, sputum etc.</p> <p>Guide student to Practice on how to test blood for HB, urine for sugar and</p>	<p>Explain concept of ABO System</p>

					protein and rapid diagnostic kits test for malaria, HIV	
General Objective 9.0: Understand Parasitology and different types of parasite and their life cycle						
9	<p>8.1 Define Parasitology</p> <p>8.2 List types of Parasitology</p> <p>8.3 Enumerate different types of Parasites under the following Headings:</p> <ul style="list-style-type: none"> • Protozoans • Metazoans • Nematode • Cestodes • Helminths • Platyhelminths <p>8.4 Explain Public Health Education on the mode of spread of Parasitic Diseases</p> <ul style="list-style-type: none"> • Personal Hygiene • Mass Deworming 	Explain 10.1 to 10.2	Relevant Publications Audio-visuals (video, compact disc, DVD, Internet, marker, marker board	Watch videos and charts on the types of parasites	Demonstrate to student using videos and charts the types of parasites	<p>Define Parasitology</p> <p>List types of Parasitology</p> <p>Enumerate types of Parasites under the following Headings:</p> <ul style="list-style-type: none"> • Protozoans • Metazoans • Nematode • Cestodes • Helminths • Platyhelminths

General Objective 10.0: Understand how to carry out a blood glucose test using one touch basic plus glucose meter Lab result interpretation

<p>10</p>	<p>9.1 Explain Concept of Fasting blood sugar</p> <p>9.2 Explain Concept of Random blood sugar</p> <p>9.3 List Parts of one touch basic plus glucose meter and its principles of work</p>	<p>Explain 11.1 – 11.3</p>	<p>Relevant Publications Audio-visuals (video, compact disc, DVD, Internet, marker, marker board</p>	<p>conduct practical on fasten and random blood sugar</p>	<p>Guide student to conduct practical on fasten and random blood sugar</p>	<p>Explain Concept of Fasting blood sugar</p> <p>Explain Concept of Random blood sugar List Parts of one touch basic plus glucose meter and its principles of work</p>
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General Objective 11: Know how to interpret lab tests

<p>11</p>	<p>10.1 Explain reference range lab test</p> <p>10.2 Explain negative lab result</p> <p>10.3 Explain normal Positive or abnormal lab results</p> <p>10.4 Explain inconclusive or uncertain lab result</p>	<p>Explain 12.2 – 12.7</p>	<p>Relevant Publications Audio-visuals (video, compact disc, DVD, Internet, marker, marker board</p>	<p>Carryout a lab test and interpret the result</p>	<p>Guide student to Carryout a lab test and interpret the result</p>	<p>Explain Reference range lab test</p> <p>Explain negative lab result</p> <p>Explain normal Positive or abnormal lab results</p> <p>Explain inconclusive</p>
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	<p>10.5 Discuss Factors affecting lab test result</p> <p>10.6 Explain uses of microhematocrit centrifuge</p> <p>10.7 Describe various ranges PCV results for male, female children and during pregnancy</p>				<p>or uncertain lab result</p> <p>Discuss Factors affecting lab test result</p> <p>Explain uses of microhematocrit centrifuge</p> <p>Describe various ranges PCV results for male, female children and during pregnancy</p>
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PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMMUNITY HEALTH		
COURSE TITLE: CONTROL OF COMMUNICABLE DISEASES		
COURSE CODE: CMH 325		
DURATION: 2 Hours/week	Theoretical: 1Hours	Practical: 1hour
CREDIT UNITS: 2	SCHEDULE:	
GOAL: This course is designed to provide students with knowledge and skills in patient management using PHC Standing Orders.		
GENERAL OBJECTIVE: On completion of the course, the student should be able to:		
<ul style="list-style-type: none"> 1.0 Understand the concept of communicable diseases 2.0 Understand the prevention and control of communicable diseases. 3.0 Understand the current policies and intervention strategies in disease control 4.0 Understand Emerging and re-emerging diseases 		

PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEALTH						
COURSE: CONTROL OF COMMUNICABLE DISEASES			Course Code: CMH 325		Credit Unit: 2	
COURSE SPECIFICATION:		Duration: 2 Hours/Week	Theoretical: 1 Hour		Practical: 1 Hour	
General Objective: 1.0 Understand the concept of communicable diseases						
Week	Specific Learning Outcomes	Teachers Activities	Learning Resources	Specific Learning Outcomes	Teachers Activities	Evaluation
1-3	1.1 Define Communicable disease. 1.2 Explain the following Terms: <ul style="list-style-type: none"> • Infectious agent • Susceptible host • Route of transmission 1.3 Define the following key epidemiological terms in communicable diseases: <ul style="list-style-type: none"> • Incidence • Prevalence • Endemic • Epidemic • Control • Prevention • Resistance • Surveillance • Quarantine etc. 	Explain 1.1-1.5	Text books Journal Pictures Computers projectors	Carry out practical on how to properly wash hand and wear face mask to prevent spread of communicable diseases	Demonstrate to student how to wash the hand properly and wear face mask to prevent spread of communicable diseases	Define Communicable diseases. Explain Terms used in Communicable Diseases. Discuss the classification of communicable diseases Discuss the causative agents, routes of transmission, signs and symptoms and management of the diseases

	<p>1.4 Discuss the following Classification of communicable diseases: Viral (measles, hepatitis, HIV/AIDS, poliomyelitis etc.)</p> <ul style="list-style-type: none"> • Bacterial (tuberculosis, leprosy, typhoid and cholera etc.) • Rickettsial (syphilis, yaws, dengue fever etc.) • Protozoan (malaria, amoebiasis, balantidiasis, etc.) • Fungal (teaniapedis etc.) • Helminthics (onchocerciasis, ankylostomiasis, dracontiasis etc.) • Ectoparasitic (scabies, borella, ptiris-pubis) <p>1.5 Discuss the causative agents, routes of transmission, signs and symptoms and</p>					
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	management of the diseases listed in 1.4.					
General Objective: 2.0 Understand the prevention and control of communicable diseases						
2	<p>2.1 Discuss the current approaches in planning and implementing community interventions to prevent and control communicable diseases</p> <ul style="list-style-type: none"> • The main and specific methods of controlling Communicable diseases • General control measures of communicable diseases. <p>2.2 Explain the levels of disease prevention</p> <ul style="list-style-type: none"> • Primordial prevention • Primary prevention • Secondary prevention • Tertiary prevention 	Explain 2.1 – 2.2	Text books Journal Pictures Computer projector			<p>Discuss the current approaches in planning and implementing community interventions to prevent and control communicable diseases</p> <p>Explain the levels of disease prevention</p>
General Objective: 3.0 Understand the current policies and intervention strategies in disease control						
4-6	3.1 Discuss national policies and intervention strategies in disease	Explain 3.1	Text books Journal Pictures Projector			Discuss national policies and intervention

	<p>control in respect of the following:</p> <ul style="list-style-type: none"> • National Malaria Elimination Programme • National TBL Control Programme' • HIV and AIDS programmes, • Neglected Tropical Disease Control Program (NTDCP) • Standard Precautions on infection prevention (SP) 		computer			strategies in disease control
General Objective: 4.0 Understand Emerging and re-emerging diseases						
7-10	<p>4.1 Explain emerging and re-emerging diseases e.g, Emerging</p> <ul style="list-style-type: none"> • Covid 19 • Severe Acute Respiratory Syndrme (SARS) • Ebola Haemorrhagic fever 	<p>Explain 4.1-4.2</p>	<p>Text books Journal Pictures Computer projector</p>			<p>Explain emerging and Re-emerging Diseases</p> <p>Discuss the factors contributing to Emerging and Re-emerging of Diseases.</p>

	<ul style="list-style-type: none"> • Monkey pox • Avian Influenza <p>Re- emerging Diseases</p> <ul style="list-style-type: none"> • Lassa fever • Cholera • Yellow fever • Viral Hemorrhagic Fever • Tuberculosis etc. <p>4.2 Discuss the following factors contributing to Emerging and Re-emerging of the Diseases e.g.</p> <ul style="list-style-type: none"> • Human demographic changes • Economic development and changes. • Evolution of pathogenic infectious agents • Resistance of the vectors. • International travelling and commerce etc. 					
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NATIONAL BOARD FOR TECHNICAL EDUCATION

EDUCATION

PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMMUNITY HEALTH		
COURSE TITLE: ACCIDENT AND EMERGENCY		
COURSE CODE: CMH 326		
DURATION: 3 Hours	Theoretical: 2HR	Practical: 1HRS
CREDIT UNITS: 3 UNIT	SCHEDULE:	1ST SEMSTER
GOAL: This course is designed to equip students with the knowledge and skills to manage health emergencies.		
GENERAL OBJECTIVE: On completion of the course, the student should be able to:		
1.0 Understand the Accident and health Emergencies		
2.0 Understand the Types of Emergency Conditions		
3.0 Understand how to Prevent Accident at home and in the Community		
4.0 Understand how to Manage Emergency Conditions		

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NATIONAL BOARD FOR TECHNICAL EDUCATION

PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEALTH						
COURSE: ACCIDENT AND EMERGENCY		Course Code: CMH 326			Credit Unit: 3	
COURSE SPECIFICATION:	Theoretical Content: 2 hours			Practical Content: 1 hour		
General Objective: 1.0 Understand the Accident and health Emergencies						
Week	Specific Learning Outcomes	Teachers Activities	Learning Resources	Specific Learning Outcomes	Teachers Activities	Evaluation
1-3	1. 1 Define Accident and Emergency 1. 2 Explain the following terms <ul style="list-style-type: none"> • First Aid • Medical emergency 1.3 List the contents of a standard First Aid box and their uses	Explain 1.1- 1.3	Pictures, Charts, Models/mannequins Books Journals	construct a first aid box using cardboard paper and input first aid items	Guide student to construct a first aid box using cardboard paper and input first aid items	Define Accident and Emergency Explain terms used in Emergencies. Explain the contents of a standard First Aid box.
General Objective 2.0: Understand the types of Emergency Conditions.						
4-6	2.1 Define Emergency Conditions, 2.2 Explain types of emergency conditions such as: <ul style="list-style-type: none"> • Shock • Fracture 	Explain 2.1-2.3	Pictures Charts Models/mannequins Books Journals	carry out first aid in situation in 2.2	Demonstrate to student how to carry out first aid in situation in 2.2	Define Emergency Conditions, Explain types of emergency conditions

	<ul style="list-style-type: none"> • Burns • Bleeding • Acute Abdomen • Asphyxia • Epistaxis • Snake Bite, etc. <p>2.3 Explain the Signs, symptoms, management, first aid measure and prevention of Emergency Conditions.</p>					Explain the Signs, symptoms, management, first aid measure and prevention of Emergency Conditions.
General Objective 3.0: Understand how to Prevent Accident at Home and in the Community.						
7-10	<p>3.1 Discuss Accident Preventive Measures at home and in the Community</p> <p>3.2 Explain how to Keep the environment clean</p> <p>3.3 Explain how to Keep medicine in locked cupboard</p>	Explain 3.1 to 3.3	Picture Charts Models/ mannequins Books Journals Computer Projector			Discuss Accident preventive measures at home and in the community.
General Objective 4.0: Understand how to Manage Emergency Conditions						

11-13	<p>4.1 Define emergency</p> <p>4.2 Define emergency conditions</p> <p>4.3 Explain how to manage emergency conditions</p>	<p>Explain 4.1 to 4.2</p>	<p>Picture Charts, Models/mannequins Books Journals</p>	<p>Manage emergency conditions according to standing orders.</p> <ul style="list-style-type: none"> • Keep the environment clean • Keep medicine in locked cupboard • Avoid alcohol 	<p>Guide students to manage emergency conditions according to standing orders.</p> <ul style="list-style-type: none"> • Keep the environment clean • Keep medicine in locked cupboard <p>Avoid alcohol</p>	<p>Explain how to manage conditions according to standing orders under supervision.</p>
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NATIONAL BOARD FOR TECHNICAL EDUCATION

PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMMUNITY HEALTH			
COURSE TITLE: HUMAN RESOURCES FOR HEALTH			
COURSE CODE: CMH 327			
DURATION: 2 Hours	Theoretical : 1HR		Practical: 1HR
CREDIT UNITS: 2		SCHEDULE:	
GOAL: This course is aimed at equipping students with the knowledge and skills to provide relevant information on Population Dynamics and Family Planning.			
GENERAL OBJECTIVE: On completion of the course, the student should be able to:			
<ul style="list-style-type: none"> 1.0 Understand the Concept of Human Resources Training 2.0 Understand how to Asses training need for Human Resources 3.0 Understand the concept of budget. 4.0 Understand how to make presentation in a seminar. 			

PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEALTH						
COURSE: HUMAN RESOURCE FOR HEALTH				Course Code: CMH 327		Credit Unit: 2
COURSE SPECIFICATION:		Theoretical Content:1HRS		Practical Content:1HR		
General Objective: 1.0 Understand the Concept of Human Resources Training						
Week	Specific Learning Outcomes	Teachers Activities	Resources	Specific Learning Outcomes	Teachers Activities	Evaluation
1-3	1.1 Define Human Resources Training. 1.2 Explain Human Resource for Health. 1.3 Discuss Types of Training for Human Resources. E.g. in-service training, on-job training, Pre-service etc. 1.4 State Importance of Human Resource Training for Health Services. 1.5 List the Human Resources Needs for Primary Health Care Services by cadre in PHC include: <ul style="list-style-type: none"> • CHO • CHEW • JCHEW, 	Explain 1.1- 1.5	Journals Pictures, Charts, Models/mannequins Books Relevant Publications Audio-visuals (video, compact disc, DVD, Internet			Define Human Resources Training. Explain Human Resource for Health Discuss Types of Training for Human Resources. State Importance of Human Resource Training for Health Services List the Human Resources Needs, for Primary Health

	<ul style="list-style-type: none"> • Nurses/Midwives, • EHO • MRO • HIMO • Pharmacist, • Technician, etc. 				Care Services in 1.5.
General Objective 2.0: Understand how to Assess training need for Human Resources.					
4-7	<p>2.1 Explain ways to assess training need of health workers. E.g:</p> <ul style="list-style-type: none"> • Using simple training assessment methods • Supervision on jobs <p>2.2 Discuss Staff Training Needs with the Superior Officer (CHO).</p>	Explain 2.1- 2.2	<p>Relevant Publications</p> <p>Audio-visuals (video, compact disc, DVD, Internet</p>		<p>Identify ways to assess training need of health workers</p> <p>Discuss Staff Training Needs with the Superior Officer (CHO).</p>
General Objective 3.0: Understand the Concept of Budget.					
8-11	<p>3.1 Define Budget for training</p> <p>3.2 Explain Budgetary Requirements for training:-</p> <ul style="list-style-type: none"> • Per diem • Materials (consumables 	Explain 3.1- 3.2	<p>Relevant Publications</p> <p>Audio-visuals (video, compact disc, DVD, Internet</p>		<p>Define Budget for Training. Explain Budgetary Requirements for training in 3.2.</p>

	and non-consumables), feeding <ul style="list-style-type: none"> • Accommodation • Logistics • Transport etc. 					
General Objective 4.0: Understand How to Make Presentation in a Seminar.						
12-14	4.1 Discuss the Concept and principles of seminar presentations 4.2 Explain the uses, of seminar presentations for health personnel 4.3 Explain the methods of seminar presentations for health personnel 4.4 explain the advantages of seminar presentations for health personnel 4.5 explain the disadvantages of seminar	Explain 4.1 to 4.2	Relevant Publications Audio-visualls (video, compact disc, DVD, Internet Relevant Publications	conduct a seminar presentation in health	Group student and guide them to conduct a seminar presentation in health	Discuss the Concept and principles of seminar presentations. Explain the uses, methods, advantages and disadvantages of seminar presentations for health personnel.

	presentations for health personnel.					
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NATIONAL BOARD FOR PROFESSIONAL REGULATION

NATIONAL BOARD FOR PROFESSIONAL REGULATION

PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMMUNITY HEALTH			
COURSE TITLE: PRIMARY HEALTH CARE MANAGEMENT			
COURSE CODE: CMH 328			
DURATION: 2 Hours	Theoretical: 1HR	Practical: 1 HR	
CREDIT UNITS: 2 UNIT		SCHEDULE:	
GOAL: This course is designed to equip the student with managerial knowledge and skills for PHC implementation in all centres and institution			
GENERAL OBJECTIVE: On completion of the course, the student should be able to:			
<ul style="list-style-type: none"> 1.0 Understand the functions of management 2.0 Understand the process of health planning 3.0 Understand the organizational structure of PHC management in Nigeria 4.0 Understand PHC under One Roof (PHCUOR) 5.0 Understand the concept of PHC Basic Health Care provision 			

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PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEALTH							
COURSE: PRIMARY HEALTH CARE MANAGEMENT				Course Code: CMH 328		Credit Unit: 2	
COURSE SPECIFICATION:		Theoretical :1Hour			Practical:1Hour		
General Objective: 1.0 Understand the functions of management							
Week	Specific Learning Outcomes	Teachers Activities	Learning Resources	Specific Learning Outcomes	Teachers Activities	Evaluation	
1-3	1.1 Define Management 1.2 Discuss the Principles of Management. 1.3 Comprehend Principles of Management. 1.4 Define supervision 1.5 Describe the types of supervision 1.6 Outline the qualities of a good supervision 1.7 Outline the purpose of supervision in PHC 1.8 Explain the PHC supervisory guide 1.9 Describe the supervisory check list	Explain 1.1- 1.12	Relevant Publications Audio-visuals (video, compact disc, DVD, Internet			Define Management Explain Principles of Management Define Delegation. Discuss the Merits and Demerits of Delegation. Describe the Problems Associated with Delegation	

	<p>1.10 Define Delegation</p> <p>1.11 Discuss the Merits and Demerits of Delegation.</p> <p>1.12 Describe the Problems Associated with Delegation.</p>					Explain the PHC supervisory guide
General Objective: 2.0 Understand the process of health planning						
4-6	<p>2.1 Describe health Planning and management of a PHC plan</p> <p>2.2 Explain steps involved in health planning</p> <p>2.3 Describe process of planning and implementation of a PHC action plan</p> <p>2.4 Discuss planning cycle</p> <p>2.5 Explain the process of drafting;</p> <ul style="list-style-type: none"> • Micro plan • Work plan 	Explain 2.1- 2.5	<p>Relevant Publications</p> <p>Audio-visuals (video, compact disc, DVD, Internet</p>	prepare and manage a health plan for PHC	Guide student to prepare and manage a health plan for PHC	Describe process of planning and implementation of a PHC action plan
General Objective: 3.0 Understand the organizational structure of PHC management in Nigeria						
7-9	3.1 Explain Various management theories as applied to health e.g.	Explain 3.1-3.3	Relevant Publications			Explain Various manageme

	<ul style="list-style-type: none"> Scientific theory, X and Y theory, Bureaucratic theory etc. <p>3.2 Explain The health team in Nigeria (composition, characteristics and functions).</p> <p>3.3 Explain Ward Health System e.g,</p> <ul style="list-style-type: none"> The management of the Ward Health System at community level 		<p>Audio-visuals (video, compact disc, DVD, Internet</p>			<p>nt theories as applied to health</p> <p>Explain The health team in Nigeria (composition, characteristics and functions</p>
General Objective: 4.0 Understand PHC under One Roof (PHCUOR)						
10-12	<p>4.1 Explain the implementation of PHCUOR</p> <p>4.2 Explain functions of PHCUOR</p> <p>4.3 Explain Strategies of PHCUOR. e.g</p> <ul style="list-style-type: none"> Principles of PHC under One Roof. Mentorship in PHCUOR 	Explain 4.1-4.3	<p>Relevant Publications</p> <p>Audio-visuals (video, compact disc, DVD, Internet</p>			<p>Explain the implementation of PHCUOR</p> <p>Identify functions of PHCUOR</p>

	<ul style="list-style-type: none">• Benefits of mentoring					
	4.3 Differentiate between mentoring and supervision					

NATIONAL BOARD FOR TECHNICAL EDUCATION

General Objective: 5.0 Understand the concept of PHC Basic Health Care provision					
13-15	5.1 Explain basic healthcare provision 5.1 Discuss background of basic health care provision fund (BHCPF) 5.3 Explain the following: <ul style="list-style-type: none"> • BHCPF Gateway • NHIA Gate way,e.tc 	Explain 5.1- 5.3	Relevant Publications Audio-visuals (video, compact disc, DVD, Internet)		Explain Basic healthcare provision

PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMMUNITY HEALTH			
COURSE TITLE: USE OF STANDING ORDERS			
COURSE CODE: CMH 329			
DURATION: 2 Hours	Theoretical: 1HR	Practical: 1Hour	
CREDIT UNITS: 2 UNITS		SCHEDULE:	
GOAL: This course is designed to provide students with knowledge and skills in patient management using PHC Standing Orders.			
GENERAL OBJECTIVE: On completion of the course, the student should be able to:			
<ul style="list-style-type: none"> 1.0 Understand the historical background of National Standing Orders 2.0 Know the layout and format of Standing Orders 3.0 Understand the Referral System 4.0 Understand the conditions in children or adults, which put them 'At Risk' 5.0 Understand the use of Job aids and Standard Operating Procedure (SOP) 			

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PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEALTH						
COURSE: USE OF STANDING ORDERS				Course Code: CMH 329		Credit Unit:2
COURSE SPECIFICATION:		Duration: 30	Theoretical:1Hour		Practical: 1Hour	
General Objective: 1.0 Understand the historical background of National Standing Orders						
Week	Specific Learning Outcomes	Teachers Activities	Learning Resources	Specific Learning Outcomes	Teachers Activities	Evaluation
1-3	1.1 Define Standing Orders. 1.2 Describe the evolution of Standing Orders 1.3 List the objectives of the Standing Orders	Explain 1.1- 1.3	Relevant Publications Audio-visuals (video, compact disc, DVD, Internet. Computer projector			Define Standing Orders. Describe the evolution of Standing Orders List the objectives of the Standing Orders
General Objective 2.0: Know the layout and Format of Standing Orders						
4-6	2.1 Discuss the Components of Standing Orders <ul style="list-style-type: none"> • Preface • Table of content • Acknowledgment etc. 2.2 Explain the layout of	Explain 2.1 – 2.3	Relevant Publications Audio-visuals (video, compact disc, DVD, Internet.	Demonstrate skills on how to assist in management of clients with different complaints using the Standing Orders.	Guide students on how to assist in management of clients with different complaints using the Standing Orders	Discuss the Components of Standing Orders Explain the layout of

	standing orders, sections by age group. 2.3 Explain steps in the use of the Standing Orders for situations of different client's e.g. first visit, follow-up, emergency.		Computer projector			standing orders, sections by age group Identify steps in the use of the Standing Orders for situations of different client's e.g. first visit, follow-up, emergency.
General Objective 3.0: Understand the Referral System						
7-9	3.1 Define Referral System 3.2 Explain conditions that require a referral	Explain 3.1-3.2	Relevant Publications	Demonstrate Referral of a Patient/Client.	Guide students on Referral of a Patient/Client	Explain Referral System.
General Objective 4.0: Understand the conditions in children or adults, which put them 'At Risk'						
10-12	4.1 Define two-way Referral System 4.2 List the indications for the referral system	Explain 4.1- 4.3	Relevant Publications Audio-visuals (video, compact disc, DVD, Internet. Relevant Publications	Demonstrate skills on how to fill a referral form	Guide students on how to fill a referral form	Define two-way Referral System. List the indications for the

	4.3 Discuss conditions in children or adults, which put them in grave danger					referral system Discuss conditions in children or adults, which put them in grave danger
General Objective 5.0: Understand the use of job Aids and Standard Operating Procedure (SOP).						
12-14	5.1 Explain the relevant Job aids and appendices and (SOPs-standard operative procedure):- <ul style="list-style-type: none"> • STIs- Syndromique • Management chart • Algorithme for HIV 	Explain 5.1	Relevant Publications Audio-visuals (video, compact disc, DVD, Internet.			Explain the relevant Job aids and appendices and (SOPs-standard operative procedure) :

PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMMUNITY HEALTH		
COURSE TITLE: APPLIED ANATOMY AND PHYSIOLOGY – II		
COURSE CODE: CMS 322		
DURATION: 2Hours	Theoretical:1 Hour	Practical: 1HR
CREDIT UNITS: 2 UNIT	SCHEDULE:	
GOAL: This course is to equip student with knowledge and skill for structural adaptation of the organs of reproduction to their functions in both normal and abnormal conditions.		
GENERAL OBJECTIVE: On completion of the course, the student should be able to:		
<ul style="list-style-type: none"> 1.0 Understand the functions of the male and female reproductive systems 2.0 Understand the physiological development of fetus to the normal functioning of the body. 3.0 Understand the relationship between affiliate organs of urinary and the reproductive organs. 		

PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMMUNITY HEALTH						
COURSE: APPLIED ANATOMY AND PHYSIOLOGY – II				Course Code: CMH 322		Credit Unit: 2
COURSE SPECIFICATION: Theoretical: 1Hour			Practical: 1 Hour			
General Objective: 1.0 Understand the functions of the male and female reproductive systems						
Week	Specific Learning Outcomes	Teachers Activities	Learning Resources	Specific Learning Outcomes	Teachers Activities	Evaluation
1-5	1.1 Discuss the application of anatomy and physiology of the structure of female reproductive system: <ul style="list-style-type: none"> • The menstrual cycle/menstruation • The female sex hormones • ovulation, fertilization and oogenesis • Pelvis Hormonal changes at puberty and pregnancy • Menopause • Breast changes in pregnancy, labour and puerperium • Physiology of lactation 1.2 Discuss the application of anatomy	Explain 1.1- 1.2	Relevant Publications, marker, marker board, Audio-visuals (video, compact disc, DVD, Internet	Carry out practical to differentiate between male and female reproductive system	Demonstrate to student the difference between male and female reproductive system	Discuss the application of anatomy and physiology of female reproductive system. Discuss the application of anatomy and physiology of male reproductive system:

	<p>and physiological functioning of The structure male reproductive system:</p> <ul style="list-style-type: none"> • Structure of the male reproductive system • Mechanism of erection and ejaculation • Spermatogenesis • Hormonal changes at puberty, Andropause 					
General Objective: 2.0 Understand the physiological development of fetus to the normal functioning of the body.						
6-10	<p>2.1 Discuss the application of anatomy and physiological functioning of the structure of foetal development:</p> <ul style="list-style-type: none"> • Fertilization and implantation • Embryonic development • The placenta (structure, formation, abnormalities, Foetal placenta exchange) 	Explain 1.1 – 1.2	Relevant Publications, marker, marker board, Audio-visuals (video, compact disc, DVD, Internet	.		Discuss the application of anatomy and physiology of Foetal Development

	<ul style="list-style-type: none"> • Foetal circulation (Structure, changes) <p>2.2 The foetal skull (external and internal structures, moulding and its complications, injuries)</p>			See charts and videos the development of the fetus from fertilization to delivery	Demonstrate to student using charts and videos the development of the fetus from fertilization to delivery	
General Objective: 3.0 Understand the relationship between affiliate organs of urinary and the reproductive organs.						
11-15	<p>3.1 Explain the affiliated organs of reproductive system</p> <p>3.2 Explain the urinary system (structure, functions, changes during pregnancy, labour and puerperium)</p>	Explain 3.1 to 3.2	Relevant Publications, marker, marker board, Audio-visuals (video, compact disc, DVD, Internet			Explain the affiliated organs of reproductive system.

PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMMUNITY HEALTH			
COURSE: RESEARCH METHODS			
CODE CODE: CMH 328			
DURATION (Hours/Week)	Tutorial: 2 hours	Practical: - 0	Total: 2 (30hrs/semester)
Lecture: 2hrs			
UNITS: 2			
GOAL:			
GENERAL OBJECTIVES: On completion of this course, the student should be able to:			
<ul style="list-style-type: none"> 1.0 Understand the meaning and scope of a library. 2.0 Know how to use a library 3.0 Know what a research is and how to carry it out 4.0 Understand basic principles of probability 5.0 Understand the use and importance of some measures of central tendency and measures of dispersion in summarizing data 6.0 Know the methodology applied in research 7.0 Know the various methods of data collection 8.0 Know the various methods of processing data 9.0 Understand the presentation of research report. 			

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PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMMUNITY HEALTH						
COURSE: RESEARCH METHODS		Course Code: CMH 328		Contact Hours: 30		
COURSE SPECIFICATION:CH: 2		Theoretical : 2Hours			Practical: 0	
General Objective 1: Understand the meaning and scope of a library.						
Week	Specific Learning Objectives	Teachers Activities	Learning Resources	Specific Learning Objectives	Teachers Activities	Evaluation
.1-2	1.1 Explain a Library 1.2 Explain the role of a library in learning and research 1.3 State the various kinds of library stock 1.4 Explain the different sections of a typical library. 1.5 Explain the different types of libraries	Ex-plai 1.1 – 1.5	Relevant Publications, marker, marker board, Audio-visuals (video, compact disc, DVD, Internet			Explain a Library Explain the role of a library in learning and research State the various kinds of library stock. Identify the different sections of a typical library.

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 HIGHER NATIONAL DIPLOMA IN COMMUNITY HEALTH

						Explain the different types of libraries
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General Objective: 2: Know how to use a library						
Week	Specific Learning Objectives	Teachers Activities	Learning Resources	Specific Learning Objectives	Teachers Activities	Evaluation
3-4	2.1 Explain classification. 2.2 Explain the different types of classification scheme (DDC and LC). 2.3 Explain reference sources. 2.4 Explain types of serials. 2.5 Explain indexing and abstracting. 2.6 Describe the use of card catalogues. 2.7 Explain back of book indexes. 2.8 Describe how the library is used in research	Explain 2.1 – 2.8	Relevant Publications, marker, marker board, Audio-visuals (video, compact disc, DVD, Internet			Explain indexing and abstracting. Describe the use of card catalogues
General Objective: 3.0: Know what a research is and how to carry it out						
5	3.1 Define the following terms: Research, scientific method, theory, hypotheses. 3.2 Describe various types of research e.g. descriptive, exploratory, casual.	Explain 3.1 to 3.8	Relevant Publications, marker, marker board, Audio-visuals (video, compact disc, DVD, Internet			Define the following terms: Research, scientific method, theory, hypotheses

	<p>experimental and comparative.</p> <p>3.3 Explain the stages of a research</p> <ul style="list-style-type: none"> • Formulation of a research problem • Hypothesis • Justification of the research • Data collection and analysis • Findings etc. 					
General Objective 4: Understand basic principles of probability						
6	<p>4.1 Define random variable</p> <p>4.2 Explain the concept of randomness</p> <p>4.3 Define probability</p> <p>4.4 State the laws of probability</p> <p>4.5 Define conditional probability</p> <p>4.6 Solve simple problems involving the laws of probability as they relate to their disciplines.</p>	Explain 4.1 -4.6	<p>Relevant Publications, marker, marker board, Audio-visuals (video, compact disc, DVD, Internet</p>			<p>Define random variable</p> <p>Explain the concept of randomness</p>

General Objective 5: Understand the use and importance of some measures of central tendency and measures of dispersion in summarising data					
7	5.1 Define arithmetic mean, geometric mean, median mode and harmonic mean. 5.2 Compute the measures in 5.1 above given: <ul style="list-style-type: none"> • ungrouped data • grouped data 5.3 Explain the uses of geometric and harmonic mean 5.4 Calculate the following, given a set of data: <ul style="list-style-type: none"> • quartiles deciles • percentiles • List the merits and demerits of the above measures of central tendency 5.5 Define measures of dispersion 5.6 State the importance of the measures of dispersion 5.7 Calculate the mean deviation Semi Interquartile range	Explain 5.1 – 5.9	Relevant Publications, marker, marker board, Audio-visuals (video, compact disc, DVD, Internet		Define arithmetic mean, geometric mean, median mode and harmonic mean.

	<p>Variance and standard deviation</p> <p>5.8 Explain the application of the measures of deviation defined in 5.6 above</p> <p>5.9 Calculate the measures of the dispersion listed in 5.8 given sets of data in their disciplines.</p>					
General Objective 6: Know the methodology applied in research						
	<p>6.1 Define sampling</p> <p>6.2 Explain the two major types of sampling</p> <p>6.3 probability sampling e.g. random, systematic, stratified and clusters</p> <p>6.4 Non-probability sampling, e.g. accidental, quotas and purposive.</p> <p>6.5 Explain the uses of sampling in their disciplines</p> <p>6.6 State the advantages and</p>	<p>Explain 6.1-6.6</p>	<p>Relevant Publications, marker, marker board, Audio-visuals (video, compact disc, DVD, Internet</p>		<p>Define sampling</p> <p>Explain the two major types of sampling probability sampling e.g. random, systematic, stratified and clusters</p>	

	disadvantages of 6.2 (a) and 6.2 (b) above.					
General Objective 7: Know the various methods of data collection						
8	<p>7.1 Define data</p> <p>7.2 State the types of data:</p> <p>7.3 primary, and</p> <p>7.4 secondary data</p> <p>7.5 Explain the methods of collecting data e.g. observation, questionnaire, interview</p> <p>7.6 Describe how to design questionnaires for research in their disciplines</p> <p>7.7 Explain how to administer questionnaires and interview.</p> <p>7.8 Design sample questionnaires for research in their disciplines</p> <p>7.9 Administer the questionnaires in 7.6 above</p>	Explain 7.1- 7.9	Relevant Publications, marker, marker board, Audio-visuals (video, compact disc, DVD, Internet			<p>Define data</p> <p>State the types of data:</p> <p>primary, and secondary data</p>

General Objective 8: Know the various methods of processing data					
9	8.1 Explain organization of data. 8.2 Explain the grouping of data 8.3 Explain tabulation of data 8.4 Analyse the data result obtained in 7.6 above 8.5 8.5 Present the result of the analysis in 8.4 above	Explain 8.1 – 8.5	Relevant Publications, marker, marker board, Audio-visuals (video, compact disc, DVD, Internet		Quiz Test Assignment
General Objective 9: Understand the presentation of research report					
10	9.1 Explain the general format of a research report, e.g. <ul style="list-style-type: none"> • Preliminaries e.g. preface and foreword • Approval page • Title page • Dedication • Acknowledgement • Table of contents • List of illustrations e.g. maps/pictures, diagrams, figures and tables • Introduction 	Explain 9.1 -9.3	Relevant Publications, marker, marker board, Audio-visuals (video, compact disc, DVD, Internet		Quiz Test Assignment

	<ul style="list-style-type: none"> • Aims and Objectives • Limitations and Delineations • Main text • Conclusions and Recommendations • The Appendix • Glossary • Bibliography/References <p>9.2 Explain the use of footnotes references and bibliography</p> <p>9.3 Outline the use of abbreviations in citation</p>					
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NATIONAL BOARD FOR TECHNICAL EDUCATION

YEAR II SEMESTER I

PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMMUNITY HEALTH		
COURSE TITLE: ANATOMY AND PHYSIOLOGY III		
COURSE CODE: CMS 411		
DURATION:2 Hours	Theoretical: 1Hour	Practical: 1Hour
CREDIT UNITS: 2 UNIT	SCHEDULE:	
GOAL: This course is designed to acquaint the students with knowledge of the Systems of the Body and their Functions.		
GENERAL OBJECTIVE: On completion of the course, the student should be able to:		
1.0 Understand the Respiratory System		
2.0 Understand the Digestive System		
3.0 Understand the Urinary System		

PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEALTH						
COURSE: ANATOMY AND PHYSIOLOGY III				Course Code: CMS 411	Credit Unit:2	
COURSE SPECIFICATION:			Duration: 2 Hours	Theoretical 1Hour	Practical:1Hour	
General Objective: 1.0 Understand the Respiratory System						
Week	Specific Learning Outcomes	Teachers Activities	Learning Resources	Specific Learning Outcomes	Teachers Activities	Evaluation
1-5	1.1 Explain Respiratory System 1.2 Describe the anatomy of the respiratory system 1.3 Describe the physiology of the respiratory system. 1.4 Describe the organs of respiration from the nose to the alveoli. 1.5 Describe breathing mechanism 1.6 Explain the normal functions of the respiratory system. 1.7 Discuss the disease conditions of the respiratory system e.g	Explain 1.1 – 1.8	Relevant Publications, marker, marker board, Audio-visuals (video, compact disc, DVD, Internet	Identify parts of the respiratory system	Guide student to identify parts of the respiratory system	Explain the functions of the Respiratory System. Describe anatomy of the respiratory system. Describe the organs of respiration from the nose to the alveoli. Describe breathing mechanism. explain the normal functions of the respiratory system

	Pneumonia, bronchitis etc.					Discuss the disease conditions of the respiratory system eg, Pneumonia, bronchitis etc.
General Objective 2.0: Understand the Digestive System						
6-10	<p>2.1 Explain Digestive System</p> <p>2.2 Describe the anatomy of the Digestive system</p> <p>2.3 Describe the Physiology of the Digestive system.</p> <p>2.4 Identify parts of the Digestive system</p> <p>2.5 Describe breathing mechanism</p> <p>2.6 Explain the normal functions of the Digestive system.</p> <p>2.7 Discuss the disease conditions of the Digestive system e.g 4 Diarrhea</p>	Explain 2.1 – 2.7	Relevant Publications, marker, marker board, Audio-visuals (video, compact disc, DVD, Internet	Draw and label the organs of the digestion from the nose to the alveoli.	Guide students to draw and label the organs of the digestion from the nose to the alveoli	<p>Explain Digestive System.</p> <p>Describe the Physiology of the Digestive system.</p> <p>Identify parts of the Digestive system.</p> <p>Discuss the disease conditions of the Digestive system</p>

	5 Peptic Ulcer 6 Duodenal Ulcer 7 Growth and 8 Cancer etc.				
General Objective 3.0: Understand the Urinary System					
11-15	<p>3.1 Describe the Urinary system</p> <p>3.2 Describe the Anatomy of the urinary system.</p> <p>3.3 Describe the physiology of the urinary system</p> <p>3.4 Identify the differences between male and female urinary system</p> <p>3.5 Explain the exposure of male and female to urinary infections.</p> <p>3.6 Discuss the composition of urine in:-</p> <ul style="list-style-type: none"> • Kidney • Ureters • Urinary bladder etc. <p>3.7 Describe the functions</p>	Explain 3.1 – 3.11	Relevant Publications, marker, marker board, Audio-visuals (video, compact disc, DVD, Internet		<p>Describe the Urinary system</p> <p>Describe the Anatomy of the urinary system</p> <p>Describe the physiology of the urinary system</p> <p>Identify the differences between male and female urinary system</p> <p>Explain the exposure of male and female to urinary infections</p> <p>Describe the</p>

	<p>of the urinary system e.g formation of urine elimination etc.,</p> <p>3.8 Discuss anatomy and physiology of the kidney.</p> <p>3.9 Functions of the kidney</p> <p>3.10 Formation of urine.</p> <p>3.11 Discuss the disease conditions of the urinary system e.g</p> <ul style="list-style-type: none"> • Nephritis • Glomerulonephritis • kidney failure etc. 					<p>functions of the urinary system e.g formation of urine, elimination etc.,</p> <p>Describe the functions of the urinary system Discuss the disease conditions of the urinary system</p>
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PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMMUNITY HEALTH			
COURSE TITLE: ORAL HEALTH CARE			
COURSE CODE: CMH 411			
DURATION:2 Hours	Theoretical: 1HR	Practical: 1HRS	
CREDIT UNITS: 2 UNIT	SCHEDULE:		
GOAL: This course is designed to equip the students with the knowledge and skills necessary to promote community oral health			
GENERAL OBJECTIVE: On completion of the course, the student should be able to:			
<p>1.0 Understand Oral Health</p> <p>2.0 Know common Oral Health Problems in the Clinic and in the Community</p> <p>3.0 Know how to mobilize the community on emergency conditions according to standing orders the community to promote positive oral health habits.</p>			

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PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEALTH						
COURSE: ORAL HEALTH CARE				Course Code: CMH 411		Credit Unit:2
COURSE SPECIFICATION:		Duration: 2 hours		Theoretical: 1Hour	Practical: 1Hour	
General Objective: 1.0 Understand Oral Health.						
Week	Specific Learning Outcomes	Teachers Activities	Learning Resources	Specific Learning Outcomes	Teachers Activities	Evaluation
1-5	1.1 Define Oral Health 1.2 Explain common oral health problems and its management 1.3 List diseases associated with oral cavity. 1.4 Describe the diseases of the mouth. 1.5 Discuss harmful cultural practices that affect the oral cavity 1.6 Explain the preventive and control measures of mouth infection 1.7 Explain Management of oral health problems	Explain 1.1 – 1.7	Relevant Publications, marker, marker board, Audio-visuals (video, compact disc, DVD, Internet	Demonstrate how to identify and manage common oral health problems in the clinic and in the community.	Guide the students on how to identify and manage common oral health problems in the clinic and in the community	Define Oral Health. Describe community mobilization to promote positive oral health habits. Explain common oral health problems and its management. Describe the diseases of the mouth Discuss harmful cultural practices that affect the oral cavity.

	according to standing orders.					Explain management oral health problems using to standing orders under supervision.
General Objective: 2.0 Know Common Oral health Problems in the Clinic and in the Community.						
6-10	<p>2.1 Explain the functions of human teeth.</p> <p>2.2 Describe the Human dentition Formula.</p> <p>2.3 List Oral diseases humans.</p> <p>2.5 Explain the signs and symptoms of common oral diseases.</p> <p>2.6 Discuss the preventive measures of common Oral diseases.</p>	Explain 2.1- 2.6	Relevant Publications, marker, marker board, Audio-visuals (video, compact disc, DVD, Internet	Draw a typical Human Teeth	Guide students to draw a typical Human	<p>Explain the functions of human teeth. Describe the Human dentition Formula.</p> <p>List Oral diseases humans.</p> <p>Explain the signs and symptoms of common oral diseases.</p> <p>Discuss the preventive measures of</p>

						common Oral diseases.
General Objective: 3.0 Know how to mobilize the community on emergency conditions according to standing orders the community to promote positive oral health habits						
11-15	3.1 Define Community mobilization. 3.2 Explain the steps involved in mobilizing the community in promoting positive oral health behaviour.	Explain 3.1 – 3.2	Relevant Publications, marker, marker board, Audio-visuals (video, compact disc, DVD, Internet	form groups and practice how to mobilize the community on emergency conditions according to standing order.	Guide student to form groups and practice how to mobilize the community on emergency conditions according to standing order.	Define Community Mobilization Explain the steps involved in mobilizing the community in promoting positive oral health behaviour

PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMMUNITY HEALTH			
COURSE TITLE: COMMUNITY MENTAL HEALTH			
COURSE CODE: CMH 412			
DURATION: 2Hours	Theoretical: 2HR	Practical: 1HR	
CREDIT UNITS: 3 UNIT	SCHEDULE:		
GOAL: This course is designed to Promote Positive Mental Health and Manage Mental Illness in the Community.			
GENERAL OBJECTIVE: On completion of the course, the student should be able to:			
<ul style="list-style-type: none"> 1.0 Understand Community Mental Disorders 2.0 Know how to mobilize the community to Promote Positive Mental Health. 3.0 Understand the Role of the Family and Community in the Management of Mental Disorders. 			

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PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEALTH						
COURSE: COMMUNITY MENTAL HEALTH			Course Code: CMH 412		Credit Unit:3	
COURSE SPECIFICATION:		Duration:2 Hours	Theoretical :2 Hour	Practical: 1 Hour		
General Objective: 1.0 Understand Community Mental Disorders.						
Week	Specific Learning Outcomes	Teachers Activities	Resources	Specific Learning Outcomes	Teachers Activities	Evaluation
1-5	1.1 Define Mental Health 1.2 Explain Mental Health Laws as they affect Primary Health Care. 1.3 Discuss decentralized community based mental care and institutionalized care. 1.4 Explain the different types of mental illnesses Eg <ul style="list-style-type: none"> • Psychoses • Depression 	Explain 1.1- 1.6	Relevant Publications, marker, marker board, Audio-visuals (video, compact disc, DVD, Internet	. carry out practical on how to manage cases in 1.4 in PHC level before referral	Guide student to carry out practical on how to manage cases in 1.4 in PHC level before referral	Define Mental Health Explain Mental Health Laws as they affect Primary Health Care Discuss decentralized community based mental care and institutionalized care. Explain the different types of mental illnesses

	<ul style="list-style-type: none"> • Anxiety • Puerperal etc. <p>1.5 Discuss the conditions above under the following headings:</p> <ul style="list-style-type: none"> • Definition • Causes(economic, stress,) • Incidence • Signs and symptoms • Management. <p>1.6 List positive mental health habits e.g</p> <ul style="list-style-type: none"> • adequate sleep • nutrition, • holiday etc. 					List positive mental health habits
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General Objective: 2.0. Know how to mobilize the community to Promote Positive Mental Health

6-10	<p>1.1 Explain Positive Mental Health in the community.</p> <p>1.2 Discuss support for clients and families in the home management of the mentally illness.</p>	Explain 1.1 – 1.4	Relevant Publications, marker, marker board, Audio-visuals (video, compact disc, DVD, Internet			<p>Explain Positive Mental Health in the community.</p> <p>Discuss support for clients and families in the home</p>
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	<p>1.3 Discuss the various resources available at the community level, and from Governmental and Nongovernmental organization to support positive mental health.</p> <p>1.4 Describe ways to mobilize the community to promote positive mental health.</p>					<p>management of the mentally illness.</p> <p>Discuss the various resources available to support positive mental health</p> <p>Describe ways to mobilize the community to promote positive mental health.</p>
General Objective: 3.0 Understand the Role of the Family and Community in the Management of Mental Disorders.						
11-15	<p>3.1 Explain role of the family and community in the management of mental disorders.</p> <p>3.2 Explain the role of the family in the identification and management of mentally ill in the home.</p> <p>3.3 Define stigma and stereotypes associated with mental illness.</p>	Explain 3.1 – 3.7	Relevant Publications, marker, marker board, Audio-visuals (video, compact disc, DVD, Internet	Manage cases of mental disorders.	Guide the students how to manage cases of mental disorders	<p>Explain role of the family and community in the management of mental disorders.</p> <p>Explain the role of the family in the identification and management of mentally ill in the home</p> <p>Discuss the effects of stigma and stereotypes on the client,</p>

	<p>3.4 Discuss the effects of stigma and stereotypes on the client, family and community.</p> <p>3.5 Explain how to address stigma and correct stereotypes in the communities e.g Interventions to address stigma, stereotypes and misconceptions, reduce barriers to services</p> <p>3.6 Demonstrate management of mental conditions using Standing Orders.</p> <p>3.7 Discuss the principles of rehabilitation of the mentally ill in the community.</p>					<p>family and community.</p> <p>Discuss the principles of rehabilitation of the mentally ill in the community</p>
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PROGRAMME: HIGHER NATIONAL DIPLOMA			
COURSE TITLE: CLINICAL SKILLS II			
COURSE CODE: CMH 413			
DURATION:	Theoretical: - 1Hours	Practical: 1Hour	
CREDIT UNITS: 2 UNIT		SCHEDULE:	
GOAL: This course is designed to equip students with knowledge and skills in practical procedures, to enhance effective health care delivery			
GENERAL OBJECTIVE: On completion of the course, the student should be able to:			
<ul style="list-style-type: none"> 1.0 Understand the basic concepts/theories relevant to the community health practice. 2.0 Understand the principles of interviewing 3.0 Understand the principle of physical examination of clients. 4.0 Know how to monitor client's vital signs. 5.0 Know the procedure for tepid sponging. 6.0 Know how to prepare and administer sugar, salt, solution (SSS) and orally rehydration solution.(ORS) 7.0 Understand the principles of aseptic technique in clinical procedure. 8.0 Know the procedure involved in wound dressing. 9.0 Know the component of cold boxes. 10.0 Understand the procedures of immunizing patient/client against specific disease. 11.0 Know various routes of administration of injection. 12.0 Know the storage and administration of medication. 13.0 Know how to collect urine specimen. 14.0 Understand the procedure for testing urine 15.0 Understand how to estimate haemoglobin. 16.0 Know how to carry out oral examination and oral hygiene. 17.0 Understand the procedure for visual examination 18.0 Know the procedure for self-breast examination 19.0 Know how to weigh a client. 20.0 Know the method for measuring mid-arm circumference. 			

PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMMUNITY HEALTH						
COURSE: CLINICALSKILLS II		Course Code: CMH 413		Credit Unit:2		
COURSE SPECIFICATION:		Duration:		Theoretical:1 Hour		Practical:1 Hour
General Objective: 1.0 Understand the basic concepts/theories relevant community health practice.						
Week	Specific Learning Outcomes	Teachers Activities	Learning Resources	Specific Learning Outcomes	Teachers Activities	Evaluation
1	<p>1.1 Define community health</p> <p>1.2 Explain the rationale of community health</p> <p>1.3 Explain the roles of community health practitioner providing health services to various communities</p> <p>1.4 Identify basic need of client within various communities.</p> <p>1.5 Differentiate between health wellness, illness and diseases</p> <p>1.6 Explain the</p>	Explain 1.1-1.6	Textbooks Journals Posters Flip chats Computers projectors			<p>Define community health</p> <p>Explain the rationale of community health</p> <p>Explain the roles of community health practitioner providing health services to various communities</p>

	health/illness Condition					
General Objective: 2.0 Understand the principles of interviewing.						
2	<p>2.1 Explain the need to communicate with the client in language he/she understands.</p> <p>2.2 Explain the process of establishing good rapport with clients.</p> <p>2.3 Explain the need to make a client comfortable during interview. e.g</p> <ul style="list-style-type: none"> • Interview and record • Information from the client. <p>2.4 Explain the techniques for overcoming language barrier during the interview</p>	Explain 2.1 – 2.5	Textbooks Journals Posters Flip chats Computers Projectors	Describe the procedure for interviewing a client.	Guide students on the procedure for interviewing client.	<p>Explain the need to communicate with the client in language he/she understands</p> <p>Explain the process of establishing good rapport with clients</p>

	with client					
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General Objective: 3.0 Understand the principles of physical examination of clients.						
3	<p>3.1 Describe the process of physical examination of client.</p> <p>3.2 Explain the need for each of the processes described in 3.1 above</p> <p>3.3 Explain various positions for physical examination</p> <p>3.4 Discuss various methods for carrying out physical examination as:</p> <ul style="list-style-type: none"> • Inspection • Palpation • Auscultation, and percussion). 	Explain 3.1 – 3.4	Textbooks Journals Posters Flip chats Computers Projectors	<p>Prepare trolley/tray for physical examination</p> <p>Carry out physical examination according to laid down rules in the standing orders</p>	<p>Guide students on how to prepare trolley/ tray for physical examination</p> <p>Guide students on how to Carry out physical examination according to laid down rules in the standing orders</p>	<p>Describe the process of physical examination of client.</p> <p>Identify various positions for physical examination</p> <p>Identify various methods for carrying out physical examination as;</p>
General Objective: 4.0 Know how to Monitor Clients Vital Signs						
4	<p>4.1 Define vital signs</p> <p>4.2 Describe abnormal signs and</p>	Explain 4.1- 4.5	Textbooks Journals Posters Flip chats	Take reading of and asses vital signs	Guide students on how to take readings of and assess vital signs	Define vital signs

	<p>causes of vital signs</p> <p>4.3 Describe four components of vital signs.</p> <p>4.4 Describe instruments used in assessing the various vital signs.</p> <p>4.5 Describe the various sites used in assessing the various vital sign</p>		<p>Computers</p> <p>Projectors</p>			<p>Identify abnormal signs and causes of vital signs</p> <p>Describe four components of vital signs</p>
General Objective: 5.0 Know the procedure for tepid sponging.						
5	<p>5.1 Explain tepid water</p> <p>5.2 Describe the equipment for tepid sponging</p> <p>5.3 Explain reasons for tepid sponging</p>	<p>Explain 5.1 – 5.3</p>	<p>Textbooks</p> <p>Journals</p> <p>Posters</p> <p>Flip chats</p> <p>Computers</p> <p>Projectors</p>	<p>Carryout tepid sponging</p>	<p>Guide student to carry out tepid sponging</p>	<p>Explain tepid water</p> <p>Identify the equipment for tepid sponging</p> <p>Explain reasons for tepid sponging</p>

General Objective: 6.0 Know how to prepare and administer salt sugar solution (SSS) and oral rehydration solution (ORS)						
6	6.1 List the components of salt, sugar, solution. 6.2 explain the needs for administration of sugar, salt, solution.	Explain 6.1 – 6.2	Textbooks Journals Posters Flip chats Computers Projectors	Identify the equipment used in preparations of salt, sugar, solution	Guide students on how to prepare salt, sugar, solution	List the components of salt, sugar, solution List the components of salt, sugar, solution
General Objective: 7.0 Understand the principles of aseptic technique in clinical procedure						
7	7.1 Define aseptic techniques, sterilization and disinfection. 7.2 Explain the concept of aseptic technique. 7.3 Describe the method of sterilization of instrument, equipment and materials (physical/chemical) Sterilize	Explain 7.1- 7.4	Textbooks Journals Posters Flip chats Computers projectors	Demonstrate the use of mast, gloves and gown	Guide students on how Demonstrate the use of mast, gloves and gown	Define aseptic techniques, sterilization and disinfection Describe the method of sterilization of instrument, equipment and materials Describe the method of disinfection

	instruments, equipment and materials. 7.4 Describe the method of disinfection, concurrent, terminal, etc.					
General Objective: 8.0 Know the procedure involved in wound dressing.						
8	8.1 Define wound. 8.2 Describe types of wounds e.g, • Incise • Puncture 8.3 Identify the classes of wound. 8.4 Explain Care for drains in wounds. 8.5 Describe principles and techniques of bandaging.	Explain 8.1 – 8.5	Textbooks Journals Posters Flip chats Computers Projectors	clean and dress a wound	Demonstrate to student how to clean and dress a wound	Define wound. Describe types of wounds Identify the classes of wound Describe principles and techniques of bandaging
General Objective: 9.0 Know the component of cold boxes						
9	9.1 Explain cold boxes and the uses 9.2 Describe content	Explain 9.1- 9.3	Textbooks Journals Posters Flip chats			Explain cold boxes and their uses

	of cold boxes 9.3 Explain the cold chain system Maintain a cold chain system		Computers Projectors			
General Objective: 10.0 Understand the procedures of immunizing patient/client against specific disease						
10	10.1 Explain immunity 10.2 List the types of immunity 10.3 Identify the various route for administering vaccines 10.4 Explain the concept of Self-immunization tray 10.5 Explain the factors that affect communities	Explain 10.1 – 10.5	Textbooks Journals Posters Flip chats Computers Projectors	Carryout immunization Apply aseptic technique in immunization	Guide students on how to Carryout immunization	Explain immunity List types of immunity Identify the various route for administering vaccines
General Objective: 11.0 Know various routes of administration of injections						
11	11.1 List various routes of administering	Explain 11.1- 11.4	Textbooks Journals Posters	Carryout administration of	Guide student to Carryout	List various routes of

	<p>injections.</p> <p>11.2 Describe the various methods of administering injection.</p> <p>11.3 Explain the equipment needed for the various method of injection.</p> <p>11.4 Explain the sites for injection.</p>		<p>Flip chats Computers Projectors</p>	<p>injection by aseptic techniques</p>	<p>administration of injection by aseptic Techniques</p>	<p>administering injections</p> <p>Describe the various methods of administering injection</p>
General Objective: 12.0 Know the storage and administration of medication						
12	<p>12.1 explain the route of drugs administration.</p> <p>12.2 Describe the procedures for drugs administration through various routes</p> <ul style="list-style-type: none"> • Orally 	<p>Explain 12.1-12.3</p>	<p>Textbooks, marker board, marker, projector,</p>	<p>Set tray/trolleys for administration of medication</p> <p>Administer drugs through various routes.</p>	<p>Guide student on how to Set tray/trolleys for administration of medication</p> <p>Guide student on how to Administer drugs through various routes.</p>	<p>Explain the route of drugs administration</p> <p>Describe the procedures for drugs administration through various routes</p>

	<ul style="list-style-type: none"> Rectally topically, etc <p>12.3 Calculate ratio for dilution of lotion and rate of flow of infusion.</p>					
General Objective: 13.0 Know how to collect urine specimen						
13	<p>13.1 Explain the various urine specimen e.g early morning, mid-stream, 24hour-specimen, etc.</p> <p>13.2 Explain the various containers for collecting urine specimen e.g clear or sterile containers. Collect urine specimen for laboratory test.</p>	Explain 13.1-13.2	Textbooks, marker board, marker, projector,	Identify the various containers for collecting urine specimen	Guide student to Identify the various containers for collecting urine specimen	<p>Explain the various urine specimen</p> <p>Identify the various containers for collecting urine specimen</p>
General Objective 14: Understand the procedure for testing urine						
14	<p>14.1 Explain the reagents for different testing of urine e.g.</p> <ul style="list-style-type: none"> Albusticks Clinite set 	Explain 14.1-14.2	Textbooks, marker board, marker, projector,	Interpret urine for various indication.	Guide students to interpret urine for various indication	Explain the reagents for different testing of urine

	<ul style="list-style-type: none"> • ablets, • clinistick, • accetest ablet. • Observe the color, odour, quantity reaction and specific gravity of urine specimen, etc <p>14.2 Explain the test of urine for various indication.</p>					
General Objective 15.0: Understand how to estimate hemoglobin						
14	<p>15.1 Define hemoglobin</p> <p>15.2 Describe the functions of the hemoglobin</p> <p>15.3 Explain the component of hemoglobin</p> <p>15.4 discuss the hemoglobin level for children, adult, male, female and pregnant women</p>	Explain 15.1-15.4	Textbooks, marker board, marker, projector,	Conduct practical on hemoglobin estimation (HB and PCV)	Guide student to conduct practical on hemoglobin estimation (HB and PCV)	<p>Define hemoglobin</p> <p>Describe the functions of the hemoglobin</p> <p>Explain the component of hemoglobin</p>
1. General Objective 16.0: Know how to carry out oral examination and oral hygiene.						

<p>14</p>	<p>16.1 Define oral health.</p> <p>16.2 Describe types of teeth</p> <p>16.3 List diseases associated with oral cavity.</p> <p>16.4 Explain the causes of the disease of the mouth.</p> <p>16.5 Explain instruments used in mouth examination.</p> <p>16.6 Explain the preventive and control measures of mouth infection.</p>	<p>Explain 16.1-16.6</p>	<p>Textbooks, marker board, marker, projector,</p>	<p>Draw the anatomy of the buccal cavity</p> <p>Carry out mouth examination</p>	<p>Guide student to Draw the anatomy of the buccal cavity</p> <p>Guide student to Carry out mouth examination</p> <p>Guide student to</p>	<p>Define oral health.</p> <p>Describe types of teeth</p>
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General Objective: 17: Understand the procedure for visual examination						
15	17.1 Define vision. 17.2 Explain various method if carrying out visual acquity 17.3 Explain the fine level of vision.	Explain 17.1-17.3	Textbooks Journals Posters Flip chats Computers projectors Textbooks Journals Posters Flip chats Computers Projectors	Carry out visual acquity test Interpret visual acquity Test result	Guide students on how to Carry out visual acquity test. Demonstrate how to Interpret visual acquity test result	Define vision. Identify various method if carrying out visual acquity.
General Objective 18: Know the procedure for self-breast examination						
15	18.1 Define breast 18.2 Describe the anatomy of	Explain 18.1 – 18.5	Textbooks Journals Posters Flip chats	Carry out breast examination	Guide students on how to Carry out breast examination	Describe the anatomy of breast

	<p>breast</p> <p>18.3 Discuss the various steps in breast examination.</p> <p>18.4 Discuss diseases that can affect the breast</p> <p>18.5 Describe how to clean and care for the breast.</p>					
General Objective 19: Know how to weigh a client						
15	<p>19.1 Define weight</p> <p>19.2 Describe procedure for determining weight of a client</p> <p>19.3 Explain normal and abnormal weight for different age group</p>	Explain 19.1-19.3	<p>Textbooks</p> <p>Journals</p> <p>Posters</p> <p>Flip chats</p>	weight a client using weighing balance	<p>Demonstrate to student how to weight a client using weighing balance</p>	Describe procedure for determining weight of a client
General Objective 20: Know the method for measuring mid-arm circumference						

15	20.1 Describe Measurement of mid-arm Circumference of a child.	Explain the procedure for determining nutritional status of a child using mid-arm Circumference.	Textbooks Journals Posters Flip chats			Describe Measurement of mid-arm Circumference of a child.
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PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMMUNITY HEALTH			
COURSE TITLE: HEALTH STATISTICS			
COURSE CODE: CMH 414			
DURATION:2 Hours	Theoretical: - 1HR		Practical: 1HR
CREDIT UNITS: 2 UNIT		SCHEDULE:	
GOAL: This course is designed to equip students with the knowledge and skills of statistics in relation to health.			
GENERAL OBJECTIVE: On completion of the course, the student should be able to:			
<ul style="list-style-type: none"> 1.0 Understand the nature, scope and uses of statistics in the healthcare system 2.0 Know rates and ratio in Health statistics 3.0 Understand Sampling Techniques 4.0 Know variables 5.0 Understand the measures of Central Tendency 			

PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEALTH						
COURSE: HEALTH STATISTICS				Course Code: CMH 414		Credit Unit: 2
COURSE SPECIFICATION:			Duration: 2 Hours	Theoretical: 1 Hour		Practical: 1 Hour
General Objective: 1.0 Understand the nature, scope and uses of statistics in the healthcare system						
Week	Specific Learning Outcomes	Teachers Activities	Learning Resources	Specific Learning Outcomes	Teachers Activities	Evaluation
1-3	1.1 Explain the scope and uses of statistics in health care system. 1.2 Define health and vital statistics 1.3 List various sources of health statistics 1.4 Explain the importance of vital statistics in health 1.5 Explain Sampling techniques 1.6 Explain various types of sampling and their importance 1.7 Define variables	Explain 1.1 – 1.11	Relevant books Statistical chat Posters Models Computer projector			Explain the scope and uses of statistics in health care system Define health and vital statistics List various sources of health statistics Explain Measures of Central Tendency

	<p>1.8 List types of variables</p> <p>1.9 Explain measures of Central Tendency:</p> <ul style="list-style-type: none"> • Mean • Median • Mode <p>1.10 Explain Measures of Central Tendency</p> <p>1.11 List, explain and compute the various measures of Central Tendency</p>					List, explain and compute the various measures of Central Tendency
General Objective: 2.0 Know rates and ratio in Health statistics						
4-6	<p>2.1 Explain the Calculation of rates and ratios in health statistics</p> <p>2.2 Explain the calculation of different types of rates and ratios</p>	Explain 2.1-2.2	<p>Mathematical sets</p> <p>Chats</p> <p>Computers</p> <p>projectors</p>			<p>Explain the Calculation of rates and ratios in health statistics</p> <p>Explain the calculation of different types of rates and ratios</p>

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General Objective: 3.0 Understand Sampling Techniques						
7-10	3.1 Define sample 3.2 list the sampling techniques related to health 3.3 Explain the sampling technique listed above	Explain 3.1- 3.3	Mathematical sets Chats Computers Projectors, marker board, marker.			Define sample list the sampling techniques related to health
General Objective: 4.0 Know variables						
11-12	4.1 Explain variables 4.2 Explain Independent variable 4.3 Explain Dependent variable	Explain 4.1 – 4.3	Mathematical sets Chats Computers Projectors, marker, marker board			Explain variables Explain Independent variable Explain Dependent variable
General Objective: 5.0 Understand the measures of Central Tendency						
12-15	1.1 Define central tendency 1.2 Describe the measures of Central Tendency	Explain 5.1-5.2	Mathematical sets Chats Computers projectors	Compute the indices to measures Central Tendency e.g Mean, Median, Mode, range	Guide students to compute the indices to measures Central Tendency e.g	Describe the measures of Central Tendency

					Mean, Median, Mode, range	
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PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMMUNITY HEALTH			
COURSE TITLE: MANAGEMENT OF HIV/AIDS			
COURSE CODE: CMH 415			
DURATION:2 Hours	Theoretical: - 2 Hour		Practical: 1Hour
CREDIT UNITS: 3 UNIT		SCHEDULE:	
GOAL: This course is designed to enable students to acquire the knowledge and skills required to diagnose, prevent, manage and rehabilitate HIV/AIDS patients in our communities			
GENERAL OBJECTIVE: On completion of the course, the student should be able to:			
<ul style="list-style-type: none"> 1.0 Understand the general overview of HIV and AIDS 2.0 Know the Pathophysiology and natural progression of HIV and AIDS 3.0 Understand laboratory investigations on HIV and AIDS 4.0 Understand the concept of HIV Counselling and Testing (HCT) 5.0 Understand ARV drugs and the importance of adherence to the drugs 6.0 Know the management, prevention and control of HIV and AIDS using the Standing Orders 7.0 Know the care and support needs of People Living with HIV and AIDS 8.0 Know the nutritional needs of People Living with HIV and AIDS 9.0 Know the concept of Prevention of Mother to Child Transmission (EMTCT) 10.0 Understand management of vulnerable children 11.0 Know the rights of clients and the responsibilities of care providers 12.0 Understand the concept of referral and networking in HIV and AIDS management 13.0 Know the concept of Monitoring and Evaluation (M&E) in HIV and AIDS intervention 			

PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEALTH						
COURSE: MANAGEMENT OF HIV/AIDS				Course Code: CMH 415		Credit Unit:3
COURSE SPECIFICATION:		Duration:	Theoretical: 2 Hour		Practical: 1Hour	
General Objective: 1.0 Understand the general overview of HIV and AIDS						
Week	Specific Learning Outcomes	Teachers Activities	Learning Resources	Specific Learning Outcomes	Teachers Activities	Evaluation
1	1.1 Discuss the general overview of HIV and AIDS 1.2 Describe the signs and symptoms suggestive of HIV and AIDS. 1.3 Describe the epidemiology of HIV and AIDS 1.4 Discuss the modes of transmission of HIV 1.5 Explain the factors that predispose transmission of HIV 1.6 Enumerate Factors that predispose transmission of HIV 1.7 Explain risk/vulnerable groups:	Explain 1.1- 1.8	Relevant books, Statistical chat Computer projector	Carry out a HIV test	Guide student to carry out a HIV test	Discuss the general overview of HIV and AIDS Describe the signs and symptoms suggestive of HIV and AIDS. Describe the epidemiology of HIV and AIDS Explain the factors that predispose transmission of HIV

	CSWs, MSM, multiple sex partners, etc. 1.8 Explain the impact of HIV and AIDS, i.e. social, economic, psychological, health impact					Explain the impact of HIV and AIDS
General Objective 2.0: Know the Pathophysiology and natural progression of HIV and AIDS						
2	2.1 Describe HIV and AIDS stages (1-4 stages) • Progressive stages of HIV and AIDS 2.2 Explain Pathophysiology and natural progression of HIV and AIDS 2.3 Discuss the types and life cycle of HIV 2.4 Describe the natural progression of HIV and AIDS 2.5 Explain factors affecting HIV and AIDS disease progression e.g. viral factor, host genetic	Explain 2.1 – 2.5	Relevant textbooks Computers projectors			Describe HIV and AIDS stages Explain Pathophysiology and natural progression of HIV and AIDS Discuss the types and life cycle of HIV Describe the natural progression of HIV and AIDS

	factor, host immune factor host cellular factor					
General Objective 3.0 Understand laboratory investigations on HIV and AIDS						
3	3.1 Define HIV laboratory investigations 3.2 Explain methods of HIV laboratory investigation 3.3 Discuss and interpret laboratory results e.g. CD4 count, viral load, LFT	Explain 3.1 – 3.3	Relevant textbooks Computers projectors	carry out laboratory test for HIV	Guide student to carry out laboratory test for HIV	Define HIV laboratory investigations Explain methods of HIV laboratory investigation Discuss and interpret laboratory results
General Objective 4.0 Understand the concept of HIV Counselling and Testing (HCT)						
4	4.1 Explain the concepts of HIV Counselling and Testing (HCT) 4.2 Discuss the benefits of HCT 4.3 Explain the differences between HIV pre and post-test counseling 4.4 Describe the various steps involved in pre-test counseling	Explain 4.1 – 4.7	Relevant textbooks Computers projectors	form groups and conduct practical on HIV counselling	Guide student to form groups and conduct practical on HIV counselling	Explain the concepts of HIV Counselling and Testing (HCT) Discuss the benefits of HCT Explain the differences between HIV pre and post-test counseling Describe the various steps

	<p>4.5 Explain the term post-testing counselling.</p> <p>4.6 Differentiate discordant and concordant couples in HIV and AIDS</p> <p>4.7 Describe the role of culture on effective HIV and AIDS counselling and testing.</p>				<p>involved in pre-test counseling</p> <p>Explain the term post-testing counselling.</p> <p>Differentiate discordant and concordant couples in HIV and AIDS</p> <p>Describe the role of culture on effective HIV and AIDS counselling and testing.</p>
General Objective 5.0: Understand ARV drugs and the importance of adherence to the drugs					
5	<p>5.1 Explain the goals of ARV therapy</p> <p>5.2 Explain the modes of action of ARV drugs</p> <p>5.3 List classes of ARV medications</p> <p>5.4 Describe the different stages of adverse reactions to ARV</p>	Explain 5.1 – 5.8	<p>Relevant textbooks</p> <p>Computers</p> <p>projectors</p>		<p>Explain the goals of ARV therapy</p> <p>List classes of ARV medications</p> <p>Describe the different stages of adverse reactions to ARV</p> <p>Explain the need of adherence to ARV</p>

	<p>5.5 Explain the need of adherence to ARV</p> <p>5.6 List factors that enhance adherence to ART</p> <p>5.7 List factors associated with poor adherence to ARV</p> <p>5.8 List factors associated with poor adherence to ARV</p> <p>5.8 Explain strategies for improving adherence to ARV</p>				<p>List factors that enhance adherence to ART</p> <p>List factors associated with poor adherence to ARV</p>
General Objective 6.0 Know the management, prevention and control of HIV and AIDS using the Standing Orders					
6	<p>6.1 Discuss common opportunistic infections</p> <p>6.2 Discuss the steps in preventing exposure to opportunistic infections</p> <p>6.3 Explain the prophylaxis for opportunistic infections in PLHWIV</p>	Explain 6.1 – 6.6	<p>Relevant textbooks</p> <p>Computers</p> <p>Projectors, marker, marker board</p>		<p>Discuss common opportunistic infections</p> <p>Discuss the steps in preventing exposure to opportunistic infections</p> <p>Explain the prophylaxis for opportunistic</p>

<p>6.4 Explain measures for prevention and control of HIV and AIDS</p> <p>6.5 Explain the multi-sectorial approaches to HIV and AIDS prevention (secondary)</p> <p>6.6 Describe universal precautions in the management of HIV and AIDS in healthcare settings</p>				<p>infections in PLHWIV</p> <p>Explain measures for prevention and control of HIV and AIDS</p> <p>Explain the multi-sectorial approaches to HIV and AIDS prevention</p>
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General Objective 7.0: know the care and support needs of People Living with HIV and AIDS					
7	<p>7.1 Explain the care and support needs of HIV and AIDS clients</p> <p>7.2 Explain elements of care and support for HIV and AIDS clients i.e. medical/physical, psychological, home level, community level, primary health care, secondary health care and tertiary health levels.</p> <p>7.3 Discuss common health issues affecting nutritional intake by PLWHIV</p>	Explain 7.1 – 7.3	<p>Relevant textbooks</p> <p>Computers</p> <p>projectors</p>		<p>Explain the multi-sectorial approaches to HIV and AIDS prevention</p> <p>Identify elements of care and support for HIV and AIDS clients</p> <p>Discuss common health issues affecting nutritional intake by PLWHIV</p>

General Objective 8.0 Know the nutritional needs of People Living with HIV and AIDS						
8	8.1 Describe relationship between HIV and AIDS and nutrition 8.2 Discuss common health issues affecting nutritional intake by PLWHIV 8.3 Describe the process of infant feeding by HIV positive mothers to child	Explain 8.1 – 8.3	Relevant textbooks Computers Projectors, marker, marker boards			Describe relationship between HIV and AIDS and nutrition Discuss common health issues affecting nutritional intake by PLWHIV
General Objective 9.0 Know the concept of Prevention of Mother to Child Transmission (EMTCT)						
9	9.1 Explain the strategies for EMTCT and Elimination of mother to Child transmission (EMTCT) 9.2. Describe the intervention for EMTCT 9.3 Explain factors that facilitate MTCT	Explain 9.1- 9.3	Relevant textbooks Computers Projectors, marker, marker boards			Explain the strategies for EMTCT and Elimination of mother to Child transmission (EMTCT) Describe the intervention for EMTCT Explain factors that facilitate MTCT
General Objective 10.0 Understand management of vulnerable children						
10	10.1 Define vulnerable children (VC)	Explain 10.1 – 10.2	Relevant textbooks Computers			Define vulnerable children (VC) Explain the measures for

	10.2 Explain the measures for prevention of HIV transmission to vulnerable children		Projectors, marker, marker boards			prevention of HIV transmission to vulnerable children
General Objective 11.0 Know the rights of clients and the responsibilities of care providers						
11	11.1 Explain ethical principles' for HIV and AIDS 11.2 Discuss Approaches to ethical decision making in health care 11.3 Identify approaches to ethical decision-making in health care 11.4 Explain rights of the HIV and AIDS patient	Explain 11.1 – 11.4	Relevant textbooks Computers Projectors, marker, marker boards			Explain ethical principles' for HIV and AIDS Discuss Approaches to ethical decision making in health care Identify approaches to ethical decision-making in health care Explain rights of the HIV and AIDS patient
General Objective 12.0 Understand the concept of referral and networking in HIV and AIDS management						
12	12.1 Explain referral and types of referral systems 12.2 Discuss reasons for referral 12.3 Discuss basic elements of Explain tips for successful referral.	Explain 12.1-12.4	Relevant textbooks Computers Projectors, marker, marker boards			Explain referral and types of referral systems Discuss reasons for referral Discuss basic elements of Explain

	12.4 Describe referral network					tips for successful referral.
General Objective 13.0 know the concept of Monitoring and Evaluation (M&E) in HIV and AIDS intervention						
13	<p>13.1 Explain the concept of Monitoring and Evaluation (M&E)</p> <p>13.2 Explain the importance of Monitoring and Evaluation (M&E)</p> <p>13.3 Explain the M & E framework for the healthcare sector for HIV and AIDS in Nigeria</p> <p>13.4 Discuss HIV and AIDS M & E indicators</p> <p>13.5 State factors that ensure data quality assurance for HIV and AIDS</p>	Explain 13.1-13.5	Relevant textbooks Computers Projectors, marker, marker boards	monitor and evaluate HIV and AIDs patient	Demonstrate to student how to monitor and evaluate HIV and AIDs patient	<p>Explain the importance of Monitoring and Evaluation (M&E)</p> <p>Discuss HIV and AIDS M & E indicators</p>

PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMMUNITY HEALTH			
COURSE TITLE: OCCUPATIONAL HEALTH AND SAFETY			
COURSE CODE: CMH 416			
DURATION:	Theoretical: 1Hours	Practical: 1Hours	
CREDIT UNITS: 2 UNIT		SCHEDULE:	
GOAL: This course is designed to equip students with the knowledge and skills to promote, protect and prevent early deviation from normal health of workers in their work environment.			
GENERAL OBJECTIVE: On completion of the course, the student should be able to:			
<ul style="list-style-type: none"> 1.0 Understand Occupational Health Services 2.0 Understand common occupational health hazards in the community and be able to manage them appropriately 3.0 Know Occupational Diseases according to their classification 4.0 Know hazards in the home and prevent appropriately 5.0 Understand Factory Act 6.0 Understand industrial accidents and safety 7.0 Know how to collaborate with occupational authorities and government regulating bodies to promote safe working environments 			

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PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEALTH						
COURSE: OCCUPATIONAL HEALTH AND SAFETY				Course Code: CMH 416	Credit Unit:2	
COURSE SPECIFICATION:		Duration:	Theoretical: 1 Hours		Practical: 1Hours	
General Objective: 1.0 Understand Occupational Health Services						
Week	Specific Learning Outcomes	Teachers Activities	Learning Resources	Specific Learning Outcomes	Teachers Activities	Evaluation
1-2	1.1 Define Occupational Health 1.2 Discuss the principles and practice Occupational Health and Safety Good sanitation practices <ul style="list-style-type: none"> • keeping toilets clean(and why), • learn about safe disposal of garbage and children's feaces 1.3 Explain occupational Diseases under the following <ul style="list-style-type: none"> • Biological • Bacteria-Cataract • Arthritis • Viral –HIV/AIDS • Helminthiasis • Chemical • Pneumoconiosis • Silicosis • Bargasosis 	Explain 1.1 – 1.6	Relevant textbooks Computers Projectors, marker, marker boards			Define Occupational Health Discuss the principles and practice Occupational Health and Safety Good sanitation practices List and classify common occupational disease Explain the types , causes , routes of entry, clinical presentation and control, preventive measures for addressing the occupational diseases

	<ul style="list-style-type: none"> • Tuberculosis • .Psycho-social • stress conditions • Neurosis • Psychosis etc. <p>1.4 Describe each of the diseases mentioned in 1.3 above under the following headings:</p> <ul style="list-style-type: none"> • Causes/sources • Signs and symptoms • Prevention and control • treatment according to Standing Orders • Referral Follow up <p>1.5 List and classify common occupational disease e.g</p> <ul style="list-style-type: none"> • Occupational lung disease – • Occupational dermatitis • Occupational injuries • Occupational cancer • Accidents etc. <p>1.6 Explain the types , causes , routes of entry, clinical presentation and</p>					
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	control, preventive measures for addressing the occupational diseases listed above					
General Objective: 2.0 Understand common occupational health hazards in the community and be able to manage them appropriately						
3-4	<p>2.1 Explain occupational health hazards</p> <p>2.2 Discuss Physical hazards e.g</p> <ul style="list-style-type: none"> • Noise • Light • Vibrations • Heat etc. <p>2.3 Explain Chemical hazards e.g</p> <ul style="list-style-type: none"> • Gases • Lead • Mercury • Fumes • Solids • Solvents etc. biological 	Explain 2.1-2.3	Relevant textbooks Computers Projectors, marker, marker boards	Carry out practical on how 2.2 can be manage	Demonstrate to student a practical on how 2.2 can be manage	<p>Explain occupational health hazards</p> <p>Discuss Physical hazards</p> <p>Explain Chemical hazards</p>
General Objective: 3.0 Know Occupational Diseases according to their classification						
5-6	<p>3.1 Explain Occupational Diseases</p> <p>3.2 Discuss Occupational Diseases e.g</p> <ul style="list-style-type: none"> • Viruses • Bacteria 	Explain 3.1 – 3.3	Relevant textbooks Computers Projectors, marker, marker boards			Explain Occupational Diseases

	<ul style="list-style-type: none"> • Fungi • Protozoa • Parasites <p>3.3 Explain Psycho-social Stress e.g.</p> <ul style="list-style-type: none"> • Poor work environment • Poor motivation to work 					
General Objective: 4.0 Know hazards in the home and prevent appropriately						
7-8	<p>4.1 Define home hazards</p> <p>4.2 explain causes of home hazards</p> <p>4.3 List methods of prevention of home hazards</p>	Explain 4.1 – 4.3	Books, Journals Projectors computers	Carry out a practical on how to prevent hazards	Demonstrate to student how to Carry out a practical on how to prevent hazard	Define home hazards Identify causes of home hazards
General Objective: 5.0 Understand Factory Act						
9-10	<p>5.1 Discuss the Factory ACT</p> <p>5.2 Describe the Factory ACT in relation to occupational health services</p>	Explain 5.1 – 5.2	Books, Journals Projectors computers			Discuss the Factory ACT Describe the Factory ACT in relation to occupational health services
General Objective: 6.0 Understand Industrial Accidents and safety						
11-12	<p>6.1 Explain the causes, prevention/control of industrial accidents</p> <p>6.2 Explain the Preventions /control of industrial accidents e.g</p>	Explain 6.1 – 6.2	Books, Journals Projectors computers			Explain the causes, prevention/control of industrial accidents Explain the Preventions /control of industrial accidents

	<ul style="list-style-type: none"> • use of personal protective equipment [PPE], • engineering Administrative • Collaboration with Occupational Authorities 					
General Objective: 7.0 Know how to collaborate with occupational authorities and government regulating bodies to promote safe working environments						
13-14	<p>7.1 Describe the roles of governments/agencies and organizations in promoting safety in work environments e.g</p> <ul style="list-style-type: none"> • Local government • State Ministry of Health Federal • Ministries of Health • Ministry of Environment and Labour • Local and International 	Explain 7.1	Books, Journals Projectors computers			Describe the roles of governments/agencies and organizations in promoting safety in work environments

PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMMUNITY HEALTH			
COURSE TITLE: REPRODUCTIVE HEALTH			
COURSE CODE: CMH 417			
DURATION:2	Theoretical: 2HR	Practical: 1Hour	
CREDIT UNITS: 3 UNIT		SCHEDULE:	
GOAL: This course is designed to equip students with the knowledge and skills to provide reproductive health care services.			
GENERAL OBJECTIVE: On completion of the course, the student should be able to:			
<ul style="list-style-type: none"> 1.0 Understand the concept of Reproductive Health and Rights 2.0 Understand the anatomy and physiology of the male and female reproductive system 3.0 Know reproductive health disorders 4.0 Understand abortion and post abortion care 5.0 Understand the concept of Female Genital Mutilation and Cutting 6.0 Understand Reproductive Health Cancers 7.0 Know Gender Concept and Gender Based Violence 			

PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMMUNITY HEALTH						
COURSE: REPRODUCTIVE HEALTH				Course Code: CMH 417	Credit Unit: 3	
COURSE SPECIFICATION:		Duration:	Theoretical: 2Hour		Practical: 1Hour	
General Objective: 1.0 Understand the concept of Reproductive Health and Rights						
Week	Specific Learning Outcomes	Teachers Activities	Learning Resources	Specific Learning Outcomes	Teachers Activities	Evaluation
1-2	<p>1.1 Describe the concept of Reproductive Health and Rights</p> <p>1.2 Define Reproductive Health Rights Components of Reproductive Health</p> <p>1.3 Define the Human Right to reproduce</p> <p>1.4 State the Reproductive Rights</p> <p>1.5 Explain the factors that could influence reproductive health and rights e.g. Housing, Economy, poor water supply etc.</p>	Explain 1.1 – 1.7	<p>Relevant publications (Picture, charts, model etc.)</p> <p>Computers</p> <p>projectors</p>	<p>Demonstrate to student the role of a mother and father</p>	Demonstrate to student the role of a mother and father	<p>Describe the concept of Reproductive Health and Rights</p> <p>Define Reproductive Health Rights Components of Reproductive Health</p> <p>Define the Human Right to reproduce</p> <p>State the Reproductive Rights</p> <p>Identify the factors that could influence</p>

	<p>1.6 Discuss Gender and sex roles- roles of father, mother and children in Reproductive Health</p> <p>1.7 Discuss the importance of male involvement in sexual and reproductive health care</p>					<p>reproductive health and right.</p> <p>Discuss the importance of male involvement in sexual and reproductive health care</p>
General Objective: 2.0 Understand the anatomy and physiology of the male and female reproductive system						
3-4	<p>2.1 Discuss Anatomy and physiology of male reproductive system including process of sperm formation</p> <p>2.2 Explain Anatomy and physiology of female reproductive system including phases of menstrual cycle and menstruation</p> <p>2.3 Explain the Functions of male and female reproductive systems</p>	<p>Explain 2.1 – 2.17</p>	<p>Charts, visual, models Books, journal Models charts Computers projectors</p>	<p>Watch videos and charts on how to care for the male and female reproductive system</p>	<p>Demonstrate with videos to student videos and charts on how to care for the male and female reproductive system</p>	<p>Discuss Anatomy and physiology of male reproductive system including process of sperm formation</p> <p>Explain Anatomy and physiology of female reproductive system including phases of</p>

	<p>2. 4 Discuss Management of STIs and HIV/AIDS</p> <p>2.5 Discuss the syndromic approach to STIs Management</p> <p>2.6 Discuss common STIs in the community</p> <p>2.7 Discuss the provision of syndromic management of STIs and HIV/AIDS</p> <p>2.8 Discuss STIs prevention and safe sex practices</p> <p>2.9 Discuss complications of STIs</p> <p>2.10 Explain Syndromic management of STIs and HIV/AIDS using Algorithms</p> <p>2.11 Discuss information and education on HIV</p>				<p>menstrual cycle and menstruation</p> <p>Explain the Functions of male and female reproductive systems</p> <p>Explain Management of STIs and HIV/AIDS</p> <p>Discuss the provision of syndromic management of STIs and HIV/AIDS</p> <p>Discuss STIs prevention and safe sex practices</p> <p>Explain Syndromic management of</p>
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	<p>counselling and testing(HCT)</p> <p>2.14 Discuss Menopause and Andropause</p> <p>2.15 Explain Pre and post-menopausal syndrome</p> <p>2.16 Explain Managing menopausal syndrome according to Standing Orders</p> <p>2.17 Explain Other harmful practices related to female reproductive health</p>					<p>STIs and HIV/AIDS using Algorithms</p> <p>Discuss information and education on HIV counselling and testing (HCT)</p> <p>Explain Reproductive Health Services</p>
General Objective: 3.0 Know reproductive health disorders						
5-6	<p>3.1 Explain Reproductive Health Services</p> <p>3.2 Describe Reproductive Health Disorders e.g</p>	Explain 3.1- 3.2	<p>Charts, visual, models</p> <p>Books, journal</p> <p>Models charts</p> <p>Computers projectors</p>			<p>Explain Reproductive Health Services</p> <p>Describe Reproductive Health Disorders</p>

	<ul style="list-style-type: none"> • Menstrual disorders • Sexual dysfunction • Infertility • Menopause and Andropause 					
General Objective: 4.0 Understand abortion and post abortion care						
7-8	<p>4.1 Define Abortion</p> <p>4.2 Types and causes of abortion</p> <p>4.3 Discuss abortion and post abortion care</p> <p>4.4 What are the Complications of abortion</p> <p>4.5 Discuss When to refer patient with abortion complications</p>	Explain 4.1 – 4.5	<p>Charts, visual, models</p> <p>Books, journal</p> <p>Models charts</p> <p>Computers</p> <p>projectors</p>			<p>Define Abortion</p> <p>Types and causes of abortion</p> <p>Discuss abortion and post abortion care</p> <p>What are the Complications of abortion</p> <p>Discuss When to refer patient with abortion complications</p>
General Objective: 5.0 Understand the concept of Female Genital Mutilation and Cutting						

9-10	<p>5.1 Define FG/Cutting (FGM/C)</p> <p>5.2 Explain types of FGM/C</p> <p>5.3 Explain the Complications of FGM/C</p> <p>5.4 Discuss the Management of FGM/C according to Standing Orders</p> <p>5.5 Discuss Medicalization of FGM/C Education and counselling on prevention of FGM/C</p>	Explain 5.1 – 5.5	<p>Relevant Textbooks Journals Computers projectors</p>			<p>Define FG/Cutting (FGM/C)</p> <p>Explain types of FGM/C</p> <p>Explain the Complications of FGM/C</p> <p>Discuss the Management of FGM/C according to Standing Orders</p> <p>Explain the Medicalization of FGM/C Education and counselling on prevention of FGM/C</p>
General Objective: 6.0 Understand Reproductive Health Cancers						
11-12	6.1 Define cancer	Explain 6.1 – 6.4	<p>Charts, visual, models</p> <p>Books, journal</p>			Define cancer

<p>6.2 Discuss reproductive health cancers</p> <p>6.3 Discuss Types of cancer of the reproductive organs e.g</p> <ul style="list-style-type: none"> • Ovaries • Prostate • Breast • Testicular <p>6.4 Explain risk factors of reproductive health cancer Prevention of cervix al cancer</p> <ul style="list-style-type: none"> • Vaccination • Screening and early diagnosis of reproductive cancer • Visual inspection with Acetic Acid(VIA) • Pap smear, prostate specific antigen (PSA) • Referral of diagnosed cancer to appropriate centers 		<p>Models charts</p> <p>Computers projectors</p>		<p>Discuss reproductive health cancers</p> <p>Discuss Types of cancer of the reproductive organs</p>
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General Objective: 7.0 Know Gender Concept and Gender Based Violence					
13-14	<p>7.1 Definition of gender</p> <p>7.2 Discuss gender concept and gender based violence</p> <p>7.3 Explain gender mainstreaming</p> <p>7.4 Gender- based violence e.g</p> <ul style="list-style-type: none"> • Rape • Abuse • Assault • battery and • FGM/C. <p>7.5 Discuss existing gender policies and guidelines</p> <ul style="list-style-type: none"> • National Guidelines on Gender-based Violence in Nigeria • The Violence against Persons (Prohibition) Act. (2015) • National Plan of Action: Addressing Gender-based 	<p>Explain 7.1 – 7.5</p>	<p>Relevant Textbooks Journals Computers projectors</p>		<p>Definition of gender</p> <p>Discuss gender concept and gender based violence</p> <p>Explain gender mainstreaming</p> <p>Explain Gender- based violence</p>

	Violence and HIV/AIDS Intersections					
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PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMMUNITY HEALTH			
COURSE TITLE: NON- COMMUNICABLE DISEASES			
COURSE CODE: CMH 418			
DURATION: 2 Hours	Theoretical: 2HR	Practical: 0	
CREDIT UNITS: 2 UNIT	SCHEDULE:		
GOAL: The course is designed to equip the student with the knowledge of non-communicable diseases and aims to reduce the incidence of non-communicable diseases and their complications in the communities.			
GENERAL OBJECTIVE: On completion of the course, the student should be able to:			
1.0 Understand the concept of non-communicable diseases			
2.0 Know the prevention and control of non-communicable diseases			
3.0 Know the current policies and intervention strategies in diseases control			

NATIONAL BOARD FOR

PROGRAMME: HIGHER NATIONAL DIPLOMA						
COURSE: NON- COMMUNICABLE DISEASES				Course Code: CMH 418	Credit Unit: 2	
COURSE SPECIFICATION:		Duration: 2 Hours	Theoretical: 2 Hours		Practical: 0	
General Objective: 1.0 Understand the concept of non-communicable diseases						
Week	Specific Learning Outcomes	Teachers Activities	Learning Resources	Specific Learning Outcomes	Teachers Activities	Evaluation
1-5	1.1 Define demographic transition 1.2 Explain the concepts of demographic transition 1.3 Define non-communicable diseases 1.4 List common NCDs <ul style="list-style-type: none"> • hypertension • coronary disease, • diabetes mellitus, • sickle cell disease, • enzyme deficiency (G6PD – 	Explain 1.1 – 1.6	Relevant Publications Audio-visuals (video, Compact disc, DVD, Internet) Books Computers projector			Discuss the concept of Basic Health Care Explain the concepts of demographic transition Define non-communicable diseases List common NCDs

	<p>glucose-6-phosphate hydrogenase)</p> <ul style="list-style-type: none"> stroke, cancers, Asthma, <p>1.5 Classify NCD</p> <p>1.6 Explain the diseases listed above according to Standing Order and under the following headings:</p> <ul style="list-style-type: none"> Causes, signs and symptoms, risk factors, prevention, control and management 					
General Objective: 2.0 Know the prevention and control of non-communicable diseases						
6-10	<p>2.1 List risk factors to NCDs</p> <p>2.2 Explain magnitude of</p>	Explain 2.1- 2.5	<p>Textbooks</p> <p>Journals</p> <p>Posters</p> <p>Flip chats</p>			<p>Discuss the concept of Basic Health Care</p>

	<p>the trend of NCD risk factors</p> <p>2.3 Explain NCD risk reduction methodologies in the community</p> <p>2.4 Explain Current approaches in planning community interventions to prevent and control NCDs</p> <p>2.5 Explain Current approaches in implementing community interventions to prevent and control NCDs</p>					<p>Explain magnitude of the trend of NCD risk factors</p> <p>Explain NCD risk reduction methodologies in the community</p> <p>Explain Current approaches in planning community interventions to prevent and control NCDs</p> <p>Explain Current approaches in implementing community interventions to prevent and control NCDs</p>
<p>General Objective: 3.0 Know the current policies and intervention strategies in diseases control</p>						

<p>11-15</p>	<p>3.1 Explain the Current national / state policies and intervention strategies in NCD control in respect of non-communicable diseases</p> <p>3.2 List some national policies and guidelines for NCD</p> <p>3.3 List the roles of the industries in NCD prevention and Control</p>	<p>Explain 3.1 – 3.3</p>	<p>Textbooks Journals Posters Flip chats Computers projectors</p>		<p>Explain the Current national / state policies and intervention strategies in NCD control in respect of non-communicable diseases</p> <p>List some national policies and guidelines for NCD</p> <p>List the roles of the industries in NCD prevention.</p>
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NATIONAL BOARD FOR TECHNICAL EDUCATION

PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMMUNITY HEALTH		
COURSE TITLE: COMMUNITY HEALTH GEOGRAPHY		
COURSE CODE: CMH 419		
DURATION: 2 Hours/Week	Theoretical: 2 Hours	Practical: 0
CREDIT UNITS: 2	SCHEDULE:	
GOAL: This course is intended to further improve the student's level of proficiency and knowledge to identify the effects of humans on their environment as well as the impact of the environment on health of humans.		
GENERAL OBJECTIVE: On completion of the course, the student should be able to:		
1.0 Understand Geography and Communities, Mega cities and Urbanization.		
2.0 Know the Climate change		
3.0 Understand how to solve environmental health problems using, codes		

PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMMUNITY HEALTH						
COURSE TITLE: COMMUNITY HEALTH GEOGRAPHY						
COURSE CODE: CMH 419						
DURATION: 2 Hours/Week		Theoretical: 2 Hours			Practical: 0	
CREDIT UNITS: 2			SCHEDULE:			
GOAL: This course is intended to further improve the student's level of proficiency and knowledge to identify the effects of humans on their environment as well as the impact of the environment on health of humans.						
General Objective 1: Understand Geography and Communities, Mega cities and Urbanization						
Week	Specific Learning Outcomes	Teachers Activities	Learning Resources	Specific Learning Outcomes	Teachers Activities	Evaluation
1-5	1.1 Discuss Community health Geography 1.2 Explain Geography and natural environment 1.3 Discuss effects of urbanization to primary health delivery in Nigeria 1.4 Explain the consequences of rural-urban drift to human population.	Explain 1.1-1.3	Computers projectors Relevant textbooks Flip Charts, and Books			Describe the nervous system Explain the development, organization and structures of the nervous system

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General Objective 2: Know the Climate change						
6-10	2.1 Discuss Climate change and it is causes 2.2 Explain effects of climate change to human population in the community	Explain 2.1-2.2	computers projectors Relevant textbooks Flip Charts, and Books			Discuss Climate change and it is causes Identify effects of climate change to human population in the community
General Objective 3: Understand how to solve environmental health problems using, codes						
11-15	3.1 Discuss ways to salvage environment and rural communities from hazards 3.2 Integrate Geographic Information Systems (GIS) into childhood and family case study.	Define Hazards, Geographical information system. Explain types of GIS materials in community health practice	Computers projectors Relevant textbooks Flip Charts, and Books			Define Hazards, Geographical information system. Explain types of GIS materials in community health practice

YEAR II SEMESTER II

PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMMUNITY HEALTH			
COURSE TITLE: APPLIED ANATOMY AND PHYSIOLOGY IV			
COURSE CODE: CMS 421			
DURATION:	Theoretical: - 1HR	Practical: Hour	
CREDIT UNITS: 2 UNIT	SCHEDULE:		
GOAL: This course is intended to enable students acquire the knowledge of structure and functions of the nervous systems and special systems.			
GENERAL OBJECTIVE: On completion of the course, the student should be able to:			
1.0 Understand the anatomy and physiology of the nervous system			
2.0 Know the structure and functions of the special senses			

PROGRAMME: HIGHERNATIONALDIPLOMA						
COURSE: APPLIED ANATOMY AND PHYSIOLOGY IV				Course Code: CMS 421	Credit Unit:2	
COURSE SPECIFICATION:		Theoretical: 1Hour		Practical: Hour		
General Objective: 1.0 Understand the anatomy and physiology of the nervous system.						
Week	Specific Learning Outcomes	Teachers Activities	Learning Resources	Specific Learning Outcomes	Teachers Activities	Evaluation
1-8	1.1 Describe the nervous system 1.2 Explain the development, organization and structures of the nervous system 1.3 Explain the Classification of the nervous system 1.4 Explain the structure and functions of the nervous tissue 1.5 Explain the structure of the brain <ul style="list-style-type: none"> • The brain • Diencephalon • Pons varolii • Medulla oblongata 	Explain 1.1 – 1.6	Computers projectors Relevant textbooks Flip Charts, and Books			Describe the nervous system Explain the development, organization and structures of the nervous system

	<ul style="list-style-type: none"> • The cerebellum (structure and functions of the lobes) • The spinal cord (structure, function and spinal Nerve (Reflex)) • The peripheral nervous system <p>1.6 Explain the structure, organization and function of Autonomic nervous system</p>					
General Objective: 2 Know the structure and functions of the special senses.						
9-15	<p>2.1 Explain Special Senses of the Body.</p> <ul style="list-style-type: none"> • Organs of the special senses (the eye, the ear, the nose, the tongue, the skin,) • Mechanism of sight hearing, balance, smell, taste, touch) 	Explain 2.1	Anatomical Models Flip Charts, and Books Computers Projectors Relevant textbooks			Explain Special Senses of the Body

PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMMUNITY HEALTH			
COURSE TITLE: INTEGRATED MANAGEMENT OF CHILDHOOD ILLNESS			
COURSE CODE: CMH 421			
DURATION: 2Hours	Theoretical: 1HR	Practical: 2HR	
CREDIT UNITS: 3 UNITS	SCHEDULE:		
GOAL: This course is designed to enable the student to acquire the knowledge, attitude and skills that will ensure the physical, mental and social wellbeing of children in the community.			
GENERAL OBJECTIVE: On completion of the course, the student should be able to:			
<ul style="list-style-type: none"> 1.0 Understand the concept of Integrated Management of Childhood Illness (IMCI). 2.0 Know Conditions which may expose the child to grave danger 3.0 Know interventions currently included in the IMCI strategy 4.0 Understand how to use IMCI algorithm to manage cases of childhood illness 5.0 Know how to improve the health system to deliver IMCI 6.0 Understand how to improve family and community practices of IMCI and the concept of ICCM intervention 7.0 Know Child survival strategies 			

PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEALTH						
COURSE: INTEGRATED MANAGEMENT OF CHILDHOOD ILLNESS				Course Code: CMH 421	Credit Unit: 3	
COURSE SPECIFICATION:			Duration: 2Hours	Theoretical: 1Hour	Practical:2Hour	
General Objective: 1.0 Understand the concept of Integrated Management of Childhood Illness (IMCI).						
Week	Specific Learning Outcomes	Teachers Activities	Learning Resources	Specific Learning Outcomes	Teachers Activities	Evaluation
1-2	<p>1.1 Define integrated Management of Neonatal and Childhood Illness (IMNCI)</p> <p>1.2 Explain the Components of IMNCI</p> <p>1.3 Explain the Rationale behind appropriate management and/or referral</p> <p>1.4 Explain the Assessment and classification of the sick child (>2months up to 5years) and General danger signs</p> <p>1.5 Explain the Identification of a child's immunization status</p> <ul style="list-style-type: none"> • Treatment priorities 	Explain 1.1-1.5	Textbooks Journals Posters Flip chats Computers Projectors			<p>Define integrated Management of Neonatal and Childhood Illness (IMNCI)</p> <p>Explain the Components of IMNCI</p> <p>Explain the Rationale behind appropriate management and/or referral</p> <p>Explain the Identification of a child's immunization status</p>

General Objective: 2.0 Know the Conditions which may expose the child to grave danger					
3-4	<p>2.1 Explain the condition which may expose child to grave danger:</p> <p>2.2 Discuss General danger signs e.g</p> <ul style="list-style-type: none"> • Lethargic or unconscious • Not able to drink or breastfeed • Convulsions in present illness • Vomits everything • Convulsing now <p>2.3 Explain Severe classifications of exposing a child to grave danger</p> <ul style="list-style-type: none"> • Severe pneumonia or very severe disease • Severe febrile illness • Severe dehydration • Dysentery • Severe persistent diarrhea • Mastoiditis • Severe complicated malnutrition • Severe uncomplicated malnutrition • Severe anemia • Possible serious bacterial infection <p>2.4 Recount other conditions which may expose children to grave danger such as;</p>	Explain 2.1-2.4	<p>Relevant publications in the approaches</p> <p>Textbooks</p> <p>Journals</p> <p>Posters</p> <p>Flip charts</p> <p>Computers</p> <p>projectors</p>		<p>Explain the condition which may expose child to grave danger</p> <p>Explain Severe classifications of exposing a child to grave danger</p> <p>Recount other conditions which may expose children to grave danger</p>

	<ul style="list-style-type: none"> • Hemoglobin below 7gm% or Newborn with hemoglobin below 15gm% • Stiff neck and/or bulging fontanel • Abdominal pain with rigidity • Jaundice Oedema 					
General Objective: 3.0 Know interventions currently included in the IMNCI strategy						
5-6	<p>.3.1 Explain the interventions currently included in IMNCI Strategy e.g</p> <ul style="list-style-type: none"> • Case management • Improving the health system • Improving family and community practices <p>3.2 Explain the interventions currently included in the ICCM strategy</p>	<p>Explain 3.1-3.2</p>	<p>Visuals (pictures, charts etc.) Audio-visuals (video, compact disc, DVD, Internet)Tex tbooks Journals Posters</p>			<p>Explain the interventions currently included in IMNCI Strategy</p> <p>Explain the interventions currently included in the ICCM strategy</p>
General Objective: 4.0 Understand how to use IMNCI algorithm to manage cases of Neonatal and childhood illness.						
7-8	<p>4.1 Explain Case Management with IMNCI algorithm</p> <ul style="list-style-type: none"> • Case Management with IMNCI algorithm <p>4.2 Enumerate the protocol of history taking, examination, and management of some cases of illness</p> <p>4.3 Explain the Protocols of history taking, examination, and manage the following cases</p>	<p>Explain 4.1 – 4.3</p>	<p>Visuals (pictures, charts etc.) Audio-visuals (video, compact disc, DVD, Internet) Textbooks</p>	<p>Demonstrate how to use a pulse oximeter</p>	<p>Guide students on how to use a pulse oximeter</p>	<p>Explain Case Management with IMNCI algorithm</p> <p>Enumerate the protocol of history taking, examination, and management of some cases of illness</p>

	<ul style="list-style-type: none"> • Cough or difficult breathing • SPO 2 reading • Fever • Diarrhea • Measles • Malaria • Ear problem • Malnutrition Anemia • HIV/AIDS • Immunisation and Vitamin A supplementation • Other Serious Infections. 		<p>Journals, Posters Flip chats Computers Projectors</p>			
General Objective: 5.0 Knowhow to improve the health system to deliver IMCI						
9-10	<p>5.1 Explain Case Management with IMNCI algorithm</p> <p>5.2 Explain Essential drug supply and management</p> <p>5.3 Explain Work organization in the health facilities</p> <p>5.4 Explain Referral services and care</p> <p>5.5 Discuss Quality of Care and Equity of Access</p> <p>5.6 Explain Health Management Information Systems</p>	Explain 5.1-5.7	<p>Visuals (pictures, charts etc.)</p> <p>Audio-visuals (video, compact disc, DVD, Internet)</p> <p>Textbooks</p> <p>Journals</p> <p>Posters</p> <p>Flip chats</p> <p>Computers</p> <p>Projectors</p>			<p>Explain Case Management with IMNCI algorithm</p> <p>Explain Essential drug supply and management</p> <p>Explain Work organization in the health facilities</p> <p>Explain Referral services and care</p> <p>Discuss Quality of Care and Equity of Access</p>

	5.7 Explain Management and supervision					Explain Health Management Information Systems
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NATIONAL BOARD FOR TECHNICAL EDUCATION

General Objective: 6.0 Understand how to improve family and community practices of IMCI and the concept of ICCM intervention					
11-12	<p>6.1 Explain the concept of Improvement in Family and Community Practices</p> <p>6.2 Explain on Promoting key household practices</p> <p>6.3 Discuss Interventions currently included in the ICCM strategy</p> <p>6.4 Discuss the development of milestone of a child.</p> <p>6.5 Discuss the components of child survival strategies</p> <p>6.6 Explain the evidence-based child survival interventions</p> <p>6.7 Explain barriers to access intervention infant and young feeding/counselling</p> <ul style="list-style-type: none"> • (IYC) caregiver on feeding problem • Complimentary feeding 	Explain 6.1 – 6.10	Visuals (pictures, charts etc.) Audio-visuals (video, compact disc, DVD, Internet Textbooks Journals Posters Flip chats Computers Projectors		<p>Explain the concept of Improvement in Family and Community Practices</p> <p>Explain on Promoting key household practices</p> <p>Discuss Interventions currently included in the ICCM strategy</p> <p>Discuss the developmental milestone of a child</p> <p>Discuss the components of child survival strategies</p> <p>Explain the evidence-based child survival interventions</p>

	<p>6.8 Discuss the child development strategy</p> <p>6.9 Explain feeding recommendation for small & special babies</p>					<p>Identify barriers to access intervention infant and young feeding/counselling</p> <p>Explain feeding recommendation for small & special babies</p>
13-14	<p>6.10 Explain ICCM intervention, as it involve training and equipping Community health practitioners how to use IMCI chart book let for classifying and treating sick children at community level, e.g</p> <ul style="list-style-type: none"> • malaria, • pneumonia, • diarrhea, • TB • Malnutrition and/or newborn care 	Explain 7.1	<p>Textbooks</p> <p>Journals</p> <p>Posters</p> <p>Flip chats</p> <p>Computers</p> <p>projectors</p>			<p>Describe the concept of integrated community case management (ICCM) of common childhood illnesses as a strategy to improve child health</p>
General Objective: 7.0 Know Child survival strategies						
14-15	<p>7.1 Describe Child survival strategies.</p> <p>7.2 Explain importance of the following strategies of child survival</p> <ul style="list-style-type: none"> • Growth monitoring • Oral rehydration therapy • Exclusive breast feeding • Immunisation etc. 	Explain 7.1-7.2	<p>Textbooks</p> <p>Journals</p> <p>Posters</p> <p>Flip chats</p> <p>Computers</p> <p>Projectors</p>	Demonstrate how to apply Child survival strategies	Guide students on how to apply Child survival strategies	<p>Describe Child survival strategies.</p> <p>Explain importance of the following strategies of child survival</p>

PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMMUNITY HEALTH			
COURSE TITLE: MODIFIED ESSENTIAL NEWBORN CARE			
COURSE CODE: CMH 422			
DURATION:	Duration: 2 Hours	Theoretical: 2HR	Practical: 1
CREDIT UNITS: 3 UNIT	SCHEDULE:		
GOAL: This course is designed to enhance students' ability to diagnose and manage New born and childhood conditions, illnesses and emergencies in line with global models so as to contribute to the reduction of infant and child mortality.			
GENERAL OBJECTIVE: On completion of the course, the student should be able to:			
<ul style="list-style-type: none"> 1.0 Know the needs of the New born 2.0 Know the immediate care of the New born 3.0 Understand essential care for every baby 4.0 Know the common new born problems 5.0 Understand the care of babies with special needs including essential care for the small baby 6.0 Understand skills on how to help babies breathe using models 7.0 Know factors affecting new born health in the hospital 			

PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMMUNITY HEALTH						
COURSE: MODIFIED ESSENTIAL NEWBORN CARE				Course Code: CMH 422	Credit Unit:3	
COURSE SPECIFICATION:		Duration: 3 Hours	Theoretical: 2Hours		Practical: 1	
General Objective: 1.0 Know the needs of the New born						
Week	Specific Learning Outcomes	Teachers Activities	Learning Resources	Specific Learning Outcomes	Teachers Activities	Evaluation
1-2	1.1 Define the term ‘New-born’ 1.2 Discuss basic physiology of the New born 1.3 The basic needs of new born <ul style="list-style-type: none"> • Breathing • Warmth 	Explain 1.1 – 1.3	Books Computer Projector Journals Audio-visual, marker, marker board.			Define the term ‘New-born’ Discuss basic physiology of the New born The basic needs of new born
General Objective: 2.0 Know the immediate care of the New born						
3-4	2.1 Discuss Immediate New born Care e.g <ul style="list-style-type: none"> • Ensure Immediate warmth (drying, Skin to skin contact) • Assess breathing &/or Neonatal Resuscitation (Helping Babies Breathe) • Early initiation of breastfeeding within 30 minutes 	Explain 2.1	Lecture notes Pictures Charts Books Journals			Discuss Immediate new born Care

	<ul style="list-style-type: none"> Clean cord care using 4% Chlorhexidine gel 				
General Objective: 3.0 Understand essential care for every baby					
5-6	<p>3.1 Explain the Essential Care for Every baby</p> <ul style="list-style-type: none"> Maintain warmth (continue skin-to-skin care, delay bathing for 24 hours) Eye care with 0.5% Erythromycin ointment/Tobramycin ointment Continuous exclusive breastfeeding Vitamin K injection Immunization 	Explain 3.1	Lecture notes Pictures Charts Books Journals		Explain the Essential Care for Every baby
General Objective: 4.0 Know the common New born problems					
7-8	<p>4.1 Explain Common New born Problems:</p> <ul style="list-style-type: none"> Asphyxia Infections Prematurity Jaundice Birth Injuries Congenital Malformations 	Explain 4.1	Lecture notes Books Journals publication		Explain Common New born Problems

1. General Objective: 5.0 Understand the care of babies with special needs including essential care for the small baby						
9-10	5.1 Discuss Special Care for the small babies: <ul style="list-style-type: none"> • Prolonged skin-to-skin care (Kangaroo Mother care) • Continuous and intermittent KMC • Art of KMC: Making KMC wraps • Monitoring baby in KMC and follow up till discharge from KMC 	Explain 5.1	Lecture notes Pictures Charts Books Journals	Demonstrate how to care for a new born	Guide student to Demonstrate how to care for a new born	Discuss Special Care for the small babies
General Objective: 6.0 Understand the skills on how to help babies breathe using models						
11-12	6.1 Explain the Practicum to competence in using the 3 'Action Plans' and models to: <ul style="list-style-type: none"> • (Help Babies Breathe HBB) • provide Essential Care For Every Baby • provide Essential Care For Small Babies 	Explain 6.1	Lecture notes Pictures Charts Books Journals	Carry out practical on how to assist a baby in 6.1 using doll baby	Demonstrate to students a practical on how to assist a baby in 6.1 using doll baby	Explain the Practicum to competence in using the 3 'Action Plans' and models
General Objective: 7.0 Know factors affecting new born health in the hospital						
13-14	7.1 Explain ICCM intervention, as it in volve training and equipping	Explain 7.1 to 7.2	Lecture notes Pictures Charts			Explain ICCM intervention

	<p>Community health practitioners</p> <p>7.2 Explain how to use IMCI chart booklet for classifying and treating sick children at community level, e.g malaria, pneumonia, diarrhea, TB, Malnutrition and/or newborn care</p>		<p>Books</p> <p>Journals</p>			<p>Explain how to use IMCI chart booklet</p>
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TECHNICAL EDUCATION

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PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMMUNITY HEALTH		
COURSE TITLE: COMMUNITY EAR, NOSE AND THROAT CARE		
COURSE CODE: CMH 423		
DURATION: 2 Hours	Theoretical: 1 Hours	Practical: 1hrs
CREDIT UNITS: 2		
GOAL: This course is designed to reduce the incidence of preventable Ear, Nose and Throat conditions in the community		
GENERAL OBJECTIVE: On completion of the course, the student should be able to:		
1.0 Understand the anatomy of the Ear, Nose and Throat organs		
2.0 Know the complications from Ear, Nose and Throat diseases		
3.0 Appreciate skills in mobilizing the community to identify the link between unsafe Ear, Nose and Throat		
4.0 Know the care for people with disabilities including rehabilitation services		
5.0 Recognize and treat Ear, Nose and Throat diseases		

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PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMMUNITY HEALTH						
COURSE: COMMUNITY EAR, NOSE AND THROAT CARE				Course Code: CMH 423	Credit Unit:2	
COURSE: SPECIFICATION:				Theoretical:1Hour	Practical:1 Hour	
General Objective 1.0: Understand the anatomy of the Ear, Nose and Throat organ						
Week	Specific Learning Outcome	Teachers Activities	Learning Resources	Specific Learning Outcome	Teachers Activities	Evaluation
1-3	1.1. Describe the following Organs: <ul style="list-style-type: none"> • Ear, and - Nose • Throat and Tongue 1.2 Explain individuals with special needs 1.3 Describe common causes of disabilities	Explain 1.1 – 1.3	Marker board, marker, projectors, videos lecture notes	conduct practical to see the anatomy of ENT	Guide student to conduct practical to see the anatomy of ENT	Describe the following Organs: <ul style="list-style-type: none"> • Ear, and - Nose • Throat and Tongue
General Objective 2: Know the complications from Ear, Nose and Throat diseases treatment						
4-5	2.1 Discuss the complications from Ear, Nose and Throat diseases/conditions 2.2 Explain referral centres for specialist care	Explain 2.1 and 2.2	Marker board, marker, projectors, videos lecture notes			Discuss the complications from Ear, Nose and Throat diseases/conditions Explain referral centres for specialist care

General Objective 3: Appreciate skills in mobilizing the community to identify the link between unsafe Ear, Nose and Throat						
6-8	<p>3.1 Explain to the community topics on ear cleaning, nose picking, and throat care.</p> <p>3.2 explain extensively how diseases of the ear, eye or both can affect the throat and vise versa</p> <p>3.1 Explain informative presentations that can be shared with local schools, youth clubs, and community gatherings to highlight the potential consequences of unsafe ENT practices and emphasize the importance of adopting safe habit</p>	<p>Discuss how to communicate to the communities on topics concerning cleaning ENT</p> <p>Explain informative presentations that can be shared with local schools, youth clubs, and community gatherings to highlight the potential consequences of unsafe ENT practices and emphasize the importance of adopting safe habit</p>	<p>Books</p> <p>Journals</p> <p>Audio-visual</p>	<p>Convey important messages through Stage street plays that portray scenarios related to unsafe ENT practices and their repercussions</p> <p>Carry out a hands-on workshops where participants can learn safe methods of ear cleaning, nasal hygiene, and throat care. Provide demonstrations using appropriate tools and techniques</p>	<p>Guide student to convey important messages through Stage street plays that portray scenarios related to unsafe ENT practices and their repercussions</p> <p>Guide student to offer hands-on workshops where participants can learn safe methods of ear cleaning, nasal hygiene, and throat care. Provide demonstrations using appropriate</p>	<p>Explain to the community topics on ear cleaning, nose picking, and throat care.</p>

					tools and techniques	
General Objective 4.0: Know the care for people with disabilities including rehabilitation services						
9-11	<p>4.1. Discuss unsafe practices in the community associated with disorders of the ear, nose and throat</p> <p>4.2. Discuss the process of mobilizing the community against unsafe Ear, Nose and Throat practices</p> <p>4.3. Describe resources in the community for the promotion of Ear, Nose and Throat care</p>	Explain 4.1- 4.3	<p>Lecture notes</p> <p>Books</p> <p>Journals</p> <p>publication</p>	Carry out a practical on how to care for people with ENT disorder	Demonstrate to student how to care for people with ENT disorder	<p>. Identify unsafe practices in the community associated with disorders of the ear, nose and throat</p> <p>Discuss the process of mobilizing the community against unsafe Ear, Nose and Throat practices</p>
General Objective 5.0: Recognize and treat Ear, Nose and Throat diseases						
11-13	<p>5.1 Describe the Instruments to be use in examination and management of Ear, Nose and Throat</p> <p>5.2 Explain disease conditions of the Ear, Nose and Throat organs</p>	Explain 5.1 -5.4	<p>notes</p> <p>Pictures</p> <p>Charts</p> <p>Bookd</p> <p>Journals</p>		Demonstrate to student how to use the instrument in 5.1	Describe the Instruments to be use in examination and management of Ear, Nose and Throat

	<p>5.3 Enumerate the signs and symptoms of Ear, Nose and Throat disorders.</p> <p>5.4 Discuss the importance of early recognition and treatment of Ear, Nose and Throat disorders</p>					<p>Explain disease conditions of the Ear, Nose and Throat organs</p>
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NATIONAL BOARD FOR TECHNICAL EDUCATION

PROGRAMME: :HIGHER NATIONAL DIPLOMA IN COMMUNITY HEALTH			
COURSE TITLE: COMMUNITY EYE CARE			
COURSE CODE: CMH 424			
DURATION	Theoretical:1Hour		Practical:- 1Hour
CREDIT UNITS: 2			
GOAL: The course is designed to acquaint the student with skills to identify eye conditions, manage and refer cases for specialized care.			
GENERAL OBJECTIVES: On completion of the course, the student should be able to:			
<p>1.0 Know the common eye conditions.</p> <p>2.0 Understand the major causes of blindness in Nigeria</p> <p>3.0 Know the procedure to test visual acuity.</p> <p>4.0 Know the process of eye examination</p> <p>5.0 Know how to prevent blindness through health education.</p>			

General Objective 1.0: Know the common eye conditions.						
Week	Specific Learning Outcome:	Teachers Activities	Learning Resources	Specific Learning Outcome:	Teachers Activities	Evaluation
2	1.1 Describe the conditions in the eye 1.2 Explain the dos and don'ts to eye conditions	Explain 1.1- 1.2	Marker board, marker, projectors, videos lecture notes	carry out practical on how to clean the eyes and application of eye medication	Guide student to carry out practical on how to clean the eyes and application of eye medication	Explain the dos and don'ts to eye conditions
General Objective 2.0: Understand Major causes of blindness in Nigeria						
3-5	2.1 Describe the epidemiology of the causes of blindness. 2.2 Discuss major causes of blindness in Nigeria 2.3 Discuss eye diseases that can lead to blindness	explain 2.2- 2.3	Marker board, marker, projectors, videos lecture notes			Describe the epidemiology of the causes of blindness
General Objective 3.0: Know the procedures to test Visual acuity.						
6-8	1.1 Describe the procedure for testing visual acuity 1.2 Describe the materials for testing visual acuity 1.3 Describe process of Recording and interpreting findings	List materials required for the test	Marker board, marker, projectors, videos lecture notes	Carry out a visual acuity test	Demonstrate to student the steps to follow in testing acuity	Describe the procedure for testing visual acuity Describe the materials for testing visual acuity Describe process of

						Recording and interpreting findings
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NATIONAL BOARD FOR TECHNICAL EDUCATION

General Objective 4.0: Know the process of eye examination						
7-9	<p>4.1 Describe the procedure for examining the eyes and eye lids.</p> <p>4.2 Explain how to assemble the ophthalmoscope instrument for examining the eyes.</p> <p>4.3 Describe how to examine eye and eye lids.</p> <p>4.4 Explain how to record and interpret findings of examination of eye and eye lids.</p>	Explain 4.1 – 4.2	Marker board, marker, projectors, videos lecture notes	Assemble the ophthalmoscope instrument for examining the eyes.	Demonstrate to student how to assemble the ophthalmoscope instrument for examining the eyes.	Describe the procedure for examining the eyes and eye lids.
General Objective 5.0 Know how to Prevent blindness through health Education						
10-12	<p>5.1 Explain common eye diseases in the community.</p> <p>5.2 Explain the causes of common eye diseases in a community.</p> <p>5.3 Explain how to trace the epidemiology of common eye disease in a</p>	Explain 5.1 – 5.4	Marker board, marker, projectors, videos lecture notes			<p>Explain common eye diseases in the community.</p> <p>Explain the causes of common eye diseases in a community.</p> <p>trace the epidemiolog</p>

	<p>community</p> <p>5.4 Explain how to plan health education for community members in 5.1 above</p>				<p>y of common eye disease in a community</p> <p>Plan health education for community members in 5.1 above</p>
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NATIONAL BOARD FOR TECHNICAL EDUCATION

PROGRAMME: HIGHER NATIONAL DIPLOMA COMMUNITY HEALTH		
COURSE: REFERRAL AND OUTREACH SERVICES		
COURSE CODE: CMH 425		
DURATION: 2Hours	Theoretical:- 1 Hour	Practical:-1 Hour
CREDIT UNITS: 2		
GOAL: This course is designed to equip students with the knowledge and skills required to conduct referral and outreach services in the community.		
GENERALOBJECTIVES: On completion of the course, the students should be able to:		
1.0 Understand the Concept Referral Health Services		
2.0 Know the 2-way referral system		
3.0 Understand the Concept of outreach services		

General Objective 1.0: Understand the concept of Referral services in Health Services						
Week	Specific Learning Outcome	Teachers Activities	Resources	Specific Learning Outcome	Teachers Activities	Evaluation
1-5	1.1 Describe concept of referral health services 1.2 Describe the component of referral system 1.3 Explain Components of referral system.	Define Referral Services Explain the component of referral system: e.g - The health system - Service providers - Initiating facilities -Referral practicalities - Receiving facilities	Marker board, marker, projectors, videos lecture notes			Define Referral Services Explain the component of referral system
General Objective 2: Know the 2-way referral system						
6-10	2.1 Describe the two-way referral and referral structure: <ul style="list-style-type: none"> • HMIS tools used for the two-way referral including the referral form and record keeping • Diagram of the 2-way referral system 	Define 2-way referral. <ul style="list-style-type: none"> - List HMIS tools used for the two-way referral, e.g referral form and recording book or register 	Marker board, marker, projectors, videos lecture notes			Describe the two-way referral and referral structure:

	<p>showing normal and emergency paths</p> <p>2.2 Describe Steps in patients' referral such as</p> <ul style="list-style-type: none"> • Explain the condition to the patient/care giver • Discuss with the patient how to travel • Administer pre-referral medication (if necessary) system <p>2.3 Describe criteria for identifying client to be referred</p> <ul style="list-style-type: none"> • Illness not responding to treatment • When in doubt accept referral from low or upper levels as necessary etc <p>2.3 Describe advantage and dis</p>	<p>- Draw diagram of the 2-way referral system, showing normal and emergency paths</p>				
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	<p>advantage of 2 way referral system</p> <p>2.5 Describe cases to be referred e.g.</p> <ul style="list-style-type: none"> • Cases not responding to treatment • Cases not covered by standing orders • Cases requiring Ing more expertise diagnosis and treatment etc <p>2.6 Enumerate Levels of referrals</p> <ul style="list-style-type: none"> • Primary • Secondary and Tertiary 					
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General Objective 3: Understand the concept of outreach services

11-15	<p>3.1 Describe outreach services:</p> <ul style="list-style-type: none"> • Steps in planning an outreach services • Outreach toolkit, materials and equipment • Mobile Health Clinic and its operations, 	<p>Explain 3.1</p>	<p>Marker board, marker, projectors, videos lecture notes</p>	<p>Carry out practical sessions on how to conduct and implement outreach services</p>	<p>Demonstrate to students practical sessions on how to conduct and implement outreach services</p>	<p>Describe outreach services:</p>
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	<p>Mode of outreach and mobile health services</p> <ul style="list-style-type: none"> • Specialized services during outreach i.e. Ante natal care, Immunization, General Outpatient services etc • Barriers and enablers for outreach services 					
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NATIONAL BOARD FOR TECHNICAL EDUCATION

NATIONAL BOARD FOR

PROGRAMME: HND Community Health			
COURSE TITLE: PHARMACOLOGY OF ESSENTIAL MEDICINE			
COURSE CODE: CMH 426			
DURATION: 2 Hours	Theoretical: - 1Hours	Practical: 1	
CREDIT UNITS: 2	SCHEDULE:		
GOAL: This course is designed to equip students with the knowledge about the importance of Essential Medicine Supply in the clinic and in the community.			
GENERAL OBJECTIVE: On completion of the course, the student should be able to:			
1.0 Understand the sources and classes of drugs			
2.0 Know the purpose and concept of Essential Drugs Programme			
3.0 Know the Drug Revolving fund and its operations			
4.0 Know how to maintain pre-packing and dispensing of medicine			

NATIONAL BOARD FOR

PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMMUNITY HEALTH						
COURSE: PHARMACOLOGY OF ESSENTIAL MEDICINE				Course Code: CMH 426		Credit Unit:2
COURSE SPECIFICATION:		Duration: 2 Hours/Week		Theoretical: 1Hours		Practical: 1Hour
General Objective 1: Understand the sources and classes of drugs						
Week	Specific Learning Outcomes	Teachers Activities	Learning Resources	Specific Learning Outcomes	Teachers Activities	Evaluation
1-3	1.1 Define Drug 1.2 Explain the sources of drugs 1.3 Classify drugs using their generic names 1.4 describe ways by which drugs are metabolized and excreted	Explain 1.1- 1.4	Relevant Publications Audio-visuals (video, compact disc, DVD, Internet) Projector computer			Define Drug Identify the sources of drugs Classify drugs using their generic names Identify ways by which drugs are metabolized and excreted
General Objective 2 Know the purpose and concept of Essential Drugs Programme						
4-6	2.1 Define essential medicines 2.2 List the purpose of an Essential Medicines List	Explain 2.1- 2.6	Relevant Publications Audio-visuals (video, compact disc, DVD, Internet)			Define essential medicines List the purpose of an Essential Medicines

	<p>2.3 List the drugs in the Essential Medicines</p> <p>2.4 List the advantages of an essential medicines</p> <p>2.5 Discuss the indications and dosages, contra-indications and side effects of essential medicines</p> <p>2.6 List the essential medicines in the Volunteer Village Health Workers/TBAs kit</p>		<p>Books</p> <p>Projector</p> <p>computer</p>			<p>List the drugs in the Essential Medicines</p> <p>List the advantages of an essential medicines</p> <p>Discuss the indications and dosages, contra-indications and side effects of essential medicines</p> <p>List the essential medicines in the Volunteer Village Health Workers/TBAs kit</p>
General Objective: 3.0 Know the Drug Revolving Fund and its operations						
7-9	<p>3.1 Define Drug Revolving Fund</p> <p>3.2 State the purposes of DRF</p> <p>3.3 State the advantages of a</p>	Discuss 3.1 – 3.4	<p>Relevant Publications</p> <p>Audio-visuals (video, compact disc, DVD, Internet)</p> <p>Books</p> <p>Computer</p>			<p>Define Drug Revolving Fund</p> <p>State the purposes of DRF</p>

	<p>Drug Revolving Fund</p> <p>3.4 Discuss barriers to the effective running of a Drug Revolving Fund</p>		Projectors			<p>State the advantages of a Drug Revolving Fund</p> <p>Discuss barriers to the effective running of a Drug Revolving Fund</p>
General Objective: 4.0 Know how to maintain pre-packing and dispensing of medicine						
10-12	<p>4.1 Explain pre-packing</p> <p>4.2 Explain dispensing of medicine</p> <p>4.3 State the advantages of pre-packing medicines</p> <p>4.4 State the disadvantages of pre-packing medicines</p> <p>4.5 Define Drug logistics management</p> <p>4.6 List the challenges facing</p>	Explain 4.1 – 4.6	<p>Relevant Publications</p> <p>Audio-visuals (video, compact disc, DVD, Internet)</p> <p>Books</p> <p>Computers</p> <p>projectors</p>	Supervise the Community Development Committee and VHWS/TBA on the operation of DRF	<p>Guide students how to supervise the Community Development Committee and VHWS/TBA on the operation of DRF</p>	<p>What is pre-packing and dispensing of medicine</p> <p>State the advantages of pre-packing medicines</p> <p>State the disadvantages of pre-packing medicines</p> <p>Define Drug logistics management</p>

	drug supplies and storage					List the challenges facing drug supplies and storage
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NATIONAL BOARD FOR TECHNICAL EDUCATION

PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMMUNITY HEALTH		
COURSE TITLE: NIGERIAN HEALTH SYSTEM AND PRIMARY HEALTH CARE		
COURSE CODE: CMH 427		
DURATION:1 Hour	Theoretical: 2Hour	Practical: 0
CREDIT UNITS: 2	SCHEDULE:	
GOAL: This Course is designed to enable the students understand the philosophy of Nigerian Health care system, concept of population and sustainable development.		
GENERAL OBJECTIVE: On completion of the course, the student should be able to:		
<ul style="list-style-type: none"> 1.0 Understand the common terms relating to the healthcare system, evolution/ stages of development and policies in Nigeria 2.0 Know the philosophy of the Nigerian Health Care system 3.0 Know the various factors affecting health globally and in Nigeria 4.0 Know the influence of national sustainable development interventions on the health status of a nation 		

PROGRAMME: NATIONAL DIPLOMA IN COMMUNITY HEALTH						
COURSE: NIGERIAN HEALTH SYSTEM AND PRIMARY HEALTH CARE				Course Code: CMH 427		Credit Unit:2
COURSE SPECIFICATION:		Duration: 2 Hour	Theoretical:1Hour	Practical:0		
General Objective 1.0: Understand the common terms relating to the healthcare system, evolution/ stages of development and policies in Nigeria.						
Week	Specific Learning Outcomes	Teachers Activities	Learning Resources	Specific Learning Outcomes	Teachers Activities	Evaluation
1-3	1.1 Discuss the following : <ul style="list-style-type: none"> • Health Policy • Health system • Population • Population Policy Development 1.2 Describe the various stages of development of health system in Nigeria 1.3 Discuss Policy issues and managerial tools in health development to include <ul style="list-style-type: none"> • Health information • Health manpower development • Health technology • Health research • Healthcare financing 	Explain 1.1-1.3	Relevant Publications Audio-visuals (video, compact disc, DVD, Internet) Books Computers projectors			Explain the common terms relating to the healthcare system Describe the various evolution/ stages of development and policies in Nigeria Discuss Policy issues and managerial tools in health development

General Objective 2: Know the philosophy of the Nigerian Health Care system.					
2	<p>2.1 Explain the philosophy of the Nigerian Healthcare system.</p> <ul style="list-style-type: none"> • Process • Structure • Ethics of health care\ <p>2.2 Discuss policy formulation</p> <ul style="list-style-type: none"> • Definition • Types • Process • Importance to health <p>2.3 Explain Managerial tools in health development to include</p> <ul style="list-style-type: none"> • Health information • Health manpower development • Health technology • Health research <p>2.4 Discuss the Nigerian Strategic Health Development Plan</p>	<p>Explain 2.1-2.4</p>	<p>Relevant Publications Audio-visuals (video, compact disc, DVD, Internet) Books Computer Projectors</p>		<p>Explain the philosophy of the Nigerian Healthcare system</p> <p>Discuss policy formulation</p> <p>Explain Managerial tools in health development</p>

	<ul style="list-style-type: none"> • Health care financing • The Nigerian Strategic Health Development Plan (NSHDP) 					
General Objective: 3 Know the various factors affecting health globally and in Nigeria						
4-6	<p>3.1 Explain the various factors affecting health globally and in Nigeria to include:</p> <ul style="list-style-type: none"> • Socio economic • Cultural • environmental and • personal factors • Political climate and Bureaucracy • Poverty and health <p>Structure</p>	Explain 3.1	Anatomical Models Computers projectors Relevant textbooks Flip Charts, and Books			Explain the various factors affecting health globally and in Nigeria
General Objective: 4.0 Know the influence of national sustainable development interventions on the health status of a nation						
7-9	4.1 Describe approaches to health in different political systems and development levels (developed and developing)	Explain 4.1-4.6	Anatomical Models Flip Charts, and Books Computers projectors Relevant textbooks			Describe approaches to health in different political systems and development level Discuss the Sustainable

	<ul style="list-style-type: none"> • Vital rates • Types of health problems • Stages of development • Contributing factors <p>4.2 Discuss the Sustainable Development Goals (SDGs)</p> <ul style="list-style-type: none"> • Culture and practice <p>4.3 Define Sustainable Development Goals (DSGs)</p> <p>4.4 Explain the 17 components of SDG</p> <p>4.5 Explain the Purposes of sustainable</p>		<p>Flip Charts, and</p>			<p>Development Goals (SDGs)</p>
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	development goals					
	4.6 Discuss the Roles of CHEW in the implementation of SDGs					

ITICAL EDUCATION

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PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMMUNITY HEALTH			
COURSE TITLE: ACCOUNTING SYSTEM IN PHC			
COURSE CODE: CHM 428			
DURATION:	Theoretical: - 2 Hour	Practical: 0	
CREDIT UNITS: 2 UNIT	SCHEDULE:		
GOAL: The course is designed to acquaint the student with skills to identify eye conditions, manage and refer cases for specialized care.			
GENERAL OBJECTIVE: On completion of the course, the student should be able to:			
1.0 Understand the basic principles of accounting systems			
2.0 Know the difference between government and commercial accounting procedures			
3.0 Know the various books used in accounting			
4.0 Understand the concept of Budgeting			

PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMMUNITY HEALTH						
COURSE: ACCOUNTING SYSTEM IN PHC				Course Code: CMH 428	Credit Unit:2	
COURSE SPECIFICATION:		Duration: 2 Hour	Theoretical: 2Hour		Practical:0	
General Objective 1.0: Understand the basic principles of accounting systems						
Week	Specific Learning Outcomes	Teachers Activities	Learning Resources	Specific Learning Outcomes	Teachers Activities	Evaluation
1-5	1.1 Define Accounting systems in PHC. 1.2 Discuss Principles of accounting 1.3 List Types of money (invisible and visible)	Explain 1.1- 1.3	Relevant Publications Audio-visuals (video, compact disc, DVD, Internet) Books Computer Projectors			Define accounting systems in PHC. Discuss Principles of accounting List Types of money (invisible and visible)
General Objective: 2 Know the difference between government and commercial accounting procedures						
6-9	4.4 Explain government accounting 4.5 Explain commercial accounting 4.6 Explain the differences between government accounting and commercial	Explain 2.1-2.3	Relevant Publications Audio-visuals (video, compact disc, DVD, Internet) Books Computer Projectors			Explain the differences between government accounting and commercial accounting procedures

	accounting procedures					
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General Objective: 3 Know the various books used in accounting

<p>10-13</p>	<p>3.1 Discuss books used in accounting</p> <ul style="list-style-type: none"> ▪ Book of original entry ▪ Ledger, Cash Book ▪ Imprest, Stock ▪ Account Book ▪ Balance Sheet ▪ Voucher Sheet ▪ Vouchers, Invoices, etc <p>3.2 Describe double entry Book</p> <ul style="list-style-type: none"> • Keeping system • Petty cash Impress system <p>3.2 Define budget</p> <p>3.3 Explain the implication and effects of improper budgeting.</p> <p>3.4 Explain Financial report</p> <p>3.5 Explain how to</p>	<p>Explain 3.1- 3.5</p>	<p>Computers projectors Relevant textbooks</p> <p>Flip Charts, and Books</p>			<p>Discuss books used in accountin</p> <p>Describe double entry Book</p> <p>Define budget</p> <p>Explain the implication and effects of improper budgeting.</p> <p>Explain Financial report</p> <p>Explain how to order, receive and stock supplies and how to keep inventory of expendable supplies</p>
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NATIONAL BOARD FOR TECHNICAL EDUCATION

	order, receive and stock supplies and how to keep inventory of expendable supplies				
General Objective: 4 Understand the concept of budgeting					
14-15	<p>4.1 Define budget</p> <p>4.2 Explain the implication and effects of improper budgeting.</p> <p>4.3 Explain Financial report</p> <p>4.4 Explain how to order, receive and stock supplies</p> <p>4.5 Explain how to keep inventory of expendable supplies</p>	Explain 4.1 – 4.4	<p>Computers</p> <p>projectors</p> <p>Relevant textbooks</p> <p>Flip Charts, and Books</p>		<p>Define budget</p> <p>Explain the implication and effects of improper budgeting.</p> <p>Explain Financial report</p> <p>Explain how to order, receive and stock supplies</p> <p>Explain how to keep inventory of expendable supplies</p>

PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMMUNITY HEALTH				
COURSE TITLE: CARE OF PERSONS WITH SPECIAL NEEDS				
COURSE CODE: CMH 429				
DURATION:	Lecture: - 1HR	Tutorial: -	Practical:1HRS	Total:-3 0 HRS
CREDIT UNITS: 2 UNIT		SCHEDULE:		
GOAL: The course is designed to provide students with skills to care for persons living with disabilities.				
GENERAL OBJECTIVE: On completion of the course, the student should be able to:				
<ul style="list-style-type: none"> 1.0 Understand the concept of disability 2.0 Know the different categories of disabilities 3.0 Understand common disability conditions in the community 4.0 Know the care for people with disabilities including rehabilitation in the Community 				

PROGRAMME: HIGHER NATIONAL DIPLOMA IN COMMUNITY HEALTH						
COURSE: CARE OF PERSONS WITH SPECIAL NEEDS			Course Code: CMH 429		Credit Unit:2	
COURSE SPECIFICATION:		Duration: 2 Hours/Week		Theoretical: 1Hours	Practical:1hour	
General Objective: 1.0 Understand the concept of disability						
Week	Specific Learning Outcomes	Teachers Activities	Learning Resources	Specific Learning Outcomes	Teachers Activities	Evaluation
1-3	1.1. Define the following: <ul style="list-style-type: none"> • Disability • impairment 1.2 Describe individuals with special needs 1.3 Explain common causes of disabilities	Explain 1.1 – 1.3	Relevant Textbooks Journals Audio-visual Pictures Charts Books			Define Disability and Impairment Identify individuals with special needs Identify common causes of disabilities
General Objective: 2 Know the different categories of disabilities						
4-6	2.1.Explain disability conditions 2.2.Explain the following concepts <ul style="list-style-type: none"> • Paralysis including poliomyelitis • Loss of a limb(s) 	Explain 2.1 – 2.10	Lecture notes Pictures Charts Books Journals			Identify disability conditions Explain Paralysis, Loss of a Limb,

<ul style="list-style-type: none"> • Blindness • Deafness • Spinal bifidaetc. <p>2.3. Explain mental disabilities in relation to</p> <ul style="list-style-type: none"> • Cerebral palsy • Down’s syndrome (Mongolism) • Hydrocephalusetc. <p>2.4. Explain social disability, e.g.</p> <ul style="list-style-type: none"> • Single parenthood • Motherless children cared for by grannies/guardians • Orphans • Low income earners etc. <p>2.5 Explain learning disability</p> <p>2.6 Discuss causes of learning disability</p> <p>2.7 Explain -clinical features of learning disability</p>				<p>Blindness, Deafness and Spinal bifida</p> <p>Explain the following mental disabilities</p> <ul style="list-style-type: none"> • Cerebral palsy • Down’s syndrome (Mongolism) • hydrocephalusetc. <p>Discuss causes of learning disability</p> <p>Explain -clinical features of learning disability</p> <p>Discuss preventive measure</p>
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	2.8. Discuss preventive measure 2.9 Explain -referral procedure 2.10. Explain follow up of people with learning disabilities					Explain - referral procedure Explain follow up of people with learning disabilities
General Objective: 3 Understand common disability conditions in the community						
7-9	3.1 Explain methods of providing care for different persons with disabilities in the community 3.2 Discuss ways of managing persons with disabilities in line with Standing Orders	Explain 3.1-3.2	Relevant Textbooks Journals Audio-visual Pictures Charts Books	Refer disability conditions to appropriate places	Guide the students on ways to refer disability conditions to appropriate places	Identify methods of providing care for different persons with disabilities in the community Discuss ways of managing persons with disabilities in line with Standing Orders
General Objective: 4.0 Know the care for people with disabilities including rehabilitation in the Community						
10-12	4.1. Define rehabilitation		Lecture notes	Identify rehabilitation centres	Guide the students to	Explain rehabilitation

	<p>4.2. Explain rehabilitation procedure for different disability conditions</p> <p>4.3. Discuss importance of rehabilitation</p>		<p>Books</p> <p>Journals publication</p>	<p>(e.g. Schools for the blind, etc.).</p>	<p>identify rehabilitation centres (e.g. Schools for the blind, etc.).</p>	<p>Explain rehabilitation procedure for different disability conditions</p> <p>Discuss importance of rehabilitation</p>
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NATIONAL BOARD FOR

MINIMUM MATERIAL RESOURCES AND EQUIPMENT REQUIREMENT FOR COMMUNITY HEALTH PROGRAM

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

25	Consumables (surgical blades, Needles & syringes, Catheters, infant urine bags, Dressing, etc.) hand towel/paper towels, tourniquets, intravenous giving (iv) sets etc.	10 packets of each
26	Sterilizer	2
27	Stretcher	2
28	Instrument for dressing, incision and Delivery kits	10 assorted instruments (2 of each type)
29	Thermometer and forceps holding jar	5
30	Anatomical models organs	20
31	Charts of organs and systems	20
32	Bed and beddings	2
33	Audio-visual aids (Projector, Tv Set, PAS etc.)	3
34	Life sized models	5
35	Ambu kit (adult & infant)	2 of each type 3
36	Breast models	5
37	Catheter model (male and female)	5
38	Child birth simulator	2
39	CPR Manikin (adult & infant)	1 of each type
40	Dual sex Anatomical Torso	1
41	Dual sex anatomical torso with open back (28 parts)	1
42	Intubation Model (adult & infant)	2 of each type
43	Mamanatalie	2
44	Neonatalie	5
45	Maternal Pelvis Model	2
46	Resuscitation trays (Ambu bag, suction bulb, 2 galipots, 1 kidney dish, stethoscope, hand gloves)	2 Sets
47	Skeleton (Articulated)	2
48	Testicle Model	2
49	Anatomy posters/ photograph	2 for each system
50	Partograph forms/ Charts	50/1
51	Screens	2
52	Food demonstration items (assorted)	10

53	Snellen's charts	4
54	Tongue depressor (plastic, wooden and metal)	5 each
55	Nail scrubbing brush	5
56	Intravenous (iv) giving set, Cannula/scalp vein needles (different sizes)	1 packet Different sizes
57	Drip stand	2
58	Tourniquet	5
59	Pedal waste bin	2
60	Suction apparatus (mechanical & electronic)	2 of each type
61	Umbilical cord clamps	1 packet
62	Anti-shock garment	1
63	Kangaroo pouch/ 6 yards cloth wrapper	2
64	Suture materials (chromic catgut, silk, nylon, suturing needles)	1pkts each
65	Implant insertion and removal kits (Commodity, disinfectant, 2 Galipots for wet and dry swab, surgical gloves, kidney dish)	2
66	IUD insertion kits (surgical gloves, Vaginal speculum, sponge holding forceps, single-tooth tenaculum, Gallipot with swab, uterine sounds, scissor and commodity)	2
67	WHO Medical Eligibility Criteria Wheel (MEC)	50
68	Basic counselling strategy (BCS)Plus	2
B. DEMONSTRATION CLINIC/TEACHING HEALTH CENTRE		
S/N	Description	Quantity
1	Stretcher	2
2	Instrument for dressing, (gallipot, sponge holding forceps, straight scissors, dissecting forceps, needle holder, suturing materials)	As appropriate
3	Incision and drainage Materials (scapel, scapel-holder, toothed artery forceps, sponge holding forceps)	As appropriate
4	Delivery kits	2 sets
5	Equipment for sterilization (autoclave, sterilizer)	2 each
6	Cold-chain (Cold Box. Vaccine carrier (Geostyle), Ice packs different sizes 2 each, Refrigerator 1	
7	Bed and beddings	6

8	Screens	3
9	Snellen charts	4
10	Diagnostic set	3
11	Weighing scale for adult/children	2 of each
12	Weighing scale with height	1
13	Stethoscope	5
14	Foetal stethoscope	5
15	Food demonstration items	10 assorted
16	HMIS records	As applicable
17	Treatment protocol (Treatment cards)	As applicable
18	SOP and other treatment protocol (Standing orders CHO/CHEW and JCHEW)	
19	Sphygmomanometer (Mercury, Aneroid and Digital (micro life),	3 of each type
20	Glucometer	5
21	Examination couch	2
22	Oral, Rectal and digital Thermometers	10 of each
23	Trolleys	3
24	Wash hand Bowls/ Sink	5
25	Surgical scissors and forceps, Scalpel	2 of each type
26	Essential drugs	As applicable
27	Personal protective equipment (hand gloves - 1 pack, aprons - 10, gowns - 3, face masks- 2 packs, boots (different sizes)	
28	Pedal waste bin	5
29	Thermometer jar	3 of each 5
30	Forceps holding jar/Cheatele forceps	5
31	NG. Tubes	1 pack
32	IV giving set / scalp vein needles, cannula (different sizes),	1 pack each
33	Drip stand & tourniquet	6
34	Tongue depressors (Wooden)	2
35	Suture materials (chromic catgut, silks, nylon, suturing needles)	1 pack each
36	Umbilical cord Clamps	1 pack
37	Kangaroo pouch (for KMC)/ 6 yards Cloth wrapper	1

38	Implant insertion & removal kit (Commodity, disinfectant, 2 Galipots for wet and dry swab, surgical gloves, kidney dish, single-tooth tenaculum,	1 set
39	IUD insertion kit (surgical gloves, Vaginal speculum, sponge holding forceps, tenaculum, Galli pot with swab, uterine sounds, commodity)	1
40	WHO MEC Wheel	3
41	Gallipot & kidney dish (different sizes)	5 each
42	Partograph chart	1
43	Partograph forms	100
44	Ambu kit (infants & adult)	2 Each
45	Pulse Oximeter	1
SIDE LABORATORY		
S/N	Description	Quantity
1	Refrigerator (1 chest & 1 medium)	2
2	Microscope (monocular and binocular)	2 of each type
3	Manual centrifuge	5
4	Rough balance	2
5	Salhi Haemoglobinometer	3
6	Hot Air Oven	1
FURNITURE		
S/N	Description	Quantity
1	Long bench	2
2	Working benches/platforms	As appropriate
3	Long stools	75
4	Tables	1
CHEMICAL AND REAGENTS		
S/N	Description	Quantity / Bottles
1	Acetone	1 litre
2	Methyl alcohol	1 litre
3	Ethanol	1 litre
4	Sulphuric acid	1 litre
5	Hydrochloric acid	1 litre

6	Absolute alcohol	1 litre
7	Giemsa Stain	2 bottles
8	Lieshman Stain	2 bottles
9	Field Stain A	2 „
10	Field Stain B	2 „
11	Acetic acid	1 litre
12	Ethanol	1 „
13	Iodine Crystals	2 bottles
14	Methylene blue	2 „
15	Hydrogen Peroxide	2 „
16	Benedict Solution	2 „
17	Carbol Fucshin	2 „
CONSUMABLES/ Equipment/ Materials		
S/N	Description	Quantity
1	Filter Paper	2 packs
2	Pocket Mask	2 „
3	Combi 2 for Protein test	2
4	Clinistix Strip Reagent	2
5	Glucometer	2
6	Urinometer	2
7	Spirit Lamp	10 pcs.
8	Glass Slide	2 packs
9	Cover Slips	2 „
10	Long Test Tubes	2 „
11	Conical Centrifuge Tubes	2 „
12	Taliquist Paper for HB	2 „
13	Cotton Wool	2 „
14	Lancet (Pricking Needles)	2 „
15	Kidney Dishes	5
16	First Aid Box	2

TEACHING STAFF REQUIRED QUALIFICATIONS

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

LIST OF PARTICIPANTS

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